

## Reading and Use of English

### Part 7

- 1** Look at the exam task and read the article quickly, ignoring the gaps. Then answer these questions.

- 1 What does the word *dialect* mean?
- 2 How do many people feel about dialects?
- 3 What has research shown about speaking two dialects?

#### Exam task

- 2** You are going to read an article about research into language speaking. Six paragraphs have been removed from the extract. Choose from the paragraphs **A–G** the one which fits each gap (1–6). There is one extra paragraph which you do not need to use.



### The value of speaking dialects

*A researcher explains how speaking different dialects may be as beneficial as speaking different languages.*

There has been a lot of research to back up the idea that people who use two or more languages every day experience significant advantages. The brain-training involved in having to use a different language depending on the context and speaker is credited with enhancing attention and memory skills. But there is another source of brain-training connected with language use: dialects – different forms of the same language which are spoken in particular parts of a country. Bi-dialectalism, which simply means the regular use of two different dialects, is widespread globally. In the US, for example, millions of children grow up speaking African American Vernacular English at home, as well as mainstream American English at school.

**1**

This reflects the way in which people who use two varieties of the same language often consider the regional variation they speak to be of lesser value than the official version of their language. However, it is a mistake to think of dialects as somehow inferior to official languages.

**2**

Moreover, what our research suggests is that people who speak two dialects may share a number of mental abilities with people who speak two languages. For the human mind, it seems that speaking two dialects may be as useful when it comes to developing thinking skills as speaking two completely different languages.

**3**

Our study included 64 of these bi-dialectal children, 47 multilingual children and 25 children who only spoke one language. Comparisons between the three groups were carried

out in two stages, and the socio-economic status, language proficiency and general intelligence of all children taking part were taken into account.

**4**

Somewhat to our surprise, the multilingual and bi-dialectal children did better in the tests than those who only spoke one language. Another recent study investigated the educational achievement of some Norwegian children who are taught to write in two forms, reflecting two different Norwegian dialects. In standardised national tests, the children who were taught to write in both dialectal forms had scores higher than the national average.

**5**

They could be dialects of the same language, two related languages such as Italian and Spanish, or languages as diverse as English and Mandarin Chinese. Systematically switching between any two forms of language, even quite similar ones, appears to stimulate the mind and lead to higher cognitive performance. It therefore looks as if – contrary to some widely held beliefs – when it comes to language, any degree of diversity is an advantage. In this respect, dialects are clearly under-recognised and undervalued.

**6**

For instance, we are now investigating its impact on understanding implied meaning in conversation – in other words, whether the experience of anticipating which language a speaker will use makes bilingual and bi-dialectal children better able to read the speaker's intentions more generally – and more specifically, understanding the real meaning of what they say. It is a fascinating field to be working in and there is certainly plenty more to find out!

- A** In fact, what we call 'the language' of a country, such as Italian, is simply one of a number of linguistically related varieties that, for cultural, historical and political reasons, was chosen as the standard variety.
- B** The situation may well improve in future, but it is worth emphasising that so far, much of the research on bilingualism has focused on a relatively narrow range of thinking skills. However, new studies are looking into the broader effects of speaking more than one language or dialect.
- C** Participants had to recall digits in the reverse order of presentation. That is, if presented with 'three, nine, five, six', they had to recall 'six, five, nine, three'. This allowed us to measure their ability to recall and manipulate information.
- D** As a result, when children are at school, the influence of dialects is far greater than most people realise. Our research may help to evaluate their impact and why attitudes to them are changing in many parts of the world.
- E** Similar situations arise in the Arab-speaking world, as well as in many parts of Europe, such as the German-speaking parts of Switzerland. Children there may only feel comfortable talking in High German when in class, but switch to Swiss-German for everyday conversation.
- F** Both these studies suggest that advantages previously reported for multilingual children could be shared by children speaking two or more dialects. It seems the advantages of bilingualism arise with any combination of language varieties that differ enough to challenge the brain.
- G** We tested the mental performance of children, including some who grew up speaking both Cypriot Greek and Standard Modern Greek. These are two varieties of Greek which are closely related but differ from each other on all levels of language analysis (vocabulary, pronunciation and grammar).

