

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 risen B increased C lifted D enlarged

0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Urban heat islands

Scientists now fear that global warming may be (0) by what they call the 'urban heat island effect'. This refers to considerable rises in temperature in big cities, when (1) to surrounding rural areas, that affect local climate patterns in (2) of rainfall and wind. Basically when plants and trees are cut down and concrete is put in their (3), the natural state is already altered. Then the way the concrete itself absorbs, (4) and releases heat further alters the natural balance. Then waste heat from traffic and buildings, together with ozone pollution, (5) still further to the problem.

Scientists claim it is important to (6) action to counter this effect in cities – by planting as much vegetation as possible. In addition, they are (7) city developers to use a more expensive concrete for pavements that absorbs rainwater, thus cooling them down. They also advise that rooftops and pavements should be made of light-coloured materials, as dark objects (8) energy into heat whereas white objects reflect light.

- 1 A balanced B connected C measured D compared
- 2 A regard B terms C concern D relation
- 3 A position B room C place D situation
- 4 A stores B maintains C stays D possesses
- 5 A supplies B contributes C gives D provides
- 6 A take B make C be D do
- 7 A pointing B urging C proposing D suggesting
- 8 A translate B exchange C adapt D convert

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

O	F																		
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Preparing for my first running race

For the first 24 years (0) my life, I strongly disliked running. At school, I'd been completely put (9) running after being made to do cross country running in shorts in the middle of winter. But when I started my first job I found (10) socialising with a different set of people, who persuaded me to come and (11) a go at training in a gym.

(12) thing led to another, and I began to (13) my fitness seriously. I agreed to try a ten-kilometre race my friends had entered. I had three months in (14) to train. My very first training runs were (15) much of a success, so I combined gentle running and walking by myself, until my legs got more used to the activity.

My cautious approach seemed to be working. By the time I joined my friends for some practice runs, I was pleasantly surprised to find I could keep (16) with them.



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 F O U N D E R

Florence Nightingale

Florence Nightingale is considered to be the (0) of modern nursing. Before her (17) in the mid 19th century, nurses were relatively (18) and lacked basic skills and knowledge, but Florence was an influential figure who (19) the profession. Born into a rich English family which did not consider nursing to be a (20) profession for her, she surprised her parents when she announced her (21) to become a nurse. But she rose rapidly within the profession and was soon in charge of nursing at a London hospital. She was (22) to go and lead a team to nurse British soldiers wounded in the Crimean War. She arrived to find a serious (23) of nurses, badly informed about basic hygiene and nutrition, and she worked tirelessly to improve this situation. The soldiers adored her for her caring attitude. On her return the grateful British public thanked her for what she had done in many (24) letters, articles and poems.

- FOUND
- INVOLVE
- TRAIN
- REVOLUTION

- SUIT
- INTEND

- CHOICE

- SHORT

- EMOTION



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 **two** and **five** words, including the word given. Here is an example (0).

Example:

0 The boat tour was full, so we had to wait an hour for the next one.

PLACES

There left on the boat tour, so we had to wait an hour for the next one.

The gap can be filled by the words *were no places*, so you write:

Example:

0	WERE NO PLACES
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Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 My last visit to Brazil was for my sister's marriage twelve years ago.

GOT

I haven't been to Brazil twelve years ago.

26 'Are you feeling well enough now for a little walk, Joe?' asked his mother.

RECOVERED

Joe's mother asked him enough for a little walk.

27 Mr Garside had only ever let two neighbours go inside his house.

ALLOWED

Only two neighbours had go inside Mr Garside's house.

28 'I'll only go on the boat trip if Dad comes,' said Tania.

LONG

'I'll go on the boat trip there,' said Tania.

29 The tour leader told everyone about the danger of getting too close to the edge of the waterfall.

WARNED

The tour leader too close to the edge of the waterfall.

30 Brian's gardening is the most important thing to him in the world.

MORE

Nothing than his gardening.

You are going to read an article about travel. 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.

The experience of travelling

I have just returned from a long weekend break in Lisbon, to enjoy the southern European weather. From a base in the old town which forms the heart of the city, I tested my calves on long uphill walks to districts that qualify the Portuguese capital as Europe's 'in' city, according to the people who write travel reviews on the internet. I ate poorly in tourist traps and exquisitely at the hands of genius chefs. I took in the central monuments and the hidden wonders in the industrial part of the Lisbon shoreline. I covered a good few kilometres, I can tell you, as you would in most large cultural towns.

