

Test 4

Test 4

READING AND USE OF ENGLISH (1 hour 15 minutes)

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** substance **B** sense **C** meaning **D** logic

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

Menu psychology

Have you ever struggled to make **(0)** of a vast restaurant menu? You're **(1)** hungry, trying to exchange pleasantries with friends and sipping a drink while your eyes **(2)** about between the menu options. Will your **(3)** be to go for something familiar or something different? Will you end up staring jealously at everyone else's meals while forcing yourself to eat your own misguided selection, as so often **(4)** to be the case?

Why is it so hard to decide? We want choice, but menus **(5)** in far more dishes than most people want to have to choose from. A study suggests the optimum number of menu items is between six and ten per **(6)** (starters, main courses and desserts) depending on the restaurant. Below this number, diners feel there's too little choice and above it, deciding becomes too much of a **(7)**

So next time you eat out, choose the restaurant according to the number of items on the menu and the dilemma of choice will be solved. **(8)** , there's always the option of set menus or tapas-style sharing plates; their popularity is on the increase, probably for the reasons above.

- | | | | | |
|---|---------------------|---------------------|-----------------------|-------------------------|
| 1 | A utterly | B absolutely | C unbelievably | D unreservedly |
| 2 | A dart | B rush | C tear | D race |
| 3 | A trick | B tactic | C slant | D style |
| 4 | A brings up | B shows up | C comes out | D turns out |
| 5 | A pile | B squeeze | C crowd | D press |
| 6 | A set | B class | C kind | D category |
| 7 | A chore | B duty | C task | D trouble |
| 8 | A Cheerfully | B Gladly | C Happily | D Optimistically |

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

A	S																
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Green basilisk lizards

Green basilisk lizards, also known **(0)** plumed or double-crested lizards have an amazing ability to run on water. They are abundant **(9)** the tropical rainforests of Central America, **(10)** they spend much of their time up trees and are never that **(11)** from water.

When threatened, they can drop from a tree and sprint at **(12)** speed of about 1.5 metres per second across the surface of the water. To accomplish this, on their rear feet they have long toes **(13)** folds of skin that spread out in the water to create a sort of paddle. **(14)** they are able to maintain their speed, this fold of skin prevents them from sinking. Interestingly, they are born with the ability **(15)** only to run on land and water but also to climb and swim.

Green basilisks are omnivores and survive **(16)** a diet of plant material, fruit, insects and small vertebrates, and are a common sight in the Central American forests.

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	I	V	I	L	I	S	A	T	I	O	N						
---	---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--

Lost land

The idea of a lost but highly advanced **(0)** has captured the imagination of people for centuries. Perhaps the most **(17)** of these tales is the story of the lost island of Atlantis, which **(18)** with the Greek philosopher, Plato, over 2,000 years ago. Plato wrote of an island located in the Atlantic Ocean, the home of a noble and powerful race of people. Over time, however, the people became corrupted. According to ancient mythology, when the Gods saw this, they decided to destroy the island and Atlantis sank beneath the waves.

These **(19)** of Plato are the only known mention of Atlantis, and the very idea of Atlantis has remained **(20)** among romantics and scholars. Today, people still **(21)** about Atlantis and its possible **(22)** , and it has been the subject of many books and movies. There is a **(23)** endless fascination for the island. Maybe we all want this **(24)** place to be real.

**CIVIL
COMPEL
ORIGIN**

**WRITE
CONTROVERSY
FANTASY
EXIST
SEEM
MYSTERY**

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 James would only speak to the head of department alone.

ON

James to the head of department alone.

The gap can be filled by the words 'insisted on speaking', so you write:

Example:

0	<i>INSISTED ON SPEAKING</i>
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Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 The film was difficult to follow, but it was enjoyable.

DESPITE

The film was enjoyable was difficult to follow.

26 Harry denied being responsible for the mistake, even though it was his fault.

ACCEPT

Despite it being his fault, Harry the mistake.

27 Rob soon recovered from the shock of losing his job.

GET

It didn't over the shock of losing his job.

- 28** Attendance at the lecture by Professor Turner is compulsory for all students.

ATTEND

All students lecture.

- 29** Since the last Olympic Games, diving has become more popular.

INCREASE

There has of diving since the last Olympic Games.

