

PAPER 1 Reading and Use of English	Part 1
	Part 2
PAPER 2 Writing	Part 3
PAPER 3 Listening	Part 4
PAPER 4 Speaking	Part 5
	Part 6
	Part 7
	Part 8

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A event B aspect C field D division

0	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
---	----------	----------	----------	----------

Nature's clocks

Our biological clocks govern almost every (0) of our lives. Our sensitivity to stimuli (1) over the course of the day, and our ability to perform certain functions is subject to fluctuations. The middle of the day, for example, is the (2) time for tasks such as making decisions. Anything that demands physical co-ordination, on the other hand, is best attempted in the early evening. What is (3), there is a dramatic drop in performance if these activities are (4) out at other times. The risk of accident in a factory, for example, is 20% higher during the night (5)

Primitive humans lived in tune with the daily cycle of light and dark. Today, we are (6) convinced that we can impose schedules on our lives at will. Sooner or later, however, we pay a (7) for ignoring our natural rhythms. A good example is jet lag, caused when we confuse our body's biological clocks by (8) several time zones. Jet lag often lasts for several days and can badly affect our decision-making ability.

- | | | | |
|----------------|---------------|-------------|--------------|
| 1 A modifies | B ranges | C varies | D wavers |
| 2 A peak | B summit | C maximum | D optimum |
| 3 A more | B else | C different | D besides |
| 4 A made | B gone | C carried | D set |
| 5 A labour | B work | C duty | D shift |
| 6 A powerfully | B firmly | C steadily | D highly |
| 7 A price | B fine | C fee | D cost |
| 8 A landing | B penetrating | C crossing | D travelling |

Essential tips

- ▶ Read through the whole text to get a general idea of what it is about.
- ▶ The correct option must have the correct meaning. It can also be part of a phrase, collocation, idiom, phrasal verb or expression.
- ▶ The correct option must fit in the sentence structurally. All the four options will be the right part of speech (noun, adjective, verb, adverb, etc.), but only one will be correct in the context of the sentence. For instance, the correct option may be the only word that is followed by a preposition that comes after the gap. So, check the words on either side of the gap carefully to see what collocates with them.

Question 2: One of the options does not collocate with *time*. Of the other three options, only one has the correct meaning of 'best'.

Question 3: Only one of the options forms a fixed expression with *what is* and has the meaning of 'in addition' or 'moreover'.

Question 4: All four options can form phrasal verbs with *out*, but only one collocates with *activities* to mean 'perform activities'.

Question 6: Only one option collocates with *convinced*.

PAPER 1 Reading and Use of English	Part 1
	Part 2
PAPER 2 Writing	Part 3
PAPER 3 Listening	Part 4
PAPER 4 Speaking	Part 5
	Part 6
	Part 7
	Part 8

For questions 9–16, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 I N

Antarctica in danger

The last 20 years have seen a dramatic increase (0) the numbers of visitors to Antarctica. These (9) only include scientists who are researching (10) crucial issues as climate change and its impact on the polar regions, but also more and more tourists. Some tourists simply want to see the last unspoiled continent. Some, on the (11) hand, seek more active pursuits like adventure sports. However, environmentalists are concerned that the growing tourist industry may (12) endangering the Antarctic environment and sowing the seeds of its destruction.

(13) of the problems facing the area is pollution resulting from tourism. Careless visitors throw rubbish into the sea, without realising (14) harmful this can be to wildlife. Just (15) damaging, perhaps more so, is oil spilt from ships insufficiently reinforced to withstand collisions (16) icebergs. Oil from even a small spill can remain an environmental hazard for many years, and there are increasing numbers of icebergs breaking off the continental ice sheet due to global warming.

Essential tips

- ▶ Read through the whole text to get a general idea of what it is about.
- ▶ Decide what word(s) in the sentence are grammatically related to the gapped word. This will help you decide what part of speech is needed (auxiliary verb, pronoun, article, preposition, etc.).
- ▶ Read the whole sentence to see if the word you need is part of a longer phrase, such as *either ... or ...*.
- ▶ It may be that two (or even three) words could fit in the gap, so do not assume the word you are thinking of is wrong if you can also think of one or two alternatives.

Question 9: Read the whole sentence carefully. Notice *but also* in the last part of the sentence. Think of the structure *... only ... but also*.

