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Essential tips

- Read the context sentence carefully. This tells you something about what you are going to hear. Remember you may hear a monologue (one speaker) or a dialogue (two speakers).
- Read the question and the options and underline any key words in the time you are given before you listen to the recordings.
- In the recording, you may hear ideas from all of the options, but only one option answers the question correctly.
- The words you hear may not be the same as the words in the options. Listen for the general meaning of the text rather than the exact phrases of the options.
- Don't worry if you aren't sure about the answer the first time you listen. You will hear each recording twice.

Question 2: The answer does not always come from a single phrase or sentence. In this case you need to listen for the main message of the whole text to know what the speaker is doing.

Question 4: Elements of all three of the options are mentioned in the recording. However, the question asks what *both* students think. Only one option is correct.

Question 8: This question focuses on the feelings of the speaker. Look at the question carefully. Which part of the process are we interested to know his feelings about?

Track 1

You will hear people talking in eight different situations. For questions **1–8**, choose the best answer (**A**, **B** or **C**).

1 You hear a student talking to her tutor about studying history at university.
What does the student say about studying history?
A It will provide her with some valuable skills.
B It is necessary for the career she has chosen.
C It wasn't her first choice of subject.

2 You hear a man talking about poetry.
What is he doing?
A describing differences between poetry and other literature
B persuading people to get involved in writing poetry
C explaining why a popular belief about poetry is incorrect

3 You hear a young woman talking about having studied abroad.
What does she say about it?
A It helped her get a job in the field she wanted.
B It wasn't an easy thing to have done.
C It gave interviewers an incorrect impression of her.

4 You hear two students talking about a lecture on choosing colours for websites.
What do they agree about?
A how important it is to keep a consistent image
B how useful it is to adapt websites for different countries
C how interesting it is to study the use of colour on websites

5 You hear a tutor discussing a student's work with him.
What is the purpose of their conversation?
A to discuss the student's ideas for an essay he's working on
B to check the student understands the point of some feedback
C to help the student think of ways to improve his work

6 You hear a woman talking about a hobby she has taken up.
What does she think about it?
A It isn't worth the effort required.
B It's harder than she expected it to be.
C The teacher's instructions aren't always clear.

7 You hear two friends discussing a film adaptation of a book they have read.
The students agree that the film adaptation
A was unnecessarily different from the book.
B failed to get the point of the story across.
C must have been disappointing for the book's author.

8 You hear a student talking about giving a presentation to his class.
How did he feel about it at first?
A determined to prepare as well as he could
B unwilling to use techniques people had suggested
C convinced he wouldn't be able to do it well

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Track 2

You will hear a weather forecaster called Laura Armstrong talking about her work. For questions **9–18**, complete the sentences with a word or short phrase.

Laura Armstrong: weather forecaster

Laura currently works as a weather forecaster at a
(**9**) ..... station.

Laura refers to what forecasters call weather (**10**) .....
before she makes a forecast each day.

Part of Laura's job on 'big weather days' is to provide
(**11**) ..... and maintain website information.

Laura's interest in the weather grew from a fear of
(**12**) ..... when she was younger.

Laura says the most important skill in weather forecasting is deciding
what (**13**) ..... mean.

Laura initially did a (**14**) ..... course, unlike many other
weather forecasters.

Laura says forecasters are often criticised for not being
(**15**) ..... enough in their predictions.

Laura is interested in discovering more about (**16**) .....
later in her career.

Laura says it is possible to gain work experience in the
(**17**) ..... section of a weather organisation.

Laura has given weather forecasts at important sports events, like a
(**18**) ..... competition last year.

Essential tips

- Read the title on the question paper. This gives you some information about what you are going to listen to.
- Read the questions (the gapped sentences) carefully in the time you are given before you listen to the recording. Think about what kind of word might go in each gap, for example, a noun or a verb.
- The questions are in the same order as you will hear the information in the text.
- Remember that the wording of the questions will not be exactly the same as the words you hear on the recording.
- You should only complete the gaps with words you hear in the recording. You should not change the form of the word you hear.

