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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 bothered B feared C cared D wondered

0 A B C D

### Essential tips

**Question 3:** The word *sighting* after the gap refers to someone having seen one of these insects. For others to know about the sighting, it must have been written down. Which word best fits the idea of it being written down?

**Question 7:** The word after the gap, *up*, tells you that this is a phrasal verb. The idea here is recruiting or getting people to help.

**Question 8:** This is an example of collocation. Which verb is normally used with *a part* to mean 'helped' or 'participated'?

### Citizen scientists

Experts (0) ..... that the nine-spotted ladybug, or ladybird as it is known in some countries, was becoming extinct. Then, in 2011, Peter Priolo, a volunteer ladybug hunter, (1) ..... one sitting on a sunflower in New York. The ladybug population had once been so (2) ..... in the state of New York that it was the 'official state insect', but the last (3) ..... sighting of one had been almost 30 years before. Priolo was thrilled. So was the Lost Ladybug Project, which studies different species of North American ladybugs with the assistance of ordinary people, a (4) ..... known as 'crowdsourcing'. One reason for the ladybug's (5) ..... may be that other imported insects have (6) ..... its habitat and are eating its food.

'In future, crowdsourcing may help us stop this happening,' says the project's director, John Losey from Cornell University.

(7) ..... up ordinary citizens isn't new to science. Amateur astronomers, weather watchers, and other hobbyists going back to the 1700s have all (8) ..... a part in the development of science. What's different today is the internet, which has helped recruit hundreds of thousands of volunteers over the past decade or so.

- |                |            |               |                 |
|----------------|------------|---------------|-----------------|
| 1 A regarded   | B glanced  | C observed    | D considered    |
| 2 A widespread | B thorough | C overall     | D comprehensive |
| 3 A accounted  | B recorded | C marked      | D entered       |
| 4 A ritual     | B habit    | C manner      | D practice      |
| 5 A recession  | B drop     | C decline     | D letdown       |
| 6 A interfered | B invaded  | C interrupted | D involved      |
| 7 A Signing    | B Drawing  | C Bringing    | D Meeting       |
| 8 A put        | B done     | C added       | D played        |



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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 W H O

### Second-hand but better than new

Many people (0) ..... are building their own homes or renovating existing buildings these days prefer to buy certain things like doors and fireplaces second-hand. A lot of businesses will supply second-hand materials, (9) ..... only to professional builders, but also to ordinary members of the public. People wishing to indulge (10) ..... a spot of DIY will be able to find reclamation material, (11) ..... second-hand building supplies are known, if they are prepared to look for it, in most parts of the country.

Searching for second-hand goods can be time-consuming, of course, so (12) ..... bother? Well, on the (13) ....., it makes good financial sense. A second-hand oak door in good condition will be considerably cheaper than a new one, even (14) ..... it is only a few years old. Many people, however, are on (15) ..... lookout for very old items, ones which can be hundreds of years old. (16) ..... articles as these will be expensive, of course, but many are ready to pay high prices for genuine antiques.

### Essential tips

**Question 9:** If you look at the whole sentence, you will see that professional builders and members of the public are being grouped together. Can you think of a structure to join the two elements?

**Question 13:** Can you think of a phrase that means 'generally'?

**Question 15:** This is a fixed phrase. Both *on* and *lookout* are part of this phrase, which means 'looking for'. Which word is needed to complete it?

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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 POPULARITY

### Product placement

The rise in the (0) ..... of product placement has been one of the most interesting trends in advertising in the last couple of decades. Branded products are promoted indirectly by using them in films, and the success of this is making it (17) ..... desirable. Demand for product placement stemmed, at least (18) ....., from regulations banning the advertising of certain products deemed (19) ..... for TV commercials. Films are not subject to the same sort of (20) ..... as television.

Other factors have contributed to the (21) ..... of product placement. One is these is the (22) ..... of consumers, exposed to an advertisement over a period of time, to become more (23) ..... in their response to it. They become tired of 'the same old thing' and advertisers are being forced to recognise a (24) ..... in their customers which did not exist in the past. People these days are more likely to be influenced by watching film star role models using a product. This is true of consumers in general, but it is particularly applicable to younger people.

