

# Teachers' planning

2015~2016

CELEBRATING  
**25**  
Years  
1991-2016

**ADVANCED**

 **Objetivo:**  
**Cambridge Exams**

**CAMBRIDGE ENGLISH  
ASSESSMENT**

**TEENS & ADULTS**

## TEACHERS' PLANNING: ADVANCED 2015-2016

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## **I. INTRODUCTION**

The main aim of this guide is to help us all through the first few weeks before we get the course books.

It's also to ensure that all the groups are working on more or less the same things. We have a lot of groups at this level and we often have students moving between groups, and even comparisons between groups so we want all students to feel that they are receiving the same material.

We want to make sure our students know that they are focusing on things related to the CAE exam and in the first few weeks we aim to give them an overview of the main parts of the exam and a sample exam to do in class together. This will also help us as teachers to see the level of our students.

It's also important to set them homework as soon as possible so they realise they have to commit themselves to working a lot on their own as well as in class. Encourage them to read a variety of texts, listen to the radio and watch TV / films in English as often as possible.

In this guide you will find a series of worksheets and activities to do with your students. Obviously different groups work at different paces but try to cover as much as possible, making the classes varied. If you use any supplementary material of your own which would be useful to other groups, please make it available to all the teachers.

Don't forget that during the first month we often have new students joining the group at different stages. During this time we as teachers have to try and assess our students' level. If anyone has a considerably lower level than their classmates, we may want to suggest they join a standard course where they would get more practice of the "basics", or an FCE course if they have not passed the FCE exam.

**Remind students they can practise at home with the resources they can find on our website: "Área de Padres y Alumnos". The answers for every worksheet are on the web as well.**

**There are resources for teachers as well.**

Remember that on the CL website, Teachers' corner: Cambridge ESOL Exams you have a copy of all the Teachers' handbooks.

### **WORKSHEET INSTRUCTIONS**

The following worksheets include introductory skills exercises and a complete sample Advanced exam for students to familiarise themselves with the format and for teachers to get a good idea of students' levels.

**Day one activities:** The first day is obviously a "Get to know you" class. Students should ask each other a few questions to find out personal information such as whether they work or study, their reasons for studying English, plans for the near future, etc.

### **Worksheet 1+2: Getting to know you: 1. "the dating game" OR 2. "How special am I?"**

1. Give a copy of the chosen worksheet to each student and ask them to complete the sentences with as much detail/humour/sarcasm as possible!

Students then ask each other the questions and swap information, find out how much they have in common, so they will have to be prepared to ask further questions.

E.g. I can't stand people speaking on their mobile phones really loudly on the bus! Follow up question: Do you think this should be banned? Does this get on your nerves?

Try to use phrasal verbs and idioms whenever possible. E.g. in number 8 (both worksheets), "I really **look up to** people who..."

Feedback as a class and talk about the different topics raised.

### **Worksheet 3: True or false?**

This activity is to check students' knowledge of the CAE exam. but the outline (worksheet 4) summarises the changes. Photocopy the True / False worksheet and cut up into cards. With a large class, divide up into groups of 3 or 4 and give a set of cards to each group. With a smaller class, do the activity all together. Students take it in turns to pick a card, read it out and decide together if it's true or false and why / why not. Feedback with answers, expanding where necessary (eg explaining the different parts of the exam)

Hand out **worksheet 4**: Outline of the exam. Advise them to keep this handy for future reference.

ANSWERS:

1. FALSE – 4(1:Reading&Use of English, 2 Writing, 3 Listening, 4 Speaking)	11.TRUE – 2ss, 2 examiners (one speaks one assesses)
2.TRUE/FALSE! R&UofE = 40%, L 20%, S 20%	12. FALSE – 1 minute individual turn talking about photos.
3.FALSE – A,B,C, PASS. D, E FAIL	13. FALSE – Speaking on a different day, all others on the same day.
4.FALSE – 60%	14. FALSE – 182 euros
5. TRUE – but more!! Almost every month, both computer and paper based (see calendars).	15.F ALSE –PB exam 5-6 weeks, CB exam 2 weeks
6.TRUE – 1 compulsory task (ESSAY), one choice	16. FALSE- you can access them on line.
7. FALSE – 8 parts	17. FALSE –both parts 220-260 words
8. FALSE – The average of all 5 parts must be 60% or more	18. FALSE – Extra time (5mins) Only given in the LISTENING exam.
9. FALSE – You <i>may</i> have to write a letter if it's an option in part 2	19. FALSE – Advanced is C1
10. FALSE – 15 mins	20. FALSE – exactly the same as PB !!

### **Worksheet 4: Outline of CAE**

### **Worksheet 5: Music idioms: "Permission to lie"**

Divide the class into two teams and get them to sit at opposite ends of the room. Give each person in team A a copy of Team A idioms. Do the same with team B.

First of all they work together to work out which is the correct definition of the idiom, ignoring the blank space for now. Make sure they keep their voices down so as not to give the answers away to the other team.

When you've checked that both teams have got the correct answers, get them to invent a false definition for the gap. They do this while still sitting in their teams. Remind them that they are trying to fool the other team, so any invented definition should sound convincing.

When they have their definition they go into pairs, one from team A and one from team B. They test each other, recording their partner's score. At the end, go round each pair to find out their scores, keep a total on the board to see which team wins.

To revise and as a chance for the losing team to get their revenge, have a sentence race where the first team to write 6 grammatically correct sentences with the opposing teams idioms wins.

As this activity has required students to "lie", you could follow with some vocab about telling the truth / a lie, fibs, being dishonest etc. The next two worksheets are on the topic of lies and dishonesty:

### **Worksheet 6: Lies and dishonesty. Use of English and collocations**

**Telling lies word formation:** Students read the instructions and do the exercise in pairs, making a note of any good expressions connected to truth and dishonesty ( lies, fibs, "porkies", fake, fraud, untruth, etc. brainstorm any more expressions they may know.)

**ANSWERS:** 1. Barely 2.assumption 3.dangerous 4. psychologist 5.dishonest 6.illegal 7.unfortunately 8.simply 9.director 10.ignorance 11.organisation 12.misconception 13.untruth 14.harmless

**Telling lies vocabulary gap fill:** Instructions on the worksheet. Make sure students make the appropriate changes so that each sentence is grammatically coherent.

### **Worksheet 7: Use of English games**

#### **- Use of English Part 1: Betting**

Divide the class into teams, either two larger teams or 3 or 4 teams of pairs (which will ensure more people talking). Tell each team they have £100 to bet with. They must be sensible with this so they can play every round, don't bet too much if they are not sure. Write the name of each team on the board and the amount of money they have. Now put the first sentence on the board, with the options. Give them 30 seconds (ish) to decide on an answer. When they have decided on an answer get them to write it on a piece of paper. Then give them a short time (10 seconds or so) to decide how sure they are and to place a bet accordingly. Go round each group and ask them to tell you how much they bet, but not their answer. Write the value of the bet next to the group's name. Now get them to hold up their piece of paper to reveal their answer. Those who have it correct double the money which they have bet (if they bet 10 for example it doubles to 20). Those who have it wrong lose the money they have bet. Adjust the totals for each team accordingly.

(The first three sentences are from a first certificate paper)

#### **Answers**

**1. B 2. C 3. A 4. C 5. A 6. C 7. D 8. B 9. D 10. B**

### - Use of English Part 3

Write a “root” word on the board such as COMPETE . Students, in pairs, try to write down as many words as possible from the original word. (competition, competitor, competitive, competitively, etc) Set a time limit of about 2 mins. Afterwards review and see which pair has come up with the most CORRECT words. Repeat with another word.

Alternatively, you could put 3 words on the board. The first pair with 10 correct words in total wins. So for example if the words are GOVERN, CONSIDER and ABLE, they could make 5 with consider, 3 with able and 2 with govern, or any combination like this.

Another way to practise this is to have 5 separate pieces of paper with a different word written on each one. Each pair writes one word the passes the paper to the next group so 5 (if you have a class of 10) pieces of paper are circulating round the room. Once there are a few words down you can change it slightly so the students have the choice of adding a word or correcting a mistake if they think they’ve seen one, giving them a way out if they can’t come up with a new word. If they don’t then they pass the paper to the next team without doing anything. The idea is that the paper moves quickly, students only writing one word or correcting one mistake and then quickly passing the piece of paper.

Go over which words are nouns, verbs, adverbs, adjectives, get them to identify and make note of which suffixes are generally used. Also note negative prefixes and tell them to be careful to remember to use these in the exam, as a lot of marks are lost for forgetting to add prefixes as well as suffixes to words.

#### Useful words

Care, consider, govern, able (but be careful they don’t use it as a suffix), like, child,

### - Use of English Part 4

Give each pair /team a copy of the sentences and get them to cover them up, apart from the first one (or display on board). They have 30 seconds (ish) to come up with an answer. Ask each team for their answer and write it on the board. Then award points to each team based on the marking scheme, 2 points, 1 point or 0. Uncover the second sentence and repeat. Add points as you go. The team with the most points wins.

#### Answers

1. to prevent people][ (from) walking
2. are looking forward to ][ seeing
3. succeeded in ][ getting
4. can be reserved ][ by calling / if you call
5. little/ not any / no point in ][ (us /our) staying
6. buying / having bought his/ the / a car ][ without getting / having
7. Slightly less than



8. Any better [[ it will mean
9. Make any / much difference]] to me
10. have broken into

When going through part four get them to make a note of collocations, phrases (as the same ones come up time and again), prepositions and when to use infinitive or ing forms

### **Worksheet 8: Sample R+UofE exam**

The idea of doing a sample exam in class is to get students familiar with the kind of exercises that appear in the official exam. You can obviously decide to do the sections in any order and combine it with other activities so as to ensure a variety of activities. When it comes to the reading parts, it would be advisable to do a couple of questions of each part together so students know what to expect but then let them do the rest of the reading at home. In this way you can use the lesson time for more productive work like speaking, vocabulary and listening.

In this pack you will find a teacher's copy of the sample exam with some notes on to help with the explanations. There is a blank copy for the students.

### **Worksheet 9: Sample Writing test**

#### **Writing lesson planning:**

How can adults be a good influence on younger people?

Get them to discuss this question in pairs for a couple of minutes, then get some whole class feedback.

Hand out the question – ways adults can influence how young people behave. Get them to have a look at it and underline what they consider to be the important words, which detail what they have to do. Get feedback and check that they understand the task - discuss 2 ways and say in their conclusion which they think is more effective.

Hand out the example writings without the marks being visible (either folded over or cut off). Get them to rank them (but not mark them) – strong, average and weak. Get feedback without giving too much away.

Now you can discuss what they think makes a good writing at this level, get some (good) ideas on the board.

Now hand out the marking scheme, go through it making sure they understand what is meant by complex grammar / vocabulary etc. Elicit and give some examples.

When they seem to understand the marking scheme (as well as can be expected) turn their attention back to the 3 example writings. They now mark them following the marking scheme giving marks out of 5 for C, CA, O, L. When they have done this join the pairs (numbers depending) into groups of four. They compare opinions and answers.

Now go round the pairs and find out what marks they gave each piece of writing in each category, write on the board if you want. Or get the pairs to write their own marks on the board for the three examples.

Now they can look at the actual marks, reading the comments to see how close they were. Use the marks written on the board to see which pair was closest to the examiner's marks. They will no doubt have some questions too.

Ask students to look through the examples again for useful linkers and elicit / provide some more. Remind them that these will be suitable for every essay.

Now you can refer them to the question from the mock (or in the next lesson if you want to break it up).

Once again go over the question and get them to underline what they have to do. (discuss two of the points and in your conclusion say which way would be more effective).

Now they should discuss in pairs which two they think they can say most about. Feedback and get the class to decide on two, so one is eliminated.

Now in pairs they brainstorm ideas for the two that the class has chosen (for example advertising and government grants) brainstorm ideas in pairs first then joining pairs to make a four and share ideas (if possible).

Split the board in two and get feedback on their ideas on the board. From the ideas they have come up with get them to vote on the two most relevant for each category.

Now you can erase the rest and make a plan on the board: (for example)

Paragraph 1: Introduction Introduce the topic, say what you are going to talk about.

Paragraph 2: advertising

Point1:  
reasons:

Point2:  
reasons:

Paragraph 3: government grants

Point1:  
reasons:

Point2:  
reasons:

Paragraph 4 : Conclusion. say which one you think would be more effective and why

Now they are ready to write the essay as homework using this plan. Remind them to use a variety of linkers and also a range of grammatical structures.

Sometimes I set them a challenge, like. In your writing I want to see at least one conditional, one use of passive voice and one inversion – if they already know this structure, or any other structures you think they need to practice / should use

### **Worksheet 10: Sample Listening test:** Teacher's corner New book 1/Test 1

This is a complete listening test, you could do it in one lesson or spread out over two, whichever suits you and your students best.

**You will find the audio in Teachers corner on the CL website, New Book 1 Test 1**

Make sure you spend time going through the questions before they listen to help with tactics, and also afterwards go carefully through the answers. The students usually appreciate a copy of the audio script to underline key phrases. You will find a copy of the audio script at the end after the answer section.

### **Worksheet 11: Sample Speaking test**

**Speaking planning:**

#### **Speaking – Part 1**

Go over the type of questions in part one and remind them they are supposed to answer using some C1 level vocabulary / structures. Practice a couple of the questions and provide some



useful vocabulary. (e.g. instead of saying learning English 'helps you travel and get a job', how about saying it 'opens doors')

Also remind them that a good answer isn't too long or short, giving appropriate reasons, examples or other relevant information, but isn't too long either, and that it doesn't repeat the words from the question

Give each person one question, or get them to write one and give them a table or get them to draw one similar to the one below, with enough space for all the names in the class

Name	Appropriate length	No repetition	Idiom / phrasal verb

Now they all stand up and find a partner, they ask their question to each other and tick the appropriate boxes. Encourage them to be strict, because sometimes they are very lenient. When they have done this change partners, and continue this until everyone has spoken to everyone and they have filled their table in with the names of all the other students.

At the end, have a feedback session finding out how many ticks each student has, get a total on the board. The one with the most is the winner.

### Speaking Part 3

#### Possible practice topics

1. Put students in pairs and get student A to write down 3 everyday objects beginning with letters between A-N. Student B does the same, so they will have 6 objects and they won't be the same. Now tell them they are going on a 3 month desert expedition. They can only take 2 of the objects. They must discuss how useful each one would be then decide on 2.

2. Do the same but with personality characteristics. They are producers of a new reality tv show. They have to discuss and decide which 2 types of personality they want on their show to attract more viewers.

3. The same, but this time with countries (or just English Speaking countries if you want). They are directors of a multinational company and they have to decide which of the countries to hold their annual conference in.

An alternative if you do it with English speaking countries you could get them to discuss and decide which two would be best to visit to help improve their English.

4. This one works better if you do it on the board. Get them to name six places to visit in Granada and write them on the board. Tell them they have a friend coming to Granada for one afternoon only. In pairs they have to discuss which 2 to take their friend to in order for them to have the best possible experience of Granada.

5. Again better on the board. Get them to name six nightclubs in Granada. They have to discuss and decide on one to go to for the class party.

Encourage students to use lots of interactive communication phrases for suggesting, giving and asking opinions etc

When they have done the examples, they can have a go at the real exam task. As you are listening you can give them credit for using a variety of “collaborative” phrases.

### **Worksheet 12: Phrasal verbs race**

Students may well have seen this worksheet before, but this is a quick race to test their memory followed by a game.

**Part 1:** First give each student a copy of the worksheet and then, in pairs or groups of three tell them it's a race to complete all the phrasal verbs. When the first pair shouts “stop!” Everyone has to stop writing. Check the phrasal verbs are correct. If they have made a mistake, then everyone can continue!

(**ANSWERS:** Hurry up, go up /down, find out, break down, run out of, look forward to, try on, turn up/ down, turn on/ off, be over, get on with, take off, see (someone) off or set off, put on, throw away, look out, look up, give up, look up to, give out, write down, cross out, get on /off, get into/ out of)

**Now the second part to the race** is an activity where, still in pairs, students have to write two things for each phrasal verb. You could just read the following out and get them to write down their answers. Alternatively, give out the worksheet and it's a race to complete it.

