

PAPER 1 Reading and Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Essential tips

- ▶ In Paper 2, you must answer two questions. The question in Part 1 is compulsory. In Part 2, there are three questions, and you have to answer one of them.
- ▶ In Part 1, you will be asked to write an essay for a particular purpose and target reader.
- ▶ Part 1 tests your ability to respond to the input material in an appropriate style, evaluating information, expressing opinions, etc. All tasks require you to be persuasive. Read the instructions carefully and underline the key words that tell you what you are being asked to do.
- ▶ The input information in Part 1 may be from a variety of different texts: notes, letters, reports, advertisements, diagrams, etc. Make sure you read it carefully and understand what information it conveys before you start writing.
- ▶ Think about the appropriate register for your writing: formal, semi-formal, neutral or informal.
- ▶ Don't try to write out your answer in a rough draft before you produce a final draft; you will not have enough time. Instead, plan what you will say in each section/paragraph of your writing.
- ▶ Divide your writing into three sections: introduction, main body and conclusion. Think about what you will say in each part. Plan approximately how many words should be in each section of your writing.
- ▶ Write your essay. Use your own words as far as possible; don't copy the information from the input texts.
- ▶ When you have finished, check your spelling and punctuation. Make sure the examiner can read your writing.
- ▶ See the **Writing bank** on pages 193–205 for examples of different types of writing.

PAPER 1 Reading and Use of English

PAPER 2 Writing

Part 1

PAPER 3 Listening

Part 2

PAPER 4 Speaking

Essential tips

- ▶ When you write an essay, think about the appropriate register and tone for the question you are answering. Who is going to read your essay?
- ▶ In your essay, you must describe the general idea. What information should you give? Is it necessary to mention who 'you' are in this essay?
- ▶ What is the reason for writing the essay? What effect do you want it to have on the reader? What do you hope to achieve by writing it? Do you want to convince the reader about anything? Think about the language you will need to achieve this goal.
- ▶ The notes and opinions provide you with information, and you can develop your own arguments around them.

You **must** answer this question. Write your answer in **220–260** words in an appropriate style on the separate answer sheet.

- 1 Your class has attended a lecture on what governments could do to minimise the use of fossil fuels. You have made the notes below.

Methods of minimising the use of fossil fuels

- recycling
- increasing taxes on petrol
- increasing use of nuclear energy

Some opinions expressed in the discussion:

'Is the technology for recycling adequately developed?'

'Increased taxation will not be a sufficient deterrent.'

'Nuclear energy is too risky.'

Write an **essay** for your tutor discussing **two** of the methods in your notes. You should **explain which method you think is more important** for governments to consider, and provide reasons to support your opinion.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

PAPER 1 Reading and Use of English

PAPER 2 Writing **Part 1**

PAPER 3 Listening **Part 2**

PAPER 4 Speaking

Essential tips

▶ In Part 2, you must choose one task. However, you should be familiar with all the possible types of text you might need to write.

▶ Read each question carefully. Before you choose a question, ask yourself if you know enough vocabulary on the subject and can employ it in the required register and text type.

▶ In Part 2 questions, you have more freedom to use your imagination and come up with information that is not in the input material.

If you are writing a report or proposal, consider whether to use headings and bullet points or numbered lists.

Question 2

▶ What style would be appropriate for this proposal? Bear in mind that the proposal is written by a college student to the principal of the college.

▶ Consider your three sections: introduction, main body and conclusion. The introduction could state simply what you want, and the conclusion could repeat this request, perhaps with some extra force or promise of success. The words 'Introduction' and 'Conclusion' could also be headings. What will the main body contain? What will the heading(s) be?

▶ Don't worry about precise figures, for example, how much money would be needed to start the radio station. You are not expected to know this.

Write an answer to **one** of the questions 2-4 in this part. Write your answer in **220-260** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the page.

- 2 You would like to start a radio station at the college where you are a student. You have decided to send a proposal to the principal, asking for permission and practical assistance. Your proposal should include the following:
- why you think the radio station would be beneficial
 - what sort of programmes you would begin with
 - what sort of support, practical and financial, you would need.

Write your **proposal**.

- 3 You have seen the following blog in an online magazine for young people.