POPULAR

INCREASE

ORIGIN

SUIT

CENSOR

GROW

TEND

CRITIC

SOPHISTICATED

### Essential tips

**Question 17:** The gapped word comes before an adjective. What part of speech do you need?

**Question 19:** The gapped word is an adjective. Does it have a positive or negative meaning?

**Question 21:** The gapped word follows an article, so it must be a noun. How do you make a noun from *grow*?

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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 Although he studies hard, Christoph never does well in his exams.

**MATTER**

Christoph never does well in his exams, ..... he studies.

26 The town council rarely seem to consider the wishes of the residents.

**INTO**

The wishes of the residents rarely ..... by the town council.

27 John's mum said it was his own fault the party was ruined.

**PLACED**

John's mum ..... for the party being ruined.

28 I'm sorry I said that your new hat looked like a lampshade.

**BACK**

I ..... about your new hat looking like a lampshade.

29 There were a lot of people at the resort, but Mandy still had a great time.

**FACT**

Mandy had a great time at the resort ..... crowded.

30 'You left my MP3 player on the bus, Joe!' shouted Olivier.

**ACCUSED**

Olivier ..... MP3 player on the bus.

### Essential tips

**Question 26:** Two structural changes are needed here. First, *The wishes of the residents* is now the subject of the sentence so a passive structure is needed. Secondly, a phrase including *into* is required which means the same as 'consider'. Can you think of one?

**Question 27:** You need a phrase with *placed*. What word can be used with *place* to mean that something is someone's fault?

**Question 28:** You need a phrasal verb which means 'regret saying something'.



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You are going to read a review of a book. 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.

## Book review: Jesse Prinz's *Beyond Human Nature*

Jesse Prinz's book *Beyond Human Nature: How Culture and Experience Shape the Human Mind* is a valuable exploration of the age-old 'nature or nurture' debate – whether individual human beings are the product of the genetic features they are born with or of what they experience as they grow up. The book is also firmly part of what we might call the 'neuro-backlash'. In the last decade or so, a host of accessible books have appeared which are fun and provocative, and supplied startling messages about psychology and neuroscience that promised to empower us by decoding the inner workings of human life. But it was really only a matter of time before the re-evaluation of this popular science writing took off.

The controversy over the work of the American journalist Jonah Lehrer only accelerated the widespread reaction. The discovery that, in writing his celebrated books and magazine pieces on neuroscience, Lehrer had been a bit too careless with his facts, quotes, arguments, and conclusions gave way to cries that the simplification of science, in particular of neuroscience, often by science journalists, was once again to blame. The truth is, though, this trend was due to run out of steam. Even some of the best of these books — and there are certainly many worthwhile ones — have begun to seem formulaic.

With any luck, we will now get more books like Jesse Prinz's. While too many of the popular neuroscience authors write as though they are angling for more high-profile speaking work, Prinz is clearly only interested in trying to leave his mark on the nature-versus-nurture debate. Obviously, as Prinz says, we are shaped by both nature and nurture. But while Steven Pinker's influential book, *The Blank Slate*, provides a compelling defence for 'team nature', Prinz identifies himself as an unashamed 'nurturist'.

As such, he is committed to demonstrating that our interactions with our environment — our upbringing, early experiences, culture — have a lot more to do with the way we think, learn language, acquire knowledge, and make moral judgments than anything we are born with. This position has real implications for such big issues as the influence of genetics on intelligence and the effect of biology on gender inequality. And while it might not seem an exciting approach in the manner we have come to expect from recent popular cognitive science books, in the academic world today, it is a minority view—and in terms of certain established theories, very controversial.

Take the debate about language. For years, the field of linguistics has been heavily influenced by Noam Chomsky's notion of a *universal grammar*. Kids might learn a particular language from experience, Chomsky and his followers say, but they are drawing on a set of pre-programmed grammatical rules that we are all born with. It's why, even at a very young age, we are able to create an impressive array of unique, grammatically correct sentences. It's also a prime example of a 'nature' rather than 'nurture' argument.

Prinz takes us through the research that has been done, meticulously examining the logic behind the conclusions of Chomsky and his supporters, and suggests a different explanation. He defends a lesser-known theory that 'children might learn language statistically,' by unconsciously remembering the patterns in the sentences they hear and 'using these to generalise to new cases.' Instead of going for the hard sell, Prinz admits that all he hopes to do is raise the possibility that this alternative theory might be true. This lends his work an air of maturity.