When you go through the possibilities, a pair can score points for an answer that nobody else has thought of. Here are the prompts should you choose to read them out.

Two reasons why you might have to hurry up  
Two things that can go up and go down  
Two things that you may want to find out before going on holiday  
Two things that can break down  
Two things that you can run out of  
Two things that you may look forward to  
Two things that can be over  
Two things that you can turn down  
Two things that can take off  
Two things that you usually put on every day  
Two things that you may need to throw away after a party  
Two things that you may look up on the Internet  
Two things that people may want to give up

### **Worksheet 13: Preposition race game**

You will need one set of cards for each group of SS.

- Shuffle the cards. Divide SS into pairs or small groups, and make sure they have a large area (eg. the floor) to work on. Give each group a complete set of cards, and tell them that they have to make 24 correct sentences as quickly as possible.

- As they are working, the teacher moves around the room, checking the sentences. The activity is best done without dictionaries, but if SS are having difficulties, or have got some of the sentences wrong, allow them to use one.
- The first group with a complete set of correct sentences wins.
- After the activity, SS can remove the preposition cards from their sentences and test each other.

## **Worksheet 14: Question time**

### **SPEAKING / DEBATING ACTIVITY**

#### **Preparation**

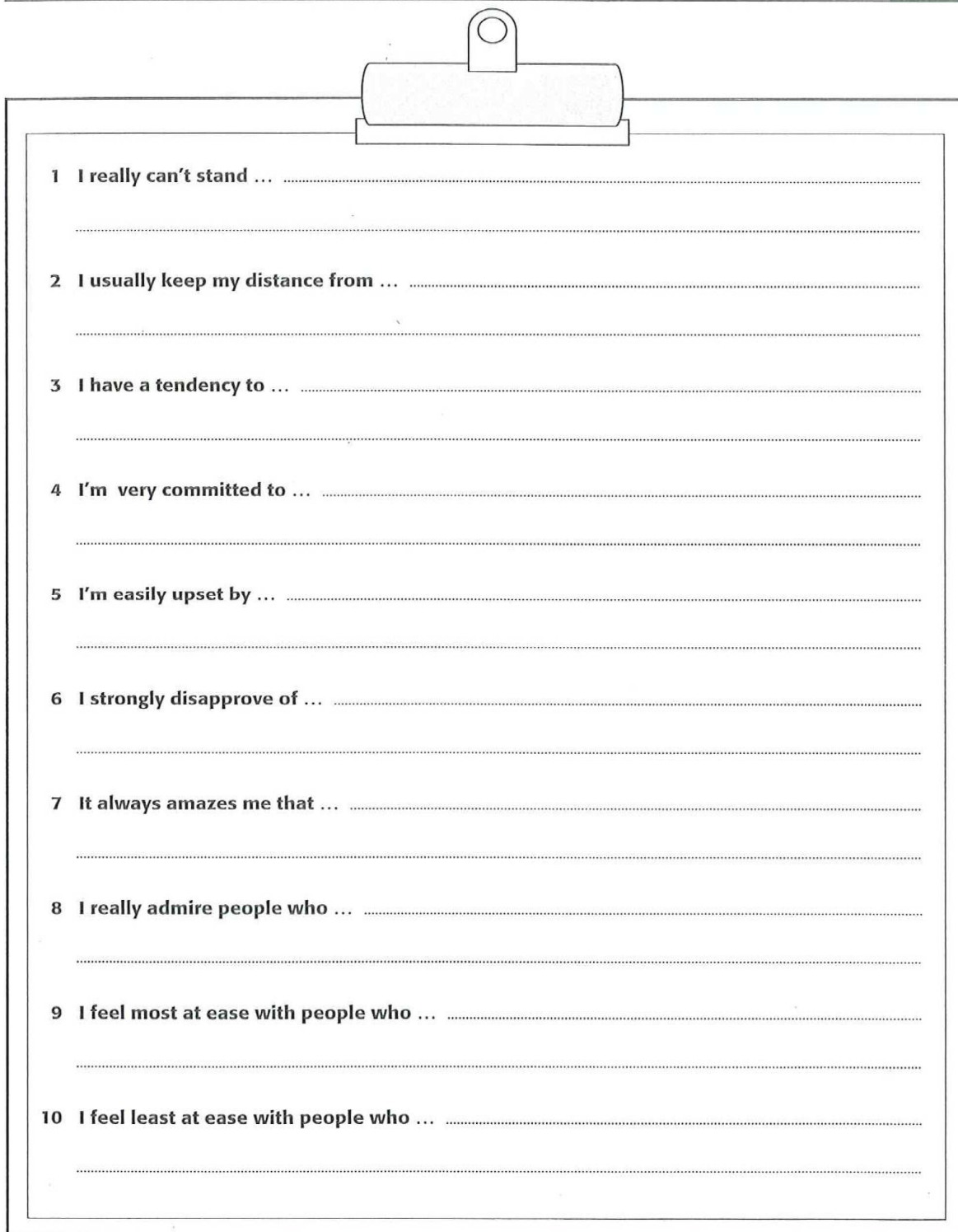
Make one copy of the worksheet for every four students in the class. Cut up the two sets of cards.

#### **Procedure**

- 1 Divide the class into groups of four. Sit the students in each group in a circle around a table. Spread the ten complete Issue Cards face up on the table, and give students two minutes to read the questions and think about their opinions on each issue.
- 2 Give each student one of the four blank Issue Cards and ask them to complete it with a question of their choice, ideally one which is of particular topical relevance. When they have finished, collect these four cards, along with the other Issue Cards, and shuffle them together.
- 3 Place the Issue Cards and the Stance Marker cards face down on the table in two different piles.
- 4 Explain that they are going to imagine they are participating in a TV programme on which members of a panel are asked to express their opinions about topical issues.
- 5 Members of each group take it in turns to be the question master. The first question master takes the top card from the Issue Cards pile, while the other three students, in the role of panellists, each take a card from the Stance Markers pile.
- 6 The question master reads the question on the card to the panel. Each member of the panel (in an order chosen by the question master) then has 30 seconds to express an opinion about the issue. At some point during their answer they have to try to use the stance marker on the card they have picked. After 30 seconds, the other students decide whether the stance marker has been used correctly, in which case the speaker is awarded five points. If they decide the stance marker was not used correctly (the teacher can act as adjudicator if necessary), no points are awarded. The card is then returned to the appropriate pile, and the next panellist takes their turn to speak.
- 7 When all three panellists have spoken on one issue, the question master awards an extra five points to the student who has given the most coherent or well-argued answer. The Issue Card is then discarded, the Stance Marker cards are shuffled, and another student becomes question master.
- 8 The game continues until all the Issue Cards have been used, or until the teacher calls time. The student with the most points in the group at the end is the 'Group Winner', and the student with the most points in the class as a whole is the 'Question Time Champion'.

## WORKSHEET 1+2. GETTING TO KNOW YOU

### The dating game 1.3



- 1 I really can't stand ...
- 2 I usually keep my distance from ...
- 3 I have a tendency to ...
- 4 I'm very committed to ...
- 5 I'm easily upset by ...
- 6 I strongly disapprove of ...
- 7 It always amazes me that ...
- 8 I really admire people who ...
- 9 I feel most at ease with people who ...
- 10 I feel least at ease with people who ...

## WORKSHEET 2: How special am I?

- 1 Three adjectives that describe me (positive or negative)  
.....
- 2 My favourite season of the year  
.....
- 3 Something I am very good at  
.....
- 4 Something I have done which I am proud of  
.....
- 5 Something I would like to be famous for  
.....
- 6 Something I would do if I had enough money  
.....
- 7 A year when something significant happened to me  
.....
- 8 A person who has influenced me a lot  
.....
- 9 A place where I would like to spend a holiday  
.....
- 10 A colour that makes me feel good  
.....
- 11 My ideal dinner guest or guests  
.....
- 12 My most treasured possession  
.....

### WORKSHEET 3. TRUE/FALSE

#### WHAT DO YOU KNOW ABOUT THE ADVANCED EXAM?

Do you know what you're letting yourself in for?!

Are these facts about the exam true or false??

1. There are six papers in the CAE exam. (what are they?)	2. Each part of the CAE exam is worth 20% of the final mark.
3. There are four pass marks: A, B, C, D.	4. The pass mark for CAE is 70%
5. You can take the CAE exam three times a year.	6. You have to do two pieces of writing in the writing exam.
7. The Reading & Use of English paper is made up of six parts.	8. If you fail one paper of the exam you automatically fail the exam.
9. You will have to write a letter in the writing paper.	10. The speaking test lasts twenty minutes.
11. You will do the speaking exam with another student.	12. You will have to talk on your own for 3 minutes in the speaking exam.
13. The speaking and listening exams take place on a different day to the written papers.	14. It costs 170 euros to do the exam.
15. You will get your results three weeks after taking the exam.	16. You will be notified of your results by post.
17. The word limit for each piece of writing is 250 words.	18. You will have extra time to complete the answer sheets in the PB exam.
19. The CAE is equivalent to C2 in the Common European Framework.	20. The CB exam is shorter than the PB exam

PB = Paper based exam    CB = computer based exam.



## WORKSHEET 4. OUTLINE OF CAE

### PAPER ONE - READING AND USE OF ENGLISH

1 hour 30 mins 8 parts:

Part 1 Multiple choice cloze (8 gaps)

Part 2 Open cloze (8 gaps)

Part 3 Word formation (8 gaps)

Part 4 Key word transformations (6 sentences)

Part 5: Reading comprehension with 6 multiple choice questions

Part 6: Reading comprehension with 4 questions

Part 7: Gapped text (6 questions)

Part 8: Multiple Matching (10 questions)

(Parts 1,2,3,8 worth 1 point each answer. Parts 4,5,6,7 worth 2 points each answer)

### PAPER TWO - WRITING

1 hour 30 mins 2 parts:

Part 1 : ESSAY (220-260 words) Students are required to deal with input material of up to 150 words.

Part 2 : A choice from a formal/informal letter, a proposal, a report, a review (220-260 words)

### PAPER THREE - LISTENING

45 mins 4 parts:

Part 1: 2 multiple choice questions for each of 3 short extracts (6 questions)

Part 2: Sentence completion (8 gaps)

Part 3: Multiple choice (6 questions, each with 4 options)

Part 4 Multiple matching (two tasks, 10 questions)

(All parts carry 1 point each. Total 30.)

### PAPER FIVE - SPEAKING

15 mins 4 parts USUALLY IN PAIRS BUT POSSIBLY 3 CANDIDATES

Part 1 Personal information questions

Part 2 Individual long turn (comparing and commenting on photographs)

Part 3 Collaborative task (discussing a situation and negotiating towards an outcome)

Part 4 Questions and discussion based on Part 3

In Paper based exams in Paper One Reading and Use of English, students are expected to transfer their answers onto the answer sheet within the time limit of the exam.

In the Listening paper they will have five minutes at the end to transfer the answers.

The answers to the writing paper are written in the booklet provided for 'paper exam'.

Reading and Use of English Paper is worth 40% of the total, Listening and Speaking 20% each. . It is not necessary to pass each part, the average of all five parts together must be 60% or more to pass.

## WORKSHEET 5. PERMISSION TO LIE



### *Permission to lie*

Reward Upper-intermediate  
Resource Pack

#### Team A

- 1 If you are the sort of person who blows your own trumpet,  
a) you are an assertive person, capable of standing up for yourself in difficult situations.  
b) \_\_\_\_\_  
c) you tell everyone proudly about your successes or achievements.
- 2 If you harp on about something,  
a) you exaggerate the positive qualities of something which is in fact quite ordinary.  
b) you keep on talking or complaining about something.  
c) \_\_\_\_\_
- 3 If you have more than one string to your bow,  
a) you have additional skills which can be used if necessary.  
b) you have two very different sides to your character.  
c) \_\_\_\_\_
- 4 Someone who is on the same wavelength as you,  
a) \_\_\_\_\_  
b) gets in your way and stops you making progress.  
c) has the same interests and opinions as you.
- 5 If you take your cue from someone else,  
a) you follow their example.  
b) you take over their job.  
c) \_\_\_\_\_
- 6 If you buy something for a song,  
a) \_\_\_\_\_  
b) you get a bargain.  
c) you have to work to earn it.



#### Team B

- 1 Someone who has changed their tune,  
a) had a strong opinion about something and then unexpectedly formed the opposite opinion.  
b) \_\_\_\_\_  
c) has lost their regional accent.
- 2 A person who plays second fiddle to someone else,  
a) \_\_\_\_\_  
b) is a supportive friend for someone else.  
c) is less important than someone else.
- 3 If you are the person who calls the tune,  
a) \_\_\_\_\_  
b) you ask everybody else for advice.  
c) you have control over what other people do.
- 4 If a musician performs their swansong,  
a) \_\_\_\_\_  
b) it's their last performance.  
c) it's their best performance so far.
- 5 When it's time to face the music,  
a) \_\_\_\_\_  
b) you have to meet the consequences of something you've done wrong.  
c) you should get ready for a good night out.
- 6 Someone who makes a song and dance about something,  
a) is annoying because they make an unnecessary fuss about something.  
b) is amusing because they make a joke out of a boring situation.  
c) \_\_\_\_\_



## WORKSHEET 6. LIES AND DISHONESTY

The part 3 exam task we are going to look at is on the topic of truth and dishonesty.

Here we look at some vocabulary connected to this topic and a text written in the style of Use of English part 3 word formation: Fill the gaps with a word formed from the base word below the text. Now, be honest! Most of us, in the course of our working day, tell the odd little fib. We may pretend we've nearly finished something when we've .....(1)..... started it or say someone is in a meeting when they don't want to take the call. But it's very easy for white lies to turn into something more serious and the .....(2)..... that little porkies are a necessary part of a secretary's role is a .....(3)..... one. "Most secretaries are used to telling white lies for the boss," says Ros Taylor, business .....(4)..... "If he asks you to do something that is slightly more .....(5)....., the easy thing is to assume that it's OK, that he wouldn't ask you to do something .....(6)..... .....(7)....., that isn't always the case." Last month, a PA to a chief executive who was being tried for fraud admitted in court that she had faked documents to smooth the passage of a huge deal. She argued that lying was standard practice in the city and that she was .....(8)..... trying to protect her boss. But must secretaries sign up to a culture of dishonesty? What happens if you want to tell the truth?

"I've done things that I know are dishonest," says Kate Matheson, PA to the .....(9)..... of a large property company. "It's easy to feign .....(10)..... I've shredded things that, deep down, I know I should be kept, and been asked to change figures on documents that, if I really thought about it, I'd know shouldn't be changed, but my boss is top dog in a huge .....(11)..... and I'm not about to say no to him. I've always assumed that since I'm doing what I'm asked, it couldn't get me into trouble."

This is a common .....(12)..... The fact is that any .....(13)....., even a seemingly .....(14)..... white lie, can lead to trouble, and the best policy is to try to avoid dishonesty from the start.

1. BARE
2. ASSUME
3. DANGER
4. PSYCHOLOGY
5. HONEST
6. LEGAL
7. FORTUNE

8. SIMPLE
9. DIRECT
10. IGNORE
11. ORGANISE
12. CONCEIVE
13. TRUTH
14. HARM

Now make a note of the words and expressions related to telling lies:

Choose a word or expression to complete the gaps in the following sentences. Be sure to write the correct tense!

lie through one's teeth  
tall stories  
catch someone out  
be economical with the truth  
(not) trust someone an inch  
white lie  
compulsive liar

barefaced lie  
pull someone's leg  
straight  
be taken in  
have someone on  
pack of lies

1. "Jack told me he had had dinner with the president!"  
"And you believe him? I think he was .....!"
2. I asked him three times where he'd been that evening and he wouldn't give me a ..... answer.
3. The police officers were convinced the suspect was ..... but they just couldn't .....
4. There is something a bit strange about the new boss, I don't .....!
5. I'm basically a very honest person but I suppose I tell a little ..... from time to time.
6. Kate's parents realised that she hadn't been honest about where she had been. She had told them a whole .....
7. You can't trust a word Jack says, he's a .....
8. In the media, instead of accusing journalists of writing a....., we can be more diplomatic and say they are being..... !
9. Julie's story about her holiday romance sounded so convincing I was completely..... . She laughed so much when she finally told me that she'd been.....!
10. The teacher was fed up of Billy's ..... about being abducted by aliens !