I live in a small village and long to move into the city. I am 18 years old and have just left school. What are the good things about city life? What about the disadvantages? Would I be mad to leave my village, or would I be opening up great new opportunities?

Paul

Write your **email** to Paul giving your views.

- 4 A British television channel is interested in making a documentary about public transport in different parts of the world. You have been asked to write a report for the channel, addressing the following questions.
- What means of public transport in your region are the most popular?
 - What is being done to improve these facilities and encourage the use of public transport?
 - What more could be done?

Write your **report**.

Question 3 :You are writing to a young person, so use a lively, informal style, bringing in anecdotes and advice related to your experience.

Question 4

▶ In order to answer this question, you must be familiar with the format of a report. You need to write clear paragraphs and use headings. You may also want to use other features such as bullet points or numbered lists.

▶ Remember that a report must have a clear introduction and conclusion as well. In your introduction, state what the report is about and who it is for. In your conclusion, summarise the information contained in your report. See the Writing bank on page 200.

▶ You need to include information about the public transport in your region. At the same time, your task is to produce a good piece of writing, so as long as the points you make sound reasonable, they do not all have to be factually correct. For instance, if you want to say that most people in your region travel to work by car, you could invent a survey that shows 25% of workers say they travel to work by car. It doesn't matter if this survey was never actually carried out.

▶ The question asks you to give your opinion about how the situation may change in the future. Therefore, you can use the first person to say what you think.

PAPER 1 Reading and Use of English

PAPER 2 Writing

PAPER 3 Listening **Part 1**

PAPER 4 Speaking **Part 2**

Track 1

You will hear three different extracts. For questions 1-6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two friends talking about an experience one of them had as a volunteer.

- 1 Nigel joined the Blue Ventures project because
- A a friend of his encouraged him to do volunteer work.
 - B he had always dreamed of going to Madagascar.
 - C he thought the experience would be useful to him.

- 2 Which word best describes Jenny's reaction to Nigel's account?
- A enthusiasm
 - B disinterest
 - C envy

Extract Two

You hear two students at law school talking about possible future jobs.

- 3 When Rich finishes his course, he
- A would like to work in commerce.
 - B will join a top firm of solicitors.
 - C intends to do postgraduate study.

- 4 Jenny will work in the area of
- A criminal law.
 - B property law.
 - C human rights law.

Extract Three

You hear two friends talking about a football match they have just watched.

- 5 Tracy thinks that England
- A deserved to lose.
 - B were not confident enough.
 - C were unfortunate.
- 6 According to Dave,
- A Gerrard was unfairly treated.
 - B England played badly.
 - C Russia didn't play well.

Essential tips

▶ Before you listen to each extract, you will be given time (15 seconds) to read the questions. Make good use of this time, and try to predict what you are going to hear.

▶ Listen carefully before choosing the answer. The options may contain words you hear on the recording, but the meaning of the sentence may be different!

▶ Some questions ask you about the speaker's feelings or attitude to something. Listen to the speaker's tone of voice and the way he/she speaks. It may be necessary to listen to the whole extract before making your choice.

Question 1: More than one option may seem possible here. Why did Nigel join the project?

Question 2: Listen carefully to Jenny's tone of voice.

Questions 3 and 4: Some of the vocabulary is specialised, but you can understand the meaning from the rest of the text.

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- Part 1
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Track 2

You will hear a writer talking about a book she has written on the subject of aspirin. For questions 7–14, complete the sentences with a word or a short phrase.

THE STORY OF ASPIRIN

Doctors in (7) treated their patients with a medicine derived from the bark of the willow.

Edward Stone believed that (8) was similar to quinine.

The active ingredient of aspirin was isolated in (9)

Unfortunately, salicylic acid can affect the (10) quite badly.

The first commercially available aspirins were made by Bayer, a (11)

However, there was little (12) into the way aspirin works for nearly 70 years.

Some scientists think that people over (13) should take aspirin to prevent certain diseases.

It appears that (14) grown without artificial chemicals also contain the active ingredients of aspirin.

