

Test 6**Reading and Use of English • 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).

Mark your answers on the separate answer sheet.

Example:

0 A degree B amount C scale D step

0	A	B	C	D
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Trampolining and its health benefits

When the North American Space Agency (NASA) famously used trampolines to train astronauts to a high (0) of fitness, the sporting world (1) note. NASA claimed that trampolining was the best all-round (2) of fitness, better even than swimming, running and cycling.

Experts agree that trampolining is excellent background training for sportspeople like sprinters and gymnasts, who need their leg muscles to react very fast. It also (3) the core very well and is good for balance and co-ordination. Also, if (4) made by trampolining manufacturers are to be believed, trampolining also (5) you strong bones and produces endorphins – chemicals which make you happy.

Mini trampolines, often with a handrail (6), are often used by sportspeople (7) from leg or foot injuries. Since you cannot bounce high on them, you can get gentle repetitive exercise for the muscles – without the strain of (8) on hard ground.

- | | | | |
|-----------------|-------------|---------------|--------------|
| 1 A made | B got | C took | D wrote |
| 2 A way | B form | C manner | D condition |
| 3 A runs | B plays | C functions | D exercises |
| 4 A claims | B calls | C challenges | D concerns |
| 5 A produces | B provides | C enables | D gives |
| 6 A attached | B involved | C accompanied | D linked |
| 7 A mending | B regaining | C improving | D recovering |
| 8 A hitting | B coming | C landing | D putting |

Test 6

Reading and Use of English • 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).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 M O S T

The beautiful song of the nightingale

Of all birdsongs, that of the nightingale is arguably the (0) impressive. It has been widely celebrated by poets and musicians (9) the ages. William Shakespeare referred to the bird's song in the play *Romeo and Juliet* (1595), and the early 20th-century composer Igor Stravinsky wrote an opera (10) celebration of it. Today it continues to inspire. Folk musicians still carry (11) live performances in woods, responding to the bird's song with their own voices or with musical instruments.

The bird, found in Africa, Europe and the Middle East, is small, brown and unremarkable in appearance. It likes to hide in thick bushes, (12) means it is usually easier to hear (13) to see. But when the male starts to sing, the sound is like that of (14) other bird: loud and fast with a mix of high and low notes. The best song can (15) heard at night in spring, a time (16) unpaired males sing to attract a mate.



Test 6**Reading and Use of English • 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).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 C O A S T A L

The coffee shop that got it right

In the busy (0) town of Hastings in southern England, there are many coffee shops and (17) for business is fierce. Some of them rely heavily on the (18) of tourists in the summer, and struggle to survive financially for the rest of the year. But one coffee shop that appears to be doing very well is *The Sea Cave*. Tucked away in a dark little side street with no view of the sea, and with space only for ten (19) at a time, at first sight it does not look very (20) from a business point of view.

But, in fact, its owners have cleverly made an advantage out of its location and small size. Customers are given the (21) of entering a small cave. Pieces of seaweed hang down at the (22) and the walls are decorated with pictures of famous sea caves from around the world.

(23) the coffee is excellent, and is not made from

(24) sea water!

COAST**COMPETE****PRESENT****VISIT****PROMISE****IMPRESS****ENTER****FORTUNE****SALT**

Test 6

Reading and Use of English • 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 **two** and **five** words, including the word given. Here is an example (0).

Example:

- 0 It took James ages to repair the clock.

LONG

It took James the clock working again.

The gap can be filled by the words *a long time to get*, so you write:

Example: 0 A LONG TIME TO GET

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 25 'Please tell me what you've decided in a couple of days,' said the bank manager.

DECISION

'Please let is in a couple of days,' said the bank manager.

- 26 'If anyone needs to contact me over the weekend, they can ring me at home,' said Mrs Harris.

TOUCH

'If anyone needs to me over the weekend, they can ring me at home,' said Mrs Harris.

- 27 Mark found it difficult to persuade anyone on the committee to accept his ideas.

DIFFICULTY

Mark anyone on the committee to accept his ideas.

- 28 'I'd love you to come to the gym one day,' said Lucinda.

IF

'I'd love to the gym one day,' said Lucinda.