Discuss these questions as a class:

- When is it acceptable to lie? And to what extent?
- Is it possible to go through life only telling the truth?
- Are you a good liar?

- Is it inevitable that public figures lie at some time or other?



## WORKSHEET 7. USE OF ENGLISH GAMES

### Use of English Part 1 – Betting

1. The internet enables many people worldwide to \_\_\_\_\_  
information about their family history.  
A accomplish B access C approach D admit
2. Tracing your family history can \_\_\_\_\_ in learning about  
your roots and your identity.  
A cause B mean C result D lead
3. It is common for British teenagers to take a year out before  
\_\_\_\_\_ to study for a degree.  
A settling down B getting up C taking over D holding back
4. The left and right halves of the brain are \_\_\_\_\_ for different  
functions.  
A amenable B dependable C responsible D reliable
5. In ancient Greece, plays were \_\_\_\_\_ in large open areas.  
A performed B shown C executed D held
6. Today audiences enjoy concerts in outdoor \_\_\_\_\_.  
A localities B circumstances C surroundings D backgrounds
7. Having a concert in the open air \_\_\_\_\_ a unique  
atmosphere.  
A builds B forms C composes D creates
8. A \_\_\_\_\_ wind can carry the sounds away and a sudden storm  
can drown the music out altogether,  
A firm B strong C forceful D rough
9. Sound equipment must be housed under \_\_\_\_\_ to avoid  
the danger of electrocution.  
A enclosure B shade C wrapper D cover
10. Once these problems are \_\_\_\_\_ outdoor concerts allow  
people to enjoy a wide range of live music in the fresh air.

A defeated   B overcome   C cleared   D handled

**Use of English part 4**

1. Tomas put up a fence so that people didn't walk on his garden.

PREVENT

Tomas put up a fence ..... on his garden.

2. The twins are eager to see their cousins again in the summer.

LOOKING

The twins ..... their cousins again in the summer

3. Nicholas finally managed to get his new video recorder to work.

SUCCEEDED

Nicholas finally ..... his new video recorder to work.

4. This is the number to call to book theatre tickets for tonight.

RESERVED

Theatre tickets for tonight ..... this number.

5. Once Noriko had performed her solo, there was no reason for us to stay for the rest of the concert.

POINT

There was ..... for the rest of the concert once Noriko had performed her solo.

6. Harry wished he had asked a mechanic to check the car before he bought it.

WITHOUT

Harry regretted ..... it checked by a mechanic.

7. It hasn't rained quite as much this year as in previous years.

SLIGHTLY

This year, it has rained ..... did in previous years.

8. Unless the weather improves, they will have to stop the tennis match.

MEAN

If the weather doesn't get ..... stopping the tennis match.

9. I don't mind whether we stay in or go out this evening, but John wants to go to the cinema.

DIFFERENCE

It doesn't ..... whether we stay in or go out this evening, but John wants to go to the cinema.

10. It's possible that the thieves entered the building by forcing a window at the back.

BROKEN

The thieves may ..... the building through a window at the back.

**WORKSHEET 8. SAMPLE READING+USE OF ENGLISH EXAM**

**Teacher's copy**

Reading and Use of English

- |                   |               |                 |                 |
|-------------------|---------------|-----------------|-----------------|
| 1 A venue         | B setting     | C background    | D surrounding   |
| 2 A calling       | B naming      | C attributing   | D acknowledging |
| 3 A false         | B faulty      | C fake          | D fictional     |
| 4 A arranged      | B spaced      | C settled       | D distributed   |
| 5 A categorically | B unavoidably | C substantially | D undeniably    |
| 6 A weakens       | B undermines  | C demolishes    | D dismantles    |
| 7 A letting       | B supporting  | C enabling      | D empowering    |
| 8 A fantasy       | B legend      | C dream         | D myth          |

- ① in a setting  
② acknowledging as  
③ trying to imitate something real  
④ arrange flowers - collection  
⑤ adv - adv  
⑥ to make able  
⑦ to make able  
⑧ fictional story

CAE  
BOOK 1  
Test 1

**READING AND USE OF ENGLISH (1 hour 30 minutes)**

**Part 1**

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 esteemed B viewed C regarded D believed

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

**The camera never lies**

Arthur Conan Doyle, creator of the Sherlock Holmes stories, (0) ..... himself to be a rational man, a scientist even. But in 1920, when he saw photographs of fairies taken in a garden (1) ..... , he thought he was seeing scientific proof that these tiny creatures really existed. He published the photographs alongside an article he wrote, (2) ..... fairies as supernatural wonders. It was not until 1939 that the two ladies who took the photos admitted these were (3) ..... They simply cut out pictures of fairies from a book and (4) ..... them among flowers. The results are (5) ..... beautiful. But the simplicity of the trick (6) ..... a basic principle of photography, that the camera cannot lie.

But it can, and always could. Today, we are used to computer software (7) ..... us to rework our digital images and it is a (8) ..... that photography ever had a true age of innocence. From the moment cameras began capturing reality, that reality was being altered.

Reading and Use of English

Part 3

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 I N C R E A S I N G L Y

Too many climbers on Mount Everest

Mount Everest in Nepal is becoming (0) ..... popular as a destination for adventure tourism. During the month of May, (17) ..... weather presents a number of safe opportunities to make the climb. As a result, the sheer number of climbers has brought an (18) ..... problem, potentially even more dangerous than low temperatures and changeable weather – overcrowded conditions. The fact that there are so many climbers, many of them complete (19) ..... , means that at times people are queuing for hours to reach the summit.

INCREASE  
FAVOUR (adj)  
EXPECT (adj)  
BEGIN (noun - person)  
DESPERATE (noun)  
DANGER (verb)  
SOLVE (noun)  
ALTERNATE (verb)  
MOUNTAIN (noun - person)

This hazard has led to calls for stricter assessments of new learner climbers, as in their (20) ..... to reach the mountain's summit such inexperienced climbers are sometimes ignoring the advice of their Nepalese guides, which may (21) ..... everyone's lives. Perhaps one (22) ..... would be to make the charges for climbing the mountain so high that only a few people could afford the climb. Or (23) ..... , one could ban the use of artificial oxygen and local guides, leaving Everest to the very best (24) ..... . Extreme, maybe, but it may just prove necessary.

11

Test 1

Part 2

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 I T

Online passwords – what everyone should know

When (0) ..... comes to online security, we all know what we ought to do: choose a different, random set of letters and numbers for every email account, shopping site or bank account. But hardly (9) ..... does this, because memorising them all is impossible. So we use the same familiar words for every site, (10) ..... a pet's name or, even worse, the word 'password', occasionally remembering to replace the letter O with a zero, or choosing to (11) ..... use of a capital letter. Even if we opt (12) ..... a random group of letters such as 'pazzy', there is now software available which can make a thousand guesses per second, enabling a hacker to get to your password in just under four hours.

Interestingly, (13) ..... increasing your password to twenty random letters, you increase a hacker's guessing time to 6.5 thousand trillion centuries. The problem is that you would (14) ..... no chance of ever remembering those 20 letters. The solution, apparently, is to come (15) ..... with three or four short, unrelated words and work (16) ..... a way to remember them. Easy!

10 like - for example  
11 make use of  
12 opt for - choose  
13 by + verb form  
14 stand a chance  
15 305 PHRASES VERB - come up with  
16 PHRASES VERB - work out

Test 1

Part 4

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 James would only speak to the head of department alone.

ON

James ..... to the head of department alone.

The gap can be filled with the words 'insisted on speaking', so you write:

Example: 0  INSISTED ON SPEAKING

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

25 'You should stop your children watching so much television,' Mary's sister told her.

LET

not to let her children watch  
Mary's sister advised her ..... so much television.

26 The local council wants to impose a ban on driving at more than 30 kilometres per hour anywhere in this area.

ILLEGAL

make it illegal to drive  
The local council wants to ..... at more than 30 kilometres per hour anywhere in this area.

27 Tom missed his plane because he was late leaving for the airport.

TIME

If only ..... for the airport, he wouldn't have missed his plane.

Tom had left on time  
Tom had been on time leaving

12

28 The guidelines for the appointment of new staff need to be thoroughly revised.

THOROUGH

to be a thorough revision of  
There needs ..... the guidelines for the appointment of new staff.

29 The employment rate rose gradually as the economy began to recover.

GRADUAL

was a gradual rise in  
There ..... the employment rate as the economy began to recover.

30 The change in the company's logo didn't make any difference to the majority of its customers.

CONSEQUENCE

was of no consequence  
The change in the company's logo ..... to the majority of its customers.

(25) let + object

(26) collocation: make illegal + TO INFINITIVE

(27) let + object + passive

(28) rise in increase

(30) be of consequence

13



Reading and Use of English

Part 5

You are going to read an article about a famous psychologist. 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.

**Jean Piaget**

Jean Piaget, the pioneering Swiss philosopher and psychologist, became famous for his theories on child development. A child prodigy, he became interested in the scientific study of nature at an early age. He developed a special fascination for biology, having some of his work published before graduating from high school. When, aged 10, his observations led to questions that could be answered only by access to the university library, Piaget wrote and published some notes on the signing of an albino sparrow in the hope that this would persuade the librarian to stop treating him like a child. It worked: Piaget was launched on a path that led to his doctorate in zoology and a lifelong conviction that the way to understand anything is to know how it evolves.

Piaget went on to spend much of his professional life listening to and watching children, and poring over reports of researchers who were doing the same. He found, to put it succinctly, that children don't think like adults. After thousands of interactions with young people often barely old enough to talk, Piaget began to suspect that behind their cute and seemingly illogical utterances were thought processes that had their own kind of order and their own special logic. Albert Einstein, the renowned physicist, deemed this a discovery 'so simple that only a genius could have thought of it'.

Piaget's insight opened a new window into the inner workings of the mind. Several new fields of science, among them developmental psychology and cognitive theory, came into being as a result of his research. Although not an educational reformer, he championed a way of thinking about children that provided the foundation for today's education reform movements. One might say that Piaget was the first to take children's thinking seriously. Others who shared this respect for children may have fought harder for immediate change in schools, but Piaget's influence on education remains deeper and more pervasive.

Piaget has been revered by generations of teachers inspired by the belief that children are not empty vessels to be filled with knowledge... as traditional academic thinking had it, but active builders of knowledge – little scientists who are constantly creating and testing their own theories of the world. And while he may not be as famous as Sigmund Freud, Piaget's contribution to psychology may be longer lasting. As computers and the Internet give children greater autonomy to explore ever larger digital worlds, the ideas he pioneered become ever more relevant.

In the 1940s, working in Alfred Binet's child-psychology lab in Paris, Piaget noticed that children of the same age, regardless of their background or gender, made comparable errors on true-false intelligence tests. Back in Switzerland, the young scientist began watching children play scrupulously recording their words and actions as their minds raced to find reasons for why things are the way they are. Piaget recognised that a five-year-old's beliefs, while not correct by any adult criterion, are not 'incorrect' either. They are entirely sensible and coherent within the framework of the child's way of knowing. In Piaget's view, classifying them as 'true' or 'false' misses the point and shows a lack of respect for the child. What Piaget was after was a theory that could find coherence and ingenuity in the child's justification, and evidence of a kind of explanatory principle that stands young children in very good stead when they don't know enough or don't have enough skill to handle the kind of explanation that grown-ups prefer.

The core of Piaget's work is his belief that looking carefully at how children acquire knowledge sheds light on how adults think and understand the world. Whether this has, in fact, led to deeper understanding remains, like everything about Piaget, contentious. In recent years, Piaget has been vigorously challenged by the current emphasis on viewing knowledge as an intrinsic property of the brain. Ingenious experiments have demonstrated that newborn infants already have some of the knowledge that Piaget believed children constructed. But for those of us who still see Piaget as the giant in the field of cognitive theory, the disparity between what the baby brings and what the adult has is so immense that the new discoveries do not significantly reduce the gap, only increase the mystery.

31 In the first paragraph, the writer suggests that as a child Piaget

- A was particularly eager to teach others about animals.
- B was confident his research would help other children.
- C was already certain about the career he would follow.
- D was determined that nothing should hold back his progress.

32 In quoting Einstein, the writer is

- A questioning the simplicity of Piaget's ideas.
- B supporting the conclusion that Piaget reached.
- C suggesting that Piaget's research methods were unprecedented.
- D recommending a less complicated approach than Piaget's.

33 In the third paragraph, the writer puts forward the view that

- A Piaget's work with children was difficult to put to a practical use.
- B Piaget's theories about children were less revolutionary than he thought.
- C Piaget laid the basis for our current understanding of how children's minds work.
- D Piaget was actually committed to radical change in the education system.

34 The phrase 'empty vessels' (paragraph 4) refers to

- A why children should be encouraged to study more independently.
- B what traditional academic theory said about children and learning.
- C how teachers can increase children's motivation to learn.
- D the kind of knowledge that children need to acquire.

35 The writer says Piaget was unwilling to categorise children's ideas as true or false because

- A he realised that the reasoning behind a child's statement was more important.
- B he knew that this could have long-term effects on a child.
- C he felt that this did not reflect what happens in real life.
- D he felt that children are easily influenced by what adults have told them.

36 What does the writer conclude about newer theories that have appeared?

- A They completely undermine Piaget's ideas.
- B They put greater emphasis on scientific evidence.
- C They are an interesting addition to the body of knowledge.
- D They are based on flawed research.

Part 6

You are going to read four contributions to an online debate about advertising. For questions 37-40, choose from the contributions A-D. The contributions may be chosen more than once. Mark your answers on the separate answer sheet.

**The role of advertising in society today**

A Almost all public spaces nowadays have advertisements in sight, and all forms of media, from newspapers to the cinema to the Internet, are filled with adverts. This all-pervasive presence reflects the value of advertising to us. Without it, businesses of all types and sizes would struggle to inform potential customers about the products or services they provide, and consumers would be unable to make informed assessments when looking for products to buy and services to use. Without advertising, the promotion of products and practices that contribute to our physical and psychological well-being – medicines to treat minor ailments, insurance schemes to protect us, clothes and cosmetics to make us look and feel better – would be infinitely more problematic than it is. And without advertisements and the aspirations represented in them, the world would be a far duller place.

B Advertising is everywhere, and it's often so subtle that we don't realise it's there at some level of our consciousness. The ultimate aim, of course, is to get us to buy things, regardless of whether it makes sense for us to do so. In fact, adverts mostly impair rational decision-making. A recent study in the UK found that 90% of customers failed to understand the truth about what was on offer in adverts for broadband Internet services. This irrational dimension is evident in the success advertisers enjoy not only in getting us to buy products that directly or indirectly cause physical damage to us, but also in raising our expectations about what our lives should be like – expectations that inevitably imply something is wrong with us if we don't meet them. Having said this, advertising is fundamental to the workings of modern economies, so the chances are that it will only continue to grow in significance.

C There is a tendency to underestimate people's intelligence and to invest advertising with powers it doesn't have. Certain dubious techniques have been banned – like the use of subliminal images shown so quickly that viewers don't consciously realise they've seen them – but other forms of advertising are simply manifestations of creativity. Audiences understand this and are able to enjoy adverts without falling prey to some complex deception. They know that an advert tells them a product exists and suggests they might benefit from having it. They don't expect it to provide objective details, confirming why they should or should not go ahead with a purchase. They are also smart enough to know that what they see in advertisements is fiction and, therefore, not something they should feel bad about if they don't have it. The bottom line, however, is that advertising helps the wheels of the economy to turn, a crucial role which societies are likely to depend on for the foreseeable future.

D Advertising is a worldwide, multi-billion dollar industry and inevitably tends to favour large businesses, which can afford advertising costs, rather than smaller companies, which can't. In that way, it makes life ever more difficult for that sector of the economy – small and medium-sized businesses – which is the key to a nation's prosperity. Advertising also encourages certain patterns of consumption – fast food, cars, labour-saving devices and so on – which characterises a sedentary lifestyle and undermines physical well-being, while also generating a sense of inadequacy and unhappiness among people who feel inferior if they don't possess a product or conform to certain ideas of what is 'beautiful' or 'cool'. And far from providing consumers with clear, reliable information enabling them to make sensible decisions about what to spend their money on, advertisers use underhand methods to confuse and manipulate feelings and thoughts.

