

ADVANCED
TEST 1

PAPER 1 Reading and Use of English

▶▶ PART 1

1 C 2 D 3 A 4 C 5 D 6 B 7 A 8 C

▶▶ PART 2

9 not 10 such 11 other 12 be 13 One 14 how
15 as 16 with

▶▶ PART 3

- 17 incredibly (adjective to negative adverb)
- 18 majestic (noun to adjective)
- 19 keeping (verb to noun)
- 20 beneficial (noun to adjective)
- 21 stimulation (verb to noun)
- 22 criticized criticised (noun to verb)
- 23 extensive (verb to adjective)
- 24 daily (noun to adjective)

▶▶ PART 4

- 25 you (ever) happen (1) + to be (1)
- 26 had Paula reached (1) + the gate than (1)
- 27 it was Mark (1) + who/that wrote (1)
- 28 though (1) + it may be (1)
- 29 to tell the truth (1) + will/would mean (1)
- 30 may/might/could have got lost (1) + as/since/because (1)

▶▶ PART 5

- 31 A: Incorrect. They are 'extremely rare', not 'unique'.
- B: Incorrect. They are etchings, not paintings.
- C: Incorrect. The images are not compared to other cave art in Britain.
- D: Correct. 'But more importantly, the Church Hole etchings are an incredible artistic achievement.'
- 32 A: Incorrect. This is not stated or implied in the text.
- B: Incorrect. The point made is that Ancient Britons 'were part of a way of living, thinking and seeing the world' that spread across the continent, which is not the same as saying that they hunted over large areas.
- C: Correct. 'Britons were part of a way of living, thinking and seeing the world that had spread right across the continent.'
- D: Incorrect. Britons were 'at least as sophisticated as' people in Europe.
- 33 A: Incorrect. The discovery of the images was made public, but the writer does not suggest this should have been avoided. She implies the images should have been protected.
- B: Correct. 'As a result, some etchings may already have been adversely affected, albeit inadvertently, by eager visitors.'
- C: Incorrect. The text states that many people *knew* about the etchings within hours of their discovery, but it does not say that they *visited* the cave within hours of the discovery.
- D: Incorrect. Measures were taken too late to prevent damage that had already been done, but the text does not say that the measures themselves are ineffective.

- 34 A: Correct. '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.'
- B: Incorrect. 'They had been looking for the usual type of cave drawing or painting'
- C: Incorrect. The text does not mention the time of day when the initial survey took place.
- D: Incorrect. The text does not suggest that the brightness of the light was a problem.
- 35 A: Incorrect. This statement does not express the conclusion Dr Samson draws about the function of the etchings.
- B: Incorrect. They intended the images to be visible in the early morning.
- C: Correct. 'I think the artists knew very well that the etchings would hardly be visible except early in the morning.'
- D: Incorrect. The text mentions 'rituals involving animal worship', but this does not mean that ice-age hunters kept animals in the cave.
- 36 A: Incorrect. It is implied that we can make inferences, but we cannot 'insist on any rigid interpretation'.
- B: Incorrect. Dr Caruthers does not think their function 'can be determined with any certainty', but she does not imply they serve no particular purpose.
- C: Incorrect. Saying someone knows 'so little' is not the same as saying they know nothing.
- D: Correct. 'We should, in my view, begin by tentatively assuming ... while of course being prepared to modify this verdict at a later date.'

▶▶ PART 6

- 37 D: Writer A's view is: 'The early manned space flights generated genuine interest around the world, but who really cares nowadays ...?' Writer B's view is: 'it seems to have lost its appeal for many people'. Writer C's view is: 'People with a vested interest will say that human space flight is important for the prestige and glamour of space exploration and for the way it draws young minds into science and technology' but that it would be more exciting to invest the money in science education.' So, A, B and C don't believe manned space flight is inspirational these days. Writer D, however, says: 'people do not feel excited when they see robots launched into space. Computers attached to a rocket will not stimulate the imagination or the enthusiasm for space exploration.' This implies that manned space flight is what inspires people.
- 38 D: Writer B's view is that one day there will be a major disaster and '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.' Writer D says: 'In the long term, we need to find out whether we can survive outside the Earth's orbit. It's a question of species survival.'
Writer A says: 'Who really believes it will ever be feasible to ... migrate to these places in the event of a catastrophe?' Writer C says: 'The idea that humans will ever be able or want to settle on the moon or anywhere else in space is unthinkable.' So, writers

A and C have similar views which are opposed to those of writers B and D.