Essential tips

- ▶ Read the instructions and find out the subject of the recording.
- ▶ Read the questions carefully and think about the sort of information you might need to complete the gaps.
- ▶ Each gap is completed by one, two or three words, or a number.
- ▶ Decide what grammatical form the gapped word or words should have.
- ▶ You will hear the words you need on the recording, but not in the same sentences as the questions. You need to listen for the ideas expressed on the recording.
- ▶ You will hear the recording twice, so you will have a chance to fill in any gaps you miss the first time.

Question 7: What sort of word could come after *in*: a time, a place, or an expression with the preposition *in*? Listen for any of these.

Question 10: The recording is about a medicine, and this sentence mentions an acid that can affect something or somebody quite badly. Who or what could this be?

Question 12: The sentence is about something that happened or lasted for nearly 70 years, so you should listen for information about this period. Also consider what could fit with the phrase 'into the way aspirin works'.

Question 14: The gapped word must describe something like a plant, which can be grown without artificial chemicals, so listen for a word with this meaning.

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Track 3

You will hear part of an interview with Stan Levin, a dance critic, about a modern ballet production involving animals. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

Essential tips

This part of the exam is usually a multiple-choice task, but it could also be a sentence-completion task. If it is a sentence-completion task, look back at the tips for Parts 1 and 2. If it is a multiple-choice task, read the following tips.

- ▶ Read the instructions and find out the subject of the recording.
- ▶ Read the questions or question stems carefully and underline the key words.
- ▶ The questions follow the order of the recording, but the final question may be about the recording as a whole.

Question 15: Option A suggests most people, especially the critics, liked the ballet; option B implies some people liked it and some didn't; option C implies most people didn't like it; and option D implies that people who love animals liked the ballet. Which of these ideas does the recording convey?

Question 18: Think about different ways to express that something 'is of greatest interest to audiences'. You should also be prepared for the information to be given in a different order. For example, the speaker may describe something that happened and then say afterwards that it interested audiences.

Question 19: The question tells you that Stan will talk about something that went wrong when he saw the ballet. Which option best describes what happened?

- 15 We gather that the ballet being discussed here
 - A has received general critical acclaim.
 - B has caused considerable controversy.
 - C has not been well received on the whole.
 - D has become popular with animals-lovers.
- 16 It appears that the function of the dogs in the ballet is to
 - A reflect what happens to the human characters.
 - B act as a contrast to the human characters.
 - C show how wild animals behave in a civilised society.
 - D symbolise homeless people.
- 17 How does Stan feel about the increasing use of technology in dance?
 - A He thinks this trend has gone too far.
 - B He prefers more traditional approaches to dance.
 - C He does not approve of it in principle.
 - D He believes it is creating a new art form.
- 18 What aspect of the ballet is of greatest interest to audiences?
 - A the way the dogs behave during dance sequences
 - B the way the dogs perform their tricks
 - C the sight of the dogs in a pack
 - D the way the dogs copy the actions of one character
- 19 What caused the lapse in mood during the performance Stan saw?
 - A the inability of the dogs to concentrate
 - B the audience's unwillingness to accept the dogs
 - C the behaviour of a member of the audience
 - D the inability of dogs and humans to work as a team
- 20 What aspect of the performance made the most powerful impression on Stan?
 - A the implicit potential for violence
 - B the aggression shown by the dogs
 - C the bond between the dogs and the tramp
 - D the primitive appearance of the dogs

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Essential tips

- ▶ Read the instructions and find out who will be talking and what they will be talking about.
- ▶ You have two tasks to think about at the same time, each relating to one type of statement made by the speakers. So the first time you hear each speaker, be prepared for a piece of information that corresponds to an option in the first task; the second time, listen for a piece of information that corresponds to an option in the second task.
- ▶ The answer options do not repeat what the speakers say; they express the ideas in different words. Read each option carefully, and be prepared to hear the information expressed in a different form.
- ▶ Each task has three options you do not need.

Questions 21–25
Option A: If something has a 'social function', what does it have? How might you express the idea that learning English has a social function?

Option B: What sort of jobs are 'sedentary' and what could be a problem for people working in these jobs?

Option F: What are some examples of 'high-level sporting events', and how are the competitors regarded in the community?

Option H: If this option is correct for one of the speakers, it must mean that the person had 'an injury'. What kinds of things can happen when people have an injury?

Questions 26–30
Option G: What ways are there to express that something is a 'commitment'? If you commit yourself to do something, what do you do or say?

