Tip Strip

Question 3: These words all have a similar meaning, but which one is used to refer to a precise location?

Question 5: These are all linking phrases, but only one of them tells you that another surprising thing will follow.

Question 8: Only one of these verbs is usually used together with the noun 'opportunity'.

Part 1

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

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

Example:

0 **A** hit **B** knocked **C** banged **D** beat

0	A	B	C	D

The Mysterious Isle

In the early morning of 23 January, 2009, the most powerful storm for a decade **(0)** ..... western France. With wind speeds in **(1)** ..... of 120 miles per hour, it flattened forests, **(2)** ..... down power lines and caused massive destruction to buildings and roads. But it also left behind an extraordinary creation. Seven miles out to sea at the **(3)** ..... where the Atlantic Ocean meets the estuary of the River Gironde, a small island had **(4)** ..... out of the water. Locals soon gave it the name The Mysterious Isle. What was so remarkable, **(5)** ..... its sudden apparition, was the fact that the island **(6)** ..... intact in what is often quite a hostile sea environment. It could well become a permanent **(7)** ..... .

Scientists quickly realised that the island's appearance **(8)** ..... a unique opportunity to study the creation and development of a new ecosystem. Within months, it had been colonised by seabirds, insects and vegetation.

1	**A**	surplus	**B**	advance	**C**	excess	**D** put
2	**A**	fetched	**B**	brought	**C**	carried	**D** sent
3	**A**	scene	**B**	mark	**C**	stage	**D** point
4	**A**	risen	**B**	grown	**C**	lifted	**D** surfaced
5	**A**	in spite of	**B**	instead of	**C**	apart from	**D** on account of
6	**A**	prolonged	**B**	remained	**C**	resided	**D** persevered
7	**A**	item	**B**	issue	**C**	matter	**D** feature
8	**A**	delivered	**B**	awarded	**C**	proposed	**D** offered

LIVEWORKSHEETS

Part 2

For questions **9–16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (**0**).

In the exam, write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example: | 0 | G | R | E | A | T | | | | | | | | | | | | | | |

Tip Strip

Question 9: Which preposition is used with the verb *to* 'invest'?

Question 11: Which word completes the common expression that tells you that another point is going to be made?

Question 12: You need a possessive pronoun here.

Choosing Binoculars

For independent travellers, a good pair of binoculars often represents an essential piece of kit. Unless you're planning to do a **(0)** ..... deal of bird-watching or other specialist activities, however, there's no need to invest **(9)** ..... a full-size pair. Compact binoculars are fine when **(10)** ..... comes to general all-purpose viewing in good light. What's **(11)** ....., they are certainly easier to carry round.

Everyone has **(12)** ..... own idea of what makes a comfortable pair of binoculars. When you're considering **(13)** ..... of the many brands and models on the market you should choose, don't base your decision on price alone. A better idea **(14)** ..... to pop down to your local photographic store and **(15)** ..... those that fall within your price range a test run.

(16) ..... you might like the look of a particular pair, you may not find the handling and viewing position comfortable. Finally, make sure the binoculars come with a decent case and a comfortable neck strap. These details can make all the difference when you're out in the field.

LIVEWORKSHEETS

Part 3

For questions **17–24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (**0**).

In the exam, write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example: 0 | D | A | I | L | Y |

Tip Strip

Question 17: You need to add a prefix to create the opposite meaning of this word.

Question 19: Add another word to 'let' to form a compound word which completes a common collocation with 'retail'. Your answer needs to be plural.

Question 23: What noun can you make from this verb? It means 'use'.

Question 24: Add a suffix to make a noun. Which letter from the verb is dropped?

