Advanced: 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 measure  B consider  C regard  D notice

———

Beauty is in the eye of the beholder

People have been debating the principles of beauty for thousands of years, but it still seems impossible to (0) ………….. it objectively. German philosopher Immanuel Kant (1) ………….. whether something can possess an objective property that makes it beautiful. He concluded that although everyone accepts that beauty exists, no one has ever (2) ………….. on the precise criteria by which beauty may be (3) ………….. . Symmetry may have some significance. It has been proved to be attractive to the human (4) ………….. , in general, so perhaps a face may seem beautiful because of the (5) ………….. between its two sides. Studies have shown that babies spend more time looking at symmetrical faces than asymmetrical ones and symmetry has also been (6) ………….. as more attractive by adults looking at a series of photos. So although there seems to be no universal consensus on what (7) ………….. beauty, there is at least an understanding that facial symmetry is an important (8) ………….. .

1  A argued  B decided  C disputed  D questioned
2  A concurred  B agreed  C debated  D written
3  A judged  B appreciated  C awarded  D viewed
4  A appearance  B sight  C eye  D vision
5  A equality  B reflection  C opposition  D similarity
6  A voted  B rated  C selected  D valued
7  A constitutes  B contains  C involves  D comprises
8  A reason  B one  C role  D factor
Part 2

Read the text and the test questions. Before you answer the test questions, go to the Further Practice and Guidance pages which follow.

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 WHICH

On the other hand?

We left-handed people tend to lack pride (0) means that we rarely complain about having to live in a ‘right-handed’ world. I used to say whenever someone watched me sign my name and remarked that they were also left-handed: ‘You and me and Leonardo da Vinci!’ That was a weak joke, yet it was symptomatic (9) my often unconscious desire to belong to Left Pride, a social movement that (10) far doesn’t exist but I hope may one day come.

Now, years later, (11) the amount of research that has been carried out, researchers in the field still find it hard to decide precisely what we mean (12) left-handed. Apparently a third of those (13) write with their left hand throw a ball with their right, whereas those using their right hand for writing rarely throw with their left. Without doubt, the skill of writing is one that becomes crucial at a most impressionable age, and defines (14) you will call yourself. I have never used scissors, baseball bat, hockey stick or computer mouse with anything but my right; (15) so, I still regard myself as left-handed, as (16) everyone else.
What's tested?

Part 2: Open cloze

Part 2 of the Reading and Use of English paper is primarily a test of structural control, with many questions involving the completion of grammatical structures. Missing words can include articles, conjunctions, prepositions. Some questions may involve completing collocations and fixed phrases.

Tips

• Always read through the text for general understanding before you begin to fill the gaps.
• Before you decide what the word should be, read the whole sentence including the sentences before and after it.

A detailed study

A Before you check your answers to Part 2 of Test 1, choose from the following:

9 a of b behind c with d for
10 a so b as c this d by
11 a although b however c nevertheless d despite
12 a as b for c by d with
13 a can b people c types d who
14 a what b how c this d which
15 a more b yet c even d and
16 a is b does c was d has

Now read the following information on conjunctions.

However

There are three ways to use however:

1 Jane doesn’t have much money. However, she bought an expensive car last week.
   • We can use However for one subject: Jane + she.
2 Jane doesn’t have much money. However, her sister, Mary, is quite rich.
   • We can use However for two subjects: Jane + Mary.
   • However starts the second sentence.
   • Notice the position of the comma.
3 Jane doesn’t have much money, however, she bought an expensive car last week.
   • however can be placed between two clauses.
   • Notice the position of the two commas.

Nevertheless

Jane doesn’t have much money. Nevertheless, she bought an expensive car last week.
• We can use Nevertheless for one subject: Jane + she
• Nevertheless starts the second sentence.
• Notice the position of the comma.
Despite/In spite of

There are four ways to use despite or in spite of:

1 Jane doesn’t have much money. Despite this, she bought an expensive car last week.  
   (*Despite + this*)
2 Despite the fact that Jane doesn’t have much money, she bought an expensive car last week.  
   (*Despite the fact that* ...)
3 Despite her lack of money, Jane bought an expensive car last week.  
   (*Despite + noun*)
4 Despite not having much money, Jane bought an expensive car last week.  
   (*Despite + -ing*)

In spite of can be used in the same way as despite in all four sentences.

Although/Even though/Though

1 Although/Even though Jane doesn’t have much money, she bought an expensive car last week.
   • *Although/Even though* start the first clause.
   • Notice the position of the comma.
2 Jane doesn’t have much money. Though she bought an expensive car last week, though.
   • *though* is informal and used in spoken English and in informal letters.

Whereas

There are two ways to use whereas:

1 Whereas Jane doesn’t have much money, her sister is quite rich.
2 Jane doesn’t have much money whereas her sister is quite rich.
   • *Whereas* is used to contrast two subjects: Jane + her sister
   • Notice the position of the comma in the first sentence.

B Use the correct conjunctions to fill the gaps in the following sentences. There may be more  
than one possible answer.