Which contributor

expresses a different view from the others about the impact that advertising has on a country's economy?

has a different opinion from the others on the extent to which advertising helps people to make choices?

takes a similar view to contributor D about the influence advertising can have on people's self-esteem?

expresses a different opinion from contributor B regarding public awareness of how advertising works?

37	D
38	A
39	B
40	C

Test 1

Part 7

You are going to read a magazine article about whale sharks. Six paragraphs have been removed from the article. 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.

## Secrets of the deep

*Until recently, little was known about the movements of the whale shark. But a pioneering project is shedding new light on this ocean giant. Project scientist Jonathan Green reports.*

When an animal the size of a very large double-decker bus – the largest fish in the ocean – makes a sudden 90° turn, it has to be for a good reason. As the satellite tracks started to come in from whale sharks which we had tagged off the Galapagos Islands, they clearly showed that as the sharks were swimming away from the islands, they were all reaching a certain point and then making a very abrupt change in direction.

41

That, among other things, was what The Galapagos Whale Shark Project was attempting to find out. Established to study the population of sharks that visit the islands each year, the primary aim of the research was to find out more about whale shark movements on a local scale.

42

This involved two main processes. To begin with, we had to be able to identify individual sharks. We used a modified version of photo software initially developed for the mapping of stars and deep-space objects. This worked because the characteristic white spots of the whale shark resemble the human fingerprint in that each pattern is individually unique. By running photographs of the sharks' sides through the software, we could characterise the patterns of spots, and figure out which shark was which.

43

We also attached tags to the sharks to track their movements. This was done by inserting a small dart through the thick skin into a fatty layer beneath using a pneumatic spear gun and then tethering the

tags with a piece of steel cable. They were intended to be towed alongside or above the dorsal fin in order to break the surface and transmit data by satellite. But getting the tags to stay on was easier said than done. For reasons unknown, some came off in less than 24 hours.

44

The sharks used common departure routes soon after we had tagged them. They headed due north, following a series of sea fissures until they reached the Galapagos Rift Valley system. This zone is where the divergence of two oceanic plates has created a rift system similar to that which runs through eastern Africa. Many reached the margin between the two plates and most then turned west.

45

Conversely, one juvenile female's track was astounding, overlaying almost perfectly the rift system as it runs west. It's clear that she and the other whale sharks are using geological features as route indicators, just as motorists use, say, familiar buildings. But how the sharks perceive such features thousands of metres below on the ocean floor is as yet unresolved.

46

The theory we are working on is that the Earth's magnetic field reverses its polarity intermittently over the course of time thus supplying a source of directional information. Fault systems, rift valleys, ocean trenches and plate margins all emit a distinct magnetic signature that can be used by whale sharks and other species as a virtual map.

### Reading and Use of English

- A There may be a number of explanations: the sharks might have rubbed up against rocks, or the tags may have been ripped off by associated species, such as silky sharks, that mistook them for prey. Having begun with a 1.8-metre tether, we shortened this to 1.3 metres, which seemed to be more effective.
- B After three months, all the sharks that had retained their tags proceeded to head south. They converged on three mountain chains that run westwards from the edge of Peru's continental shelf. There, one by one, they shed their tags and continued on to destinations unknown.
- C However, it wasn't until we overlaid them onto a map of the sea floor that we saw that these movements were apparently in response to geological features deep in the ocean that the sharks couldn't possibly see. It became clear that they must somehow be using faults, fissures and plate boundaries. But how?
- D After all, the marine environment, in comparison to that on land, has few apparent points of reference. The waters are often murky and the maximum penetration of light only extends into the upper levels. So how do marine creatures navigate over long distances?
- E We undertook one of the most ambitious whale shark programmes to date. The fieldwork was carried out in three 15-day sorties.
- F The frequency of transmissions from the tags depended on the behaviour of the individual sharks. Some spent a lot of time on or near the surface, and their tags reported on a regular basis. Others, such as the single male we tagged, spent a great deal of the time diving – for six weeks we didn't receive a single transmission.
- G If spotted at the same location at a later date, or a different location, the shark was 'recaptured' on a database, which stores photos of whale sharks from around the globe, thus providing details of their movements geographically and over time.

## The Rise of Home Working

**Test 1**

You are going to read an article about employees who do some or all of their work from home. For questions 47–56, choose from the sections (A–D). The sections may be chosen more than once.

### Part 8

Mark your answers on the separate answer sheet.

In which section are the following mentioned?

- the mistaken view that physical proximity at work automatically ensures good supervision
- the fact that the proportion of home workers in the labour force has not matched expectations
- the risk of an employer making unreasonable demands on a home worker
- the fact that staff retention increases in firms that encourage home working
- the duty of firms not to dismiss requests to work at home out of hand
- one of the main obstacles to home working in employers' minds being the fear of loss of direct control
- personal circumstances increasing the likelihood of an individual being allowed to work at home
- the wider benefits that home working brings to the community
- the advisability of ensuring that home workers are not putting in excessive hours
- a reduction in expenditure on premises as a result of home working

47	C
48	A
49	D
50	B
51	A
52	C
53	A
54	C
55	D
56	B

**A** Whether you call it working from home, telecommuting or home-working, it's a growing market. Banks, call centres, councils, software companies, law firms, PR agencies: all are increasingly allowing their staff to do it at least part-time. British Telecom, the pioneer of home working in Britain, now has 65,000 flexible workers, of whom 10,000 do not come into the office at all. However, we're still a long way from the dreams of 25 years ago, which imagined offices employing everyone who didn't operate a machine or wield a mop. So how do you get on 'the home-working bandwagon'? In some countries, if you have a child under 16, or 18, if they are disabled, in a sense you have a head start. Employers in Britain are legally obliged at least to consider your case if you ask to work flexibly, and that could include working at home for at least part of the week. They must also consider an application if you are caring for a friend or a family member. But even if none of those apply, you are still likely to have a strong case – if you can persuade your company to listen.

**B** Not only do home workers cut down on the need for large offices, they are often vastly more productive. American studies show a 30–40% increase. Noel Hodson, a key proponent of home working, suggests that this is at least partly down to the removal of the daily commute: 'What we found was that most of the time saved went back into work. These workers valued their new lifestyle and to protect it they did more work.' Companies that offer flexible working also find it easier to attract staff, and to hang on to them. At British Telecom, at least 97% of women who take maternity leave come back to work afterwards, against a national average of about half that. The downside, the recruitment, the instruction of each person at a very moderate estimate would be around £10,000. So, not only are they creating a more socially integrated company in line with government guidelines, they're saving £3m–£5m on skill losses.

**C** And there are bonuses for society too. Home working encourages a more diverse labour force, introducing to the world of work, sometimes for the first time, not just carers but disabled people or those who live in remote locations. Then there's the reduction in pollution and greenhouse gases. So if home working is so great, why aren't we all doing it? The issues are human, not technological, says Peter Thomson of the Telework Association. For the past 200 years we have been in an environment where people get together in the same place to work and a manager stands there and watches what they do. So the last barriers are attitudinal, but it's a myth that someone is in total charge of what people do just because they are all working in the same location. Most managers who are worried about this kind of thing are actually holed up in their offices and rarely interact with their people. Merely turning up is a really poor performance indicator.

**D** Mark Thomas runs a PR consultancy whose employees work at home. 'We've come up with measures of performance that are more to do with what they produce than with desk time. This is the way forward,' he says. Some managers are concerned that their home workers might go shopping during the 'working day'. This goes against the idea of flexible working since hours shouldn't matter so long as the required productivity is there. The concern still remains whether some employees will abuse this, but the same technology that makes it possible to escape the office makes it harder to get away from your boss, which is surely true even if you work in an office. It's well known that some managers insist on interrupting their underlings' evenings and weekends with 'urgent' enquiries that could easily wait. So, many of us are already on call 24/7. However, the great thing about technology is that it has an 'off button'. The best employers will not just expect you to use it, but worry if you don't.



**Student's copy**

*Reading and Use of English*

- |   |   |               |   |             |   |               |   |               |
|---|---|---------------|---|-------------|---|---------------|---|---------------|
| 1 | A | venue         | B | setting     | C | background    | D | surrounding   |
| 2 | A | calling       | B | naming      | C | attributing   | D | acknowledging |
| 3 | A | false         | B | faulty      | C | fake          | D | fictional     |
| 4 | A | arranged      | B | spaced      | C | settled       | D | distributed   |
| 5 | A | categorically | B | unavoidably | C | substantially | D | undeniably    |
| 6 | A | weakens       | B | undermines  | C | demolishes    | D | dismantles    |
| 7 | A | letting       | B | supporting  | C | enabling      | D | empowering    |
| 8 | A | fantasy       | B | legend      | C | dream         | D | myth          |

CAE  
BOOK L  
Test 1

**READING AND USE OF ENGLISH (1 hour 30 minutes)**

**Part 1**

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 esteemed B viewed C regarded D believed

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

**The camera never lies**

Arthur Conan Doyle, creator of the Sherlock Holmes stories, (0) ..... himself to be a rational man, a scientist even. But in 1920, when he saw photographs of fairies taken in a garden (1) ..... , he thought he was seeing scientific proof that these tiny creatures really existed. He published the photographs alongside an article he wrote, (2) ..... fairies as supernatural wonders. It was not until 1939 that the two ladies who took the photos admitted these were (3) ..... . They simply cut out pictures of fairies from a book and (4) ..... them among flowers. The results are (5) ..... beautiful. But the simplicity of the trick (6) ..... a basic principle of photography, that the camera cannot lie.

But it can, and always could. Today, we are used to computer software (7) ..... us to rework our digital images and it is a (8) ..... that photography ever had a true age of innocence. From the moment cameras began capturing reality, that reality was being altered.

Part 3

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 I N C R E A S I N G L Y

Too many climbers on Mount Everest

Mount Everest in Nepal is becoming (0) ..... popular as a destination

INCREASE

FAVOUR

EXPECT

BEGIN

DESPERATE

DANGER

SOLVE

ALTERNATE

MOUNTAIN

for adventure tourism. During the month of May, (17) ..... weather presents a number of safe opportunities to make the climb. As a result, the sheer number of climbers has brought an (18) ..... problem, potentially even more dangerous than low temperatures and changeable weather – overcrowded conditions. The fact that there are so many climbers, many of them complete (19) ....., means that at times people are queuing for hours to reach the summit.

This hazard has led to calls for stricter assessments of new learner climbers, as in their (20) ..... to reach the mountain's summit such inexperienced climbers are sometimes ignoring the advice of their Nepalese guides, which may (21) ..... everyone's lives.

Perhaps one (22) ..... would be to make the charges for climbing the mountain so high that only a few people could afford the climb. Or (23) ....., one could ban the use of artificial oxygen and local guides, leaving Everest to the very best (24) ..... . Extreme, maybe, but it may just prove necessary.

Part 2

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 I T

Online passwords – what everyone should know

When (0) ..... comes to online security, we all know what we ought to do: choose a different, random set of letters and numbers for every email account, shopping site or bank account. But hardly (9) ..... does this, because memorising them all is impossible. So we use the same familiar words for every site, (10) ..... a pet's name or, even worse, the word 'password', occasionally remembering to replace the letter O with a zero, or choosing to (11) ..... use of a capital letter.

Even if we opt (12) ..... a random group of letters such as 'f0c3zy', there is now software available which can make a thousand guesses per second, enabling a hacker to get to your password in just under four hours.

Interestingly, (13) ..... increasing your password to twenty random letters, you increase a hacker's guessing time to 6.5 thousand trillion centuries. The problem is that you would (14) ..... no chance of ever remembering those 20 letters. The solution, apparently, is to come (15) ..... with three or four short, unrelated words and work (16) ..... a way to remember them. Easy!



Test 1

Part 4

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 James would only speak to the head of department alone.

ON

James ..... to the head of department alone.

The gap can be filled with the words 'insisted on speaking', so you write:

Example: 0

INSISTED ON SPEAKING

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

25 'You should stop your children watching so much television,' Mary's sister told her.

LET

Mary's sister advised her ..... so much television.

26 The local council wants to impose a ban on driving at more than 30 kilometres per hour anywhere in this area.

ILLEGAL

The local council wants to ..... at more than 30 kilometres per hour anywhere in this area.

27 Tom missed his plane because he was late leaving for the airport.

TIME

If only ..... for the airport, he wouldn't have missed his plane.

28 The guidelines for the appointment of new staff need to be thoroughly revised.

THOROUGH

There needs ..... the guidelines for the appointment of new staff.

29 The employment rate rose gradually as the economy began to recover.

GRADUAL

There ..... the employment rate as the economy began to recover.

30 The change in the company's logo didn't make any difference to the majority of its customers.

CONSEQUENCE

The change in the company's logo ..... to the majority of its customers.

Reading and Use of English

- 31 In the first paragraph, the writer suggests that as a child Piaget
- A was particularly eager to teach others about animals.
  - B was confident his research would help other children.
  - C was already certain about the career he would follow.
  - D was determined that nothing should hold back his progress.
- 32 In quoting Einstein, the writer is
- A questioning the simplicity of Piaget's ideas.
  - B supporting the conclusion that Piaget reached.
  - C suggesting that Piaget's research methods were unprecedented.
  - D recommending a less complicated approach than Piaget's.
- 33 In the third paragraph, the writer puts forward the view that
- A Piaget's work with children was difficult to put to a practical use.
  - B Piaget's theories about children were less revolutionary than he thought.
  - C Piaget laid the basis for our current understanding of how children's minds work.
  - D Piaget was actually committed to radical change in the education system.
- 34 The phrase 'empty vessels' (paragraph 4) refers to
- A why children should be encouraged to study more independently.
  - B what traditional academic theory said about children and learning.
  - C how teachers can increase children's motivation to learn.
  - D the kind of knowledge that children need to acquire.
- 35 The writer says Piaget was unwilling to categorise children's ideas as true or false because
- A he realised that the reasoning behind a child's statement was more important.
  - B he knew that this could have long-term effects on a child.
  - C he felt that this did not reflect what happens in real life.
  - D he felt that children are easily influenced by what adults have told them.
- 36 What does the writer conclude about newer theories that have appeared?
- A They completely undermine Piaget's ideas.
  - B They put greater emphasis on scientific evidence.
  - C They are an interesting addition to the body of knowledge.
  - D They are based on flawed research.

15

Test 1

Part 5

You are going to read an article about a famous psychologist. 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.

## Jean Piaget

Jean Piaget, the pioneering Swiss philosopher and psychologist, became famous for his theories on child development. A child prodigy, he became interested in the scientific study of nature at an early age. He developed a special fascination for biology, having some of his work published before graduating from high school. When, aged 10, his observations led to questions that could be answered only by access to the university library, Piaget wrote and published some notes on the sighting of an albino sparrow in the hope that this would persuade the librarian to stop treating him like a child. It worked. Piaget was launched on a path that led to his doctorate in zoology and a lifelong conviction that the way to understand anything is to know how it evolves.

Piaget went on to spend much of his professional life listening to and watching children, and poring over reports of researchers who were doing the same. He found, to put it succinctly, that children don't think like adults. After thousands of interactions with young people often barely old enough to talk, Piaget began to suspect that behind their cute and seemingly illogical utterances were thought processes that had their own kind of order and their own special logic. Albert Einstein, the renowned physicist, deemed this a discovery 'so simple that only a genius could have thought of it'.

Piaget's insight opened a new window into the inner workings of the mind. Several new fields of science, among them developmental psychology and cognitive theory, came into being as a result of his research. Although not an educational reformer, he championed a way of thinking about children that provided the foundation for today's education reform movements. One might say that Piaget was the first to take children's thinking seriously. Others who shared this respect for children may have fought harder for immediate change in schools, but Piaget's influence on education remains deeper and more pervasive.

Piaget has been revered by generations of teachers inspired by the belief that children are not empty vessels to be filled with knowledge, as traditional academic thinking had it, but active builders of knowledge – little scientists who are constantly creating and testing their own theories of the world. And while he may not be as famous as Sigmund Freud, Piaget's contribution to psychology may be longer lasting. As computers and the Internet give children greater autonomy to explore ever larger digital worlds, the ideas he pioneered become ever more relevant.