The Inventor of the Bar Code

Although you may never have heard of Joe Woodland, you	
almost certainly use his invention on a **(0)** ..... basis.	**DAY**
For Joe was the man who came up with the idea of the bar	
code – that little box containing parallel lines of **(17)**	**REGULAR**
width and **(18)** ..... that you find on the packaging	**LONG**
of most products that are offered for sale at retail **(19)**	**LET**
world wide. Joe Woodland actually invented the bar code	
way back in 1949, when the manager of a supermarket in	
Philadelphia asked him to design an electronic **(20)**	**CHECK**
system which would be both simple and effective. The	
purpose of the bar code is to store **(21)** ..... information	**CODED**
about the product, which **(22)** ..... speeds up the	**POTENTIAL**
process of recording sales and restocking the shelves.	
The idea was way ahead of its time however, and didn't	
find any immediate practical **(23)** ..... . It was the	**APPLY**
(24) ..... of laser gun technology decades later which	**ARRIVE**
allowed Joe's invention to come into everyday use.	

LIVEWORKSHEETS

Part 4

For questions **25–30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (**0**).

Example:

0 Chloe would only eat a pizza if she could have a mushroom topping.

ON

Chloe ..... a mushroom topping when she ate a pizza.

The gap can be filled with the words 'insisted on having', so you write:

Example:	0	INSISTED ON HAVING

In the exam, write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

---

25 We were late arriving at the cinema and so missed the start of the film.

BY

The film had ..... we arrived at the cinema.

26 Simon found the recipe book very hard to follow.

DIFFICULTY

Simon ..... in following the recipe book.

27 The ice-skater performed faultlessly and received full marks.

GAVE

The ice-skater ..... and received full marks.

28 I was just about to call you to see what time you were coming.

POINT

I ..... you to see what time you were coming.

29 Harry was disappointed to hear the news that the match had been cancelled.

CAME

News of the cancellation of the match ..... to Harry.

30 At this time of year, the area is often affected by violent storms.

FEELS

At this time of year, the area often ..... violent storms.

Tip Strip

Question 25: You need a phrase that talks about time. It also has a definite article.

Question 26: The key word is an adjective. Which verb usually comes before it?

Question 27: The key word comes first in the gap, and needs to be followed by an adjective and noun combination. Change two words from the input sentence to make this expression. You also need to add an article.

Question 29: Find the adjective in the input sentence. Use the noun of this word in the new phrase.

LIVEWORKSHEETS

Part 5

You are going to read an article about the effects of digital media on people's minds. For questions **31–36**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

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

Is the internet making us stupid?

In an article in *Science*, Patricia Greenfield, a developmental psychologist who runs UCLA's Children's Digital Media Center, reviewed dozens of studies on how different media technologies influence our cognitive abilities. Some of the studies indicated that certain computer tasks, like playing video games, increase the speed at which people can shift their focus among icons and other images on screens. Other studies, however, found that such rapid shifts in focus, even if performed adeptly, result in less rigorous and 'more automatic' thinking.

In one experiment at an American university, half a class of students was allowed to use internet-connected laptops during a lecture, while the other half had to keep their computers shut. Those who browsed the web performed much worse on a subsequent test of how well they retained the lecture's content. Earlier experiments revealed that as the number of links in an online document goes up, reading comprehension falls, and as more types of information are placed on a screen, we remember less of what we see.

Greenfield concluded that 'every medium develops some cognitive skills at the expense of others'. Our growing use of screen-based media, she said, has strengthened visual-spatial intelligence, which can strengthen the ability to do jobs that involve keeping track of lots of rapidly changing signals, like piloting a plane or monitoring a patient during surgery. However, that has been accompanied by 'new weaknesses in higher-order cognitive processes', including 'abstract vocabulary, mindfulness, reflection, inductive problem-solving, critical thinking and imagination'. We're becoming, in a word, shallower.

Studies of our behaviour online support this conclusion. German researchers found that web browsers usually spend less than ten seconds looking at a page. Even people doing academic research online tend to 'bounce' rapidly between documents, rarely reading more than a page or two, according to a University College London study. Such mental juggling takes a big toll. In a recent experiment at Stanford University, researchers gave various cognitive tests to 49 people who do a lot of media multitasking and 52 people who multitask much less frequently. The heavy multitaskers performed poorly on all the tests. They were more easily distracted, had less control over their attention, and were much less able to distinguish important information from trivia. The researchers were surprised by the results. They expected the intensive multitaskers to have gained some mental advantages. That wasn't the case, though. In fact, the multitaskers weren't even good at multitasking. 'Everything distracts them,' said Clifford Nass, one of the researchers.

