

C1 ADVANCED
TEST 1

PAPER 1 Reading and Use of English

▶▶ **PART 1**

1 D 2 A 3 C 4 D 5 A 6 B 7 B 8 C

▶▶ **PART 2**

9 which 10 what 11 whether 12 from 13 By
14 enough 15 after 16 as

▶▶ **PART 3**

17 residents (verb to plural noun) 18 Historically (noun to adverb)
19 revitalising (adjective to verb) 20 coastal (verb to adjective)
21 moisture (adjective to noun) 22 storage (verb to noun)
23 inventive (verb to adjective)
24 reversal/reversing (verb to noun)

▶▶ **PART 4**

25 no idea (1) WHOSE folder it was (1)
26 Michael to MAKE (1) a formal complaint (1)
27 demolition of the stadium (1) took PLACE (1)
28 NEARLY as impressive as (1) those of (1)
29 long as (1) everyone/everybody TURNS up (1)
30 to HAVE had (1) my car serviced (1)

▶▶ **PART 5**

- 31 A: Incorrect. The writer suggests that asking whether birds have feelings may be wrong, but not that names given to birds are inappropriate.
B: Incorrect. The idea that asking whether birds have feelings may be unscientific and 'subjective', but the writer never states that people are often too subjective about birds.
C: Incorrect. Although the writer suggests that we may not give the sight of lovebirds nibbling each other's necks a second thought, this does not mean that insufficient attention is paid to bird behaviour in general.
D: Correct. The writer says that 'Niko Tinbergen warned fellow ethologists to steer well clear of feelings' and that the majority have followed this approach.
- 32 A: Incorrect. The writer watched guillemots for years, but he doesn't say he has personal sympathies for them.
B: Incorrect. His father warned him that he would never make a career out of birdwatching, but he has done.
C: Incorrect. Saying that birdwatching was a boyhood obsession from the writer's adult perspective is not the same as saying that he realised when he was young that he had unusual interests.
D: Correct. The writer says that 'birdwatching is the best possible training for studying animal behaviour; to study birds well, you have to almost think like a bird', and that he 'spent years' doing it.
- 33 A: Incorrect. The incident involved guillemots but the writer doesn't say this is what originally attracted him to these birds.
B: Correct. 'The moment eventually inspired me to explore and write about the way birds use vision, hearing, touch, smell, taste and feelings to experience the world' – in other words to investigate birds' senses.
C: Incorrect. The writer was 'perplexed' by the guillemot's greeting – which is a kind of challenge – but this is not why he describes the incident.
D: Incorrect. The writer mentions the guillemot's sophisticated vision and recognition system, but this is not why he

describes the incident in this paragraph.

- 34 A: Incorrect. The writer mentions that bats are mammals, and that bats and humans share certain features. He also refers to Nagel's view that we cannot know what it is like to be another species. There is no emphasis on differences between birds and mammals, however.
B: Correct. The writer says that understanding 'how a bird feels is fraught with difficulties'. He also says that Nagel's point is that 'because it is impossible to know what it is like to be another person, trying to imagine what non-humans feel is a waste of time'.
C: Incorrect. The writer mentions that Nagel is an 'eminent philosopher', but he doesn't say this to emphasise the importance of his own subject.
D: Incorrect. The writer mentions that Nagel's essay was written in 1974 and science has obviously progressed since then. However, this is not why he refers to Nagel here.
- 35 A: Incorrect. Knowledge of animal behaviour has changed but not the way that animals behave.
B: Incorrect. The writer suggests that it has been difficult to 'say something different' in this field of science 'for fear of being labelled unprofessional', but not that the debate has become more competitive.
C: Correct. Knowledge of animal behaviour has increased. Therefore, previous ideas about animals have been proved wrong.
D: Incorrect. The writer says that the behavioural thinking he followed is 'a kind of trap', but he also says it 'served him well', so he doesn't regret it.
- 36 A: Correct. Behaviourists had assumed that symmetry was a key factor in the selection of partners, without realising that some birds were unable to recognise symmetry. So, not knowing about birds' senses could lead to false conclusions.
B: Incorrect. Birds generally have better vision than humans, but this is not why the writer refers to the study of symmetry.
C: Incorrect. Theories about the importance of symmetry were found to be based on false assumptions, but the writer does not refer to symmetry to demonstrate that scientific theories are regularly disproved.
D: Incorrect. It may be wrong to think that beauty is a key factor in birds' choice of partners, but this is not why the study of symmetry is discussed here.