Question 10: The word you need forms part of a compound noun (a noun which is made up of two or more words). What is the first word of the compound noun? You need to listen for a reference to something that forecasters have a specific name for.

Question 12: What is another way to say you have a fear of something? Listen for words or phrases that have the same meaning in the recording.

Question 14: The sentence mentions a course, so you need to listen for what subject Laura studied.

Question 18: Sports events are mentioned in the sentence, so what kind of word do you think is needed to complete the gap?

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Track 3

You will hear five short extracts in which people are talking about the benefits of volunteering. For questions **19–23**, choose from the list (**A–H**) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

A I developed leadership skills.

B I discovered a natural talent.

C It made me feel part of the wider community.

D It opened up a new career opportunity for me.

E It increased my confidence.

F It motivated me to improve my own life.

G I made great friends for life.

H I understood the importance of teamwork for the first time.

Speaker 1		19
Speaker 2		20
Speaker 3		21
Speaker 4		22
Speaker 5		23

Essential tips

- Read the instructions carefully and underline the key words. This information tells you what you need to listen for in order to decide which answer is correct for each speaker, so it is very important to read this.
- Read the options carefully. Remember that the words you hear are unlikely to be exactly the same as the words in the options.
- The options are not necessarily in the order that you will hear them mentioned in the recording.
- Parts of the different options may be mentioned more than once in the recordings. Remember that only one option is correct for each question.
- In order to decide which option is correct, remember to refer back to the instruction given at the beginning. For example, if you are asked what benefit each speaker gained from volunteering, you should make sure that you answer this question for each speaker.
- Remember that you do not need to use all of the options.

Speaker 1: This person is talking about a skill they have and how that skill has helped them in some way. How has their skill helped them?

Speaker 3: This person is talking about something they realised as they volunteered. What was this?

Speaker 5: This person made a change to their life after volunteering. What change did they make?

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Essential tips

- Read the questions and options carefully in the time you are given before you listen to the recording and underline any key words.
- The order of the questions is the same as the order in which you will hear the information.
- Remember that the words in the questions and options may not be exactly the same as you hear on the recording.
- Alternatively, you may hear some of the words and phrases from an option in the recording, but this does not necessarily mean that the option is correct.
- Don't worry if you aren't sure about your answers straightaway. You will hear the recording twice.

Question 24: For this question, you will hear elements from all three of the options mentioned in the recording. Remember you need to listen out for what it was that made him interested in the issue.

Question 27: Before you listen to the recording, you may have an idea of what the correct option may be. Listen carefully, because the correct answer may be different to what you expected.

Question 30: Rod mentions lots of different people in the final part of the recording. Who do you need to listen for information about?

Track 4

You will hear part of an interview with a language expert called Rod Chambers, who is talking about languages which are at risk of disappearing. For questions **24–30**, choose the best answer (**A**, **B** or **C**).

24 How did Rod become interested in saving endangered languages?
- **A** He studied endangered languages during his time at university.
- **B** He met a group of people whose language was endangered.
- **C** He saw the effects of the issue on his own family.

25 When talking about why languages become extinct, Rod says that
- **A** parents tend not to consider the language choices they make.
- **B** people recognise the need to be able to communicate widely.
- **C** some schools refuse to continue teaching minority languages.

26 What does Rod say about the ways in which languages can be saved?
- **A** Some of the ideas are less helpful than others.
- **B** Promoting a minority language is easier than people think.
- **C** The methods won't be successful without public support.

27 When talking about the importance of keeping languages alive, Rod says that
- **A** languages can be compared to living creatures.
- **B** there are more important global issues to deal with.
- **C** the matter of culture loss isn't taken seriously enough.

28 What does Rod say about working on his current project?
- **A** He likes listening to people's life stories.
- **B** He prefers to focus on examples of natural speech.
- **C** He doesn't enjoy examining grammatical forms.

29 Rod says that data collected as part of language-saving projects can
- **A** inform youngsters about their own family history.
- **B** be used in teacher training courses.
- **C** help a language come back into use.

30 What does Rod say listeners can do to help save languages?
- **A** Encourage native speakers to use their language more.
- **B** Attend foreign language classes in their local area.
- **C** Approach experts for help on recording languages.

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