

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 hunt B look C search D quest

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

Wasps and picnics

How can you stop a pleasant summer picnic from being ruined by wasps in (0) of a sugary treat? Well, scientists have (1) some interesting information on the subject. The (2) is evidently to spot any single wasps which arrive on the (3) unaccompanied. Such wasps are likely to be ‘scout’ wasps which are out looking for suitable food, with the intention of reporting back to the nest and getting other wasps to help come and collect the food. Scientists advise people to simply trap such a scout wasp under a glass for the (4) of the picnic, before freeing it again. The advice makes good (5) but supposes that several spare glasses have been packed for this (6) !

The scientists also (7) what many picnickers have discovered from experience: if wasps are circling around your picnic, the worst thing you can do is start waving your arm to get them away. They will interpret this as an aggressive (8) and may sting you to defend themselves.

- 1 A got through to B come up with C made up for D gone over to
- 2 A craft B trick C result D art
- 3 A scene B location C place D situation
- 4 A time B duration C term D interval
- 5 A worth B point C sense D reason
- 6 A view B purpose C idea D aim
- 7 A agree B witness C settle D confirm
- 8 A threat B effort C fear D risk

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

T	O																		
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Waiting at the diner

After fifteen minutes waiting for her order (0) come, Sylvie began to regret her decision to stop at the diner. She'd been led to a seat at the back with a view of a small lake. At least that would pass the time pleasantly, she thought, watching the ducks and texting a message to Alan. She told him it was something of an exaggeration to call (9) a lake – more like a pond, really, and then deleted the message for being far (10) trivial and chatty.

She'd come in at half past four, hoping to have a quick coffee and a cake and (11) on her way again, but already the diner was starting to fill (12) with travelling families looking (13) they were settling for an early meal. The waitress looked stressed and kept her head down, so despite several attempts, Sylvie was (14) to make eye contact with her. (15) this rate, Sylvie risked being late for her appointment with Alan, (16) already been on the road since the early morning.

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

A	F	F	E	C	T	S													
---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--

Birth order

A good deal of research has been carried out by scientists on how birth order (0) children from large families.

AFFECT

It would appear that first-born children are the most likely to imitate their parents throughout life, because they had the (17) attention of the parents until the birth of the next child. But first-borns can also be quite (18) people because they lost this complete attention when later siblings were born. (19) reason is that their mother and father were first-time parents, often nervous and (20) about what they should be doing and (21) by what might happen.

DIVIDE

ANXIETY

OTHER

SURE

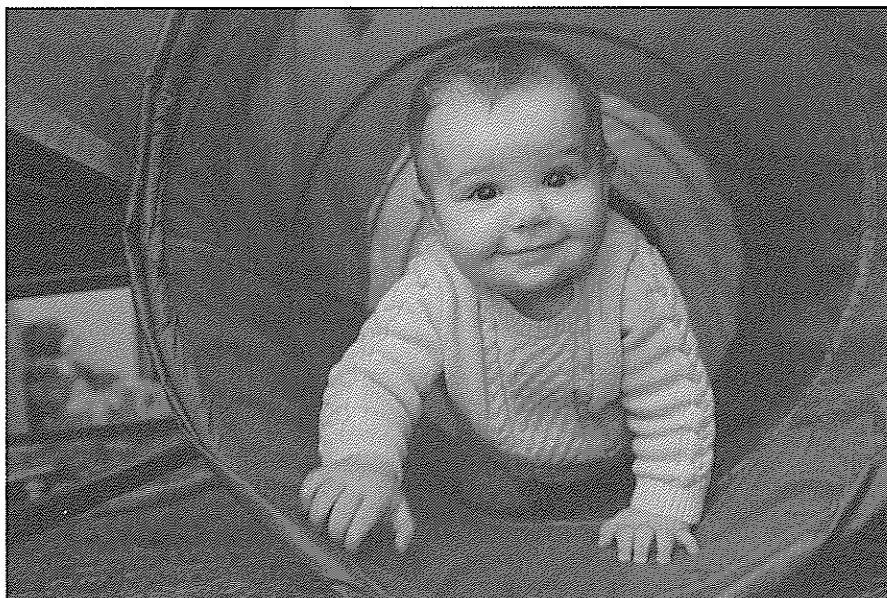
FRIGHT

Conversely, if a third child is born, the parents are much more (22) and confident in bringing up infants, so there is a (23) for the child to grow up being fun-loving and (24) in group situations such as parties. Both second and third-born children are likely to have had to compete to get their parents' attention, and scientists think this makes them more independent.