In the 1940s, working in Alfred Binet's child-psychology lab in Paris, Piaget noticed that children of the same age, regardless of their background or gender, made comparable errors on true-false intelligence tests. Back in Switzerland, the young scientist began watching children play, scrupulously recording their words and actions as their minds raced to find reasons for why things are the way they are. Piaget recognised that a five-year-old's beliefs, while not correct by any adult criterion, are not 'incorrect' either. They are entirely sensible and coherent within the framework of the child's way of knowing. In Piaget's view, classifying them as 'true' or 'false' misses the point and shows a lack of respect for the child. What Piaget was after was a theory that could find coherence and ingenuity in the child's justification, and evidence of a kind of explanatory principle that stands young children in very good stead when they don't know enough or don't have enough skill to handle the kind of explanation that grown-ups prefer.

The core of Piaget's work is his belief that looking carefully at how children acquire knowledge sheds light on how adults think and understand the world. Whether this has, in fact, led to deeper understanding remains, like everything about Piaget, contentious. In recent years, Piaget has been vigorously challenged by the current emphasis on viewing knowledge as an intrinsic property of the brain. Ingenious experiments have demonstrated that newborn infants already have some of the knowledge that Piaget believed children constructed. But for those of us who still see Piaget as the giant in the field of cognitive theory, the disparity between what the baby brings and what the adult has is so immense that the new discoveries do not significantly reduce the gap, only increase the mystery.

14

Which contributor

expresses a different view from the others about the impact that advertising has on a country's economy?	37
has a different opinion from the others on the extent to which advertising helps people to make choices?	38
takes a similar view to contributor D about the influence advertising can have on people's self-esteem?	39
expresses a different opinion from contributor B regarding public awareness of how advertising works?	40

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takes a similar view to contributor D about the influence advertising can have on people's self-esteem?

expresses a different opinion from contributor B regarding public awareness of how advertising works?

Part 6

You are going to read four contributions to an online debate about advertising. For questions 37–40, choose from the contributions A–D. The contributions may be chosen more than once. Mark your answers on the separate answer sheet.

### The role of advertising in society today

- A** Almost all public spaces nowadays have advertisements in sight, and all forms of media, from newspapers to the cinema to the Internet, are filled with adverts. This all-pervasive presence reflects the value of advertising to us. Without it, businesses of all types and sizes would struggle to inform potential customers about the products or services they provide, and consumers would be unable to make informed assessments when looking for products to buy and services to use. Without advertising, the promotion of products and practices that contribute to our physical and psychological well-being – medicines to treat minor ailments, insurance schemes to protect us, clothes and cosmetics to make us look and feel better – would be infinitely more problematic than it is. And without advertisements and the aspirations represented in them, the world would be a far duller place.
- B** Advertising is everywhere, and it's often so subtle that we don't realise it's there at some level of our consciousness. The ultimate aim, of course, is to get us to buy things, regardless of whether it makes sense for us to do so. In fact, adverts mostly impair rational decision-making. A recent study in the UK found that 90% of customers failed to understand the truth about what was on offer in adverts for broadband Internet services. This irrational dimension is evident in the success advertisers enjoy not only in getting us to buy products that, directly or indirectly, cause physical damage to us, but also in raising our expectations about what our lives should be like – expectations that inevitably imply something is wrong with us if we don't meet them. Having said this, advertising is fundamental to the workings of modern economies, so the chances are that it will only continue to grow in significance.
- C** There is a tendency to underestimate people's intelligence and to invest advertising with powers it doesn't have. Certain dubious techniques have been banned – like the use of subliminal images shown so quickly that viewers don't consciously realise they've seen them – but other forms of advertising are simply manifestations of creativity. Audiences understand this and are able to enjoy adverts without falling prey to some complex deception. They know that an advert tells them a product exists and suggests they might benefit from having it. They don't expect it to provide objective details, confirming why they should or should not go ahead with a purchase. They are also smart enough to know that what they see in advertisements is fiction and, therefore, not something they should feel bad about if they don't have it. The bottom line, however, is that advertising helps the wheels of the economy to turn, a crucial role which societies are likely to depend on for the foreseeable future.
- D** Advertising is a worldwide, multi-billion dollar industry and inevitably tends to favour large businesses, which can afford advertising costs, rather than smaller companies, which can't. In that way, it makes life ever more difficult for that sector of the economy – small and medium-sized businesses – which is the key to a nation's prosperity. Advertising also encourages certain patterns of consumption – fast food, cars, labour-saving devices and so on – which characterise a sedentary lifestyle and undermine physical well-being, while also generating a sense of inadequacy and unhappiness among people who feel inferior if they don't possess a product or conform to certain ideas of what is 'beautiful' or 'cool'. And far from providing consumers with clear, reliable information enabling them to make sensible decisions about what to spend their money on, advertisers use underhand methods to confuse and manipulate feelings and thoughts.

Reading and Use of English

- A There may be a number of explanations: the sharks might have rubbed up against rocks, or the tags may have been ripped off by associated species, such as silky sharks, that mistook them for prey. Having begun with a 1.8-metre tether, we shortened this to 1.3 metres, which seemed to be more effective.
- B After three months, all the sharks that had retained their tags proceeded to head south. They converged on three mountain chains that run westwards from the edge of Peru's continental shelf. There, one by one, they shed their tags and continued on to destinations unknown.
- C However, it wasn't until we overlaid them onto a map of the sea floor that we saw that these movements were apparently in response to geological features deep in the ocean that the sharks couldn't possibly see. It became clear that they must somehow be using faults, fissures and plate boundaries. But how?
- D After all, the marine environment, in comparison to that on land, has few apparent points of reference. The waters are often murky and the maximum penetration of light only extends into the upper levels. So how do marine creatures navigate over long distances?
- E We undertook one of the most ambitious whale shark programmes to date. The fieldwork was carried out in three 15-day sorties.
- F The frequency of transmissions from the tags depended on the behaviour of the individual sharks. Some spent a lot of time on or near the surface, and their tags reported on a regular basis. Others, such as the single male we tagged, spent a great deal of the time diving – for six weeks we didn't receive a single transmission.
- G If spotted at the same location at a later date, or a different location, the shark was 'recaptured' on a database, which stores photos of whale sharks from around the globe, thus providing details of their movements geographically and over time.

19

Part 7

You are going to read a magazine article about whale sharks. Six paragraphs have been removed from the article. 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.

## Secrets of the deep

Until recently, little was known about the movements of the whale shark. But a pioneering project is shedding new light on this ocean giant. Project scientist Jonathan Green reports.

When an animal the size of a very large double-decker bus – the largest fish in the ocean – makes a sudden 90° turn, it has to be for a good reason. As the satellite tracks started to come in from whale sharks which we had tagged off the Galapagos Islands, they clearly showed that as the sharks were swimming away from the islands, they were all reaching a certain point and then making a very abrupt change in direction.

41

That, among other things, was what The Galapagos Whale Shark Project was attempting to find out. Established to study the population of sharks that visits the islands each year, the primary aim of the research was to find out more about whale shark movements on a local scale.

42

This involved two main processes. To begin with, we had to be able to identify individual sharks. We used a modified version of photo software initially developed for the mapping of stars and deep-space objects. This worked because the characteristic white spots of the whale shark resemble the human fingerprint in that each pattern is individually unique. By running photographs of the sharks' sides through the software, we could characterise the patterns of spots and figure out which shark was which.

43

We also attached tags to the sharks to track their movements. This was done by inserting a small dart through the thick skin into a fatty layer beneath using a pneumatic spear gun and then tethering the

tags with a piece of steel cable. They were intended to be towed alongside or above the dorsal fin in order to break the surface and transmit data by satellite. But getting the tags to stay on was easier said than done. For reasons unknown, some came off in less than 24 hours.

44

The sharks used common departure routes soon after we had tagged them. They headed due north, following a series of sea fissures until they reached the Galapagos Rift Valley system. This zone is where the divergence of two oceanic plates has created a rift system similar to that which runs through eastern Africa. Many reached the margin between the two plates and most then turned west.

45

Conversely, one juvenile female's track was astounding, overlaying almost perfectly the rift system as it runs west. It's clear that she and the other whale sharks are using geological features as route indicators, just as motorists use, say, familiar buildings. But how the sharks perceive such features thousands of metres below on the ocean floor is as yet unresolved.

46

The theory we are working on is that the Earth's magnetic field reverses its polarity intermittently over the course of time, thus supplying a source of directional information. Fault systems, rift valleys, ocean trenches and plate margins all emit a distinct magnetic signature that can be used by whale sharks and other species as a virtual map.

18



## The Rise of Home Working

- A Whether you call it working from home, telecommuting or home-working, it's a growing market. Banks, call centres, councils, software companies, law firms, PR agencies: all are increasingly allowing their staff to do it at least part-time. British Telecom, the pioneer of home working in Britain, now has 65,000 flexible workers, of whom 10,000 do not come into the office at all. However, we're still a long way from the dreams of 25 years ago, which imagined offices employing of everyone who didn't operate a machine or wield a mop. So how do you get on the home-working bandwagon? In some countries, if you have a child under 16, or 18 if they are disabled, in a sense you have a head start. Employers in Britain are legally obliged at least to consider your case if you ask to work flexibly, and that could include working at home for at least part of the week. They must also consider an application if you are caring for a friend or a family member. But even if none of those apply, you are still likely to have a strong case – if you can persuade your company to listen.
- B Not only do home workers cut down on the need for large offices, they are often vastly more productive. American studies show a 30–40% increase. Noel Hodson, a key proponent of home working, suggests that this is at least partly down to the removal of the daily commute: 'What we found was that most of the time saved went back into work. These workers valued their new lifestyle and to protect it they did more work.' Companies that offer flexible working also find it easier to attract staff, and to hang on to them. At British Telecom, at least 97% of women who take maternity leave come back to work afterwards, against a national average of about half that. The downside, the recruitment, the instruction of each person at a very moderate estimate would be around £10,000. So, not only are they creating a more socially integrated company in line with government guidelines, they're saving £5m–£6m on skill losses.
- C And there are bonuses for society too. Home working encourages a more diverse labour force, introducing to the world of work, sometimes for the first time, not just carers but disabled people or those who live in remote locations. Then there's the reduction in pollution and greenhouse gases. So, if home working is so great, why aren't we all doing it? 'The issues are human, not technological,' says Peter Thomson of the Telework Association. 'For the past 200 years we have been in an environment where people get together in the same place to work and a manager stands there and watches what they do.' So the last barriers are attitudinal, but it's a myth that someone is in total charge of what people do just because they are all working in the same location. Most managers who are worried about this kind of thing are actually holed up in their offices and rarely interact with their people. Merely turning up is a really poor performance indicator.
- D Mark Thomas runs a PR consultancy whose employees work at home. 'We've come up with measures of performance that are more to do with what they produce than with desk time. This is the way forward,' he says. Some managers are concerned that their home workers might go shopping during the 'working day'. This goes against the idea of flexible working since hours shouldn't matter so long as the required productivity is there. The concern still remains whether some employees will abuse this, but the same technology that makes it possible to escape the office makes it harder to get away from your boss, which is surely true even if you work in an office. It's well known that some managers insist on interrupting their underlings' evenings and weekends with 'urgent' enquiries that could easily wait. So, many of us are already on call 24/7. However, the great thing about technology is that it has an 'off button'. The best employers will not just expect you to use it, but worry if you don't.

21

### Test 1

#### Part 8

You are going to read an article about employees who do some or all of their work from home. For questions 47–56, choose from the sections (A–D). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

In which section are the following mentioned?

the mistaken view that physical proximity at work automatically ensures good supervision	47
the fact that the proportion of home workers in the labour force has not matched expectations	48
the risk of an employer making unreasonable demands on a home worker	49
the fact that staff retention increases in firms that encourage home working	50
the duty of firms not to dismiss requests to work at home out of hand	51
one of the main obstacles to home working in employers' minds being the fear of loss of direct control	52
personal circumstances increasing the likelihood of an individual being allowed to work at home	53
the wider benefits that home working brings to the community	54
the advisability of ensuring that home workers are not putting in excessive hours	55
a reduction in expenditure on premises as a result of home working	56

20

## WORKSHEET 9. WRITING PLANNING+SAMPLE WRITING TEST

### Writing lesson planning:

#### WRITING | SAMPLE PAPER 2

#### Part 2

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 There are plans to demolish an old and unused building in the town where you are a student. You feel that the building should be saved. You decide to write a proposal for the town council explaining why you think the building should be preserved, suggesting what could be done to modernise it and saying how the building could benefit the local people.

Write your proposal.

- 3 You have just finished a three-week study and work programme in an English-speaking country. You studied English language in the mornings and worked for a local company in the afternoons. The programme organiser has asked you to write a report about your experience. In your report, you should evaluate the programme, explaining which part of the programme was more useful, and suggest changes you would recommend for next year's programme.

Write your report.

- 4 A travel website has asked you to write a review of a holiday resort you have been to, explaining what kinds of people the resort is likely to appeal to, and which aspects of the resort you would most recommend to other visitors. You should also suggest at least one way in which you feel the resort could be improved.

Write your review.

#### Part 1

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 radio discussion about how adults can be a good influence on younger people. You have made the notes below.

##### Ways adults can influence how younger people behave:

- giving rules
- setting an example
- offering advice

##### Some opinions expressed in the discussion:

"Sometimes it's fun to break the rules!"

"If you admire somebody, you try to behave like them."

"Young people don't always listen."

Write an essay discussing two of the ways in your notes that adults can influence younger people's behaviour. You should explain which way you think is more effective, giving reasons to support your opinion.

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.



WRITING | SAMPLE PAPER 2

## Question 1: Candidate A

Adults can influence younger people in a good way, but also in a bad way. There are various possibilities how this can happen.

On the one hand, setting a good example is a quite useful way, because younger people will be able to see the adult's behaviours and ways of thinking. They will see and feel the adult's values and lives and may decide to become like them someday or at least to try to behave and think like adults.

On the other hand, offering advices seems to be the better way for me, how adults can influence younger people. Because, setting a good example to follow can be useful, but it also is pretty exhausting for adults and they may have some pressure as well. In addition, it's just an opportunity for younger people, because they'll decide rather they want to become like these adults or not.

In my opinion, younger people should try to learn how life works on their own. This will lead to more failures, but in my opinion, failing is normal and necessary. Of course this way of influencing is more exhausting for younger people, but I guess they'll figure out how to do things on their own.

Failures are crucial for learning and for success, therefore I think that adults just should offer advices and show them, that they believe in them. That's going to encourage younger people and they will try to learn and believe in themselves. That's why I think, that offering advices is the better way how adults can influence younger people.

## Examiner comments

Subscale	Mark	Commentary
<b>Content</b>	<b>5</b>	<p>All content is relevant and the target reader is fully informed.</p> <p>The candidate chooses two of the ways adults can influence how younger people behave from the input material (setting a good example and offering advice). These are discussed in turn and the reasons for choosing each one are explained with both positive and negative aspects highlighted (<i>younger people will be able to see the adult's behaviours and ways of thinking; but it also is pretty exhausting for adults</i>).</p> <p>The candidate states clearly which way they think is better (<i>offering advices seems to be the better way for me; therefore I think that adults just should offer advices and show them</i>), which fulfils the content criteria of the question.</p>
<b>Communicative Achievement</b>	<b>3</b>	<p>The essay is written using the conventions of the communicative task effectively. The essay has a neutral tone and uses appropriate phrases to introduce and connect ideas through the text (<i>On the one hand; On the other hand; In my opinion</i>).</p> <p>The essay topic is clearly communicated in the first paragraph and the main points are developed in separate paragraphs. The candidate justifies his opinions clearly and straightforward ideas are communicated to the reader, holding their attention. However, there are a couple of slips in register (<i>I guess they'll figure out; pretty exhausting</i>).</p> <p>The conclusion restates the candidate's own opinion about which way is better, after giving some examples to support their view.</p>
<b>Organisation</b>	<b>3</b>	<p>The text is well organised and coherent. The structure of the essay is logical and cohesive devices are used to connect the ideas within and across sentences (<i>decide to become like them; or at least to try; can be useful, but it also is; In addition</i>).</p> <p>Organisational patterns are used to generally good effect. In the latter part of the essay, failure is discussed (<i>in my opinion, failing is normal and necessary</i>) and then the effects of failure on young people are explored. The idea of failing is repeated in the final paragraph (<i>Failures are crucial</i>) to support the candidate's conclusion.</p>
<b>Language</b>	<b>2</b>	<p>There is a range of vocabulary used appropriately, but there is some awkwardness of expression at times, either due to word choice or word order (<i>there are various possibilities how this can happen; a quite useful way; advices; but it also is; they'll decide rather they want; adults just should</i>).</p> <p>Some grammatical forms are used with control, such as present tenses and modals but there are errors when more complex forms or expressions are attempted. However, the errors do not impede communication.</p>

## Question 1: Candidate B

Many people are complaining about the younger generation, because they don't behave the right way. But nobody thinks about this topic, in the right way. How should the younger generation know what is right and what is wrong? How should they know how to behave the right way?