This book should be seen as a notable example of science writing done right. Before discussing the role of genes in the manifestation of different traits, for instance, Prinz spends several pages explaining what genes are, how they work, and how we should think about them. We also get a useful walk through intellectual history as he shows how the nature/nurture pendulum has swung back and forth over thousands of years, and how Prinz's particular approach to these issues descends directly from the 18th-century philosopher David Hume. Although the author seems to want to win the argument, he's generous when it comes to providing evidence for the opposing side — making sure that readers will finish the book with a more thorough understanding of some major debates in science.

### Essential tips

- ▶ Remember – in this part of the exam you need to understand the writer's opinion, attitude and purpose in a text. You also need to understand details of a text – not just what it says but also how it is organised and how different parts of the text relate to each other.
- ▶ Either skim read the text first before you read the questions, or read the questions first before you skim the text.
- ▶ Then read the questions carefully. There should be something in each question to help you locate which part of the text it is about. For example, Question 31 here refers to the first paragraph; Question 32 here mentions 'Jonah Lehrer's work' and it should be easy to find Jonah Lehrer in the second paragraph.

**Question 31:** This is an example of a question focusing on understanding the organisation of the text. The inverted commas around *neuro-backlash* and the options indicate that these phrases are in the text. It may help you to underline or highlight them in the text. If you do not know what this word means, look in the text for clues to help you. For example, the word *neuroscience* comes halfway through the third sentence. Secondly, what can the word *back* mean? Think about the meaning of *go back* or *give back*. Is this sense of *back* suggested in any of the options? The read the first paragraph carefully and think about how it is organised.

**Question 33:** This question focuses on understanding a different kind of detail – the attitude expressed by the writer

- 31 What does the 'neuro-backlash' in the first paragraph refer to?  
 A a host of accessible books  
 B the inner workings of human life  
 C a new vocabulary of buzz words  
 D the re-evaluation of this popular science writing
- 32 According to the reviewer, the discovery of problems in Jonah Lehrer's work  
 A stemmed from a wider access to information about science.  
 B triggered a new way of thinking about neuro-science.  
 C confirmed a shift in many people's opinions.  
 D led to exaggerated criticism of him.
- 33 In which of these phrases from the third paragraph does the writer express disapproval?  
 A 'angling for high-profile speaking work'  
 B 'trying to leave his mark'  
 C 'provides a compelling defence'  
 D 'identifies himself as an unashamed 'nurturist''
- 34 The reviewer refers to 'Chomsky's notion of a universal grammar' as an example of  
 A a big issue  
 B an exciting approach  
 C a minority view  
 D an established theory
- 35 What view of Prinz's work does the reviewer express in the sixth paragraph?  
 A He shows appropriate caution in putting forward his own ideas.  
 B He spends too much time challenging other people's work.  
 C His explanation of difficult concepts is very clear.  
 D His analysis goes into too much detail at times.
- 36 What point does the reviewer make in the final paragraph?  
 A The book reveals new information about the issues it covers.  
 B Certain theories have always gone in and out of fashion.  
 C The views Prinz puts forward are rather old-fashioned.  
 D Science writers should consider their readers more.

in his choice of certain words. Questions like this may well include vocabulary you do not know (e.g. *angling*, *leave his mark*, *compelling*, *unashamed*). To find out the attitude expressed in a word, you should read the text around each phrase (you should do this even if you think you know the word). For example, you may not know

*unashamed nurturist* in option D, but there is an explanation of the word *nurture* earlier in the text, so you should be able to work out what a *nurturist* is. Then, consider what the writer says about Prinz elsewhere in the text and whether he is likely to describe him with a word that expresses *disapproval*.

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PAPER 2 Writing

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You are going to read four contributions to a debate about whether economic growth is always a good thing. 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.

## Economic growth and prosperity

*Will more economic growth deliver prosperity and well-being? Or, with natural resources running out and the threat of climate change, should developed countries abandon the idea of endless growth? Four economists give their views.*

**A**

In the advanced economies of the world, there is mounting evidence that ever-increasing consumption adds little to human well-being. In fact, increasing stress levels, obesity and other social ills suggest it positively impedes it. More urgently, it is now clear that the ecosystems which sustain our economies are collapsing under the impact of this consumption. Economists argue that the environmental impact of an economy, relative to its income, falls as it gets richer – wealthier nations tend to have stricter environmental regulations, for example. There is no alternative but to opt out of further growth. However, the bottom line is that economic growth inevitably leads to increases in greenhouse gas emissions, which accelerates climate change. The implications are complex but include a need to fundamentally rethink the uses to which we put our technological expertise and much tighter regulation of advertising, which incites wholly superfluous consumption.

