

ADVANCED 2

TEST 6

Test 6

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 typical B usual C classic D standard

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

Solar Power for Indian Villages

Gulab Devi looks like a (0) rural woman from Rajasthan in north-west India. She can neither read nor write, but is (1) a successful pioneer in the Barefoot Solar Engineering Project, a scheme (2) to bring solar power to hundreds of villages across India. The availability of solar power (3) women from the arduous task of searching for wood for fuel and also reduces their (4) to unhealthy wood smoke.

Gulab is her family's sole breadwinner. Her job as a solar engineer (5) making electronic circuits and chargers for solar lighting panels, and she and her family are able to live comfortably on her salary.

Most of the engineers in the scheme are women, and are trained at the Barefoot College (6) by social worker Bunker Roy. His (7) is to address problems by building on skills that people already have, and then place the solutions to their problems in their own hands. Early (8) are that the project is having a powerful impact on the lives of women like Gulab.

- | | | | | |
|---|---------------|-------------|-----------------|-----------------|
| 1 | A furthermore | B besides | C nevertheless | D alternatively |
| 2 | A decided | B inspired | C proposed | D designed |
| 3 | A eases | B frees | C lightens | D lifts |
| 4 | A appearance | B liability | C exposure | D situation |
| 5 | A demands | B implies | C concerns | D involves |
| 6 | A set down | B set in | C set up | D set aside |
| 7 | A pursuit | B aim | C determination | D tendency |
| 8 | A signals | B hints | C suggestions | D indications |

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	H	A	V	I	N	G											
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Are You Happy Where You Work?

Finding a job you love is the first step to being happy at work, but (0) the right workplace environment is equally important. Creativity, hard work and bright ideas come (9) positive, happy working environments in (10) people are allowed the freedom to think, develop and express themselves. It's important for everyone to have (11) own clearly-defined work space, even if the workplace adopts an 'open plan' style, as so many offices now (12) Relaxation areas where people meet to chat and discuss ideas during office hours are regarded (13) particularly beneficial.

Adding plants to the working environment can also (14) offices to life, since they increase oxygen levels, purify the air and can create a calming and more productive environment. Finally, the lighting (15) be right, because it can have a huge effect on people's moods. If offices are too harshly lit, (16) can result in anger and headaches and lead to a lack of concentration.

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	A	B	I	L	I	T	Y										
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Camels in the Arctic?

Camels are well known for their (0) to survive the heat of the desert; however, scientists have unearthed the fossilised remains of a giant camel that (17) the forests of the High Arctic more than three million years ago. The ancient beast was almost three metres in (18) , about a third bigger than its modern (19) , the Arabian camel. Remains of the animal were found on Ellesmere Island, the most northerly and (20) island of the Canadian Arctic archipelago.

ABLE

HABIT

HIGH

DESCEND

MOUNTAIN

(21) from previous expeditions have shown that the camel's ancestors (22) in North America 45 million years ago, but this is the first evidence of camels so far north. According to Mike Buckley, a researcher who studied the latest remains, this ancestor of modern camels may already have developed some of the (23) that helped it survive in harsh climates – the hump for fat (24) for instance, the large flat feet ideal for either snow or sand, and the big eyes that perhaps helped when long, dark winters made visibility poor.

FIND

ORIGIN

ADAPT

STORE

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 Your books will be despatched on receipt of your order provided they are in stock.

SOON

We will despatch your books the order provided they are in stock.

26 Because the gym increased its fees last month, I am no longer a member.

UP

If the gym its fees last month, I would still be a member.

27 The driver said that we were delayed because an earlier train had broken down.

CAUSED

According to the driver, our breakdown of an earlier train.

- 28 It was Sarah's ideas that enabled us to put on a successful fashion show.

FOR

If ideas, we wouldn't have been able to put on a successful fashion show.

- 29 Leo was the only person in the street who didn't come to my farewell party.

EXCEPTION

Everyone in the street to my farewell party.

- 30 The concert should have started about three hours ago.