▶▶ **PART 6**

- 37 D: On the role of museums in education A says: '... the contribution that museums make in communicating culture, knowledge and inspiration to visitors, particularly younger ones, ... pays off handsomely.' D says: 'Museums have a crucial role to play in preserving and transmitting a nation's history and heritage, and in broadening intellectual and cultural horizons, among the younger generation in particular.'
- 38 B: With regard to the impact of the cost of entry on tourism, A says: 'This is the clearest possible evidence for the popularity of free museum admission, with both local citizens and tourists. It is no coincidence that the UK saw an impressive growth in tourism...'. C says: 'Free admission to museums and galleries ... stimulates growth in the tourist industry.' D says: 'Great museums which have free access also help to boost tourism.' B, however, says: 'It is far from certain that free museum access automatically brings in the tourists.'
- 39 B: On the way state funding affects the development of museums C says: 'State-funded museums, free of the need to compete to survive, tend to be complacent and

unenterprising.' B says: 'Museums which rely on the state for their funding have little incentive to make their collections more exciting and imaginatively displayed.'

- 40 C: On public attitudes towards the cost of entry to museums, A says: 'The clearest possible evidence for the popularity of free museum admission, with both local citizens and tourists.' B says: 'Surveys show most people favour free museum admission.' D says: 'Opinion polls show that most people ...favour free access.' C, however, says: 'The majority have little interest in museums, and are resentful when they learn how much they are paying for them.'

▶▶ PART 7

- 41 D: Link between 'At the beginning of the so-called Classic Maya period, some 60 Maya cities sprang up across much of modern-day Guatemala, Belize and Mexico's Yucatán Peninsula' in the previous paragraph, and 'With their pyramids, squares, ball courts, and government buildings, they were where the urban Maya discussed philosophy ...'
- 42 G: Link between 'In the nineteenth century, ... theorists imagined an immense volcanic eruption or earthquake – or maybe an empire-wide pandemic' in the previous paragraph and the contrast with 'Today, however, scientists generally agree that the Maya collapse has many roots, all intertwined – overpopulation, warfare, famine, drought.'
- 43 B: Link between 'The early Classic Maya period was unusually wet,' ... And during this time, he says, 'the population proliferated, aided by a surge in agriculture' in the previous paragraph, and 'indeed, it was during the rainiest decades of this era, from AD 440 to 660, that the cities sprouted.'
- 44 F: Link between 'repeated and, at times extreme, drought. Agriculture declined and, not coincidentally, social conflict rose' in the previous paragraph, and 'when these divine connections failed to produce rainfall and good harvests, tensions probably developed' in the second sentence.
- 45 A: Link between 'vast numbers of trees would have been cut down to make space for cities and farms, and to provide fuel' in the gapped paragraph, and 'this widespread deforestation' in the following paragraph.
- 46 E: Link between 'localised drying decreased atmospheric moisture by five to 15% annually. 'Even a ten per cent decrease is considered an environmental catastrophe' in the previous paragraph, and 'add this to the broader trend and the situation becomes dire.'

▶▶ PART 8

- 47 C: 'She thinks she was fortunate to have chanced upon a mentor, John Martino, an older businessman who kept her on track at times.'
- 48 D: 'They say the 'wrapper' will never work. But a gut feeling tells me it'll come good.'
- 49 C: 'I don't know why no one else has done it. I worry they might do actually.'
- 50 B: 'The three games she's released so far have impressed the university so much that it's now policy to encourage sandwich year entrepreneurship.'
- 51 C: 'Alexis admits to having missed classes and deadlines in her hectic lifestyle. "Also, I probably haven't done as much reading as I should've."
- 52 A: 'It's happened on a much greater scale than she'd envisaged.'
- 53 D: 'It's transformed me. I'm much tougher than I used to be.'
- 54 B: 'I'd love to go out at weekends like my course mates do, but I can't afford the time.'