1 ................................ rising unemployment, the government still feel confident of winning the  
   next election.
2 ................................ the position requires experience, we would consider hiring a graduate  
   with excellent qualifications.
3 We were told that the price was all-inclusive. ................................ , we then found out we had to  
   pay for our meals.
4 ................................ some journalists are keen to expose the truth, others seem keener on  
   making up lies.
5 A healthy diet can prolong life ................................ a diet of junk food can be harmful to your  
   health.
6 People say ‘travel broadens the mind,’ ................................ , it might depend on how open-  
   minded you already are.
7 ................................ working longer hours, some workers are actually taking fewer holidays.
8 Learning Italian was a real challenge for me. ................................ , I found the lessons very  
   interesting.
9 ................................ the fact that I enjoy working for my present company, I would welcome  
   the chance to work abroad.

Now check your answers to Part 2 of the test.
Part 5

Read the text and the test questions. Before you answer the test questions, go to the Further Practice and Guidance pages which follow.

You are going to read a newspaper article about the diaries of two famous explorers, Robert Falcon Scott and Ernest Shackleton. 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.

What do the diaries of Shackleton and Scott reveal?

Rebecca Hunt, once a diary-keeper herself, examines the legacy of the great explorers’ diaries.

I was once a conscientious diary-keeper but having realized its treacherous potential, I buried it in the bin. In a move far more decisive than mine, my aunt torched her diaries in a bonfire. The third diarist in my family is my great-grandfather, who fought in the first world war. The many letters he wrote to my great-grandmother aren’t exactly a diary, yet they document his experiences on the battlefield in a similar way. He didn’t do anything as extreme as my aunt or me – we edited our pasts into ash and landfill – but my great-grandfather’s letters are still edited. The words are brave and considered rather than raw and desperate, since they were for his wife, who must have been sick with worry and had three young sons to care for. I’m sure he never foresaw me, the granddaughter of one of those boys, reading his letters 100 years later, nor that they would be on display in the Imperial War Museum.

A few years before the first world war began, Captain Robert Falcon Scott had set off for the South Pole. And in 1914, Ernest Shackleton started out on another Antarctic expedition; his object to cross the entire continent. With curious symmetry, both Scott and Shackleton’s lives ended up being defined by a journey of around 800 miles, which were documented by both men in diaries. Scott, I suspect, never had it in mind for his to be made public yet I, like countless other people, have read his letters 100 years later, nor that they would be on display in the Imperial War Museum. Roald Amundsen, he slowly returns. His account is drawn from the perspective of someone whose chances of survival are being steadily destroyed. It displays just as much ‘unflinching determination’ as Shackleton’s, yet despair seeps from the page as the distance that Scott and his four men have left to travel becomes impossible to square with diminishing supplies and deteriorating health. ‘Loneliness is the penalty of leadership,’ Shackleton wrote, which is possibly why Scott unburdened himself so freely on paper. In his last entries Scott reveals a man who could be depressive, snappish and critical. People irritate him, their performance dissatisfies him and he makes biting asides about incompetence. But he was equally impatient with himself. His rigid belief in self-discipline was the result of a lifelong disgust at his own inclination towards laziness. While in the navy, he wrote of the hope of being more worthy; but how shall I ever be? This relentlessness of Scott’s was often a beneficial quality but his willingness to punish himself could also be considered a form of self-abuse.

‘Scott’s diary, had he lived, would have formed the basis of the book he would have written,’ fellow explorer Apsley Cherry-Garrard later noted. There is no doubt Scott planned to revise his diary into something more selective. I’m certain Shackleton revised his diary, just as I’m certain anyone would. Such edits aren’t necessarily a misrepresentation of events, but reflect the diplomacy of retrospection. As Captain Lawrence Oates, who died two weeks before Scott, once wrote to his mother: ‘Please remember that when a man is having a hard time he says hard things about other people which he would regret afterwards.’ For my great-grandfather, and the hundreds of thousands of other men who were sent to fight a year later, Scott’s story was an inspirational example of courage. It continued to be so for several decades, until a newer, determinedly sensational form of biography became fashionable and Scott’s admissions of self-doubt were used to destroy his character and explain the failure of his expedition.

Shackleton didn’t initially receive the same recognition as Scott. It took another 30 years after his death before he began to gain similar levels of public renown. Their most famous expeditions are technically about failure but to classify them only as failures is deliberately to misunderstand what makes these two expeditions so extraordinary.

Shackleton and Scott tell their stories in their own words, yet Scott’s contains the reflexive frustration and turmoil of a man writing privately at the end of each day. He never had the chance to appraise the situation objectively, so we read it as he went through it, blind to what the next 24 hours will bring. It makes for a more intimate, but perhaps less comprehensive account.
31 When referring to the diarists in her family, the writer says
   A her great-grandfather had probably not imagined he would be writing for posterity.
   B she had considered it a personal obligation to uphold a family tradition.
   C the family diary-keepers are all prone to occasions of melodramatic behaviour.
   D her great-grandfather was more cautious in what he wrote compared to her aunt.

32 What point does the writer make about Scott and Shackleton in the second paragraph?
   A Scott’s story of tragedy lends itself more to fictional interpretation.
   B Unlike Shackleton, Scott had no say in the decision to publish his diary.
   C Reading Shackleton’s writing feels much less like an invasion of privacy.
   D Shackleton was frustrated by the inevitable comparisons to Scott.

