

PAPER 1 Reading and Use of English

PAPER 2 Writing

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Essential tips

Part 1: Think about the vocabulary you need for this topic. You should also consider which tenses are appropriate. For instance, you might say that your father *comes from* a certain city, using the present tense. But, if you want to say when he left that city, you could use a past tense. When you describe how long he has been living in that city, you will probably need to use the present perfect continuous.

Part 2: To describe how people might feel in a certain situation, or what might have happened, you need expressions that express possibility. For example, *he might be feeling*. However, to describe something that has happened, you will need to use appropriate past tenses.

Part 3: An emotion or an abstract concept can be interpreted in different ways. The concept of 'pride' can be positive or negative, for example, so you should be prepared to consider different aspects of the idea you have to talk about. Remember that the point here is not to convince the examiner or the other candidate of your opinion, but to show you can express your views convincingly, and reach a conclusion in an appropriate manner.

Part 4: In this part, you are asked to talk about actual events, or situations and to give your opinion. After answering the question, you may go on to talk more generally about the subject, but you should always show that you have understood the question, first.

Part 1 (2 minutes)

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

- Would you tell me something about the members of your family?
- Where are the members of your family from?
- Which people from your extended family do you have most contact with?

Part 2 (4 minutes)

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

Departing (compare, contrast and speculate)

Turn to pictures 1–3 on page 175 which show people departing.

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

I'd like you to compare and contrast **two** of the pictures and say **why you think the people are leaving, and how they might be feeling**.

(Candidate B), in which picture does the departure seem most exciting? Why?

Exhaustion (compare, contrast and speculate)

Turn to pictures 1–3 on page 176 which show people feeling tired.

Now, (Candidate B), here are your pictures. **They show tired people**.

I'd like you to compare and contrast **two** of these situations, and say **why the people might be tired. What kind of exhaustion – mental or physical – do they feel, and why?**

(Candidate A), which type of exhaustion do you find most difficult to get over? Why?

Part 3 (4 minutes)

Look at page 177 which gives some examples of things people are proud about.

Pride (discuss, evaluate and select)

Here are some different things people are proud about and a question for you to discuss.

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

(Pause 15 seconds)

Now talk to each other about **why people feel proud about these things**.

Now you have about a minute to decide **which situation gives the most pride**.

Part 4 (5 minutes)

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

- When was the last time you felt proud of something you had achieved?
- Do you think there are forms of pride that can be harmful?
- Would someone who never felt proud of himself or herself be unhappy?
- Are there times when you feel proud of other people? Can you give an example?

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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 band B range C scale D scope

0 A B C D

Raising awareness

In cities around the world, a wide (0) of schemes is being instigated to promote environmental awareness. 'It's just as easy to (1) of litter properly as it is to drop it on the streets,' says city councillor Mike Edwards. 'It's a question of encouraging people to do so as a (2) of course. Once the habit is ingrained, they won't even (3) they are doing it. After all, think what we've achieved with recycling in the home. People have become accustomed to it, so it doesn't (4) to them that they're spending any additional time in the process. Only if they have to carry this waste for some appreciable distance to find a suitable container do they feel they are (5)

A quirky, (6) gimmick might be enough to change behaviour. With this in (7), the city of Berlin is introducing rubbish bins that say *danke, thank you* and *merci* when someone drops an item of rubbish into them. It might just (8) the trick in this city, too.

- | | | | |
|--------------------|--------------|---------------|--------------|
| 1 A dispose | B discard | C dump | D dispense |
| 2 A principle | B system | C matter | D duty |
| 3 A notice | B remark | C comprehend | D appreciate |
| 4 A concern | B occur | C impress | D strike |
| 5 A inconvenienced | B sacrificed | C complicated | D imposed |
| 6 A light-hearted | B mundane | C subjective | D intense |
| 7 A context | B thought | C spirit | D mind |
| 8 A serve | B do | C make | D play |

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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 H A V E

Emotion in books

Something appears to (0) happened to the emotional content of books published in the UK. Researchers from the University of Bristol analysed the frequency with (9) 'mood' words – those reflecting anger, disgust, fear, joy, sadness and surprise – were used in as (10) as 5 million books between 1900 and 2000. (11) to one of the researchers, Dr Alberto Acerbi, 'the average book published in 1900 has 14% more emotional content than the average book in 2000.' In (12) words, 'a book with 1,000 emotional words in 1900 would have 877 in 2000.'