**B**

It has become received wisdom that prosperity and economic growth do not go together. More ‘stuff’, we are told, damages the environment and makes us miserable. Hence, we should limit growth, raise taxes to redistribute affluence, invest in welfare rather than wealth creation, and control or even eliminate commercial advertising, a key trigger of consumption. Frankly, it is tragic that growth has such a bad name. In the space of about two centuries, substantial increases in economic output have brought enormous benefits: longer, healthier lives, shorter working hours, miraculous inventions, the ability to reshape the environment for our own benefit and, surely, greater general well-being. The world is not perfect, of course, and climate change is an issue. But to tackle it, we need more resources and technology, rather than less. We should invest in high-tech energy production, sea walls to resist flooding and other engineering-based solutions, rather than cheap moralising.

**C**

Economic progress has brought huge benefits for humanity, but in some countries, we appear to have reached the stage where the costs of growth have started to outweigh the benefits. The more we have, the less satisfied we are, and we are running up against natural limits on a finite planet as resources are depleted, biodiversity falls sharply and climate change threatens to destroy us. Should we now give up on economic progress and focus instead on well-being and protecting the planet? While the idea has a certain utopian appeal, the reality for the majority is unimaginable. Even wholesale reform of aspects of modern economies like advertising, the cheerleader for consumerism, is unlikely to be accepted. There is a middle way: to pursue, determinedly, existing environmental policies and to apply our technological expertise to overcome our difficulties, with massive projects to harness solar, wind and wave power, for example.

**D**

The world is heading for catastrophic climate change, and life in some of the world’s most technologically advanced nations, while abounding in consumer products, has evidently not been enhanced in terms of personal relationships, meaningful work and other key values for well-being – indeed, it’s quite the opposite. So, should the growth model be dropped? In *The Moral Consequences of Economic Growth*, Benjamin Friedman convincingly argues that rising standards of material prosperity foster opportunity, tolerance, fairness and democracy, and to give up on growth is unlikely to lead to the sort of open, friendly society we want. The way forward, then, is to tackle excessive consumerism and its associated ills by various reforms, such as greater control of advertising, and to strengthen measures to keep global warming and resource depletion within reasonable limits, while the world economy carries on growing.

### Which writer

has a different view to the others about continuing to aim for economic growth?

37

expresses a different opinion from the others on the link between continued economic growth and happiness?

38

takes a similar view to writer B’s opinion about economic growth and the use of technology?

39

shares writer A’s opinion about what the consequences of economic growth imply for advertising?

40

### Essential tips

- ▶ Remember that you need to decide whether four different writers have similar or different views on the same subject.
- ▶ Go through each text carefully in turn, highlighting the sections relating to each question. Write the question numbers next to the parts you highlight.
- ▶ Starting with Question 37, compare the views expressed in all four texts.

**Question 39:** The key words here are: *similar view to writer B’s and economic growth and the use of technology*. Writer B says: *we need more resources and technology rather than less. We should invest in high-tech energy production, sea walls to resist flooding and other engineering-based solutions.*

Writer A says we need to *fundamentally rethink the uses to which we put our technological expertise*, and talks about *superfluous consumption* so writer A’s view on this issue seems different from B’s. What about writers C and D?

**Question 37:** The key words in this question are *different view from the others and about continuing to aim for economic growth*. Writer A says: *There is no alternative but to opt out of further growth*. Writer B says *it is tragic that growth has such a bad name* and calls for *more resources and better technology rather than less*, so B appears to be in favour of continued economic growth. Look carefully at texts C and D, and decide whether they share A or B’s view.



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PAPER 2 Writing

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PAPER 4 Speaking

You are going to read a magazine article. 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.

## The lost civilisations of Peru

An expedition in the mountainous regions of southern Peru has found some important remains from the Inca civilisation. Their discovery came when the expedition stumbled across a small, flat area cut into a forested mountainside. At first, it looked like nothing in particular, but then the explorers realised it could have been a platform where Inca priests stood and watched the path of the sun.

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Qoriwayrachina, as the site they discovered is known, is of outstanding importance. In fact, it became clear that this was one of the most significant historical finds in South America since the unearthing of Machu Picchu, the fabulous lost city of the Incas, in the 20th century.