- 29 At first, Marie wasn't sure whether joining the choir was a good idea.

DOUBTS

At first, Marie joining the choir.

- 30 'Cricket seems a pointless game to me,' said Steven.

POINT

'I can't of cricket as a game,' said Steven.

You are going to read an article about calligraphy, a form of elaborate decorative writing. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

What beautiful writing you have: the rise of modern calligraphy

Fiona Wilson tries the art of creating elaborate decorative writing.

I'm sitting at a desk in an immaculate stationery shop named Quill, attempting to master the letter M. 'I've got this,' I think with the false confidence of the beginner, as I dip my pen into the ink and drag the tip across the page. 'Wait,' says my teacher, Quill owner Lucy Edmonds. 'You're not holding your pen correctly. Loosen your grip.' I look at my hand. I'm unexpectedly tense, holding it like a caveman might have held a spear. Lucy tells me to stop treating it like a weapon but to regard it as my friend. 'Try again.' I make a shape. Ink goes everywhere. 'Well done!' Lucy cries politely. The letter may be unidentifiable, but I feel wonderful.

I have always valued good handwriting. I spent three years of my childhood in the USA, where at school I was taught to write using D'Nealian manuscript form, an ornate style of writing that looks rather old-fashioned, and one that I've long since abandoned in favour of general, neat handwriting. With my wedding coming up at the end of the year, and invitation letters to be sent out in the post, this seemed like the ideal time to polish my writing skills. Eighty personalised envelopes to write by hand – doesn't sound too hard a task under normal circumstances. But modern calligraphy, I'm learning, is a

line 24 completely different animal.

I signed up for a modern calligraphy tutorial with Lucy, a 33-year-old who opened Quill five years ago. She impresses upon me the need to change my mindset: with calligraphy you are essentially drawing a letter rather than writing it. She gives me a dip pen, which can create a finer line than any fountain pen. It's made up of a wooden penholder into which you push a special, delicate tip. Preparing this is an art in itself – you can pass it through a flame, which for me has the right amount of drama and

ritual. Others use toothpaste. Then comes the hard bit: holding it correctly. Your fingers should not curl round too much and your thumb shouldn't cross them; the tip has to point to the top of the paper at all times, with the length of your pen in line with your arm.

I'm later reassured by one of Quill's former tutors, Chiara Perano, who runs her own design studio called Lamplighter, that I'm not the only one who has struggled to master this most basic of skills. 'My job is essentially teaching grown-ups how to hold a pen.' Among them, she tells me, she's had a number of primary school teachers trying to get some quality time for themselves. Their reaction is, 'Gosh I feel sorry for the kids now.' Appreciating that it's harder than it looks, the teachers get an insight into what it feels like to learn normal handwriting.

The appeal of modern calligraphy for many is that it looks attractive and requires a fraction of the years that are needed to master the traditional art. Modern calligraphy is loosely based on the ornate copperplate style, but there are far fewer rules and you are encouraged to put your personality into it. With regular practice, you can write reasonably confidently in this style within six months. Which is, mercifully, as long as I have to get my wedding envelopes right.

So why is calligraphy becoming more popular? People have always delighted in the beauty of a calligraphy script, as well as what it communicates. In an age where thankyou letters are texted and essays typed, that value is all the more noticeable. In a recent survey of people's writing habits, one in three said they had not written anything by hand in the previous six months. Is all hope lost? I'm not so sure – the revival has started!

- 31 What do we learn from the first paragraph?
- A Lucy thinks Fiona is not treating the activity seriously enough.
 - B Fiona thinks calligraphy will be easier than it turns out to be.
 - C Lucy is pleasantly surprised by Fiona's initial efforts.
 - D Fiona is discouraged by Lucy's instructions.
- 32 When Fiona uses the words 'different animal' (line 24), she is contrasting modern calligraphy with
- A regular handwriting.
 - B the typed out letters of today.
 - C the D'Nealian script she used previously.
 - D the highly decorative style used in wedding invitations.
- 33 What does Fiona say about using the dip pen?
- A It looks fragile but is in fact very tough.
 - B It is easier to draw with than write with.
 - C The technical side of it is what appeals to her.
 - D There are several possible variations in how you can hold it.
- 34 Chiara Perano says that trying calligraphy has given primary school teachers
- A a feeling of inadequacy.
 - B a great deal of enjoyment.
 - C ideas for their own lessons.
 - D a sense of sympathy with their pupils.
- 35 In the fifth paragraph, Fiona says that the version of calligraphy she's learning
- A has to be followed very strictly.
 - B is ideally suited to wedding invitations.
 - C takes a long time to become proficient in.
 - D is easier to learn than ancient forms of the art.
- 36 What does Fiona say about the popularity of calligraphy now?
- A It may be short-lived as it requires a lot of patience.
 - B It may return at some unknown point in the future.
 - C It will continue as people react against social conditions.
 - D It is surprising given that most people no longer write by hand.

