Part 1 1.1-1.6

Before you listen to the recording, read the test questions and go to the Further Practice and Guidance pages which follow.

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 an environmental campaigner called Richard Frost.

- 1 Why did businessman Kwabena Osei Bonsu set up Trashy Bags?
 - A He wanted to solve a problem.
 - B He had seen similar projects overseas.
 - C He was given government funding.
- 2 What does Richard Frost say about the use of plastic bags in supermarkets?
 - A Customers should be made to pay for them.
 - B The government will eventually have to disallow it.
 - C Supermarkets should offer other kinds of bag instead.

Extract Two

You hear two people on a radio programme talking about the subject of hypnotherapy.

- 3 What did the woman think about hypnotism before she visited a hypnotherapist?
 - A She doubted it would permanently stop a bad habit.
 - **B** She believed it could treat psychological issues.
 - C She thought it might work for people who believed in it.
- 4 The two speakers agree that many people
 - A have a negative image of hypnotists.
 - B are not in control of themselves during hypnosis.
 - C are disappointed with the results of hypnotherapy.

Extract Three

You hear part of an interview with a woman called Fiona who works as a zoo tour guide.

- 5 What does Fiona say about visitors who go on zoo tours?
 - A They encounter some animals for the first time.
 - B They have strong preferences about which animals to see.
 - C They are unaware of the potential danger.
- 6 How did Fiona feel after the incident with the chimpanzee?
 - A She was reluctant to work with chimpanzees again.
 - B She realized that she needed to be more careful at work.
 - C She was uncertain why the incident had occurred.

What's tested?

TEST 1

Part 1: Multiple choice

For Part 1 of the Listening paper, you will hear three short conversations. There are usually two speakers taking part in the conversation, but three are also possible. Each conversation is about a different topic or theme; for example, the first conversation might be about an exhibition both the speakers have seen, and the second one might be about one of the speaker's experience of preparing for a sports competition.

Part 1 tests your ability to identify the speakers' feelings, attitudes and opinions, as well as recognizing the function of the conversation, what decisions the speakers have made, and what they agree about.

A detailed study

- Read through the audioscripts of the conversations below.
- · Listen to the recording and write down the words you hear.
- Pause or stop the recording if you need time to write down the missing words.

Extract One

Interviewer: Richard, can you give us an example of what people in other countries are doing in terms of recycling?

Richard: Absolutely. Erm, we	ell, 60 tonnes of plastic packaging	are dumped on the streets
of Accra, the capital city of Gl	nana, every day. But recently a bu	sinessman called Kwabena
Osei Bonsu set up a company	called Trashy Bags to do someth	ing about it. He pays people
to collect plastic bags and the	ese are stitched together to make	new ones. This kind of
venture (1)	sponsored by government	s, and there are plenty of
similar projects occurring in	other countries (2)	But Kwabena
had decided he wasn't going	to wait around. He says he wante	d to come up with an idea
that would (3)		

Interviewer: That's fantastic. What about here, though? I suppose you'd like to stop the use of plastic bags in supermarkets completely?

Richard: Well yes - they are an absolute environmenta	al disaster, but (4)
our government going as far as banning them. I know	that some supermarkets are charging
customers 5 or 10 pence per bag, but such a small char	ge (5)
Actually, you can get bags made of bamboo or other fa	brics but only a minority of people are
using them, so I'd say it's up to the supermarkets to sta	art promoting them a bit more actively
- so that customers know they're (6)	

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Further Practice and Guidance TEST 1

TEST 1

Listening Part 2 | 37

Extract Two

Man: You've just had a few sessions of hypnotherapy, haven't you? I have to say, I didn't think you were into that kind of thing.

Man: I guess a lot of people see celebrity hypnotists on TV embarrassing people they've hypnotized - making them do ridiculous things. And I think the result of that is that people are (9) _______ to see genuine hypnotherapists - because they think anyone who practises hypnotism is not (10) _______

Extract Three

Interviewer: Erm, Fiona, how is it working with visitors to the zoo?

