LISTENING (approximately 40 minutes)

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.

Extract One

You hear a trainee teacher called Susanna talking to her tutor.

1 What point does the tutor make about a teacher's attitude?

A A good teacher can put any subject across effectively.

B Students will pick up on a teacher's commitment.

C There's little point in a teacher trying to raise passion for a subject.

2 What is Susanna doing?

A complaining about her students' lack of enthusiasm

B proposing ways of making her subject more appealing

C asking for ideas about exercises her students could do

Extract Two

You hear a student called Sam telling his friend Ella about a concert he's been to.

3 Sam is trying to

A suggest how the visual impact could have been improved.

B challenge Ella's preconceptions about the music.

C persuade Ella to go to a similar one in the future.

4 In Sam's opinion, what makes the performer stand out?

A the influence her academic background has on her music

B the innovative ways she responds to her audience

C the high level of stage presence she displays

Extract Three

You hear a woman telling her friend about new policies adopted by her company.

5 Staff have been planting trees in order to

A promote a desirable image.

B encourage a spirit of mutual co-operation.

C compensate for environmental damage.

6 The company was surprised that its remote working initiative resulted in

A more appreciative customers.

B a better standard of new recruits.

C a more motivated workforce.

LIVEWORKSHEETS

Part 2

You will hear a scientist called Jim Weller giving a talk about some robots he has created and how they function like insects called termites. For questions **7–14**, complete the sentences with a word or short phrase.

Robots Like Termites

Jim says termites differ from bees in that a **(7)** .....
is not responsible for organising their building work.

Jim uses the word **(8)** ..... to refer to the group of robots
he's created to function as independent units.

Jim observed termites depositing partially consumed **(9)** .....
in shared habitats, which activated a response from other termites.

Jim states that the robots receive **(10)** ..... to help them correct any
errors they make.

Jim got a single robot to finish the construction of a **(11)** ..... when publicly
demonstrating how simple structure building is performed.

Jim predicts that his robots will soon be able to move **(12)** ..... into
position to help people cope with the threat of floods.

Jim compares both termites and his robots to brain cells, in that they all create a
supposed term of **(13)** .....

A group of Turkish researchers has observed Jim's work in the hope of coming up with a
(14) ..... they can learn from.

Part 3

You will hear an interview in which a historian called Mark Connor and a writer called Judith Monroe are talking about the history of the underground railway in London. For questions **15–20**, choose the answer (**A**, **B**, **C** or **D**) which fits best according to what you hear.

15 Mark says that the problems which led to the creation of the railway
- **A** resulted from poor urban planning.
- **B** were similar to those we have today.
- **C** typified the thinking of their age.
- **D** only had one possible solution.

16 Judith believes that the engineering methods used to make the first tunnel
- **A** worked surprisingly quickly.
- **B** were too basic to be efficient.
- **C** caused a minimum amount of disruption.
- **D** resulted in the loss of too many homes.

17 How does Mark feel about the public reaction when the first underground line opened?
- **A** disappointed by their reluctance to go underground
- **B** struck by their willingness to tolerate lengthy journeys
- **C** amused by their unfounded fears
- **D** impressed by their general enthusiasm

18 Judith and Mark both say that, during the early years of its construction, the railway
- **A** created many jobs for people.
- **B** had a big influence on urban development.
- **C** inspired imitators all over the world.
- **D** made national heroes of its developers.

19 Judith compares certain underground stations to a classic film in that
- **A** they are designed in the style of a particular era.
- **B** they give a feeling of being in a drama.
- **C** they are a product of the same creative vision.
- **D** they give a similar sense of size and excitement.

20 What does Mark think about the railway in fact?
- **A** It has come to represent the city.
- **B** It can confuse people unfamiliar with its format.
- **C** It encourages people to use the underground.
- **D** It is well designed for something so inexpensive.

LIVEWORKSHEETS

Part 4

You will hear five short extracts in which people are talking about visits they have made to museums.

TASK ONE

For questions **21–25**, choose from the list (**A–H**) each speaker's reason for visiting the museum.

TASK TWO

For questions **26–30**, choose from the list (**A–H**) what impressed each speaker most about the museum.

While you listen, you must complete both tasks.

A to record certain images

B to view a particular exhibit

C to listen to a lecture

D to follow up on a recommendation

E to check some data

F to do some research

G to see recent renovations

H to seek expert opinion

Speaker 1	21	Speaker 1	26
Speaker 2	22	Speaker 2	27
Speaker 3	23	Speaker 3	28
Speaker 4	24	Speaker 4	29
Speaker 5	25	Speaker 5	30

A the helpfulness of the staff

B the relevance to local life

C the effective audio guide

D the informational aspect

E the diversity of the items on show

F the comprehensive information supplied

G the opportunities for interaction

H the authentic reconstructions

SPEAKING (15 minutes)

There are two examiners. One (the interlocutor) conducts the test, providing you with the necessary materials and explaining what you have to do. The other examiner (the assessor) is introduced to you, but then takes no further part in the interaction.

Part 1 (2 minutes)

The interlocutor first asks you and your partner for some information about yourselves, then widens the scope of the questions by asking about e.g. your leisure activities, studies, travel and daily life. You are expected to respond to the interlocutor's questions and listen to what your partner has to say.

Part 2 (a one-minute 'long turn' for each candidate, plus a 30-second response from the second candidate)

You are each given the opportunity to talk for about a minute, and to comment briefly after your partner has spoken.

The interlocutor gives you a set of three pictures and asks you to talk about two of them for about one minute. It is important to listen carefully to the interlocutor's instructions. The interlocutor then asks your partner a question about your pictures and your partner responds briefly.

You are then given another set of pictures to look at. Your partner talks about these pictures for about one minute. This time the interlocutor asks you a question about your partner's pictures and you respond briefly.

Part 3 (4 minutes)

In this part of the test, you and your partner are asked to talk together. The interlocutor places a question and some text prompts on the table between you. This stimulus provides the basis for a discussion, after which you will need to make a decision on the topic in question. The interlocutor explains what you have to do.

Part 4 (5 minutes)

The interlocutor asks some further questions, which leads to a more general discussion of the topic you have discussed in Part 3. You may comment on your partner's answers if you wish.

LIVEWORKSHEETS