It would be one thing if the ill effects went away as soon as we turned off our computers and mobiles, but they don't. The cellular structure of the human brain, scientists have discovered, adapts readily to the tools we use to find, store and share information. By changing our habits of mind, each new technology strengthens certain neural pathways and weakens others. The alterations shape the way we think even when we're not using the technology. The pioneering neuroscientist Michael Merzenich believes our brains are being 'massively remodelled' by our ever-intensifying use of the web and related media. In 2009, he said that he was profoundly worried about the cognitive consequences of the constant distractions and interruptions the internet bombards us with. The long-term effect on the quality of our intellectual lives, he said, could be 'deadly'.

Not all distractions are bad. As most of us know, if we concentrate too intensively on a tough problem, we can get stuck in a mental rut. However, if we let the problem sit unattended for a time, we often return to it with a fresh perspective and a burst of creativity. Research by Dutch psychologist Ap Dijksterhuis indicates that such breaks in our attention give our unconscious mind time to grapple with a problem, bringing to bear information and cognitive processes unavailable to conscious deliberation. We usually make better decisions, his experiments reveal, if we shift our attention away from a mental challenge for a time.

But Dijksterhuis's work also shows that our unconscious thought processes don't engage with a problem until we've clearly and consciously defined what the problem is. If we don't have a particular goal in mind, he writes, 'unconscious thought does not occur'. The constant distractedness that the Net encourages is very different from the kind of temporary, purposeful diversion of our mind that refreshes our thinking. What we seem to be sacrificing in our surfing and searching is our capacity to engage in the quieter, attentive modes of thought that underpin contemplation, reflection and introspection.

LIVEWORKSHEETS

Tip Strip

Question 31: Look for what Patricia's work actually involved.

Question 35: You need to read the whole paragraph to get this answer.

Question 36: Look before the name in the text to see what point his research supports.

31 What do we learn about Patricia Greenfield's research in the first paragraph?

- **A** It focused on problems resulting from use of media technologies.
- **B** It did not produce consistent patterns in connection with computer use.
- **C** It involved collating the results of work done by other people.
- **D** It highlighted differences between people when using computers.

32 Two of the experiments mentioned in the second paragraph concerned

- **A** the amount of attention people pay to what they see on computers.
- **B** the connection between computer use and memory.
- **C** the use and non-use of computers for studying.
- **D** changes that happen if people's computer use increases.

33 One of Greenfield's conclusions was that

- **A** certain claims about the advantages of computer use are false.
- **B** computer use has reduced a large number of mental abilities.
- **C** people do not care about the effects of computer use on their minds.
- **D** too much emphasis has been placed on the benefits of computer use.

34 One of the pieces of research mentioned in the fourth paragraph indicated that

- **A** some people are better at multitasking than others.
- **B** 'mental juggling' increases the mental abilities of only a few people.
- **C** beliefs about the effectiveness of multitasking are false.
- **D** people read online material less carefully than other material.

35 What is the writer's purpose in the fifth paragraph?

- **A** to advise on how to avoid the bad effects of new media technology
- **B** to present opposing views on the consequences of use of new media technology
- **C** to warn about the damage done by use of new media technology
- **D** to summarise the findings of the previously-mentioned research

36 The writer mentions Ap Dijksterhuis's research in order to make the point that

- **A** not all research supports beliefs about the dangers of computer use.
- **B** the mind functions in ways that computers cannot.
- **C** problem-solving can involve very complex mental processes.
- **D** uninterrupted concentration on something is not always a good thing.

LIVEWORKSHEETS

Tip Strip

Question 37: Look for words in Extract A that refer to how the building looks, and show the writer's opinion of the design. Read the sentences before and after this word carefully. Does the writer like the appearance of the building? Which of the other writers uses similar language to talk about how the building looks?

