

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 occurrence B presence C life D existence

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

The lightest materials in the world

Aerogels are the lightest solid materials in (0) Invented in 1931, they are gels (like hair gel) in which gas has been (1) for the liquid. They have unique (2) that have still to be exploited to the (3)

Aerogels can be rigid – making them suitable for windows – or flexible; the latter type could be used for blankets and outdoor clothes. As well as being extremely lightweight – air can (4) as much as 99.8% of the material – aerogels are remarkably effective as insulators: a flower placed on a piece of aerogel held over the flame of a Bunsen burner will be (5) by the heat.

This means that aerogels have considerable (6) for use in the building and construction (7), instead of conventional insulation. However, production costs are very high, so even though it is the best insulator we have, its use is currently limited, mostly to drilling operations and other (8) environments.

- | | | | | |
|---|---------------|---------------|----------------|---------------|
| 1 | A substituted | B replaced | C changed | D relieved |
| 2 | A possessions | B belongings | C contents | D properties |
| 3 | A total | B full | C extent | D entirety |
| 4 | A put in | B make up | C fill in | D build up |
| 5 | A unaffected | B unconcerned | C uninfluenced | D unimpressed |
| 6 | A possibility | B ability | C potential | D capacity |
| 7 | A category | B division | C sector | D region |
| 8 | A extreme | B intense | C excessive | D immoderate |

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	O																	
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Applying for your first job?

Getting a job is **(0)** important to leave to chance; **(9)** all, work is likely to play a significant role in your life for many years. So before sending in any applications, think hard about **(10)** would really suit you. Concentrate on jobs for **(11)** you have an aptitude – **(12)** can be very demoralising to have your application turned down. Ideally, your job should be not only one you can do well, **(13)** also one that makes you look forward to going to work every morning.

It's important to consider the culture of the organisations you're applying **(14)** Some companies are **(15)** obsessed with results and profits that employees are under stress all the time. You need to be clear in your own mind **(16)** or not you could work in an environment like that.

Making an effort in the early stages of applying for a job will almost certainly pay off in the long run.

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 A S C I N A T I N G

Introduction to Mexico's long history

Mexico has a long and (0) history. For some people, Mexico is synonymous with the Aztecs, who dominated the country from the fourteenth century until they declined in the sixteenth, as a result of (17) by the Spanish, and disease. But before the arrival of Europeans, a number of (18) existed in different parts of Mexico, going back at least to the Olmecs. The Olmecs are virtually (19) now, but they flourished for over a millennium, from around 1500 BC.

Mexico from the Olmecs to the Aztecs, by Michael D. Coe and Rex Koontz, is an excellent introduction to the period, and a very (20) guide to these early (21) The authors draw on numerous recent (22) , and discuss topics ranging from the beginnings of agriculture and writing to (23) against the ruling elite.

Of particular interest is the authors' discussion of recent developments in radiocarbon dating. The (24) of these are likely to transform our understanding of the timescale of the region.

FASCINATE

CONQUER

CIVILISE

KNOW

INSTRUCT

INHABIT

DISCOVER

RISE

IMPLY

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (0).

Example:

0 People think the first email was sent in 1971.

THOUGHT

The first email in 1971.

The gap can be filled with the words 'is thought to have been sent', so you write:

Example:

0

IS THOUGHT TO HAVE BEEN SENT

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 I'm sure Ben wasn't pleased when Myra arrived, because he's never liked her.

CAN'T

Ben has never liked Myra, so he see her arrive.

26 Jenny very rarely follows other people's advice.

EVER

Jenny other people advise her to do.

27 I eventually realised that the woman waving at me was an old friend.

TURNED

I couldn't at first see who was waving at me, but she an old friend.

28 It was the most dangerous situation I had ever been in.

A

Never before dangerous situation.

29 When the managing director resigned unexpectedly, the company struggled to replace him.

FILL

The company struggled by the unexpected resignation of the managing director.

30 The millionaire had made it clear how he wished his donation to be allocated, and that was how it was done.

ACCORDANCE

The millionaire's donation was allocated wishes.

You are going to read a review of a book about birds. 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.