The answer is that they need some help. Without help they can not get it and nothing would change.

Through many satirical television programmes children and teenager get a wrong impression of what is right or wrong. Most of the television programmes are not helpful for the improvement of the behaviour of young people. But adults should check what their children are like. They should offer them some advice.

Most teacher are looking after their pupils, but there are always some who don't. I think that teacher should be able to help their students and influence them.

Beneath teachers and parents there are also other parts of the family which should be there for the child. It is more important to a child, but even "older" people are doing it. You will always copy your parents, family and other important people in your life. So every person which is in your life, is an example for you whether it is a good example or not.

All in all I think that it is more effective and even more important to be a good example to follow.

If you offer some advise to somebody, they will be shy at first, afterwards they will be thankful for it. But they will always copy you, or behave like you in certain ways. It just happens and otherwise we wouldn't learn.

## Examiner comments

Subscale	Mark	Commentary
<b>Content</b>	<b>4</b>	<p>All the content is relevant and the target reader is on the whole informed.</p> <p>The essay discusses two of the ways in which adults can influence younger people's behaviour (setting a good example and offering advice). These are discussed and adults in different settings are used to exemplify certain points (<i>satirical television programmes; teacher; parents; other parts of the family; important people in your life</i>). Both positive and negative aspects are discussed but the second point (setting a good example), is not as clearly expressed as the first.</p> <p>An opinion is offered as to which way is best (<i>I think that it is more effective and even more important to be a good example to follow</i>) but this is not supported by clear positive reasons as to why the candidate thinks this (<i>But they will always copy you, or behave like you in certain ways. It just happens and otherwise we wouldn't learn</i>).</p> <p>Both choices are mentioned in the conclusion, and the first seems to be more positive and therefore contradicts the opinion of the candidate. As a result of this, the reader would not be fully informed as to which way the candidate thinks is more effective.</p>
<b>Communicative Achievement</b>	<b>2</b>	<p>The conventions of the communicative task are used to hold the reader's attention. The register is consistent and there is some good use of rhetorical questions (<i>How should the younger generation know ...?</i>) in the first paragraph which engages the reader with the topic.</p> <p>There are some appropriate phrases used to introduce ideas and language of opinion and explanation is used to communicate straightforward ideas (<i>The answer is; Through many; All in all</i>). There is some repetition of information and not many complex ideas are expressed or attempted.</p>
<b>Organisation</b>	<b>2</b>	<p>The text is generally well organised and coherent and is structured with an introduction, main body and a conclusion. The main points are developed through the text using a variety of cohesive devices, questions and answers, relative pronouns and conjunctions (<i>they; their children; they should offer them; but there are always some who don't; there are also; So</i>).</p> <p>There is some repetition of key ideas at the beginning (<i>the right way</i>) and substitution could be used here to improve the flow of the text.</p>
<b>Language</b>	<b>2</b>	<p>There is a range of everyday vocabulary which is used appropriately to express the main ideas. There are some errors in the use of some lexis (<i>behave the right way; Beneath</i>), but there is also some less common lexis used appropriately (<i>are complaining about; satirical television programmes; should be there for the child</i>).</p> <p>There is a range of simple and some complex grammatical forms used with a good degree of control and although there are errors, these do not impede communication.</p>

WRITING | SAMPLE PAPER 2

## Question 1: Candidate C

Many parents, struggle with bringing up their child into be responsible adults and are unsure how to influence them. There are of course, many ways of influencing young adults, and I want to present and discuss two of them: giving rules to obey and offering your children advice.

First of all, it has to be said that advice is easy to ignore, and that children especially in their adolescent years, don't even want advice, and will tell you so, too: 'I don't need your help', they will say to you or even shout at you. Kids often feel misunderstood they think their parents can't understand them, because they are 'too old'. If your son or daughter has a problem, it is important to make him or her feel that you do understand and only want their best and are, therefore, offering some advice, hoping it will help them. Then again, there are rules. Rules can be placed differently, they don't need to be a stone-hard barrier to your child's freedom. Adolescents will often bend rules or utterly break them all because they need this certain feeling of rebellion and freedom. Rules also help the maturing of the conscience. If a child doesn't need to follow rules, it's conscience will never mature and it will not know wrong from right. If, however you place rules, and punishments should they not be followed, your son or daughter will learn not to steal, to be home on time simply because he or she doesn't want to be punished. Don't overdo it, though. Placing too hard punishments could also lead to destruction of the conscience your child never being able to make it's own decisions.

I think that giving rules to obey is the best way of influencing young people. Wherever you go, you find certain rules. Not every rule is absolutely sensible, but while growing older, your child will learn by itself which rules should be followed and will follow them of free choice.

## Examiner comments

Subscale	Mark	Commentary
<b>Content</b>	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The candidate chooses two of the ways adults can influence younger people (offering advice and giving them rules to obey). Negative aspects of both choices are described and this is balanced with a more positive aspect of each option (it's important to make children feel someone does understand; rules help with maturity).</p> <p>In the conclusion, the candidate offers their own opinion on which way is more effective (<i>giving rules to obey is the best way</i>) and explains why (<i>Not every rule is absolutely sensible, but while growing older, your child will learn by itself which rules should be followed</i>).</p>
<b>Communicative Achievement</b>	4	<p>Essay writing conventions are used effectively to communicate ideas clearly. The register is mostly consistent despite the candidate offering advice (<i>Don't overdo it, though</i>). Overall the language of explanation, opinion and justification is appropriate for this essay and holds the reader's attention.</p> <p>There is a mix of straightforward and complex ideas running through the paragraphs. The topic under discussion is introduced and the main points are clearly signposted throughout by using appropriate phrases (<i>I want to present and discuss two of them; First of all; Then again; If, however</i>) and the conclusion offers a summary of the candidate's opinion.</p>
<b>Organisation</b>	4	<p>The text is well organised and coherent and the candidate makes good use of a variety of cohesive devices to show connections between ideas across sentences and paragraphs, including referencing, punctuation, and conjunctions (<i>There are of course...; First of all, it has to be said that...; ...and are, therefore, offering some advice</i>).</p> <p>More complex organisational patterns are used to generally good effect, particularly when presenting positive and negative aspects of one topic (<i>If, however, you place rules, and punishments...your son or daughter will learn not to...Placing too hard punishments could also lead to destruction</i>).</p>
<b>Language</b>	4	<p>There is a range of vocabulary, including less common lexis which is used effectively (<i>struggle with bringing up; advice is easy to ignore; bend rules; feeling of rebellion; maturing of the conscience</i>).</p> <p>There is a range of simple and more complex grammatical forms which are used with control and flexibility (<i>will learn by itself which rules should be followed and will follow them of free choice</i>). There are occasional errors but these do not impede communication and are sometimes due to ambition or are slips.</p>

**WRITING | ASSESSMENT**

Cambridge English: Advanced Writing Examiners use the following assessment scale, extracted from the one on the previous page.

Cl	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely.  Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication.  Errors, if present, are related to less common words and structures, or occur as slips.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately.  Uses a range of simple and complex grammatical forms with control and flexibility.  Occasional errors may be present but do not impede communication.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis.  Uses a range of simple and some complex grammatical forms with a good degree of control.  Errors do not impede communication.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

## Writing mark scheme

### Glossary of terms

#### 1. GENERAL

<b>Generally</b>	Generally is a qualifier meaning not in every way or instance. Thus, 'generally appropriately' refers to performance that is not as good as 'appropriately'.
<b>Flexibility</b>	Flexible and flexibly refer to the ability to adapt – whether language, organisational devices, or task conventions – rather than using the same form over and over, thus evidencing better control and a wider repertoire of the resource. Flexibility allows a candidate to better achieve communicative goals.

#### 2. CONTENT

<b>Relevant</b>	Relevant means related or relatable to required content points and/or task requirements.
<b>Target reader</b>	The target reader is the hypothetical reader set up in the task, e.g. a magazine's readership, your English teacher.
<b>Informed</b>	The target reader is informed if content points and/or task requirements are addressed and appropriately developed. Some content points do not require much development (e.g. 'state what is x') while others require it ('describe', 'explain').

#### 3. COMMUNICATIVE ACHIEVEMENT

<b>Conventions of the communicative task</b>	Conventions of the communicative task include such things as genre, format, register and function. For example, a personal letter should not be written as a formal report, should be laid out accordingly, and use the right tone for the communicative purpose.
<b>Holding the target reader's attention</b>	Holding the target reader's attention is used in the positive sense and refers to the quality of a text that allows a reader to derive meaning and not be distracted. It does not refer to texts that force a reader to read closely because they are difficult to follow or make sense of.
<b>Communicative purpose</b>	Communicative purpose refers to the communicative requirements as set out in the task, e.g. make a complaint, suggest alternatives.
<b>Straightforward and complex ideas</b>	Straightforward ideas are those which relate to relatively limited subject matter, usually concrete in nature, and which require simpler rhetorical devices to communicate.  Complex ideas are those which are of a more abstract nature, or which cover a wider subject area, requiring more rhetorical resources to bring together and express.

#### 4. ORGANISATION

<b>Linking words, cohesive devices, and organisational patterns</b>	Linking words are cohesive devices, but are separated here to refer to higher-frequency vocabulary which provides explicit linkage. They can range from basic high-frequency items (such as 'and', 'but') to basic and phrasal items (such as 'because', 'first of all', 'finally').  Cohesive devices refers to more sophisticated linking words and phrases (e.g. 'moreover', 'it may appear', 'as a result'), as well as grammatical devices such as the use of reference pronouns, substitution (e.g. There are two women in the picture. The one on the right ...), ellipsis (e.g. The first car he owned was a convertible, the second a family car), or repetition.  Organisational patterns refers to less-explicit ways of achieving connection at the between-sentence level and beyond, e.g. arranging sentences in climactic order, the use of parallelism, using a rhetorical question to set up a new paragraph.
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#### 5. LANGUAGE

<b>Vocabulary</b>	Basic vocabulary refers to vocabulary used for survival purposes, for simple transactions, and the like.  Everyday vocabulary refers to vocabulary that comes up in common situations of a non-technical nature in the relevant domain.  Less common lexis refers to vocabulary items that appear less often in the relevant domain. These items often help to express ideas more succinctly and precisely.
<b>Appropriacy of vocabulary</b>	Appropriacy of vocabulary means the use of words and phrases that fit the context of the given task. For example, in <i>I'm very sensible to noise</i> , the word <i>sensible</i> is inappropriate as the word should be <i>sensitive</i> . Another example would be <i>Today's big snow makes getting around the city difficult</i> . The phrase <i>getting around</i> is well suited to this situation. However, <i>big snow</i> is inappropriate as <i>big</i> and <i>snow</i> are not used together. <i>Heavy snow</i> would be appropriate.
<b>Grammatical forms</b>	Simple grammatical forms are words, phrases, basic tenses and simple clauses.  Complex grammatical forms are longer and more complex items, e.g. noun clauses, relative and adverb clauses, subordination, passive forms, infinitives, verb patterns, modal forms and tense contrasts.
<b>Grammatical control</b>	Grammatical control refers to the ability to consistently use grammar accurately and appropriately to convey intended meaning.
<b>Range</b>	Range refers to the variety of words and grammatical forms a candidate uses. At higher levels, candidates will make increasing use of a greater variety of words, fixed phrases, collocations and grammatical forms.
<b>Errors and slips</b>	Errors are systematic mistakes. Slips are mistakes that are non-systematic, i.e. the candidate has learned the vocabulary item or grammatical structure, but just happened to make a mistake in this instance. In a candidate's response, where most other examples of a lexical/grammatical point are accurate, a mistake on that point would most likely be a slip.
<b>Impede communication</b>	Impede communication means getting in the way of meaning. Meaning can still be determined indicates that some effort is required from the reader to determine meaning.



CAE

## LANGUAGE

Language focuses on vocabulary and grammar, this includes the range of language as well as how accurate and appropriate it is.

- Does the candidate use simple and complex grammar structures with control and flexibility?
- Does the candidate succeed in using less common vocabulary appropriately?
- Do errors impede communication?

## ORGANISATION

Organisation focuses on how the candidate "puts together" the piece of writing, in other words if it is logical, ordered and coherent.

- Is the writing organised into paragraphs?
- Does the candidate use a variety of linking expressions?
- Is there evidence of more complex organisational patterns?

## COMMUNICATIVE ACHIEVEMENT

CA focuses on how appropriate the writing is for the task:

- Has the candidate used the correct format, register (style) and function?
- How well do they communicate their ideas?
- Does the writing hold the reader's attention?
- Has the candidate succeeded in communicating complex ideas?

## CONTENT

Content focuses on how well the candidate has fulfilled the task, in other words:

- Have they answered the question and done what they were asked to do?
- Is it all relevant?
- Will the target reader be informed? (how well informed?)



## Sample Writing test:

### Writing

#### Part 2

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

- 2 You recently helped to organise an arts day in your area, promoting local musicians and artists through performances, workshops and exhibitions. You read the article below in a local paper.

#### Local arts day – a disappointment

Last week's arts day didn't attract many people, had limited appeal to young people and was a waste of council money.

You disagree with the negative opinions expressed by the reporter, and decide to write a letter to the Editor, explaining why you disagree and saying what you feel was achieved on the day.

Write your letter. You do not need to include postal addresses.

- 3 You are on the Student Committee at the college where you study. A year ago, the college gave the Committee some money to start a student website. The aims of the website were to inform students about local events, to publicise college clubs, and to review products of interest to students.

The Principal has asked you for a report explaining whether the website has met its aims and saying why the website should continue to have financial support.

Write your report.

- 4 You are a university student and you want to spend a month doing work experience at an international company. You decide to write a letter to the Recruitment Manager at the company explaining why you want to do work experience there and saying how the company would also benefit.

Write your letter.

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### Test 1

#### WRITING (1 hour 30 minutes)

#### Part 1

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 on how more young people can be encouraged to study science. You have made the notes below:

#### Ways of encouraging young people to study science:

- advertising
- school programmes
- government grants

Some opinions expressed in the discussion:

"You never see positive images of young scientists on TV, just pop stars or actors."

"Science lessons should be more practical and fun."

"If young people see science as a career, they'll want to study it."

Write an essay discussing **two** of the points in your notes. You should **explain which way would be more effective in encouraging young people to study science, providing reasons to support your opinion.**

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.

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## WORKSHEET 10. SAMPLE LISTENING TEST

### Teacher's copy

Listening

#### LISTENING (approximately 40 minutes)

Test 1

##### Part 1

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 talking about a new office building.

- 1 The woman says that in the building some people are having difficulty.
- A coping with the new technology.
  - ☒ B adjusting to a new concept of work.
  - C working without clear supervision.

- 2 She thinks one effect of people moving around the building will be to
- A promote physical as well as mental well-being.
  - ☒ B create a more productive work force.
  - C provide useful contact with other employees.

##### Extract Two

You hear two friends discussing business travel.

- 3 The woman believes that in future companies should
- ☒ A fly only with airlines that have an eco-friendly policy.
  - B concentrate on the use of video conferencing.
  - C reduce overall levels of executive travel.
- 4 The man thinks that the prime consideration for transport providers should be
- A increasing revenue.
  - ☒ B thinking long-term.
  - C creating jobs.

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##### Extract Three

You hear two friends talking about some research.