- 39 B: Writer A's view is: 'The only thing we bring back is knowledge and robots outperform astronauts in that respect ... they can collect and retain far more information.' Writer C's view is: 'So much of the investment in manned missions goes into keeping astronauts alive and safe that the really useful science takes second place', implying that unmanned space missions are better for research. Writer D's view is: 'satellites, robots and other technology are probably better than astronauts at collecting information from space.' So, writers A, C and D think that unmanned space is better for research than manned missions. Writer B accepts that 'Robots tend to be good at certain tasks like collecting data.' But then writer B goes on to say that some 'experiments that can only be conducted in space require the physical and intellectual dexterity and skills only humans possess.' So, writer B's view is different from those of A, C and D.
- 40 C: Writer A says: 'They (robots) are cheaper to put into space, they can stay there longer and they can collect and retain far more information.' Writer C says: 'So much of the investment in manned missions goes into keeping astronauts alive and safe that the really useful science takes second place.' So C agrees with A that manned space flight is less cost effective than robots and other technology. Writer B says 'Space exploration, whether manned or not, is hugely expensive' and writer D says 'we do need to explore space, whatever the financial implications.' So, neither says that one is more cost effective than the other.

▶▶ PART 7

- 41 C: Link between 'asked their customers for a verdict' in the previous paragraph and 'We had a bin that said "yes" and a bin that said "no"'. Also, link between 'We quit our jobs the next day' and the information that they struggled for nine months to get the business started in the next paragraph.
- 42 G: Link between 'nine months living on credit cards and overdrafts before they sold their first smoothie' and 'They found that the finances were the basic stumbling block.'
- 43 B: Link between 'What was the recipe for this startling success?' and 'Probably something to do with pure unadulterated ingredients with a dash of quirky advertising.'
- 44 A: Link between 'This was when they discovered the truth about the majority of so-called natural fruit drinks' and 'Most are made from concentrated juice with water.'
- 45 F: Link between 'Wouldn't it be great to make it easy for people to get hold of this natural fresh goodness?' and 'So, at another festival in 2004, the Innocent team tried extending their range of products into desserts.' Also, link between 'a big tub of ice cream' in F and 'we simply froze some of our smoothies' in the next paragraph.
- 46 D: Link between the question at the end of D 'Was there ever a temptation in those early years to sell up and

go and live on a desert island?' and the answer 'We didn't rule it out completely.'

▶▶ PART 8

- 47 C: 'When I told my father I'd decided to study French, he said, "Are you sure? Wouldn't something more substantial be better?"'
- 48 D: 'languages defeat them and that seriously narrows their options. I'm glad I'm not in their shoes.'
- 49 B: '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.'
- 50 A: 'my coolness rating definitely shot up, which has been nice'
- 51 B: 'one thing it's given me, ... is a greater awareness of my strengths and weaknesses in Spanish.'
- 52 C: '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.'
- 53 D: 'To be honest, I hadn't considered myself unusual'
- 54 A: 'I interpret at conferences. That gets my adrenaline going'
- 55 C: 'candidates who are multilingual tend to be more adaptable and open-minded'
- 56 B: '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'

PAPER 2 Writing

▶▶ PART 1 (suggested answers)

Question 1

- Style: Semi-formal or formal
- Content: 1 Give a general overview and state your opinion.
- 2 Explain the advantages of the two methods.
- 3 State any possible disadvantages.
- 4 Sum up, giving a recommendation for further action.

▶▶ PART 2 (suggested answers)

Question 2

- Style: Neutral or semi-formal
- Content: 1 Suggest that the radio station will be beneficial.
- 2 Give details of possible programmes you would begin with.
- 3 Outline the support you would need.
- 4 Sum up your proposal.

Question 3

- Style: Semi-formal or neutral
- Content: 1 Introduction: explain what you will write about.
- 2 Give an example of one good thing.
- 3 Give a second example of some good things.
- 4 Give an example of some disadvantages.
- 5 Conclusion, stating whether Paul should leave his village.

Question 4

Style: Semi-formal or formal

- Content: 1 Introduction: give some relevant information about your region.
 2 Describe people's attitude to public transport, giving examples.
 3 Describe what action is being taken to improve use of public transport.
 4 Conclusion: express your view on the situation.

PAPER 3 Listening**▶▶ PART 1**

1 C 2 B 3 A 4 B 5 A 6 C

▶▶ PART 2

7 ancient Egypt 8 willow tree extract 9 1829
10 stomach 11 German company 12 research
13 fifty/50 14 vegetables

▶▶ PART 3

15 B 16 A 17 D 18 D 19 C 20 A

▶▶ PART 4**Task One**

21 B 22 H 23 A 24 D 25 F

Task Two

26 G 27 F 28 H 29 D 30 B

ADVANCED TEST 2**PAPER 1 Reading and Use of English****▶▶ PART 1**

1 B 2 D 3 C 4 A 5 B 6 D 7 C 8 A

▶▶ PART 2

9 may/might 10 but 11 apart 12 far 13 any 14 into
15 every 16 as

▶▶ PART 3

- 17 originated (noun to verb)
 18 inventor (verb to noun)
 19 undisputed/indisputable (verb to negative adjective)
 20 initially (adjective to adverb)
 21 invariably (adjective to adverb)
 22 discoveries (verb to plural noun)
 23 updated (noun to verb)
 24 inconclusive (verb to negative adjective)

▶▶ PART 4

- 25 as/so long as (1) he did (1)
 26 came up with (1) the idea (1)
 27 having our living room (1) done up (1)
 28 to being (1) spoken to (1)
 29 on the point of (1) calling him (1)
 30 no circumstances (1) am I (1)