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For example, recent archaeological work near the Peruvian capital has revealed another ancient city, dating back to well before the Incas. This has reinforced the feelings of many archaeologists that there are many more hidden remains buried for hundreds (or even thousands) of years, still waiting to be found.

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But it is the mountains of the Vilcabamba range that perhaps hold the most promise. Vilcabamba, which means 'sacred valley', was the hub of the vast Inca civilisation. In the 16th century, when the Spanish conquest led to the demise of this ancient way of life, this area was the last part of the Inca empire to fall. Hundreds of years later, it slowly began to yield its secrets to archaeologists, Macchu Picchu perhaps being the most notable of a series of impressive finds. By no means everything there has been unearthed, however.

44

Knowing that there is more to be found is important, because although many valuable Inca sites have been discovered and researched, we still know surprisingly little about the Inca way of life. What's more, studying remains will be of great value, as many are in danger of being ruined forever, either by thieves on the hunt for ancient treasure, or by modern developments such as the building of roads or new towns.

45

It is not all action-man excitement, however. The best explorers spend time reading the accounts of the Spanish conquerors, studying maps and talking to local people who know their own area and are often willing to reveal the whereabouts of previously unidentified remains. Raising funds to pay for the work is also part of the challenge.

46

Peter Frost, one of the group which discovered Qoriwayrachina, knows this. As a tour guide, photographer, and travel writer working in the region for 30 years (though not an archaeologist), he has become an expert on the Incas. Since his initial work at Qoriwayrachina, he has led two lengthy expeditions to the area, and has uncovered the ruins of 200 structures and storehouses, an intricately engineered aqueduct, colourful pottery and several tombs, all valuable evidence for the study of the region's past.

- A Far from it. Archaeologists know from having found traces of homes and infrastructure, that there are several potentially major sites still waiting for proper investigation.
- B The importance of this kind of preparation is underlined by Hugh Thompson in his recent book about exploring for Inca ruins, *The White Rock*. According to him, anyone can go into the jungle and look for ancient remains. However, they may cause a great deal of damage in the process and indeed, the history of Peruvian exploration is littered with failures.
- C According to these experts, what we now know as Peru has hosted advanced civilisations for as long as almost anywhere else in the world. The likelihood, therefore, of making further discoveries almost anywhere in the country, is high.
- D These worries mean it is fortunate that the urge to discover ruins swallowed by the jungle is still as strong as ever. Many archaeologists feel a keen sense of adventure, seeing themselves in an Indiana Jones fantasy, hunting for lost

civilisations. The thought of finding a lost city, hidden by the jungle for hundreds of years, and containing unimaginable treasures from a mysterious people is, for some, difficult to resist.

- E The previous year, 1989, saw a number of expeditions to the region in search of the mythical lost city, but the end result was similarly disappointing. Undeterred, the courageous explorer refuses to abandon his attempts to raise money for one last try.
- F But that staggering discovery took place over 100 years ago, and so many explorers, archaeologists and tourists have been in the region since then that one might assume all its secrets have been surrendered. But the mountains of Peru are still full of hidden ruins, as are other parts of the country.
- G So, a decision was made to battle on through the thick jungle. Their reward was to uncover significant evidence of the civilisation that once lived there: tombs, a water system, and traces of many other buildings.

### Essential tips

**Question 42:** The last sentence of the previous paragraph mentions a discovery made in a particular period. Which gapped paragraph has a time reference which might relate to this?

**Question 44:** The last sentence of the previous paragraph contains a negative structure which emphasises that not all the ancient remains have been discovered (*By no means everything*

*has been unearthed, however*.) Which gapped paragraph starts by agreeing with this idea?

**Question 46:** The previous paragraph describes things explorers do before they go on expeditions. Which gapped paragraph refers to this?

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**Essential tips**

**Question 47:** When people say that work is 'frustrating', they mean that they are not making the progress they had hoped for. Which student describes a situation like this?

**Question 51:** All four students volunteered in order to gain experience of work, but which of the four specifically mentions the similarities with 'a real job'?

**Question 53:** All four students carried out research that would probably be of benefit in some way. But which research led to a discovery with 'immediate' and 'practical' consequences?

You are going to read an article in which four people talk about volunteering in science laboratories. For questions 47–56, choose from the people (A–D).