Lisbon is a great city that is really open to tourists, and I like it enough to return soon. I felt refreshed and pleased not to have to think about work. But did I learn much or emerge an improved person? No. On my travels, I rarely do, and I am not sure that anyone does. The more of the world I see, the less confident I am that there is anything innately educational about travel. It is worth doing because it is fun. Travel is for the senses, not the character. Fun is a good enough reason to do anything, as long as we do not kid ourselves that something more profound is at work.

The most frequent travellers I know are not wiser or smarter than anyone else. At worst, travel can make people a bit too sure of themselves. They tend to rely all the time on personal anecdote: whatever they saw of a place represents the truth. They tend to under-rate the character formation that takes place at home: the quarrels, the disappointments, the mistakes learned from. And our culture tends to encourage them in their misbeliefs.

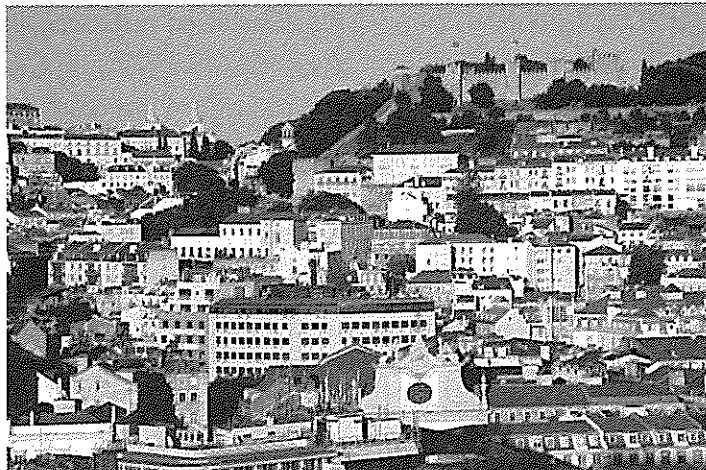
Imagine you are an employer staring at two job applications that are identical in all respects save one. Candidate A spent a gap year between school and university seeing the world – funded, incidentally,

by Mum and Dad. Candidate B spent the same year stacking shelves in a local supermarket. One of the hopefuls showed self-reliance, commitment, co-operation and a certain grown-upness. The other is Candidate A. Yet ours is still a world that rewards the gap-year wanderer with the big well-paid job, a world where 'well-travelled' is still a synonym for 'clever'.

In a sense, travel is kind of hangover from a time when few people went abroad, and when little knowledge about the wider world was available to those who did *not* go abroad. The effect was that people who had done a couple of international trips could feel they'd done a great thing: they felt more cultural and intellectual. That era of travel ended in the mid-1990s when the internet was born. We can now not just read in detail about anywhere on earth, but instantly see videos of it with high-definition clarity. Our potential to be surprised or educated by a visit to a place has diminished. I would go as far as to say that anyone who is consistently 'discovering' things on their travels is uncurious when at home, and not perceptive when abroad.

In the modern world, the only way to learn much more about a place than you could remotely, is to live there for a sustained period, paying taxes and using local services. Mere travel is no great source of insight, which leaves just one reason to do it: fun. That's more than enough. I enjoy travel, including the bits many people hate. I enjoy the boring atmosphere of airports, the anonymity of hotel rooms where there are no distractions, the useful isolation of long-haul flights. If I could afford it, I would go on regular London-to-Sydney trips just to finish long and interesting books in one sitting. But precisely because I take so much pleasure from travel, I can see through any attempt to cover it in virtue.

- 31 The writer says that internet reviewers seem to rate Lisbon highly on the basis of
- A the unusual layout of the city.
 - B the wonderful cuisine available there.
 - C how pleasant (easy) it is get around on foot.
 - D the areas of interest away from the city centre.
- 32 What point is the writer making in the second paragraph?
- A We can't expect travel to be continually enjoyable.
 - B We shouldn't pretend that travelling is a deep experience.
 - C We can't expect a place to feel the same when we revisit it.
 - D We shouldn't see holidays as a chance to escape from ordinary life.
- 33 The writer believes that people who travel a lot
- A fail to learn from mistakes they have made.
 - B choose to ignore the unpleasant aspects of travelling.
 - C think their own views and impressions must always be right.
 - D think everyone will be interested in their travel stories.
- 34 The writer implies that students who travel around the world on gap years
- A should stay at university if they want to be considered clever.
 - B are wrong to assume that employers will be impressed.
 - C would be better off earning some money at home.
 - D usually end up in lower paid jobs.
- 35 What is the writer objecting to in the fifth paragraph?
- A the idea of travelling to broaden your cultural knowledge
 - B the fact that some people dismiss travel as a waste of time
 - C the way digital technology has affected the travel industry
 - D the superiority that some travellers display when abroad
- 36 In the final paragraph, what part of travel does the writer enjoy personally?
- A the feeling of living somewhere different for a long time
 - B the thought that it makes him a nicer person
 - C the opportunity to be alone and undisturbed
 - D the sense of being as far from home as possible