Question 38: Look at Extract D and underline what the writer says about 'visitors to the city'. Read what the other three writers say about tourists. Which one expresses the same idea as Extract D?

Question 40: Underline the sentences in each text that talk about the part of the city where the building is. Three of the writers think it was a good place to build it – which one disagrees?

Part 6

You are going to read four extracts about a new high-rise building. For questions **37–40**, choose from the extracts **A–D**. The extracts may be chosen more than once.

The Pinnacle

Four writers give their opinions about the city's newest high-rise building.

A

Inhabitants of our capital city rarely get excited about modern architecture, only really sitting up and taking notice when new structures reach out above the neighbouring roofline and pierce the horizon. So it is with the Pinnacle – the country's tallest new office block which is nearing completion. It seems that, in the world of high-rise architecture, no sooner has a dizzying new height been achieved than work starts on the next contender for that particular crown. By all accounts, however, the height and scale of the Pinnacle will take some beating, and the same can be said for its aesthetic impact. Shaped like a tall elegant pyramid, the building seems set to become a mainstay on the itinerary of visitors to the city, who will be unable to resist its photographic opportunities. Located in the unfashionable east of the city, the building will also bring work and development to an area that has long been in need of it.

B

Though not yet finished, the Pinnacle's intrusion into our horizon ensures that most citizens are ready to offer opinions about it long before we've had the chance to work in its offices, sleep in its hotel, or visit the viewing gallery at the top. There is something about tall buildings that attracts us, as is witnessed by the queues of day trippers eagerly awaiting their chance to ride to the top of the city's current tallest building on the other side of the river. Some have questioned the Pinnacle's location in an otherwise undeveloped quarter, dwarfing as it does the eighteenth-century houses below it. But I would disagree. The graceful structure blends in remarkably well with its immediate environment, and local people have benefited from the improved public transport links that have been put in place as a result of the project.

C

Wonderfully designed it may be, but the Pinnacle is hardly a thing of beauty. More important, however, is the wider significance of the project. It's a fool who argues that a city should not grow, should be preserved as a historic monument for the benefit of the tourist industry, but to look upon the Pinnacle is to see a monumental reminder that most citizens have no stake in the way their environment is changing. There's no doubt it stands to regenerate a rather run down part of the city, but how keen are the local residents on having this monstrous structure spring up literally on their doorstep? The central business district, already the site of other high-rise structures, could surely have accommodated the intrusion more easily.

D

Despite our fascination with the rather brutal visual impact the new structure has on its surroundings, it is the wider impact of the Pinnacle that may prove to be its greatest legacy. And it's a legacy that may endure beyond the building's inevitably short-lived reign as the city's tallest structure. So many people will work in the building that the city's public transport network has had to be radically rethought in order to accommodate it, a move which will benefit commuters and locals alike for years to come, even if they never go up the tower itself. This is why the decision to build the structure in a forgotten corner of the city, originally perceived as rather unwise, has proved a stroke of genius. There can be little doubt that visitors to the city will be drawn to the east bank by the building, not only for the experience of riding in its high-speed lifts, but for the fine view of the city's other skyscrapers that can be gained from the viewing terrace on the roof.

LIVEWORKSHEETS

Which writer

supports the opinion put forward in Extract A about the appearance of the building? 37 ☐

expresses the same view as Extract D regarding the probable role of the building as a tourist attraction? 38 ☐

disagrees with Extract D about how long the building is likely to hold a particular record? 39 ☐

puts forward a different view from others about the choice of site for the building? 40 ☐

LIVEWORKSHEETS

Part 7

You are going to read a magazine article about a training session with a stuntman – someone who performs the dangerous and exciting actions in films. Six paragraphs have been removed from the article. Choose from the paragraphs **A–G** the one which fits each gap (**41–46**). There is one extra paragraph which you do not need to use.

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

Learning to be an action hero

Alex Benady has a lesson in fitness from a film stuntman.