## Part 1

- 3** Look at the exam task. Quickly read the text without filling the gaps and answer these questions.

- 1 When were emojis invented?
- 2 How can they help with science communication?
- 3 What were emojis first used for?

### Exam task

- 4** 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).

#### Example:

- 0 A heads      B stems      C flows      D issues

## Using emojis in science communication



Emojis are 'picture characters' whose name (0) ..... from the Japanese 'e' (picture) and 'moji' (character). Since the first emoji was created in the late 1990s, they have become popular as a form of visual communication (1) ..... specific emotional responses. They can be an easily accessible visual language, and in the world of science communication, they may help to (2) ..... digital audiences and maintain an informal tone.

Nevertheless, although emojis were initially developed to (3) ..... email and professional communication, using them may be regarded as (4) ..... in fields such as science, journalism and law. Including emojis in online science dialogue therefore involves a (5) ..... balancing act: enhancing scientific communication with these visual (6) ....., but making sure never to rely (7) ..... on them to convey meaning.

Science communicators also need to thoroughly understand their target audiences in order to ensure that specific emojis are interpreted as intended. Unless readers understand why emojis are being used, these can become a form of visual (8) ....., and therefore be misinterpreted or exclude some readers.



- |                   |               |                 |              |
|-------------------|---------------|-----------------|--------------|
| 1 A directing     | B pointing    | C referring     | D indicating |
| 2 A associate     | B engage      | C feature       | D appeal     |
| 3 A feed          | B raise       | C aid           | D please     |
| 4 A inappropriate | B unqualified | C disadvantaged | D imperfect  |
| 5 A narrow        | B graceful    | C delicate      | D gentle     |
| 6 A appliances    | B tools       | C agents        | D gadgets    |
| 7 A solely        | B alone       | C extremely     | D overall    |
| 8 A speech        | B tongue      | C vocabulary    | D jargon     |

# Listening


## Part 4

**1** Look at the exam task instructions and answer these questions.

- 1 What will each extract be about?
- 2 How many questions do you have to answer for each speaker?
- 3 Can you choose the same letter for two different speakers in one task?

### Exam task



**2**  **02** You will hear five short extracts in which people are talking about misunderstandings.

**While you listen, you must complete both tasks.**

#### TASK ONE

For questions **1–5**, choose from the list (**A–H**) how each speaker felt about the misunderstanding.

- |  |           |                                |
|--|-----------|--------------------------------|
| <b>A</b> annoyed by how time-consuming it was          |           |                                |
| <b>B</b> pleased to have avoided sounding aggressive   |           |                                |
| <b>C</b> amazed by how persuasive the other person was |           |                                |
| <b>D</b> determined to avoid repeating their mistake   |           |                                |
| <b>E</b> convinced the other person was joking         | Speaker 1 | <input type="text" value="1"/> |
| <b>F</b> relieved the other person was talkative       | Speaker 2 | <input type="text" value="2"/> |
| <b>G</b> shocked at how upsetting it was               | Speaker 3 | <input type="text" value="3"/> |
| <b>H</b> concerned about causing trouble               | Speaker 4 | <input type="text" value="4"/> |
|  | Speaker 5 | <input type="text" value="5"/> |

#### TASK TWO

For questions **6–10**, choose from the list (**A–H**) how each speaker resolved the problem.

- |  |           |                                 |
|--|-----------|---------------------------------|
| <b>A</b> They apologised immediately.              |           |                                 |
| <b>B</b> They promised to return a favour.         |           |                                 |
| <b>C</b> They updated some information.            |           |                                 |
| <b>D</b> They changed their plans.                 |           |                                 |
| <b>E</b> They provided some evidence.              | Speaker 1 | <input type="text" value="6"/>  |
| <b>F</b> They admitted to being easily distracted. | Speaker 2 | <input type="text" value="7"/>  |
| <b>G</b> They sent someone a present.              | Speaker 3 | <input type="text" value="8"/>  |
| <b>H</b> They arranged an online meeting.          | Speaker 4 | <input type="text" value="9"/>  |
|  | Speaker 5 | <input type="text" value="10"/> |

