

Task information

- In Part 1, you have to read a text with eight gaps, and choose the correct word from four options (A, B, C or D) to fill each gap.
- The words in the options will all be the same part of speech, e.g. nouns, adjectives, etc.
- Part 1 mainly tests vocabulary, and words which go together (collocations). It may also test how ideas in the text are connected.
- Knowing the meaning of the words in the options may not be enough. You will need to know how the words in the options are used in sentences in order to choose the correct one.
- You will need to understand the text as a whole to do the task. Study the words on either side of each gap and make sure the word you choose makes sense.

Useful language Verbs + prepositions

- 1** Complete the sentences with prepositions from the box. Some of the prepositions can be used more than once.

of for on in to with from

- 1 He recovered his illness very quickly.
- 2 Does anybody object this idea?
- 3 Hundreds of people participated the race.
- 4 My grandmother used to care me while my mother was at work.
- 5 They adapted the weather conditions without too much difficulty.
- 6 My aunt doesn't approve people eating in the street.
- 7 I know I can depend Tom when I need him.
- 8 I'm always competing my sister, but we get on very well.
- 9 The students all benefited the interesting lectures they attended.
- 10 How did she react the news?

Tip! In your vocabulary notebook, record how the verb is used as well as its meaning, e.g. *recover*: 'become completely well again' – *She's recovered from the bicycle accident now.*

- 2** Correct the sentences by changing the prepositions.

- 1 Why don't you apply to the job?
- 2 I don't believe of telling lies – it's always wrong.
- 3 The football match resulted with a draw.
- 4 Mary dealt from the problem really well.
- 5 What can you contribute for the discussion?

Useful language Verbs followed by either nouns or infinitives

- 3** Match the verbs in the box with the correct label.

assist	manage	accept	appreciate	imagine
agree	pretend	support	struggle	achieve

verbs followed by nouns:

verbs followed by infinitive with to:

4 For sentences 1–8, decide which answer (A, B, C or D) best fits each gap.

- 1 I don't know how I to get here on time!
A achieved B struggled C resulted D managed
- 2 The football coach has to run an extra practice session before the match.
A accepted B agreed C achieved D assisted
- 3 All the children laughed when Kim to be a lion.
A adapted B imagined C believed D pretended
- 4 Sally is an experienced violinist, so has a lot to to the success of the orchestra.
A contribute B support C assist D benefit
- 5 I wasn't really sure whether Mark to my idea or not.
A disapproved B complained C objected D disliked
- 6 The college principal doesn't of students shouting in the corridors.
A appreciate B agree C approve D accept
- 7 The job was difficult, but I think Greg with the challenges extremely well.
A dealt B struggled C managed D adapted
- 8 Larry all his colleagues' help when he started working with them.
A benefited B appreciated C depended D approved

Tip! Sometimes, a word doesn't fit in the gap for grammatical reasons, e.g. 5A: *disapproved* is followed by *of*, not *to*. Sometimes, it doesn't fit because it has the wrong meaning, e.g. 3A: *adapt* means 'become familiar with a new situation'.

Useful language Verb collocations

5 Match the verbs in the table with the nouns and phrases in the box. Some can be placed in more than one column.

make	take	put	hold	keep	have

into account an eye on responsibility use of a risk your way
 advantage of your breath pressure on an interest a word charge/control
 the most of the opportunity someone waiting something seriously an end to

6 Complete the sentences with the correct form of one of the phrases from Exercise 5.

- 1 Sally managed under water for two minutes.
- 2 It's important all the participants' points of view before reaching a decision.
- 3 They very carefully through the dense jungle.
- 4 Julian never seems to ; he's always laughing.
- 5 I can't believe I was outside his office for half an hour!
- 6 Could I with you about the plans for next week?
- 7 I don't want to take the job, but my boss is me to do so.
- 8 Could you my little brother for a minute, please?

Useful language Adjectives + prepositions

- 7** For questions 1–10, read the text below and decide which answer (A, B, C, or D) best fits each gap.

In many countries, very young children are given soft furry toys as presents. Bears are particularly popular, and children can often become very (1) of their 'teddy bears'. I remember my younger brother had a teddy bear called Fred. He was so (2) about this toy bear that he couldn't tolerate being (3) from Fred for even a few minutes. He was always extremely (4) of anyone who tried it. I was only a few years older than him and used to feel quite (5) by this.

Of course, Fred needed washing from time to time. My little brother was (6) of the fact that only my mother was (7) to do this. As my brother grew up, he remained very fond of Fred, but the toy bear was no longer (8) to his well-being.

- | | | | | |
|---|--------------|-----------------|----------------|---------------|
| 1 | A careful | B responsible | C anxious | D protective |
| 2 | A devoted | B passionate | C attached | D sympathetic |
| 3 | A split | B isolated | C separated | D divided |
| 4 | A suspicious | B offensive | C dissatisfied | D sensitive |
| 5 | A furious | B unsympathetic | C impatient | D irritated |
| 6 | A definite | B convinced | C specific | D evident |
| 7 | A skilled | B qualified | C satisfactory | D capable |
| 8 | A crucial | B outstanding | C compulsory | D remarkable |

Useful language Words which are often confused

Tip! Words which are similar in meaning, but cannot be used in the same way, are often confused. Learn the meaning as well as the use of each new word.

- 8** Complete the sentences with the correct option from each pair of words in the box.

raise / rise assist / support error / fault definitely / absolutely valued / valuable

- When the flight was cancelled, the airline admitted that they were at and compensated all the passengers.
- It may be difficult to the money to set up a community theatre.
- Some of the paintings in this museum are so that they have been insured for millions of dollars.
- My boss told me I could leave early tomorrow.
- Few people the proposal to build a road here.
- The price of vegetables will probably after this bad weather.
- The power supply was cut off in by the electricity company.
- Anna is a much member of staff.
- Can I you with your bags, madam?
- I thought that film was brilliant.

Useful language Phrasal verbs

9 Match the phrasal verbs with the meanings.

- | | |
|------------------------------------|--|
| 1 catch up with something | a) manage not to be caught doing something wrong |
| 2 give something away | b) find or meet by chance |
| 3 fall through | c) solve |
| 4 come across something or someone | d) be or look like an older family member |
| 5 sort something out | e) fail to happen |
| 6 take after someone | f) do what you didn't have time to do earlier |
| 7 live up to something | g) be as good as hoped |
| 8 get away with something | h) reveal a secret |

Tip! Phrasal verbs are often tested in the exam. Learn their meaning, whether they are transitive or intransitive, and whether an object can go between the verb and the adverb/preposition.

10 Complete the sentences with the correct form of a phrasal verb from Exercise 9.

- 1 Nick his father – he's never on time!
- 2 I'm trying to all my emails before I leave the office.
- 3 Last year, all our plans for the summer holidays because of the bad weather.
- 4 Some criminals tried to hack into my account, but luckily they didn't it.
- 5 I some old family photo albums in a box in the attic.
- 6 The concert was wonderful and all my expectations!
- 7 Please don't our hiding place!
- 8 There were a lot of problems to when she took over the failing company.