Question 10: Look carefully at the words either side of the gap. Climate change is an example of a crucial issue. Can you think of a word to go with *as* to indicate an example?

Question 11: The gapped word is part of a phrase: *on the ... hand*. Read the previous sentence before deciding on the word for the gap.

Question 12: Which verb usually comes before a continuous (-ing) verb form? Which verb form comes after *may* and other modal verbs?

PAPER 1 Reading and Use of English

- Part 1
- Part 2
- Part 3
- Part 4
- Part 5
- Part 6
- Part 7
- Part 8

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 A C T I V I T Y

Elephant training

If you are travelling in Thailand, you can now take part in an (0) of an unusual kind. For a sum of money which is (17) modest, you can spend a few days at an elephant-conservation centre training to be a *mahout* (elephant driver).

Primarily set up in an endeavour to preserve the (18) Thai elephant, the centre welcomes tourism as a means of funding itself. Nevertheless, its programme remains strictly in (19) with the traditions of *Kachasart*, the ancient method of studying elephants, and the *mahouts* build up very close relationships with their elephants. Training is believed to be (20) to the elephants, providing them with physical and mental (21) Their well-being is considered of utmost importance.

The elephants are captive, of course, and the centre has been (22) for not allowing them to go free. The reality, however, is that (23) deforestation has left wild elephants struggling to survive in habitats that are shrinking almost on a (24) basis, and the centre offers them a sanctuary – for the time being at least.

ACTIVE
CREDIBLE

MAJESTY

KEEP

BENEFIT
STIMULATE

CRITIC
EXTEND

DAY

Essential tips

- ▶ Read through the whole text to get a general idea of what it is about.
- ▶ Decide what type of word is needed in each gap (e.g. verb, noun, adjective or adverb).
- ▶ Look at the word in capital letters. You may need to change its form to fit the gap.
- ▶ Think about what prefixes and suffixes you could add.
- ▶ Some words will need more than one change.
- ▶ Check the spelling carefully and consider whether the word should be singular or plural.

Question 17: Think carefully about the type of word you need here. You will need to add both a prefix and a suffix.

Question 19: The gapped word forms part of the expression *in ... with*, which means ‘matching something’.

Question 22: You need to make a verb from a noun here. Make sure you use the correct verb form. There are two ways of spelling this word, and both can be correct.

PAPER 1 Reading and Use of English

- Part 1
- Part 2
- Part 3
- Part 4
- Part 5
- Part 6
- Part 7
- Part 8

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (0).

Example:

0 Jane regretted speaking so rudely to the old lady.

MORE

Jane politely to the old lady.

Example: 0 WISHED SHE HAD SPOKEN MORE

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 Pop in for a chat whenever you are in town.

HAPPEN

If in town, pop in for a chat.

26 Paula had just reached the gate when it began to rain.

THAN

No sooner it began to rain.

27 ‘Mark wrote that poem, not Ian,’ said Helen.

IT

According to Helen, that poem, not Ian.

28 Even if it is expensive, they want to stay in the hotel by the beach.

MAY

Expensive, they want to stay in the hotel by the beach.

29 Unless you tell the truth, the school trip will be cancelled.

MEAN

Your failure the cancellation of the school trip.

30 Noriko has never been here before, so it is possible that she has got lost.

HAVE

Noriko it is the first time she has ever been here.

Essential tips

- ▶ For each question, read both sentences carefully. The second sentence must convey the same information as the first sentence, but in different words.
- ▶ The key word in capital letters must be used without changing its form in any way.
- ▶ You may need to change the order in which you give the information, and the form of some words from the first sentence.
- ▶ Some questions may require you to change from a negative sentence to a positive one, or from a passive structure to an active one (or the other way round – be prepared for this!).
- ▶ You must use between three and six words in your answer. If you write too few words or too many, you will lose marks.

Question 26: Think about the word order here. Certain negative structures at the start of a sentence are followed by inversion (e.g. *Never before had Caroline seen such a beautiful garden*).

Question 27: How can you use *it* to emphasise that Mark, not Ian, wrote the poem?

Question 30: How can you express the idea of possibility? You need a structure with a modal verb (more than one modal verb is possible). You will also need a suitable linking word.

PAPER 1 Reading and Use of English

- Part 1
- Part 2
- Part 3
- Part 4
- Part 5**
- Part 6
- Part 7
- Part 8

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

You are going to read a magazine article. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

The beauties of the stone age

Jane Howard reviews some ancient works of art.