Option H: How else could a speaker talk about 'genetic make-up'?

Track 4

You will hear five short extracts in which people talk about fitness and health.

While you listen, you must complete both tasks.

TASK ONE

For questions 21–25, choose from list A–H, what each person says is his or her reason for attending a gym regularly.

- A The gym has a social function for me. Speaker 1 21
- B I have a sedentary job. Speaker 2 22
- C My company pays for me to attend a gym. Speaker 3 23
- D I'm studying sport science at college. Speaker 4 24
- E Being fit gives me a sense of achievement. Speaker 5 25
- F I compete in high-level sporting events.
- G I come here with members of my cycling club.
- H I started exercising regularly after an injury.

TASK TWO

For questions 26–30, choose from list A–H what opinion each speaker expresses about fitness and health, generally.

- A It is alarming that so many people have an unhealthy lifestyle. Speaker 1 26
- B Being good at sport commands respect. Speaker 2 27
- C I find it hard to commit myself to exercising. Speaker 3 28
- D Diet is as important as exercise. Speaker 4 29
- E Exercise machines are extremely boring. Speaker 5 30
- F Achieving health requires self-sacrifice.
- G Exercise is necessary to keep weight under control.
- H Genetic make-up has a lot to do with fitness.

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Essential tips

- Part 1**
- ▶ In this part of the exam, you must show that you can use English appropriately to interact with another person using general social language. You will be expected to answer questions about yourself: your family, home, interests, education and future plans.
 - ▶ Make sure you answer the questions you have been asked and don't talk about something different.
 - ▶ Don't try to prepare for this part of the exam by learning a prepared speech – the examiner may ask you something different.

- Part 2**
- ▶ In this part of the exam, you have to talk on a subject for about a minute. This is a long time when you have to talk in an exam. Make sure you practise talking for this length of time.
 - ▶ The examiner could ask you to compare things, contrast them, identify them or speculate about them. He/She will give you three pictures and ask you to talk about them.
 - ▶ In this part of the test, you are asked to compare and contrast the pictures, and to speculate about why someone is doing something, or what advantages something might have. Make sure you answer the two questions that you are asked.
 - ▶ While the other candidate is talking, listen carefully. The examiner will ask you an extra question related to what the other candidate has been talking about.

Part 1 (2 minutes)

The examiner will ask you a few questions about yourself and about a general topic. For example, the examiner may ask you:

- Where are you from?
- What do you do here?
- What did you like most about the area where you grew up?

Part 2 (4 minutes)

You will each be asked to talk on your own for about a minute. You will each be given three different pictures to talk about. After your partner has finished speaking, you will be asked a brief question connected with your partner's photographs.

Costumes (compare, contrast and speculate)

Turn to pictures 1–3 on page 169 which show people in costumes.

(Candidate A), it's your turn first. Here are your pictures. They show **people in different costumes**.

I'd like you to compare **two** of the pictures and say **why these people are dressed in this way and how the people might be feeling**.

(Candidate B), which of these costumes do you think is most comfortable? Why?

Working environments (compare, contrast and speculate)

Turn to pictures 1–3 on page 170 which show different working environments.

Now, (Candidate B), here are your pictures. **They show different working environments**.

I'd like you to compare **two** of these workplaces, and say **what the advantages and disadvantages of working there might be**.

(Candidate A), which of these environments would you prefer to work in? Why?

Part 3 (4 minutes)

Look at page 171 which shows some things related to modern life.

Modern times (discuss, evaluate and select)

Here are some aspects of modern life and a question for you to discuss.

First, you have some time to look at the task.

(Pause 15 seconds)

Now talk to each other about **the advantages and disadvantages of each aspect of modern life**.

Now you have about a minute to decide **which two aspects best illustrate that modern life has both advantages and disadvantages**.

Part 4 (5 minutes)

The examiner will encourage you to develop the topic of your discussion in Part 3 by asking questions such as:

- Which aspects of life in the past, which no longer exist, do you think were positive? Could they be revived? (Why? / Why not?)
- Should developments in technology be restricted in any way? (Why? / Why not?)
- What sort of difficulties do young people face today, but that previous generations did not have to confront, or not to the same extent?
- Why do older people sometimes become nostalgic about the past?