

I've used their no-nonsense guides all over and found information unavailable anywhere else. You do need to check when they were published as they have a smaller range of writers than the bigger-selling guides, so don't get revised as often. I expect sales have suffered because they're aimed at travellers for whom, like me, travelling sustainably is important rather than at mainstream travellers who like their days planned out for them.

[pause]

Speaker Four: The *Into Guides* were started by a graphic designer, which shows in the extraordinary pictures they're famous – and widely praised in the press for – and these are accompanied by huge amounts of historical detail. That's not to say they don't contain some useful stuff too – there's a certain amount at the end. But I just feel there isn't quite enough organisational stuff to help you plan a schedule each day. Overall though, I'd say despite the fact that it reads a bit like an encyclopaedia at times, there's nothing like it for really getting an in-depth understanding of a country before ever setting foot there.

[pause]

Speaker Five: I bought the *Footsteps Guides* because it includes several sections written by some of the big names in travel writing. And I wasn't disappointed. I prefer guides that really bring a variety of perspectives to a place and its culture. The standard sections suffer by comparison – a little more description and emotion here would be welcome – the text here can be pretty matter-of-fact. Overall though, there are still far more pluses than minuses. It's got accommodation and things to do and it's pretty good on transportation, which may help with planning. I expect some will find the books a bit bulky – although I personally don't mind it.

[pause]

Now you'll hear Part Four again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Four.

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

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

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

Test 4 Key

Reading and Use of English (1 hour 30 minutes)

Part 1

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

Part 2

9 as 10 not 11 like 12 to 13 off / from 14 before 15 there 16 for

Part 3

17 mindlessly / absentmindedly 18 involuntary 19 accompanies 20 viewers
21 pleasure 22 inappropriately 23 unplanned 24 thoughts

Part 4

25 the FIRST time | she had / she'd (ever)
26 was MEANT to | turn / show
27 CAME as | no surprise
28 took (absolutely) no | NOTICE of; did not / didn't take (any) | NOTICE of
29 has / 's been a | DROP in
30 had / 'd BETTER | put

Part 5

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

Part 6

37 B 38 A 39 D 40 D

Part 7

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

Part 8

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

Writing (1 hour 30 minutes)

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

Listening (approximately 40 minutes)**Part 1**

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

Part 27 (some) (magazine) editors 8 wide-angle 9 lost cities 10 blue filters 11 test beds
12 (helicopter) pilot / pilot (in a helicopter) 13 (repeated) circles 14 hero image**Part 3**

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

Part 4

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

Transcript*This is the Cambridge English Advanced Listening Test. Test Four.**I'm going to give you the instructions for this test.**I'll introduce each part of the test and give you time to look at the questions.**At the start of each piece you'll hear this sound:*

tone

*You'll hear each piece twice.**Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.**There'll now be a pause. Please ask any questions now, because you must not speak during the test.*

[pause]

Now open your question paper and look at Part One.

[pause]

PART 1*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 two friends talking about their children's reading habits.**Now look at questions one and two.*

[pause]

tone

Woman: Your daughter likes reading, doesn't she?

Man: Yeah. She reads all sorts of books, often about things outside her personal experience – in fact, anything from historical legends to science-fiction stories, provided the characters are strong. We keep an eye on her choices, but there's never been a problem and encouraging her to go for what she wants keeps her enthusiasm going. Some of her books are beautifully illustrated, too – but, good as the pictures are, she's got such a strong imagination that she says they can actually contradict the mental images she creates herself.

Woman: I only wish my own kids were the same! They're used to seeing me with my nose in a book and I thought they'd copy my example. Perhaps they just see reading as boring, something teachers ask them to do. I guess there's so much competition now for their attention, too, and they spend so much time online.

Man: Well, there's always room for a good book, if only kids realised the fun of escaping into the world of fiction. Admittedly, literature classes can be a drag, when you're always analysing everything – no wonder that puts some kids off. I admit my own mum and dad weren't great readers, but they did encourage me from an early age – they were always buying me books.

[pause]

tone

[The recording is repeated.]

[pause]

Extract Two*You hear part of an interview with a man who worked as a team leader with students doing voluntary work in the rainforest.**Now look at questions three and four.*

[pause]

tone

Woman: And you were a team leader on a volunteer project?

Man: Yes. I'd been looking for ways to get experience in international development as well as leadership, so when I heard about the opportunity to set up a sustainable method of processing coffee beans in the rainforest, I jumped at the chance to lead a team of multinational volunteers on a three-month project! They had no previous work experience, so it was incredibly fulfilling to witness their evolution. As they came out of their shells, they formed friendships and gained valuable life skills in the process. It may have been their first time away from home, but that didn't stop them giving pretty much everything a go.

Woman: Right.