RELAX

TEND

SOCIETY



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 It took James ages to repair the clock.

LONG

It took James the clock working again.

The gap can be filled by the words *a long time to get*, so you write:

Example:

0	A LONG TIME TO GET
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Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 Tom's mum said he should have some food before going to football practice.

SOMETHING

Tom's mum told him to eat before going to football practice.

26 The waterfall walk took much longer than Lee had expected.

SUCH

Lee hadn't expected the waterfall walk long time.

27 'Do you mind if my junior colleague observes this consultation?' Dr Matthews asked her patient.

OBJECTED

Dr Matthews asked her patient a junior colleague observing the consultation.

28 'Having to wait in the traffic all the time used to be annoying, but now I've got used to it,' said Julian.

ANNOY

'It more when I have to wait in the traffic,' said Julian.

29 'Thank you everybody – you've made my birthday a really happy occasion.'

THANKED

Lynn birthday a really happy occasion.

30 Graham practised every day because he desperately wanted to beat his old rival in the tennis match.

DESPERATE

Graham practised every day because he the tennis match against his old rival.

You are going to read an article about a professional cycling team. 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.

Preparing for the big one

Jeremy Wilson joins Team Sky's cycle training camp in Tenerife as they prepare for the Tour de France.

Day ten of Team Sky's two-week training camp in mountainous Tenerife has just been completed, and I join the exhausted riders in the dining room of their hotel. The diet is strictly protein, fruit and vegetables for the riders, with carbohydrates eaten only when absolutely necessary. Chris Froome, a previous Tour winner – is 1.86 metres but weighs only 68 kilos. Team etiquette has it that staff do not eat forbidden foods in front of the riders. An exception to the diet was made when day eight of the camp coincided with Geraint Thomas's and Ian Stannard's birthdays. Both were presented with a mini chocolate bar.

The next morning there's a brief talk from Tim Kerrison, head of athlete performance. The riders listen intently. Kerrison – formerly an Australian rowing coach was a sports scientist for the swimming teams before being headhunted by Dave Brailsford, Sky's team principal. Hiring someone he regarded as the best in the world, regardless of his cycling inexperience, was a typical Brailsford decision. So was the remit in Kerrison's first year, 2010. He simply followed in a camper van and watched, listened and learnt. 'He then sat down and ... rattled off a load of things we probably didn't pick up on or took for granted,' Brailsford later tells me. An example was the introduction of fast interval sessions during the winter months when cyclists had traditionally just built up a slow endurance base of high mileage.

Brailsford speaks to Kerrison every day but, with 28 Team Sky riders following their own training programmes around the world, he keeps his schedules flexible and has felt no need to be in Tenerife. 'If the boss turns up it can add that bit of pressure,' Brailsford says. Mind you, that

may not always be a bad thing. 'Sometimes you need that. Sometimes you need to get the job done, recover and relax.'

I am deep in conversation with Kerrison in his support car, when there is a sudden bang in front of us. Luke Rowe has had a puncture on the descent. Within 20 seconds, team mechanic Gary Blem has jumped out of the car and changed the wheel for Rowe to catch up with his teammates. The riders have been touching speeds of 80kph, fast enough to occasionally lose Kerrison's car but not to inhibit Stannard from suddenly sitting bolt upright, taking both hands off the bars and putting on some arm and leg warmers. An acceptance of danger, the Dutch rider Wout Poels later tells me, is a prerequisite. 'When you are going 80kph downhill, if you think too much, it is over,' Poels says.