33 What does the writer suggest about Shackleton’s book South?
   A it contains elements of embellishment characteristic of adventure writing
   B it omits the detail that would have made a more engaging read
   C it includes a balance of factual information and personal reflection
   D it is unswervingly positive in the conveyance of tone and mood

34 When describing Scott’s diaries in the fourth paragraph, the writer shows appreciation for
   A the form of encouragement Scott gave his men so that they would persevere.
   B Scott’s acceptance of responsibility for the circumstances his team found themselves in.
   C Scott’s unambiguous admission of defeat regarding the attempt to reach the South Pole.
   D the way Scott applied the same exacting standards to himself and to those working with him.

35 What point does the writer make about the editing of biographical material?
   A any alteration detracts from the truth and is therefore unjustifiably deceptive
   B the benefit of hindsight may make certain revisions acceptable
   C the deliberate misrepresentation of a person creates an iconic image
   D modern types of memoir may in fact be more discreet than older ones

36 In the final paragraph, the writer concludes that
   A without the existence of his diary, Scott’s fame would have faded by now.
   B there needs to be a public reassessment of Scott and Shackleton’s accomplishments.
   C Scott’s diary provides us with a genuinely empathetic experience.
   D it is ironic that fame and credit for achievement are often acquired only after death.

Before you check your answers, go to page 17.
What’s tested?

The texts in Parts 5–8 of the Reading and Use of English paper come from a variety of sources, for example, newspapers, magazines, brochures, non-technical journals and books, and may deal with a range of topics with an academic flavour. You will need a high level of vocabulary to understand the texts so it is important that you read articles or extracts from these kinds of sources as often as possible. A range of reading skills are tested:

Part 5: understanding detail, opinion, tone, purpose, main idea, implication, attitude, and recognizing how certain text organization features show exemplification, comparison and reference.

Part 6: understanding opinion and attitude: comparing and contrasting of opinions and attitudes across texts.

Part 7: understanding text structure, cohesion and coherence and global meaning.

Part 8: understanding detail, opinion or attitude and locating specific information.

Part 5: Multiple choice

In Part 5, there is a single long text and six 4-option questions. The order of the questions follows the same order as the corresponding information in the text. In Part 5, the final question may sometimes test your overall understanding of the text, for example, you may need to interpret the writer’s purpose for writing the text, or their attitude or opinion towards the subject matter.

Tips

Read the text first to get a general understanding of the main points. (If you look at the questions first, you may choose an answer because you think it ‘looks right’ or is ‘the most likely answer.’ This often doesn’t work!) After reading the text, highlight the key words in the questions and the four options. Carefully read the part of the text where you think the relevant information is contained. Make sure the option you choose paraphrases the information in the text exactly.

A detailed study

The exercise below will help you to make sure you have chosen the correct options for the Part 5 questions 31–36 on page 16. Use a dictionary (http://www.macmillandictionary.com/) to help you, where necessary.

31 Look at the first paragraph.
   A What does the word ‘posterity’ mean? Can you find any examples of ‘posterity’ in the text?
   B Diary keeping is something that three family members do, but is there a paraphrase for ‘obligation’ in the text?
   C What examples of ‘melodramatic behaviour’ appear in the text? Do all family members behave this way?
   D Is there a synonym for ‘cautious’ in the text? Is there a comparison between the content of the aunt and great-grandfather’s letters?

32 Look at the second paragraph.
   A Is there any reference to fiction in the text? Is it about Scott and his journey?
   B The phrase ‘had no say in the decision’ means ‘wasn’t involved in the decision.’ Is there a phrase in the text that paraphrases this idea?
   C In the text, what event might be considered ‘an invasion of privacy’? Does the writer say that she feels guilty about reading Scott’s diary?
   D In what way(s) are Scott and Shackleton similar? Are we told how Shackleton felt about this?
33 Look at the third paragraph.
   A The writer says that *South* describes ‘one of the most astonishing journeys’. Is there anywhere in the text where the writer suggests that Shackleton has exaggerated?
   B Which phrase in the text is a probable paraphrase of ‘detail’? Look at the surrounding sentence. Is it a match for B?
   C Is there anything in the text that refers to ‘factual information’? What about ‘personal reflection’? Does the writer say that these two things are given equal attention in the book *South*?
   D What does the phrase ‘spirit of cheerfulness’ mean? And ‘any mention of ... anguish ... is brief’?

34 Look at the fourth paragraph.
   A Where in the text does it mention Scott’s men/team? What kind of encouragement might he have given them? Are there examples of this in the text?
   B What ‘circumstances’ did Scott and his men find themselves in? Is there a sentence in the text which means something similar to ‘Scott knew it was his fault’?
   C What does ‘unambiguous’ mean? In Scott’s diary, does he say ‘I know we aren’t going to survive’?
   D ‘To have exacting standards’ means to have ‘high expectations of a person’s work or behaviour’. Is this expressed anywhere in the text?

35 Look at the fifth paragraph.
   A Which word or phrase in the text might be a paraphrase of ‘detracts from the truth’? Is the surrounding sentence an exact match for option A?
   B Having ‘the benefit of hindsight’ means that you think more wisely and make better decisions about an event after it has occurred. Is this a point of view that the writer expresses in the text?
   C In the text, who sees Scott as an iconic image? Was Scott ‘deliberately misrepresented’ (lied about) in his published diary?
   D Which phrase in the text is similar to ‘modern types of memoir’? Do ‘discreet’ and ‘sensational’ mean similar or opposing things?

