

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 allows B lets C makes D gives

0	A	B	C	D
---	---	---	---	---

A wearable book

Researchers at Massachusetts Institute of Technology have created a 'wearable' book which (0) the reader to experience the main character's emotions.

Using a combination of sensors, the book senses which page the reader is on and (1) vibration patterns through a special vest. The vest (2) a personal heating device to change skin temperature and a compression system to (3) tightness or loosening through airbags. The book itself has 150 LEDs to create ambient light which changes depending on the (4) and mood of different sections of the book.

The researchers used a science-fiction novella, *The Girl Who Was Plugged In* by James Tiptree Jr. as their prototype story for (5) the wearable book. They (6) it because it 'showcases' an incredible (7) of locations and emotions. The main protagonist experiences both deep love and ultimate despair, the freedom of Barcelona sunshine and the captivity of a dark, damp cellar. Volunteers who have tried the vest have (8) the experience as 'remarkable'.

- | | | | |
|---------------|--------------|---------------|--------------|
| 1 A provokes | B impels | C originates | D triggers |
| 2 A contains | B involves | C consists | D occupies |
| 3 A realises | B conveys | C passes | D constructs |
| 4 A setting | B position | C environment | D part |
| 5 A enabling | B developing | C affecting | D imagining |
| 6 A took | B kept | C picked | D got |
| 7 A scale | B size | C amount | D range |
| 8 A commented | B described | C called | D explained |

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

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0 O R P E R

Employing an intern

Interns are typically graduates who come to work in a business for a short time in (0) to gain experience. (9) done right, the arrangement can work well for both the intern and the business. So here's (10) to do it right.

Above all, you need to think carefully about what you want to gain from employing an intern. Your priority might be to create stronger ties (11) your local community, for example, or to provide a way of getting young ideas into the business – (12) it is, you need to have a clear vision from the outset.

Then you need to give careful thought (13) the recruitment process. (14) the fact that an intern may only be with you for a short time, they will still be privy to the innermost workings (15) your business, so you should take the time to choose carefully. You need to find someone (16) qualities match those you would look for in a permanent employee.

Advice

9 You need a conjunction here. There are two possibilities, but you must only write one of these.

10 You need a connector that conveys the idea of the way it which.

11 The preposition you need here is often used with synonyms of 'ties' like 'connections', 'links' and 'associations'.

12 This is one word that means 'no matter what'.

13 Read the whole phrase, not just the previous word, before deciding which preposition you need here.

14 The word you need is part of a connecting phrase that has the same meaning as 'although'.

15 You are looking for the right preposition here.

16 Which relative pronoun would make this sentence hang together?

Test 2 Exam practice

Reading and Use of English Part 3

Page 20 Action plan

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

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).

Mark your answers on the separate answer sheet.

Example: 0 I N C I D E N C E

Exercise and happiness

There is evidence to show that regular exercise and sport are associated not only with physical fitness but also with a lower (0) of depression. Scientists have been conducting research to discover why people who exercise on a regular (17) frequently report that physical activity improves their mood, making them feel calmer and less (18) Explanations as to precisely why it is mood-enhancing differ, with some researchers arguing that exercise may be acting as a (19) from negative thoughts, while others claim that it is developing a (20) of a new skill that is the most (21) factor.

In addition, it is (22) true that the social contact which participation in sporting activities often involves also plays its part in mood enhancement.

Whatever the reasons may be why (23) activity should have such a powerful effect on how people feel, it has been shown that exercise is as potent as any medication against (24)

INCIDENT

BASE

APPREHEND

DIVERT

MASTER

SIGNIFY

DENY

VIGOUR

DEPRESS

Advice

- 17 What part of speech is required here?
- 18 If you are not sure what adjective form of 'apprehend' is, perhaps you know the adjective form of 'complete' and this may help you.
- 19 Remember that the final consonant of a word sometimes changes when it word becomes another part speech.
- 20 There are two possible abstract nouns with this root 'masterfulness' and 'mastery' – but which fits the meaning here?
- 21 Do you need a positive or negative word here?
- 22 Do you need a prefix, help or not?
- 23 Remember also the spelling change that occurs the middle of this word when you add the adjective suffix.
- 24 Thinking about the noun forms of other words ending in '-press' (e.g. 'impress', 'suppress', 'compress') may help you to find the right to here.

Test 2 Exam practice

Reading and Use of English Part 4

Page 22 Action plan

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 three and six words, including the word given. Here is an example (0).