Action plan

- 1 Read the title, and the first sentence with the example.
- 2 Without filling in any gaps, read the text quickly to get an idea of what it's about.
- 3 Read the text again more slowly and fill each gap with one of its four options.
- 4 Don't forget to keep in mind the meaning of the text as it develops.
- 5 Look at the words on either side of each gap, as the missing word may be part of a collocation or fixed phrase.
- 6 Check that the completed sentence makes sense.
- 7 Check that the missing word fits with any prepositions before or after the gap.

Follow the exam instructions, using the advice to help you.

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 turned B become C developed D changed

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

Tip! First, complete the gaps that you are confident about. Then complete the rest.

Tip! If you're not sure of an answer, cross out any you are confident are wrong and then choose from the remaining options.

Street pianos

In recent years, public or 'street' pianos have (0) increasingly popular in cities in many countries. They are typically (1) in train stations and airports, but also in markets, parks and other locations. In (2) anybody can go and play them, but it tends to be pianists who are very capable and accustomed to performing in public, often playing from (3)

The idea is that the sound of the piano being played will (4) a small crowd. These passers-by will be given something beautiful or inspiring in their day, a quiet thoughtful (5) amid the noisy hustle and bustle of daily life in a big city. It's hoped that the spontaneous music will also (6) people coming together and communicating with each other in (7) of what they're hearing.

Videos on social media websites show how street pianos can bring together people from different communities and backgrounds, people who would (8) not normally mix.

- | | | | |
|-------------------|----------------|-------------|----------------|
| 1 A settled | B laid | C ordered | D placed |
| 2 A theory | B consequence | C addition | D particular |
| 3 A heart | B mind | C memory | D feeling |
| 4 A attract | B result | C invite | D welcome |
| 5 A course | B moment | C chance | D event |
| 6 A get | B make | C pull | D draw |
| 7 A pleasure | B appreciation | C happiness | D satisfaction |
| 8 A alternatively | B instead | C otherwise | D else |

Advice

- 1 Which word means *put* or *installed*?
- 2 There is a contrast later on with *capable pianists*.
- 3 Only one of these words goes with the preposition 'from'...
- 4 Which word means *interest*?
- 5 The word you need refers to a short period of time.
- 6 Only one of these words fits grammatically with 'coming'.
- 7 Which word completes a fixed phrase with 'in' and 'of'?
- 8 Which word means *in different circumstances*?



Task information

- In Part 2, you have to read a text with eight gaps, and write one word only to fill each gap.
- Part 2 can test grammar, for example, articles, prepositions, auxiliary verbs and pronouns.
- It can also test linking words, phrasal verbs and fixed phrases.
- In some cases, there might be more than one possible answer. You must only write one answer in this case.
- The spelling must be correct.


Tip! Make sure you know how to use words and phrases like *much/many*, *(a) little/(a) few*, *a lot of/lots of*, etc.

Useful language Articles, quantifiers and determiners

1 Complete the sentences with words from the box where necessary.

a the this these an

- My two brothers are good chess players, and eldest won competition last week.
- Steven's very happy because he's found amazing job at language school in Japan. head teacher is friend of his cousin's.
- people I work with love going to seaside at weekend.
- Look at vase. It would be nice present for Mum. Or do you think she'd prefer slippers?
- I went to shops yesterday and bought new phone. When I got home, box for phone was empty!
- is such exciting book! I know they've made film of it and I'm really looking forward to seeing it in cinema. I think it opens on Thursday.

2  Complete the text with words from the box. You may need to use some of the words more than once. Capital letters may be needed.

most lots the every some both more a none lot an few any one no many

It was my sister Louisa's birthday last week, and she invited a (1) of people to her party. I only knew a (2) of her friends, so it was actually (3) food I was looking forward to (4) than anything. (5) guest had been asked to bring a dish, and I knew I'd enjoy tasting as (6) of them as possible, the desserts (7) of all.

As the guests started to arrive, I began to get (8) bit worried, as (9) of them seemed to have brought (10) sweet food or cake. There was (11) of food, but every single dish was a main course. There were (12) desserts!

Then (13) of Louisa's friends, (14) girl called Julia, arrived. She was carrying (15) interesting-looking large white cardboard box. I was sure it contained Louisa's birthday cake. As I rushed forward to help Julia carry it into the kitchen, I tripped and bumped into her. (16) of us nearly fell over, and Julia dropped the box. At this point, (17) of the other guests arrived, carrying (18) large box too. 'Here's Louisa's cake!' they said.

'So what's in your box?' I asked Julia. 'Louisa's present,' she replied. 'I can't cook, but I did make her (19) amazing hat!'

Useful language Relative pronouns

3 Complete the sentences with relative pronouns. Sometimes there is more than one correct answer.

- 1 The woman showed me the way to the station was very friendly.
- 2 I think this is the book has influenced me the most.
- 3 Jane, I think you've met, is my neighbour.
- 4 The area I live is very noisy at night.
- 5 My boss, has worked here for 20 years, is retiring next month.
- 6 The town in I grew up is quite small.
- 7 I'll try and find out bag this is, so I can return it to them.
- 8 Harry's flat, I helped him move into, is very small.

4 Some of the sentences below have mistakes in them and some do not. Correct the sentences with mistakes.

- 1 Let me introduce you to Barbara, her mother you know quite well.
- 2 The train, that was five hours late, finally arrived at its destination.
- 3 This is the restaurant that was recommended to me by my neighbour.
- 4 My cousin, that lives in America, is coming to visit me next month.
- 5 Do you remember Mary, whose flat I once stayed in?
- 6 I went back to the café which I thought I'd left my umbrella.
- 7 Rita was the colleague which helped me the most when I started here.
- 8 There aren't many people have worked here as long as I have.

Tip! Read the whole text first. Then look at each gap. Check your answers by reading the whole sentence when you have completed the gap.

Useful language Prepositions at the beginning of phrases

5 Match the incomplete phrases in the box with the prepositions.

behalf of	least	any case	heart	all costs	doubt
balance	a way	the sake of	risk	view of	first sight
average	theory	a daily basis	condition that	due course	real
the first place	respect to	need of	far	conclusion	

at	on	for	in	with	by

- 6** Complete the sentences with phrases from Exercise 5.
- 1 Thank you for coming to the job interview, we'll contact you
 - 2 We need to look after the planet, everyone's future.
 - 3 Are you any help with this project?
 - 4 Some people are very good at reciting poetry
 - 5 I didn't like the hotel very much, but it was near the station.
 - 6 Do you have any questions your application?
 - 7 It was an amazing experience – I could hardly believe it was !
 - 8 Laura was asked to speak at the conference the whole team.