You are going to read an article about whales. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

How the blue whale became so big

Scientists believe they have now discovered why the largest animal ever to have lived became so big. Blue whales can grow to 30 metres but such size is a relatively recent feature in their evolutionary history. Thirty million years ago, similar filter-feeding whales were much smaller, typically a maximum of 10 metres long. Very large whales began appearing only about two to three million years ago, according to a study of fossil whale skulls by the Smithsonian National Museum of Natural History in Washington DC, USA.

Researchers found that the increase in size coincided with the formation of glaciers in the northern hemisphere. Meltwater from the glaciers flushed nutrients from the land into the sea. **37** This process changed conditions for the prey whales feed on, such as krill and other small crustaceans.

Prey became less evenly distributed around the ocean and much more abundant at certain times and places. Larger whales could make more efficient use of the dense patches of food. **38** They could survive for months without eating, thanks to their vast fat stores.

Nicholas Pyenson, curator of fossil marine mammals at the Smithsonian, said studies showed that different species of whales all grew larger at around the same time. 'We see the extinction of much smaller baleen whales and the sudden appearance of very large body sizes like the blue whales and fin whales that we see today.' Other species of filter-feeding whales, such as the humpback, gray and right whale, were also now 'substantially bigger than anything we find in the fossil record,' he added. 'We live in a time of giants right now.'

While the fossil skulls have been in the Smithsonian collection for many years, scientists were only recently able to confirm that skull width was a good indicator of overall body size. **39** This represents important progress.

Graham Slater from Chicago University, a co-author of the study, said: 'We might imagine that whales just gradually got bigger over time, as if by chance, and perhaps that could explain how these whales became so massive.' **40** And Slater goes on to deny it: 'The only way that you can explain baleen whales becoming the giants they are today is if something changed in the recent past that created an incentive to be a giant and made it disadvantageous to be small.'

Dr Slater said the ancestors of today's filter-feeding whales were originally about three metres long and achieved a maximum size of ten metres after ten million years. **41** Their huge size today results ultimately from this event.

He said the rate at which whales grew larger was 'the million dollar question that we can't answer.' **42** 'We need those to really refine the timing and to understand how quickly this transition actually occurred. But whatever it was, it was pretty quick,' he said.

- A** It is now accepted that it can also be used to determine changes in length over time.
- B** They then got no bigger until the formation of the glaciers after which the largest ones trebled in length.
- C** They were also better able to migrate thousands of miles to find these supplies.
- D** Baleen whales – the group which includes the Blue Whale – have only been gigantic for the last ten percent of their history.
- E** This is because fossils from species that lived in the past two million years have not been found in sufficient numbers for scientists to make an accurate assessment.
- F** But the researchers' analysis shows that this idea doesn't hold up.
- G** These acted as fertiliser for phytoplankton at the base of the ocean food chain.



Test 6**Reading and Use of English • Part 7**

You are going to read an article about a new popular psychology book. For questions 43–52, choose from the sections (A–F). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

In which section does the writer

give an example of a personal goal that failed initially?

43

say that he's convinced of the beneficial effects of reading the book?

44

say that one idea in the book is backed up by an academic?

45

give an example of a personal goal that sounds too big?

46

praise the book for giving attention to various bits of research?

47

suggest that keeping a promise made to others can be motivating?

48

suggest that reading the book itself may be a personal goal some people find too hard?

49

say that psychology can sometimes give messages that seem very obvious?