Example:

0 Milly burst out laughing when she saw herself in the mirror.

SIGHT

Milly burst into herself in the mirror.

The gap can be filled with the words 'laughter when she caught sight of', so you write:

Example: 0 LAUGHTER WHEN SHE CAUGHT SIGHT OF

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

25 They all assume that James will be willing to work late.

GRANTED

Everyone that James will be willing to work late.

26 As far as I'm concerned, this is the best college to study at.

RATHER

There study at than this one.

27 You need to make up your mind about the topic for your dissertation soon.

COME

You must about the topic for your dissertation soon.

28 Given that Sarah hasn't contacted us, I think she probably caught her flight.

MISSED

If Sarah have been in touch with us.

29 My boss said I should do some work on my French so I could take part in meetings.

BRUSH

My boss encouraged so I could take part in meetings.

30 Tina said she was pleased I had let her know what was going on.

PICTURE

Tina thanked me about what was going on.

Advice

- 25 Does 'everyone' need a singular or a plural verb?
- 26 Which auxiliary or modal verb is used with 'rather' to mean 'prefer'?
- 27 Which verb + preposition collocates with 'a decision' and means 'decide'?
- 28 Think about the meaning of both sentences – do you need to talk about Sarah catching or missing the plane in the second sentence?
- 29 'Encourage' takes the same structure as several other verbs relating to how people affect what others do, e.g. 'want', 'tell', 'ask', 'persuade'.
- 30 Which idiom with 'picture' has the meaning of 'keep someone informed'?

Review

Tick (✓) the pieces of advice which you think are good tips for Reading and Use of English Part 5.

- 1 Read the text carefully before looking at the questions.
- 2 Read the questions carefully and make sure you choose the answer that matches the question.
- 3 When answering a question, find the relevant bit of text and read it again very carefully.
- 4 Do not expect to understand every word in the text.
- 5 You can often work out the meaning of unfamiliar words and expressions from the context.
- 6 Do all the questions you can first then go back and look again at the harder ones.
- 7 Do not leave any questions out – if you are not sure of the answer, pick the one that seems most likely.

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

You are going to read an article from a magazine written by a man who teaches survival skills. 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! Help yourself prepare for the Reading and Use of English paper by reading a variety of types of text in English.

Tip! Remember that many words in English have a number of different meanings. If something does not seem to make sense in its context, consider whether it might have a different meaning.

The importance of fire

We share our lives on this incredible planet with many other creatures, each of which has its own special trait or survival skill, a characteristic attribute by which it can be defined. Our special trick gives us the impression that we are in some way elevated above other animals, but of course we are not; it is important to remember that we are mammals, upright walking creatures, descended from an ancient line of apes believed to have originated in Africa. With a free thumb, we have the ability to fashion tools easily. It is believed that we have been making tools for more than 2.5 million years. Yet that does not define us. Other animals can make tools, too: sea otters use stones to break open oyster shells, and other primates even fashion weaponry for hunting.

What I believe defines us as human is our mastery of fire. Before we assume that we are the only users of fire in nature, we should think again. Just last year I watched hawks in Australia pick up burning sticks from a bushfire and drop them to spread the fire, flushing out or scorching potential prey. But no other creature has been found who can make fire at will.

See next page

In the world of archaeology, the earliest sign of human control of fire is a hotly debated topic, with few definite remains surviving from such antiquity. However, evidence appears to show fire hearths dating from one million years ago. It is reasonable to assume that fire was originally obtained from natural sources such as bushfires, which could then be kept burning.

Fire altered humankind's potential for ever. Now, we wielded a tool powerful enough to keep even the most ferocious early Palaeolithic predators at bay; the fear of nocturnal dangers was dispelled; and the fire became a focus for life, around which our forebears could gather in good cheer. (That sight is still played out nightly in the villages of the San Bushmen of the Kalahari.) In the flames and coals of their fires, our ancestors learned to alter their food, to improve its flavour, to neutralise plant toxins and destroy harmful bacteria. Consequently, our dietary range grew and diversified. It has been argued that our 'fire-improved' diet may well have been a catalyst for the development of our large brain.