'Now see if you can touch your toes,' says Steve Truglia. As a former Army physical training instructor, he is used to dealing with less than sharp trainees. But how hard can that be? Fifteen seconds of blind confusion ensue before I finally locate my feet. The truth is I can't reach much past my knees and the effort of doing even that seems to be rupturing my kidneys.

41 _____

These days, Steve is one of Britain's top stuntmen. You might have seen him in various well-known action movies. Although I have no real desire to enter rooms through the ceiling or drive into walls at high speed like him, I wouldn't mind looking a bit more like an action hero, so Steve is showing me exactly how he stays 'stunt fit'. 'It's a very particular, very extreme kind of fitness,' he explains, 'consisting of stamina, flexibility, strength and core stability, balance and coordination.'

42 _____

Right now, we are working on spatial awareness, a subset of coordination which he says is key to being a stuntman. 'It's easy to get disorientated when you are upside down. But if you have a high fall and you don't know exactly where your body is, you won't be able to land safely. If you are lucky, you'll just end up with some serious injuries.' From where I'm hanging, that sounds like a pretty positive outcome. Yet it had all started so well.

43 _____

He usually does this at the end of the session. 'On set, you can guarantee that if you have a big dangerous stunt, you won't do it until the end of the day, when you are completely exhausted. So I design my training regime to reflect that.' At first, this part of the session consists of standard strength-building exercises: dips – pushing yourself up and down on the arms of a high chair, for triceps and chest; some bench presses, again for chest; lower back exercises; and curls to build up biceps. Then Steve introduces me to the chinning bar, which involves movements for building strength in your back and arms.

44 _____

We move on to balance and coordination, starting by walking along three-inch-wide bars. Not easy, but do-able. 'Now turn round,' says Steve. Not easy and not do-able. I fall off. Now he shows me how to jump on to the bar. Guess what? I can't do that either. Then he points to a two-inch-wide bar at about waist height.

45 _____

Now it's outside for some elementary falls. He shows me how to slap the ground when you land, to earth your kinetic energy. He throws me over his shoulder and I arc gracefully through the air, landing painlessly. But when it's my turn, I don't so much throw him as trip him up and he smashes into the ground at my feet, well short of the crash mat. Sorry, Steve.

46 _____

At least I'll never suffer from an anatomical anomaly – which is what happens when your thighs are so massive, the other parts of your anatomy look rather small by comparison.

Tip Strip

Question 41: Look for a word in the options that means 'weak'.

Question 43: The text before the gap says 'Yet it had all started so well.' Look for an option that talks about the beginning of something.

Question 45: The base text is talking about a bar. Find this word in the options.

LIVEWORKSHEETS

A 'We'll just warm up first,' says Steve as we enter the Muscleworks Gym in East London. Five minutes on the recumbent cycle and I'm thinking this stunt lark is a piece of cake. Then we start some strength work, vital for hanging off helicopters, leaping off walls, etc.

B It's clear that I have some work to do before I am ready to amaze the world with my dripping physique and daredevil stunts. But I have taken one comforting piece of knowledge from my experience.

C Instead, we work on what he calls our 'cores'. 'All powerful movements originate from the centre of the body out, and never from the limbs alone,' he says. So we'll be building up the deep stabilising muscles in our trunks, the part of the body from the waist to the neck.

D He reckons anyone can get there with a couple of gym sessions and a couple of runs a week. 'The key is variety: do as many different types of exercise as possible. Even 20 minutes a day will do.'

E Much to my surprise, I can actually do a few. Then he says innocently: 'Just raise your legs so they are at 90 degrees to your body.' Pain, pain, pain. 'Now open and close your legs in a scissor motion.' I manage to do that once.

F You may think that this sounds a bit feeble. But I was dangling upside down at the time, suspended from a bar by a pair of gravity boots.

G With feet firmly together, he leaps on, balances himself, leaps off, on, off. For good measure he circuits the gym, leaping from one to another, using his thighs to generate the power to leap and the power to stop himself from falling when he lands. Despite his heavy build, he has the feet of a ballerina.