▶▶ PART 5

- 31 A: Incorrect. It is implied that this is Ellen MacIntosh's view, but it is not the writer's view.
 B: Incorrect: 'simplicity' refers to the 'stock, two-dimensional characters', not the stories themselves.
 C: Correct. 'Indeed, although her comment does make one wonder why simplicity of this sort should be out of place in a story for children.'
 D: Incorrect. This is not stated or implied in the text.
 32 A: Incorrect. This is a true statement in itself but it is not what Ellen objects to.
 B: Correct. 'Instead of standing up to her cruel stepmother ... Cinderella just waits for a fairy godmother to appear and solve her problems. But wouldn't you want a daughter of yours to show more spirit?'
 C: Incorrect. The two sisters are 'absurd', which is not the same as saying they are figures of ridicule. Also, this is not what Ellen objects to.
 D: Incorrect. This is implied in the text, but it is not what Ellen objects to.
 33 A: Correct. 'In these versions for the silver screen, the Cinderella character ... persists in not showing much backbone.'
 B: Incorrect. This is not stated or implied in the text.
 C: Incorrect. This is not stated or implied in the text.
 D: Incorrect. This is not stated or implied in the text.
 34 A: Incorrect. 'In the majority of film versions, the heroine has a profession', but the text does not indicate whether she is successful in her profession.
 B: Incorrect. 'marrying her prince' is used metaphorically, to imply that Cinderella will 'live happily ever after', not that she will become a real princess.
 C: Incorrect. This is not stated or implied in the text.
 D: Correct. 'In the majority of film versions, the heroine has a profession and is even permitted to continue working after marrying her prince - this is the twenty-first century, after all.'
 35 A: Correct. 'Most children ... empathise with the protagonist ... challenge.'
 B: Incorrect. The text does not state or imply that little girls like to be challenged themselves.
 C: Incorrect. This is not stated or implied in the text.
 D: Incorrect. This is not stated or implied in the text.
 36 A: Incorrect. This is not stated or implied in the text.
 B: Correct. 'This can be seen in the original story of Cinderella She has to grow spiritually, and by maturing, she becomes attractive to the prince ... In the later versions, this element is missing.'
 C: Incorrect. This is not stated or implied in the text.
 D: Incorrect. This is not stated or implied in the text.

▶▶ PART 6

- 37 D: Reviewer C's view is that the selection is too limited: 'The bulk of the music Levitin talks about, however, is pop. Classical music, or modern music in that tradition, is sometimes referred to in patronising terms, but ...'. Reviewer D says: 'The choice of music to illustrate his arguments ... draws so strongly on Levitin's own musical preferences that some readers who do not share his musical tastes may feel lost,'

which also suggests that he feels it should be more balanced.

In contrast, reviewer A refers to a sensitive choice of familiar tunes and songs which he uses to illustrate concepts and theories, and reviewer B refers to different musical genres but makes no comment about how well Levitin uses them as examples.

- 38 B: Reviewer A refers to 'a number of small errors obvious to a knowledgeable musician'. Reviewer B refers to a subject which is 'excessively complex' but makes no reference to any errors. Reviewer C mentions 'flawed accounts of certain aspects of musical acoustics and music theory', and reviewer D mentions 'misleading descriptions of significant research work'. So, A, C and D all refer to mistakes, while B does not mention any problems with accuracy.
 39 B: Reviewer D thinks Levitin's references to himself can be unhelpful: 'regular reference to his own career in music - as a musician, producer and neuroscientist - is well-intentioned, but there are times when we could do with fewer funny stories and more attention to detail.' Reviewer B says 'Levitin's anecdotes about famous musicians he has met and played with are worth passing over', also suggesting criticism of some of the personal content. By contrast, reviewer A says Levitin makes the subject more interesting by explaining 'against the background of his own intriguing narrative', and reviewer C says that Levitin 'wisely weaves in stories about music-making and working with musicians to make the science easier to relate to'.
 40 A: Reviewer A says that 'in trying to keep things simple for a non-specialist audience, as far as technical terms are concerned, Levitin too often ends up dumbing down', which is a criticism of the style. Reviewer B says the book 'goes out of its way to make the general reader feel at ease', and makes no criticism of the writing style. Reviewer C says that Levitin sets 'jargon aside in favour of everyday terminology', and implies this is a good thing. Reviewer D says 'it is to Levitin's credit that this book contains clear, well-informed explanations', and it should be 'accessible to the non-specialist'. So B, C and D all praise the accessible style of the language used in the book.

▶▶ PART 7

- 41 E: Link between 'As many as 1,000 languages have died in the past 400 years. Conversely, the handful of major international languages are forging ahead' in the previous paragraph, the description of the status of the world's major languages today, and the description of what is happening to many languages in the following paragraph.
 42 G: Link between 'several linguists around the world who are determined to document as many of the remaining endangered languages as possible' and what this involves: 'This often means trekking to some of the most inaccessible parts of the Earth ...'.