Useful language Linking expressions

- 7** Match the linking expressions with their meanings.

linking expression

- 1 as long as
- 2 no matter how / what / where
- 3 not only
- 4 so as to
- 5 despite the fact that
- 6 on top of
- 7 nevertheless
- 8 not to mention

how it is used

- a) to give a reason for an action / decision
- b) to emphasise the importance of the final thing in a list
- c) to refer to something which seems unlikely if something else is true too
- d) to say one thing can only happen if another thing happens too
- e) to emphasise that something cannot be changed
- f) to say there is more than one problem
- g) to say that more than one (good or bad) thing is true
- h) to emphasise that something may be surprising after what has just been said

- 8** Use **one** word only to complete each gap.

(1) the fact that the classes Mark enjoyed most at school were the art classes, he chose to study physics at university so (2) to have a career in science. (3) only did he do well in his studies, he also found a job in a research laboratory which he found interesting and satisfying. It looked as if all his dreams had come true.

(4) , Mark was not completely happy. He still dreamt of being an artist. And (5) matter how hard he tried, he couldn't get the idea out of his head. After work, he would go home and paint, and he spent most of his weekends painting too, but he never felt he had enough time to create something he was really proud of. On (6) of that, he was becoming exhausted because he worked in the lab for so many hours every day.

In the end, Mark spoke to his boss, and they agreed he could take six months off work, as (7) as he promised to return to work after that. Mark devoted himself to his painting for six wonderful months, producing a series of beautiful pictures. However, he began to miss his colleagues, (8) to mention the interesting work he did at the lab, so he didn't mind returning to work when the time came. Mark's paintings still hang on his walls at home, and he continues to combine his work and his art as best he can.

Action plan

- 1 Read the title, and the first sentence(s) with the example.
- 2 Without filling in any gaps, read the text quickly to get an idea of what it's about.
- 3 Read the text again more slowly and fill any gaps that you know.
- 4 Don't forget to keep in mind the meaning of the text as it develops.
- 5 Concentrate on the linking words, so that you can follow the argument of the text.
- 6 Look at the words on either side of each gap, as the missing word may be part of a fixed phrase.
- 7 When you have filled in all the gaps, read your text to check it makes sense.

1 What is this text about?

- A It explains what happens on the chef's TV programme.
- B It informs us about the chef's life.
- C It presents the chef's views on cooking.

Tip! Gaps may have more than one possible answer, but you must only write one.

2 Follow the exam instructions, using the advice to help you.

Tip! Don't leave any gaps blank – every gap requires an answer.

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 S

The Master Chef

The Italian chef, Andrea Devoto owns restaurants in several European cities. He believes in simple, family-style Italian recipes, and (0) a particular interest in seafood. He has written two cookery books and appeared in a number of television programmes.

Andrea is famous (9) an innovative documentary-style cookery programme – an idea that he (10) up with himself. As presenter and narrator of the programme, he visits a well-known TV personality each week in **their** home. He gets to know them through their interests in and attitudes towards food, and reflects on how these have changed over the course (11) their lives. Then he introduces them to (12) of his recipes and sees how they cope with preparing it at a dinner party. He says the programme has provided (13) with fascinating insights into how people react to his recipes and how people see food (14) general. With this knowledge, he has (15) able to improve his own restaurants, for example, by making them more family-friendly, with recipes that appeal to children (16) much as adults.

Advice

9 What preposition follows 'famous' here?

10 Use a phrasal verb meaning **invented**.

11 Use a preposition to complete a phrase meaning **throughout**.

12 The word you need refers to 'it' later in the sentence.

13 Use a personal pronoun **here**.

14 You can either say 'generally' or this phrase completed by a preposition.

15 Think of the full infinitive form of this verb.

16 The meaning is that the recipes appeal in the same amount to children and adults.

Task information

- In Part 3, you have to read a text with eight gaps, and make a word from a word given in capital letters at the end of the line to fill each gap.
- Part 3 mainly tests vocabulary, but grammar and spelling are tested, too. You will need to know what kind of word goes in each gap (noun, verb, adjective, etc.) and you need to know how to spell all the words correctly.
- You need to understand how you can change words, e.g. by adding a prefix or a suffix, by making changes within the word or by forming compound words.

Useful language Word families

1 Write the part of speech next to each word, like the example.

- | | |
|-------------------|------------------|
| 1 imagine | verb |
| 2 imagination | |
| 3 imaginative | |
| 4 imaginatively | |
| 5 imaginable | |
| 6 unimaginable | |
| 7 unimaginatively | |

2 Decide which part of speech is needed in each gap. Complete the sentences using words formed from the base word 'impress'.

- 1 My was that he was enthusiastic about his work.
- 2 They were by the quality of her work and offered her a job.
- 3 He always his friends when he does a new magic trick.
- 4 It's not a good idea to rely on first as they can be wrong.
- 5 You performed that jump very !
- 6 Many critics thought the theatre production was and gave it poor reviews.

Tip! Remember that if the gap should be filled by a noun, it might need to be a plural noun. Sometimes the word will be in a negative form. Read the text around the gap to help you decide.

- 3 Form between one and three words from the base words in the table using the suffixes in the box. Try to use each suffix at least once.

-able	-al	-ance	-ent	-ful	-ion
-ment	-ous	-ness	-ly	-ive	-ity
-ic	-ify	-ed	-less	-ing	-ise

noun(s)			mystery			care	energy
verb(s)	create	add		enjoy	appear		
adjective(s)							
adverb(s)							

- 4 Complete the sentences using the base word at the end of each sentence. You can refer to the table above.

Tip! Read the whole sentence to help you decide what kind of word is missing.

- There was a light in the sky. **MYSTERY**
- Henry has lost his keys again – I wish he wasn't so ! **CARE**
- When trying to solve a problem, it's a good idea to think **CREATE**
- It soon became that nobody had understood the instructions they'd been given. **APPEAR**
- We have high expectations of the two latest to the basketball team. **ADD**
- I haven't spent such an evening for a long time! **ENJOY**

- 5  Correct the spelling mistakes in these sentences.

- The skaters performed beautifully on the ice.
- Do you like watching advertisements on TV?
- There are many similaritys between the two paintings.
- That's a very convinceing argument!
- My sister accidentaly broke my favourite vase.

- 6 Complete the sentences with a word using the base word IN CAPITALS and a prefix from the box.

Tip! One of the changes you make to the base word may be adding a prefix.

im-	ir-	mis-	un-	dis-
-----	-----	------	-----	------

- The documents were hard to find because the office was so
ORGANISE
- The argument was all a result of a **UNDERSTAND**
- She tried to hide her , but she was annoyed that her cousin was so late. **PATIENT**
- When the actor had put on all his make-up, he was completely
RECOGNISE
- Their behaviour means that we can no longer trust them.
RESPONSIBLE

Action plan

- 1 Look at each word in CAPITALS and the words before and after each gap.
- 2 Decide which part of speech the missing word is.
- 3 If it's a noun, is it singular or plural, countable or uncountable?
- 4 If it's an adjective, is it positive or negative?
- 5 If it's a verb, what form and tense is it?
- 6 Does the word in CAPITALS need more than one change?
- 7 Check the word you have chosen fits the context and is spelt correctly.

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**

W	A	R	R	I	O	R	S												
---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--

Tip! You always need to change the word given in CAPITALS.