DUE

The concert about three hours ago.

Part 5

You are going to read an article about the future of newspapers. 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.

The Future of Newspapers

Anybody who says they can reliably forecast the future of newspapers is either a liar or a fool. Look at the raw figures, and newspapers seem doomed. Since 2000, the circulation of most UK national dailies has fallen by between a third and a half. The authoritative Pew Research Centre in the USA reports that newspapers are now the main source of news for only 26 percent of US citizens as against 45 percent in 2001. There is no shortage of prophets who confidently predict that the last printed newspaper will be safely buried within 15 years at most.

line 10 Yet one of the few reliable facts of history is that old media have a habit of surviving. An over-exuberant New York journalist announced in 1835 that books and theatre 'have had their day' and the daily newspaper would become 'the greatest organ of social life'. Theatre duly withstood not only the newspaper, but also cinema and then television. Radio has flourished in the TV age; cinema, in turn, has held its own against videos and DVDs. Even vinyl records have made a comeback, with online sales up 745 percent since 2008.

Newspapers themselves were once new media, although it took several centuries before they became the dominant medium for news. This was not solely because producing up-to-date news for a large readership over a wide area became practicable and economic only in the mid-19th century, with the steam press, the railway and the telegraph. Equally important was the emergence of the idea that everything around us is in constant movement and we need to be updated on its condition at regular intervals – a concept quite alien in medieval times and probably also to most people in the early modern era. Now, we expect change. To our medieval ancestors, however, the only realities were the passing of the seasons, punctuated by catastrophes such as famine, flood or disease that they had no reliable means of anticipating. Life, as the writer Alain de Botton puts it, was 'ineluctably cyclical' and 'the most important truths were recurring'.

Journalism as a full-time trade from which you could hope to make a living hardly existed before the 19th century. Even then, there was no obvious reason why most people needed news on a regular basis, whether daily or weekly. In some respects, regularity of newspaper publication and rigidity of format was, and remains, a burden. Online news readers can dip in and out according to how they perceive the urgency of events. Increasingly sophisticated search engines and algorithms allow us to personalise the news to our own priorities and interests. When important stories break, internet news providers can post minute-by-minute updates. Error, misconception and foolish speculation can be corrected or modified almost instantly. There are no space restrictions to prevent narrative or analysis, and documents or events cited in news stories can often be accessed in full. All this is a world away from the straitjacket of newspaper publication. Yet few if any providers seem alive to the new medium's capacity for spreading understanding and enlightenment.

Instead, the anxiety is always to be first with the news, to maximise reader comments, to create heat, sound and fury and thus add to the sense of confusion. In the medieval world, what news there was was usually exchanged amid the babble of the marketplace or the tavern, where truth competed with rumour, mishearing and misunderstanding. In some respects, it is to that world that we seem to be returning. Newspapers have never been very good – or not as good as they ought to be – at telling us how the world works. Perhaps they now face extinction. Or perhaps, as the internet merely adds to what de Botton describes as our sense that we live in 'an unimprovable and fundamentally chaotic universe', they will discover that they and they alone can guide us to wisdom and understanding.

- 31 In the first paragraph, the writer is presenting
- A his interpretation of a current trend.
 - B evidence that supports a widespread view.
 - C his prediction on the future of print journalism.
 - D reasons for the decline in newspaper readership.
- 32 What point is the writer making in the second paragraph?
- A Existing media are not necessarily replaced by new ones.
 - B The best media technologies tend to be the most long-lasting.
 - C Public enthusiasm for new types of media is often unpredictable.
 - D It is inevitable that most media technologies will have a limited life.
- 33 Which phrase in the second paragraph has the same meaning as 'held its own against' in line 10?
- A 'had their day'
 - B 'withstood'
 - C 'flourished'
 - D 'made a comeback'
- 34 In the third paragraph, the writer stresses the significance of
- A a shift in people's attitudes towards the outside world.
 - B certain key 19th-century advances in mechanisation.
 - C the challenges of news distribution in the pre-industrial era.
 - D the competition between newspapers and more established media.
- 35 What does the writer suggest is the main advantage of online news sites?
- A the flexibility of the medium
 - B the accuracy of the reporting
 - C the ease of access for their users
 - D the breadth of their potential readership
- 36 What does the writer suggest about newspapers in the final paragraph?
- A They still have an important role to play.
 - B They can no longer compete with the internet.
 - C They will have to change to keep up with the digital age.
 - D They will retain a level of popularity among certain types of readers.