Interviewer: Have you ever had an incident yourself?

Fiona: No, not exactly, but I did get a bit too close to the bars of the chimpanzee enclosure once, and the chimps had branches with them to try and get food from beyond the bars, and one of the male chimps basically just reached through the bars with his branch and poked me in the ribs and it was basically a 'Get back! That's my food!' and from that moment on I've always been doubly (15)

I am to an animal and what tools it has to get to me as well. He could have been a lot nastier, though, than he was. It was just (16)

Use the words you wrote down to help you choose the correct answers to questions 1-6 on page 34.

Part 2 1.7-1.8

You will hear a museum curator called Frank Turner giving a talk about a dinosaur exhibition. For questions 7–14, complete the sentences with a word or short phrase.

Dinosaur Exhibition

Frank believes people want to be (7) which is why they visit the dinosaur exhibition.
According to Frank, children first look for the (8)in the exhibition
Frank thinks the exhibition helps develop (9) in children.
According to Frank, scientists usually have to work with an incomplete dinosaur (10)
Frank says that dinosaurs are mainly found preserved in (11)environments.
Frank refers to a huge (12)in China which killed many dinosaurs.
Frank believes that the feathers of the Chinese dinosaurs were probably used for (13) purposes.
Frank says that the museum appreciates (14) from visitors.

Part 3 1.9-1.10

You will hear part of a radio interview in which a naval officer called Peter Martin is talking about his experience. For questions 15-20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 What made Peter first decide to join the navy?
 - A He liked the idea of being able to travel.
 - B He thought it would impress people at home.
 - C He believed he could get promoted more quickly.
 - D He felt he had wasted his time when he was younger.
- 16 What effect did Peter's upbringing have on his suitability for the navy?
 - A He found it difficult to take orders at first.
 - B He was often too competitive during training sessions.
 - C He experienced few problems adapting to the lifestyle.
 - D He was challenged by the hard physical exercise required.
- 17 According to Peter, how can recent school leavers do well in the navy?
 - A by accepting that their social life is of secondary importance
 - B by recognizing that the navy can offer a long-term career
 - C by learning to take responsibility for themselves
 - D by delaying entry into the navy until they are older
- 18 For Peter, what is the most rewarding part of a trip back to his hometown?
 - A Receiving respect from people he went to school with.
 - B Experiencing a sense of pride in his achievements.
 - C Relating his experiences to younger members of the community.
 - D Hearing that other people have followed his example.
- 19 According to Peter, what do the public not understand about the navy?
 - A The range of roles that the navy undertakes.
 - B The length of time that navy personnel spend at sea.
 - C The dangers that navy personnel have to face.
 - D How much money is required to run the organization properly.
- 20 According to Peter, what advantage does a previous naval career give job seekers?
 - A A sense of confidence in their own ability.
 - B The discipline for later academic study.
 - C The determination to succeed in their work.
 - D Experience which can be transferred to other fields.

Part 4 1.11-1.12

Before you listen to the recording, read the test questions and go to the Further Practice and Guidance pages which follow.

You will hear five short extracts in which various people are talking about embarrassing situations.

TASK ONE

TEST 1

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

TASK TWO

For questions 26-30, choose from the list (A-H) the situation the speaker finds embarrassing.

While you listen you must complete both tasks.

A someone acting as an interpreter		A being unaware of social etiquette	
B a current student	21	B losing customers	26
C a party organizer	21	C making introductions	27
D an experienced chef	22	D meeting childhood rivals	28
E someone in a managerial position	23	E getting lost abroad	29
F a new employee	24	F being in unnatural social situations	200000
G a professional photographer	25	G feeling inferior	30
H an old school friend		H impressing possible employers	

In the exam you will have 5 minutes at the end of the test to copy your answers on to a separate answer sheet.

What's tested?