In (13) to this decline in emotional content, the research team found that some interesting differences between British books and those published in the USA have developed since the 1960s. (14) having more emotional content than their British counterparts, American books now contain more content-free words. These are words that carry (15) or no meaning on their (16), such as *and* or *but*, and articles like *the*.

What is the significance of these changes? The researchers say that further work is needed to deal with this question adequately.

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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 N O T O R I E T Y

The black widow spider

The black widow spider's (0) is not without foundation. However, an element of exaggeration has led to certain (17) regarding its evil nature.

Firstly, while it is indeed one of the most venomous species of spider, its venom being 15 times stronger than that of the prairie rattlesnake, its bite injects such a small amount of venom in (18) that it is unlikely to kill humans. In fact (19), are rare.

Black widows bite only if they are touched or their web is threatened, and only the adult female is poisonous. The female is (20) by nature, and has been known to kill and eat the male after mating. Such (21) are rare, but they explain how the spider got its name – and its reputation.

Nevertheless, the (22) effects of this spider's bite should not be (23), and if you live in a certain climate and have a fireplace in your home, it is advisable to take (24) Black widow spiders often inhabit wood piles, so you should wear gloves when handling firewood.

NOTORIOUS

CONCEPT

COMPARE
FATAL

SOLITUDE
OCCUR

PLEASE
ESTIMATE

CAUTION

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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 This novel stands a very good chance of winning the book prize.

HIGHLY

It is win the book prize.

26 'You really must stay and have dinner with us!' Laura said to us.

STAYING

Laura for dinner.

27 If you need me, call me any time, night or day.

MATTER

Call me if you need me, be.

28 I don't want to be disturbed at all this morning!

ACCOUNT

On disturbed this morning!

29 If Mark hadn't told Bella about that letter, we wouldn't have argued.

FOR

Had telling Bella about that letter, we wouldn't have argued.

30 We're going to miss the start of the film if we don't hurry.

TIME

Unless we hurry, the film we get there.

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

Mark your answers on the separate answer sheet.

Are you a 'slumper'?

Amanda Stevens cured her bad posture – and her chronic back pain – with the Alexander technique.

Many people will have heard of the Alexander technique but have only a vague idea what it is about. Until earlier this year, I didn't have the faintest idea about it – and saw no reason to think I should. But, hunched over a computer screen one day, I noticed that the neck and backache I regularly suffered were more painful than usual. 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 who had performed wonders on her. After examining me, the osteopath said: 'I can treat the symptoms by massaging your neck and upper back. But you actually have bad posture. That is what you need to get sorted out. Go off and learn the Alexander technique.'

I had regularly been told by friends and family that I tend to slouch in chairs but had been under the impression that 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. Dentists and car mechanics, among others, tend to develop bad posture from leaning over patients or engine bays. Those of us who are mothers often stress and strain their necks and backs lifting and carrying children, and those who sit in front of computers all day are almost certainly not doing our bodies any favours.

After a little searching online, I found an Alexander technique teacher, Teresa Stirling, in my area of town and booked a first appointment. Three months later I am walking straighter and sitting better, while my neck and back pain are things of the past. I feel taller, too, which I may be imagining, but the technique can increase your height by up to five centimetres if you were badly slumped beforehand.

The teaching focuses on the neck, head and back. 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. There is very little effort in the lessons themselves, which sets apart the Alexander technique from pilates or yoga, which are exercise-based. A typical lesson involves standing in front of a chair and learning to sit and stand with minimal effort. You spend some time lying on a bench with your knees bent to straighten the spine and relax your body while the teacher moves your arms and legs to train you to move them correctly.