Tip! Sometimes, you may need both a prefix and a suffix.

Tip! Sometimes, you may need to make a major change to the word, such as *HIGH* → *height*.

The Amazons

The Amazons, a tribe of fierce female (0) , feature in Ancient Greek mythology from 2,000 years ago. The Ancient Greeks believed them to inhabit an area called Scythia, covering present-day Ukraine, southern Russia and western Kazakhstan. They were fascinated by the Amazons, writing stories about their heroic and (17) deeds, and displaying them on pots and items of (18) They were tall and beautiful but also completely (19) , and as strong as the men they fought.

The Amazons lived in an all-female society. According to which story one reads, they either abandoned their male babies, sent them to live with their fathers from another tribe, or else gave them away at (20)

There may be some (21) in the Amazon myth, because archaeologists have discovered burial sites in Ukraine and (22) countries dating from 2,000 to 3,000 years ago. The women were buried with weapons and some display (23) of wounds. Their bones suggest they would have been (24) tall for women of this time.

WAR

COURAGE

JEWEL

FEAR

BORN

TRUE

NEIGHBOUR

EVIDENT

USUAL

Advice

17 Choose from: 'encouraging', 'discouraging', 'encouragement', 'discouragement', 'courageous'.

18 You will see that a noun is needed here to go with 'pots'.

19 You need a suffix here, and the meaning is without fear.

20 You need the noun form here, and the spelling is very different from the given word.

21 The word you need occurs commonly in phrases like 'Tell me the'.

22 You need the adjective here and not the noun!

23 What needs to happen to the 't' at the end?

24 There are two changes to make here, and look hard at the meaning of the sentence.

Task information

- In Part 4, there are six sentences. Each sentence is followed by a key word, and a second sentence with some words missing.
- Part 4 tests grammar, vocabulary and collocation.
- The key word must not be changed.
- You must use between two and five words, including the key word.
- You have to use the key word and any other necessary words to complete the second sentence so it means the same as the first sentence.

Useful language Comparative forms

- 1** Use comparative expressions from the box to complete the second sentence so it has a similar meaning to the first sentence.

more / -er (...) than less (...) than as ... as the most / the -est

- Olga is a better tennis player than Ben.
Ben doesn't Olga does.
- Taking the bus is much cheaper than taking the train.
Taking the bus costs a great taking the train.
- I was more bored by that film than any other film I've seen!
That's I've ever seen.
- Jane spoke with less confidence than she used to.
Jane didn't as she had before.

Tip! Don't change the vocabulary in the sentence unless it is actually necessary – e.g. don't change *big* to *large* or *finish* to *complete*. Most of the changes you have to make are grammatical changes.

Useful language Verbs followed by a gerund or an infinitive.

- 2** Choose the correct form of the verb in *italics*.

On the morning of the dance competition, Marian was in such a hurry when she left home that she forgot (1) *to take / taking* her purse with her. She had planned (2) *to catch / catching* the bus to the theatre, but she had to go on foot instead. She didn't usually mind (3) *to walk / walking*, but she was upset because she didn't want to risk (4) *to miss / missing* the beginning of the competition, and it was raining.

As she was rushing along the pavement, a car pulled up beside her. It was her neighbour Anne, offering (5) *to give / giving* Marian a lift. Marian accepted gratefully, and managed (6) *to get / getting* to the theatre just in time.

- 3** Match the meanings (a or b) with each pair of sentences.

- I tried editing my photos with this new software.
- I tried to use this new software to edit my photos.
- They stopped talking.

- They stopped to talk.
- They stopped, and then they talked.
- They were talking, then they stopped.
- I remember picking up my bag.
- I must remember to pick up my bag.
- I need to make sure that I don't leave my bag behind.
- I can remember that I picked up my bag.

Tip! Make a list in your vocabulary notebook of verbs followed by a gerund and those followed by an infinitive.

Useful language Reported speech

- 4 Read the dialogue then complete the sentences below using the past tense of the reporting verbs in the box.

deny admit agree refuse persuade demand advise

- David:** I really need to do a bit more exercise. I'm feeling so unfit!
Mary: I think you're right. But did you ever go to the new swimming pool I told you about?
David: No actually, I didn't. I know I should have. But it's so far away.
Mary: You really must! You could go on your bike, you know.
David: I'm not sure I want to. I mean, it's always raining at the moment.
Mary: That doesn't matter – you'll get wet at the swimming pool anyway.
David: Yes, that's true. But you'll have to give me my bike helmet back first.
Mary: I never took it – It doesn't fit!
David: Let me have a look in your hall cupboard now.
Mary: Absolutely not! It's a mess!
David: That's OK, I don't mind. And you should get yourself a helmet, too, then you could come with me.
Mary: I suppose I could.

- 1 Mary with David that he needed more exercise.
- 2 David that he hadn't been to the new swimming pool.
- 3 Mary David that he should go to the new swimming pool on his bike.
- 4 Mary that she had taken David's bike helmet.
- 5 David to look in Mary's hall cupboard.
- 6 Mary to let David look in her hall cupboard.
- 7 David Mary to get a bike helmet.

Tip! Do not write alternative answers (e.g. *go / going*) as you will lose marks even if one of the words is correct.

Useful language Conditional sentences and *wish*

- 5 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words.

- 1 Richard's always saying he'd like to live somewhere warmer.

WISHES

Richard warmer place.

- 2 I want to call him, but I don't know his number.

KNEW

If I call him.

- 3 Gina wants to learn to play the piano, but she doesn't have time.

ENOUGH

Gina wishes to learn to play the piano.

- 4 I'm looking for the recipe, and then I promise to bake the same cake for your birthday as last year.

FIND

If I bake the same cake for your birthday as last year.

Tip! Two marks are given for each answer, so never leave a blank – write what you can.

Tip! Contractions (e.g. *she'll*, *couldn't*) count as two words in the exam.

Action plan

- 1 Read the instructions and the example.
- 2 Read the first sentence, think about it and concentrate on the meaning.
- 3 Decide what kind of word the key word is and what often follows it. You must never change the key word.
- 4 Use words from the first sentence if you can, or change the form of them to help you (e.g. a noun to an adjective; affirmative to negative, etc.). Do not change words unnecessarily.

Follow the exam instructions, using the advice to help you.

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).

Cross out words that are repeated across the two sentences:

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

PLACES

There WERE NO PLACES left on the boat tour, so we had to wait an hour for the next one.

You can see that:

- *was* is transformed into *were* to match the plural noun (*places*)
- *no* is used to make a phrase with *left* – *no places left* means the same as 'full'

Advice

25 'only when' is the same as 'not ... until'.

26 Think of the grammar of the verb 'apologise'.

27 The words you need to write mean the same as *be so busy that I can't*.

28 There is a negative element in what you have to write.

29 Take care with the expression of quantity.

30 In order to use 'have', change the adjective in the first sentence into a noun.

- 25 'I can come out only when I've finished the last two pages of my project,' said Janie.