Part 4: Multiple matching

Part 4 of the Listening paper is a multiple-matching exercise. This involves two tasks. In the first task, you may be required, for example, to identify the speakers, interpret their attitudes or opinions (e.g. anger/irritation), or understand their reasons for doing something. In the second task, you may need, for example, to recognize the function of their monologue (e.g. complaining/apologizing), recognize the context (e.g. traffic problems/rudeness) or understand the way they feel about something.

Tips

- Remember you will hear the recording twice. You need to do both tasks while the recording is played.
- Read both Task 1 and Task 2 before the recording begins so you can anticipate the kind of vocabulary or functional language you are going to hear. For example, if one of the options is 'expressing disappointment,' you might expect to hear 'What a pity' or 'It wasn't as good as I'd hoped for.'
- When you read Tasks 1 and 2, do not automatically assume that an option in Task 1 matches an option in Task 2. For example, 'an airline pilot' in Task 1 may not be talking about 'long flights' in Task 2.

A detailed study

Listen to the recording again and fill in the gaps below. Answer the questions that follow each extract.

Speaker 1

10 I've

11

I'm fed up with them all ..

It makes me feel really ...

1	when I'm supposed to be showing around, I can
	never
2	I'm supposed to be setting an example to the
3	I'd find myself saying things like ''
4	Then myactually suggested I rehearse the whole thing.

What does the information in 1-4 tell you about the speaker and what he finds embarrassing?

Spe	eaker 2
5	They come along and I'm setting up the
6	I just hide behind the
7	They feel and they're to have their kid's taken.
8	It's not exactly good for or personal
	at does the information in 5–8 tell you about the speaker and what she finds barrassing?
Spe	eaker 3
9	I don't have muchin general.

... in our department.

.. me.

at times.

What does the information in 9–12 tell you about the speaker and what she finds embarrassing?

Speaker 4

13	I didn't spend a lot of time there, a couple of I think.
14	Nobody had to anybody and the few conversations we had were utterly
15	What do you expect after aodd years?
16	everybody remembered hating the

What does the information in 13–16 tell you about the speaker and what he finds embarrassing?

Speaker 5

17	I'm going out there again in a month's time and	•
18	At least myskills are alright. They should be	
	after	
19	There won't be many people prepared tounless I have	some
	idea of the language.	

What does the information in 17-19 tell you about the speaker and what he finds embarrassing?

Now check your answers to Part 4 of the test.

42 | Speaking Part 1

TEST 1

Speaking about 15 minutes

Part 1 2 minutes

Before you do the Part 1 task, go to the Further Practice and Guidance pages which follow. Candidates may be asked:

- Where are you from?
- What do you do?
- How long have you been studying English?
- What do you enjoy most about learning English?

Candidates are then asked one or more questions from a selection of categories, for example:

Leisure time

- What do you enjoy doing in your free time?
- If you could take up a new sport or activity, what would it be?
- What kind of television programmes do you watch?
- How much time do you spend on leisure compared to work or study?

Future plans

- What are you most looking forward to in the next few months?
- How do you think you might use your English in the future?
- What do you hope to be doing this time next year?
- How far ahead in the future do you usually plan?

Travel and holidays

- What sort of holiday do you tend to prefer?
- Where in the world would you most like to visit?
- Do you prefer travelling alone or with others? Why?
- What do you find unpleasant about travelling?

Work and study

- What skills do you need for the job that you do or plan to do?
- What would make a job appeal to you?
- How do you help yourself to concentrate on your work or study?
- How have your ambitions changed over the last five years?

Experience

- How might learning English lead to new experiences?
- Who has had a significant influence on you?
- How has your life changed in the last few years?
- Are you the kind of person who likes to take risks and chances in life?

Before you do the tasks in Parts 2–4, go to the Further Practice and Guidance pages which follow.

Part 2 4 minutes

1 Achieving goals

For both candidates:

Look at the three pictures on page 132. They show people trying to achieve a goal.