The key is learning to break the bad habits accumulated over years. Try, for example, folding your arms the opposite way to normal. It feels odd, doesn't it? This is an example of a habit the body has formed which can be hard to break. Many of us carry our heads too far back and tilted skywards. The technique teaches you to let go of the muscles holding the head back, allowing it to resume its natural place on the summit of our spines. The head weighs four to six kilos, so any misalignment can cause problems for the neck and body.

The Alexander technique teaches you to observe how you use your body and how others use theirs – usually badly. Look how a colleague slumps back in a chair with his or her legs crossed. That puts all sorts of stresses and strains on the body. Even swimming can harm the neck. The Alexander technique can teach you to swim better, concentrating on technique rather than clocking up lengths.

So who was Alexander and how did he come up with the technique? Frederick Matthias Alexander, an Australian theatrical orator born in 1869, found in his youth that his voice was failing during performances. He analysed himself and realised his posture was bad. He worked on improving it, with dramatic results. He brought his technique to London 100 years ago and quickly gathered a following that included some very famous people. He died in 1955, having established a teacher-training school in London, which is thriving today.

So if you are slouching along the road one day, feeling weighed down by your troubles, give a thought to the Alexander technique. It could help you walk tall again.

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You are going to read four writers' contributions to a debate about hosting the Olympic Games. 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.

Hosting the Olympics – is it a good idea?

Four writers give their views about what an Olympic Games can do for the host country.

A

The Olympics are undoubtedly expensive to stage and none of the Games in recent times have made an immediate profit, but they should be considered a long-term investment. The large infrastructure projects like new roads and transport systems, the new sports venues and cultural facilities, the regeneration of rundown urban areas and the increase in tourism all end up stimulating the economy eventually. The international media focus on the Games can also lift the host country's profile to another level. This has a knock-on effect on attitudes within the host country. International attention and proof of a capacity to rise to the challenge can pull the country together, make it feel good about itself and put it in a position to compete in the modern world.

B

Weighing up the pros and cons of hosting an Olympics is a complex business. 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 incurred in preparing for and running the two-week-long event, and in cases like these, an unwelcome PR effect of international dimensions seems to come attached. The real benefits are less tangible in that they inspire a local feel-good factor, enhancing a sense of pride in belonging to a city and country that can pull off such a massive and awkward enterprise. 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.

C

For a host city, the Olympic Games are all about 'legacy'. They present an opportunity to showcase, domestically and to the world at large, the notion that the city possesses the know-how and manpower to manage a hugely complex international event, plus an impressive new infrastructure of sports facilities, accommodation and public transport, a vibrant, competent, friendly local population, and historic sites and places of natural beauty for tourists to visit. There is the sporting legacy too, with the greatest athletes from around the world inspiring mass participation, a crucial development when modern lifestyles tend to have a significantly detrimental effect on fitness and health. Critics of the notion of hosting the Olympics 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; they are about other aspects of legacy which are at least as significant.

D

Most positive developments that might be associated with hosting the Olympics would happen anyway. The infrastructural investments could be made, incentives for tourists to visit could be offered and trade delegations could be energised. Past experience suggests the financial costs tend to outweigh the benefits anyway, when variables like the absurd bidding process, security and mismanagement are factored in. What of the more intangible spinoffs? First, there is no hard evidence that hosting the Olympics leads to greater public involvement in sports. In fact, studies show sporting activity actually fell in certain Olympic cities once the 'after-party enthusiasm' had worn off. Genuine long-term participation in sports comes from grassroots investment in schools and community facilities rather than glitzy shows. Most Olympic Games are concentrated in one city, usually the capital, and have little impact, economic or otherwise, on other parts of the country. In fact, in some cases, 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.