- 30** If the athlete hadn't fallen twice, he would have won.

COUPLE

But , the athlete would have won.

Part 5

You are going to read a magazine article about the role of robotics in modern-day life. 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.

Robotics – a force for good or bad?

Once confined to the pages of futuristic fiction, the field of robotics promises to be the most profoundly disruptive technological shift since industrialisation. While robots have been utilised in the automotive and manufacturing sectors for decades, experts now predict an imminent tipping point in robotic usage across many sectors – and say that much of the industrialised world simply isn't prepared for this radical transition. Many of us recognise robotic automation as an inevitably disruptive force. However, in a classic example of optimism bias, while approximately two thirds of people predict that robots will perform most of the work currently done by humans during the next 50 years, about 80% think their current jobs will either 'definitely' or 'probably' exist in their current form within the same timeframe. Somehow, we assume our livelihoods will be safe. They're not: every commercial sector will be affected by robotic automation in the next several years.

For example, Australian company Fastbrick Robotics has developed a robot, the *Hadrian X*, that can lay 1,000 standard bricks in one hour – a task that would take two human bricklayers the better part of a day to complete. Two years ago, Simbe Robotics unveiled *Tally*, a robot that roams supermarket aisles alongside human shoppers and ensures not, as might be expected, that the aisles are free from grime and rubbish, but that goods are adequately stocked, placed and priced.

Advocates for robotic automation routinely highlight the fact that, for the most part, robots cannot service or program themselves – yet. In theory, this will create new, highly-skilled jobs for technicians and programmers and other well-paid roles. Critics, on the other hand, warn that we mustn't overlook the value of interpersonal skills at work. They say that society is not prepared for the upheaval that the downgrading of the human touch will bring.

Few people understand this tension better than world expert on robotics technology, Dr Jing Bing Zhang. Zhang investigates the way in which robotics is shaping tomorrow's working population. A recent report by Zhang says that within two years almost one third of robots will be smarter, more efficient, and capable of collaborating with other robots and working safely alongside humans. Within three years, 30% or more of the world's leading companies will have a designated chief robotics officer, and several governments around the world will have drafted or implemented specific legislation surrounding robots. Within five years, average salaries in the robotics sector will increase by at least 60% – yet more than one third of the available jobs in robotics will remain vacant due to shortages of skilled workers. 'Automation and robotics will definitely impact lower-skilled people, which is unfortunate,' Zhang says. 'I think the only way for them to move up or adapt is not to hope that the government will protect their jobs from technology, but look for ways to retrain themselves. No one can expect to do the same thing for life.'

Meanwhile, developments in motion control, sensor technologies, and artificial intelligence will inevitably give rise to an entirely new class of robots aimed predominantly at consumer markets – robots the likes of which we have never seen before. Upright, bipedal robots that live alongside us in our homes; robots that interact with us in increasingly sophisticated ways – in short, robots that were once the sole province of the realms of science fiction. This, according to Zhang, represents an unparalleled opportunity for companies positioned to take advantage of this shift. Yet it also poses significant challenges, such as the necessity for new regulatory frameworks to ensure our safety and privacy.

With millions of jobs at risk and a worldwide employment crisis looming, it is only logical that we should turn to education to understand and prepare for the robotic workforce of tomorrow.

- 31** In the first paragraph, the writer says the public believe that the use of robots
- A** will have little effect on their employment prospects.
 - B** is an appropriate practice in certain sectors.
 - C** is long overdue in industry.
 - D** is something society is ill prepared for.
- 32** One of the main functions of the supermarket robot named *Tally* is to
- A** ensure that the aisles are clean at all times.
 - B** monitor the availability of supplies on the shelves.
 - C** adjust the price of some of the less popular products.
 - D** assess the suitability of opening hours.
- 33** In the third paragraph, the writer points out that the present limitation of automation is due to
- A** the fear associated with giving robots more power.
 - B** the unwillingness of companies to invest in robotics.
 - C** the need for humans to carry out maintenance on robots.
 - D** the lack of trained specialists in robotics.
- 34** Regarding the future of employment in general, Dr Zhang implies that people
- A** should be pro-active regarding change in their working lives.
 - B** ought to put pressure on governments to act decisively.
 - C** should find roles that offer long-term job security.
 - D** ought to target jobs that offer high salaries.
- 35** In the fifth paragraph, which of these words is used to convey the sense that something remarkable is occurring?
- A** inevitably (line 69)
 - B** predominantly (line 70)
 - C** sole (line 75)
 - D** unparalleled (line 77)
- 36** In this article, the writer is
- A** speculating on the future of managers in the technology industry.
 - B** analysing the current use of technology in the education sector.
 - C** discussing the benefits of technology in the workplace.
 - D** evaluating the impact of technological advancement.