CANDIDATE A: Compare two of the pictures, and say what goals each person might have and what they might need to do to achieve their goal. (1 minute)

CANDIDATE B: In which situation do you think the person might have to make the greatest sacrifices? (*approximately 30 seconds*)

2 Group activities

For both candidates:

Look at the three pictures on page 133. They show young people taking part in different activities.

CANDIDATE B: Compare two of the pictures and say why the young people might be taking part in these activities, and how they might be feeling. (1 minute)

CANDIDATE A: Which of these activities do you think might develop a person's character most? (approximately 30 seconds)

Part 3 4 minutes

Positivity

For both candidates:

Look at the task on page 134. The task shows some activities that might contribute to people's sense of positivity and a question for you to discuss.

Talk to each other about the extent to which these activities might contribute to people's sense of positivity. (2 minutes)

Now you have about a minute to decide which of these activities requires the least effort. (*1 minute*)

Part 4 5 minutes

For both candidates:

- Why do you think some people find it easier to be positive than others?
- Do you think that people can be taught to have a positive outlook on life? (Why?/Why not?)
- Some people think it is best to discuss their problems; others prefer to deal with them by themselves. What is your opinion?
- In your opinion, is it easier for young people or older generations to be optimistic?
- Do you think the government has a role to play in maintaining people's positivity?

answers.

What's tested?

In the Speaking paper, candidates speak together in pairs or occasionally in a group of three. There will be two examiners: the Interlocutor, the examiner who asks the questions and gives you your tasks, and the Assessor who will listen, take notes and award marks. The test takes approximately 15 minutes and is divided into four parts.

Part 1 about 2 minutes	conversation between the interlocutor and each candidate	The interlocutor asks each candidate some general questions, e.g. about where they are from/their occupation/their experience of learning English, and some questions chosen from a range of general categories e.g. leisure/future plans/travel.	general interactional and social language
Part 2 about 3 minutes	individual 'long turn' for each candidate	The interlocutor asks each candidate to compare and talk about two pictures from a set of three. The other candidate is then asked to make a brief comment or give their response.	comparing, describing, expressing opinions, speculating
Part 3 about 4 minutes	two-way conversation between candidates	The candidates are given spoken instructions and also written prompts, which are used in discussion and decision-making tasks.	exchanging ideas, expressing and justifying opinion, speculating, (dis)agreeing, suggesting, evaluating, reaching a decision through negotiation
Part 4 about 5 minutes	discussion on topics related to the task	The interlocutor asks the candidates questions which develop and extend the theme of Part 3.	expressing and justifying opinion, (dis)agreeing, speculating

For the Cambridge Advanced Speaking Assessment Scale, go to pages 126 and 127.

Part 1: General and Social

pr yo so se	In this part of the test, you are required to demonstrate your ability to use general interactional and social language and you will mainly be talking about yourself, your life and your experience. It is not a good idea to prepare a fixed speech; it may not be a suitable response to the exact questions the interlocutor has asked you, and your intonation will sound unnatural. However, you could make sure you are confident in using some accurate and appropriate grammatical forms. Read the following examples and add two more sentences which are true for you.
	Your usual lifestyle/situation: Present Simple
	I'm from Switzerland. I live in Ticino, which as you might know, is in the Italian-speaking part of Switzerland,

I'm from Switzerland. I live in Ticino, which as you might know, is in the Italian-speaking part of Switze and I work in a bank, in the personal loans department. I don't have much free time, but at weekends, out and do some sport, either tennis or golf.	erland, I try to get
Your temporary lifestyle/situation: Present Continuous	
At the moment, I' m living in Oxford with a host family while I' m doing my English course.	
I work during the day so I' m studying English part-time in the evenings.	