I have just come home after viewing some astonishing works of art that were recently discovered in Church Hole cave in Nottinghamshire. They are not drawings, as one would expect, but etchings – shapes cut into the rock – and they depict a huge range of wild animals. The artists who created them lived around 13,000 years ago, and the images are remarkable on a variety of counts. First of all, their sheer number is staggering: there are 90 in all. Moreover, 58 of them are on the ceiling. This is extremely rare in cave art, according to a leading expert, Dr Wilbur Samson of Central Midlands University. ‘Wall pictures are the norm,’ he says. ‘But more importantly, the Church Hole etchings are an incredible artistic achievement. They can hold their own in comparison with the best found in continental Europe.’ I am not a student of the subject, so I have to take his word for it. However, you do not have to be an expert to appreciate their beauty.

In fact, it is the wider significance of the etchings that is likely to attract most attention in academic circles, since they radically alter our view of life in Britain during this epoch. It had previously been thought that ice-age hunters in this country were isolated from people in more central areas of Europe, but the Church Hole images prove that ancient Britons were part of a way of living, thinking and seeing the world that had spread right across the continent. And they were at least as sophisticated as their counterparts on the mainland.

News of such exciting discoveries spreads rapidly, and thanks to the internet and mobile phones, a great many people probably knew about this discovery within hours of the initial expedition returning. As a result, some etchings may already have been adversely affected, albeit inadvertently, by eager visitors. In a regrettably late response, the site has been cordoned off with a high, rather intimidating fence, and warning notices have been posted.

An initial survey of the site last year failed to reveal the presence of the etchings. The reason lies in the expectations of the researchers. They had been looking for the usual type of cave drawing or painting, which shows up best under direct light. Consequently, they used powerful torches, shining them straight onto the rock face. However, the Church Hole images are modifications of the rock itself, and show up best when seen from a certain angle in the natural light of early morning. Having been fortunate to see them at this hour, I can only say that I was deeply – and unexpectedly – moved. While most cave art often seems to have been created in a shadowy past very remote from us, these somehow convey the impression that they were made yesterday.

Dr Samson feels that the lighting factor provides important information about the likely function of these works of art. ‘I think the artists knew very well that the etchings would hardly be visible except early in the morning. We can therefore deduce that the chamber was used for rituals involving animal worship, and that they were conducted just after dawn, as a preliminary to the day’s hunting.’

However, such ideas are controversial in the world of archaeology and human origins. Dr Olivia Caruthers of the Reardon Institute remains unconvinced that the function of the etchings at Church Hole can be determined with any certainty. ‘When we know so little about the social life of early humans, it would be foolish to insist on any rigid interpretation. We should, in my view, begin by tentatively assuming that their creators were motivated in part by aesthetic considerations – while of course being prepared to modify this verdict at a later date, if and when new evidence emerges.’

To which I can only add that I felt deeply privileged to have been able to view Church Hole. It is a site of tremendous importance culturally and is part of the heritage, not only of this country, but the world as a whole.

Essential tips

- ▶ This part of the exam tests your detailed understanding of a text, including the views and attitudes expressed.
- ▶ Read through the text quickly to get a general idea of what it is about. Do not worry if there are words or phrases you don’t understand.
- ▶ The questions follow the order of the text. Read each question or question stem carefully and underline the key words.
- ▶ Look in the text for the answer to the question. One of the options will express the same idea, but don’t expect that it will do so in the words of the text.

Question 31: An option can only be correct if all the information contained in it is accurate. Look at option A: are the images in Church Hole ‘unique examples of ceiling art’? The text says they are ‘extremely rare in cave art’. Is this the same? Look at option B: are the images in Church Hole ‘particularly beautiful’? And are they ‘paintings’?

Question 33: Look at option A. What does the writer say about the discovery of the images being made public? Look at option B. If something is ‘vulnerable to damage’, what might happen to it? Look at option C. The text says ‘many people probably knew about the discovery within hours of the initial expedition returning’. Is this the same as saying ‘many people visited the cave within hours’? Look at option D. Were the measures definitely ineffective?

Question 35: Sometimes you will find words from the options in the text. Be careful: the meaning in the text is not necessarily the same as that in the answer options. Here, option D says the hunters ‘kept animals in the cave’, but the text says the cave was used for ‘rituals involving animal worship’, which is not the same thing.