Part 6

You are going to read extracts from four articles in which museum directors give their views on museums. For questions 37–40, choose from the extracts **A–D**. The museum directors may be chosen more than once.

Mark your answers on the separate answer sheet.

Museums

- A** Statistics show that museums are going from strength to strength in terms of visitor numbers, which is an encouraging sign in our computer-obsessed society. Online access increasingly rules how we approach information today, and museums have to engage with this to stay relevant. That said, a picture on a screen cannot replace material engagement with an object. Unfortunately, many people still have rather outdated ideas of what museums are like, including believing that they are high-brow institutions aimed at some international elite, which is clearly no longer the case, particularly with the smaller ones. With effort, a museum can be the heart of a community, preserving the stories which are important to those who live nearby, and I know of many such museums all over the country which are thriving.
- B** It is interesting that people who do not think twice about visiting a museum when on holiday very rarely set foot in one the rest of the time, but this is nothing to do with a failure to accommodate a wide range of people – museums definitely do that nowadays. I think it is more that, when we are entrenched in our daily routine, museums are not high on our list of priorities. Breaking out of that routine gives you the opportunity to do different things, among them things like visiting museums. Part of the appeal of museums, of course, is the chance to view objects from around the world and get a taste of another culture. Although there are rigorous export controls stopping objects of national significance being sold abroad, thanks to the internet museums can co-operate to arrange reciprocal loans for special exhibitions.
- C** Museums are clearly keen to capitalise on the possibilities offered by the internet, and it is a valuable tool for extending access. Exhibitions can remain on view on our website indefinitely after a physical show has been dismantled, and people have the opportunity to examine fascinating artefacts and works of art from all corners of the globe in much greater detail than they can in the gallery. The only downside of the increasing expectation of online access that I can see, is that provincial museums lose out to the large nationals, as their more limited resources mean they cannot hope to compete. I am convinced that this is what is behind their falling visitor numbers. Having said that, on a national level, more people feel that museums are relevant to everyone, rather than just a select few, and this has clearly made a difference.
- D** I would love to think that people come through the door of institutions such as mine because they want to open their minds to new things, but, while that may be true of a few, I know that the majority are visitors to the city who are including one or two museums in their itinerary in order to add variety. Having said that, I really hope that they leave with a wish to come back, or to try other museums. I also think there is still a long way to go in terms of winning over visitors from less privileged backgrounds. In this age of fast-changing, user-friendly digital technology, many people feel intimidated by the rather dry, academic way in which many still display their exhibits. We are now working a great deal more with overseas museums, and, in addition to allowing us to constantly change the items we have on display, we have found that this encourages museums, and even governments, to engage in dialogue.

Which museum director

has a different opinion from C on the value of using digital media to present exhibits?

37	
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shares B's view on the further benefit of museums exhibiting objects from other countries?

38	
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has a different opinion from A about the success of local museums?

39	
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has a different opinion from the others about how well museums cater for all levels of society?

40	
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Part 7

You are going to read a magazine article about ways of reusing escaped heat. 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.

City of Heat

Escaped heat costs us money and affects our climate. Chelsea Wald reports on a grand plan to capture it and put it to good use.

Deep in the tunnels of London's underground railway, as in many around the world, it's so hot it can feel very uncomfortable. And yet in the basement of a building only a few metres away from the station a boiler is firing to heat water for someone's shower.