- 55 D: 'But a gut feeling tells me it'll come good and I need to stick with it. As a poor student, I've got nothing to lose really, so that's what I'll do.'
- 56 A: 'She's also good at managing her time. 'It's something I got used to at school – I did competitive athletics and had to fit it around schoolwork.'

C1 ADVANCED TEST 1

PAPER 2 Writing

▶▶ PART 1 (suggested answers)

Question 1

Style: Formal

- Content:
- 1 Explain what is being proposed (the building of a road that will bypass your town).
 - 2 Choose *two* of the benefits listed and expand on them, remembering to state which one you think is more important. You may choose to write about the first point in this paragraph. For example, you may think that reducing pollution is more important than improving traffic links because it has a vital impact on health and the environment.
 - 3 You may wish to use this paragraph to focus on the second point, expanding the information.
 - 4 Conclude with a brief summary of the issue.
 - 5 Consider including your own opinion in your concluding paragraph.

▶▶ PART 2 (suggested answers)

Question 2

Style: Formal or semi-formal

- Content:
- 1 State the aim of the proposal and give it a suitable title.
 - 2 In your introduction provide some background, i.e. company/employees' needs.
 - 3 Make your suggestions in the main body. Use headings to organise your points.
 - 4 Justify each recommendation by stating *how* it will benefit employees.
 - 5 Write a brief conclusion giving your main points.

Question 3

Style: Formal

- Content:
- 1 Open with a suitable greeting.
 - 2 Then state what the article was about and where and when it was published.
 - 3 Explain how the article made you feel. What did the article say that was untrue or unfair about students' behaviour? Give at least two points. For balance, concede one additional point from the article. Suggest that the editor publishes a more balanced article on this topic as soon as possible.
 - 4 Use an appropriate closing.
 - 5 Remember to remain polite throughout the letter.

Question 4

Style: Semi-formal

- Content:
- 1 State the purpose of the review in your introduction.
 - 2 Give the title and author of the book you are recommending. (It can be made up.)
 - 3 Dedicate a paragraph each to the following points; use headings if you wish: provide a general overview of

- the book including the genre and a plot summary. Use descriptive language. Describe the main characters. Explain why you feel this book will appeal to a wide range of readers and try to include at least two specific examples to illustrate these points.
- 4 Write a brief conclusion reiterating your main points.

C1 ADVANCED
TEST 1

PAPER 3 Listening

▶▶ **PART 1**

1 B 2 C 3 C 4 A 5 B 6 A

▶▶ **PART 2**

7 career path 8 the route 9 media-based degree
10 take away 11 unpaid 12 set foot 13 recruited
14 labour of love

▶▶ **PART 3**

15 C 16 A 17 D 18 D 19 A 20 B

▶▶ **PART 4**

21 C 22 F 23 H 24 A 25 D 26 B 27 A 28 G
29 E 30 F

C1 ADVANCED
TEST 2

PAPER 1 Reading and Use of English

▶▶ **PART 1**

1 C 2 D 3 A 4 C 5 B 6 A 7 D 8 B

▶▶ **PART 2**

9 ourselves 10 in 11 you 12 up 13 with
14 also 15 at 16 off

▶▶ **PART 3**

17 height (adjective to noun) 18 Interestingly (noun to adverb)
19 characteristics (noun to plural noun with different meaning)
20 survival (verb to abstract noun) 21 threatening (noun to adjective)
22 volunteers (adjective to plural noun)
23 lengthen (adjective to verb) 24 irrelevant (adjective to negative form of the adjective)

▶▶ **PART 4**

25 NEVER have watched that film (1) if (1)
26 to have BEEN (1) a misunderstanding about (1)
27 STAND a/any chance (1) of getting (1)
28 NOWHERE near (1) as talkative as (1)
29 is rumoured/said/thought to (1) have HANDED in (1)
30 are BOUND to be (1) objections to (1)

▶▶ **PART 5**

- 31 A: Incorrect. The writer gives some personal information about his experiences of cycling, but this is not the point of this paragraph.
B: Incorrect. The second paragraph is about having a peaceful and empty mind when cycling; the last sentence of the first paragraph refers to the same thing.
C: Incorrect. The writer does not give an opinion.
D: Correct. The writer gives details to explain what he

means by 'a state of meditation' – for example, 'I have no recollection of the preceding kilometres ... time can pass unnoticed in a blissful blur'.