Until fire was harnessed, the length of the day was determined by sunlight; firelight extended the working day, made time available to communicate, to share ideas and be creative. In the sign language of Native Americans, the concept of meeting for a talk is defined by coming to a fire and sharing ideas, and even today the footlights of our theatres mimic the flickering light of a fire on the face of an ancestral storyteller. We don't have to have been there to realise that the question of how to make fire from scratch would have occupied the minds gathered at the campfire. If I could travel back in time, I would hope to witness the first of our ancestors achieving this remarkable skill. The consequences of that first ember were astonishing. No modern invention comes close in importance to the creation of the first fire. For more than 30 years, I have been teaching students how to make fire, by every primitive means known. Although we will never know which was the first method of fire-lighting, some things never change. Each time a student succeeds in friction fire-lighting, their face lights up with a huge sense of achievement. Like an ancient ritual, the drama of the first fire is relived.

Being able to make fire at will brings confidence. Our ancestors were able to spread out, exploring their landscape in smaller foraging parties with fire for safety and with smoke to locate each other again. (I have witnessed Aboriginals in Australia's Arnhem Land watching for smoke across flooded swamps to track the movements of family members.) Now, even colder landscapes posed little obstacle as our ancestors migrated across the planet, perhaps clinging to the unexplored coastline or following seasonal migrations of game inland. The fireside became our most important laboratory. Here, as we stared into the flames, we observed the way fire could transform materials. We learnt to harden the points of wooden spears, to soften thermoplastic tree resins and use them as adhesives. Here, too, we would discover that clay could be hardened into pottery. The process of scientific investigation was reinforced along the way through observation, hypothesis and experimentation. Inevitably, we discovered metal and the rest is history. Everything flows from here, from the clothes we wear to the incredible devices contained in our pockets and the means by which my words reach you now. All this derives from our mastery of fire.

Review

Answer the questions about Reading and Use of English Part 6.

- 1 What is the connection between the four texts? 3 Will you find the answer to each question by looking at just one of the texts?
- 2 There are four questions: Does that mean that there will always be one A, one B, one C and one D answer? 4 Is it better to read the questions or the texts first?

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

You are going to read extracts from articles in which four writers give their opinions on the relationship between the study of literature and job prospects. For questions 37–40, choose from the extracts A–D. The extracts may be chosen more than once.

Tip! Remember to look quickly at the questions before you read the texts.

Tip! Remember to write down the letters for each of the possible answers after each question and then to score them out as you eliminate them.

Mark your answers on the separate answer sheet.

The relationship between the study of literature and job prospects

A

Most of the lecturers from university literature departments interviewed in our survey said their aim is to provide an education for its own sake rather than to focus on any skill likely to be required in the workplace. However, they also believed that what they were teaching would stand students in good stead in their future employment. Their main argument was that appreciation of writing style makes students more effective employees when they join the workforce. Yet, curiously, none of the lecturers reported actually stressing that point in their classes. As a result, few students ever considered mentioning this skill when it came to applying for work. Had they done so, provided that their claims were reinforced by a well-written application, they might have found it more straightforward to acquire a position.

B

Literature students are often concerned about the utilitarian value of what they are doing. This is understandable, but it is misguided. It is undoubtedly true that few jobs will require an employee to discuss a poem's rhyme scheme or to consider the influence of one 19th-century novelist on another. But life is about more than simply one's employment prospects. Literature teaches us about ourselves and other people and why we behave as we do. It encourages us not just to read, but to reflect on what we have read, and this makes us much more rounded people. It achieves this by helping us to examine our assumptions and the ways in which we relate to the world. The lessons of literature have a profound impact on our minds and souls, and surely this is as significant as any of the practical skills whose importance no one questions.

Advice

31 The question asks about the main point or the main reason, then the text is likely to mention several points or reasons, but one will be identifiable as more significant than the others.

32 Think carefully about not only what the writer says but also about what impressed him.

33 Notice the extent of the evidence and whether that evidence and information archaeologists have uncovered.

34 The information in paragraphs about the parents' studies about the Bushmen's starting deep in the paragraph rather than forward.

35 The expression 'from scratch' in the relevant section of text means 'from the very beginning, without previous use of naturally starting bushes'.

36 The sentence that follows the line about confidence explains why increased confidence was a result of the discovery of how to start a fire when fire was needed.

What is the main point the writer is making about the human ability to make tools?

- A It is only possible because of the way the human hand is structured.
B It is important but not the unique talent that it is sometimes considered to be.
C It is one of the characteristics that sets people apart from most other creatures.
D It has allowed human beings to develop the way of life that they have.

What impressed the writer about the hawks he observed in Australia?

- A They were not afraid of fire.
B They seemed to be cooking their prey.
C They were able to start a fire.
D They took advantage of a bushfire.

The writer says that archaeologists investigating people's relationship with fire

- A have proved that humans have sat round fires for at least a million years.
B disagree about exactly when and how people began to master fire.
C have found evidence to show people first took fire from fires occurring in nature.
D are still searching for remains to support their theories about the control of fire.