LIVEWORKSHEETS

Part 8

You are going to read a magazine article about jobs in Britain that used to be common but are uncommon now. For questions **47–56**, choose from the sections of the article (**A–D**). The sections may be chosen more than once.

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

In connection with which of the jobs are the following mentioned?

how hard it can be to find someone who does this job	47
a significant event involving people doing this job	48
the kind of people who need this kind of expertise	49
a comment on how little interest there is now in this kind of work	50
improvements that were made for people doing this job	51
a prediction that proved to be accurate	52
the kind of people still doing this job	53
a positive result of not many people doing this job anymore	54
something that people doing the job now find surprising	55
the reason why this job is no longer common in Britain but exists elsewhere	56

Tip Strip

Question 48: Look for all the years and dates in the texts. Which one is linked to 'a significant event'?

Question 51: Look for bad aspects of the jobs that have changed over the years. Which text talks about improvements?

Question 53: Look at the end of all the texts. At the end of which text do you find information about the type of people doing it?

Question 56: The question talks about Britain. Look for a reference to 'elsewhere'.

LIVEWORKSHEETS

THE WAY WE WORKED

Britain's disappearing jobs, and the people keeping them alive.

A Advertising signwriter

A couple of years into his career, Wayne Tanswell told his father he was in a dying trade. Having left school in 1980, to train in sign-painting, he then watched as high streets moved to plastic shop-front lettering. 'But my dad said: "Wait and stick at it; these things will come back. The more technology comes into it, the more you'll be seen as a specialist." He had a lot of foresight.'

Technology has helped Tanswell. Now that his trade has become such a rare one, he is summoned far from his home, with work ranging from period numerals by the doors of London houses to shop fronts in villages with strict planning restrictions.

Sam Roberts curates an online archive, blog and burgeoning maps of hand-painted wall ads. These signs, painted onto brickwork, once kept sign-painters in demand. Their work remains, faded but unmistakable, in many cities. 'Mention them to people and they'll look quizzical,' Roberts says, 'but next time they see you, they'll have started to spot them.'

B Typewriter repairer

Though a few thousand new electric models are still sold in Britain each year, the typewriter is not what it once was. Search online for a once-indispensable brand of correction fluid and the first page of hits will be for something completely different. Search your high street for a typewriter repairman and your chances of a result at all are ribbon-thin.

There are still a handful of typewriter repair businesses operating in Britain, mostly on the South Coast. They not only serve septuagenarian retirees and technophobes (and diehard novelists who shun PCs), but are also approached by people weaned on digital keyboards who see typewriters as relics of a distant past.

In 1986, George Blackman set up an equipment and typewriter repair shop. He trained on the old manual machines and Blackman's employees still find themselves working on those beautiful, formidably heavy old machines. 'It amazes us the price the old manual machines sell for on the internet,' one explains, and their new buyers want them spruced up when they've splashed out. They get the old machines gleaming and operational by raiding the vast collection of spare parts they've accumulated over the years (and you can't buy them any more).

C Matchgirl

There's a light that never goes out, even if it burns less brightly than it once did. Female match-makers have long been a celebrated part of British labour history. In 1888, thousands of matchgirls at the Bryant and May factory in London famously went on strike to protest over conditions. Over subsequent decades, the long hours, tiny pay packets and exposure to toxic chemicals were addressed before the industry largely relocated its production to other countries where labour was cheaper.

Today, there are still female match-makers in Britain – in Bristol, at the country's last match factory, Octavius Hunt. The company long ago diversified into other products but still makes matches. Its commercial director, Kerry Healey, says that the majority of staff are still female. 'Matches are a small part of our business, but an important one. Depending on the size of orders, we have between two and 12 people working in the department, of which two are men – so it's still mainly female.'

D Lacquerer

Since the first pieces of Oriental lacquer work arrived on the Continent in the seventeenth century, European craftsmen have attempted to replicate the incredible effects of this time-consuming process. But by the 1920s, chemical shortcuts had been developed to replace the Japanese approach of applying, sanding and polishing numerous layers of paint.