Mark your answers on the separate answer sheet.

**Which student**

- gained an awareness of how frustrating scientific work can be? 47
- gained in confidence as a result of the work experience? 48
- particularly valued the opportunity to discuss ideas with professional scientists? 49
- experienced difficulties in understanding scientific ideas? 50
- was impressed by the way their volunteer work resembled a real job? 51
- realised the importance of choosing an area of personal interest for voluntary work? 52
- discovered something of immediate practical benefit in their research? 53
- believes it is wise to volunteer in areas of science that are well-publicised? 54
- made the most of a personal misfortune? 55
- made a discovery that contradicted expectations? 56

**Volunteering in science laboratories**

**A Eric Martens**

A talented athlete, Eric Martens trained so hard in his final year at school that he sustained knee injuries, which kept him off the track for months. Rather than becoming discouraged, however, Eric turned to science and landed a voluntary stint in a sports research unit in his summer holidays. 'There are people there who are particularly interested in how human joints develop and function,' says Eric. 'It was brilliant being able to ask them about their work – and challenge it sometimes.' Eric assisted on a number of projects, and eventually was allowed to conduct an experiment himself. Barefoot jogging has become fashionable among some amateur runners. Eric observed a number of experienced joggers running barefoot on treadmills and found that that they still ran as if they were wearing shoes, landing heel-first rather than on the balls of their feet. The impact sustained could easily lead to injury. The implications for runners were obvious and the findings were soon made known more widely. 'It was a great experience,' says Eric. 'I'm definitely thinking of going into research when I finish university.'

**B Angela Michaelis**

In her final year at school, Angela Michaelis had become fascinated by human behaviour. So, she emailed various people involved in brain research and was eventually offered a placement with a well-known psychologist called Carmen Gago. With Dr Gago's help, Angela wound up investigating trust and turned to a group of people for whom trust is crucial – skydiving instructors. Angela assumed that learners would base the degree of trust they placed in an instructor on levels of experience and perhaps appearance. What novices reported, though, was that it mainly related to the way the instructors talked. 'Dr Gago was impressed,' says Angela. 'And I was pleased because the whole thing was a real challenge. We made several false starts. One skydiving group agreed to take part and then pulled out. Then we had trouble recording the interviews and organising the data. At one stage I wasn't sure it would ever happen. I suppose it's good to know that research can be like this, and I'm glad I was working on something I was curious about. If I hadn't been, I wouldn't have got nearly so much out of it.'

**C Katie Oldham**

Katie Oldham is also very interested in the human brain. She spent two months helping a neuroscientist, Frank Hebble, explore how the brain reacts to sudden changes in the environment, such as sounds or touches. She mapped how brain activity shifts when these changes occur, using a technique that measures electrical pulses in the brain. Such maps may help doctors who study children with certain medical conditions. 'It was intimidating at first,' Katie says. 'This is quite advanced science and the people working on it are seriously clever. I did eventually feel part of the team, though. It was good to know they valued my contribution and respected me. They didn't pay me but I was expected to show up on time and do an eight-hour day, just like everyone else.' There is no resentment in Katie's comments, however. She believes she has a head start on some of her fellow students in having had an authentic taste of life as a scientist.

**D Tariq Bashir**

Tariq Bashir won a placement with medical scientists working on new ways to treat malaria. 'It's such an important thing,' says Tariq. 'So many people around the world are affected by malaria, and if we could come up with solutions, it would make such a difference.' Tariq regards himself as fortunate to be interested in a subject that attracts a lot of attention in the media at large, as well as scientific circles. It means the research is well-funded, and scientists involved have the money and time to dedicate to students like Tariq. It also means the competition for student places tends to be stiff, however. 'I did lots of preparation before I applied', Tariq says. 'I read all the research I could. Some of it went over my head, of course, but I asked a friend of my dad's, who's a doctor, to simplify some of it. But I think the malaria team were impressed that I invested time finding out about what they're doing.'



PAPER 1 Reading and Use of English

PAPER 2 Writing ▶ Part 1

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### Essential tips

- ▶ You don't need to have had experience of working from home to be able to answer this question well. Think of times from your own experience (e.g. when you were at school or university) of the advantages and disadvantages of being able to stay at home.

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 by a careers tutor about the advantages of joining a company whose employees work online from home. You have made the notes below.

