

Tip Strip

Question 1: Listen for the phrase 'I get a buzz from that side of it'. What is he referring to when he says this?

Question 4: Listen to everything the woman says. In general, was it a positive experience or not? Which option matches this feeling?

Question 5: Listen for the phrase 'for what it's worth'. The answer comes just after it.

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.

In the exam, mark your answers on the separate answer sheet.

Extract One

You hear two people talking about their work as website designers.

- 1 How does the man feel about the work?
 - A He finds the creativity stimulating.
 - B He would like to use his academic training more.
 - C He gets most satisfaction from being part of a team.
- 2 What do they both think about the job?
 - A It's a difficult career to get started in.
 - B It's important to be able to work flexible hours.
 - C It's a poorly paid job for the amount of work involved.

Extract Two

You hear two cyclists talking about their sport.

- 3 The man thinks his success as a cyclist is due to
 - A his complete dedication.
 - B the age at which he started.
 - C a series of great role models.
- 4 When talking about cycling in a velodrome, the woman reveals her
 - A fear of dangerous sports.
 - B inability to follow instructions.
 - C willingness to accept a challenge.

Extract Three

You hear a man called Roy talking about bees on a phone-in programme.

- 5 Why has he phoned the programme?
- A to raise issues not previously discussed
 - B to challenge the opinions of other contributors
 - C to lend his support to a view that's been expressed
- 6 When talking about gardens, he is
- A describing what he does in his own.
 - B encouraging people to grow certain things.
 - C suggesting that people keep bees themselves.

Part 2

You will hear a student called Tim Farnham giving a class presentation about a seabird called the albatross. For questions 7–14, complete the sentences with a word or short phrase.

In the exam, mark your answers on the separate answer sheet.

THE ALBATROSS

Tim thinks that the name 'albatross' comes originally from a word in
the (7) language.

There are currently thought to be a total of (8) species of albatross.

The fact that it relies on (9) explains why the albatross isn't found in some areas.

By using a locking mechanism in its (10), the albatross can save
energy when flying.

Tim explains that the albatross has a surprisingly good sense of (11)

Tim was surprised to discover that (12) attack albatross nests.

The albatross used to be hunted mostly for its (13) as well as for food.

Tim gives the example of (14) as plastic objects commonly eaten by albatrosses.

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Question 7: Be careful. Three languages are mentioned, but only one of them fits here.

Question 8: The words 'a total of' in the sentence tell you that you are listening for a number.

Question 9: Listen for the word 'found' when you listen. It's also in the sentence.

Question 11: What are the five senses? Which of them would you not expect a bird to use?

Question 14: Tim mentions three plastic objects, but which does he say is most common?

Tip Strip

Question 15: Listen for when Amy says 'so creating dances was the natural way forward.' What is she referring to?

Question 18: Listen for the interviewer's question about Amy's aims. Her answer follows.

Question 19: Listen to what Amy says about students. Her answer comes here. Go back and check why the other options are wrong.

Question 20: Listen to Amy's last turn. Listen for the first and last things she says.

Part 3

You will hear an interview with a woman called Amy Martles, who works as a choreographer, creating dance performances for live shows. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 Amy traces her decision to become a choreographer back to
- A the advice of her first dance teacher.
 - B her need to express herself through movement.
 - C the emphasis placed on dance in her primary school.
 - D her failure to reach a high level of sporting achievement.
- 16 Amy feels that, above all, a good choreographer is one who
- A remains in touch with the everyday feelings of dancers.
 - B keeps dancers motivated during long tiring sessions.
 - C has experience of appearing on stage as a dancer.
 - D is able to join in with the dancing itself if necessary.
- 17 When she's creating a new dance, Amy
- A finds it easier to work directly with a composer.
 - B prefers to be given clear constraints to work within.
 - C keeps an open mind about how a piece might develop.
 - D accepts that some of her ideas will prove to be unpopular.
- 18 In her work as a choreographer, Amy aims to
- A challenge the audience's ideas about what dance is.
 - B feel that she is conveying a message to the audience.
 - C thrill the audience with some cutting-edge dance techniques.
 - D draw the audience's attention away from other elements in the show.
- 19 When asked about choosing dancers to work with, Amy says she
- A relies on the expertise top professionals bring to the creative process.
 - B accepts the need to accommodate the feelings of sensitive people.
 - C finds those with less experience an easier proposition.
 - D likes to help those she has previously taught.
- 20 When she's working on a new production of a well-known piece, Amy
- A tries to build on the work of those who have gone before.
 - B is aware of the need to update the ideas in a play.
 - C is annoyed if people make unfair comparisons.
 - D remains faithful to her usual guiding principles.

You will hear five short extracts in which people are talking about how they gave up office jobs to do other types of work.

In the exam, mark your answers **on the separate answer sheet**.

TASK ONE

For questions **21–25**, choose from the list (A–H) what made each speaker decide to give up office work.

- | | | | |
|-------------------------------|-----------|----------------------|----|
| A poor motivation | Speaker 1 | <input type="text"/> | 21 |
| B lack of exercise | Speaker 2 | <input type="text"/> | 22 |
| C the regular hours | Speaker 3 | <input type="text"/> | 23 |
| D limited contact with people | Speaker 4 | <input type="text"/> | 24 |
| E overcrowded workplace | Speaker 5 | <input type="text"/> | 25 |
| F dull colleagues | | | |
| G few career prospects | | | |
| H stressful deadlines | | | |

TASK TWO

For questions **26–30**, choose from the list (A–H) what each speaker likes best about their present job.

- | | | | |
|-----------------------------------|-----------|----------------------|----|
| A being my own boss | Speaker 1 | <input type="text"/> | 26 |
| B feeling appreciated by clients | Speaker 2 | <input type="text"/> | 27 |
| C being able to offer advice | Speaker 3 | <input type="text"/> | 28 |
| D feeling respected for my skills | Speaker 4 | <input type="text"/> | 29 |
| E being fully qualified | Speaker 5 | <input type="text"/> | 30 |
| F feeling committed to the work | | | |
| G being relatively well paid | | | |
| H being able to help others | | | |

Tip Strip

Speaker 1: Listen for the phrase 'The thing I couldn't stand'. What she says next explains why she decided to give up office work (Task One).

Speaker 2: Listen to what she says about clients – it helps with Task Two.

Speaker 3: What 'got him down' in his previous job? This tells you the Task One answer.

Speaker 4: When she says 'I love that feeling' about her present job, what is she referring to?

Speaker 5: Listen to the first part of what he says. What was his general feeling about his old job?