UNTIL

'I I've finished the last two pages of my project,' said Janie.

- 26 Martin said he was sorry that he'd upset Sarah.

APOLOGISED

Martin Sarah upset.

- 27 'I might not have time to pick up your book from the shop tonight,' Mrs Slade told her husband.

BUSY

I might to pick up your book from the shop tonight,' Mrs Slade told her husband.

- 28 Jim has decided to wait until spring to buy a new car.

DECISION

Jim has to buy a new car until spring.

- 29 I've received several letters recently from a financial company.

SENT

I've of letters recently by a financial company.

- 30 Jason was the most experienced skier in the group.

HAD

Of all the skiers in the group, none than Jason.

Task information

- In Part 5, you read a long text.
- After the text, there are six questions with four options A, B, C or D.
- The questions can be about main ideas or details, as well as about opinions, attitudes, or feelings. They could also be about the writer's purpose.
- Other questions are about the meaning of words or phrases in the text, or about what a reference word like *this*, *it* or *that* refers to in the text.
- The questions follow the order of the text.

Reading for detail**1a** Read the first paragraph of a story.**First day at college**

Nora rushed into the large college entrance hall, glad to get out of the rain. Starting college was a big enough deal, without getting completely soaked into the bargain. She looked around, just in case there were any familiar faces. Not that she expected there to be, but you just never knew. Putting on what she hoped was her most confident look as she followed the signs to the lecture hall, she tried to ignore the thoughts that had been bothering her for the last few weeks: Was this place really for her? Should she have picked somewhere less grand? Her friends had all assured her she'd have a fabulous time there, but how could they possibly know?



Tip! Read the whole text before answering the questions. Find out what kind of text it is and what it is about.

- b** Read this question. Read the text again and underline the part which gives you the answer.

How did Nora feel about going to college?

- c** Now read the options below. Choose the best answer.

- A relieved she had managed to get in
- B certain that she would do well there
- C worried that she would miss her friends
- D concerned about whether she would enjoy it

Tip! Always read the question carefully, so you know exactly what sort of information you are looking for.

d Here are reasons why the other options are wrong. Match the reasons with each option.

- 1 Nora hoped that she looked confident, but didn't actually feel confident.
- 2 Nora did not expect to see any familiar faces, and thoughts had been bothering her, but they weren't about other people.
- 3 Nora was pleased to get inside out of the rain, not that she had successfully applied for a college place. The question is about going to college.

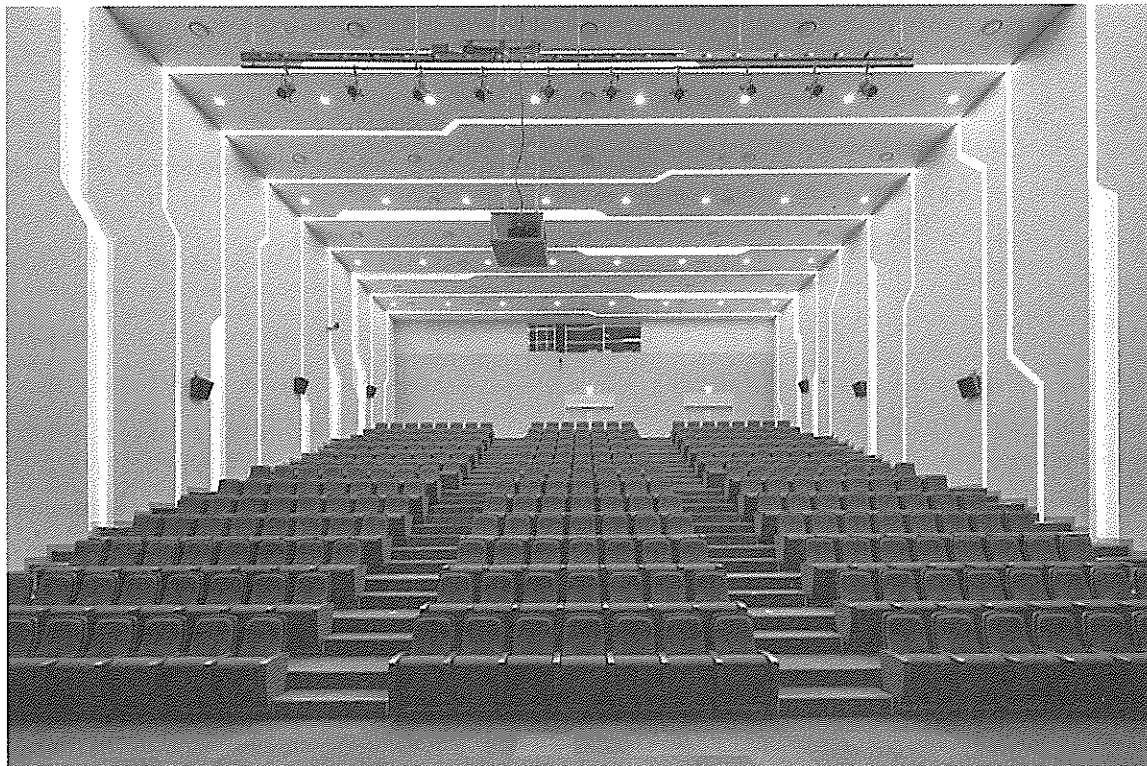
2a Read the second paragraph and the question. What does *putting paid to* mean in line 5?

The lecture hall was huge, even bigger than Nora remembered it. She had seen it once before, during the college's annual open day for prospective students. It was also packed. She'd thought that by arriving a bit early, she'd be under less pressure and feel more relaxed. Rather too many happy, chattering students had had exactly the same idea, though, putting paid to her hopes of finding a seat comfortably near the back of the hall for the introductory lecture.

Tip! Use clues in the text to help you choose the correct answer.

b Now read the four options below. Which one do you think is the best answer? Why are the other three options wrong?

- A raising
- B predicting
- C destroying
- D laughing at



Action plan

- 1 Read the instructions, the title and the sub-title, if there is one. These will tell you important information about what kind of text it is, what it is about, and who the writer is.
- 2 Quickly read the text without trying to answer any of the questions. Try to get a clear understanding of what the text is about.
- 3 Read the first question, underlining the key words.
- 4 Find the relevant part of the text and draw a vertical line next to it and write down the question number. Most questions relate to a whole, single paragraph.
- 5 Read the relevant part of the text in detail as you answer each question.
- 6 Read the four options A–D. Which is closest to your understanding of what the text says?
- 7 If you really aren't sure, cross out any options that you think are wrong and then make a guess.

Follow the exam instructions, using the advice to help you.

You are going to read an article about a rowing race between Oxford University and Cambridge University. 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**.

Tip! Some questions may ask you to work out the meaning of words or phrases using the context.

Tip! Some questions may focus on reference words like *one* or *this*.

Tip! If a question doesn't specify which paragraph, there will be words in the question that tell you which part of the text to look in.

The Boat Race

Olympic gold medallist Tom Ransley hasn't always known victory – losing the Boat Race was the biggest disappointment of his life.