You are going to read an article about a natural phenomenon in the night sky. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

The aurora borealis

A new book explores the many myths and legends attached to the magical displays in the skies we know as the aurora borealis. Adrian Bridge reports.

To the ancient Greeks, the magical dancing lights that occasionally appeared in the night sky were known as Aurora, the goddess of the dawn. When the lights filled the skies with their dramatic displays of colour, it was said that Aurora was riding her chariot across the heavens to announce the arrival of Helios the sun, and another new day. The twisting, dancing forms the displays took were the result of the efforts of Boreas, one of the four winds.

There are, of course, many myths that over the millennia have been passed down to explain the extraordinary spectacle of the aurora borealis – more commonly termed the Northern Lights. **37** And in a recently published book, *Life Beneath the Northern Lights*, a research team led by Lizzy Pattison is well aware of this.

In the book, Pattison and her team have sought to throw light on some of the more colourful stories that have grown up around the phenomenon. **38** This strategy is cleverly handled so that the reader's imagination is engaged.

Much of the book focuses on the legends and lifestyles of the Sami people, indigenous to Norway, Sweden, Finland and Russia. Some Sami still have the traditional belief that the lights emanate from their ancestors and must be treated with immense respect. **39** In one account, a sacred bear rescues someone taken in that way.

Elsewhere in the northern hemisphere, there have been many other interpretations. The Chinese saw in the lights fire-breathing dragons; the Fox Indians of North America believed that they were the ghosts of enemies who brought ill fortune. More cheerily, the Scots believed they were merry dancers. **40** The Canadian Indians saw the lights as spirits engaged in a ball game!

Of course we know better now and have scientific explanations for the Northern Lights – displays occur when solar particles enter the Earth's atmosphere and emit burning gases that produce different coloured lights. We know that the aurora borealis occurs in an oval doughnut-shaped area located above the magnetic pole and that the best sightings are within the 'doughnut' and away from artificial light and moonlight.

The opening chapter of the book is devoted to a comprehensive review of the scientific explanations for the aurora borealis, with a further chapter offering practical advice on how best to capture the lights on film. **41**

'Knowing the background to the myths and stories that have grown up around the lights can only improve the experience of seeing them,' said Jonny Cooper, the founder of *Off the Map Travel*, a soft adventure specialist. He helped with the book by flying the research team to northern Sweden. **42** 'You can stand under the night skies and watch in awe, just as our forefathers did,' Cooper says. 'The experience can ... be so powerful that unless we knew better we would find ourselves asking if there were not some other force at work.'

- A** Traditionally, they remained inside during a display; even today, if caught outside, few dare to whistle in case the lights carry them away.
- B** More scientific explanations are available now, of course, but the legends are what fascinate people.
- C** In other words, even with a scientific understanding of the phenomenon, the tales lose none of their magic.
- D** That way they could explore the phenomenon first-hand.
- E** We are transported back to the times when those who witnessed the spectacle could only attribute it to the supernatural.
- F** This theme, with variations, is relatively common in the mythology.
- G** Undoubtedly these are both invaluable, but there is something in the naivety and the drama of those early explanations that can still fire the imagination.



You are going to read an article about a composer of background music called Michael Reed. For questions 43–52, choose from the sections (A–D). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

In which section does the writer mention

Michael being unsure which programme his music will be used for?

43	
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evidence of the wide range of Michael's professional expertise?

44	
----	--

Michael appreciating the opportunity to try out different things?

45	
----	--

the need to be strict about scheduling the composing of music?

46	
----	--

Michael getting fed up at one point in his musical career?

47	
----	--

some music which gives the listener a false impression?