- 31 According to the text, the images in Church Hole cave are
- A unique examples of ceiling art.
 - B particularly beautiful cave paintings.
 - C superior in quality to other cave art in Britain.
 - D aesthetically exceptional in their own right.
- 32 What is the cultural significance of these images?
- A They indicate that people from central Europe had settled in Britain.
 - B They prove that ancient Britons hunted over large areas.
 - C They reveal the existence of a single ice-age culture in Europe.
 - D They suggest that people in Europe were more advanced than Britons.
- 33 According to the text,
- A the discovery of the images should not have been made public.
 - B the images in the cave are vulnerable to damage.
 - C many people visited the cave within hours of its discovery.
 - D the measures taken to protect the images have proved ineffective.
- 34 Why were the images not discovered during the initial survey?
- A They were not viewed from the right direction.
 - B People were not expecting to find any images.
 - C The search took place at the wrong time of day.
 - D The torches used were too bright.
- 35 What conclusion does Dr Samson draw from the lighting factor?
- A Rituals were common in animal worship.
 - B The artists never intended to make the images visible.
 - C The images were intended to be seen at a certain time of day.
 - D Ice-age hunters kept animals in the cave.
- 36 According to Dr Caruthers,
- A we cannot make inferences from cave art.
 - B the images in Church Hole do not serve any particular purpose.
 - C experts know absolutely nothing about life 13,000 years ago.
 - D the reasons such images were created are open to question.

PAPER 1 Reading and Use of English	Part 1
	Part 2
PAPER 2 Writing	Part 3
PAPER 3 Listening	Part 4
PAPER 4 Speaking	Part 5
	Part 6
	Part 7
	Part 8

You are going to read four contributions to a debate about the value of sending people into space. For questions 37–40, choose from the contributions A–D. The contributions may be chosen more than once.

Mark your answers on the separate answer sheet.

Manned space missions

Is it a good idea to send people into space? Four scientists give their views.

A

What are we looking for out in space? That's the question that needs asking. The only thing we bring back is knowledge, and robots outperform astronauts in that respect. They are cheaper to put into space, they can stay there longer and they can collect and retain far more information. The early manned space flights generated genuine interest around the world, but who really cares nowadays, apart from a minority in whose interest it is that vast sums should continue to be invested? Who really believes it will ever be feasible to ship back large quantities of valuable materials from the moon, Mars or another planet, let alone migrate to these places in the event of a catastrophe? What is the priority? To try to create a station on Mars which could accommodate a handful of people, or to do something here to try to resolve global warming?

B

Space exploration, whether manned or not, is hugely expensive, and this is probably a key reason why it seems to have lost its appeal for many people. The fact is, however, that our galaxy is littered with giant meteors like the one that struck the Earth 16 million years ago, wiped out the dinosaurs and precipitated an ice age. Other cosmic dangers exist, as do threats on Earth itself, and one day the human species may only survive by settling in a new home. If we are to form colonies on the moon or other places in space, we have no alternative but to go there ourselves and do it, and that requires preparation. Robots tend to be good at certain tasks like collecting data, but their ability to think critically and creatively and to engage in problem-solving is limited. Some experiments that can only be conducted in space require physical and intellectual dexterity and these are skills that only humans possess.

C

People with a vested interest will say that for humans to travel beyond the Earth is important for the prestige and glamour of space exploration, and for the way it draws young minds into science and technology. However, for the cost of putting a few people into space for a few days, science education in schools could be transformed by creating smaller classes, new laboratories and equipment. Now, wouldn't that be exciting! So much of the investment in manned missions goes into keeping astronauts alive and safe, and the really useful science takes second place. The idea that humans will ever be able to (or want to) settle on the moon or anywhere else in space is unthinkable, so investment for that purpose is ludicrous, but the technological stimulus gained from the development of robotics and computer programmes that can deal with things in real time without people around has immense value on Earth, as well as in space.

D

Manned space flight is not primarily about science. The truth is that developments in science and computer design mean that satellites, robots and other technology are probably better than astronauts at collecting information from space which we can use on Earth. But people do not get excited when they see robots launched into space. Computers attached to a rocket don't stimulate the imagination or the enthusiasm for space exploration. And we do need to explore space, whatever the financial implications. In the long term, we need to find out whether we can survive outside the Earth's orbit. It's a question of our species' survival. Astrophysicists have worked out that at some point in the future – we do not know when – the sun will engulf the Earth, and for the species to continue, when that happens, we need to be elsewhere.