According to the text, the San Bushmen of the Kalahari

- A continue to gather around a fire every evening.
B still cook their food on an open fire in their villages.
C live in the same way as many generations of their ancestors.
D use fire to destroy harmful elements in their food.

What does the writer say he would like to have experienced?

- A the very first stories that were told around a fire
B the discussions that led to people being able to make fire
C the original creation of fire by human hand
D the way the discovery of fire transformed life for ancient peoples

The writer says that being able to light a fire whenever you wished brought confidence because

- A it stopped people fearing the cold.
B it led to the discovery of metal.
C it started a scientific revolution.
D it enabled safer travel.

When students are worried about the job market, when they perceive an urgent need for job skills and training, how do I argue for the value of the study of literature and the humanities more broadly? Well, I do what any judicious participant in the neoliberal university does: I tell them that the study of literature will make them entrepreneurial. It will make them attractive to employers because they will be adaptable and flexible. They will have good critical-thinking skills and be better writers than most of the people competing for those same positions. They will be able to manipulate and manage a wide range of information. They will become comfortable with ambiguity. They will learn empathy, which will help them deal with people from a wide range of backgrounds. They will become creative problem-solvers, which is so crucial in the 21st-century knowledge economy.

D

The pragmatic English literature student will consider doing a combined degree course. Studying English with another subject, such as psychology or Spanish, will bring enormous benefits in terms of employability. Such graduates will develop a wider range of skills, and far more employers will be prepared to consider their applications. It is also the case that an unusual proportion of joint honours graduates end up in managerial positions. This may be because such students have shown themselves capable of multi-tasking and of coping with an exceptionally heavy workload. The choice of which subject to combine with English is, of course, not unimportant. One with a more transparently practical element is advisable; thus, a foreign language or psychology may prove more sensible choice than, say, history.

Which expert

shares expert B's opinion on the relationship between studying literature and understanding human psychology?

has a different opinion from the other experts on whether a literature degree will help with employment prospects?

shares expert A's view on the need for students to be aware of the skills they are gaining?

shares expert C's view on the way in which literature develops thinking skills?

Follow-up

Which of the tips did you follow when you did this task?

☐ 37

☐ 38

☐ 39

☐ 40

Tip: If you find one question difficult, leave it and do the other ones – as you do those, you may notice clues that help you with the harder question.

Advice

37. Look at the question carefully. It asks for the relationship between studying literature and understanding human psychology. Expert B says that a literature degree will help with employment prospects. Expert A says that a literature degree will help with employment prospects. Expert C says that a literature degree will help with employment prospects. Expert D says that a literature degree will help with employment prospects.

Test 2 Exam practice

Reading and Use of English Part 7

Page 33 Task information

Page 35 Action plan

Review

1 Put these stages for dealing with Reading and Use of English Part 7 in order (1–6).

- A Look before and after the gaps for clues as to what must fill the gap.
B Work through the remaining gaps in turn, checking which of the remaining options fits each one.
C Look at the title to see what the text is going to be about.
D Read through the whole text with the paragraphs you have chosen in place – does it all make sense?
E Read through the text (but not the options) to get an idea of the structure of the text.
F Read through the options. Are there any paragraphs that you can immediately place?

2 What goes before and after?

Go through the exam practice text below and on the following page and underline any words or phrases in both the text and the options (A–G) that seem to refer to something outside that paragraph.

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

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.

Tip: Looking immediately before and after the gap will help you to work out what you need to find in the missing text.

Mark your answers on the separate answer sheet.

Yukon: Canada's Wild West

A modern-day minerals rush threatens one of North America's last great wildernesses

Shawn Ryan recalls the hungry years, before his first big strike. The prospector and his family were living in the Yukon, in a metal shack on the outskirts of Dawson, the Klondike boomtown that had declined to a ghostly remnant of its glory days. They had less than \$300 and no running water or electricity. One night, as wind sneaked through gaps in the walls, Ryan's wife, Cathy Wood, worried about that they and their two children might even freeze to death.

41

streets, stopping to chat and trade rumours of the latest strikes and price spikes.

42

It's well worth that investment in technology and people. The claim-staking boom may have cooled since the price of gold has stabilized, but an ongoing high demand for minerals and the Yukon's industry-friendly regulations continue to attract mining companies from as far away as China. Shawn Ryan's business is as successful as any of them.