- 43 F: Vocabulary link between 'region' and 'area' - between 'A great number of languages in the greater Himalayan region are endangered or have already reached the point of no return' and 'There are about 200 languages spoken in this area, but only a few have been properly described'.
 44 D: Link between the specific reference to the two old women who were the last speakers of a language suddenly appearing at a conference, and the acknowledgment that 'particular stories like this can be fascinating'. Also, the question at the end of D, 'Why look back instead of forward?', is answered in the next paragraph when Kortlandt asks: 'Would you ask a biologist looking for disappearing species this?'
 45 C: Link between 'Language is the defining characteristic of the human species. These people say things to each other which are very different from the things we say, and think very different thoughts, which are often incomprehensible to us' in the previous paragraph and 'If you want to understand the human species, you have to take the full range of human thought into consideration'.
 46 A: Link between 'All this knowledge could be lost if the tribes and their languages die out' in the previous paragraph and 'This is one of the things worrying linguists working in Fiji in the South Pacific. There are hundreds of known remedies in Fiji's forests.' in A. Also, link between 'There are possibly scores more yet to be discovered' in A and 'We will only be able to find them and benefit from their properties through ...' in the following paragraph.

▶▶ PART 8

- 47 A: 'now I can really understand why someone's using a certain technique or piece of equipment'
 48 C: 'I'm considering either expanding - more shops, managers and so on - or diversifying, perhaps producing my own surf boards'
 49 B: 'The classes themselves aren't terribly lucrative, but I supplement my income ...'
 50 D: 'and the next thing I knew, my wife was urging me to set up my own company'
 51 B: 'Then someone at an organisation called Business Link ... suggested advertising on the internet!'
 52 A: 'If I hadn't realised that early on, I probably would have carried on dreaming that my big break would come.'
 53 B: 'I couldn't work out how to find people who would pay for their children to attend the kind of courses I wanted to run.'
 54 C: 'He said he wanted to sell up and I jumped at the chance to buy the business from him!'
 55 D: 'I had to take a very deep breath before I finally took the plunge.'
 56 B: 'I studied medicine, but when I finished medical school I had a sort of crisis. I knew I couldn't go on with it!'

PAPER 2 Writing

▶▶ PART 1 (suggested answers)

Question 1

Style: Semi-formal or formal

- Content: 1 Give a general overview and state your opinion.
2 Explain the advantages of the two methods.
3 State any possible disadvantages.
4 Sum up, giving a recommendation for further action.

▶▶ PART 2 (suggested answers)

Question 2

Style: Semi-formal or formal

- Content: 1 Give a general overview, introducing the topic of the report and explaining where your region is.
2 Give some key findings of your report.
3 Give some details, explaining how young people feel about history and culture in the region.
4 Describe how this might change in the future.
5 Conclusion: end with a summary of the report findings.

Question 3

Style: Semi-formal or formal

- Content: 1 Introduce yourself and the general problem.
2 Describe the events of what happened.
3 Describe how you feel, and how your holiday was affected.
4 Describe your feelings about the service.
5 Explain what you would like to happen next.
6 Finish the letter appropriately.

Question 4

Style: Neutral or semi-formal

- Content: 1 Say which film you have chosen to write about.
2 Describe the book on which the film is based.
3 Use examples from the film to discuss the characters and plot.
4 Say how you think the film compares with the book.

PAPER 3 Listening

▶▶ PART 1

- 1 C 2 B 3 A 4 C 5 B 6 A

▶▶ PART 2

- 7 an amateur historian 8 farmer 9 a doctor
10 articles and essays 11 personal correspondence
12 wife's brother 13 Roman history 14 Italy

▶▶ PART 3

- 15 A 16 B 17 C 18 D 19 A 20 A

▶▶ PART 4

Task One

- 21 G 22 E 23 B 24 C 25 F

Task Two

- 26 D 27 H 28 C 29 E 30 G

ADVANCED
TEST 3

PAPER 1 Reading and Use of English

▶▶ PART 1

- 1 C 2 A 3 B 4 D 5 C 6 B 7 A 8 D

▶▶ PART 2

- 9 not 10 in 11 as 12 why 13 whole 14 though/if
15 the 16 Such

▶▶ PART 3

- 17 increasingly (verb to adverb)
18 originally (noun to adverb)
19 unsuitable (verb to negative adjective)
20 censorship (verb to noun)
21 growth (verb to noun)
22 tendency (verb to noun)
23 critical (noun to adjective)
24 sophistication (adjective to noun)

▶▶ PART 4

- 25 no matter (1) how hard (1)
26 seem to be (1) taken into consideration/account (1)
27 placed the blame (1) on him/John (1)
28 take back (1) what I said (1)
29 despite the fact that (1) it was (1)
30 accused Joe of (1) leaving his (1)