32

Birdlife, by Glenda Hurst, reviewed by Carl Truman

Birds are present in our lives in so many ways – as pets, as part of many people's diet, even as a source of inspiration – that Glenda Hurst's *Birdlife* is, in some respects, a welcome miscellany of fact and fiction. Her previous book, *Gold*, was a best-seller, and Hurst has, understandably, chosen to repeat a winning formula. In that book, each chapter focused on a different aspect of the metal, from its financial use to edible gold leaf, but the apparently random order of chapters meant *Gold* lacked continuity: there was no sense of the author presenting a case and leading us through the steps of her argument. While each chapter was interesting enough in itself, overall the book seemed lightweight, a series of magazine articles. Nevertheless, *Gold* sold in large numbers, and I see no reason why *Birdlife* should not repeat that success.

33

Birds have played a role in myths for millennia, from ancient China to Egypt to Central America, and birds are often used as symbols: the dove to represent peace, the eagle for power and so on. In her chapter on mythology, Hurst takes the reader on a world tour at breakneck speed, but the lack of comparison and cross-referencing means that readers are often left to their own devices if they wish to interpret the information or identify similarities between cultures. Furthermore, this approach means that a fair amount of potentially tedious repetition is unavoidable. There is a great deal of detail and not enough synthesis, leaving the reader wondering what point, if any, is being made.

34

I enjoyed the chapter on birds working with human beings. It gives the familiar example of taking canaries into mines so that if methane or carbon dioxide is present, its effect on the bird gives the miners early warning of danger. However, I suspect I am not alone in being unfamiliar with the East African honeyguide, a wild bird which leads people to bee colonies. The men searching for honeycomb make specific noises, and when the honeyguide hears them, it replies, with a particular call that it restricts to that one situation. The people smoke out the bees and take the honeycomb, leaving a little as a reward for the bird – which in this way avoids having to tackle the bees itself. This is thought to be the only instance of birds in the wild deliberately communicating with human beings to the advantage of both parties.

35

An area that has seen a great deal of research in recent years is bird migration, a phenomenon that used to be totally misunderstood: a couple of centuries ago, it was thought that birds that disappeared for the winter were hiding in mud. We now know a great deal about migration. The Arctic tern, for instance, breeds in the Arctic, flies south to the Antarctic in August or September, arriving back in May or June – a round trip of over 70,000 kilometres. And the bird appears to be determined to reach its destination: even if fish are being caught below it, and birds that are not migrating dive down to steal some, the Arctic tern cannot be deflected from its journey. Although the Arctic tern holds the record, feats on this scale are far from rare.

3

Birdlife ends with a short epilogue in which Hurst lays out her vision of an ideal future: restoring habitats that have been transformed by drainage or by grubbing up hedges, in both cases to improve agriculture; from the birds' point of view, their habitat is damaged or even destroyed. It is here that Hurst reveals her true colours, as food production comes a poor second to protecting an environment in which birds can thrive. Reverting to the farming methods of the past is a forlorn hope, however: she can hardly expect us to sacrifice the enormous increase in agricultural output that we have achieved, when even that is not enough to feed the world's population.

While *Birdlife* has little to say to serious ornithologists, professional or amateur, if picked up in an airport bookshop or given as a present, it might well broaden the horizons of others.

31 The reviewer mentions *Gold* in order to

- A emphasise the wide range of topics that Hurst covers in each book.
- B explain what he sees as a weakness in Hurst's approach.
- C support his opinion that *Birdlife* deserves to be very popular.
- D express his disappointment with *Birdlife* in comparison with *Gold*.

32 The reviewer suggests that in the chapter on birds in mythology, Hurst

- A misses opportunities to draw conclusions from the information she presents.
- B misunderstands the significance of some of the myths that she mentions.
- C uses repetition rather than discussion to support her interpretations.
- D tries to cover too wide a range of cultures.

33 The reviewer refers to the honeyguide to suggest that birds

- A and human beings can co-operate to their mutual benefit.
- B can be trained to assist human beings.
- C could be exploited by human beings to a greater extent.
- D are not as useful to human beings as is sometimes claimed.

34 The phrase 'feats on this scale' (line 27) refers to the ability of some birds to

- A avoid getting distracted.
- B survive without eating.
- C live in cold climates.
- D fly long distances.