50

give a jokey example of a wholly unrealistic personal goal?

51

suggest that bold behaviour can be helpful?

52

Good intentions and why we don't keep to them

Matthew Syed reports on a new book which explains why our good intentions never seem to last.

- A** I've always rather disliked 'self-help' books that use ideas from popular psychology to enable people to improve their lives and minds. Everything's too vague, with meaningless references to 'energy flows' and 'getting in touch with one's inner self'. You read about personal ambitions that may have been fine for the author, who's just travelled around the world on a skateboard or a wheelie bin, but don't have much relevance to the rest of us. Occasionally, however, you come across a book with a difference. *Think Small*, written by Owain Service and Rory Gallagher, is based on real behavioural science and examines experiments in different parts of the world. These are applied to practical questions in daily life, such as how to lose weight, how to stick to goals that you've set yourself.
- B** One trick recommended in the book is breaking a problem down into its component parts. So, if you always had a personal ambition to write a novel, don't just say, 'I'm going to write a book.' Rather say, 'I'm going to write for 45 minutes every weekday morning after breakfast.' Service says, 'When we break big problems into manageable chunks, it becomes easier to deliver. And when we link those chunks with specific aspects of our daily routine, it becomes habitualised and we're on the road to actually completing our projects.'
- C** Another tip is to make a public commitment. When Gallagher wanted to lose weight, for example, he joined an expensive gym. He thought that the pain of paying so much would inspire him to go but it didn't happen. His waistline kept growing while his bank account kept shrinking. This is evidently a really common phenomenon. So one morning he went into work and wrote on the whiteboard in the middle of the office: I will go to the gym twice a week for three months. He also asked one of his colleagues to referee whether he was sticking to this public declaration. This social commitment, and the subconscious desire to be seen as a man of his word, led to a change in behaviour.
- D** If you're thinking the tips you read in the book sound like common sense, you'd be right. Most of the insights of behavioural science, when you get down to what they're actually saying, are not unlike the things your grandmother used to tell you. The problem, however, is that we don't always apply common sense to our own lives. As Service says, 'When it comes to our own behaviour, we make too many vague personal goals, and don't have a clear way of monitoring them.'
- E** Service and Gallagher argue that the personal ambitions likely to make you happiest involve getting healthy and active, learning something new, being more curious, or giving to others. The last factor is particularly powerful. 'Giving your time in the form of volunteering is associated with big increases in life satisfaction' they write. 'These factors have led Harvard professor of psychology, Dan Gilbert, to suggest that helping other people is one of the most selfish things you can decide to do.'
- F** I don't doubt that putting these things into action will help a lot of people, improving self-reliance, discipline and the forming of good habits. However, as I completed the book, I found myself thinking that the kind of people who read it may have many of these things already. After all, they've formed the intention to buy a book, and then read it from cover to cover. It's the people who bought the book, but never got round to reading it that Service and Gallagher might wish to focus on next.

Test 6

Writing • Part 1

You **must** answer this question. Write your answer in **140–190 words** in an appropriate style **on the separate answer sheet**.

- 1 In your English class, you have been talking about the importance of learning practical skills. Now, your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.

Learning practical skills (such as cooking, managing money and mending electrical things) is just as important as studying academic subjects. But these skills aren't given enough attention at school. Do you agree?

Notes

Write about:

- 1 which subjects and skills should be given more / less attention and why
- 2 possible consequences of any changes
- 3 (your own idea)



Test 6

Writing • Part 2

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **140–190 words** in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

- 2 An online magazine regularly publishes reviews written by consumers.

Write a review of an electrical device that you bought recently. Outline its strengths and weaknesses, and value for money, with reasons.

Write your **review**.

- 3 Here is part of an email you have received from a language school in the UK where you once took an English course.

The school has had an excellent year, and has some additional money to spend on giving students a better experience. That's why we are now writing to our former students to ask for advice. This money could be spent on one of these things:

- *sponsoring one student to study here by providing a free course*
- *taking class trips to special places around the UK.*

Which option would you recommend and why?

Write your **email**.


- 4 The organisers of a public event which you recently attended have asked for feedback from people who were there. In your report you should:

- explain how the organisation of the event affected its success
- suggest recommendations for changes that will improve the event.