- 31 What does the writer suggest in the first paragraph?
- A She had been reluctant to seek treatment for her back problems.
 - B She was initially sceptical about the Alexander technique.
 - C She had little faith in the osteopath's methods.
 - D She was wrong to follow her friend's advice.
- 32 What does the writer say about bad posture in the second paragraph?
- A She had thought that it only affected people in certain occupations.
 - B She had been told that she would inevitably suffer as a result of it.
 - C She had misunderstood what the causes of it were.
 - D She had developed it after having children.
- 33 What principle of the Alexander technique does the writer identify in the fourth paragraph?
- A A person's natural movements shouldn't be altered.
 - B The Alexander technique shouldn't be attempted without supervision.
 - C Familiar physical actions shouldn't be performed in a strenuous manner.
 - D The Alexander technique shouldn't be combined with other types of exercise.
- 34 What does the writer say about bad habits in the fifth paragraph?
- A They are a consequence of actions we perform.
 - B They inevitably cause physical pain.
 - C They develop in early childhood.
 - D They can be difficult to change.
- 35 What does the writer suggest about Frederick Alexander?
- A He was keen to make a name for himself.
 - B He managed to recover his vocal powers.
 - C He developed a form of exercise for actors.
 - D He needed to leave home to develop his technique.
- 36 What is the writer's main purpose in the article?
- A To explain the widespread occurrence of back pain.
 - B To suggest that back problems can be remedied.
 - C To explain how debilitating backache can be.
 - D To challenge common ideas about back pain.

Which writer

has a different opinion to the others regarding the economic impact of hosting the Olympics?

37

shares writer B's opinion about the implications for sport in the host country?

38

expresses a different view to the others about the effect that hosting the Olympics can have on a national sense of identity?

39

takes a similar view to writer A about the likely consequence for the host country's international reputation?

40

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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.

Close encounters of the wild kind

The rise of wildlife-watching experiences.

Wildlife observation has always proved inspirational for humans. It led Charles Darwin to provide us with a better understanding of how we evolved and it has inspired such everyday innovations as Velcro. US author Peter Matthiessen wrote: 'The variety of life in nature can be compared to 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.'

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'What is interesting is how much people are willing to pay to be in a wilderness environment,' says Julian Matthews, director of Discovery Initiatives, a company which takes people on small-group trips to more than 35 countries. 'It's still a small part of the tourism industry but it's undoubtedly expanding. There are definitely more and more people seeking wildlife experiences now.'

42

Matthews recognises the contribution that television has made to our knowledge of nature, but he says 'there's no way to compare seeing an animal in the wild with watching one on TV. While a filmmaker may spend six months shooting an animal and will get closer to it than you ever will, there's no greater pleasure than seeing an animal in its own environment. On film, you're only getting the visuals and the sound. As impressive as they may be, it's not the real thing.' And the good thing is that tourists can now watch wildlife 'live' while helping to protect it – a concept that comes under the broad label of 'ecotourism'.

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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. Tour operator Rekeru, for example, has established its own school – the Koyiaki Guide School and Wilderness Camp – for Maasai people in Kenya.

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Conservation organisations have also realised that tourism can help educate people and provide a valuable source of revenue and even manpower. The World Wildlife Fund, for example, runs trips that give donors the chance to see for themselves how their financial aid is assisting conservation projects in the field, and some organisations even allow tourists to take part in research and conservation.

45

Similarly, Biosphere Expeditions takes about 200 people every year on what its field operations director, 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.

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Of course, going in search of wildlife doesn't always mean you will find it. That sightings of animals in large wild areas don't come automatically is a fact of life. Although potentially frustrating, it makes sightings all the more rewarding when they are made. And the opportunity to do something to help both the environment and local people can only add to the experience.

- A** He is confident that, if done properly, this combination of tourism and conservation can be 'a win-win situation'. 'People have a unique experience while contributing to conservation directly. Local people and habitats benefit through job creation, research and an alternative income. Local wildlife benefits from our work.'
- B** While there is indeed much to learn from many species not yet known to science, it's the already opened texts that attract the majority of us, however. And we are attracted in ever increasing numbers.
- C** As people are able to travel to more extreme places in search of the ultimate wildlife experience, it's worth remembering that you don't have to go to the ends of the earth to catch rewarding glimpses of animals. Indeed, some of the best wildlife-watching opportunities are on our doorstep.
- D** This growth has been stimulated by the efforts of conservation groups and natural history documentaries. Greater awareness of the planet has led to an increased demand for wildlife tours or the addition of a wildlife-watching component to traditional holidays. People want to discover nature at first-hand for themselves – not just on a screen.
- E** Despite being an important part of the population there, 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 run programmes themselves.
- F** Earthwatch is a non-profit international environmental group that does just that. 'Participation in an Earthwatch project is a positive alternative to wildlife-watching expeditions, as we offer members of the public the opportunity to be on the front line of conservation,' says Claudia Eckardt, Earthwatch programme manager.
- G** It is a term which is overused, but the principle behind it undoubtedly offers hope for the future of many endangered species, as money from tourism directly funds conservation work. It also extends to the consideration of the interests of people living in the places that tourists visit.