Today, there are only a handful of traditional lacquerers. Pedro da Costa Felgueiras, who runs the London Lacquer Studios, has been the capital's go-to guy for authentic lacquer work and period pigments for over a decade. In a world where even 'most paints are just plastic and dye', he's called in to provide historically accurate colours for walls and furniture from the Seventeenth to the Nineteenth century and to lacquer new things the old way, with 30 or 40 coats of paint, each being left to dry and then being polished before the next. 'I remember a friend once telling me to be careful with my recipes as someone might steal and use them,' he recalls. 'My answer was: even if I show them how to do it, no one wants to.'

LIVEWORKSHEETS

Tip Strip

Question 1:

- Read all the input and choose which two points to discuss in your essay. It may help you if you think about positive and negative ideas about each one, with examples to support your views.
  Decide which one has had the most effect on people's lives. Make sure that your argument and examples support your conclusion.
- Remember to include a clear introduction to the topic, and a conclusion that follows your argument logically.
  Don't use words or phrases from the given opinions in your answer. If you use the ideas in the comments, rephrase them in your own words.
- Link your ideas clearly and coherently using a range of connectors.
- Use a range of vocabulary and language functions, and remember to explain and justify the points you want to make.

Part 1

You **must** answer this question. Write your answer in **220–260** words in an appropriate style. In the exam, write your answer **on the separate answer sheet provided.**

---

1 Following a class discussion on how technology has affected the way we live today, you have made the notes below.

Which aspect of our daily lives has been affected most by technology?

- communication
- relationships
- working life

Some opinions expressed in the discussion:

'It's great to be able to communicate with people 24 hours a day.'

'It's so hard to make personal relationships – everyone's online all the time.'

'People have an easier working life because they can work from home.'

Write an essay discussing **two** of the points in your notes. You should **explain which aspect of daily life you think has been most affected** by technology, **giving reasons** in support of your answer.

You may, if you wish, make use of the opinions expressed in the discussion, but you should use your own words as far as possible.

LIVEWORKSHEETS

Part 2

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **220–260** words. In the exam, write your answer **on the separate answer sheet provided**, and put the question number in the box at the top of the page.

---

2 You are on the social committee of your college. You have been asked to write a proposal for your college principal on the kind of social and sporting activities the college should provide for new students. You should assess the current situation, describe the needs of new students and suggest activities the college should provide.

Write your **proposal**.

3 You see the following advertisement in a film magazine:

> **Reviews wanted: best film ever!**
>
> We are planning to produce a set of DVDs of the ten best films of all time. Send us a review of your favourite film. What was it about? What made it so good? Why should we include it in the set of DVDs? The best reviews will be included with the set of DVDs.

Write your **review**.

4 You have received a letter from an English friend:

> Hi!
> I remember that you worked in a ski resort last winter, and I'm thinking of doing the same this year. Were there any drawbacks? Did you meet interesting people? What opportunities were there for skiing? Would I gain much from doing it for just four months? Should I apply for it?
> Thanks for your help
> Jack

Write your **letter** in reply. You do not need to include postal addresses.

Tip Strip

Question 2:

- Your proposal should be written in a semi-formal or formal style.
- You need to give all the information as clearly as possible, so headings may be appropriate.
- Bullet points are useful for making recommendations, but if you use them you must show a range of language in the rest of your proposal.
- Check what language functions you should use. In this task you have to describe the current situation, evaluate what new students need and suggest new activities, giving your reasons.

Question 3:

- Decide on your film, making sure that you have enough ideas about it to write a complete answer.
- Your aim in this task is to clarify why the film should be included in the set of DVDs, so think of interesting ways of expressing your ideas so that you engage the readers.
- Finish your review with a final reason why your film should be included in the set, and try to make this interesting.

Question 4:

- Decide whether Jack should apply for the job. Answer his questions based on your own experience and then explain whether you would recommend it to him or not.
- Use your imagination to provide interesting details, and use informal language as you are writing to a friend.

LIVEWORKSHEETS

Part 1

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**.

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.

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.

LIVEWORKSHEETS