36 Look at the sixth paragraph.
   A Does ‘fade’ mean ‘to get stronger’ or ‘to disappear’? Does the writer refer to the level of Scott’s fame decreasing or increasing in the text?
   B Which word in the text is a synonym for ‘assess’? Is the surrounding sentence referring to Scott and Shackleton an exact match for option B?
   C What does the phrase ‘he went through it’ mean in the penultimate sentence? And who is it referring to in the phrase ‘blind to what the next 24 hours will bring’?
   D The writer says that Shackleton became as famous as Scott 30 years after he had died. Does she suggest that this is a generally strange occurrence?

Now return to page 16 and use these exercises to help you answer the questions.

Now check your answers to Part 5 of the test.
Part 6

Read the text and the test questions. Before you answer the test questions, go to the Further Practice and Guidance pages which follow.

You are going to read four extracts from books on the subject of travel. For questions 37–40, choose from the extracts A–D. The extracts may be chosen more than once.

Travel and travel writing

Four writers comment on the experience of travel and the function of travel writing

A Naturally, as a travel writer, I had read much in this genre before embarking on my own career. Early on, it was the unpretentious sort of guide book with recommendations for budget accommodation and quirky entries on outlandish local customs. I travelled and took numerous pictures of folk I encountered and landscapes I found compelling. Certainly many of my jaunts were eye-opening experiences and I like to think they had a constructive effect on my character. I must concede, however, that this kind of book has probably lead to the spoiling of many ‘off the beaten track’ village and the displacement of its inhabitants. Later, I began to read more reflective volumes for the chance to explore without being there, and this is the goal of true travel writing, I believe. If the description allows readers that intense sensory experience of local spices, of the taste of the air, of the glare of the sun on extraordinary architecture, then its mission is fulfilled.

B Shortly before finishing this book, I was in the remote Egyptian village of El Nazla, captivated by the hands of an elderly craftsman turning a grey lump of clay into a perfectly proportioned pot. It was a transformation needing to be witnessed wholly by the eye and processed through imagination, not merely documented by the intrusive camera lens. As I watched the mud take shape, I could sense the ancestral connection, and knew that this was a skill passed down through countless generations. It is moments like these when any scepticism regarding the notion that travel broadens the mind is swiftly put down - moments that make me need to put pen to paper and encourage others to set forth and experience other worlds firsthand. This is a key reason for the existence of travel writing. Even a basic guidebook has the potential to encourage people to visit remote locations - their money is often crucial to the sustaining of family-run industry.

C Now that nearly every inch of our planet has been televised, it might be thought that the works of travel writers must become an obsolete genre. Certainly we do not need to be informed about what foreign places look like. But what they feel like is another matter entirely. A travel writer records the impressions of a temple or a fish market on their own self, expressing the experience not the occurrence. It is subjective, and therefore, whether or not the location is a saturated tourist destination or a far-flung polar town, the experience is individual. Yet the reader has empathy with these feelings, and that is, and always has been, the point of true travel writing. I am not referring to guide books, which encourage the exploitation of already-underprivileged groups. Real travel is about approaching experience with the excitement of a newcomer and gaining insight and maturity from it. And unlike some in the field, I bear no hostility towards the taking of simple snaps; these images we later peruse at our leisure are souvenirs doing no harm to the environment.

D Travel writing, even at its most well-intentioned, can never claim more than entertainment as its end goal. But it is since the 1960s that an epidemic of the so-called guidebook has spread to library shelves and more recently onto websites. Professing to enlighten the amateur traveller, in fact they encourage little interaction that will benefit the long-established inhabitants subsisting beyond the boundaries of tourist resorts, places which often take away livelihoods when land and other resources become inaccessible. Does travel expand one’s own horizons? For many, it merely serves to validate existing prejudices; the local cuisine is indeed unpalatable, the language unfathomable. Even so, digital recording devices are ubiquitous, flashing at people who have no say in the matter, and whose sense of offence is ignored for the sake of a memento.
Which writer

has a different opinion from the others on the effect of travel on people’s personal development?

shares writer B’s opinion of the validity of travel photography?

expresses an opposing view to writer C regarding the way in which a genre of travel writing impacts on local communities?

takes a similar view to writer C on the purpose of travel writing?
Part 6: Cross-text multiple matching

In Part 6, there are four short texts followed by four multiple-matching questions. Candidates must read the texts to match a prompt (one of the four questions) to information in the text.

Tips

- Read the instructions, the title and the sub-title carefully. This will give you a good idea about the central theme of the four texts; in other words, the single topic that the four different writers are all commenting on.
- Read the four questions to identify the most important information to focus on.
- Quickly read the four texts to get a general understanding of what each one is about.
- Read each text more carefully to locate a reference to each of the four questions.
- Identify the opinion that each writer has on each question and compare it to that of the other writers.

A detailed study

The exercise below will help you to make sure you have chosen the correct options for the Part 6 questions 37–40 on page 20. Use a dictionary (http://www.macmillandictionary.com/) to help you where necessary.

1 Match the underlined words in each sentence with the definitions below.

Question 37 (the effect of travel on people’s personal development)

A many of my jaunts were (a) eye-opening experiences and ... they had a (b) constructive effect on my character.
B It is moments like these when any (c) scepticism regarding the notion that travel broadens the mind is swiftly (d) put down ...
C Real travel is about approaching experience with the excitement of a newcomer and gaining (e) insight and (f) maturity from it.
D Does travel expand (g) one’s own horizons? For many, it merely serves to (h) validate existing prejudices ...