- 5 What is the man's attitude to the research?
- A He is doubtful about the methods used.
  - B He is surprised by its findings.
  - ☒ C He is dismissive of the concept behind it.
- 6 During the discussion, the woman reveals her
- A sympathy towards the subjects of the experiments.
  - ☒ B interest in complex human behaviour.
  - C admiration for the originality of the research.

25

Listening

Part 3

You will hear part of an interview in which two scientists called Jessica Conway and Paul Flower are talking about exploration and discovery. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 In response to the idea that everything has already been discovered Jessica emphasises  
☒ A the potential for further marine exploration.  
☐ B the precision of modern satellite technology.  
☐ C the inaccuracy of modern mapping techniques.  
☐ D the number of recent discoveries.
- 16 Regarding new species found around underwater craters, Jessica says that  
☐ A they are being discovered less often these days.  
☐ B they are more abundant in certain locations.  
☒ C it is difficult to estimate possible numbers.  
☐ D there are problems classifying them.
- 17 When asked about geographical discoveries in general, Paul and Jessica agree that scientists need to  
☐ A make regular reassessments of their work.  
☒ B compare their respective results.  
☐ C recognise their limitations.  
☐ D promote their findings.
- 18 What does Paul say about walking where no one has ever walked before?  
☐ A It recharges his tired mind.  
☐ B It makes him feel he is unique.  
☒ C It gives him a sense of belonging.  
☐ D It helps him forget physical discomfort.
- 19 When asked about others visiting remote areas, Paul  
☐ A supports the public's right to experience them.  
☐ B expresses his concern at growing urbanisation.  
☒ C suggests it would benefit local communities.  
☐ D criticises the attitude of some tourists.
- 20 In Paul's view, future generations will  
☐ A only need to go online to experience the thrill of adventure.  
☐ B have to reduce travel for environmental reasons.  
☐ C be less interested in the concept of exploration.  
☒ D still be attracted to isolated places.

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Test 1

Part 2

You will hear a man called Steven Kane giving a presentation about research into a cargo of children's bath-toys which were lost at sea. For questions 7–14, complete the sentences with a word or short phrase.

BATH-TOY CARGO

Of the four kinds of bath-toy lost at sea, Steven thinks the blue turtle had the most surprising colour.

The subject Steven was teaching when he first read about the bath-toys was

media studies 8

In Alaska, Steven heard of a lost consignment of snackbars some of which turned up alongside the bath-toys.

Steven discovered that the bath-toys are used by scientists known as

oceanographers 10 in their research.

Steven says that the findings obtained by researchers were immediately useful to

the shipping 11 industry.

Steven mentions the particular case of a seabird 12 adversely affected by plastic pollutants in the sea.

Steven regarded the factory that he traced in China as the bath-toys'

birthplace 13  
place of birth  
 Steven travelled on something called an icebreaker 14 on his journey across the Arctic.

26

Test 1

Part 4

You will hear five short extracts in which people are talking about taking up a new sport.

**TASK ONE**

For questions 21–25, choose from the list (A–H) why each speaker took up their particular sport.

**TASK TWO**

For questions 26–30, choose from the list (A–H) what advice each speaker gives about taking up a sport.

While you listen you must complete both tasks.

A to make new friends

A Stick to your training routine.

B as the result of recommendations  
C to get fit  
D for the travel opportunities

B Don't let it rule your life.

C to get fit

C Believe in yourself.

E as a personal challenge

E Follow a strict diet.

F for the thrill of competing

F Try to be a good role model.

G to improve a skill

G Don't expect instant rewards.

H as a result of discovering a talent

H Continue to push to new limits.

Speaker 1	21	26
Speaker 2	22	27
Speaker 3	23	28
Speaker 4	24	29
Speaker 5	25	30

**Student's copy**

*Listening*

**LISTENING** (approximately 40 minutes)

**Part 1**

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 talking about a new office building.

- 1 The woman says that in the building some people are having difficulty.  
A coping with the new technology.  
B adjusting to a new concept of work.  
C working without clear supervision.
- 2 She thinks one effect of people moving around the building will be to  
A promote physical as well as mental well-being.  
B create a more productive work force.  
C provide useful contact with other employees.

**Extract Two**

You hear two friends discussing business travel.

- 3 The woman believes that in future companies should  
A fly only with airlines that have an eco-friendly policy.  
B concentrate on the use of video conferencing.  
C reduce overall levels of executive travel.
- 4 The man thinks that the prime consideration for transport providers should be  
A increasing revenue.  
B thinking long-term.  
C creating jobs.

24

**Extract Three**

You hear two friends talking about some research.

- 5 What is the man's attitude to the research?  
A He is doubtful about the methods used.  
B He is surprised by its findings.  
C He is dismissive of the concept behind it.
- 6 During the discussion, the woman reveals her  
A sympathy towards the subjects of the experiments.  
B interest in complex human behaviour.  
C admiration for the originality of the research.

25

Test 1

Listening

Part 2

You will hear a man called Steven Kane giving a presentation about research into a cargo of children's bath-toys which were lost at sea. For questions 7–14, complete the sentences with a word or short phrase.

BATH-TOY CARGO

Of the four kinds of bath-toy lost at sea, Steven thinks the  had the most surprising colour.

The subject Steven was teaching when he first read about the bath-toys was

In Alaska, Steven heard of a lost consignment of  some of which turned up alongside the bath-toys.

Steven discovered that the bath-toys are used by scientists known as

in their research.

Steven says that the findings obtained by researchers were immediately useful to

the  industry.

Steven mentions the particular case of a  adversely affected by plastic pollutants in the sea.

Steven regarded the factory that he traced in China as the bath-toys'

Steven travelled on something called an  on his journey across the Arctic.

26

Part 3

You will hear part of an interview in which two scientists called Jessica Conway and Paul Flower are talking about exploration and discovery. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

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A make regular reassessments of their work.  
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18 What does Paul say about walking where no one has ever walked before?  
A It recharges his tired mind.  
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19 When asked about others visiting remote areas, Paul  
A supports the public's right to experience them.  
B expresses his concern at growing urbanisation.  
C suggests it would benefit local communities.  
D criticises the attitude of some tourists.

20 In Paul's view, future generations will  
A only need to go online to experience the thrill of adventure.  
B have to reduce travel for environmental reasons.  
C be less interested in the concept of exploration.  
D still be attracted to isolated places.

27



Test 1

Part 4

You will hear five short extracts in which people are talking about taking up a new sport.

**TASK ONE**

For questions 21–25, choose from the list (A–H) why each speaker took up their particular sport.

**TASK TWO**

For questions 26–30, choose from the list (A–H) what advice each speaker gives about taking up a sport.

While you listen you must complete both tasks.

**A** to make new friends

**A** Stick to your training routine.

**B** as the result of recommendations  
**C** to get fit  
**D** for the travel opportunities

**B** Don't let it rule your life.

**C** Believe in yourself.

**D** Get reliable assistance.

**E** as a personal challenge

**E** Follow a strict diet.

**F** for the thrill of competing

**F** Try to be a good role model.

**G** to improve a skill

**G** Don't expect instant rewards.

**H** as a result of discovering a talent

**H** Continue to push to new limits.

Speaker 1	21	Speaker 1	26
Speaker 2	22	Speaker 2	27
Speaker 3	23	Speaker 3	28
Speaker 4	24	Speaker 4	29
Speaker 5	25	Speaker 5	30

## Listening (approximately 40 minutes)

### Part 1

1 B 2 C 3 A 4 B 5 C 6 B

### Part 2

7 (blue) turtle 8 media studies 9 sneakers 10 oceanographers 11 shipping  
12 seabird 13 birthplace/place of birth 14 icebreaker

### Part 3

15 A 16 C 17 B 18 C 19 D 20 D

### Part 4

21 B 22 E 23 F 24 D 25 H 26 H 27 D 28 F 29 C 30 B

### Transcript

This is the Cambridge English: Advanced, Test One.

I'm going to give you the instructions for this test.

I'll introduce each part of the test and give you time to look at the questions.

At the start of each piece you'll hear this sound:

tone

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There'll now be a pause. Please ask any questions now, because you must not speak during the test.

[pause]

Now open your question paper and look at Part One.

[pause]

You'll 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.

You hear two friends talking about a new office building.

Now look at questions one and two.

[pause]

tone

Man: So, what's it like, working in that ultra-modern building?

Woman: Well, really weird at first, but I'm getting used to it. One thing is not having your own desk, but I've worked like that before. The latest thing is that you

## Test 1 Key

### Reading and Use of English (1 hour 30 minutes)

#### Part 1

1 B 2 D 3 C 4 A 5 D 6 B 7 C 8 D

#### Part 2

9 anybody/anyone 10 like 11 make 12 for 13 by 14 have/stand  
15 up 16 out/on

#### Part 3

17 favourable/favorable 18 unexpected 19 beginners 20 desperation  
21 endanger 22 solution 23 alternatively 24 mountaineer(s)

#### Part 4

25 not to LET her / the children / kids watch 26 make it ILLEGAL to drive  
27 Tom / he had left / on / in TIME OR Tom / he had been on / in TIME / leaving 28 to  
be / (a) THOROUGH revision to / of / revising of 29 was a GRADUAL rise / increase  
/ improvement in 30 was of / no CONSEQUENCE OR was not / wasn't of / (any)  
CONSEQUENCE

#### Part 5

31 D 32 B 33 C 34 B 35 A 36 C

#### Part 6

37 D 38 A 39 B 40 C

#### Part 7

41 C 42 E 43 G 44 A 45 F 46 D

#### Part 8

47 C 48 A 49 D 50 B 51 A 52 C 53 A 54 C 55 D 56 B

### Writing (1 hour 30 minutes)

Candidate responses are marked using the assessment scale on pages 108-109.

Test 1 Key

tone  
[The recording is repeated.]  
[pause]  
You hear two friends talking about some research.  
Now look at questions five and six.  
[pause]  
tone

Extract Three

Woman: I saw a fascinating programme last night – about research into human self-interest.  
Man: What's that research? Selfishness is just not giving others a second thought, surely?  
Woman: No – there were experiments, they showed that when you give people a financial windfall, they're happier if you insist they spend it on themselves.  
Man: Who wouldn't be?  
Woman: You're missing the point.  
Man: So what did the research consist of exactly?  
Woman: Well ... they gave two groups of people a sum of cash. One group could choose between keeping it or giving it to charity; the other group had to spend it on themselves. And this second group, virtually forced to be self-interested, turned out to be the happiest. Those that voluntarily kept cash were less happy – presumably because of the undertow of guilt of having made that choice.  
Man: I'm glad I didn't have to! Not easy!  
Woman: One thing I took from the programme was how it's a good idea to pre-commit to any activities that are 'self-interested'. So ... make plans to see friends that are hard to break, buy cinema tickets for next weekend now. You see, apparently, the less freedom you have to back out, the more fun you'll have when the time comes, because doing something for others instead won't feel like an option.  
Man: Hmm ... that's an interesting angle.  
[pause]  
tone  
[The recording is repeated.]  
[pause]  
That's the end of Part One.  
Now turn to Part Two.  
[pause]

123

Test 1 Key

get moved around different parts of the building.  
Man: How are people coping?  
Woman: Varying degrees of success, as you can imagine. The technology available is amazing – everybody has a mobile laptop, a mobile phone, so you can work anywhere – with others, by yourself, in a funky design space, in a space like a garden. That's a bit tough – people like to define and personalise their working area – they're really taken out of their comfort zone. Work isn't a place anymore. It's what you do that counts. Teams aren't fixed either. You can be in a different one each week. But there's plenty of direction and you know what needs to be done.

Man: How do you feel about all the moving around?  
Woman: It's supposed to be healthier for you – I'm not sure. It hardly matches up to a session in the gym! But sometimes you can bump into somebody unexpectedly, and it's good to bounce ideas off each other. It's thought that'll make people focus better, on their output, but that remains to be seen.  
[pause]  
tone  
[The recording is repeated.]  
[pause]  
You hear two friends discussing business travel.  
Now look at questions three and four.  
[pause]  
tone

Extract Two

Man: So you're back from the Far East. Do you reckon the company'll be cutting back on trips like that?  
Woman: Well, you'd hope they'd make more use of digital communication – things like video – but honestly, there's often no real alternative to face-to-face meetings. In certain circumstances anyway. I suppose it all comes down to being sure to book with the companies whose planes use bio-fuel. Responsible travel – you could call it. Because there's no way I can foresee business travel doing anything other than growing in the future ... estimates put it between ten and fifteen per cent, or so I read recently in an analyst's report.  
Man: That's certainly what they're saying – so let's hope airlines and rail companies worldwide will be responsible when it comes to planning. There'll have to be plenty of that to deal with the expected growth. All too often they just concentrate on immediate results – like the instant profit they seem to be obsessed with. Though obviously they do have to make things pay. And it's always a good thing for them if they can promote their plans by saying how much work will be provided. Above all though, what's needed is a strategy to cope with what future trends are likely to throw up.  
Woman: You're right there.  
[pause]

122

1651.1 Key

So before I go on ... [fade]

[pause]

Now you'll hear Part Two again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

[pause]

You will hear part of an interview in which two scientists called Jessica Conway and Paul Flower are talking about exploration and discovery. For questions 15-20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have 70 seconds to look at Part Three.

[pause]

tone

Interviewer: Welcome to today's programme, where I'm talking to scientists Jessica Conway and Paul Flower about exploration and discovery. First of all Jessica these days surely everything on Earth has been discovered and mapped?

Jessica: Absolutely not – we've begun. You can use satellites to estimate the shape of the landscape under the oceans, for example, but it's only an estimate. In the Antarctic recently, investigating undersea volcanoes, we found a crater in the ocean floor, about four kilometres across and well over one kilometre deep and it wasn't on any map. We had no idea it was there. And that just amazed me, because there's nowhere beyond the shoreline where we can trip over such big geographical features that we don't already know about.

Interviewer: And are you finding many new animal species around these underwater craters?

Jessica: Well, as we get closer to finding everything out there, it's going to get progressively harder to find new species, but at the moment there's no sign of the rate of discovery slackening off. The real question is just how many more new species there might be there. At least one new species has been discovered every month over the thirty-five years we've been exploring deep-sea craters – and we've still got plenty left to record.

Interviewer: So you're clearly expecting to make similar geographical finds elsewhere?

Jessica: Sure, we're going to be exploring these sorts of features and comparing what we find for quite some while. There are still huge unexplored areas, so there'll be lots to focus our minds on in the coming decades, with the aim of all of us across different disciplines building up a kind of jigsaw puzzle of what exists where.

Interviewer: What do you think Paul?

125

Test 1 Key

PART 2

You will hear a man called Steven Kane giving a presentation about research into a cargo of children's bath-toys which were lost at sea.

For questions 7-14, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part Two.

[pause]

tone

Steven: Hi, I'm Steven Kane. I want to tell you about my research into a cargo of children's bath-toys, lost at sea, which turned up in some unexpected places. About twenty years ago, an American company ordered thirty-thousand plastic bath-toys from a Chinese manufacturer, packed in sets of four: a green frog, a red beaver, a classic yellow duck and a rather uncharacteristically blue turtle; these were dispatched by sea. But en route, a storm washed the cargo overboard, and somehow the container split open, releasing the bath-toys to float away on the waves.

So how did I get involved? I'm a college lecturer but not teaching anything like economics or even geography, media studies is my field. I set my students a vacation project and one guy based his on a TV programme about these bath-toys. It made fascinating reading. Ever since, I've been trying to trace them – temporarily giving up my academic career to travel the world in the process.

Every year since the accident, bath-toys have turned up as far as Hawaii and Northern Europe, but first appeared on the coast of Alaska where I began my search. There I met people whose hobby is beachcombing. They had hoards of bath-toys to show me, along with sneakers – part of another lost cargo – as well as the regular fetsam and jetsam discarded by the currents.

But the amazing thing is, through these discoveries the bath-toys have made an incredible contribution to scientific research. For example, to obtain information about tides and circular currents, oceanographers often release a small number of drift bottles with messages inside to track where they land – but here were thirty-thousand objects to trace and document. They've provided information that's been put into use right away in the shipping industry and should eventually prove invaluable to the oil industry.