- 32 A: Incorrect. The text says that old people who were most active, including those who cycled, had five per cent more grey matter, but this does not necessarily mean that they lived longer.
B: Incorrect. The text says that walking and cycling both helped the schoolchildren, but it does not say that one was better than the other.
C: Correct. In terms of 'academic achievement', the pupils 'who cycled or walked did better' than those who went by car or public transport. Also, 'old people who were most active, including those who cycled, had more grey matter than those who were least active'.
D: Incorrect. The studies found that exercise benefited both children and old people, but it does not say that old people 'appreciated it more'.
- 33 A: Incorrect. The text does not say that the studies found this. The studies were about the children's minds rather than their physical fitness.
B: Incorrect. Cycling is described as a 'complex' activity, but it does not suggest that children found it hard to cope with.
C: Incorrect. The studies suggest that cycling helped children with ADHD, but the text does not say that a lack of physical exercise was what caused their problems.
D: Correct. The students in the German study all did exercise, some including cycling, and they all 'did better than they previously had in concentration tests'.
- 34 A: Incorrect. All the patients on stationary bikes improved, and no comparison is made with 'ordinary bikes'.
B: Incorrect. Dr Alberts' friend who had Parkinson's improved after riding with Dr Alberts, but there is no reference to relationships being an important factor.
C: Correct. The 'tandem' group were pushed harder ... and they improved at a greater rate: 'All patients improved, and the 'tandem' group showed particularly significant increases in connectivity between areas of grey matter responsible for functions such as walking and picking things up.'
D: Incorrect. In these studies, 'all patients improved' after cycling.
- 35 A: Incorrect. Doctors know how cycling can be used in treatment for Parkinson's.
B: Correct. A discrepancy is when something contradicts expectations or two facts seem to contradict each other. This paragraph is about the man with Parkinson's disease who cannot walk, but can cycle with ease – something we would not normally expect.
C: Incorrect. There is no mention of the question of why Parkinson's affects some people and not others.
D: Incorrect. The previous paragraph mentions Dr Alberts' discovery that his friend with Parkinson's improved as a result of cycling. However, 'this discrepancy' refers to the current paragraph, not the previous one.
- 36 A: Incorrect. The writer never says that cycling does more for adults than children.
B: Incorrect. Cycling seems to help both hyperactive children and the everyday rider to think more effectively. However, the word *notwithstanding* implies a contradiction, and there is no contradiction in the idea that it helps both types of rider.
C: Correct. The studies with hyperactive children suggest that cycling particularly helps them because it is a 'complex'

activity. On the other hand, in the final paragraph, the writer says that the most remarkable thing about it for the everyday rider..., is that it can require no conscious focus at all', so it is mindless. So, the phrase tested here refers to the fact that cycling is good for some people because it is 'complex' and for others because it is 'mindless'.

D: Incorrect. The paragraph starts with 'the science of cycling is evidently incomplete' but 'its effects on hyperactive children notwithstanding' does not refer to this.

▶▶ PART 6

- 37 C: On the role zoos play in educating the public, D says '... how much can visitors really discover about wild animals from seeing them in cages and small enclosures?' C says: 'Most visitors go to zoos to be diverted ... rather than to learn. One zoo study found that visitors spent less than eight seconds per snake and one minute per lion. What could possibly be learned from that?'
- 38 D: On the well-being of animals in zoos, A says '... modern zoos look after animals well.' B says 'Zoo animals today are well-fed and cared for in spacious surroundings.' C says 'Care of wild animals in captivity tends to be much more humane than it was in the past.' So A, B and C say similar things. D, however, says 'Zoo animals are psychologically affected and often display abnormal, even self-destructive, behaviour.'
- 39 A: On zoos and endangered species, B says 'Zoos' efforts to breed animals that are close to extinction have mostly failed ...'. C says 'Most zoo-based attempts to breed species in order to stave off extinction have been strikingly unsuccessful.' D says 'Attempts to use zoos for breeding threatened species are also well-intentioned, but, with rare exceptions, they fail to bear fruit.' So, B, C and D say similar things. A, however, says 'Zoos play an increasingly important role in conservation. Without their intervention, many more of the world's surviving species would become extinct.'
- 40 B: On zoos as centres of research, A says '... expertise, which is developed through long-term, sustained studies at the zoos themselves, but also in support of field work in the wild.' B says 'Studies of animals in zoos provide information that would be very hard to obtain in the wild ... findings of this kind are useful for zoologists in both zoos and the wild.'