Talking about a situation or activity which started in the past and is still true: Present Perf I' ve been learning English since I was 13. It was a compulsory subject in school, but in the last few years, I' ve been having private lessons.		
Talking about experiences where the exact time isn't important or mentioned: Present Perfe Since I've been in Melbourne, I've visited loads of museums and galleries. Most of them were quite interesting and the best thing is that they're free. But I've also spent a lot of money on eating out and going to clubs. I haven't travelled outside of Melbourne yet – but I hope to.		
Talking about the past: Past Continuous, Past Simple, Past Perfect, used to Before I came here, I was working as an assistant in a nursery school. I used to help the young children with their reading, but after four years, I got a bit fed up with it. So, I decided to quit and to learn English to get a better job. My friend Carina had already studied English in Dubli and she recommended that I went to the same school. That's why I'm here.		
Talking about future plans: going to/Present Continuous/will After this course finishes, I'm going to hire a car and travel around Australia.(for plans/intentions) I'm starting work as soon as the course finishes.(arrangements) I'm not sure what I'll do I think I'll probably look for a new job.(uncertainty/spontaneous decisions)		
Comparing I think English is easier than French because French grammar is much more complicated. In Barcelona, the bars and the cafés are open later than in the UK so I think the nightlife is better the	ere	
2 The interlocutor is likely to ask questions similar to those on page 42. With a partner, tak turns to be the interlocutor and the student. Ask each other the questions and use your contained above to help you. Truto respond from memory and don't just read your	e	

Part 2: Talking about pictures

In this part of the test, you are given three pictures and you choose two of them to talk about. The interlocutor asks you to compare your chosen pictures and respond to two questions. You are able to see these questions above the pictures.

In order to respond to Part 2 tasks, you need grammatical structures and vocabulary that enable you to compare, express your opinions, describe and speculate.

Comparing

DO NOT SAY, for example,

'This picture shows a politician who looks a bit annoyed. This picture shows a boy who looks calm.'

DO SAY 'Compared to/Unlike the politician, the boy looks slightly/a lot/much calmer'

'The man here seems to be rather annoyed, whereas/but the boy looks quite calm in comparison.'

'They're **both** in potentially stressful situations **but the difference is** that the boy looks calm and the man seems **much more** annoyed.'

Expressing your opinion

DO NOT SAY 'Let me think about that ... ' and hesitate for too long.

YOU CAN SAY 'Let me think about that' but then quickly add 'Well, in my opinion ... ', 'I'd guess that ...,' 'I imagine that ...'

Describing and speculating

DO NOT SAY 'He addresses a group of people.' 'He plays a game of chess.'

DO SAY 'He's addressing a group of people.' 'He's playing a game of chess.'

DO NOT SAY' ... in the top left hand corner ... ' ... in the top picture of this page ... '

DO SAY' ... this man seems/appears to be responding to a question ...'

'He looks rather annoyed ... as if someone just asked a difficult question.'

'He looks quietly confident ... I think he **might/could/must have** just realize**d** how to win the game.'

DON'T SAY, if you can clearly see something, e.g. a chess board 'This might be a game of chess.'

DO SAY 'It looks like a normal room so it might just be an informal game between friends... **perhaps** it's somewhere in Russia because I know this game is quite popular there.'

DON'T SAY 'That's all.', 'I've finished.'

DO remember that there are no right or wrong answers to the questions, so continue to speculate about the pictures until the examiner stops you. In this way, you can demonstrate a greater range of vocabulary and structure.

Using the highlighted language forms above, practise Part 2 'Achieving Goals' and 'Group Activities' on page 43. Take turns to be the interlocutor and the candidate.

Test 2

Reading and Use of English 1 hour 30 minutes

Part 1

Read the text and the test questions. Before you answer the test questions, go to the Further Practice and Guidance pages which follow.

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 paying B attracting C causing D devoting

0 A B C D

Smart Dog!

During their research, the scientists also wondered whether dogs could recognize quantity. To test this, the dogs were first (4) treats before a screen

1	A express	B convey	C infer	D conduct
2	A split	B detached	C separated	D withdrawn
3	A approach	B appear	C draw	D move
4	A tempted	B demonstrated	C shown	D presented
5	A view	B notice	C perception	D sight
6	A estimates	B expectations	C suspicions	D calculations
7	A assists	B facilitates	C enables	D informs
8	A descended	B related	C connected	D evolved