Write your **report**.

Test 6


Listening • Part 1

 61 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 shop assistant talking about buying bicycles.
What advice does he give?
A Think about what kind of cycling you do.
B Get the best bicycle you can afford.
C Choose a bike with lots of gears.
- 2 You hear two friends talking about skiing holidays.
What did the woman do differently on her last skiing holiday?
A She booked her holiday a long time in advance.
B She chose an alternative style of accommodation.
C She made her own arrangements regarding a hotel.
- 3 You hear a woman leaving a voicemail message for a friend about a job interview.
Why is the woman pleased?
A She has been offered the job.
B She was less nervous than she expected.
C She felt she gave the right answers.
- 4 You hear two people on holiday in Morocco talking about a camel ride they've just done.
What surprised the man about the experience?
A the beauty of the scenery
B the helpfulness of the guide
C the nature of the animals
- 5 You hear an IT expert talking about passwords.
She suggests that
A changing passwords regularly is advisable.
B there is an acceptable way to write a password down.
C people should avoid having the same password for different things.
- 6 You hear a guide on a tourist bus being asked about a tall building.
What does she say about the building?
A It offers the best views of the city.
B It's worth visiting at different times of the day.
C It's a popular meeting place for local residents.
- 7 You hear a local radio announcer giving a traffic report.
There are problems on the motorway because
A emergency services are working in the road.
B a broken-down lorry is blocking the road.
C current weather conditions are slowing traffic.
- 8 You hear a diving instructor talking to a woman who is learning to dive.
According to the instructor, how is the woman's diving improving?
A She is handling the equipment well.
B She is learning to adjust her speed.
C She is controlling her nerves before a dive.

Test 6

Listening • Part 2

 62 You will hear an art student called Ella giving a talk about the history of mirrors. For questions 9–18, complete the sentences with a word or short phrase.

Mirrors

Ella started her project by studying ancient mirrors made of (9)

Ella says the Egyptian mirrors she saw had (10) on them.

Ella was told that all the images on the ancient mirrors were related to the theme of (11)

Ella says most early mirrors weren't very large because of the (12) of the material.

Ella read about a (13) that contained a very big mirror.

Ella uses the word (14) to describe the shape of early glass mirrors.

The main problem with glass mirrors was the quality of the (15) in glass production.


During the Renaissance period, mirrors helped to start the (16) style of art.

In the 1700s mirrors became a feature used in (17) design.

Mirrors today are based on a technique that someone who worked as a (18) invented in Germany in the 1800s.

Test 6

Listening • Part 3

 63 You will hear five short extracts in which people are talking about restaurants they've been to. For questions 19–23, choose from the list (A–H) why each speaker recommends the restaurant. Use the letters only once. There are three extra letters which you do not need to use.


- A The menu changes frequently.
- B There is a lively atmosphere.
- C The chef is starting to become well-known.
- D It is located in a beautiful building.
- E The standard of service is very good.
- F It is possible to watch the chefs as they cook.
- G Local dishes are served.
- H The food is good value for money.

Speaker 1	<input type="text"/>	19
Speaker 2	<input type="text"/>	20
Speaker 3	<input type="text"/>	21
Speaker 4	<input type="text"/>	22
Speaker 5	<input type="text"/>	23

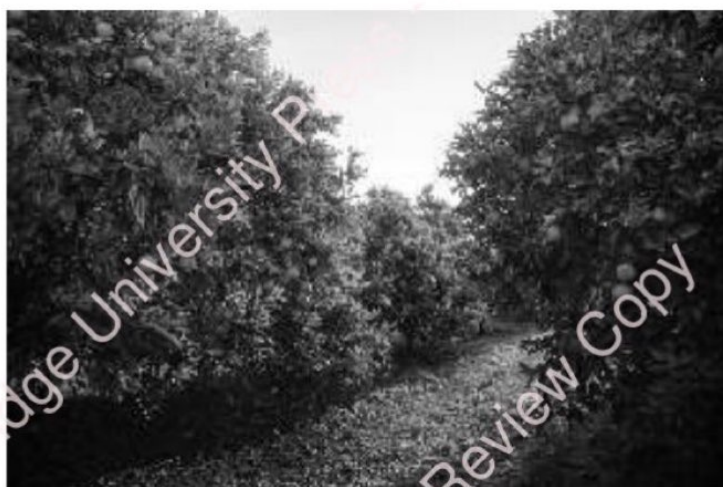


Test 6

Listening • Part 4

 64 You will hear an interview with a writer called Eddy Carlton, who is talking about his experience of growing oranges in Spain. For questions 24–30, choose the best answer (A, B or C).