48	
----	--

Michael enjoying a new feeling of being in total control of his work?

49	
----	--

the difficulty of working for an unpredictable financial reward?

50	
----	--

Michael briefly forgetting that he was the composer of certain music?

51	
----	--

the factors which affect how long Michael needs to compose some music?

52	
----	--

Striking the right note

David Waller goes to meet Michael Reed, a composer of background music.

- A** Your ears slowly fill with sound, first with some foreboding cello, then an eerie female vocal and the occasional bang of a drum. The sounds gain in intensity before suddenly breaking into the epic sweep of a full orchestra. Eyes closed, it sounds like the soundtrack for a nightmarish futuristic film landscape, but this is a simple house in Devon, England. Michael Reed welcomes me and shows me to his self-built studio in the basement. There the composer of music for film, commercials and television has a giant sound desk, monitor speakers, piles of dusty synthesisers, and a full drum kit. Reed has produced hundreds of pieces of music in this room, layering a mix of computer samples and live instrumentation. A piece, he says, 'could take anything from 15 minutes to five days, depending on everything from the complexity of instrumentation to how tired you are. It's really difficult to say, 'Right, on this day I'm going to write this bit of music.' But when it comes down to it, you have to.'
- B** The majority of Reed's output is library music, pieces written to a brief but with no specific purpose, to be picked up later by shows and film trailers that need a soundtrack. It's usually not until he receives his four-monthly statement of earnings that he sees where his work has ended up. In the last period, that meant a soap opera, a cookery show and a documentary about dogs. 'I once went on holiday to Lake Geneva,' he says. 'I turned on the TV and saw an advert for Visit Turkey and my music was in the background. Another time I was in my old house and heard some music I recognised coming through the wall. I liked it. Then I realised I'd written it!'
- C** It's an odd way to encounter your own work and certainly it's not the music career he had envisaged. At university, Reed studied musical composition and afterwards had his heart set on becoming a drummer. He ended up playing in sessions at the prestigious Abbey Road recording studios. But the reality of life as a professional drummer was rather tedious, with endless car journeys all over Britain, transporting his drums around. But then some music industry friends introduced Reed to composition work. His first successful pitch for a television commercial earned him \$3,000 and provided a valuable lesson: it was better paid and being in charge of the whole process was far more fulfilling. He goes back through his millions of files and digs out samples of his work, from classical pieces recorded with a full live orchestra through pop, drum and bass to specific work he has produced for films.
- D** Yet from a business point of view, working in the music industry is like sailing on a rocky sea. Reed risks producing work that he never gets paid for. While his four-monthly earnings statement will have hundreds of individual entries, the total for each individual track could be anything from thousands of pounds to pennies. 'I've been doing it 15 years now and there doesn't always seem to be a correlation between what you're most proud of and what makes you the most money.' Still, Reed is happy about the unexpected direction his music has taken him in. 'You have to remember that you can do something cool with each piece and experiment with new sounds. Then you suddenly find yourself really enjoying what you're writing. . . . I'm really lucky.'

Test 3

Writing • Part 1

You **must** answer this question. Write your answer in **140–190 words** in an appropriate style **on the separate answer sheet**.

- 1 In your English class, you have been talking about libraries. Now, your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.

**Libraries are no longer needed, as people can learn all they need to online.
Do you agree?**

Notes

Write about:

- 1 college libraries and public libraries
- 2 different services libraries can offer
- 3 (your own idea)



Write an answer to **one** of the questions 2–4 in this part. Write your answer in **140–190 words** in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

- 2 You see this announcement on an English-language website about food.

Articles wanted!

What can be done to encourage people to eat healthier snacks between meals, rather than something tasty but unhealthy? The best articles will be published on our website.

Write your **article**.

- 3 This is part of an email you receive from a friend in Canada.

I'm doing a project about how films can help people to learn about history. Could you tell me about a film which helped you understand a particular time or event in history? What made the film an effective way to learn?

Write your **review**.

- 4 This is part of an email you receive from a friend who is a school teacher in another country.

I'm planning a trip with my pupils to your country. Can you recommend one region where we will be able to learn about various aspects of your country, such as its wildlife, history and architecture? What would be the best way to make the trip really educational? Hopefully we can meet up too!

All the best,


Frankie

Write your **email**.



You will hear people talking in eight different situations. For questions **1–8**, choose the best answer (A, B or C).