1 the range of a person’s knowledge or experience
2 productive, useful
3 to bring an end to something
4 an understanding of the true nature of something
5 disbelief, doubt
6 revealing, surprising
7 confirm, endorse
8 experience, wisdom

Question 38 (the validity of travel photography)

A I travelled and took (a) numerous pictures of folk I encountered and landscapes I found compelling.
B It was a transformation needing to be witnessed wholly by the eye and processed through imagination, not merely documented by the (b) intrusive camera lens.
C ... I bear no (c) hostility towards the taking of simple (d) snaps; these images we later peruse at our leisure are souvenirs doing no harm to the environment.
D Digital recording devices are (e) ubiquitous, flashing at people who have no say in the matter, and whose sense of (f) offence is ignored for the sake of a memento.
1 insult
2 resentment, aggression
3 many, various
4 disturbing, invasive
5 unsophisticated photo
6 everywhere, inescapable

Question 39 ([a certain genre of travel writing impacts on local communities])
A ... guide book ... this kind of book has probably lead to the (a) spoiling of many 'off the beaten track' village and the (b) displacement of its inhabitants.
B Even a basic guidebook has the potential to encourage people to visit remote locations – their money is often (c) crucial to the sustaining of family-run industry.
C I am not referring to guide books, which encourage the (d) exploitation of already-underprivileged groups.
D An epidemic of the so-called guidebook has spread to library shelves and more recently onto websites, (e) Professing to (f) enlighten the amateur traveller, in fact they encourage little interaction that will benefit the long-established inhabitants ...

1 very important, necessary
2 abuse, taking advantage
3 inform, make clear to
4 pretending, claiming falsely
5 (unwanted) relocation
6 destruction

Question 40 ([the purpose of travel writing])
A If the description allows readers that (a) intense (b) sensory experience ... then its mission is fulfilled.
B ... to put pen to paper and encourage others to (c) set forth and experience other worlds (d) firsthand. This is a key reason for the existence of travel writing.
C But what they (foreign places) feel like is another matter ... the reader has (e) empathy with these feelings, and that is ... the point of true travel writing.
D Travel writing, even at its most (f) well-intentioned, can never claim more than entertainment as its end goal.

1 understanding (of another person’s feelings/situation)
2 having a desire to do something good, but often producing bad results
3 relating to the physical senses
4 powerful, concentrated
5 personally, directly
6 to begin a journey

Now check your answers to Part 6 of the test.
**Speaking** about 15 minutes

**Part 1** 2 minutes

Before you do the Part 1 task, go to the Further Practice and Guidance pages which follow.

Candidates may be asked:
- Where are you from?
- What do you do?
- How long have you been studying English?
- What do you enjoy most about learning English?

Candidates are then asked one or more questions from a selection of categories, for example:

**Leisure time**
- What do you enjoy doing in your free time?
- If you could take up a new sport or activity, what would it be?
- What kind of television programmes do you watch?
- How much time do you spend on leisure compared to work or study?

**Future plans**
- What are you most looking forward to in the next few months?
- How do you think you might use your English in the future?
- What do you hope to be doing this time next year?
- How far ahead in the future do you usually plan?

**Travel and holidays**
- What sort of holiday do you tend to prefer?
- Where in the world would you most like to visit?
- Do you prefer traveling alone or with others? Why?
- What do you find unpleasant about travelling?

**Work and study**
- What skills do you need for the job that you do or plan to do?
- What would make a job appeal to you?
- How do you help yourself to concentrate on your work or study?
- How have your ambitions changed over the last five years?

**Experience**
- How might learning English lead to new experiences?
- Who has had a significant influence on you?
- How has your life changed in the last few years?
- Are you the kind of person who likes to take risks and chances in life?
Before you do the tasks in Parts 2–4, go to the Further Practice and Guidance pages which follow.

**Part 2  4 minutes**

1  **Achieving goals**

   **For both candidates:**
   
   Look at the three pictures on page 132. They show people trying to achieve a goal.
   
   **CANDIDATE A:** Compare two of the pictures, and say what goals each person might have and what they might need to do to achieve their goal. *(1 minute)*
   
   **CANDIDATE B:** In which situation do you think the person might have to make the greatest sacrifices? *(approximately 30 seconds)*

2  **Group activities**

   **For both candidates:**
   
   Look at the three pictures on page 133. They show young people taking part in different activities.
   
   **CANDIDATE B:** Compare two of the pictures and say why the young people might be taking part in these activities, and how they might be feeling. *(1 minute)*
   
   **CANDIDATE A:** Which of these activities do you think might develop a person’s character most? *(approximately 30 seconds)*

**Part 3  4 minutes**

**Positivity**

**For both candidates:**

Look at the task on page 134. The task shows some activities that might contribute to people’s sense of positivity and a question for you to discuss.