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You are going to read reviews of four psychology books. For questions 47–56, choose from the books (A–D).

Mark your answers on the separate answer sheet.

About which book is each following point made?

- It is likely to put certain kinds of people off. 47
- It has aims which resemble those in other recently published books. 48
- It offers unnecessary advice to readers. 49
- It makes seemingly original but convincing observations. 50
- It avoids obvious answers to an issue which is familiar to many people. 51
- It may prompt the publication of other books exploring the same subject matter. 52
- It is organised differently from other writing by the same author. 53
- It lacks a clear structure. 54
- It challenges a modern trend in psychology. 55
- It is difficult to understand in places. 56

Reviews of psychology books

A *Missing Out: In Praise of the Unlived Life* by Adam Phillips

In *Missing Out*, a slim volume 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, the psychoanalyst and writer Adam Phillips asserts that we all 'learn to live somewhere between the lives we have and the lives we would like'. For 'modern' people, 'the good life is ... filled to the full'; we seek complete satisfaction. But what we need, argues Phillips, isn't satisfaction but frustration. You can't get instant satisfaction because you can't control people or the world. You can't 'get' other people because no one can be fully understood and neither, of course, can you. But a capacity for tolerating frustration allows us to develop. Appropriately, given the subject matter, this book can be a frustrating read – sometimes you think you're just getting to grips with an idea, only for it to slip away. But, as is often true of Phillips's books, what you do feel when you've finished it is that it offers glimpses of the real, messy and never fully knowable human heart.

B *Together* by Richard Sennett

Together is the second book in a planned trilogy about the skills modern humans need for a happy co-existence. The first addressed the joys of making things with your hands, and the third will be about cities. This one looks at how we can all get along together. Sennett explores the importance of equality and how, in unequal societies, people are less willing to co-operate. He argues that our society is becoming atomised, 'deskilling people in practising co-operation'. The trouble is it all feels atomised itself. Sennett's argument seems to bounce from place to place, and he relies on anecdotes and experience more than data. 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 the 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?

C *Teach Us To Sit Still* by Tim Parks

A few years ago, a number of writers dealt movingly about what it's like to have a serious illness. 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. But if they are anything like as good as this, it might not be such a gloomy prospect. A few years ago, Tim Parks couldn't sleep and had serious pains in his side. Medical tests all came back negative, but the pain persisted. So, he embarked on a sceptical exploration of the possible causes of and cures for his woes. He tried out an array of theories and therapies. 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. Parks, an innovative and prolific novelist, writes wonderfully however, and despite the subject matter, a layer of wit runs through it. Parks eventually achieves some relief through special breathing exercises and meditation, but uncovers no magic formulas.

D *The Antidote* by Oliver Burkeman

Should we all be striving for happiness? Should we think positively? Should we try to ignore any difficult thoughts, feelings, or situations that arise? Many self-help books these days would shout 'Yes!' Oliver Burkeman isn't so sure. A leading writer in what could be called the 'anti-self-help self-help' genre – which happily seems to be swelling – Burkeman's work, as represented in *The Antidote*, is not about positive thinking, finding partners, and getting promotions at work and doesn't offer facile instructions for living a happy, easy life. Rather, it uses research to suggest that we reconsider our assumptions and find new ways of thinking and being. *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. So what are his conclusions? Well, one is that we have to stop searching for firm answers and quick fixes.

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

- 1 Your principal has suggested a project in which groups of students spend three days on a survival exercise, living in a remote place where they have to organise their own shelter, food and heat. You have made the notes below.