**The advantages of working from home:**

- no travelling
- flexibility
- comfort

**Some opinions expressed after the lecture:**

'There are too many distractions.'  
'I could work whatever part of the day I wanted.'  
'You would miss the company of fellow workers.'

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

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

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### Essential tips

**Question 2**

- ▶ What style would be appropriate for this report? Bear in mind that the report is written for the mayor, and needs to be formal as well as persuasive.
- ▶ Remember to give a balanced set of ideas in the proposal. Mention problems as well as benefits, before arriving at a set of recommendations that considers both sides of the argument.

**Question 3**

- ▶ Remember the overall purpose of this report is to comment on the resort's facilities, with the view of setting up a new hotel there. Bear this in mind throughout your report, as this will help you focus your argument, and avoid making any unnecessary points.

**Question 4**

- ▶ Begin by giving a general description of the event. We usually start with general overviews, explaining the situation, before moving to smaller, specific descriptions. Bear in mind the reader is a personal friend, so this should not be a formal-sounding report. Try to make it interesting by adding your own comments on what happened.

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 are on a planning committee. You hope to bring a music festival to your town. Write to the mayor explaining why a music festival would be good for your town, where it would be held, and what kinds of events there would be. Acknowledge that there may be some disadvantages. Outline what these might be, and how you would try to avoid them.

Write your **proposal**.

- 3 You work for a hotel chain and have been sent to a holiday resort where your company plans to open a new hotel. You have been asked to report on the leisure facilities of the resort. Write your report, giving information on:

- sports and recreational opportunities
- cinemas and theatres
- cafés and restaurants

Write your **report**.

- 4 You recently witnessed a car accident. Nobody was seriously hurt, but there was a disagreement about who caused the accident and you had to make a statement to the police, which was an interesting experience. Write a letter to a friend describing:

- the events leading up to the accident
- the accident itself
- the reaction of the drivers and passers-by
- your experience with the police

Write your **letter**.

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**Track 9**

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 people talking about a job that the man may apply for.

- 1 What does Keith think is the main disadvantage of the job?
  - A It involves working at weekends.
  - B He will have to use his own car.
  - C The basic pay is not very good.
- 2 Annie is enthusiastic about the job because
  - A it should lead to a good career for Keith.
  - B Keith is particularly well qualified for it.
  - C it will enable Keith to work from home.

**Extract Two**

You hear part of an interview with Rusty Upshaw, a bossaball referee.

- 3 According to Rusty, bossaball is played
  - A on trampolines and sand.
  - B on inflatables.
  - C on trampolines and inflatables.
- 4 Rusty believes that the samba referee
  - A enhances the attraction of the sport.
  - B distracts the crowd from the game.
  - C keeps the crowd under control.

**Extract Three**

You hear two people talking about cooking.

- 5 What does Ricky say about his work as a chef?
  - A Being well organised is the key to success in this profession.
  - B It pays for a chef to specialise in one kind of cooking.
  - C Good chefs have an interest in food from an early age.
- 6 Both people say they enjoy cooking because it
  - A gives pleasure to friends.
  - B requires total concentration.
  - C helps them maintain good health.

**Essential tips**

**Question 2:** Does the woman list possible future benefits of the job for Keith's career?

**Question 4:** Read the wording of the options in this question carefully. What does Rusty say about the purpose of having a samba referee?

**Question 6:** All the options may appear possible, but listen carefully to what both speakers actually agree on.

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**Track 10**

You will hear an archaeologist talking about a recent find. For questions 7–14, complete the sentences with a word or a short phrase.

**AN ANCIENT CHARIOT**

The chariot was found at a site where (7) ..... is being built.

It was buried in a limestone chamber with a man's (8) ..... inside it.

The chariot's wheels don't match, suggesting it had a (9) ..... function.

The remains of a large number of (10) ..... were also discovered near the chariot.

The chamber was probably the tomb of the (11) ..... of a tribe.

The Parisii came to Britain from (12) .....

Until the discovery of the chariot, it was not known that the Parisii had lived so far (13) .....

It is hoped that the chariot can be moved to (14) .....

**Essential tips**

**Question 7:** What kinds of constructions are built these days? Do you need to include an article in your answer? Is an adjective necessary?

**Question 9:** From the structure of the sentence you can see that an adjective is needed here. If the wheels of a vehicle don't match so that it can't be used for practical purposes, what sort of function might the vehicle have?