Talk to each other about the extent to which these activities might contribute to people’s sense of positivity. *(2 minutes)*

Now you have about a minute to decide which of these activities requires the least effort. *(1 minute)*

**Part 4  5 minutes**

**For both candidates:**

- Why do you think some people find it easier to be positive than others?
- Do you think that people can be taught to have a positive outlook on life? (Why?/Why not?)
- Some people think it is best to discuss their problems; others prefer to deal with them by themselves. What is your opinion?
- In your opinion, is it easier for young people or older generations to be optimistic?
- Do you think the government has a role to play in maintaining people’s positivity?
**What’s tested?**

In the Speaking paper, candidates speak together in pairs or occasionally in a group of three. There will be two examiners: the Interlocutor, the examiner who asks the questions and gives you your tasks, and the Assessor who will listen, take notes and award marks. The test takes approximately 15 minutes and is divided into four parts.

| Part 1 | about 2 minutes | Conversation between the Interlocutor and each candidate | The interlocutor asks each candidate some general questions, e.g. about where they are from/their occupation/their experience of learning English, and some questions chosen from a range of general categories e.g. leisure/future plans/travel. | general interactional and social language |
| Part 2 | about 3 minutes | Individual 'long turn' for each candidate | The interlocutor asks each candidate to compare and talk about two pictures from a set of three. The other candidate is then asked to make a brief comment or give their response. | comparing, describing, expressing opinions, speculating |
| Part 3 | about 4 minutes | Two-way conversation between candidates | The candidates are given spoken instructions and also written prompts, which are used in discussion and decision-making tasks. | exchanging ideas, expressing and justifying opinion, speculating, (dis)agreeing, suggesting, evaluating, reaching a decision through negotiation |
| Part 4 | about 5 minutes | Discussion on topics related to the task | The interlocutor asks the candidates questions which develop and extend the theme of Part 3. | expressing and justifying opinion, (dis)agreeing, speculating |

For the Cambridge Advanced Speaking Assessment Scale, go to pages 126 and 127.

**Part 1: General and Social**

1. In this part of the test, you are required to demonstrate your ability to use general interactional and social language and you will mainly be talking about yourself, your life and your experience. It is not a good idea to prepare a fixed speech; it may not be a suitable response to the exact questions the interlocutor has asked you, and your intonation will sound unnatural. However, you could make sure you are confident in using some accurate and appropriate grammatical forms. Read the following examples and add two more sentences which are true for you.

**Your usual lifestyle/situation:** Present Simple

I’m from Switzerland. I live in Ticino, which as you might know, is in the Italian-speaking part of Switzerland, and I work in a bank, in the personal loans department. I don’t have much free time, but at weekends, I try to get out and do some sport, either tennis or golf.

...............................................................................................................................................................................................

...............................................................................................................................................................................................

**Your temporary lifestyle/situation:** Present Continuous

At the moment, I’m living in Oxford with a host family while I’m doing my English course. I work during the day so I’m studying English part-time in the evenings.

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Talking about a situation or activity which started in the past and is still true: Present Perfect
I’ve been learning English since I was 13. It was a compulsory subject in school, but in the last few years, I’ve been having private lessons.

Talking about experiences where the exact time isn’t important or mentioned: Present Perfect
Since I’ve been in Melbourne, I’ve visited loads of museums and galleries. Most of them were quite interesting and the best thing is that they’re free. But I’ve also spent a lot of money on eating out and going to clubs. I haven’t travelled outside of Melbourne yet – but I hope to.

Talking about the past: Past Continuous, Past Simple, Past Perfect, used to
Before I came here, I was working as an assistant in a nursery school. I used to help the young children with their reading, but after four years, I got a bit fed up with it. So, I decided to quit and to learn English to get a better job. My friend Carina had already studied English in Dublin and she recommended that I went to the same school. That’s why I’m here.

Talking about future plans: going to/Present Continuous/will
After this course finishes, I’m going to hire a car and travel around Australia. (for plans/intentions)
I’m starting work as soon as the course finishes. (arrangements)
I’m not sure what I’ll do… I think I’ll probably look for a new job. (uncertainty/spontaneous decisions)

Comparing
I think English is easier than French because French grammar is much more complicated. In Barcelona, the bars and the cafés are open later than in the UK so I think the nightlife is better there.

2 The interlocutor is likely to ask questions similar to those on page 42. With a partner, take turns to be the interlocutor and the student. Ask each other the questions and use your sentences above to help you. Try to respond from memory and don’t just read your answers.
Part 2: Talking about pictures

In this part of the test, you are given three pictures and you choose two of them to talk about. The interlocutor asks you to compare your chosen pictures and respond to two questions. You are able to see these questions above the pictures.

In order to respond to Part 2 tasks, you need grammatical structures and vocabulary that enable you to compare, express your opinions, describe and speculate.

Comparing

DO NOT SAY, for example,

‘This picture shows a politician who looks a bit annoyed. This picture shows a boy who looks calm.’

DO SAY ‘Compared to/Unlike the politician, the boy looks slightly/a lot/much calmer.’

‘The man here seems to be rather annoyed, whereas / but the boy looks quite calm in comparison.’

They’re both in potentially stressful situations but the difference is that the boy looks calm and the man seems much more annoyed.

Expressing your opinion

DO NOT SAY ‘Let me think about that … ’ and hesitate for too long.

YOU CAN SAY ‘Let me think about that’ but then quickly add ‘Well, in my opinion …’, ‘I’d guess that …’, ‘I imagine that …’

Describing and speculating

DO NOT SAY ‘He addresses a group of people.’ ‘He plays a game of chess.’

DO SAY ‘He’s addressing a group of people.’ ‘He’s playing a game of chess.’