35 What does the reviewer say about the epilogue?

- A It overestimates the damage done to birds by changes in agriculture.
- B It reveals Hurst's lack of understanding of certain subjects.
- C It is unlikely to have the effect that Hurst would like.
- D It convinced him that Hurst's concern for birds is justified.

36 In the text as a whole, the reviewer gives the impression of thinking that *Birdlife*

- A reveals how much more there is to discover about its subject.
- B is readable without providing new insights into the subject.
- C provides a clear overview of a subject with many facets.
- D is unusual in bringing together diverse aspects of the subject.

You are going to read extracts from an article in which four artists give their views on the creative process. For questions 37–40, choose from the artists A–D. The artists may be chosen more than once.

Mark your answers on the separate answer sheet.

The artist at work

Four artists give their views on how they create their work.

A

When you convert something from the real world into a painting, it has to function within the painting. And when it comes down to it, everything is a form of geometry on a flat surface, so when I look at something and consider using it in a painting, I spend ages trying to make sure that the geometry will work. With one object, I might see pretty quickly how to compose the painting, but I might reject another one because it just doesn't seem right. Then I work out how to get from that starting point to the finished painting. At the back of my mind, there's always the nagging thought that really, I want people to look at the finished painting and make some sense of it, regardless of what that is. All in all, I'm under so much self-imposed pressure while I'm working that it's a great relief when a painting is finished.

B

What my drawings depict doesn't concern me as much as drawing them. I'm just not interested in knowing about, say, what images tell us. That cat, those stairs, this or that tree is really just a support for the drawing itself. They're all chosen pretty arbitrarily, as a means to a drawing's own end. People have the habit of reading an image, but my activity is different from that of a reader. This really works for me when the drawing itself is allowed to appear slowly on behalf of the things it depicts. I really let the painting evolve in its own way, until I realise that it's complete. I'm always surprised how tense I feel while I'm painting, though – it's a bit like giving birth. And when I finish, it generally takes me days to recover.

C

People often describe my paintings as abstract. I don't consider them abstract because I'm working from a somewhat indistinct and hazy place towards a very specific and concrete image. I'm constructing an image from an object or shape that has to mean something to me, though it may be nothing to other people, and I try to define it very clearly, so it becomes legible. But if in the end people can't see it as I do, so be it. After making that initial choice, I let the painting itself take over – it's a very spontaneous process. I usually feel as though I'm in the hands of the painting, almost its slave, having to do whatever it requires, however unreasonable it seems at the time. When the painting's complete, I have a strong emotional reaction, a kind of euphoria at having survived.

D

I'm usually surprised by how my paintings turn out, because I don't feel I exert control over what happens. The subject slips away if you try to grab it. When I paint a real place, it's less a celebration of the ordinary than a demonstration of the idea that by painting something that is apparently nothing, it has the opportunity to become everything in the eyes of anyone who sees it. I suppose that's one of my motives for painting – to make people observe. Why I happened to paint this place rather than that has no significance – it could simply be finding somewhere to sketch without being run over (I usually sketch in the street). It's what I do with it then that matters. I know artistic creation is often seen as a struggle with something inside; well, for me it's almost the reverse, almost a relaxation – painting is an escape from the demands of everyday life.

Which artist

shares artist C's opinion on whether other people should share the artist's interpretation of their paintings?

37	
----	--

expresses the same opinion as artist D regarding the choice of subject matter?

38	
----	--

has a different opinion from artist C on how they experience the act of painting?

39	
----	--

expresses a different view from the others on whether the painting process should be consciously planned?

40	
----	--



You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs **A–G** the one which fits each gap (41–46). There is one extra paragraph which you do not need to use.

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

Is work changing?

Cromford Mill, in the north of England, is now a museum, but when it was constructed in 1771, it was the site of one of the most influential workplace experiments ever seen. This was where textile entrepreneur Richard Arkwright set up shop. Cotton-spinning had been a cottage industry, but at Cromford Mill, spinners from all around came together to use machines provided by Arkwright. It was the world's first factory, and it was soon followed by many more.