Part 6

You are going to read four extracts in which academics give their views on the importance of university education. For questions **37 – 40**, choose from the contributions **A – D**. The contributions may be chosen more than once.

Mark your answers **on the separate answer sheet**.

University education: a human right?

- A** It is a fundamental right of individuals to experience university and to have access to the knowledge it affords. University offers a huge opportunity – it is a treasure trove of knowledge to be gained and experiences to be had, and it provides an opportunity that exists at no other time in an individual's life. It is a time of personal and intellectual exploration. In secondary school, or, indeed, in professional life, no such opportunities exist, as these environments are about instruction and following orders, not about questioning norms and conventions in the same way university so often is. It serves as an extremely valuable forum for different views, which everyone has a right to experience should they so wish. Let's face it – a university-educated populace is of great value to any state and its benefits far outweigh the disadvantages. I think that such a privilege hardly needs to come at a price either.
- B** A highly-educated society does not necessarily provide the great economic bounties that supporters of free university education suggest. Countries need educated people, including a certain number of university graduates, but the idea that everyone having a degree would benefit society is unfounded. Self-knowledge and genuine wisdom come from study and reflection. This can be done in the 'university of life', and not just in an academic institution. Many countries provide free primary and secondary education, and this is considered necessary by both liberals and conservatives alike around the world. I'm all for that too, but that's where the obligations end as far as I'm concerned. What I do feel strongly about, however, is equality of opportunity, and by that I mean the right of any citizen to have a university education, readily available to them regardless of their social background.
- C** A life without the critical thinking tools provided by university is less full because those without them lack the facility by which to unlock all the doors of perception and knowledge laid before them. University serves also, in its giving of these opportunities, to shape individuals' views of themselves and society, helping to give form to the relationship between citizen and state on a deepened level. This development provides citizens with the ability to take meaningful part in the democratic process. A state can only be considered truly legitimate when an educated electorate approves it, and that's why all the tiers of formal education – primary, secondary and tertiary – are equally important in my view.
- D** It is quite frankly ludicrous to expect that individuals should be automatically entitled to take three or four years, free of charge, to learn new skills that will benefit them, or learn how to be better citizens. The state's duty is of course to provide a baseline of care, which, in the case of education, secondary school more than provides. As I see it, individuals who want more should be fully prepared to fund it themselves. Having said that, one cannot or should not underestimate the value of universities when it comes to raising the level of awareness of the population in general. I would just like to add though, that it ought to be a case of true merit defining the ability to attend university, rather than the privileges that an accident of birth may offer. The advantages of attending university extend to life beyond student days and, as we know, without that qualification many paths are permanently denied.

Which academic

holds a different view from the others on the importance of a university education for the population as a whole?

37

shares C's opinion on the value of critical thinking skills?

38

has a different opinion from C on the significance of the three levels of education?

39

expresses a contrasting view from D on paying university tuition fees?

40

Part 7

You are going to read an article about the legacy the Olympic Games leaves in host cities and countries. 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.

Mark your answers **on the separate answer sheet**.

The Legacy of the Olympics

As the Olympic Games have grown to become the world's foremost sporting event, their impact on host cities and countries has also increased

Cities interested in hosting the Olympic Games are now placing increasing emphasis on the legacies that such an event can leave for their citizens and, in many cases, they are using the Games as a catalyst for urban renewal. The International Olympic Committee (IOC) also realises that the Games need to create more than just good memories from 16 days of competition. That is why the Olympic Charter states that an important role of the IOC is 'to promote a positive legacy from the Olympic Games to the host cities and countries.'

41

This includes an outline of their own objectives, long-term strategies and vision. From the beginning of the bid process, cities are encouraged to look at how the Games can be a catalyst for their development.