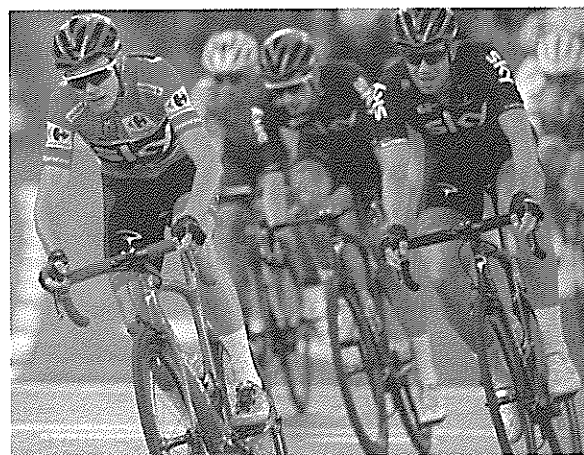
Over a lunch break, there's another discussion about how the riders will approach the remaining 20km mountain stretch. This is when they practise the team tactics they're going to utilise in the Tour de France. Some of the lesser stars in the group act as support riders to the two best climbers, sheltering them from the wind to ensure they have the best possible chance of getting first to the finish line. The sacrifices made by the teammates will put the two top riders in a privileged but also pressurised position over the 23 days of the Tour. Rider Chris Froome says: 'These guys have literally spent months away from their families. It is a burden but also a motivation.'

Back at the hotel, I meet Fran Millar, the 'head of winning behaviours'. Her remit was to codify what had made the team win races and then implement a culture of

continuous improvement. 'We got everybody together ... and put it out to the team,' explains Millar. 'What do you think it is that makes us who we are? ... what sets us apart?' A framework was created for how staff and riders expect each other to act, with five key areas. 'Identifying

and eradicating losing behaviours is probably more important,' says Millar. 'If you have one person exhibiting an awful lot of losing behaviours they can have a huge impact on the rest of that group.'

- 31 What are we told about food eaten by the team?
- A Riders are allowed as much unhealthy food as they wish on their birthdays.
 - B Non-riders can only eat foods like chocolate when away from the riders.
 - C Riders and non-riders usually have different meals and eat separately.
 - D Non-riders are expected to check that riders aren't breaking dietary rules.
- 32 We learn that Brailsford brought Kerrison into the team because
- A Brailsford knew that Kerrison was an excellent motivator.
 - B no famous cycling coach could offer the same eye for detail.
 - C Kerrison was already known and respected by the top cyclists.
 - D Brailsford wanted a fresh perspective on training methods.
- 33 Brailsford believes that, as a boss, he should
- A always have a clear idea of where he's going to be.
 - B let others take control if his presence won't help.
 - C be the one who takes pressure off other people.
 - D always appear relaxed even when he's not.
- 34 The riders travel so fast on one descent that
- A it causes one of the bikes' tyres to fail.
 - B several of them are affected by cold air.
 - C one of them becomes concerned about their safety.
 - D Kerrison can't keep up with them even though he is driving.
- 35 What is the writer's main purpose in the fifth paragraph?
- A to justify the actions of the top riders
 - B to praise the attitude of the team's main rider
 - C to question the role played by the other riders
 - D to comment on the selflessness required in team cycling
- 36 As part of trying to find a formula for continued success, Fran Millar
- A tried to arrive at a set of unique values.
 - B looked at what had gone wrong for rival teams.
 - C invited team members to make any criticisms they wanted.
 - D wanted the riders to focus on self-belief.



You are going to read the introduction to a book about the weather. 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 weather



Weather plays a huge part in our daily lives. Since the earliest times when humans scurried into their caves to avoid a storm, people have been fascinated by the weather. No doubt those same primitive people stood in front of their dwellings a few hours later to admire a rainbow or gaze at a spectacular cloud on the horizon.

What's changed over the centuries is how people interpret the weather. Most of us no longer worry, as our ancestors did, about trying to please the spirits who sent the weather to punish or reward us. Today, when the weather doesn't do what we want, we tend to look for a more scientific explanation. **37** These things have passed into the popular vocabulary.