41

There are good reasons why the model has flourished. Centralising production allowed for dramatically greater efficiency. And bosses – then as now suspicious that workers were not always working hard – could keep an eye on them.

42

Two of the biggest forces changing work and the nature of the company are technology and demographic shifts. Unskilled work still exists, as does highly skilled work, but the jobs in the middle have to a large extent been automated or outsourced away. Furthermore, technology has made the move to an economy based on knowledge, not skills, possible.

43

As a result of such changes, many of the old certainties are breaking down. You often hear it said that people used to work for money – very much a hangover from the Industrial Revolution, when work was viewed as a straight trade of time for money – but now it's claimed that we are more interested in having rewarding work.

44

In other words, what we mean by the workplace is changing – it's no longer always a grand (or otherwise) building with the company's name on top. Increasingly, we can work anywhere – in a coffee shop or at the kitchen table. The demand that employees work in more flexible ways is encouraging this trend, with workers (especially younger generations) no longer expecting to be chained to a desk from nine to five every day.

45

In a world of decentralised, non-hierarchical organisations, permanent full-time employment could become the exception. So will the firm of the future be made up of loose groupings of self-employed people, forming and re-forming on a project-by-project basis? Will workers effectively be their own chief executives, using technology to sell their skills to the highest bidder and with little attachment to a place of work, each other or the firms that employ them? It's tempting to think so, but reality is starting to interfere with this picture.

46

There is one particular reason why tomorrow might turn out to be not so different from today: human nature. We are social creatures and tend to be at our best in groups rather than operating alone. Work is where we bond, gossip, fight, love and hate – in short, it's where we live.

So the prospects for at least some of the familiar aspects of the old Arkwrightian corporate model may not be quite so bleak as painted. Yes, things are changing, but the advocates of the brave new, networked world should remember that work is not the only – or, arguably, even the most important – thing we do when we are at work.

- A In addition, we are all living longer and working for longer. In fact, in some countries there are now reckoned to be four or even five distinct generations making up the workforce.
- B For firms, this can seem a no-brainer – they save money on expensive office space while giving their employees a valuable and appreciated perk. It can be tough to implement, though video conferencing and private networks have improved things greatly.
- C But times are changing, and the pace and uncertainty of the modern world demand more flexibility and responsiveness than hierarchies like this can provide. Organisational structures need to be based on serving the customer rather than preserving the rank and status of managers.
- D This is true up to a point, but perhaps more significant is the erosion of the boundary between work and other parts of life – education, leisure, play; between me-in-work and me-in-my-own-time.
- E Above all, this format is popular because it works. Or rather, it worked, as, after over 200 years, some observers reckon that the end of employment as we have known it may be near. Are they right?
- F Of course, we are living in a time of disruption, change and novelty, but the fact is that there are also strong continuities with the past. As a result, that unstructured form of work may remain a dream.
- G This groundbreaking idea has become the norm for millions of us to this day, whether we are architects or economists, agronomists or oculists, because modern offices are based on exactly the same principles. They are places where you go in order to work for specific hours, using facilities and equipment provided by your employer to do a job, for a wage.

You are going to read a magazine article in which five careers advisers write about going to university. For questions 47–56, choose from the extracts (A–E). The extracts may be chosen more than once.

Mark your answers on the separate answer sheet.

Which careers adviser

- recommends being prepared for any job applications young people might make? 47
- claims that the public perception of students applies only to a minority? 48
- suggests doing what is necessary for students to feel at ease in their room? 49
- mentions some potential drawbacks of working during term time? 50
- warns of the danger of borrowing money? 51
- recommends formulating a financial plan to cover a period of time? 52
- suggests being adventurous with regard to non-academic interests? 53
- contrasts university studies with studying at school? 54
- recommends caution concerning socialising? 55
- points out that students are not the only ones affected by being away from their loved ones? 56

Going away to a UK university

A
Going away to university is likely to be a major turning point in your life. After all, it's probably your first time away from your home and family, perhaps living in a room that is far less comfortable than you are accustomed to, and having to take responsibility for yourself, for everything from getting up in the morning to making sure you can afford whatever textbooks you need. Your experience until now has probably been that homework was pretty much regulated, with repercussions if you didn't do it; a degree course requires far more independent work. A few people go to university determined to prioritise their social life. Although that tends to be the stereotype that everyone knows, most students are level-headed, and don't merit the bad reputation that they suffer from as a group.

