

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

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.

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.

Speaker 1 19

C It made me feel part of the wider community.

Speaker 2 20

D It opened up a new career opportunity for me.

Speaker 3 21

E It increased my confidence.

Speaker 4 22

F It motivated me to improve my own life.

Speaker 5 23

G I made great friends for life.

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

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.