43

The minerals rush has reanimated Dawson's bars and hostels, whose facades glow in pastel hues during midsummer's late-night sunset. The scene could be from more than a century ago, with bearded men bustling along wooden sidewalks and muddy

44

In his small office, radios and bear-spray canisters surround a trio of computer screens atop a plywood table. A self-taught geologist, Ryan uses the left-hand screen to

Advice

41 What is the situation in the first paragraph of the text? Which paragraph takes that situation a little further?
42 What does the sentence that follows this gap suggest about what has just happened?
43 Look at the sentence just before and the sentence just after this gap. What do they tell you about what might be the missing paragraph here?

Page 38 Task information

Page 40 Action plan

Review

Which of these pieces of advice are good ones for Reading and Use of English Part 8?

- 1 Read the questions before you read the texts.
- 2 Read the texts before you read the questions.
- 3 Read one text and find all the questions associated with that text before moving on to the next text.
- 4 As you read the questions, think about other words that might be used to express the same idea.
- 5 Skim the texts first when trying to find an answer then check you have found the right answer by reading the text in more detail.

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

You are going to read an article about taking up running. For questions 47–56, choose from the sections of the article (A–D). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

In which section does the writer

- A explain why a friend's idea not to do something alone turned out to be a good one?
- B comment on how she helped herself to overcome a psychological barrier?
- C describe what she did to prepare herself physically immediately prior to an event?
- D explain why running is an appropriate activity for her?
- E mention how she solved a physical problem?
- F suggest that something was less daunting than she had anticipated?
- G mention receiving some useful pieces of advice?
- H say why running is good for your physical wellbeing?
- I comment on how an unexpected situation had a negative effect on her?
- J reflect on when she realised her initial attitude to running had changed?

Advice

Tip! Read the questions first so you know what to look out for when you read the texts.

Advice

47 What was the writer's clear opinion where we learn about how it turned out in practice?

48 What is often a psychological barrier that prevents people from doing an activity?

49 What is another way of saying immediately prior to?

50 In which part of the text does the writer refer to her own circumstances and in which part does she also talk about the benefits of running?

51 What part of the body are runners particularly likely to have a problem with?

52 Give me something daunting how do you feel?

53 What other words might be used instead of useful pieces of advice?

54 Which part of the text is run said to be particularly good for?

55 Is something has a negative effect on you, how might it make you feel?

56 What does the writer say about her attitude towards running at the beginning of the text – and what later part of the article helps her to this?

display the colored maps he generates from his ever-growing database of soil samples, looking for anomalies that might betray a hidden body of precious ore. On the center screen, a blue grid overlays a map of the Yukon, showing the claims he currently owns, since 1996, he and his crews have staked more than 55,000 claims, enough to cover a landmass larger than Jamaica. Ryan uses the right-side screen to track his gold-related holdings, which notch up in value whenever an economic jolt sends investors fleeing to precious metals.

hunt, the fish we eat, the topsoil that holds it all together. And when the boom is over, how does our tiny population afford to clean up the toxic mess?" The population is small, but the area of the Yukon is enormous.

Advice

44 What does the writer suggest about what the writer has just presented?

45 Can you find anything in paragraph 45 which is repeated in paragraph 46?

46 What does the phrase "it is also rich in wildlife" refer to? What is the writer's opinion about this?

fish Hume, for example, has expressed concern. "Enough size is involved in mapping work that's mining related, she worries that the Yukon is reaching a tipping point where the environmental and cultural costs of mining outweigh the benefits. "The people coming up and taking out minerals aren't asking what happens to the animals we

it is crucial that such a remarkable environment, destroyed by the businesses for ever, anxious to exploit its mineral wealth for their own ends.

46 What does the phrase "it is also rich in wildlife" refer to? What is the writer's opinion about this?

it is even larger than the state of California, but with only 37,000 inhabitants, it drives an immense wedge between Alaska and the bulk of Canada. From its north coast, the Yukon stretches to the south and south-east, taking in tremendous expanses of lake-dotted tundra, forests, mountains, wetlands, and river systems.

Such creatures are especially to be found in the Peel watershed, an immense wilderness which drains an area larger than Scotland. "The Peel watershed is one of the few places left where you still have large, intact predator-prey ecosystems," says a representative of the Yukon Conservation Society. "From wolves and grizzlies and eagles on down, it's a wildlife habitat of global importance."