# Grammar



## Review of verb tenses




**1** Choose the correct form of the verb in each sentence.

- 1 By the time we got round to booking tickets for the concert, the only seats left **were / had been / will have been** unaffordable.
- 2 I can't give a definite answer until **I'm going to have / I'll have / I have** more information.
- 3 When I got to the café, my friend **was / had been / has been** there for half an hour and was looking rather grumpy.
- 4 I hope **I'll find out / I'm finding out / I'd found out** if I've got the job before the end of the month!
- 5 By this time next week, **I'm moving / I'll have moved / I'll have been moving** into my new flat!
- 6 I'll drop a hint to my aunt and uncle about what I want for my birthday when **I'll see / I see / I'm seeing** them next week.
- 7 Mark **has been working / was working / is working** in this office since he finished college.
- 8 I want you all to know that Julia **would play / will have played / will be playing** an important role in the business from now on.

**2** Complete the sentences with the correct form of a verb in the box.

become meet reach talk try

- 1 Do you think you'll feel self-conscious when you ..... your new colleagues?
- 2 I ..... to learn French for many years now, but I'm not sure I'll ever be able to make myself understood!
- 3 I think they ..... business when I arrived, but I can't be sure, because the restaurant was very noisy.
- 4 At exactly this time tomorrow, we ..... the end of our journey!
- 5 This technology ..... completely obsolete by the end of this century.

**3**  Tick the correct sentences written by exam candidates. Correct the sentences with mistakes.

- 1 We will pay for the work you had done for us so far.
- 2 When I'm free, I'll go on the computer and get some more information.
- 3 Internet use is booming recently amongst older people.
- 4 By the end of the journey, you will have been driving for hours and hours.
- 5 The holiday activities are very different from what we used to doing in our everyday lives.

# Writing

## Part 1 essay

### Contrast links

- 1 Choose a word or expression from the box to complete each sentence.

Contrary   Despite   In contrast   Whereas

- ..... the fact that I can make myself understood in several foreign languages, I can't hold long conversations in any of them.
- ..... to what many people think, posting comments is often an insecure form of communication.
- ..... my sister's very outgoing and imaginative, my brother's quite self-centred.
- My grandmother only used her phone very rarely....., I carry mine with me everywhere.

- 2 Look at this exam task and answer these questions.

- Do you need to discuss all three ways of communicating with friends?
- How many of the opinions from the discussion should you use?

#### Exam task

Your class has just had a discussion on how people communicate and how they maintain long-term friendships and relationships with others. You have made the notes below.

#### Ways of communicating

- being in the same room, chatting face-to-face
- talking together on video calls
- sending text messages

Some opinions expressed in the discussion:  
'I like being able to see people's body language.'  
'It's good to be able to talk to people all over the world.'  
'You can reply whenever you feel like it.'

Write an essay discussing **two** of the ways of communicating in your notes. You should **explain which way you think is better for maintaining long-term relationships with other people, giving reasons** to support 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.

- 3 Choose the correct contrast links to complete the essay below.

These days, it is remarkably easy to communicate with people all over the world. This means that we should all find it easier to maintain long-term relationships, too.

(1) **Conversely / Nevertheless / Even though**, that is not always the case, unfortunately.

(2) **While / In spite of / However** people can send messages to one another at any time of day or night, and reply to them at their convenience, there is always the potential for misunderstandings. It is also easy to forget to respond, sometimes for days and weeks on end. (3) **Whereas / Although / However**, it can also keep relationships alive which might otherwise fade away through lack of any kind of contact.

Actually being in the same place, communicating directly face-to-face, may seem to be the best way to ensure true understanding between people. After all, a few words on a screen can never beat actually seeing someone's reaction to what is being said. (4) **On the other hand / While / Despite the fact**, with the busy lives that people increasingly lead, this can be more and more of a challenge to arrange, especially for people living in different parts of the world. When the choice is between imperfect communication and losing touch completely, many people will opt for the former.

On balance, in my personal opinion, (5) **conversely / despite / although** its limitations, text messaging can often be a better means of staying in touch with others over the years than meeting in person. Insisting on meeting in person can simply be impractical, and surely some kind of contact with those we care for is better than none at all.

#### Exam task

- 4 Your class has had a discussion on whether people need to learn different languages. You have made the notes below.