The reasoning behind this proposal:

- self-sufficiency
- insight into different living conditions
- teamwork

Some opinions expressed by students:

'It could be dangerous.'

'Three days is too short to gain any new insight.'

'Participants would need considerable preparation.'

Write an **essay** discussing **two** of the arguments in your notes. You should **explain which argument you think is more important** and **provide reasons** to support your opinion.

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

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Part 2

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 a regular contributor to an online magazine called *Film Scene*. You have been asked to write a review of two films which you saw recently, and of which most people had great expectations. You enjoyed one of the films, but found the other one very disappointing.

Write your **review**.

- 3 You have been in your first job for a few months. A friend is about to start work and is feeling nervous about it. She wants your advice about how to prepare for the world of work, what to expect and how to behave. Write an email telling her about your experiences and giving her tips on how to cope.

Write your **email**.

- 4 Your class is doing a project on endangered species, and you have recently visited a zoo where green spaces have been created for rearing rare animals in captivity. Write a report on green spaces for wildlife in the area where you live, and describe what could be done to create more green spaces.

Write your **report**.

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 Track 13

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 part of an interview with a woman who has changed her lifestyle.

- 1 The idea for buying an olive farm came from
A a contact in Greece.
B Kathy's husband.
C a site on the internet.

- 2 Kathy says she had expected to
A miss her home and family in Britain.
B find life in Greece more difficult.
C feel nostalgic about her old job.

Extract Two

You hear part of a radio discussion in which two teachers are talking about teaching poetry.

- 3 The man feels that generally poetry
A is not taken seriously by teachers.
B is not a popular subject to teach.
C makes for an uninspiring lesson.

- 4 The woman's main argument is that
A teachers should encourage students to respond to poetry in their own way.
B students need guidance if they are to understand and appreciate poetry.
C only the poet can give us a valid interpretation of his or her work.

Extract Three

You hear two people talking about an unusual kind of competition.

- 5 According to Jake, he stopped at the pub
A out of curiosity.
B to eat something.
C to meet someone.

- 6 The object of the competition is to
A tell the most convincing lie.
B tell the funniest anecdote.
C tell the most obvious tall story.

PAPER 1 Reading and Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

- Part 1
- Part 2
- Part 3
- Part 4

Track 14

You will hear part of a talk by the director of a sports academy. For questions 7–14, complete the sentences with a word or a short phrase.

THE WATERMAN SPORTS ACADEMY

The Waterman Sports Academy offers training in several sports, including swimming and (7)

Helen coached a girl who wanted to compete in the (8)

Her interest in sports medicine dates back to the time when her (9) suffered a back injury.

To be successful in a particular sport, an athlete must have the right (10)

Helen says that fitness is important, even in sports like (11)

She stresses that a (12) is vital in physical development.

Athletes who do not have the latest (13) are handicapped in competitions.

In Helen's opinion, the most important factor for success is having the right (14)

PAPER 1 Reading and Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

- Part 1
- Part 2
- Part 3
- Part 4

Track 15

You will hear part an interview with Jon Kennedy, an engineer who works on oil rigs. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 What does Jon Kennedy say about his present job?
 - A His work on accident prevention is the most interesting part of it.
 - B He would prefer to spend less time doing paper work in the office.
 - C He is annoyed at the level of confidentiality his company demands.
 - D The location of the rig is inconvenient for workers taking shore leave.

- 16 Where oil workers are concerned, Jon feels
 - A the industry could make an effort to attract a wider range of recruits.
 - B college graduates should be more open-minded about a career in the industry.
 - C it is regrettable that some engineers feel discouraged about entering the industry.
 - D the industry is important because of the opportunities offered to unskilled workers.

- 17 Jon expresses pride in the drill ship because
 - A it is able to withstand extreme weather.
 - B it drills wells at maximum subsea depths.
 - C it is the newest ship to have been constructed.
 - D it cost more to build than other ships of its type.

- 18 What does Jon say about arriving on the ship?
 - A He enjoys meeting up with his co-workers again.
 - B He looks forward to getting down to work.
 - C He always finds the flight out very exciting.
 - D He listens carefully to the safety briefing.