As the material needs of the world's seven billion people continue to grow, the rush to exploit the Yukon's exceptionally rich resources—gold, zinc, copper, and more—has brought prosperity to a once forsaken corner of the continent. But the boom has brought to the fore a growing tension between those who would keep one of North America's last great wildernesses unbroken and those whose success depends on digging it up.

But in other ways, things are different now. During the first Klondike stampede, prospectors pried nearby creeks with picks and pans and shovels, and a bartender could sweep up a small fortune in spilled gold dust at the end of a big night. Nowadays, mining's heavy lifting is done by a mechanized army of bulldozers, drilling rigs, and flown-in workers.

Today, the couple could buy—and heat—just about any house on Earth. Ryan's discovery of what would eventually amount to billions of dollars' worth of buried treasure has helped refuel the Yukon with gold fever, and fortune seekers have stormed the Canadian territory in numbers not seen since the 1890s.

In contrast, the Yukon's early inhabitants hunted bison, elk, caribou, woolly mammoths, waterfowl, and fish, and they competed for resources with carnivores such as wolves and Berlingham lions. Due to climate warming and other factors, some of these animals died off. But others, such as the barren-ground caribou, thrived in such numbers that native peoples adapted their own movements and lifestyles to the animals' migrations.

Today, the couple could buy—and heat—just about any house on Earth. Ryan's discovery of what would eventually amount to billions of dollars' worth of buried treasure has helped refuel the Yukon with gold fever, and fortune seekers have stormed the Canadian territory in numbers not seen since the 1890s.

In contrast, the Yukon's early inhabitants hunted bison, elk, caribou, woolly mammoths, waterfowl, and fish, and they competed for resources with carnivores such as wolves and Berlingham lions. Due to climate warming and other factors, some of these animals died off. But others, such as the barren-ground caribou, thrived in such numbers that native peoples adapted their own movements and lifestyles to the animals' migrations.

I want to become a runner

A

Last year, it began to hit me that I needed to start taking my fitness more seriously. I'd been doing yoga, but it wasn't giving me a cardiovascular workout, and as a sports journalist, I know how important aerobic activity is for heart health.

I'm self-employed with unpredictable working hours, so running seemed a good option. It's free and easy to fit into your life, as you can do it any time, and pretty much anywhere. Unfortunately, I've always found it very dull. A friend suggested I get past this by running with a club, so I signed up for a beginners' course with a club near my home. I strapped on some old trainers and turned up for my first session feeling apprehensive that I wouldn't be able to keep up. But we took it slowly, jogging or walking until we were able to build up to running for 15 minutes. In between the weekly classes, I tried to do one or two runs on my own.

B

I knew I'd begun to overcome my boredom barrier when I spent 20 minutes jogging in the park on a beautiful summer evening without thinking about when I could stop. The club definitely helped. It's more fun and it isn't as easy to give up. I also picked up some useful tips. The group leader stressed the importance of pacing to maintain energy for the end of a run, and I learnt to focus on pushing out my breath when I felt tired, to help me run more efficiently and in a more relaxed way.

After the first few weeks, I noticed my knees were aching a little, so I went to a specialist running shop and got fitted for shoes to suit my gait – I over-pronate, meaning my foot rolls inwards. The other must-have for me was a running jacket to keep out the wind and chill – essential, as I feel the cold and could easily be deterred by bad weather.

C

The final session of the running course was a 5km, race, and suddenly I turned competitive. To my surprise, I had become one of the faster runners in the group, so I was nurturing an ambition to win. I made sure I ate well that day, avoiding anything too heavy and drinking plenty of water, with a flapjack two hours beforehand to keep me going. Sadly, two other women streaked ahead of me, but I came in third with a pretty respectable time of 30 minutes 53 seconds. The end of the course coincided with a change in my working circumstances, which meant I could no longer go to the club. I tried to continue on my own, but found it hard to motivate myself.

D

My solution to this problem was to set myself a goal. I signed up for a 10km event and told friends and family about it, which put pressure on me, in a good way, to train. I began to fit running into my life, for example, running part of the way home from work, about 6km, every week. On race day, I began to feel nervous as, to my alarm, it turned out to be a proper event, with lots of people from running clubs coming with the intention of getting good times. However, I hadn't really allowed enough time to train, so was worried about getting round the course. The first part was uphill, so I struggled at around the 4km mark and had to slow down to a walk for a few minutes. But other than that, I kept going and even enjoyed some of it. I finished in one hour and 13 minutes, not too embarrassing, but my next goal is to run 10km in around an hour.

Test 2 Exam practice

Writing Part 1

Page 44

Action plan

Review

Look at the exam task below, then answer these questions.