#### Why people learn different languages

- to improve their work prospects
- to make friends from various countries
- to explore other cultures

Some opinions expressed in the discussion:  
'The most interesting jobs involve speaking several languages.'  
'To really understand someone, you need to speak their language.'  
'Books that have been translated aren't worth reading.'

Write an essay for your tutor discussing two of the ideas in your notes. You should **explain which is the most likely motivation for people to learn another language, giving reasons** to support 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.

Write your **essay** in **220–260** words in an appropriate style.



## Reading and Use of English

### Part 6

#### 1 Look at the exam task and answer these questions.

- Are the four texts on the same topic?
- Do the writers of the texts all have similar opinions?

#### Exam task

#### 2 You are going to read four extracts from articles in which experts give their views on ecotourism. For questions 1–4, choose from the writers A–D. The writers may be chosen more than once.

##### Which writer

- shares a view with B on whether ecotourism brings benefits to local people?
- has a different opinion from C regarding ecotourism's contribution to countries' economic development?
- has a similar opinion to D on the extent to which ecotourism helps to preserve the local environment?
- expresses a different view from all the others on whether ecotourism has an impact on visitors' daily lives once they have returned home?

#### A

Ecotourism is a form of tourism involving travel by sustainable means to natural areas, and aims both to conserve the environment and improve the well-being of the people who live there. However, does the reality of ecotourism live up to these admirable goals? Undoubtedly, in some respects; the money raised from such trips can be used to protect endangered species and their habitats, which might otherwise disappear from the face of our planet. As for the people, though, not enough is always done to prevent them becoming tourist attractions themselves, somehow part of the package on offer. At a national level, ecotourism clearly brings in much needed revenue, and can encourage tourists to visit other areas, too. And what of the ecotourists themselves? Many report having their eyes opened to aspects of environmentalism that they had never considered previously, and say that this has changed their habits and world view for ever.

#### B

Although ecotours were relatively rare only a few years ago, there are now many possible destinations for anyone interested in joining one. The experience is evidently one that will never be forgotten, and frequently results in long-term alterations to individuals' lifestyles. And for those who were born in these remote places, ecotourism means they are now able to find decently paid jobs in their area that never existed previously. This allows them to stay where they want to be rather than find themselves forced to move away to improve their work prospects. Ecotourism, it would seem, is a win-win situation for all concerned. And yet, despite people's best intentions, harm occurs: vegetation is damaged by visitors on hikes, some rubbish is inevitably left behind. As the popularity of ecotourism steadily grows, care must be taken for it not to end up creating more problems than it solves.

#### C

Ecotourism has become more and more common recently, with ecotourists visiting parts of their own country or travelling abroad. However, those trying to persuade governments of the advantages of ecotourism need to bear in mind that the income generated is fairly insignificant compared with the wealth created by mass tourism. Nevertheless, there is, fortunately, increasing acceptance of the need to promote the protection and conservation of nature, and ecotourism certainly supports this worthy ambition. The tourists themselves, of course, are usually already very well informed about the need to conserve Earth's fragile ecosystems, so I would say that taking part in an ecotour is unlikely to modify their behaviour in any fundamental way. On the other hand, such tours are a valuable opportunity for cultural exchange between tourists and residents. Greater awareness of – and respect for – the customs and traditions of the people visited can surely only be a positive outcome.

#### D

Ecotourism is sometimes claimed to be a major part of the solution for natural areas under threat. Personally, I cannot see how encouraging ever larger numbers of visitors to these places can be said to be beneficial. After all, strangers risk introducing plant and animal diseases, thus potentially achieving the very opposite of what ecotourism is intended to bring about. I must admit, though, that it will probably affect the way participants in these tours look at the world, encouraging them to make greater efforts to preserve the nature nearer their own homes. Those native to many ecotour destinations, however, can feel they lack control over the speed and degree of development in their region brought about by this type of tourism. In this respect, it can be as problematic as more traditional forms of tourism. Moreover, ecotours are often relatively cheap, with people spending comparatively little in the country they are visiting.