41

Recapturing it wouldn't just benefit our wallets. It would reverse some of the damaging effects on the climate. The good news is that several cities have found a way to hunt down their surplus heat in some unexpected places. These cities are building systems that deliver heat in much the same way that suppliers handle electricity and water. Could they point the way to the next energy revolution?

42

It was also estimated that given the right technologies, we could reclaim nearly half of that energy, although that's easier said than done. 'We often talk about the quantity of waste heat,' says David MacKay, chief scientific adviser to the UK Department of Energy and Climate Change, 'but not the quality.' Most of what we think of as 'waste heat' isn't actually all that hot; about sixty percent is below 230°C. While that may sound pretty hot, it is too cold to turn a turbine to generate electricity.

43

There, buildings tap into the system to warm their water supplies or air for central heating. Many countries are encouraging such cogeneration, as it is called. A US initiative, for example, might save

the country \$10 billion per year. And cogeneration allows power plants to bump up their efficiencies from thirty percent to almost ninety percent.

44

As it happens, there is an existing technology that can siphon energy from such temperatures, although applying it on a large scale to capture waste heat is as yet unachievable. Ground source heat pumps have been helping homeowners save on heating bills since the 1940s, when US inventor Robert Webber realised he could invert the refrigeration process to extract heat from the ground.

45

The mechanism for this is simple. A network of pipes makes a circuit between the inside of the dwelling and a coil buried underground. These pipes contain a mix of water and fluid refrigerant. As the fluid mixture travels through the pipes buried underground, it absorbs the heat from the 10°C soil.

46

This system is powerful enough to efficiently provide heat even in places as cold as Norway and Alaska. It is also cheap. Scientists around the world are now working on the idea that the way ahead is to develop city-wide grids using source-heat pumps to recycle waste on a grander scale, from sources such as subways and sewers.

- A** But that's not all it can do. Reverse the process and it can cool a home in summer. If the ground is cold enough, it simply absorbs the heat from inside the building instead of from the ground.
- B** It's an attractive proposition. A report in 2008 found that the energy lost as heat each year by US industry equalled the annual energy use of five million citizens. Power generation is a major culprit; the heat lost from that sector alone dwarfs the total energy use of Japan. The situation in other industrialised countries is similar.
- C** Yet even this is just a drop in the ocean compared with the heat lost from our homes, offices, road vehicles and trains. However, waste heat from these myriad sources is much harder to harness than the waste heat from single, concentrated sources like power plants. What's more, it's barely warm enough to merit its name. Reclaiming that would be an altogether more difficult proposition.
- D** A more successful way of using the heat is to move the heat directly to where it is needed. A number of power plants now do exactly that. They capture some or all of their waste heat and send it – as steam or hot water – through a network of pipes to nearby cities.
- E** The system takes advantage of the fact that in temperate regions – regardless of surface temperature – a few metres underground, the soil always remains lukewarm and stable. These pumps can tap into that consistent temperature to heat a house in the winter.
- F** While this is not what you might consider hot, it nonetheless causes the liquid to evaporate into a gas. When this gas circulates back into the building, it is fed through a compressor, which vastly intensifies the heat. That heat can then be used by a heat exchanger to warm up hot water or air ducts.
- G** Rather than stewing in that excess heat, what if we could make it work for us? Throughout our energy system – from electricity generation in power plants to powering a car – more than fifty percent of the energy we use leaks into the surroundings.

Part 8

You are going to read an article about the value of boredom. 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**.

Which section

points out a drawback in failing to allow time for mundane reflection?

47	
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comments on a personal experience of using a particular psychological technique?

48	
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comments on the broad appeal that a particular notion might potentially have?

49	
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suggests that boredom as a way of dealing with a problem is not a new idea?

50	
----	--

distinguishes between mere reflection and conscious avoidance of mental stimulation?

51	
----	--

refers to the communication of an erroneous message?

52	
----	--

refers to an activity indicative of modern life taking place in various locations?

53	
----	--

outlines a positive consequence of distancing oneself from technology?

54	
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explains that a particular finding supported existing knowledge?