- 1 What is the issue that you have to discuss?
- 2 How could each of the three points relate to the topic?
- 3 Which two of the three points are you going to focus on?
- 4 To what extent will you use the opinions expressed in the task in your answer?
- 5 Which of the two points you've selected will you say is more effective?
- 6 What reasons will you give in arguing that this point is more effective than the other one?

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

You must answer this question. Write your answer in 220–260 words in an appropriate style.

- 1 Your class has listened to a radio discussion about how to help people live healthier lives. You have made the notes below:

Measures to help people to live healthier lives

- education
- legislation
- facilities

Some opinions expressed in the discussion:

"People need to know about the benefits of exercise and a healthy diet."

"There should be laws that totally ban unhealthy habits like smoking."

"The government needs to sponsor facilities to make them affordable for everyone."

Tip!

Good candidates sometimes lose marks simply because they do not read the question carefully enough. Make sure you do exactly what you are asked to do.

Advice

Remember that 'education' can refer not just to education in schools but also, for example, to educating the public through media campaigns.

What other unhealthy habits, apart from smoking, might a government consider banning?

What legislation could encourage healthy habits (as opposed to just banning unhealthy ones)?

What sorts of facilities could help people to lead healthier lives?

Write an essay discussing two of the measures in your notes. You should explain which measure is most likely to be effective, 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.

Look at each of the tasks below 2-4 and answer the questions.

- 1 Which task do you think would be the best one for you to choose?
- 2 What factors do you need to consider when choosing a task?

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

Write an answer to one of the questions 2-4 in this part. Write your answer in 220-260 words in an appropriate style.

You have received a letter from an English friend:

... Before I come to visit you this summer, I'd like to learn some of your language. What advice could you give me about how best to learn a language? What do you think I'll find most difficult about learning your language? What do you think are the most important things for me to focus on?

Write your email.

The college where you study has funds available for an online subscription to newspapers and magazines. You decide to write a proposal to the College Principal recommending two publications the college should subscribe to. Your proposal should describe each publication, saying why a subscription would benefit students at the college. Your proposal should also explain which of the publications is the most useful, assuming there isn't enough money for both.

Write your proposal.

An international arts magazine has asked readers to send in reviews of live theatre performances they have attended. Write a review of a play or other performance you have recently seen at the theatre. Your review should briefly describe the performance and should comment on its strengths and weaknesses. You should also give your opinion on how good a venue the particular theatre where you saw the performance is.

Write your review.

Advice

2 Think about the style you need for an email to a friend. What sort of words would be appropriate? Would you use contractions? 3 In an appropriate, this important to be persuasive, but in a way that is easy to follow. 4 A review has to be interesting and objective. It is important to be as effective as possible. 5 A review has to be interesting and objective. It is important to be as effective as possible.

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

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 business people discussing a workshop they have just attended.

- 1 What do they agree about?
 - A The presenter had some original ideas.
 - B The topic of the workshop was very useful.
 - C The participants made some sensible suggestions.
- 2 What is the woman planning to do next?
 - A make a change to her habits
 - B read about a related issue
 - C ask someone for advice

Extract Two

You hear two students talking about a project they are working on.

- 3 How does the woman feel about the comments they have received from their tutor?
 - A She is disappointed that he did not notice an improvement in their work.
 - B She is frustrated that he failed to offer some guidance at an earlier stage.
 - C She is annoyed that he is questioning the accuracy of their work.
- 4 What does the man promise to do?
 - A provide some visual material
 - B carry out a small experiment
 - C check some information

Extract Three

You hear two colleagues discussing an issue at work.

- 5 The man would like the woman to
 - A take part in a meeting with him.
 - B redo a recently completed task.
 - C change another colleague's point of view.
- 6 What has surprised the woman?
 - A some fluctuations in the company's sales
 - B the interest in the company from other countries
 - C a decrease in the company's production costs

Often the questions in Part 1 check understanding of chunks of recording rather than of specific details, so listen carefully to get a general understanding of what is said.

Advice

1 In a question that asks about a specific detail, often happens that the options are stated by one of the speakers only. Listen carefully for the statement that they both agree to. 2 People often talk about plans using going to. If you hear this, it may be a plan that you are about to hear the answer.

Advice

3 Focus on the use of what the woman says. She will probably use specific words or phrases to describe the situation. 4 The dialogue is likely to mention a problem or a situation. In the options, one or more of the distracting actions have already been done or will be done by someone else.