42

The IOC also assists cities by providing them with access to the enormous amount of information that is available through the IOC's Olympic Games Knowledge Management platform. This comprises elements such as case studies of previous Games programmes and initiatives, studies of the impact of the Olympic Games and numerous technical reports.

43

These benefits, however, may not be visible until years later. Many will be dependent on continued support from local authorities once the Games Organising Committee has ceased to exist and others may be difficult to measure or see but are felt by the local population.

44

Take Rio de Janeiro, for instance, where the 2016 Games were held. Transportation investments there, accelerated by the Olympic Games, have contributed to a dramatic increase in access to public transportation, from 16% of the population in 2009 to almost four times that after the Olympic Games. They include long stretches of bus rapid transport (BRT) lines, three new tunnels and two dedicated BRT corridors that link different regions of the city.

45

The Olympic legacy in Rio is not limited to investments in transport. Works in the Port Region are promoting a profound transformation in an area of enormous historical importance that had been abandoned for decades. Through the country's largest public-private partnership, the well-received Porto Maravilha Project establishes the regeneration and development of a 5 million-square-metre area.

46

In 2009, the central Rio area had 22,000 inhabitants. This number is expected to reach 100,000 within a few years and thanks to the Games the city is ready for this expansion. Furthermore, the Games assisted Rio in enhancing its profile as a tourist destination by showcasing its rich history and culture to the world.

- A** For the first time, an independent commission was established to monitor and publicly evaluate sustainability efforts. It rated the overall effort 'a great success'. Almost all of the demolition waste was recycled and more than half of the Games operational waste was reused, recycled, or composted.
- B** Over the years, one can point to numerous examples of positive legacies that host cities have created through staging the Games and leveraging them as a catalyst. This is particularly the case in recent years.
- C** This information is gathered by asking applicant cities to complete questionnaires about what they want the Games to create as a legacy. Once a city has been chosen to host the Games, this information provides the organisers with clear objectives to aim for during the seven years of Olympic preparation and beyond.
- D** This welcome initiative, turning it into a strategic centre for business, culture and recreation, includes construction and the restoration of 70 kilometres of new water, sewer, gas and drainage systems. The residential impact is huge.
- E** With that in mind, it has worked hard to help current Games organisers, as well as applicant cities, look at what they believe planning for and putting on the Games, as well as simply bidding for them, can do for their citizens, cities, and countries. It does this by asking them to provide comprehensive information.
- F** A further legacy, as far as getting around the city is concerned, is the doubling of a major route connecting the south and west zones of the city. It increases road capacity and allows traffic to flow more smoothly between the two zones.
- G** Cities which have made successful bids can then use these to draw on the lessons that previous host cities have learned. They adapt them to their own specific context, and aim to make improvements.

Part 8

You are going to read an article about the effect of taking photographs at events. For questions 47 – 56, choose from the sections (A – D). The sections may be chosen more than once. Mark your answers **on the separate answer sheet**.

In which section does the writer

say that interrupting what one is doing to take photos may feel annoying?

47

discourage readers from taking some findings too literally?

48

point out that large numbers of people take photos at concerts?

49

point out that the pleasure gained from taking photos is restricted to particular situations?

50

caution that research findings might be different in another environment?

51

say how irritating to others the use of phones can be?

52

refer to a view that people are unlikely to be more contented in the future?

53

explain how taking photos may negatively influence people's ability to recall a concert?

54

suggest that people are certain to persist in taking photos at concerts?

55

admit to having done something that they are critical of?