The Boat Race is a unique event. It pulls on the tribal instincts of human nature and the desire for belonging. Everyone picks a side. The millions who watch worldwide on TV will cheer on either the Cambridge light blues or dark-blue Oxford. With an annual spot in the sporting calendar, it has wrapped itself into British culture even though the only other interest in this bizarre, backwards-moving sport is the Olympics every four years.

From an early age I shouted for the light blues; for no good reason they were always my favourites. I could never understand why the losing crew didn't simply row faster when the other boat took the lead. It all looked so terribly obvious and easy, especially when watching those wide-angled aerial shots. Like a coach in the making, my ten-year-old-self would tell the slower crew: 'You're losing! Row faster.' Little did I know that a decade

later I'd be racing for Cambridge, stuck in that miserable second spot.

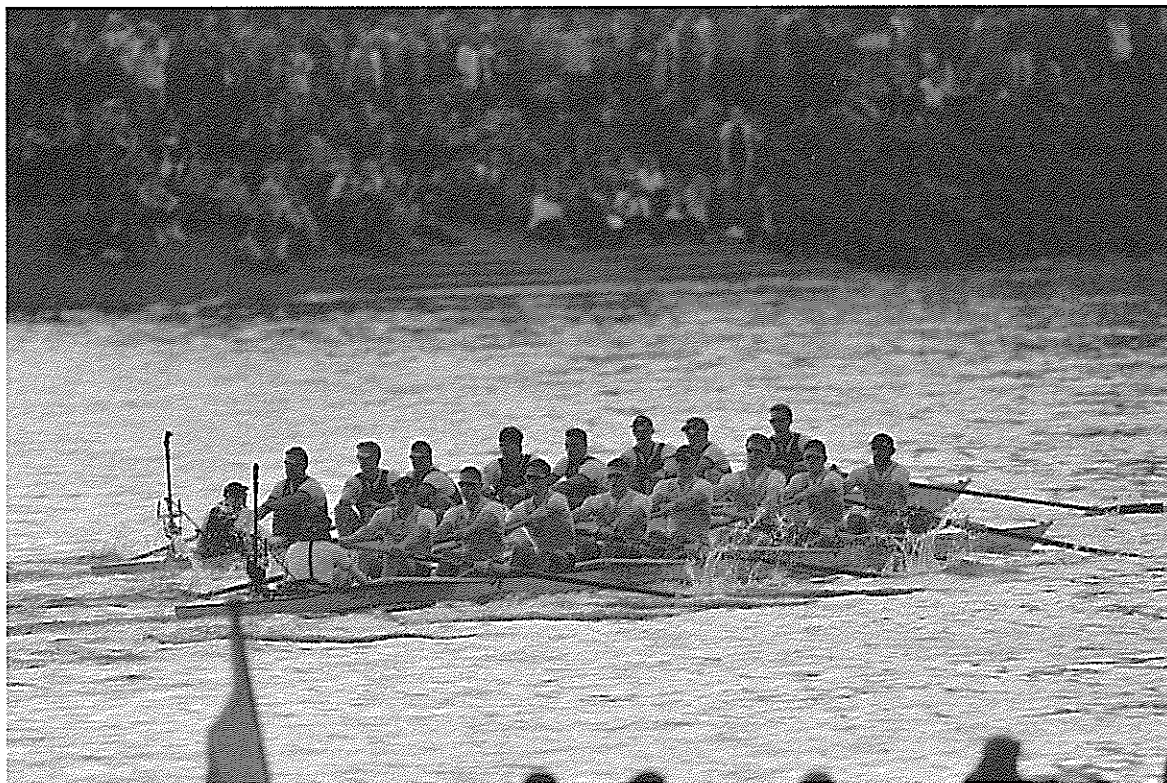
The hardest test I faced at Cambridge lay not in the tutorial room, the library or the exam hall, but presented itself at 5.20 am every day. With a head-splitting squeal, the alarm always tested my resolve. It presented a choice between continuing my quest to win the Boat Race, or sleep. I came agonisingly close to throwing away my Boat Race dreams on quite a few occasions. Instead, I would drag my aching body out from under the covers into the morning darkness. A typical day started with an early indoor rowing session, completed in time for a quick second breakfast and morning lectures. An equally quick lunch, often eaten in the team minibus, preceded the afternoon work on the water and then it was back to college for tutorials and dinner.

A Boat Race campaign means seven months of dedication. Juggling books and boats and avoiding injury, I somehow managed to secure myself a seat in the boat. Our sole objective was to beat a heavily favoured Oxford crew. Our crew spent the morning of the race shut away in the back of a boathouse. Two days before this, our best rower was forced to withdraw on medical grounds, as he had suffered a serious health scare. It was a brutal setback for our inexperienced crew.

Eventually, the time had come and we stepped out into the glare of the media and the cries of the crowd. We pulled up under Putney Bridge and then took the last few strokes to the start line. The umpire raised his flag. Attention. Go! The boat crashed through rough tidal waves and into a cold, unrelenting headwind. The river conditions were bleak, but less bleak than those arriving in the minds of my crew. I refused to accept

the inevitable, but it was clear to the millions of people watching that Cambridge had already lost the battle. Then Oxford suddenly kicked again somewhere past halfway and at that point it really was all over. My memories of the second half of the race are hazy, but I'm sure there was a definite point at which my legs failed. Despite asking for more, there was nothing left to give. The finish line brought total exhaustion, dejection and teeth-chattering cold.

What appeals to me, as it does to many, is the simple and brutal nature of the event. Head to head. Them or us. Unlike at the Olympic Games, where I won gold in Rio 2016 and bronze in London, there are no silver medals. That is what drew me to the event. The athletes must commit fully in search of the win. This is why it matters. That is why the losing crew will hurt so much: there's no preparation for losing.



- 31 What point is Tom making about the race in the first paragraph?
- A It is strange that it has become so popular.
 - B Public opinion about its importance is divided.
 - C More British people watch the Olympic rowing.
 - D It brings out the best and worst in people.
- 32 Tom implies that as a boy, he
- A dreamt of rowing in the race himself one day.
 - B used to enjoy pretending to be one of the coaches.
 - C found the tactics used by the crews hard to work out.
 - D had no concept of the huge effort the crews were putting in.
- 33 In the third paragraph we learn that Tom
- A convinced himself to look forward to the sound of his alarm clock.
 - B sometimes wondered whether all the pain was worth it.
 - C often felt he wasn't feeding his body well enough.
 - D thought about rowing a lot when he was studying.
- 34 In the fourth paragraph, what does Tom say about the Boat Race he rowed in?
- A Few people gave Cambridge much chance of winning that year.
 - B The preparation and attitude of the Cambridge crew was perfect.
 - C Cambridge were confident they could overcome any setbacks.
 - D The Cambridge crew went into it weakened by a series of injuries.
- 35 What happened during the early part of the race?
- A Tom's nerves got the better of him.
 - B Oxford conserved their efforts for later.
 - C The Cambridge crew got dispirited early on.
 - D Oxford adapted better to a sudden change in the conditions.
- 36 What does Tom find most appealing about the Boat Race?
- A the fame it brings for the participants
 - B the desire not to let his teammates down
 - C the complex psychological challenge involved
 - D the excitement of being in a win or lose situation

Advice

31 Read the words used to describe the sport at the end of the paragraph.

32 Think about what Tom says he could 'never understand' and also what 'looked so terribly obvious'.

33 This question is about the gist of the paragraph, so read the first five lines and decide what the main point is.

34 Look at the phrase used to describe the Oxford crew.

35 Read carefully about the river conditions and how these affected one of the teams.

36 This question tests the gist of the whole paragraph.

Task information

- In Part 6, you read a long text with six gaps. Each gap is for a missing sentence.
- After the text, there are some sentences. These sentences are in a list (A–G), but in the wrong order.
- You have to put the sentences into the correct gaps.
- There is one extra sentence which you do not need to use.
- Part 6 tests the way the text is structured, as well as the use of reference words and linking phrases.