Advice

5 With a question like 5, the answer might come from a number of different places throughout the recording, so keep both questions in mind as you listen. Look for a word or phrase that matches the answer to 5 and then listen out for 6. 6 Each of these options has two elements. You must make sure you find an answer where both of these elements match.

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

You will hear a woman called Sally Bating talking about her experiences in the Antarctic. For questions 7-14, complete the sentences with a word or short phrase.

Tip: As you read the questions before listening, think about what words might be used to indicate that you are about to hear the answer. Remember that the recorder will usually use synonyms rather than the exact word in the questions.

SALLY BATING: CYCLING IN THE ANTARCTIC

Sally's favourite (7) inspired her to go to the Antarctic.

Sally travelled mainly on (8) on her first visit to the Antarctic.

It was the (9) that first struck Sally about the Antarctic.

After two years working as a (10) Sally decided to return to the Antarctic.

Sally's favourite part of her cycle ride across Antarctica was the (11) stage.

Sally found the (12) the hardest thing to deal with in the Antarctic.

While cycling across the Antarctic, Sally kept in touch with her family through a (13)
A (14) was what Sally missed most on her long cycle trip.

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

You will hear an interview with an IT consultant called Paul about how he started his own business. For questions 15-20, choose the answer (A, B, C or D) which fits best according to what you hear.

15 What does Paul say about the first years of his working life?

- A He got a teaching post in the university where he had studied.
- B His first job began to feel rather monotonous as time went by.
- C The kind of tasks he was instructed to do gradually changed.
- D The work became less enjoyable when some colleagues moved away.

16 What does Paul say made him decide to start his own consultancy business?

- A He was persuaded to do so by some friends.
- B He read a book which inspired him to take action.
- C He thought he could take advantage of a growing trend.
- D He realised he had the skills to make a success of his own company.

17 What does Paul suggest is his favourite type of client?

- A people he knew when he was a student
- B people recommended by agents
- C people he has met at conferences
- D people he has worked with previously

18 What does Paul find the most difficult aspect of running his business?

- A gaining a quick understanding of an unfamiliar situation
- B setting fees that match the effort involved
- C making a good impression on a new team of people
- D getting reliable advice from financial experts

19 What does Paul say about the way he uses a business mentor?

- A He uses his mentor differently from the way others use theirs.
- B He finds his mentor often comes up with fresh ideas for his business.
- C He gets information about the latest business theories from his mentor.
- D He likes to get his mentor's reactions to plans that he is considering.

20 Paul explains that in the coming year he is going to

- A employ some new consultants.
- B have more variety in his work.
- C move to a more convenient office.
- D learn some additional skills.

Advice

- 7 How might the recording express 'favourite' differently?
- 8 What kind of word would you expect to fill gap 8?
- 9 What are you going to be listening for here?
- 10 What kind of word is going to fit here?
- 11 Stage does not mean a part of a theatre here - what is it likely to be referring to?
- 12 How might the speaker express the idea of 'hardest thing to deal with'?
- 13 What answer would you predict here? You may not predict the right word, but predicting may help you to catch the correct answer.
- 14 What might you predict as the answer here? Try to think of three or four possibilities.

Advice

- 15 Can you think of a synonym for 'working life'?
- 16 What phrase/verb is often used meaning 'start (a business)'?
- 17 Paul is likely to mention all these types of clients. How might he convey the idea of one of these types being his favourite?
- 18 How might Paul express the idea of something as the 'most difficult aspect'?
- 19 How could each of the four options here be expressed differently?
- 20 What is another way of saying 'in the coming year'?

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

You will hear five short extracts in which people are talking about where they live.

TASK ONE

For questions 21–25, choose from the list (A–H) where each speaker currently lives.

While you listen you must complete both tasks.

TASK TWO

For questions 26–30, choose from the list (A–H) what each speaker finds difficult about the place where they live.

A	in a cottage in a village	Speaker 1		21	A	It can be noisy.	Speaker 1		26
B	above a shop in a town				B	Parking is difficult.			
C	in a converted railway station	Speaker 2		22	C	The rent is expensive.	Speaker 2		27
D	in a top-floor city flat				D	It's a long journey to work.			
E	in a room in a relative's house	Speaker 3		23	E	It lacks storage space.	Speaker 3		28
F	in a house in the suburbs				F	The area has a reputation for being boring.			
G	on a farm	Speaker 4		24	G	It doesn't have interesting views from the windows.	Speaker 4		29
H	in a houseboat	Speaker 5		25	H	The building is in poor repair.	Speaker 5		30