▶▶ PART 7

- 41 E: Link between 'I'm not doing that,' says 15-year-old Daniel firmly' in the previous paragraph and 'Sofia, however, who is a good head shorter than her fellow pupil, moves forward, methodically pouring out a dozen small heaps.'
- 42 G: Link between the information about the young people from the London school in the previous paragraph and 'most of them, they soon tell me, have never been to the countryside before.'
- 43 B: Link in theme between the therapy for the young people described in the previous paragraph and the training for their teachers described in B.
- 44 A: Link between the feeling of calm that Aaron describes in the previous paragraph and 'A classmate, Hasan, describes a similar sense of tranquillity.' Also, the last sentence of B states that Hasan 'needs support' and the first sentence of the next paragraph: 'And this is what Fielden aims to provide.'

45 F: Link between the farm's income and the number of children who have attended in the previous paragraph and 'An impressive ...' at the start of F.

46 C: Link between 'there are more than 80, and they have their own association called Care Farm UK' in the previous paragraph and 'this expansion of the sector is evident'. Also, link between 'there are differing explanations' in C and 'Whatever the reasons' at the start of the final paragraph.

▶▶ PART 8

- 47 B: 'Incidentally, agar-agar, if you can source it, fits into a superb vegetarian dish – one of this book's strengths.'
- 48 B: 'this is certainly a book to have in your household – even if it just sits on your coffee table.'
- 49 A: 'The only trouble with the recipes in this book is that they are traditional and feel quite old-fashioned.'
- 50 D: 'However, the photos are not the main focus of the book – cooking with humour is and Smith really captures the imagination when talking through his recipes.'
- 51 C: 'What is really striking about this book is that it connects to a free app, which then reads the recipe aloud to you.'
- 52 A: 'The standout chapter here has to be the one on desserts, which, whether traditional or not, still retain that desirability factor no matter how old they are.'
- 53 B: 'Unfortunately, very few of the recipes could be completed due to missing ingredients and, therefore, the photos merely taunted the taste buds.'
- 54 C: 'There are very few photographs but lots of childish diagrams and cartoons. This detracts from the book's serious nature, but the taste of the food and the book's innovative presentation serves to override any misgivings about the illustrations.'
- 55 D: 'the book can really be used by anyone who finds it difficult to take the decision to cook instead of ordering food in.'
- 56 C: 'Even if the app isn't appropriate for every tech user, there is a large print version of the book which makes it easier to read. The key here is choice – you can download the app if you want, or you can use the bigger print version.'

C1 ADVANCED

TEST 2

PAPER 2 Writing

▶▶ PART 1 (suggested answers)

Question 1

Style: Formal

- Content: 1 Explain what is being proposed (encouraging healthy eating)
- 2 Choose two of the points listed and expand on them, remembering to state which one you think is more important. You may choose to use two paragraphs for this. For example, you may think that banning meat is less important than increase prices.
- 3 Conclude with a brief summary of the issue.
- 4 Consider including your own opinion in your concluding paragraph.

▶▶ PART 2 (suggested answers)

Question 2

Style: Informal

- Content:* 1 Open with an appropriate greeting.
 2 First paragraph:
 - thank Dan for his email.
 - mention that you're pleased he's considering the Volunteering Abroad project.
 3 Second paragraph:
 - answer his question about the animal conservation work you did.
 - include some details about your role and say whether or not you liked it.
 - say if you feel he would enjoy the experience.
 4 Third paragraph:
 - talk about the travel opportunities he would have.
 - offer to send him additional information.
 5 Briefly sum things up in a concluding paragraph. You could ask after his family.
 6 Sign off with a suitable closing.
 (See page 199 for a model answer to this question.)