56

Taking photographs

- A** Here's a fun game to play when you're at a live concert: as the musicians begin playing, resist the urge to pull out your phone. While not every audience member defaults to this mode, a sizable portion will. Phones and concerts – in fact, phones and practically all experiences – now go hand in hand. I've been guilty of it – we've all been guilty of it. A picture or video I captured on my phone was something I could carry with me and recall at any moment. I just needed one good shot to prove I'd been there, to serve as a concrete reminder beyond a ticket stub or a T-shirt that I came, I saw, I listened. Music critics and fans alike have published a bevy of articles beseeching fellow audience members to stop using their devices at concerts because at best it's slightly tiresome and at worst it can distract to the point of ruining a show.
- B** There are also compelling psychological reasons not to use your phone at shows. Simply put, using a camera at a concert could mean that you won't remember it very well. A study by Linda Henkel, a US professor of cognitive psychology, examined how taking photos affected people's ability to remember what they were photographing in the first place. Henkel asked participants to walk around a museum and engage some objects with their eyes and others with their cameras. When asked to photograph an entire object, people didn't remember it as well later on. People think, she explained, 'I've captured that.' So instead of spending visual attention on it, they've just clicked and moved on. Participants did remember museum objects better when they were asked to zoom in on one part rather than the entire thing. That has to do with the way the brain pays attention to details but still registers the entirety of what's being observed. But that's not to say you should zoom in on a singer's eyebrows so as to better remember the concert as a whole. Henkel's experiment involved a relatively quiet atmosphere photographing static objects. Concerts offer up a much more physically stimulating situation, which probably changes the outcome.
- C** Beyond memory, does the act of documentation make us enjoy the activity more when we're actually there, in the moment? A recent study has found that people tasked with taking photos during experiences ended up having more fun than when they didn't – but not always. Take, for example, a group of people dancing, with others looking on. 'While taking photos increased the enjoyment of observers, it did not affect the enjoyment of those actively taking part in the experience,' says Kristin Diehl, assistant professor of marketing at the University of Southern California in the US and one of the study's co-authors. In other words, if the activity centres around observing rather than doing, documenting can increase enjoyment levels; though of course stopping in the middle of an activity to take a photo is likely to become burdensome.
- D** When it comes to concerts, it would therefore seem, where we're less engaged, cameras may help us feel a deeper connection, but they aren't really a substitute for 'living in the moment' – that popular rallying cry for those who feel technology has rewired our brains in a way that may not, ultimately, make us happier. So while this is an issue for live music fans, it's also the product of something larger shifting in our increasingly social media-driven culture, in which every new smart-phone comes with a high-resolution camera as standard. Photos and videos may have once been predominantly memory cues, but the way people use them – often in order to cultivate their social media identities – has fundamentally altered. That's why no matter how many musicians set no-phone policies, the habit will continue – and will continue to be debated.

WRITING (1 hour 30 minutes)

Part 1

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

- 1** Your class has watched a TV discussion about factors which influence our choice of food. You have made the notes below:

Factors which influence our choice of food:

- childhood
- scientific research
- availability

Some opinions expressed in the discussion:

"No one cooks better than my mum."

"So-called expert advice on what's good for you changes from week to week!"

"It's better to buy fresh, local food."

Write an essay for your tutor discussing **two** of the factors which influence our choice of food in your notes. You should **explain which factor you think is more important, giving reasons** in support of your opinion.

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.

Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **220 – 260** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the page.

- 2** A cinema website is looking for reviews of different kinds of cinemas. A temporary outdoor cinema was set up in your town during the summer months. Write a review of the cinema, describing the facilities and the choice of films. You should also explain how popular it was and say whether you think the town would be justified in organising it on an annual basis.

Write your **review**.

- 3** Your international college wishes to raise awareness of environmental issues in the local area for both its students and the wider community. The college principal has invited students to submit proposals for a campaign to do this.

In your proposal you should outline the major environmental issues in the area around the college. You should also suggest the different ways to raise awareness of the problems and explain which problem should take priority.

Write your **proposal**.

- 4** You and a friend had planned to travel together in the summer holiday. You have decided to accept an unexpected offer of an internship instead but are worried that your friend will be upset. You write an email to your friend to apologise for your change in plan. Your email should justify your decision, reassure them of your continued friendship and persuade them to consider travelling together in future.

Write your **email**.

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.



Listening test audio

Extract One

You hear two friends talking about what it's like being an identical twin.

- 1** What irritates the man about people's attitude to him and his twin?
 - A** the way they're still thought of as a single unit
 - B** the assumption that they're naturally best friends
 - C** the fact that they're often compared to one another
- 2** What do they both say they particularly appreciated as children?
 - A** the honest relationship they had with their twin
 - B** how easy it was for people to confuse their identity
 - C** being treated by others as if they were somehow special

Extract Two

You hear two friends discussing sleep and dreams.

- 3** What does the man say about his ability to remember his dreams?
 - A** He thinks it's better than that of most people.
 - B** He finds the longer he sleeps the stronger it is.
 - C** He believes it was greater when he was young.
- 4** What surprises the woman about her dreams?
 - A** how they can affect her daytime mood
 - B** how her sleeping position affects them
 - C** how frequently some of them recur

Extract Three

You hear two friends discussing their visit to an exhibition of paintings by 17th century artists.