# Grammar

## Participle clauses



### 1 Rewrite these sentences using participle clauses.

- 1 The woman who is sitting over there is a famous climber.  
.....
- 2 I didn't take a waterproof jacket, so I got completely soaked.  
.....
- 3 As Selma walked along a path by the river, she watched some swans land on the water.  
.....
- 4 She missed her bus three times last week, so she's now getting up half an hour earlier.  
.....
- 5 As long as you approach the monkeys slowly, they won't bite.  
.....
- 6 After I successfully took part in a ten-kilometre race, I started training for a marathon.  
.....

### 2 There is one correct and one incorrect sentence in each of the following pairs. Tick the correct sentences.

- 1 **A** Having heard how it ended, the film wasn't very exciting for me.  
**B** Having heard how it ended, I didn't find the film very exciting.
- 2 **A** We had a great trip organised by a reputable travel company.  
**B** Organised by a reputable travel company, we had a great trip.
- 3 **A** Rehearsing for a concert, they had a picnic in the park and listened to some musicians.  
**B** They had a picnic in the park and listened to some musicians rehearsing for a concert.
- 4 **A** Not having seen her for ages, Maria looked completely different.  
**B** Not having seen her for ages, I didn't recognise Maria at first.
- 5 **A** Unopened, you can keep this strawberry jam for a year.  
**B** Unopened, this strawberry jam can be kept for a year.

### 3 Join the sentences using participle clauses.

- 1 Laurie sat aboard the train. She realised she had left a bag on the platform.  
.....
- 2 Gerda walked away from the village. She didn't look back. Without .....  
.....
- 3 I hoped to get a good photograph of the lake at dawn. I set off before sunrise.  
.....
- 4 We couldn't speak the local language. We couldn't follow the story.  
.....
- 5 They planned their itinerary carefully. They didn't waste any time.  
.....

# Reading and Use of English

## Part 3

### Vocabulary – Prefixes

#### 1 Add the correct prefixes to complete the words in bold.

- 1 In this part of the city, some of the ..... **habitants** are very affluent.
- 2 Do you think it's ..... **realistic** to expect all public transport to be free?
- 3 The water level in the lake has ..... **creased** over the past few years because of the lack of rain.
- 4 The instructions were ..... **precise**, so I got confused.
- 5 When I was a child, subsidies for rail travel were ..... **existent**.
- 6 People have expressed their ..... **satisfaction** with the level of emissions in the town.
- 7 The downside of that surf school is that most of the instructors are ..... **experienced**.
- 8 The people in that carriage were very ..... **polite**, so I moved to a different part of the train.

#### 2 Choose the correct words in these sentences.

- 1 The **reaction** / **interaction** between the actors was very convincing.
- 2 My mother is French and my father is Chinese, so I'm **bilingual** / **monolingual**.
- 3 The musician says he's **underpaid** / **overpaid**, so he's looking for another job.
- 4 Many people are opposed to the proposed **redevelopment** / **underdevelopment** of the city centre.
- 5 Boys **renumber** / **outnumber** girls in my acting class, but that isn't the norm at my school.





**3** Look at the exam task instructions and quickly read the text. What examples does the writer give of difficulties that travellers may experience?

**Exam task**

**4** For questions 1–8, 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**.

**Example:** (0) STRIKING

**Travel can make you smarter!**

According to research, one of the most (0) ..... effects of travel on the human mind is how it encourages us to be more creative. It seems that experiencing a (1) ..... of customs and traditions is good for the brain, as it is being forced to find probable (2) ..... for people's behaviour in circumstances that are unfamiliar to us. (3) ..... , when travellers experience confusion, such as wondering whether to tip in a café, or where a train is actually taking them, their minds are developing.

Travel is not always easy, and problems are often (4) ..... However, if travellers were aware of the fact that all the (5) ..... they have to tolerate are in fact boosting their thinking skills, they might find them easier to bear.

An (6) ..... to understand what people are saying and doing may not be as bad as it appears at the time. The (7) ..... to and observation of cultural contrasts brings long-term benefits, it seems, because these differences are what stimulate our (8) .....

**STRIKE**

**DIVERSE**

**EXPLAIN**

**BASE**

**AVOID**

**COMFORT**

**ABLE**

**EXPOSE**

**CREATE**

# Listening

## Part 2

**Exam task**

**1** **03** You will hear a man called Murat Kaya talking to a group of students about a canoe trip along the River Severn, in the UK. For questions 1–8, complete the sentences with a word or short phrase.