- 24 Why did Eddy decide to buy the fruit farm in Spain?
A He needed to find a way to increase his income.
B He had wanted to live on a farm for several years.
C He happened to find it for sale during a research trip.
- 25 What did Eddy discover when he first moved into the farm?
A The trees weren't in a healthy condition.
B The water supply to his farm wasn't adequate.
C The weather wasn't as good as he had expected.
- 26 What does Eddy say about the local people he met?
A They provided practical help on the farm.
B They advised him to change his working hours.
C They were happy to share their knowledge of fruit growing.
- 27 What does Eddy say about his writing career since he moved to Spain?
A He has found it easier to do his writing than before.
B The location has been the setting for many of his books.
C Writing has become less important to him than growing oranges.
- 28 What aspect of growing oranges does Eddy think could affect him?
A It's expensive to pick the oranges by hand.
B People are starting to buy other types of fruit.
C Fewer young people want to work on the land.
- 29 What has Eddy recently discovered about the area he lives in?
A It used to be famous for a different type of industry.
B It contains many ancient ruins that are rarely visited.
C It has been a popular holiday destination for centuries.
- 30 What does Eddy hope to do in the future?
A increase the size of his farm
B persuade his children to take over the farm
C convert some farm buildings into holiday accommodation



Test 6

Speaking • Parts 1 and 2

Part 1 2 minutes (3 minutes for groups of three)

Interlocutor First, we'd like to know something about you.

- What kind of music do you listen to most? (Why?)
- Do you play any musical instruments? (Why? / Why not?)
- What kind of job would you like to do in the future? (Why?)
- Do you have any plans for next weekend? (Why? / Why not?)
- Do you like meeting new people? (Why?)

Part 2 4 minutes (6 minutes for groups of three)

Interlocutor In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs on page C20. They show **people working together in different places**.

I'd like you to compare the photographs, and say **why you think these people are working together**.

All right?

Candidate A

1 minute

Interlocutor Thank you.

(Candidate B), **do you enjoy working in a group? (Why? / Why not?)**

Candidate B

approximately

30 seconds

Interlocutor Now, (Candidate B), here are your photographs on page C21. They show **people growing things in different situations**.

I'd like you to compare the photographs, and say **how you think the people are feeling about growing things**.

All right?

Candidate B

1 minute

Interlocutor Thank you.

(Candidate A), **would you like to spend your free time gardening? (Why? / Why not?)**

Candidate A

approximately

30 seconds

Interlocutor Thank you.

Test 6

Speaking • Parts 3 and 4

Part 3

4 minutes (5 minutes for groups of three)

Interlocutor Now, I'd like you to talk about something together for about two minutes. (3 minutes for groups of three).

Here are some of the things that influence people when choosing to watch films in their free time and a question for you to discuss.

First, you have some time to look at the task.

[Show candidates the diagram on page C22. Allow 15 seconds.]

Now, talk to each other about **why people watch films in their spare time**.

Candidates

2 minutes

(3 minutes for groups of three)

Interlocutor Thank you. Now, you have about a minute to decide **what the most common reason is for people watching films**.

Candidates

1 minute

(for pairs or groups of three)

Interlocutor Thank you.

Part 4

4 minutes (6 minutes for groups of three)

Interlocutor Use the following questions, in order, as appropriate:

- What is the difference between watching a film at home or at the cinema?
- In your opinion, do film actors get paid too much?
- Some books are made into films. Do you think these films should follow the books exactly?
- Should films be entertaining or educational?
..... (Why?)
- Why are some films more memorable than others?
- In your country, is going to the cinema more or less popular than it used to be?

Thank you. That is the end of the test.

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?