▶▶ PART 5

- 31 D: Correct. The prefix *back* in *backlash* means something returning or coming back to something. Options A and C are about new things and B is about 'inner workings'. D is about a 're-evaluation' – thinking about something again. *Lash* means 'hit' or 'strike', so a *backlash* is hitting back, a negative reaction. The word *reaction* in the first sentence of the second paragraph, and also the main point made in the second paragraph, give a further help in working out the answer.
- 32 C: Correct. 'Accelerated the widespread reaction' and 'gave way to cries that the simplification of science, in particular of neuroscience, often by science journalists, was once again to blame'.
- 33 A: Correct. 'Angling for high-profile speaking work' is similar to 'concerned with eye-catching statements and colourful anecdotes' which the reviewer expresses disapproval of in the previous paragraph. The words 'too many of the popular neuroscience writers write as though ...' suggests a criticism, and elsewhere in the text, the reviewer makes it clear that he admires Prinz's approach, so he may well disapprove of something that Prinz is not doing.
- 34 D: Correct. In paragraph 5, we are told that 'for years, the field of linguistics has been heavily influenced by Noam Chomsky's notion of a universal grammar'. 'For years' and 'heavily influenced' suggest it is an established theory. Also, in paragraph 6, we are told that Prinz suggests a 'different explanation' from Chomsky. In challenging Chomsky's thinking, he is expressing a 'controversial' view, which means a challenge to the majority view.

- 35 A: Correct. '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.'

- 36 B: Correct. 'The nature/nurture pendulum has swung back and forth over thousands of years.'

▶▶ PART 6

- 37 A: 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 is in favour of continued economic growth. Writer C asks whether we should 'give up on economic progress' but says that the reality of this is 'unimaginable'. Writer D says 'the way forward, then, is to tackle excessive consumerism and its associated ills ... while the world economy carries on growing'. So, B, C and D are in favour of continued growth, while A opposes it.

- 38 B: Writer A says: 'ever-increasing consumption adds little to human well-being. In fact, ... it positively impedes it.' Writer B says: 'increases in economic output have brought enormous benefits ... surely, greater general well-being,' and calls for continued growth. Writer C says: 'The more we have, the less satisfied we are.' Writer D says: '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, A, C and D argue that economic growth past a certain point does not bring well-being, or happiness. Therefore, writer B has a different opinion on this issue.

- 39 C: Writer B says 'we need more resources and better technology rather than less. We should invest in high tech energy production, sea walls to resist flooding and other practical engineering-based solutions.' Writer C says economic progress is 'unimaginable' and we should apply 'our technological expertise to overcome our difficulties, with massive projects to harness solar, wind and wave power.'

- Writer A is against economic growth and says we need 'to fundamentally rethink the uses to which we put our technological expertise'. Writer D admits there are problems in the 'world's most technologically advanced nations', but does not refer to 'the use of technology'.

- 40 D: Writer A calls for 'much tighter regulation of advertising, which incites wholly superfluous consumption'. Writer D says 'the way forward, then, is to tackle excessive consumerism and its associated ills by various reforms such as greater control of advertising'.
Writer B mentions controlling or eliminating advertising as part of 'received wisdom', which is different from A's opinions. Writer C believes that 'even wholesale reform of aspects of modern economies like advertising, the cheerleader for consumerism, is unlikely to be accepted'.

▶▶ PART 7

- 41 G: Link between 'but then, the explorers realised it could have been a platform where Inca priests stood and watched the path of the sun' in the previous paragraph and 'So, a decision was made to battle on through the thick jungle.'
- 42 F: Link between 'Machu Picchu' and 'But that staggering discovery took place over 100 years ago.'
- 43 C: Link between 'waiting to be found' in the previous paragraph and 'According to these experts, what we now know as Peru has hosted advanced civilisations for as long as almost anywhere else in the world.'
- 44 A: Contrastive link between 'by no means everything there has been unearthed' in the previous paragraph and 'Far from it'.
- 45 D: Link between 'in danger of being ruined forever' in the previous paragraph and 'These worries mean it is fortunate that the urge to discover ruins swallowed by the jungle is still strong.'
- 46 B: Link between 'The best explorers spend time reading the accounts of the Spanish conquerors, studying maps and talking to local people ... Raising funds to pay for the work is also part of the challenge' in the previous paragraph and 'The importance of this kind of preparation is underlined by Hugh Thompson'.

▶▶ PART 8

- 47 B: '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.'
- 48 C: 'It was intimidating at first ... I did eventually feel part of the team, though. It was good to know they valued my contribution and respected me.'
- 49 A: 'It was brilliant being able to ask them about their work – and challenge it sometimes.'
- 50 D: '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.'
- 51 C: '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.'
- 52 B: '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.'
- 53 A: 'The implications for runners were obvious and the findings were soon made known more widely.'
- 54 D: '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.'
- 55 A: '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.'

- 56 B: '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.'

PAPER 2 Writing

▶▶ PART 1 (suggested answers)

Question 1:

Style: Semi-formal or formal

- Content: 1 Introduction: describe the situation you are going to discuss.
2 Describe the advantages of working from home.
3 Describe any disadvantages.
4 Discuss the two most important advantages and give your reasons.
5 Conclusion: end with a summary of your views.