I was having great fun, but some of this diminished in Hawaii, when I was shown how the bath-toys lose their identity, in the mass of marine pollutants covering some beaches there. Rumours abounded of poisoned dolphins and porpoises and I saw the remains of a seabird with thirty-two different types of plastic in its stomach.

So I decided to investigate other aspects of the bath-toys' journey, and travelled to China in search of the factory, which I thought of as their birthplace rather than their place of manufacture. I was able to track down not only the building, but also the machine they'd been made on and the person who'd operated it.

One final challenge was to follow the route of bath-toys to Europe via the polar ice cap. An easy option would have been to board an airliner, and get an idea of the vast frozen wastes from above – but I wanted to get through though, so I opted for enlisting as a crew member on an ice-breaker – no ordinary vessel this but one tasked with cutting a sea-passage through the frozen waste. We found no frogs or beavers but I felt a renewed respect for the toys' remarkable endurance.

124

Test 1 Key

Paul: Well ... our different backgrounds make for very different research methods but the ultimate goal is the same. For example, recent work on glaciers by a US researcher has helped me re-evaluate my own data on climate change. In this business the figures can alter from day to day and you have to keep on top of it.

Interviewer: Now Paul, you've actually walked where no one's ever walked before – what's that like?

Paul: Yes – every year I go to Greenland, climb new mountains and travel on previously untouched ice caps ... there are literally hundreds of these. There's a sense of freedom – I think that's what I get. You're still aware your body is exhausted, and yet by travelling to new areas every time there's this renewed feeling that this is where I'm meant to be. It's an experience like no other.

Interviewer: What about other people accessing remote areas?

Paul: You still see great areas where there are no roads, no villages, no permanent habitation whatsoever – despite the current population explosion and the need for development. I'm obviously keen to explore uncharted territory but not, of course, with the 'checklist' mentality of the wealthy globetrotter. These days of course everyone can go everywhere, it seems.

Interviewer: But surely in coming generations the urge to explore will begin to dwindle as these places are visited, catalogued, mapped?

Paul: I wouldn't want the next generation thinking, 'Huh! It's all been done before. And besides, I can get it all off the Internet. Because you can't, you see. You can spend your life looking at a computer with the world's best search engines, but it's nowhere near the same as actually standing there on a mountain top. You can do all the research you like, but when you stand there, it's so intense, so life-giving, it doesn't matter that someone might have been there before, because now you are. And, regardless of your standpoint on green issues, I think people will always hold that view.'

[pause]  
Now you'll hear Part Three again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Three.

Now turn to Part Four.

[pause]

Part Four consists of two tasks. You'll hear five short extracts in which people are talking about taking up a new sport. Look at Task One. For questions 21–25, choose from the list (A–H) why each speaker took up their particular sport. Now look at Task Two. For questions 26–30, choose from the list (A–H) what advice each speaker gives about taking up a sport. While you listen you must complete both tasks.

PART 4

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Test 1 Key

You now have 45 seconds to look at Part Four.

[pause]

tone

Speaker One:

I started judo when I was ten. I'd been good at other martial arts, so I didn't think it'd be too difficult, and I went along because my friend kept going on about how brilliant the instructor was, and how it'd do me good. I was soon taking part in competitions with people my age and older, even though I didn't think I was that great. But I got there by sheer force of will, I think, and I'd say that's the key – knowing what you think you can achieve and then making yourself go that little bit further each time. Yes, watching what you eat can go some way towards helping you succeed, but it's what goes on in your head that really counts.

[pause]

Speaker Two:

I recently moved from athletics to powerlifting. It happened quite by chance – one day in the gym out of curiosity I set myself the task of finding out the maximum weight I could lift. It wasn't that much actually, but still enough to get me hooked. Although I'm still quite new to the sport, I'm keeping up pretty well, and I'm hoping to go to the USA soon to do a course with a coach that's over there who's got a great reputation. That's essential, I think – to have someone on board who knows their stuff when it comes to training. That'll take you a long way down the road to success, especially as your fitness improves.

[pause]

Speaker Three:

I picked up karate a few years ago, my prime motivation being to take part in the fighting bit. I think! You're pitting yourself against another person and you've got to win. I've probably got an addictive personality where training's concerned, but with any contests I take part in, I tend to do really well as a result. It's a good feeling knowing that kids follow your example – I'd say it's a rewarding thing to fix your sights on. Obviously if you're not very good, that isn't going to happen, but if you can dish it out in this sport, your standing really goes up – and that's a good place to be.

[pause]

Speaker Four:

Doing any sport brings huge rewards, and among them is the opportunity to make all kinds of friends, once you get to a certain level. And for anyone wishing to take up my sport, wheelchair racing, I'd stress the need to have total, unquestioning faith in your own ability, 'cause without that you're going absolutely nowhere. It certainly got me a long way, 'cause my international competitions have literally taken me all over the place, and I'm really grateful for what the sport has given me in that respect. And that's what I went into it for, after all.

[pause]

127



Test 1 Key

30 - *Speaker Five:* I wasn't that keen to play badminton when my friends suggested it, but in the end it was a case of 'anything to keep them quiet'. Anyway, to my utter astonishment I turned out to be a natural at it, even beating off one or two who'd been competing for years, so that persuaded me, and I've been thrashing the shuttlecock across the net ever since. I can get very into it though, at times, and I have to be careful so that I make space for other things. My coach always tells me to maintain a sense of proportion – and I'm with him on that – after all, what's the point if it's not fun?

[pause]

*Now you'll hear Part Four again.*

tone

[The recording is repeated.]

[pause]

*That's the end of Part Four.*

*There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there's one minute left, so that you're sure to finish in time.*

[Teacher, pause the recording here for five minutes. Remind students when they have one minute left.]

*That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.*



## WORKSHEET 11. SAMPLE SPEAKING TEST

SPEAKING | SAMPLE TEST 2

SPEAKING | SAMPLE TEST 2

1 Doing things together 2 Student life	Part 2 4 minutes (6 minutes for groups of three)
<p><b>Interlocutor</b></p> <p>In this part of the test, I'm going to give each of you three pictures. I'd like you to talk about two of them on your own for about a minute, and also to answer a question briefly about your partner's pictures.</p> <p>(Candidate A), it's your turn first. Here are your pictures. They show people doing things together.</p> <p>Place Part 2 booklet, open at Task 1, in front of Candidate A.</p> <p>I'd like you to compare two of the pictures, and say why the people might be doing these things together, and how the people might be feeling.</p> <p>All right?</p> <p>.....</p> <p>Thank you.</p> <p>(Candidate B), in which situation do you think the people benefit most from being together? ..... (Why?)</p> <p>.....</p> <p>Thank you. (Can I have the booklet, please?) Retrieve Part 2 booklet.</p> <p>Now, (Candidate B), here are your pictures. They show students doing different activities.</p> <p>Place Part 2 booklet, open at Task 2, in front of Candidate B.</p> <p>I'd like you to compare two of the pictures, and say how students can benefit from doing these different activities, and how helpful the activities might be in preparing them for their future lives.</p> <p>All right?</p> <p>.....</p> <p>Thank you.</p> <p>(Candidate A), which of these activities do you think is most useful? ..... (Why?)</p> <p>.....</p> <p>Thank you. (Can I have the booklet, please?) Retrieve Part 2 booklet.</p>	<p><b>Candidate A</b> ⌚ 1 minute</p> <p><b>Interlocutor</b></p> <p><b>Candidate B</b> ⌚ approximately 30 seconds</p> <p><b>Interlocutor</b></p> <p><b>Candidate A</b> ⌚ 1 minute</p> <p><b>Interlocutor</b></p> <p><b>Candidate B</b> ⌚ approximately 30 seconds</p> <p><b>Interlocutor</b></p>

Part 1 2 minutes (3 minutes for groups of three)
<p>Good morning/afternoon/evening. My name is ..... and this is my colleague .....</p> <p>And your names are?</p> <p>Can I have your mark sheets, please?</p> <p>Thank you.</p> <p>First of all, we'd like to know something about you.</p> <p>Select one or two questions and ask candidates in turn, as appropriate.</p> <ul style="list-style-type: none"> <li>• Where are you from?</li> <li>• What do you do here/there?</li> <li>• How long have you been studying English?</li> <li>• What do you enjoy most about learning English?</li> </ul> <p>Select one or more questions from the following, as appropriate.</p> <ul style="list-style-type: none"> <li>• What has been your most interesting travel experience? ..... (Why?)</li> <li>• Do you prefer to get the news from newspapers, television or the internet? ..... (Why?)</li> <li>• What do you think is the best way to keep in touch with friends and family? ..... (Why?)</li> <li>• How important do you think it is to speak more than one language? ..... (Why?)</li> <li>• What did you like most about the area where you grew up?</li> <li>• Who has more influence on your life – your friends or your family? ..... (Why?)</li> <li>• What do you hope to be doing in five years' time?</li> <li>• Do you ever wish you were rich and famous? ..... (Why? / Why not?)</li> </ul>

SPEAKING | SAMPLE TEST 2

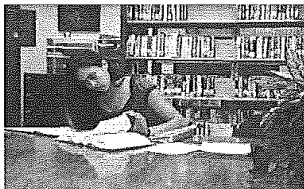
- Why might the people be doing these things together?
- How might the people be feeling?

1

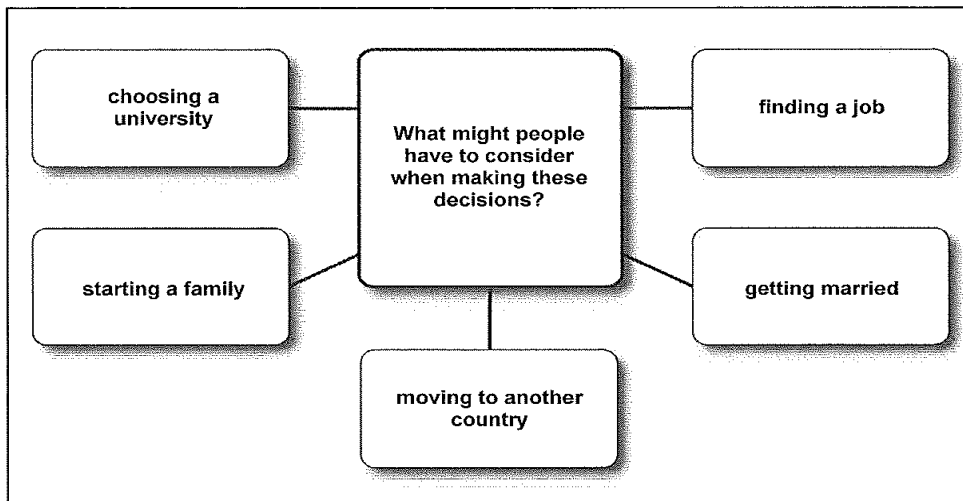


- How can students benefit from doing these different activities?
- How helpful might the activities be in preparing them for their future lives?

2



21



**Part 3** 4 minutes (6 minutes for groups of three)  
**Part 4** 5 minutes (8 minutes for groups of three)

**21 Making decisions**

**Part 3**

Interlocutor

Now, I'd like you to talk about something together for about two minutes (2 minutes for groups of three).

Here are some things that people often have to make decisions about and a question for you to discuss. First you have some time to look at the task.

Place **Part 3** booklet, open at **Task 21**, in front of the candidates. Allow 15 seconds.

Now, talk to each other about what people might have to consider when making these decisions.

Candidates

⌚ 2 minutes  
(3 minutes for groups of three)

Interlocutor

Thank you. Now you have about a minute (2 minutes for groups of three) to decide in which situation it is most important to make the right decision.

Candidates

⌚ 1 minute  
(2 minutes for groups of three)

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

**Part 4**

Interlocutor

Use the following questions, in order, as appropriate:

- Is it best for people to make decisions on their own or to ask others for advice?  
..... (Why? / Why not?)
- Some people think it is best to plan their lives carefully; others prefer to make spontaneous decisions. What is your opinion? .... (Why? / Why not?)
- Why do you think some people find it harder to make decisions than others?
- Do you think countries should work together to solve environmental problems? .... (Why? / Why not?)
- How do you think young people can be helped to take on responsibilities?
- Do you think that people whose jobs involve making important decisions should be highly paid? .... (Why? / Why not?)

Thank you. That is the end of the test.

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- How about you?

## WORKSHEET 12. PHRASAL VERBS RACE

1  h	2  g	3  f	4  b
5  r	6  l	7  t	8  t
9  t	10  b	11  g	12  t
13  s	14  p	15  t	16  l
17  l	18  g	19  l	20  g
21  w	22  c	23  g	24  g

**PHRASAL VERB RACE PART TWO**

Two reasons why you might have to hurry up.....

Two things that can go up and go down.....

Two things that you may want to find out before going on holiday.....

Two things that can break down.....

Two things that you can run out of.....

Two things that you may look forward to.....

Two things that can be over.....

Two things that you can turn down.....

Two things that can take off.....

Two things that you may look up on the Internet....

Two things that people may want to give up.....



## WORKSHEET 13. PREPOSITION RACE GAME

A I've been trying to <b>get in touch</b>	<b>with</b>	12 Sam for days, but he's never at home.
B I used to <b>suffer</b>	<b>from</b>	5 stress until I started doing yoga.
C I really don't want to <b>be late</b>	<b>for</b>	19 my doctor's appointment.
D I'm not really <b>sure</b>	<b>about</b>	13 the answer to question two.
E I think you should <b>forget</b>	<b>about</b>	24 work for a while and relax.
F The teachers find it difficult to <b>cope</b>	<b>with</b>	6 such a large class.
G His new film <b>is set</b>	<b>in</b>	22 Europe in the nineteenth century.
H All new pupils have to <b>stick</b>	<b>to</b>	14 the school rules.
I The chief accountant <b>deals</b>	<b>with</b>	20 all the financial problems of the company.
J Mark walked into the room <b>dressed</b>	<b>in</b>	7 a gold football shirt and black shorts.
K Sir Edmund Hillary is <b>famous</b>	<b>for</b>	18 being the first man to climb Mount Everest.
L The members of parliament voted <b>in favour</b>	<b>of</b>	3 increasing taxes on cigarettes.



M	The head of the police force has been <b>accused</b>	of	11 taking bribes from politicians.
n	A lot of people <b>worry</b>	about	16 what life will be like when they're old.
o	Three of the students <b>confessed</b>	to	4 cheating in the exam.
p	Nowadays almost everyone <b>is aware</b>	of	17 the dangers of smoking.
q	Last month I <b>applied</b>	for	10 twelve jobs, but I didn't get any of them.
r	The football supporters who started the trouble were <b>removed</b>	from	8 the stadium by the police.
s	Tom and Emma decided <b>to get rid</b>	of	15 their old sofa and buy a new one.
t	<i>Game Over!</i> is a new TV programme <b>aimed</b>	at	1 teenagers interested in computer games.
u	It's easy to get <b>addicted</b>	to	21 hard drugs like heroin and cocaine.
v	After the match the manager <b>blamed</b> his goalkeeper	for	23 letting in the winning goal.
w	I phoned Jack and Sally to <b>congratulate</b> them	on	2 their engagement.
x	I'd like to <b>change</b> 500 American dollars	into	9 Italian lire, please.

## WORKSHEET 14. QUESTION TIME

Does the panel think that... ...smoking should be banned in all public places?	Does the panel think that... ...school children have the right to wear jewellery and piercings in school?
Does the panel think that... ...it should be illegal to drink alcohol in public parks?	Does the panel think that... ...dropping litter in the street should result in an automatic fine for those responsible?
Does the panel think that... ...downloading any music or films from the internet should be free for everyone?	Does the panel think that... ...pubs, bars and clubs should be allowed to stay open 24 hours a day?
Does the panel think that... ...cannabis and marijuana should be legalised for personal use?	Does the panel think that... ...community service is a more effective punishment than a prison sentence?
Does the panel think that... ...drivers should have to pay a 'congestion charge' if they drive their cars in cities?	Does the panel think that... ...schools should allow pupils to wear religious dress instead of the official school uniform?
Does the panel think that...	Does the panel think that...
Does the panel think that...	Does the panel think that...

### Stance Markers

Undoubtedly...	Admittedly...	Basically...
Frankly...	Apparently...	Presumably...
Inevitably...	All in all...	Quite honestly...