

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 newspaper journalists talking about their work to a group of students.

- 1 The man gives the example of social media sites to
 - A clarify how important they are in everyday life.
 - B compare their usefulness with that of newspapers.
 - C defend people's attitude to news nowadays.
- 2 What do they both think about their job?
 - A It can be stressful at times.
 - B It is important to be a team player.
 - C There are more negatives than positives.

Extract Two

You hear two language teachers discussing the use of emoticons, the pictures many people use to express emotion in text messages.

- 3 What is the woman doing?
 - A questioning the value of current research into emoticons
 - B proposing ideas for potential uses of emoticons
 - C identifying reasons for the popularity of emoticons
- 4 What do they both think about emoticons?
 - A They need to be used with caution.
 - B They are a lazy form of communication.
 - C They have universal appeal.

Extract Three

You hear two friends talking about a young professional tennis player.

- 5 The woman feels that the comments about the player in the media reflect
 - A how easy it is to take sport too seriously.
 - B a common misconception about sportspeople.
 - C a lack of understanding amongst sports journalists.
- 6 How does the man feel about the player's outbursts of anger?
 - A It's essential that they're kept in check.
 - B They're understandable in the circumstances.
 - C He's irritated about the way they'll be perceived.

Part 2

You will hear a woman called Jane Brooks talking about her work on various marine conservation projects. For questions 7–14, complete the sentences with a word or short phrase.

Conservation work

When choosing her first volunteer job, Jane was undecided between marine conservation in Thailand and a (7) scheme in Belize.

In Cambodia, Jane is employed as a (8) working with volunteers.

Jane went from diving at intermediate level to receiving her official (9) in under six months.

Jane contrasts her present situation, living in the centre of a (10) , with her time in Thailand.

Jane uses the expression (11) to describe the way the local people view her.

Something that Jane finds particularly upsetting is the number of (12) that the volunteers recover from the sea.

As part of her current project's wider aims, Jane says they will be helping set up a (13) scheme.

One of the things Jane enjoys most is watching new divers gain (14) during the learning process.

Part 3

You will hear an interview with two college lecturers, Sarah Banks and Tom Weston, who are talking about working in clothes shops when they were students. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

15 Regarding her choice of job in an expensive clothes store, Sarah

- A wanted to develop her retail skills.
- B accepted it because of a lack of alternatives.
- C felt it would suit her interest in high-end fashion.
- D hoped to meet influential clients.

16 Sarah says one aspect of the job she enjoyed was

- A selecting the perfect clothes for demanding clients.
- B creating an atmosphere in which clients felt comfortable.
- C seeing how certain clothes could transform clients' appearance.
- D observing how clients would often make inappropriate choices.

17 What was Sarah's approach to the staff dress code?

- A She admits she turned her choice of clothes into a kind of protest.
- B She took the opportunity to break the rules whenever possible.
- C She was proud to wear the shop's clothes outside her workplace.
- D She found it relatively easy to conform to what was required.

18 How did Tom feel about what he overheard while working in a boutique?

- A sad that his suspicions about his boss were confirmed
- B disappointed that colleagues had concealed things from him
- C frustrated that his ideas were so readily rejected
- D infuriated with himself for having been so naïve

19 In Tom's opinion, the students he teaches who have had work experience are

- A less likely to require help in order to cope with academic life.
- B inclined to take a healthy financial situation for granted.
- C prepared to make sacrifices for the sake of their studies.
- D more critical about the quality of the courses they're following.

20 What do Sarah and Tom agree that they learnt from their work experience as students?

- A People tend to behave in the same way wherever they shop.
- B Retail skills can be applied in a range of other contexts.
- C Shop work presents a unique chance to develop people skills.
- D Any kind of job can bring an improvement in self-esteem.

Part 4

You will hear five short extracts in which people are talking about their favourite series of travel guidebooks.

TASK ONE

For questions 21–25, choose from the list (A–H) what each speaker particularly likes about the series of travel guidebooks.

TASK TWO

For questions 26–30, choose from the list (A–H) one criticism each speaker has of the series of travel guidebooks.

While you listen, you must complete both tasks.

A the coverage of cultural aspects

A unnecessary information

B their organisation into ready-made tour schedules

B focus on popular destinations

C their value as background research

C lack of practical detail

D the variety of the images

D confusing visuals

E the contributions from respected authors

E lack of expressive language in parts

F the enjoyable style of writing

F inconvenient to carry

G the environmentally-friendly format

G old-fashioned feel

H the linguistic support offered

H out-of-date content

Speaker 1	21
Speaker 2	22
Speaker 3	23
Speaker 4	24
Speaker 5	25

Speaker 1	26
Speaker 2	27
Speaker 3	28
Speaker 4	29
Speaker 5	30

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.