DO NOT SAY ‘... in the top left hand corner…’ ‘... in the top picture of this page…’

DO SAY ‘... this man seems/appears to be responding to a question…’

‘He looks rather annoyed … as if someone just asked a difficult question.’

‘He looks quietly confident … I think he might/could/must have just realized how to win the game.’

DON’T SAY, if you can clearly see something, e.g. a chess board ‘This might be a game of chess.’

DO SAY ‘There are other chess players behind the boy so it must be some kind of chess championship … perhaps it’s somewhere in Russia because I know this game is quite popular there.’

DON’T SAY ‘That’s all’, ‘I’ve finished.’

DO remember that there are no right or wrong answers to the questions, so continue to speculate about the pictures until the examiner stops you. In this way, you can demonstrate a greater range of vocabulary and structure.

Using the highlighted language forms above, practise Part 2 ‘Achieving Goals’ and ‘Group Activities’ on page 43. Take turns to be the interlocutor and the candidate.
Test 1 Part 2

Achieving goals

- What goals might each person have?
- What might they need to do to achieve their goals?
Test 1 Part 2

Group activities

- Why might the people be taking part in these activities?
- How might the people be feeling?
Test 1 Part 3
Positivity

To what extent might these activities contribute to people’s sense of positivity?

- taking exercise
- maintaining relationships
- learning new skills
- practising spiritual beliefs
- pursuing a hobby
Key and explanation

Test 1

PAGE 7

Reading and Use of English Part 1
1 D 2 B 3 A 4 C 5 D 6 B 7 A 8 D

1 D questioned can be followed by whether and an open question; in this sentence argued and decided would be followed by that and the subject’s point of view, disputed is used to show disagreement with someone else’s point of view and is not followed by an open question.

2 B agreed can be followed by the preposition on and in this context could be rephrased as ‘no-one has ever agreed what the criteria are’. You can write and debate a subject but these verbs do not collocate with criteria. Concur can be followed by the preposition with and often has no object e.g. All the leaders concurred.

3 A You can judge someone based on a set of criteria/guideline/conditions. To appreciate something is to recognize its importance or value, and you would not need a set of criteria to do this. We use view in this way: She is viewed as beautiful by many people. You would award someone a prize (for their beauty).

4 C to the human eye is a fixed expression. We could say that symmetry is an important part of human appearance. Sight and vision refer to the ability to see e.g. He has poor/good vision/sight.

5 D We can use similarity to say that two things share something in common; in this context, the two sides of a person’s face. Equality is used in the context of having the same status, rights or opportunities. You could say ‘... so a face may seem beautiful because one side is a reflection of the other.’ Opposition can sometimes be used in this way: There is great opposition (a big difference) between his idea of beauty and mine.

6 B We use rate in this way: to rate something as attractive/ugly/good/bad etc. We usually say: People voted for the younger candidate or The students voted to go home early. You can say Andrea was selected (chosen) as the winner of the competition. –And–The employees all felt valued (seen as important) by the company.

7 A constitutes is used in this way: four papers constitute the Advanced exam – or you can rearrange this as: The Advanced exam comprises/contains/involves four papers.

8 D an important factor means an important thing that has influence – in this context – on our decision about what makes someone beautiful. We use reason to explain our motivation for doing something i.e. Getting a good job is an important reason for me to learn English. We cannot use one because there is no singular subject or object that it can refer back to.

PAGES 8–10

Reading and Use of English Part 2

Further Practice and Guidance (pages 9–10)

A detailed study

A 0 which: non-defining relative pronoun that connects the previous clause to the second.

9 of: this forms part of the phrase ‘to be symptomatic of’. The whole phrase could be replaced with ‘indicative of’ or ‘a typical symptom of’.

10 so: so far means ‘until now’.

11 Despite: Despite means the same as although but it is followed by a noun phrase. Although is followed by a whole clause.

12 by: mean (‘intend’ or ‘have in mind’) collocates with by in this context.

13 who: who is used to connect the verb write back to those (‘people’).

14 what: (not how) This word can be used when referring forward, e.g. What you need is a good holiday. He didn’t realize what was going to happen next.

15 even: even so means ‘despite this’, e.g. He worked really hard; even so, he didn’t get the promotion.

16 does: as does means the same as ‘so does’. Compare I live in Madrid as does my sister to I live in Madrid. So does my sister.

B 1 Despite/In spite of

2 Although/Even though

3 However

4 Although, Even though, Whereas

5 whereas

6 however

7 Despite/In spite of

8 However, Nevertheless

9 Despite/In spite of

PAGES 11–13

Reading and Use of English Part 3

Further Practice and Guidance (pages 12–13)

A detailed study

a 1 argumentative (adj) (negatively) describing a person who likes to argue

ii argument (n) an angry disagreement between two or more people

iii arguable (adj) used to say you are not completely certain if something is true or right

b 1 visually (adv) in a way that is related to the appearance of something

ii visualize (v) to form a picture of someone or something in your mind

iii visible (adj) clearly seen/obvious

c 1 informed (in this case it is an adjective but it can also be the past form of the verb) describing a choice or decision made on good information
Reading and Use of English  Part 3 (Test)

17 arguably  18 visually  19 informative  20 perfectionist
21 residents  22 entitled  23 admission  24 diversified

Reading and Use of English  Part 4

25 was under/had (got) the impression | that Sue
26 (his/him) having a/his reputation for | being
27 as if you | did not/didn’t get/have
28 can’t/couldn’t possibly | have run
29 him to pay no/him not to pay/him against paying | attention to
30 there is little/not much | chance of

Reading and Use of English  Part 5

Further Practice and Guidance  (pages 17–18)

A detailed study

31 A Posterity means ‘future or succeeding generations of people’. In the text, this could be the writer Rebecca Hunt, or people visiting the Imperial War Museum.