**Question 12:** What kind of word might complete the phrase: 'The Parisii came to Britain from ...'? It could be the name of a place: a city, country etc. Remember that you will hear the word or words you want, but not in the same context as in the question.



PAPER 1 Reading and Use of English

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Track 11

You will hear part of an interview with Fergus Reilly, a marine scientist, about the non-profit organisation he works for: Sustainable Fishing. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 Fergus Reilly says he is mainly concerned about
- A the size of the industries involved in processing the fish.
  - B the number of stages the fish pass through before being sold.
  - C the methods used by the fishing industry to maximise their catches.
  - D the financial motivation for the industry to continue over-fishing.
- 16 According to Reilly, how is Sustainable Fishing going about its campaign?
- A It is increasing the amount of publicity in the media for the work it does.
  - B It is improving consumers' knowledge about the fish they are buying.
  - C It is persuading supermarkets to offer less endangered species for sale.
  - D It is encouraging suppliers to research into the sustainability of fish stocks.
- 17 What does Reilly say about the situation for the more popular fish species?
- A It has proved impossible to convince people of the rate of their depletion.
  - B Scientists are under increasing pressure to rescue them from final collapse.
  - C The growing number of people in the world is adding to their vulnerability.
  - D Their survival depends on the fishing industry agreeing to unpopular controls.
- 18 The condition of fish sold in supermarkets is in question because
- A customers are not reliably informed about when it was caught.
  - B it often has to travel a long distance after it has been landed.
  - C it may be sold as fresh when it has been previously frozen.
  - D retailers fail to check the word of salesmen about its age.
- 19 How does Sustainable Fishing find out what happens to fish after they are caught?
- A It puts pressure on fishing companies to supply the information.
  - B It funds retailers to trace the supply chain and send back reports.
  - C It receives updates from environmental groups around the world.
  - D It makes use of technology to follow the fish's progress at all stages.
- 20 In order to motivate consumers to buy sustainably caught fish, retailers can
- A display advertisements about the need to maintain healthy oceans.
  - B go into schools to give talks about the serious threat to fish stocks.
  - C bring down the price by preparing fish for sale without waste.
  - D employ chefs to create affordable dishes that are easy to cook.

**Essential tips**

**Question 15:** The question refers to Reilly's main concern. Listen out for a phrase which has a similar meaning to, my 'main concern'.

**Question 17:** To prepare for this question, think how you would explain the situations in the options. In the recording you will hear one of these situations expressed in different words.

**Question 20:** Think about what would motivate you to buy a product, and then think of other ways that the speakers could express the different options.

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Track 12

You will hear five short extracts in which people talk about children's free-time activities.

While you listen, you must complete both tasks.

**TASK ONE**

For questions 21–25, choose from list A–H, the person who is speaking.

- A Our child began this activity at school. Speaker 1
- B A relative was indirectly responsible for our child taking up this activity. Speaker 2
- C A newspaper article sparked off interest in this activity. Speaker 3
- D We encouraged our child to take up this activity. Speaker 4
- E Our child began this activity as a result of a medical condition. Speaker 5
- F A television programme inspired our child to take up this activity.
- G Our child became interested in this activity while staying with friends.
- H The idea for this activity came from reading about it.

**TASK TWO**

For questions 26–30, choose from list A–H what view each speaker is expressing.

- A This activity is very dangerous. Speaker 1
- B Our child's physical condition has improved. Speaker 2
- C We were opposed to this activity at first. Speaker 3
- D Our child takes this activity too seriously. Speaker 4
- E We didn't understand what the activity entailed at first. Speaker 5
- F This activity develops a spirit of co-operation.
- G This activity has become fashionable recently.
- H Our child has benefited socially.

**Essential tips**

**Questions 21–25:** Since you will probably not hear most of the key words in the options, you need to be prepared for words and expressions with a similar meaning. For example, instead of saying 'at school' (option A), the speaker might refer to a type of school, a certain class at school, the name of a school etc. Similarly, a speaker may use a word for a certain relative (option B), such as 'aunt', or even a description of who that person is, such as 'my sister's husband'.

**Questions 26–30:** Think about how someone might describe an activity to convey the idea that it is 'very dangerous' (option A), perhaps by saying what sort of accident might happen. What kind of language could be used to express this? And consider different ways of expressing the idea of 'spirit of cooperation' (option F): what would we call a 'group' in a sport?