## ALONG THE RIVER SEVERN

Murat chose to stay overnight in

(1) ..... during his trip.

Murat's luggage was transported in a

(2) ..... throughout the trip.

Murat says the term 'sweepers' is used for tree

(3) ..... that can cause problems for canoeists.

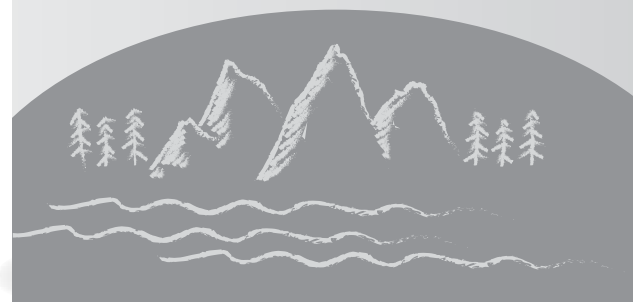
The only birds that Murat was a little nervous about were the (4) ..... he often saw.

Murat says that having (5) ..... was the most uncomfortable thing about being in the canoe.

Some of the towns along Murat's route are frequently affected by (6) ..... nowadays.

Murat canoed under a famous bridge made of (7) .....

Murat uses the word (8) '.....' to describe his canoe trip.



# Writing

## Part 2 report

**1** Which of the following sentences are correct? Correct the mistakes in the other sentences.

- 1 On a balance, people are in favour of this idea.
- 2 Some charities should be established with the aim of helping the homeless.
- 3 To summing up, a new sports centre would benefit the local residents.
- 4 This report aims to evaluate the success of the new education policy.
- 5 Adopting these suggestions, I believe we would raise the level of job satisfaction among staff.
- 6 Basing on all the points mentioned above, we recommend the following improvements.
- 7 I'd like to suggest some changes to the timetable.
- 8 Shortly, this is the most cost-effective solution.

**2** Read the exam task below and answer these questions.

- 1 How many places must you write about?
- 2 What do *it* and *there* refer to in bullet points 2 and 3?
- 3 Who might be interested in reading your suggestions in response to the third bullet point?

### Exam task

Your college class recently went on an educational trip to a town or city. Now your English teacher has asked you to write a report on the trip.

In your report you should:

- briefly describe the town or city visited
- explain how enjoyable it was to visit
- suggest ways in which future college trips there could be improved.

Write your **report** in **220–260** words in an appropriate style.

**3** Quickly read the model report, *Visiting Oxford*, and match the content a–e with each paragraph.

- a good things about visiting Oxford
- b some possible ways to improve future trips
- c what the report will be about
- d what was not so good about visiting Oxford
- e some basic information about the city of Oxford



## Visiting Oxford

### Introduction

- 1** The **(1)** ..... of this report is to describe the recent trip to Oxford organised for students from our college. The report will **(2)** ..... both positive and negative aspects of the visit, and suggest some possible **(3)** ..... to the problems encountered.

### The City of Oxford

- 2** Oxford is a small city, home to a world-famous university and many beautiful historical buildings. There are numerous places to visit, **(4)** ..... the university colleges, several museums and many green spaces.

### Enjoyable features of the visit

- 3** The students found the university colleges fascinating. Because most of these are in the centre, they were easy to reach on foot. There was a wide choice of restaurants and cafés for lunch, and many students said that their trip on the river afterwards, in boats called 'punts', was hilarious.

### What could be improved

- 4** In the morning, the students visited the city centre independently, before gathering after lunch for the river trip. However, the colleges are not all open at the same time, and while some charge small entrance fees, others do not. **(5)** ....., the maps displayed in the city centre are not all up-to-date, and there are few signs directing people towards the sights. In **(6)** ....., some students felt they did not see as much as they might have done.

**(7)** .....

- 5** It would be worth **(8)** ..... making students aware of the local visitor apps. They **(9)** ..... be given clear information about college opening times and charges. Another **(10)** ..... of action might be to arrange for the students to be given a guided tour in the morning instead of exploring the city on their own.

**4** Complete each gap in the report with a word from the box.

considering course including moreover  
outline purpose recommendations  
short should solutions

**5** Write your own report in answer to the same exam task. Write 220–260 words in an appropriate style.