Which writer

has a different opinion from the others about the inspirational significance of manned space missions?

37

has a similar view to writer B about the importance of establishing whether humans can live on other planets?

38

expresses a different view from the others regarding the relative efficiency of manned missions for carrying out research?

39

shares writer A's opinion about the cost effectiveness of sending people into space?

40

Essential tips

- ▶ This part of the exam tests your ability to understand opinions and attitudes expressed in different texts and to identify whether different writers agree or disagree with each other. There are always four short texts by different writers, and the four texts are all on the same subject.
- ▶ Read the main title and the four texts quickly to get a general idea of what they are about. Don't worry if there are words or phrases you don't understand.
- ▶ Look carefully at the four questions, highlighting the key words in each.
- ▶ Read the first text and highlight the sections of the text that refer to each of the questions. Write the question numbers next to the relevant parts of the text. Then do the same for each text.
- ▶ Then look across the four texts and compare the sections that refer to Question 37. Read them carefully and decide which ones express similar views and which have different views.

Question 37: The key words in this question are *different opinion from the others* and *inspirational significance*. All the questions are about 'manned space missions' so there is no need to highlight that. You need to find three views that are similar and one that is different. The relevant part of Text A is: *The early manned space flights generated genuine interest around the world, but who really cares nowadays ...?* The relevant part in text B is: *it seems to have lost its appeal for many people*. Are they similar or different opinions? Now, go through the same process with texts C and D.

Question 40: The key words here are: *shares writer A's opinion* and *cost effectiveness*. All the texts are about sending people into space so there is no point highlighting that. The relevant part of text A is: *They are cheaper to put into space, they can stay there longer and they can collect and retain far more information*. If you look at the previous sentence, it is clear that *they* refers to 'robots'. So, writer A believes that robots are more cost-effective than humans in space. Now, look through the other three texts and highlight references to cost. Which one expresses a similar view to that of writer A?

PAPER 1 Reading and Use of English

- Part 1
- Part 2
- Part 3
- Part 4
- Part 5
- Part 6
- Part 7**
- Part 8

PAPER 2 Writing
PAPER 3 Listening
PAPER 4 Speaking

You are going to read a newspaper article about a company that makes fruit drinks. Six paragraphs have been removed from the article. Choose from the paragraphs **A–G** the one which fits each gap (41–46). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

Peach of an idea

At the end of the 1990s, three friends in their mid-20s, Adam Balon, Richard Reed and Jon Wright were thinking of starting a business. They took £500 worth of fruit to a music festival in west London, made a huge batch of smoothies – fruit drinks blended with milk and yoghurt – and asked their customers for a verdict.

41

Looking back, they now admit that they were amazingly naïve, thinking it would just take off once they had the recipes and packaging figured out. In fact, the three budding entrepreneurs had nine months living on credit cards and overdrafts before they sold their first smoothie.

42

Only five years later, though, Innocent had become Britain's leading brand of smoothie, selling about 40% of the 50 million sold annually by British drinkers. Eight years after that, Innocent employed 250 staff, were selling over 200 million smoothies per week around the world, and a majority stake in the company had been bought up by the international giant, Coca Cola. What was the recipe for this startling success?

43

Innocent's refusal to compromise on this point presented them with some problems when they first started talking to potential suppliers, Adam says. This was when they discovered the truth about the majority of so-called natural fruit drinks.

44

'Naivety', adds Richard, who is always ready with a soundbite, 'can be a great asset in business because you challenge the status quo.' Although Innocent's drinks are fiendishly healthy, the company has always been very careful not to preach. 'Everyone knows what they're supposed to do,' says Richard. 'But people just don't, especially when they live in a city. We just thought, "Wouldn't it be great to make it easy to get hold of this natural fresh goodness?" Then at least you've got one healthy habit in a world of bad ones.'

45

'In essence,' explains Jon, 'we simply froze some of our smoothies and threw in a bit of egg to make it all stick together.' To help testers make up their minds about which combinations worked, they dusted off the old "yes" and "no" bins and put them out again. And once again their methods proved fruitful.