Focus on linking and referencing

- 1** Complete the sentences using the words and expressions in the box.

here	his	others	nevertheless
the latter	as a result	them	this was because

Tip! Look for linking words and pronouns which connect ideas in the text. These will help you to choose the correct sentence for each gap.

- The climbers had expected to face difficult weather conditions., the storm which blew up during the night took even by surprise.
- Many people come to this area to relax and have fun., such as artists and writers, say that they find inspiration
- Having so many demands on his time meant that John became extremely stressed., the quality of work suffered.
- The results of the experiment came as a surprise to the researchers. they had overlooked a crucial factor.
- There were two main questions: the speed with which the waves could travel and the energy they carried. It was that the scientists were keen to investigate.

- 2** The sentences in this text have been mixed up. Put the sentences in the correct order.

The guitar

- This may be because it is fairly straightforward to learn to play a few basic chords on it.
- Those that can put in this time will find it a rewarding experience and, if they have the talent, be able to choose from a variety of styles.
- Others prefer to find a good teacher.
- These include classical, jazz, flamenco and rock, to name but a few.
- However, despite these advantages, becoming a proficient player demands a great deal of determination and many hours of practice.
- The guitar is a popular musical instrument.
- Many people may have the former but lack the opportunity to do the latter.
- Another reason for the guitar's popularity is the relative ease with which one can be carried around.
- Some people do this by finding free lessons online.

1 f 2 3 4 5 6 7 8 9

Action plan

- 1 Read the instructions, title and subtitle if there is one so you can see what kind of text it is and what the topic is.
- 2 Quickly read through the main text only to get an overall idea of what the text is about.
- 3 Then read the seven sentences, A–G. Do any of them obviously fit particular gaps?
- 4 For each gap 37–42, study the ideas and words that come before and after it.
- 5 Look for similar or contrasting ideas in the list of sentences.
- 6 In both the main text and sentences A–G, underline vocabulary links, reference words such as *this* or *her*, and linking expressions like *also*, *one* and *so*.

- 1 Look quickly at the text on page 33.
 - 1 What kind of text is it and what is it about?
 - 2 What is each of the main paragraphs about?
- 2 Follow the exam instructions, using the advice to help you.

You are going to read an introduction to a book about polar bears. Six sentences have been removed from the text. 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.

- A** However, the fact that it walks about on the sea ice like a regular land bear, and periodically comes ashore causes confusion.
- B** In other words, because of their low reproductive rate, they are still vulnerable if not properly managed.
- C** Consequently, polar bears are highly inquisitive.
- D** This is because it is often uncertain when or where the next meal will come from.
- E** I attempt to provide a broad understanding of the ecology and natural history of polar bears in accessible non-technical language.
- F** It is constantly influenced by a changing environment and it interacts with other species on a daily basis.
- G** At special moments when I have time to watch an undisturbed polar bear, I'm often struck by an overwhelming sense that it is simply where it belongs.

Tip! Don't forget to look out for linking words at the beginning of the sentences.

Tip! Don't waste too much time trying to work out the meaning of words you don't understand.

Advice

37 The main idea of the paragraph before the gap is that the polar bear IS the Arctic and that its home is there.

38 There is a strong forward link to the idea in 'For example'.

39 In both sentences on either side of the gap, the writer is talking about the rest of the book.

40 This paragraph is about the marine ecosystem and the evolution of other animals.

41 You have the idea of 'energy' before the gap and hunting techniques as a predator after the gap.

42 There is a strong forward link here, so look at the sentence after the gap.

My polar bear research

The polar bear, more than any other animal, symbolises the Arctic. People all around the world who will never see one know what it looks like. Like the vastness of the polar sea ice it lives on, the sheer size of an adult polar bear is impressive. Its whiteness matches the backdrop of snow and ice that we all associate with the Arctic.



37 The Arctic is not a forgotten wasteland to a polar bear; it is home, and a comfortable home at that. For thousands of years, the climate, the ice, and the seals upon which it feeds have shaped the evolution of this predator. While it's easy to understand why the polar bear became such a powerful icon, it is difficult even now to comprehend its vulnerability to a changing environment.

The polar bear is a true marine mammal in the sense that it depends on the ocean for existence. **38** For example, in the United States, the polar bear is considered a marine mammal for legal purposes. In Canada it is a land mammal. Ecologically, however, the polar bear is clearly an integral part of the marine ecosystem, and that's the context I will treat it in.

I began my research on polar bears forty years ago. International concern for polar bears was high, and conservation agreements were in development. Management plans were needed, and The Polar Bear Specialist Group recommended more fundamental research on the bears' ecology. I undertook a wide variety of studies of polar bears, including behaviour, genetics and denning habitat. In this book, I explain the results of that research. **39**

I have followed a few general themes. Firstly, the polar bear does not exist in isolation. It is both a product and part of the polar marine ecosystem. **40** The polar bear has been a significant factor in the evolution of the behaviour and ecology of the arctic seal and vice versa.

Secondly, a polar bear's life revolves around energy. It obtains as much energy as efficiently as possible when there is an opportunity, and then conserves that energy as much as possible. **41** Because their success as predators determines their very existence, and this is the aspect that most people have the greatest interest in, I've written the longest chapter on how they hunt and how diverse their techniques are.

A third theme is that each polar bear is an individual. A solitary predator in an extreme environment like the Arctic must live by its wits. A single solution from one bear will not answer all situations of others. Conditions for hunting or other environmental factors may change quickly. **42** They often contemplate a situation before they act, and they learn quickly from new experiences. As a result, each bear is unique because of its individual combination of experiences and knowledge.

Task information

- In Part 7, there are ten questions which you match with the sections or short texts (A, B, C, etc.), according to the question at the top.
- After the questions, there are either 4–6 short texts or one long text that has been divided into 4–6 sections.
- The information you need may not be in the same order as the questions.
- Sometimes the question asks about an attitude, a feeling, or an opinion.

Tip! The words in the question are sometimes a paraphrase of the information in the text.

Tip! The information you need can only be found in one text, but there may be information in another text which distracts you.