55	
----	--

remarks on the significance of monotony in the development of the human species?

56	
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Time Out

It seems that embracing boredom and allowing ourselves to drift away could be good for us

A

Consider any public place where people used to enjoy a spot of silent contemplation – from train carriages and beauty spots to our local streets – and these days you'll see people plugged into their seductive electronic sources of constant stimulation. All this information overload seems like a terribly modern-day problem. But one unique thinker actually stumbled on a neat solution several decades ago: radical boredom. In 1942, a German writer called Siegfried Karcauer wrote despairingly of the massive over-stimulation of the modern city where people listening to the radio were in a state of 'permanent receptivity, constantly pregnant with London, the Eiffel Tower, Berlin.' His answer was to suggest a period of total withdrawal from stimulation – to cut ourselves off and experience 'extraordinary, radical boredom'. On a sunny afternoon when everyone is outside, one would do best to hang about the train station,' he wrote. 'Or better yet, stay at home, draw the curtains and surrender oneself to one's boredom on the sofa.'

B

Karcauer believed that actively pursuing boredom in this way was a valuable means of unlocking playful wild ideas far away from plain reality and, better still, achieve 'a kind of bliss that is almost unearthly'. It's a beautiful theory and one that would definitely hold an allure for many people. Plus modern research suggests that it might actually have a sound psychological basis. To test the potential positives of boredom, psychologist Dr Sandi Mann asked a group of 40 people to complete a task designed to showcase their creativity. But before they got started on it, a subgroup was asked to perform a suitably dull task – copying numbers from the telephone directory for 15 minutes. The data pointed to the group that had previously endured boredom displaying more creative flair during the task than the control group. According to psychologists this is normal, because when people become bored and start to daydream, their minds come up with different processes and they work out more creative solutions to problems.

C

This would suggest perhaps, that by over-stimulating our minds, we're not just making ourselves more stressed, we're also missing out on a chance to unhook our thoughts from the daily grind and think more creatively. Having said that, psychologists also point out that despite its bad reputation, boredom has a definite evolutionary purpose. Mann says 'Without it, we'd be like toddlers in a perpetual state of amazement. Just imagine it: "Wow – look at that fantastic cereal at the bottom of my bowl!" It may be very stimulating, but we'd never get anything done.' That puts me in mind of adults who are addicted to social media and smart phones – attention-seeking, scurrying around the internet screaming 'Look at this! Look at them! Look at me!' while the real world beyond the electronic devices continues on untroubled and unexamined. Meanwhile, as Mann points out, we're incorrectly teaching our actual toddlers that boredom and lack of stimulation is something to be feared rather than embraced.

D

So how do you learn to tactically embrace periods of radical boredom? The first step is realising that this is different from simply taking time to ponder what you've done since getting up that morning. 'Using boredom positively is about creating new opportunities when your mind isn't occupied and you can't focus on anything else,' says Mann. This could be as simple as staring out the window or watching the rain come down. Or heading off for a solitary walk with no fixed destination in mind, or your smart phone in your pocket. Anything that gives your mind the rare chance to drift off its moorings. 'I can really recommend it,' says Mann. 'It's a great experience – like taking a holiday from your brain.' I'm definitely sold. I'm trying to keep my phone turned off during the weekends and allow myself the odd, dreamy wallow on the sofa during the week, time permitting. And the best thing: it works. After taking a break and allowing my mind to roam, it returns refreshed and revitalized, with a fresh take on the challenges that I face during the day. When my daughter gets to an age when she's ready to whine 'I'm bored', I'll know exactly what to say!

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 had a discussion about the importance of stories for young children. You have made the notes below:

Ways in which stories for young children are important:

- entertainment
- education
- social values

Some opinions expressed in the discussion:

"Stories are fun."

"Stories develop children's vocabulary."

"Children find out the difference between right and wrong."

Write an essay for your tutor discussing **two** of the ways in which stories for young children are important from your notes. You should **explain which way you think is more important, providing reasons** for 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.