- 5 The woman thinks paintings by lesser-known artists were included
- A to help fill the exhibition space.
 - B to allow visitors to appreciate their merits.
 - C to show the influence of famous painters of the time.
- 6 What do they agree about paintings of domestic interiors?
- A They are more subtle than they at first appear.
 - B They have become too common a theme in exhibitions.
 - C They are generally regarded as inferior to more traditional subjects.

Part 2

You will hear a woman called Carol Wilson giving a talk about her job as a forest worker in a wildlife park. For questions **7 – 14**, complete the sentences with a word or short phrase.



Listening test audio

Forest worker

Carol chose to study **(7)** before she started working in forestry.

She found that working at considerable **(8)** was challenging
at first.

Carol says that **(9)** is the focus of her work that she feels
most strongly about.

She thinks visitors need to be told about the dangers of leaving
(10) in the forest.

In seminars, Carol describes things in the forest as **(11)**
in order to interest the children.

Carol gives the example of the **(12)** as an endangered animal
children think is attractive.

She is particularly pleased with the trail nicknamed the **(13)**
by children.

She says that having a **(14)** is vital for any prospective
forest worker.



Part 3

You will hear an interview with two TV camera operators, Mark Thompson and Pam Jakes, who are talking about their work. For questions **15 – 20**, choose the answer (**A, B, C** or **D**) which fits best according to what you hear.



Listening test audio

- 15** Mark Thompson explains that as a cameraman for a film company, he
- A** is responsible for sorting out any issues during film projects.
 - B** regrets being unable to specialise in one type of film work.
 - C** tends to film away from home more often than in his own area.
 - D** finds the unpredictable nature of the work appealing.
- 16** How did Mark feel when he first started working for his current company?
- A** glad to have found an alternative to a career in art
 - B** unprepared for one problem he experienced
 - C** disappointed to have to begin at the bottom of the company
 - D** confident in his level of knowledge about the equipment
- 17** Mark says that whenever he's involved in live filming, he
- A** has contingency plans in place for unexpected events.
 - B** is even more vigilant than usual while he's working.
 - C** suppresses any thoughts about getting things wrong.
 - D** is reminded of a serious error he once made.
- 18** When Pam films members of the public, she
- A** reassures them about the possibility of filming things more than once.
 - B** finds their nervousness sometimes affects the quality of her work.
 - C** works closely with the director to create the right atmosphere.
 - D** invites actors to be on hand to support them.
- 19** Pam admits that for her, one disadvantage of the job is having to
- A** build new working relationships in a very short time.
 - B** be ready to rethink due to unforeseen circumstances.
 - C** deal with crew members' anxieties about progress.
 - D** transport equipment that turns out to be unnecessary.
- 20** When talking about filming famous people, Mark and Pam both say that it
- A** may mean that unreasonable demands are placed on them.
 - B** rarely results in any fame also being conferred on them.
 - C** can still be intimidating even with their level of experience.
 - D** allows them a valuable insight into the problems celebrities may face.

Part 4



Listening test audio

You will hear five short extracts in which qualified pilots are talking about their initial training course.

TASK ONE

For questions **21 – 25**, choose from the list (**A – H**) what motivated each speaker to train as a pilot.

TASK TWO

For questions **26 – 30**, choose from the list (**A – H**) what surprised each speaker about their course.

While you listen, you must complete both tasks.

A a fascinating read

B a related skill

C a parental suggestion

D the prestige

E advice from an acquaintance

F tales heard in childhood

G financial considerations

H the experience of a specific flight

Speaker 1

	21
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Speaker 2

	22
--	-----------

Speaker 3

	23
--	-----------

Speaker 4

	24
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Speaker 5

	25
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A the mix of colleagues

B the high intensity of the programme

C a particular teaching activity

D some of the venues for classes

E the approach of some other participants

F the extra self-study required

G the relatively low level of pressure

H the attitude of some instructors

Speaker 1

	26
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Speaker 2

	27
--	-----------

Speaker 3

	28
--	-----------

Speaker 4

	29
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Speaker 5

	30
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