46

'We didn't rule it out completely,' says Richard. 'But the three of us have always gone away once every three months to talk about what we want out of the business and we've always been in the same place. So as long as we're excited and challenged and proud of the business, we're going to want to be a part of it.'

- A Most are made from concentrated juice with water – and perhaps sweeteners, colours and preservatives – added. 'We didn't even know about that when we started,' Adam explains. 'It was when we started talking to people and they said, "OK, we'll use orange concentrate," and we said, "What's *concentrate*?" and they explained it and we said, "No, we want orange juice."'
- B Probably something to do with pure, unadulterated ingredients with a dash of quirky advertising. As one campaign put it, their drinks are not made *from* fruit, they *are* fruit.
- C 'We decided to keep it simple,' says Richard. We had a bin that said "yes" and a bin that said "no", and at the end of the weekend the "yes" bin was full of empty bottles. We quit our jobs the next day.'
- D Their early years of success coincided with increasing consumer concerns about healthy eating, and Innocent soon became worth a lot of money to potential buyers. Was there ever a temptation in those early years to sell up and go and live on a desert island?
- E They also seem to have managed to stay friends, and the fact that each member of the team brings a different and complementary set of skills to Innocent seems to have helped them avoid any big bust-ups over strategy.
- F So, at another festival in 2004, the Innocent team tried extending their range of products into desserts. 'For us there was this problem of Sunday evenings, sitting down to watch a film with a big tub of ice cream – it's nice to munch through it, but very bad for you,' Richard adds.
- G They found that the finances were the basic stumbling block. But they eventually had a lucky break when Maurice Pinto, a wealthy American businessman, decided to invest in them. In total, it took 15 months from the initial idea to taking the product to market.

Essential tips

- ▶ This part of the exam tests your understanding of how a text is organised and how paragraphs relate to each other. For example, a paragraph might give details about an idea mentioned previously, or it may present another side of an argument.
 - ▶ Read through the text quickly to get a general idea of what it is about. Don't worry if there are words you don't understand.
 - ▶ Look for links between the main text and the gapped paragraphs. The gapped paragraph may have links either to the paragraph before it or to the paragraph after it, or even to both.
 - ▶ Look for theme and language links. For example:
 - references to people, places and times;
 - words or phrases that refer back or forward to another word, phrase or idea in the text. For example, if the first line of a paragraph says something like *This becomes clear when we look at ...* then *this* refers back to something expressed in the previous paragraph.
 - linking devices such as *firstly, secondly, furthermore, on the other hand, however*. These will help you to find connections between paragraphs.
 - ▶ When you have found a paragraph that may fill a gap, read the paragraph that comes before it and the one that comes after it to see that they fit together.
 - ▶ Re-read the completed text and make sure it makes sense.
- Question 41:** The last sentence in the previous paragraph describes how Balon, Reed and Wright 'asked their customers for a verdict'. Which gapped paragraph describes how customers gave their opinion?
- Question 43:** The previous paragraph ends with the question *What was the recipe for this startling success?* Look for a gapped paragraph which seems to answer this question.
- Question 44:** The previous paragraph ends with the sentence. *This was when they discovered the truth about the majority of so-called 'natural fruit drinks'.* Look for a gapped paragraph which describes this 'truth'.

PAPER 1 Reading and Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

- Part 1
- Part 2
- Part 3
- Part 4
- Part 5
- Part 6
- Part 7
- Part 8

You are going to read a magazine article in which four people talk about careers involving foreign languages. For questions 47–56, choose from the people (A–D).

Mark your answers on the separate answer sheet.

Which person

mentions being discouraged from studying languages? 47

expresses sympathy for those who find language learning difficult? 48

points out a common misconception about what it takes to learn a language? 49

enjoys the respect shown due to their language skills? 50

emphasises the impact learning a foreign language can have on mother-tongue use? 51

describes suffering embarrassment through ignorance of a language? 52

admits to having been unaware of their abilities? 53

mentions the excitement experienced when working with languages? 54

points out what language skills can indicate about someone's personality? 55

claims that a lack of career focus is common among language students? 56

Essential tips

- ▶ In this part of the exam, you are required to read several short texts to find specific information, which may include an opinion or the expression of an attitude.
- ▶ Read the instructions, the title and the questions.
- ▶ Skim through the texts quickly to get a general idea of what they are about. Don't worry if there are words you don't understand.
- ▶ Read each question again and make sure you understand what it is asking. Underline the key words in the questions (the words that show you what you should look for in the text).
- ▶ Scan the texts for ideas or words that relate to the question. Read the relevant parts of the texts carefully.
- ▶ Remember that the part of the text that gives the answer for each question will almost certainly not use the same words; instead, it will express the idea in a different way.
- ▶ All the texts are about the same topic, so similar points may be made in two or three texts. When you match a question with a text, make sure it reflects exactly what is in that text.