- 1 You hear a man talking about flying long distances.
What does he say about it?
A He still finds some trips challenging.
B He now keeps business trips short.
C He always travels in business class.
- 2 You hear a woman telling her friend about a jewellery-making course she did.
What does she say about it?
A It has given her the confidence to make jewellery to sell.
B Meeting the other participants added to her enjoyment.
C She liked the peaceful atmosphere of the sessions.
- 3 You hear a woman talking about moving home.
What will the woman do differently the next time she moves home?
A hire a professional company to help her move
B get rid of unwanted possessions before she moves
C research her new neighbourhood in advance of moving
- 4 You hear two film critics discussing a film starring an actor called Tania Fry.
They agree that
A Tania manages to find humour in the script.
B the film doesn't allow Tania to show her acting ability.
C there should be more films for actors of Tania's generation.
- 5 You hear a football referee talking about his job.
How does he deal with the pressure of his job?
A by taking regular exercise to keep himself fit
B by sharing his experiences with other referees
C by reminding himself that players argue with all referees
- 6 You hear two friends discussing a photography exhibition they have just been to.
How does the woman feel now?
A enthusiastic about improving her own photography skills
B motivated to find out more about the photographer
C inspired to visit the places shown in the photos
- 7 You hear a travel and tourism student talking about a project she is doing about pop-culture tourism.
What does she say about fans who travel to pop-culture destinations?
A They are often disappointed by their experience.
B They are unpopular with residents in these locations.
C They are dissatisfied that so few destinations are available.
- 8 You hear two friends discussing a local market.
Why does the man recommend the market to the woman?
A There aren't too many shoppers there.
B The prices are generally competitive.
C It helps to support local producers.

 **50** You will hear a man called Pete talking about a cycling holiday in the UK that his company organises. For questions **9–18**, complete the sentences with a word or short phrase.

Cycling holiday in the UK

Pete calls the 15-day cycle trip **(9)** '.....' level.

A wider range of dates is available to those who choose the **(10)** '.....' option.

In terms of weather, cyclists experience less **(11)** in the middle of the trip.

Pete's company has won an award for its **(12)** for the last three years.

Starting this year, the company is providing a greater choice of **(13)** for cyclists.

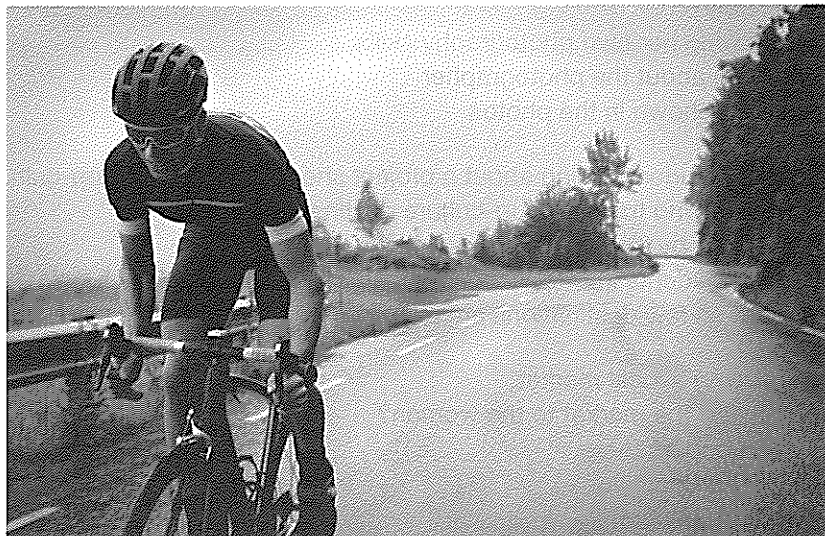
If you book this holiday, it is not necessary to buy **(14)**

Pete uses the word **(15)** to describe the majority of the hills on this trip.

Through major cities, cyclists will need to use local **(16)**


Cyclists need to be in good condition as there are no **(17)** on this trip.

All cyclists receive a **(18)** at the end of the trip.



Test 3


Listening • Part 3

 51 You will hear five short extracts in which people are talking about learning to drive a car. For questions 19–23, choose from the list (A–H) what advice each speaker gives. Use the letters only once. There are three extra letters which you do not need to use.