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 have been studying at your international college for a year. The Principal of the college has asked you to write a report about the study resources offered to students, suggesting ways in which these resources could be improved for next year.

Write your **report**.

- 3** You have recently been on an activity holiday and decide to write a review of the holiday for a travel magazine. In your review, describe the particular activity holiday, and evaluate to what extent it met your expectations and whether you would encourage other people to try this kind of holiday.

Write your **review**.

- 4** The company you work for is considering the idea of a flexible working day, where staff are able to vary their starting and finishing time. The manager of your department has asked you to write a proposal explaining why introducing a flexible working day would benefit both the company and its employees. You should also suggest how a flexible working day could operate in your own department.

Write your **proposal**.

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 a sportsman and a businesswoman discussing the issue of being competitive.

- 1 How does the man feel about the book he's read on competitiveness?
 - A surprised that it contradicts a well-established theory
 - B confused by the wide range of evidence it quotes
 - C unsure about certain aspects of its argument
- 2 The woman feels that in the business world, prioritising competitiveness leads to
 - A a demotivating effect on the workforce.
 - B a constant drive towards greater productivity.
 - C an obsession with short-term goals.

Extract Two

You hear two friends discussing some research into the impact of colour on memory.

- 3 They both say that
 - A restaurants use clever tactics to attract new customers.
 - B the research methods used seem valid.
 - C the same colours can affect people in different ways.
- 4 The woman feels that the teenager's findings
 - A could prove significant in the long-term.
 - B need the backing of the scientific establishment.
 - C confirm initial evidence about the way memory is viewed.

Extract Three

You hear two people discussing a television programme about music and the effect it has on the brain.

- 5 How does the woman feel about the programme?
- A surprised by its conclusion
 - B confused by the approach it took
 - C disappointed by the lack of explanation
- 6 What do they agree about music?
- A It has unexpected benefits.
 - B Its effects on intelligence are obvious.
 - C It's important to study its psychological impact.

Part 2

You will hear a radio report by the journalist Susie Stubbs, who has been to the tropical island of Réunion to find out about the flavouring called vanilla. For questions 7–14, complete the sentences with a word or short phrase.

Vanilla

Susie says that, despite its cost, vanilla is the world's most (7) spice.

The vanilla plant is originally from Mexico, where it depends on a local
(8) for its existence.

Susie says the term (9) is used to talk about vanilla plants on the island.

Recently the vanilla harvest has been affected by
(10) and this impacts on the price.

These days the vanilla plants are covered by (11) for protection.

Sometimes there are (12) in the vanilla seed pods to show which
farm they come from.

The vanilla pods are sun-dried and then
(13) briefly before being packed in boxes.

The boxes used to store the pods are wrapped in (14) to keep the heat in.

Part 3

You will hear a radio interview in which two young journalists – called Angus Brown and Yolanda Zouche – are talking about their work. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 In Yolanda's opinion, what is the most challenging aspect of her job?
A finding suitable images to accompany articles
B trying to locate interviewees
C expressing herself coherently within a tight word limit
D working to demanding time constraints
- 16 What is it about their work that Angus and Yolanda both enjoy?
A the variety of the projects they get involved in
B the challenge of reporting news effectively
C the opportunity to meet interesting people
D the appeal of searching out information
- 17 In Angus's opinion, the advantage of online newspapers over print versions is that they
A are able to cover a greater range of topics.
B can keep up with events as they develop.
C allow interaction by readers.
D reach a far wider public.
- 18 What made getting a job in journalism so hard for Angus?
A the extent of competition for posts
B a low level of encouragement from others
C a lack of previous professional experience
D the difficulty of establishing useful contacts
- 19 Yolanda believes that the essential requirement for a journalist entering the profession is
A an ability to write persuasively.
B a clear and logical mind.
C a resourceful and confident character.
D a mastery of interviewing techniques.
- 20 Angus's recommendation for aspiring journalists is to
A cultivate an interest in a specific field.
B seize every opportunity to express themselves in writing.
C concentrate on developing a distinct style.
D become a keen observer of life around them.