- 19 Jon says the workers on the rig
 - A come to him when they need advice on any problem.
 - B are polite to him because he has a high-ranking position.
 - C have little time to relax because their jobs are very demanding.
 - D don't know each other well because they belong to different companies.

- 20 What does Jon say gives him particular enjoyment in his current job?
 - A developing systems that increase safety for the rig's personnel
 - B dealing with emergencies that could be expensive for his company
 - C saving money by identifying potential failure in the rig's equipment
 - D devising technology to improve the efficiency of the drilling gear

PAPER 1 Reading and Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

- Part 1
- Part 2
- Part 3
- Part 4

 Track 16

You will hear five short extracts in which people talk about their experiences at the theatre.

While you listen, you must complete both tasks.

TASK ONE

For questions 21–25, choose from list A–H, what each speaker says about the show he or she enjoyed most.

- | | | |
|--|-----------|-----------------------------|
| A The atmosphere was intimate. | Speaker 1 | <input type="checkbox"/> 21 |
| B I loved the period costumes. | Speaker 2 | <input type="checkbox"/> 22 |
| C The play was very moving. | Speaker 3 | <input type="checkbox"/> 23 |
| D I saw the play a couple of times. | Speaker 4 | <input type="checkbox"/> 24 |
| E The play had a large cast. | Speaker 5 | <input type="checkbox"/> 25 |
| F I went along reluctantly. | | |
| G The star of the show was very talented. | | |
| H The show was performed by a foreign company. | | |

TASK TWO

For questions 26–30, choose from list A–H the view each speaker has about why theatre is an interesting medium.

- | | | |
|--|-----------|-----------------------------|
| A The thrill of watching big stars is unforgettable. | Speaker 1 | <input type="checkbox"/> 26 |
| B You can get carried away by the performance. | Speaker 2 | <input type="checkbox"/> 27 |
| C The theatre can be a communal experience. | Speaker 3 | <input type="checkbox"/> 28 |
| D It is interesting to learn from the cast. | Speaker 4 | <input type="checkbox"/> 29 |
| E Ideas can be conveyed with stunning force. | Speaker 5 | <input type="checkbox"/> 30 |
| F Each performance is a unique experience. | | |
| G You sometimes feel transported to a different era. | | |
| H The theatre can surprise and stimulate the audience. | | |

PAPER 1 Reading and Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1 (2 minutes)

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

- What do you enjoy doing when you go away for a holiday?
- How would you describe the best holiday you have ever had?
- What sorts of things can spoil a holiday for you?

Part 2 (4 minutes)

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

Sports (compare, contrast and speculate)

Turn to pictures 1–3 on page 178 which show people taking part in different sports. (*Candidate A*), it's your turn first. Here are your pictures. They show **people taking part in different sports**.

I'd like you to compare and contrast **two** of the pictures and say **what kind of training each of these sports requires. What are the advantages and disadvantages of taking part in a team sport, as opposed to an individual sport?**

(*Candidate B*), **which of these sports would you find most enjoyable? Why?**

Accommodation (compare, contrast and speculate)

Turn to pictures 1–3 on page 179 which show different homes.

Now, (*Candidate B*), here are your pictures. **They show places where people live.**

I'd like you to compare and contrast **two** of these homes, and say **what you think would be the advantages and disadvantages of living in each one, and what might be the impractical aspects of living there.**

(*Candidate A*), **which of these homes do you think is the most practical? Why?**

Part 3 (4 minutes)

Look at page 180 which gives some examples for reducing the use of cars in a city.

Transport (discuss, evaluate and select)

Here are some different ideas for reducing the use of cars in a city and a question for you to discuss.

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

(*Pause 15 seconds*)

Now talk to each other about **how practical each idea is.**

Now you have about a minute to decide **which idea is most likely to improve a city.**

Part 4 (5 minutes)

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

- Should private cars be banned from city centres? (Why? / Why not?)
- What do you think could be done in your area to encourage people to use public transport?
- Some cities encourage people to take passengers in their cars to reduce congestion. Do you think this is a good idea, and would it work in your area? (Why? / Why not?)