

2 Now listen to another candidate doing the same task and complete the gaps in the audioscript.

16 The first picture shows a girl and a woman in a garden, whereas in (1) there's just a man on his own. It certainly looks like the woman is listening carefully to what the girl's saying and pointing at, but I wouldn't say (2) is vital information. (3) are probably just discussing the plants and (4) need watering. I suppose if the woman didn't listen carefully, the plants might not do well, particularly if the girl is telling (5) about some special attention (6) need. On the other hand, the information in the second picture is pretty important. It looks to me as if the man is standing on a station platform and giving an announcement, probably something about the timetable or a platform change. Announcements (7) are often very difficult to hear, particularly in noisy, crowded stations – although (8) appears deserted – so it's essential to listen carefully. Missing the announcement, or not hearing (9) correctly, could mean you end up missing your train.

TIP

Aim to compare the two pictures early on, so you don't forget to include the element of comparison or contrast that is required by the task.

TIP

Referencing pronouns (e.g. *the woman > her*) and substitution (e.g. *the plants > ones*) help you organise your ideas effectively and avoid repetition.

1 Natural interaction often involves agreeing or disagreeing with someone. Complete the gaps in these sentences and decide whether they indicate strong or weak agreement / disagreement.

- 1 I sort of agree with you, but only p_ _ _ _ _ .
- 2 I agree with you u_ _ t_ _ a point, but ...
- 3 I t_ _ _ _ _ disagree.
- 4 I agree with you e_ _ _ _ _ on that point.
- 5 No d_ _ _ _ you're right about that.
- 6 I must take i_ _ _ _ with you on that.
- 7 Of course, that g_ _ _ without s_ _ _ _ .
- 8 I see where you're c_ _ _ _ _ from on that point.
- 9 Yes, I'd go a_ _ _ _ with that idea.
- 10 I t_ _ _ your point, but I'm not sure I agree.
- 11 I k_ _ _ of agree with you on that.

For questions 1 – 8, read the text below and decide which answer (A, B, C, or D) best fits each gap at the beginning (0)

Violins and the human voice

The sixteenth-century instrument-maker Andrea Amati is (0) with inventing the modern violin. Over a hundred years later, another Italian, Antonio Stradivari, introduced adjustments to Amati's designs, creating violins that are now (1) considered to be the finest ever made. But why do these violins sound so beautiful? Where does the secret to their brilliance (2)

Recent research suggests that it (3) from the way their sounds (4) to the human voice. Scientists recorded antique violins and compared them with the sounds of male and female vocalists. Their (5) focus was on 'formants', harmonic tones characteristic of human voices, and they found that Amati violins produced 'formants' similar to those of bass and baritone singers, while those of Stradivari violins were similar to tenors and altos. 'Stradivari violins clearly possess female singing qualities,' said one researcher, 'and this may well (6) to their perceived sweetness.'

The (7) between the violins and human voices is not accidental. 'Early violins accompanied songs and dances,' said the researcher. 'It's conceivable that Amati and Stradivari wanted instruments that could (8) into the music by imitating human voices.'

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|---|------------|---------------|--------------|--------------|
| 1 | A highly | B widely | C greatly | D strongly |
| 2 | A stand | B rest | C sit | D lie |
| 3 | A stems | B flows | C runs | D grows |
| 4 | A approach | B comply | C correspond | D accord |
| 5 | A specific | B prevalent | C eminent | D accurate |
| 6 | A deliver | B generate | C assist | D contribute |
| 7 | A sympathy | B resemblance | C coherence | D sameness |
| 8 | A suit | B match | C blend | D mingle |

For questions 9 – 16, read the text below and think of the word which best fits each gap. Use only one word in each

Effective learning

At one time, many experts believed that students would become more effective learners **(0)** they were made aware of learning styles that suited them. **(9)** the 1980s onwards, theorists identified a number of learning styles, some of **(10)** were visual, verbal, auditory and kinaesthetic learning. A kinaesthetic learner, for example, would benefit from using their body and sense of touch when learning.

Over time, however, these concepts have fallen out of favour. 'They're **(11)** longer up to date,' says educational psychologist Dr Lorna Mulhall. 'Taking a flexible approach **(12)** than sticking to one particular learning style makes better sense. In my experience, **(13)** an active learner is usually the key to success.'

Research shows that **(14)** of the best ways to learn something is to imagine teaching it. 'Think about **(15)** you will explain it to someone in a classroom,' says Dr Mulhall. 'To teach something, you need to understand it.' Dr Mulhall also recommends some basic principles. These include 'finding the right environment, efficient note-taking and taking breaks. **(16)** comes a point where you can't absorb any more information and you need to do something different.'

For questions 17 – 24, read the text below. Use the word given in capitals :

The world's oldest known bread

Archaeologists working at a site in Jordan recently found the oldest reported (0) of bread. Identified by means of new (17) developments involving the magnification of tiny fragments of food, the bread is about 14,400 years old and (18) the advent of agriculture by at least 4,000 years.

The (19) was made in a location used, over thousands of years, by early hunter-gatherers. At that time, humans gathered and consumed food for purposes that were (20) nutritional, but archaeologists think the huge effort required to produce bread meant it was probably reserved for special occasions.

'The (21) of the ancient remains of burned food in the fireplaces at this site gives us some (22) useful insights,' said one researcher. 'Bread represents a major change in eating practices, away from food as merely a source of energy to the (23) of food for social and cultural reasons. We used to think agriculture led to the development of bread, but now we think bread-making, with wild grain, may have influenced the (24) of the practice of growing crops – in other words, the beginning of agriculture.'

EVIDENT

METHODOLOGY

DATE

DISCOVER

PRIMARY

PRESENT

EXCEPTION

CONSUME

EMERGE