Part 4

You will hear five short extracts in which people are talking about strategies they've adopted for handling work-related problems.

TASK ONE

For questions 21–25, choose from the list (A–H) why each speaker decided to adopt their particular strategy.

TASK TWO

For questions 26–30, choose from the list (A–H) how each speaker felt after implementing the strategy.

While you listen, you must complete both tasks.

A to strengthen a relationship

A angry at the incompetence of colleagues

B to reassure an employer

B delighted by an unexpected benefit

C to help deal with extensive responsibilities

C upset by an unsympathetic response

D to meet the demands of colleagues

D amused by a coincidence

E to cope with unpredictability

E optimistic at the prospect of future success

F to avoid unfair criticism

F disappointed because of a misunderstanding

G to fulfil public expectations

G puzzled by people's reactions

H to get some personal space

H envious of the ability of others

Speaker 1

	21
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Speaker 1

	26
--	----

Speaker 2

	22
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Speaker 2

	27
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Speaker 3

	23
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Speaker 3

	28
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Speaker 4

	24
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Speaker 4

	29
--	----

Speaker 5

	25
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Speaker 5

	30
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Test 6 Key

Reading and Use of English (1 hour 30 minutes)

Part 1

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

Part 2

9 from / with 10 which 11 their 12 do 13 as 14 bring 15 must / should
16 it / this

Part 3

17 inhabited 18 height 19 descendant 20 mountainous 21 Findings
22 originated 23 adaptations 24 storage

Part 4

25 as SOON as | we have received / we receive 26 hadn't / had not | put UP 27 delay |
was / had been CAUSED by the 28 it hadn't / had not been | FOR Sarah's; it wasn't /
was not / weren't / were not | FOR Sarah's 29 with the EXCEPTION of Leo | came
30 was DUE | to start / begin

Part 5

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

Part 6

37 A 38 D 39 C 40 D

Part 7

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

Part 8

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

Writing (1 hour 30 minutes)

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

Listening (approximately 40 minutes)

Part 1

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

Part 2

7 popular 8 insect 9 green gold 10 (the) storms 11 nets / netting
12 (small) holes 13 boiled 14 blankets

Part 3

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

Part 4

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

Transcript

This is the Cambridge English Advanced Listening Test. Test Six.

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]

PART 1

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.

Extract One

You hear a sportsman and a businesswoman discussing the issue of being competitive.

Now look at questions one and two.

[pause]

tone

SPEAKING (15 minutes)

There are two examiners. One (the interlocutor) conducts the test, providing you with the necessary materials and explaining what you have to do. The other examiner (the assessor) is introduced to you, but then takes no further part in the interaction.

Part 1 (2 minutes)

The interlocutor first asks you and your partner for some information about yourselves, then widens the scope of the questions by asking about e.g. your leisure activities, studies, travel and daily life. You are expected to respond to the interlocutor's questions and listen to what your partner has to say.

Part 2 (a one-minute 'long turn' for each candidate, plus a 30-second response from the second candidate)

You are each given the opportunity to talk for about a minute, and to comment briefly after your partner has spoken.

The interlocutor gives you a set of three pictures and asks you to talk about two of them for about one minute. It is important to listen carefully to the interlocutor's instructions. The interlocutor then asks your partner a question about your pictures and your partner responds briefly.

You are then given another set of pictures to look at. Your partner talks about these pictures for about one minute. This time the interlocutor asks you a question about your partner's pictures and you respond briefly.

Part 3 (4 minutes)

In this part of the test, you and your partner are asked to talk together. The interlocutor places a question and some text prompts on the table between you. This stimulus provides the basis for a discussion, after which you will need to make a decision on the topic in question. The interlocutor explains what you have to do.

Part 4 (5 minutes)

The interlocutor asks some further questions, which leads to a more general discussion of the topic you have discussed in Part 3. You may comment on your partner's answers if you wish.