There's still a lot we don't understand about weather. We can now predict some aspects of cold climates a whole year in advance, and yet nobody can tell you if a thunderstorm will strike at precisely 4pm tomorrow. We understand the basic physical laws that drive our atmosphere, but we can't fully observe every detail of the current weather. There's also another factor restraining our understanding. **38** The weather defies computer predictions and seems to behave with a mind of its own.

Where does that leave you, the consumer of weather information? **39** But as the wise people of the information revolution keep reminding us, data isn't the same thing as information. You might be searching for a very specific forecast, say to plan a wedding. Maybe you're heading into the countryside for a few days and want to know the weather signs that could mean trouble. Or perhaps you're travelling to a city halfway across the world and you need a sense of the typical weather at your destination.

The Rough Guide to Weather aims to help you get the weather knowledge you're seeking. **40** We also take you behind the scenes of the government forecasting centres, the TV studios and other places where your daily weather broadcast is put together.

For all the gains that forecasting has made with the help of computer guidance, humans have not yet been completely removed from the process. **41** You'll learn how the experts decide what to tell you about the upcoming weather and what they may choose to withhold due to limits of time and space, their own uncertainty, politics and other factors.

In the end, weather is what the public choose to make of it. **42** It's hoped that this book makes the weather you experience as enjoyable, understandable and as memorable as possible.

- A** However, the speed of computers that project weather far into the future is increasing.
- B** Particularly when the weather turns threatening, skilled forecasters can go a step beyond computer guidance and save lives in the process.
- C** Descriptions and statistics of the weather in dozens of countries and over two hundred destinations around the world have been collected in it.
- D** It's the fault of the jet stream, a low-pressure centre or global warming.
- E** Even though much is known about the individual parts of our atmosphere, the interplay between them can produce what scientists call 'non-linear behaviour'.
- F** Every weather forecast we see or hear passes through the filter of our own likes, dislikes, hopes and fears.
- G** These days, hundreds of maps and forecasts can be found on the internet and on TV.



Test 4**Reading and Use of English • Part 7**

You are going to read an article in which the four presenters of a TV nature programme show an object and say why it makes them feel close to nature. For questions **43–52**, choose from the paragraphs (**A–D**). The paragraphs may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Which presenter says their chosen object or combination of objects

makes them feel very privileged?

43	
----	--

might enable them to help researchers?

44	
----	--

makes them realise that what a person really enjoys can change?

45	
----	--

is relatively easy to come across?

46	
----	--

is selected from a number of possibilities?

47	
----	--

connects them with looking after an animal in an inadvisable way?

48	
----	--

shows evidence of having been used?

49	
----	--

makes them realise how incredibly clever nature is?

50	
----	--

was not in fact their original choice?

51	
----	--

is now incomplete?

52	
----	--



What makes you feel close to nature?

A **Chris Packham** – a deer's antler

I live in woodland and in early summer when I'm out walking, if I'm lucky, I will stumble upon the discarded antlers of fallow bucks, who shed them in April or early May. ... I'm as excited as I would have been if I'd found them when I was eight years old. ... It's like natural treasure you're honoured to possess, an immediate connection with a shy and elusive animal you've usually only seen at a distance. ... Given the size and shape of this one, it has come from a mature animal of around ten years old. It has a story to tell, too: a piece at one end has been chewed off..., probably by a squirrel or another deer looking for calcium. There are scratches, too, on the polished surface where the antler has scraped the ground and trees. ... So it's marked with a pattern of use, and I love that. ...

B **Gillian Burke** – a 'mermaid's purse'

I have a nature table at home, an eclectic assortment of feathers, shells and crystals collected over decades. There are things I collected as a child and on my filming trips, and now my kids find heaps of things for it too. So my instinct was to take something from that table, as it represents my family's link to nature. In the end, after endless prevarication, I chose a single shark egg case, what people often call a mermaid's purse. ... What I like about these egg cases is that, while on one level collecting them can be simply an enjoyable pastime, they can also feed into some real citizen science. The Shark Trust runs a campaign ... which encourages people to go online and send in photos and details of any egg cases they've found that can help provide the trust with information about which species are using their waters as their nursery grounds ...