Focus on paraphrasing

- 1** Match the questions (1–5) with the sentences (a–e).

Which person

- 1 says something that seemed of little importance?
- 2 remembers feeling disappointed?
- 3 had difficulty focusing?
- 4 learned a great deal?
- 5 points out that opportunities were limited?

- a) I picked up all sorts of useful information.
- b) Getting a job so quickly was hardly typical.
- c) I considered it to be an insignificant detail.
- d) It was almost impossible not to be distracted.
- e) They didn't meet my expectations.

Focus on attitude, feeling and opinion

- 2** Read the two extracts, then complete the sentences below with adjectives from the box.

A Naomi

I was introduced to Diana at the university drama club. It was the annual awards evening, and I'd just got a prize! Diana was a new member, but after we'd exchanged a few words, I was so caught up in the general excitement that I ignored her completely. The next day, I felt really bad about it, and asked around to try and get her number. I messaged her but she didn't reply, and I thought, 'Well, that just serves me right!' Then one day I ran into her on campus, only to be greeted with a sunny smile. It turned out she'd lost her phone and had no hard feelings at all about my behaviour. That made me feel so much better, and we've been friends ever since.

B Lisa

When I read the letter asking me to go for national hockey trials, I couldn't believe it. I knew that I was a really good player – everyone had always told me so – but there was a great deal of competition out there, and this was a huge honour. When I told my family, my grandmother said I should get my hair cut for the occasion, which made me laugh. I went to the trials, but in the end, I didn't get on the team. I felt very bad about that for some time. Fortunately, I had another opportunity two years later, and it was second time lucky – I've never looked back.

amused relieved disappointed ashamed convinced delighted astonished determined

- 1 Naomi was to communicate with someone.
- 2 Lisa was that she was skilled.
- 3 Naomi was about something she had done.
- 4 Lisa was about a result.
- 5 Naomi was to be given something.
- 6 Lisa was to receive an invitation.
- 7 Naomi was when she met someone.
- 8 Lisa was by someone's response to some news.

Action plan a)

- 1 Read the instructions, the title and subtitle to find out what kind of text it is and the topic.
- 2 Read the questions and underline key words.

- 3 Match the information to the questions.
- 4 When you have an answer, read the question again and check the evidence in the text.

Action plan b)

- 1 Read the instructions, the title and subtitle to find out what kind of text it is and the topic.
- 2 Read the first section.

- 3 Check which questions are answered in this section.
- 4 Repeat for the other sections.

Follow the exam instructions, using the advice to help you.

You are going to read an article about the first days of television. For questions **43–52**, choose from the sections (**A–E**). The sections may be chosen more than once.

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

Tip! Different sections of the text may contain ideas that are similar, so you have to read carefully to find which say the same thing as the questions.

Tip! Don't expect to find answers in the text that use the same words as the questions. Look for words, phrases and sentences that express the same ideas.

In which section does the writer mention

- a change of heart about the poor quality of programmes?
- a concern about how theatre and cinema might be affected by TV?
- a difficulty involved for the makers of one programme?
- the idea that a break between programmes could be good for the listener?
- an experimental version of TV which predated the official beginning?
- written evidence of someone's dislike of a programme they'd seen?
- a published complaint about the interest value of a programme?
- a practical problem for certain people who appeared on TV?
- a programme that featured ordinary people doing unusual things?
- TV being presented as something mysterious and unexplainable?

43

44

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Advice

43 Look for the references to people in the sections – only one person changes their opinion of TV.

44 Look for a phrase which gives the idea of 'theatre and cinema'.

45 Find references to particular programmes in the sections. One caused a difficulty for the makers.

46 Look first for the idea of 'a break between programmes'.

47 The idea of experimenting with TV is in most of the sections. Find a reference to a 'version' of TV.

48 Find references to people who dislike a programme. Which of these gives written evidence?

49 There is more than one published complaint but only one where the complaint is about a particular programme being boring.

50 There are various practical problems in the sections but only one about people on TV.

51 Find a reference to 'ordinary people' doing unusual things.

52 The idea of TV as 'mysterious and unexplainable' is present in a quotation from someone.

The first days of television

- A** At 3pm on 2 November 1936, BBC television officially began. Mr RC Norman, the BBC chairman, gave a speech that introduced those watching to a new word: 'viewers'. A musical star, Adele Dixon, then sang a song, *Television*, composed for the occasion, which gave thanks for the 'mighty maze of mystic, magic rays' that 'bring a new wonder to you'. The BBC's director-general, John Reith, attended that evening's broadcast, a single programme called *Television Comes to London*. In his diary he wrote that it was a 'ridiculous affair' and that he 'left early'.

Recently, the BBC4 channel remembered the occasion in a programme called *Television's Opening Night: How the Box Was Born*. The first broadcast was recreated using the original technology. This was quite a challenge as no recording exists, of course – all television then was live and died on the air as it was broadcast.

- B** John Logie Baird had first demonstrated television in 1925, but the BBC was lukewarm about his invention. The BBC yearbook for 1930 reflected the official view. 'If this power is ever brought to mechanical perfection,' it wrote of television, 'there is little reason . . . that anyone but a few should go in person to any place of entertainment again.' The BBC had trialled the new television service it was developing for two weeks in autumn 1936, in order to sell some of the new television sets at the Radiolympia show. But it was the launch on 2 November that gave us television that we would recognise today: broadcast two hours a day, at 3pm and 9pm, except Sundays.
- C** As time went on many more programmes were developed. L Marsland Gander, one of the first television critics, wrote in his newspaper: 'I find that next Saturday a Mr JT Baily is to demonstrate on the television screen how to repair a broken window. . . . Probably at some future time, when we have television all day long, it will be legitimate to cater for a minority of potential window repairers. Out of two hours, however, the allocation of 30 minutes to such a subject seems disproportionate.' From the start, television had more of what we'd now call lifestyle programmes than radio: cookery, and gardening, for example. Gander wasn't alone in finding the content generally mundane and banal. He did concede later that the first edition of *Picture Page*, on that opening night of 2 November, had filled him 'with an enthusiasm for a new artform that has never waned'.
- D** On *Picture Page* there was a series of quick-fire interviews with everyone from a bagpiper in Trafalgar Square to a London cab driver who'd driven someone to the far north of Scotland. *Picture Page* epitomised a key advantage that television had over radio: informality. Radio talk at this time was often scripted, and delivered in an extremely formal tone. On television, the announcers could not read from a script if they wanted to look at the viewer, and could not see much in the glare of the lights anyway, so they had to speak more spontaneously and learn to sound natural.
- E** Even so, Reith never changed his position, and said later that the arrival of television influenced his decision to leave the BBC in 1938. On his last day, the corporation presented him with a rather tactless leaving present: a television set. He barely looked at it. Were Reith alive today, what would he make of BBC television now? Mostly he would be appalled by the sheer abundance of it, the way it fills every hour of the day. This was a man, after all, who decreed that there be a few minutes' silence in between radio programmes to allow people to switch off!