B
Unless you have an income of your own, or your parents provide you with one, being a student can make you wonder where your next meal is coming from. It's useful to draw up a budget, listing your likely outgoings during the term – not forgetting the rent for your room, if you pay in instalments – and how much you'll have available. If the figures don't balance, the only way to survive may be to find part-time work, such as serving in a restaurant two or three evenings a week. At least you'll meet members of the general public, which is preferable to spending your entire time with other students. However, there's the danger of falling behind with your studies, or not having enough time to sleep. And let's face it, if your friends are planning a fun evening and you have to go to work instead of joining in, it could be very frustrating!

C
As soon as you arrive, you'll start meeting new people. It may be that nobody you know from school has gone to the same university, so you're surrounded by strangers. Certainly get to know as many people as possible, but remember that initial enthusiasms can soon fade, so if a friendship doesn't endure more than a week or two, it's no

reflection on you. On the same subject, don't let yourself get caught up in a group that is more affluent than you are: unless you can withstand pressure easily, you might try to keep up with them, and find yourself heavily in debt. Many students look for part-time jobs to supplement their income, but this may not always be advisable.

D
Many universities hold a 'freshers' week' for new students, which is a chance to meet people, make new friends and join university clubs. It's all too easy to just carry on with what you did while you were at home – tennis, singing, or whatever. Instead, you should see this as a good chance to try something new, or something you'd never imagined doing before. Universities often cater for minority interests, for instance providing facilities for sports that are uncommon elsewhere. If you need to earn some money, this may also be a good time to find out from the university about internal work opportunities, perhaps in the library or the registrar's department. Ensure your CV is up-to-date and accessible on your computer, because you'll need to produce it every time you go after a position.

E
Whether you're living in a university hall of residence or sharing a flat, you should make your space truly yours; paradoxically, this is particularly important if getting a job means you spend very little time there. Ideally, it will have an area for studying: as you probably found when you were at school, a comfortable chair is a good aid to reading and writing. You shouldn't need to spend any money – some photos or favourite posters brought from home are enough to make a big difference. Even if you're only going to be there for a matter of months, living and studying will be much less challenging if you have a comfortable base. Remember, too, that your going to university may be a big change for your family, so don't live so much in the present, exciting though it is, that you forget to keep in touch with them.

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

- 1 Your class has listened to a panel discussion about the benefits to a country of people gaining experience of life abroad. You have made the notes below:

Benefits to a country of people spending time abroad

- business
- culture
- understanding

Some opinions expressed in the discussion:

“People who’ve spent time abroad are then well equipped to conduct business with different countries.”

“It teaches people about different traditions in local cultures.”

“People become aware that there are other ways of looking at the world.”

Write an essay discussing **two** of the benefits in your notes. You should **explain which benefit you think is most important, giving reasons** in support of your answer.

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

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **220–260** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the page.

- 2 The firm that you work for would like to use an external IT company to maintain equipment and train employees. Write an email to an IT company that has been recommended to you.

Your email should explain

what your firm does, what kind of maintenance work you require, and why your training needs are urgent.

Write your **email**.

- 3 You recently completed a new course at an international college. The College Principal has asked you to write a report on the course highlighting its strengths and weaknesses. You should also make recommendations about how the course could be improved.

Write your **report**.

- 4 Your local town council would like to improve the appearance of the town by creating more green spaces and by introducing more street art such as sculptures or wall paintings. Write a proposal for the council in which you make specific suggestions about both green spaces and street art. Your proposal should also explain how you think your suggestions will improve the quality of life in your town.

Write your **proposal**.

01 You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two friends discussing the woman's new job.

- 1 What is the woman doing during the conversation?
 - A admitting that she has made a mistake
 - B justifying a decision she has made
 - C complaining about too much work
- 2 With regard to her working hours, the woman is pleased that
 - A she now starts work later than she used to.
 - B she doesn't need to work on Friday afternoons.
 - C she can sometimes work when nobody else is present.