C **Michaela Strachan** – my old nature books

Given that my eyes aren't as sharp as they once were, I was initially tempted to bring my binoculars: if I'm anywhere near wildlife I get so frustrated without them. ... But then I remembered my old nature books, *British Wild Animals* and *What to Look for in Spring*, which I fell in love with as a child of around seven. What tickles me now is ... the advice they give. In one passage we're told that if we find a newt ... we're to put it in a home aquarium, which we absolutely wouldn't do now, of course. ... The real point, though, is that while I loved wildlife, back then I was far more interested in ballet and gymnastics – it was only later in life that my passion for nature developed. It's a reminder to us all, but particularly to parents, that passions can change. Love of nature is something that can develop at any time.

D **Martin Hughes-Games** – the skulls of a horse and a weasel

I found this horse's skull in a ditch while out walking, and the weasel skull ... was uncovered at the bottom of my garden. The disparity in size is what strikes you first, but what I like about them is what they tell us, both about what makes a mammal and about nature's infinite inventiveness.

What makes a mammal skull boils down to two bones, the articular and the quadrate. ... In other animal groups they are part of the jaw, but in us mammals they've turned into the incus and the malleus, the tiny little bones in your ear. ... It's a reminder that, once nature comes up with a successful design, it's incredibly plastic ...

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 food and lifestyles. 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.

Is it more sensible for people to buy food that is already prepared, rather than waste time cooking meals for themselves?

Notes

Write about:

- 1 health
- 2 eating alone / eating with other people
- 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** An international environmental organisation is doing research into traffic around the world. Your college principal has asked students to write a report on the situation in your town.

Describe how the amount of road traffic has changed a place you know.

Write your **report**.

- 3** An English-language blogger has posted the following announcement on her website.

Articles wanted


How do you think that people benefit from writing blogs? And what's the appeal of reading someone else's blog?

Write your **article**.

- 4** Your town's English-language website plans to publish reviews of restaurants in your town.

- Tell us about your favourite restaurant.
- Describe the atmosphere and explain what kind of customer would or wouldn't enjoy going there.

Write your **review**.

 53 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 newsreader talking about his job.
He says that the most important thing about getting work as a newsreader is to
 - A practise your presentation skills.
 - B train to be a reporter first.
 - C be prepared to work unsociable hours.

- 2 You hear a man telling a friend about surfing.
What does he say?
 - A He still struggles to keep his balance.
 - B It was harder to learn than expected.
 - C He finds it less exciting to go surfing now.

- 3 You hear a nurse talking about healthy eating.
What is she doing as she talks?
 - A suggesting why some people have unhealthy diets
 - B describing typical health problems she sees in patients
 - C encouraging people to take responsibility for their health


- 4 You hear an advertisement for a game app.
Which feature of the game is being promoted?
 - A It is easy to play.
 - B It has multiple uses.
 - C It's a way to make friends online.

- 5 You hear two friends talking about their hobby of fishing.
What do they agree?
 - A Catching fish is not the most important thing.
 - B No two fishing experiences are the same.
 - C It is hard to define the perfect fishing trip.

- 6 You hear two friends discussing how their town has changed recently.
Why does the woman regret the changes?
 - A There are more traffic jams than before.
 - B Public transport is now less convenient.
 - C Journeys by car have become more complicated.

- 7 You hear an announcement about a TV programme.
What is the subject of the documentary?
 - A how to solve people's sleep problems
 - B why some of us have problems sleeping
 - C what happens in the brain when we sleep

- 8 You hear two teachers talking about children and reading.
What is the man's attitude to children's graphic novels?
 - A They help to motivate certain children to read.
 - B They can be used for teaching several subjects.
 - C They are unfairly criticised by his colleagues.

 54 You will hear a geography student called Sam giving a talk about tea. For questions 9–18, complete the sentences with a word or short phrase.

Tea

Sam learnt most about tea's history from the (9) he found online.

Sam gives the example of (10) being added to tea, to show how tea-drinking habits have changed.