Question 47: The word *discouraged* is used in the question. Look for other words in the texts that express the same idea. Then check that the part of the text you find also expresses the idea of studying languages.

Question 48: Think of other words or phrases that express the same idea as *find language learning difficult*. Then scan the texts for references to this. Make sure the one you choose contains the idea that the writer expresses sympathy.

Question 49: If the statement is expressed in difficult language, you need to examine it carefully. What is meant by 'a common misconception'? 'Mis-' refers to something wrong and *conception* means an idea, so 'a wrong idea'. Then think carefully about the meaning of 'what it takes to learn a language'. There may be more than one 'wrong idea' in the texts, and there may be more than one reference to learning languages.

Careers with foreign languages

A Jack Reynolds – interpreter in the UK

Most of my friends studied subjects like business or engineering, and I suspect they thought learning foreign languages was pointless, especially if your first language is English. That changed when I became the interpreter for a couple of Brazilian footballers who'd joined Manchester United. When my friends realised who I was spending time with, my coolness rating definitely shot up, which has been nice. I've always been interested in languages. I did French and Spanish at school and then added Portuguese at university. To be honest, I've never seen myself as a brilliant linguist – I was never the best in my class – but I've worked at it, and when I went to Brazil after university I decided to forget any shyness I might have, and immerse myself in the local culture. When I came back to the UK, I was good enough to qualify as an interpreter. Apart from the sports work, I interpret at conferences. That gets my adrenaline going more than being with the footballers, actually.

B Ana Ramirez – educational consultant

I did a degree in English and Russian at university in Spain. I enjoyed it but I'm ashamed to admit that I had no idea what I was going to do with it when I finished. I was by no means the only one from my course in that position, and there's a similar thing in other countries, from what I've seen. After a few false starts, I ended up working for a Europe-wide organisation which administers various educational projects. I travel around Europe and Russia a lot, so I get to practise my languages. Part of our brief is to promote language learning and I genuinely believe in it. Interestingly, one thing it's given me, apart from a job and the opportunity to meet people around the world, is a greater awareness of my strengths and weaknesses in Spanish. Unfortunately, I hear lots of people saying 'I'd like to have another language, but it's beyond my abilities.' The truth is, though, that anyone can learn a language. We all learn our mother tongue, after all. You just need the right conditions and attitude. I absolutely believe that.

C Helen Murdoch – IT project manager

I'm naturally curious and hate not understanding people, and that's what's always attracted me to languages. It works the other way round, too. When we're recruiting for a challenging IT project, I always think the candidates who are multilingual tend to be more adaptable and open-minded, which certainly helps us. I went to university in the 1980s, and in those days, languages were seen as no more than a 'nice-to-have'. When I told my father I'd decided to study French, he said, 'Are you sure? Wouldn't something more substantial be better?' So, I combined it with a management degree. With the increasingly competitive marketplace, I think that view's changed. My work has taken me to different countries, and helped me improve my French and pick up Arabic and Turkish, an opportunity not available to everyone sadly. I've seen at first-hand the difference that knowing a language can make. I once committed a major blunder in an office in Japan. Had I spoken Japanese, I would have known not to do it, and would have avoided a couple of very awkward days afterwards.

D Timo Heikkinen – student

I'm in my final year at university. I'm studying Chinese but I also speak English, Swedish, Russian, German and French, and Greek because my mum's half-Greek, and Finnish as I'm from Finland. I recently won a prize for achievement in learning languages. To be honest, I hadn't considered myself unusual because I've picked up languages from going to different countries with my parents who work for international companies. I realise now, however, that I do have a flair for languages; I've been told I even write well in Finnish and Greek. I'm not sure what I'll be doing next year. I've had a few offers but I'm not very decisive. Quite a lot of people I know are really good at their subjects – maths, physics or whatever – but languages defeat them and that seriously narrows their options. I'm glad I'm not in their shoes.