▶▶ PART 2 (suggested answers)

Question 2:

Style: Formal

- Content: 1 Introduction: introduce yourself and explain the basic idea.
2 Describe the benefits of the music festival (e.g. it would bring a lot of money to the town).
3 Describe the possible programme types and possible locations.
4 Outline some possible disadvantages and how you would deal with them.
5 Conclusion: end with a summary of your proposal.

Question 3:

Style: Formal

- Content: 1 Introduction: state the purpose of the report and what you are going to write about.
2 Describe the recreational opportunities.
3 Describe the cinemas and theatres.
4 Describe the cafés and restaurants.
5 Discuss whether the leisure facilities are suitable, and whether it is a good idea to open a new hotel there.
6 Conclusion: end with a summary and some recommendations.

Question 4:

Style: Informal

- Content: 1 Introduction: greet your friend and explain what you are writing about.
2 Describe what you were doing before the accident.
3 Describe the accident – give details to make it sound interesting.
4 Describe what other people were doing and how they reacted.

- 5 Describe your experience with the police – make it as lively and interesting as possible. Try to make your friend feel as if he/she was there with you.
6 End the letter with an appropriate goodbye.

PAPER 3 Listening

▶▶ PART 1

1 B 2 A 3 C 4 A 5 A 6 B

▶▶ PART 2

7 a (new) motorway 8 skeleton 9 ceremonial
10 cattle 11 leader 12 France 13 west
14 the British Museum

▶▶ PART 3

15 B 16 B 17 D 18 A 19 D 20 C

▶▶ PART 4

Task One

21 A 22 H 23 G 24 E 25 B

Task Two

26 F 27 D 28 B 29 H 30 C

ADVANCED TEST 4

PAPER 1 Reading and Use of English

▶▶ PART 1

1 A 2 C 3 A 4 B 5 A 6 A 7 D 8 B

▶▶ PART 2

9 which 10 many 11 According 12 other 13 addition
14 Besides 15 little 16 own

▶▶ PART 3

17 misconceptions (noun to negative plural noun)
18 comparison (verb to noun)
19 fatalities (adjective to plural noun)
20 solitary (noun to adjective)
21 occurrences (verb to plural noun)
22 unpleasant (verb to negative adjective)
23 underestimated (verb to verb)
24 precautions (noun to plural noun)

▶▶ PART 4

25 highly likely (that) (1) this novel will (1)
26 insisted (1) on us/our staying (1)
27 no matter (1) what time it may/might (1)
28 no account (1) am I to be / must I be / should I be (1)
29 it not been (1) for Mark (1)
30 will have started (1) by the time (1)

▶▶ PART 5

- 31 A: 'I was brought up to think that the preferred way of dealing with aches and pains is to do nothing and hope they'll go away, but I eventually allowed myself to be dragged along by a friend of mine to talk to an osteopath.'
32 C: 'I had regularly been told ... that I tend to slouch in chairs but had thought bad posture was something one was born with and could do nothing about. With hindsight, it's hard to believe just how far off the mark I was.'
33 C: 'It trains you to use your body less harshly and to carry out the sorts of movements and actions that we do all the time with less effort.'
34 D: 'The key is learning to break the bad habits ... a habit the body has formed which can be hard to break.'
35 B: 'Frederick Matthias Alexander, an Australian theatrical orator ... found in his youth that his voice was failing during performances ... He worked on improving it with dramatic results.'
36 B: The text as a whole.

▶▶ PART 6

- 37 A: Writer A says that all the investment will 'end up stimulating the economy eventually'. Writer B says that 'research suggests that few former hosts have experienced long-term economic gains. Indeed, certain cities like Montreal and Los Angeles have taken decades to pay off the debts.' Writer C says that 'critics ... often focus on the more easily measurable economic implications which suggest that the Games are not a viable proposition, but the Olympics are not just about money,' which implies that the writer believes the Games do not bring economic benefits on balance. Writer D says that 'past experience suggests the financial costs tend to outweigh the benefits anyway'. So, B, C and D believe the Olympics do not bring economic gains, but writer A claims there are long-term gains.
38 C: Writer B says: 'There is also the chance for everyone, the younger generations in particular, to observe elite athletes, and therefore sporting excellence, exercise and fitness become cool things to aspire to'. Writer C says: 'There is the sporting legacy too, with the greatest athletes from around the world inspiring mass participation.'
39 D: Writer A says: 'proof of a capacity to rise to the challenge can pull the country together, make it feel good about itself'. Writer B says the Olympics 'inspire a local feel-good factor, enhancing a sense of pride in belonging to a city and country ...'. Writer C says the Olympics 'present an opportunity to showcase, domestically ... the notion that the city possesses the know-how and manpower to manage a hugely complex international event'. Writer D says: 'research reveals significant regional resentment about all the attention from government, the media and other organisations being directed at one city. So much for pride in one's country.'

So, A, B and C all suggest there is positive effect on the sense of national identity, whereas D says there can be 'resentment', which is not positive.