Sam was surprised to learn that a tea plant is in fact a (11)

According to Sam, a high level of (12) is essential for all tea plants.

Sam thinks that the best tea comes from leaves that are (13)

When making a cup of tea, Sam says the (14) of the water is very important.

Sam recommends mixing (15) into tea.

Sam says he would never try (16) tea.

A relative of Sam's drinks tea to help with her (17) levels.

Sam's ambition is to see a tea (18)

Test 4

Listening • Part 3



You will hear five short extracts in which people are talking about astronomy. For questions 19–23, choose from the list (A–H) why each speaker decided to get involved in astronomy. Use the letters only once. There are three extra letters which you do not need to use.

- A I was inspired by an educational visit.
- B I was looking for an interest that would challenge me.
- C Something I read made me curious about astronomy.
- D It gave me the chance to be part of an online community.
- E My friends were already interested in astronomy.
- F I realised it was something I could do while travelling.
- G Astronomy can help improve life on earth.
- H A relative of mine was passionate about astronomy.

Speaker 1 19


Speaker 2 20

Speaker 3 21

Speaker 4 22

Speaker 5 23



 56 You will hear an interview with a woman called Natasha Green, who is talking about her job as an archaeologist. For questions 24–30, choose the best answer (A, B or C).

- 24 What made Natasha want to work as an archaeologist?
A Several of her relatives worked as archaeologists.
B She found something ancient that was very important.
C There were many archaeological sites where she grew up.
- 25 What does Natasha say about digging in the Sahara Desert?
A She finds the weather to be too challenging at times.
B She is frustrated that there are so many sites to explore.
C She feels jealous of friends spending their holidays relaxing.
- 26 When starting a new dig, Natasha believes it's important to
A find out what remains have already been uncovered there.
B assemble the best team of archaeologists to take with her.
C be able to quickly interpret the remains that she finds there.
- 27 Natasha says she often meets people who are unaware that archaeologists need
A the ability to draw well.
B foreign language skills.
C a good knowledge of IT.
- 28 How does Natasha recommend that children can become involved in archaeology?
A by volunteering to help at a local dig
B by visiting a variety of ancient sites
C by reading widely about the subject
- 29 When asked what people should do if they find very old objects, Natasha
A urges people to handle them very carefully.
B expresses her anger at people who sell them.
C stresses that people should show them to an expert.
- 30 How does Natasha see the job of an archaeologist changing in the future?
A More time will be spent protecting sites.
B There will be fewer archaeological digs in cities.
C Remains will be identified without the need to dig.



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

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

- Do you enjoy using social media? (Why? / Why not?)
- How often do you talk on the phone? (Why?)
- How much exercise do you take a week? (Why?)
- Do you play any team sports? (Why? / Why not?)
- What's your favourite day of the week? (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 C14. They show **people reading in different situations**.

I'd like you to compare the photographs, and say **why you think the people are reading**.

All right?

Candidate A

1 minute

Interlocutor Thank you.

(Candidate B), **how often do you read magazines?**

Candidate B

approximately

30 seconds

Interlocutor Now, (Candidate B), here are your photographs on page C15. They show **people dancing in different places**.

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

All right?

Candidate B

1 minute

Interlocutor Thank you.

(Candidate A), **which of these styles of dancing would you prefer to try? (Why?)**

Candidate A

approximately

30 seconds

Interlocutor Thank you.

Test 4 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 people do that can be creative and a question for you to discuss.

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

[Show candidates the diagram on page C16. Allow 15 seconds.]

Now, talk to each other about **how important it is to spend time doing something creative**.

Candidates

2 minutes
(3 minutes for groups of three)

Interlocutor Thank you. Now you have about a minute to decide **which activity needs the most creativity**.

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:

- Do you enjoy doing creative activities?
..... (Why? / Why not?)
- Is there a new creative activity that you would you like to try?
..... (What? / Why?)
- Why do some people choose not to do anything creative in their free time?
- Are some jobs more creative than others?
(Which ones? / Why?)
- How important is it for teachers to be creative?
..... (Why?)
- Is making mistakes an important part of being creative?
..... (Why? / Why not?)

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.