- A Ask others to recommend an instructor.
- B Learn to drive in a small car.
- C Save money by booking a series of lessons.
- D Watch other people's driving techniques.
- E Accept that you may need a lot of lessons.
- F Don't start learning if you're very nervous.
- G Avoid taking lessons when there is heavy traffic.
- H Be aware that learning continues even after the driving test.

Speaker 1	<input type="checkbox"/>	19
Speaker 2	<input type="checkbox"/>	20
Speaker 3	<input type="checkbox"/>	21
Speaker 4	<input type="checkbox"/>	22
Speaker 5	<input type="checkbox"/>	23



 52 You will hear an interview with a woman called Helena Best, who has been a contestant on three TV quiz shows. For questions 24–30, choose the best answer (A, B or C).

- 24 What does Helena say about being a contestant on the show *Full Marks*?
- A She was frustrated at not remembering the correct answers.
 - B She was annoyed by some of the people in the audience.
 - C She was distracted by the studio lights and cameras.
- 25 When Helena appeared on *Great Minds*,
- A she felt inferior to the other contestants.
 - B she was relieved that she had prepared well.
 - C she thought her questions were harder than other people's.
- 26 What helped Helena to feel relaxed on *Brainbox*?
- A competing in a team
 - B being given a suitable topic
 - C knowing the show was not live
- 27 What aspect of being a contestant did Helena particularly enjoy?
- A chatting to the show's host during the breaks
 - B being given expensive clothes to wear for filming
 - C being treated like a celebrity by the staff at the studio
- 28 What point does Helena make about applications to be on a quiz show?
- A State if you've been a contestant on other shows.
 - B Be honest about your education and previous work.
 - C Make yourself sound interesting on your application.
- 29 Helena mentions that, because of the contract contestants are given, it's important not to
- A publish any of the questions online.
 - B give interviews to newspaper journalists.
 - C tell anyone in advance whether you've won.
- 30 Helena advises anyone who is going to take part in a quiz show to
- A believe strongly in their own ability to win.
 - B enjoy the experience of being seen on television.
 - C watch as many episodes of the show as possible.

Part 1 2 minutes (3 minutes for groups of three)

Interlocutor First, we'd like to know something about you.

- Do you enjoy cooking? (Why? / Why not?)
- What's your favourite snack food? (Why?)
- What do you use the internet for most? (Why?)
- Tell us about a website you often use.
- Do you prefer to spend free time indoors or outdoors? (Why?)

Part 2 4 minutes (6 minutes for groups of three)

Interlocutor In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs on page C11. They show **people taking exercise in different situations.**

I'd like you to compare the photographs, and say **why you think these people are taking exercise in these ways.**

All right?

Candidate A

1 minute

Interlocutor Thank you.

(Candidate B), **how important is it to you to take exercise?**

Candidate B

approximately
30 seconds

Interlocutor Now, (Candidate B), here are your photographs on page C12. They show **people listening to music in different places.**

I'd like you to compare the photographs, and say **what these people are enjoying about listening to music in the different places.**

All right?

Candidate B

1 minute

Interlocutor Thank you.

(Candidate A), **do you prefer going to live concerts or listening to recorded music?**

Candidate A

approximately
30 seconds

Interlocutor Thank you.

Test 3

Speaking • Parts 3 and 4

Part 3

4 minutes (5 minutes for groups of three)

Interlocutor Now, I'd like you to talk about something together for about two minutes. (3 minutes for groups of three)

Here are some things that can influence a good day out and a question for you to discuss.

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

[Show candidates the diagram on page C13. Allow 15 seconds.]

Now, talk to each other about **how important money is for having a good day out**.

Candidates

2 minutes
(3 minutes for groups of three)

Interlocutor Thank you. Now you have about a minute to decide **which two activities money will help you with most**.

Candidates

1 minute
(for pairs or groups of three)

Interlocutor Thank you.

Part 4

4 minutes (6 minutes for groups of three)

Interlocutor Use the following questions, in order, as appropriate:

- What is a good place for a day out where you live?
..... (Why?)
- Is shopping a satisfying way to spend free time?
..... (Why? / Why not?)
- How important is money when choosing a job?
..... (Why?)
- Should some jobs offer a higher salary than they do now?
..... (Why? / Why not?)
- What would you do if you became extremely rich?
..... (Why?)
- What are the disadvantages of being rich?

Select any of the following prompts, as appropriate.

- What do you think?
- Do you agree?
- And you?

Thank you. That is the end of the test.