- 40 C: Writer A says that 'the international media focus on the Games can also lift the host country's profile to another level'. Writer C says the Olympics 'present an opportunity to showcase ... to the world at large, the notion that the city possesses the know-how and manpower to manage a hugely complex international event ...'. So, both A and C suggest the host city's international reputation will be improved.

▶▶ PART 7

- 41 B: Link between 'a vast library of unread books, and the plundering of nature is comparable to the random discarding of whole volumes without having opened them and learned from them' in the previous paragraph and 'it's the already opened texts that attract the majority of us, however'.
42 D: Link between 'it's undoubtedly expanding. There are definitely more and more people seeking wildlife experiences now' in the previous paragraph and 'this growth ...'. Also, link between 'People want to discover nature at first-hand for themselves – not just on a screen' and 'There's no way to compare seeing an animal in the wild with watching one on TV'.
43 G: Link between 'a concept that comes under the broad label of 'ecotourism' in the previous paragraph and 'it's a term which is overused, but the principle behind it ...'. Also, link between 'it also extends to consideration of the interests of people living in the places that tourists visit' and 'In practice, this means that many tour operators, guided by ethical policies, now use the services of local communities, train local guides and have close ties to conservation projects' in the following paragraph.
44 E: Link between 'Rekero has established its own school – the Koyiaki Guide School and Wilderness Camp – for Maasai people in Kenya' in the previous paragraph and 'they have largely been excluded from the benefits brought to the region by tourism. This initiative is a concerted effort to enable them to take up jobs and also run programmes themselves.'
45 F: Link between 'some organisations even allow tourists to take part in research and conservation' in the previous paragraph and 'Earthwatch is a nonprofit international environmental group that does just that. 'Participation in an Earthwatch project ...'.
46 A: Link between '... Dr Matthias Hammer, calls an "adventure with a conscience". Volunteers can visit six destinations around the world and take part in various activities including snow leopard, wolf and bear surveys and whale and dolphin research' in the previous paragraph and 'He is confident that, if done properly, this combination of tourism and conservation can be 'a win-win situation'.

▶▶ PART 8

- 47 C: 'The intensity of Park's search makes for a less than relaxing read, and, in all probability, there will be readers who fail to make it past the first couple of chapters.'
- 48 D: 'A leading writer in what could be called the 'anti-self-help self-help' genre - which happily seems to be swelling.'
- 49 B: 'It aims to be a practical, how-to guide for maximising co-operation, but ends up a sort of unsystematic self-help book: listening is as important a skill as presentation of your own ideas; discussion need not reach agreement but can teach us new things; assertiveness is valuable, but so is politeness and diffidence. All true, but don't we know it already?'
- 50 A: 'Peppered with insights that may never have been expressed quite like this before but which make you want to scrawl 'yes' in the margins on almost every page.'
- 51 D: 'Doesn't offer facile instructions for living a happy, easy life ... we have to stop searching for firm answers and quick fixes.'
- 52 C: 'If *Teach Us to Sit Still* does well, we could be in for a glut of writing by people who don't have much wrong with them, yet still write about it at length.'
- 53 D: '*Help! How to Become Slightly Happier*, his previous book, comprised a series of short sections, each a page or two long, which presented an idea fairly quickly. *The Antidote* has just eight chapters and each one explores a subject like success and failure in detail.'
- 54 B: 'The trouble is it all feels atomised itself. Sennett's argument seems to bounce from place to place ... ends up a sort of unsystematic self-help book.'
- 55 D: 'Many self-help books these days would shout 'Yes!' Oliver Burkeman isn't so sure.'
- 56 A: 'Sometimes you think you're just getting to grips with an idea, only for it to slip away.'

PAPER 2 Writing

▶▶ PART 1 (suggested answers)

Question 1:

Style: Semi-formal or formal

- Content: 1 Introduction: describe the situation you are going to discuss.
2 Outline the arguments for conducting this survival exercise.
3 Describe which arguments you think are more important and give reasons.
4 Conclusion: end with a summary of your views.

▶▶ PART 2 (suggested answers)

Question 2:

Style: Neutral or semi-formal

- Content: 1 Say which films you have chosen to write about, and which one you enjoyed most.
2 Explain why you enjoyed one film more than the other one.
3 Describe each film, giving examples of the actors, story, effects, etc.
4 Conclusion: end with a summary of your views.

Question 3:

Style: Informal or neutral

- Content: 1 Introduction: greet your friend and explain why you are writing.
2 Describe how long you have been in the job and what you do.
3 Explain your feelings about starting a new job. Give examples of your experiences.
4 Give some suggestions to your friend.
5 Finish your letter with an appropriate goodbye.

Question 4:

Style: Formal

- Content: 1 Introduction: state the purpose of your report and give some details of the zoo you are writing about.
2 Describe the green spaces in your area and what wildlife lives there.
3 Describe the condition of the green spaces.
4 List some things which could be done to create more green spaces.
5 Describe the effects of doing these things.
6 Conclusion: end with some recommendations for future action.