Extract Two


You hear two friends discussing a play they have both seen.

- 3 What did the woman think of the play they saw?
 - A She was disappointed with the production.
 - B She found it an entertaining production.
 - C She had her eyes opened by the production.
- 4 What do they agree was an effective aspect of the production?
 - A the lighting
 - B the sound
 - C the scenery

You hear a man telling a friend about a phone call he has just had.

- 5 How does the man feel about Isabel not helping him?
 - A He is surprised that she has changed her mind about it.
 - B He is annoyed that she won't do what she had agreed to do.
 - C He is disappointed that she is unexpectedly prevented from doing it.

- 6 How will the man solve his problem?
 - A He'll ask somebody else for a lift to the conference.
 - B He'll cancel his booking for the conference.
 - C He'll arrive late at the conference.

 **02** You will hear a woman called Susan Foster talking about holidays organised by the company that she works for. For questions **7-14**, complete the sentences with a word or short phrase.

BENNETT'S HOLIDAYS

The company originally organised inclusive one-day trips by **(7)**
 from Manchester to the English Lake District.

The company now specialises in holidays in **(8)** and South America.

Susan uses the word **(9)** '.....' to sum up her opinion of Buenos Aires.

One option in Buenos Aires is to go up in a **(10)** at sunset for an aerial view of the city.

Susan is particularly impressed by the **(11)** of Montevideo.

One tour includes a three-day visit to see mountains and **(12)**

Susan mentions the penguins and two species of **(13)**
 that can be seen off the Valdes Peninsula at certain times of the year.

A holiday in Argentina can include a one-day round trip by train to a **(14)**

2.03 You will hear a conversation on a local radio station between a presenter and Angela Staveley, the director of an arts festival in the town of Marston. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 What was the town council's main reason for holding a festival?
- A to celebrate an important landmark in the town's history
 - B to encourage different groups of people to mix
 - C to collect money for local charities
 - D to raise the town's profile
- 16 Angela was appointed as festival director because of her
- A experience of running festivals.
 - B skill at managing large-scale events.
 - C useful contacts with artists and performers.
 - D familiarity with a wide range of arts.
- 17 What difficulty has Angela had organising the festival?
- A making sure everything is done in time for the festival
 - B raising enough funding to cover the full cost of the festival
 - C making use of all the offers of help she has received
 - D finding people with the areas of expertise she needs
- 18 How does Angela feel that organising the festival is affecting her?
- A It is teaching her a great deal about working with people.
 - B It is making her aware that her reactions are sometimes inappropriate.
 - C It is proving to her that she can cope with stress better than she thought.
 - D It is making her realise that she should change the way she works.
- 19 Angela and the interviewer agree it is a good idea for the programme
- A to present the widest possible variety of art forms.
 - B to form connections that make one event lead into the next.
 - C to make links between the events and aspects of the town.
 - D to give local clubs and organisations an active role in the festival.
- 20 How does Angela feel about organising another festival in the future?
- A She would want to take part in the early decision making.
 - B She would be interested in organising one that is not for the arts.
 - C She would like to have a different role in a festival.
 - D She would need to have more assistants.



You will hear five short extracts in which people are talking about speaking to the store manager in a shop.

TASK ONE

For questions 21–25, choose from the list (A–H) the reason each speaker gives for speaking to the store manager.

- A to exchange a faulty purchase
- B to cancel a delivery
- C to get the price of a purchase reduced
- D to place a special order
- E to get information about some products
- F to complain about poor service
- G to return an unwanted item
- H to praise a shop assistant

Speaker 1 21

Speaker 2 22

Speaker 3 23

Speaker 4 24

Speaker 5 25

TASK TWO

For questions 26–30, choose from the list (A–H) how each speaker felt after speaking to the store manager.

A shocked that the manager didn't believe them

B disappointed that their loyalty to the store was undervalued

C relieved that the manager seemed sympathetic

D confused by the manager's attitude

E embarrassed at having made a mistake

F determined never to go to the store again

G reluctant to accept the manager's offer

H irritated by the manager's behaviour

Speaker 1 26

Speaker 2 27

Speaker 3 28

Speaker 4 29

Speaker 5 30

While you listen you must complete both tasks.