B No. The writer only says that she was a conscientious diary-keeper, which means that she never failed to write regular entries. There is no information about whether or not her aunt wrote a diary out of a sense of duty.

C The writer behaved in a melodramatic way by throwing her diary in the bin, and her aunt set fire to hers. However, the great-grandfather appears to have been a more restrained, thoughtful person.

32 A The reference to fiction is the writer’s new novel Everland. However, she does not say that it is about Scott, only that she had depended on it in some way.

B Yes, Scott, I suspect, never had it in mind for his (diary) to be made public.

C It might be an invasion of privacy to remove a diary from Scott’s pocket after he died. However, the writer only says that she found his diary ‘absorbing’, meaning ‘very interesting’.

D Both are polar explorers who undertook an 800 mile journey. However, there is no information about the way that Shackleton felt about this similarity or other people’s view on it.

33 A No. The writer does seem impressed by the journey. (Incredibly, they made it.) She doesn’t suggest that Shackleton has made the journey seem worse than it really was.

B smaller, spikier aspects. Previously in the same sentence the writer says that it was natural [a good idea] that Shackleton focussed on the larger triumph of the rescue rather than less important details.

C Perhaps South! does include a lot of factual information, but the writer focuses largely on the emotion it contains: a spirit of cheerfulness/conflict and anguish/lonely nights/determination. Does the writer say that these two things are given equal attention in the book South?

D Spirit of cheerfulness means that the book has an optimistic and bright tone. This permeates [fills] the book.

34 A His men are referred to in the line the distance that Scott and his men have left to travel becomes impossible ... and people irritate him ... He might have encouraged them by making a speech etc, but the writer does not mention this. She only refers to the unflinching determination expressed in his diary.

B Scott and men ran out of supplies [food, water, medicine] and their health was very bad. Although Scott was the leader, the writer does not mention whether he took responsibility or not.

C ‘Unambiguous’, in this context means ‘clear’. The writer says that the diary shows that Scott was both determined and his men have left to travel becomes impossible ... and people irritate him ... He might have encouraged them by making a speech etc, but the writer does not mention this. She only refers to the unflinching determination expressed in his diary.

D Yes. The writer says that Scott wasn’t satisfied with his men’s performance and thought they could sometimes be incompetent. However, he was also impatient with himself, especially in regard to his own laziness.

35 A a misrepresentation of events. In the whole sentence, the writer says that ‘editing’ or ‘revising’ can actually be a good idea. This rules out option A as it says that altering the truth cannot be justified.

B Yes. She says that such edits can reflect the diplomacy of retrospection, meaning that people can give events more careful consideration after a period of time has passed. She gives the example of Captain Oates’ letter to his mother to support this idea.

C The writer says that soldiers saw Scott as an iconic, inspirational figure. However, Scott did not edit his diary, and nor did the publishers, so he was never misrepresented.

D a newer ... form of biography. In this context, ‘discreet’ means ‘being careful not to reveal private information’ whereas ‘sensational’ means ‘revealing and scandalous’.
The first two sentences in A say that the team then began to carry out and then discovered they were still being killed in large numbers. The text above 43 says that the team thought the kakapo were safe found one bird that was still alive.

At the end of G, it says that people believed the kakapo was extinct. when men arrived it was a different story as their green colour meant they could hide in the forest. G says that kakapo’s only enemies were birds who found it difficult to find them. The text under 44 mentions that the team try to find a diet/food that the birds like. The birds become healthier with the extra food, but still don’t breed. The text mentions the rimu tree again, saying that the birds seem to be waiting for it to produce a lot of seed.

In the paragraph above 42, we read that before man arrived, the kakapo were vulnerable. in other words, easy to attack. Don Merton says that these unique features/peculiarities have unique features of the kakapo: its appearance, the noises it makes. C also describes the mating, the females raise their young alone following text:

The last sentence in C states the kakapo also has a unique breeding system. This is further explained in the next two sentences of the following text: Males gather at an arena to compete for females. After mating, the females raise their young alone. C also describes the unique features of the kakapo: its appearance, the noises it makes and the important fact that it can’t fly. In the following paragraph, Don Merton says that these unique features/peculiarities have made the kakapo vulnerable, in other words, easy to attack.

In the paragraph above 42, we read that when men arrived, the kakapo’s only enemies were birds who found it difficult to find them as their green colour meant they could hide in the forest. G says that when men arrived it was a different story. In other words, the situation changed. They brought dogs and rats which killed kakapo. At the end of G, it says that people believed the kakapo was extinct. The text under 42 then shows that this belief was wrong: Merton found one bird that was still alive.

The text above 43 says that the team thought the kakapo were safe and then discovered they were still being killed in large numbers. The first two sentences in A say that the team then began to carry out a rescue operation by moving the kakapo to islands where there were no cats, stoats or possums. Unfortunately, there were rats on the new islands – but in the text under 43, it mentions that the team were trying to catch the rats with traps.