PAPER 3 Listening

▶▶ PART 1

- 1 C 2 C 3 B 4 A 5 B 6 C

▶▶ PART 2

- 7 (long-distance) running 8 long jump 9 nephew
10 build 11 shooting 12 proper diet 13 equipment
14 attitude

▶▶ PART 3

- 15 A 16 C 17 A 18 D 19 B 20 B

▶▶ PART 4

Task One

- 21 F 22 D 23 G 24 C 25 A

Task Two

- 26 C 27 H 28 D 29 B 30 F

ADVANCED
TEST 5

PAPER 1 Reading and Use of English

▶▶ PART 1

- 1 D 2 A 3 B 4 C 5 C 6 B 7 D 8 C

▶▶ PART 2

- 9 longer 10 which 11 having 12 There 13 like 14 to
15 One 16 with

▶▶ PART 3

- 17 eloquently (noun to adverb)
18 conceivable (verb to adjective)
19 disrespect (noun to negative noun)
20 influential (noun to adjective)
21 discredited (verb to negative verb)
22 incorporated (adjective to verb)
23 unmodified (verb to negative adjective)
24 disprove (noun to negative verb)

▶▶ PART 4

- 25 would benefit (1) from (taking/having) (1)
26 no time (1) were we (ever) aware (1)
27 had not/hadn't been (1) for that accident (1)
28 are on (very) good terms (1) with (1)
29 can't have been (1) put (1)
30 had her bag (1) snatched (1)

▶▶ PART 5

- 31 C: 'all that remains to tell us that it was once lush and verdant - and inhabited - is the occasional stone tool, harpoon or mammoth tusk brought up from the seabed by fishing boats'
32 C: 'bathymetry can now deploy computers, satellite positioning equipment and special software to create accurate and remarkably detailed maps'
33 A: 'She is however, scathing about the scale of financial support' and 'it's an absolute scandal that we know so little about the area just off the country's shores'
34 B: 'The idea shared by many people in Britain of their country as a natural island kingdom will be challenged ... It remains to be seen how far this new awareness is taken on board, however.'
35 D: 'In addition, commercial applications are a real possibility.'
36 A: 'mapping the seabed will also identify places where rare plants and shellfish have their homes. Government legislation may prevent digging at such sites'

▶▶ PART 6

- 37 A: Reviewer A says Griffiths uses 'excessively poetic, at times, absurd language'. Reviewer B says her argument is 'passionately and eloquently expressed'. Reviewer C says her theory is 'fluently and vividly delivered'. Reviewer D describes a 'rare vitality and admirable energy in Griffiths' writing'. So, B, C and D all say positive things about the style of writing, but A's comments are critical.
38 B: Reviewer A says: 'Jay Griffiths draws the familiar but erroneous conclusion that traditional societies

and tribes treat nature and children better than modern ones ... the claims she makes about children's development are too often illogical and unsupportable.' Reviewer B says that Griffiths pursues it (her idea) in ways that simply don't hold up.'

- 39 D: Reviewer A says that Griffiths fails to provide an analysis of the data in the UNICEF report on children's well-being. Reviewer B says that Griffiths is 'guilty of selective deployment of the data'. Reviewer C also finds fault with Griffiths' use of the data: 'She refers to a UNESCO report on children's wellbeing ... that report, however, finds that well-being depends on many factors ...'. Reviewer D mentions the use Griffiths' makes of the UNICEF data but is uncritical. The result, as the UNICEF surveys of well-being that Griffiths quotes reveal, is a generation of children who are unhappy and unfulfilled.
So, D is the only reviewer who is uncritical of the way Griffiths uses the UNICEF report.
40 C: Reviewer B says that Griffiths 'regards children as originally innocent and good, and that these characteristics are suppressed by the restrictions imposed on them. As parents have known for millennia, however, children are far more complex than that.' Reviewer C says that Griffiths believes in 'the innate purity of children and a need for them to be close to nature, mystery and risk and be gloriously free', but that she 'ignores all the science that shows that children are, in fact, far from being the simple innocents of romantic tradition'. Reviewers A and B discuss what Griffiths says about the way children are brought up but neither refer to Griffiths' depiction of children's basic nature.

▶▶ PART 7

- 41 E: Link between 'But what does it mean to be a field scientist?' in the previous paragraph and 'By and large, they work outdoors, and are interested in pretty much everything from discovering new species to the effect of obscure parasites on ecosystems.'
42 C: Link between 'The air is hot and thick, the trees are densely packed, and everywhere is teeming with life' in the previous paragraph and 'This morning, for example, a square half metre of mushrooms sprouted on the dirt floor of my kitchen. My favourite time here is in the early evenings. It's finally cool enough to be comfortable.'
43 F: Link between 'Each family has a *finca* in the forest, a wooden home on stilts' in the previous paragraph and 'They have their own traditions, too.' Also, the contrastive link between treating the woman with a snake bite and 'But my normal life here as a work experience student revolves mainly around my personal research' in the following paragraph.
44 A: Link between 'I am trying to establish exactly which species are here, where and when I can find them, and what condition they are in' in the previous paragraph and 'To do this, I walk slowly along several paths in the forest, accompanied by a local guide, and at night equipped with a torch.'