Question 3

Style: Formal or semi-formal

- Content:* 1 Give the report a suitable title.
 2 In your introduction, state the purpose of the report.
 3 In the main body:
 - devote a section to each of the bullet points provided in the question.
 - use headings for clarity and group supporting details into numbered or bulleted lists.
 - try to make realistic recommendations or suggestions and, if possible, mention how they could be implemented.
 4 Summarise the main points in your concluding paragraph.

Question 4

Style: Formal or semi-formal

- Content:* 1 State the purpose of the review in your introduction.
 2 Give the title of the film you are recommending. (It doesn't have to be real.)
 3 Dedicate a paragraph each to the following points; use headings if you wish:
 - provide a general overview of the film including the genre and plot. (Use descriptive language.)
 - describe the main characters.
 - explain what is socially relevant about this film and why it would be appropriate for a public screening.
 4 Conclude by summing up the reasons for your choice.

▶▶ PART 4

21 C 22 E 23 B 24 H 25 G 26 C 27 E 28 A
 29 F 30 H

C1 ADVANCED TEST 3

PAPER 1 Reading and Use of English

▶▶ PART 1

1 C 2 D 3 A 4 B 5 B 6 A 7 C 8 D

▶▶ PART 2

9 so 10 not 11 only 12 such 13 Having 14 which 15 in
 16 far

▶▶ PART 3

17 emergence (verb to noun) 18 innovative / innovatory (verb to adjective) 19 adornment(s) (verb to noun – singular or plural)
 20 reconstruction (verb to noun) 21 notably (noun to adverb)
 22 findings (verb to plural noun) 23 growth (verb to noun)
 24 technologically (noun to adverb)

▶▶ PART 4

25 MUST have been (1) telling the (1)
 26 was not/wasn't LONG before (1) she took (1)
 27 THOUGH (1) Radford's contribution has/contributions have been (1)
 28 be relied on/upon (1) to STAND up (1)
 29 call OFF the meeting / call the meeting OFF (1) came (1)
 30 would HAVE no hesitation (1) in recommending (1)

▶▶ PART 5

- 31 B: Correct. The second paragraph indicates how far Hendrickson went: 'he hasn't just interviewed ... He has investigated ... This total immersion school of – well, biography isn't quite the word.'
 32 C: Correct. Hendrickson 'interviewed the latter two, and extensively researched the first, telling their ... stories fully and sympathetically in the hope that, in the overlap between them, we'd get somewhere close to Hemingway.' This means aiming for a good understanding of Hemingway.
 33 D: Correct. The reviewer gives details of the way the book covers Hemingway's writing and his lifestyle. The sentence 'Not that it cuts corners on the wild, action-man stuff either' implies a balance.
 34 A: Correct. 'It defies any attempt to reduce it to a neat outline.'
 35 B: Correct. The text says that 'pompous turns of phrase' are 'sometimes clumsily repeated ... with at least three chapters containing the words 'Amid so much ruin, still the beauty.'
 36 C: Correct. 'This book would have been astonishing without it.' *It* here refers to the style it is written in.

▶▶ PART 6

- 37 D: On the way the book is organised, C says 'overall, it suffers from a lack of a clear focus. Ironically, for a book about maps, the reader all too easily gets lost in all the vivid detail and anecdotes.' D says 'Harder to accept or rationalise is the apparent lack of a guiding principle.'
 38 C: On the quality of writing in the book, A says 'all delivered with the expansive liveliness of an expert story-teller.' B says 'this eminently readable history of map-making.' D says 'Garfield

C1 ADVANCED TEST 2

PAPER 3 Listening

▶▶ PART 1

1 C 2 B 3 A 4 C 5 B 6 A

▶▶ PART 2

7 (late afternoon) naps 8 side effect 9 pause 10 intense
 11 (local and) cultural 12 memorable 13 slow travel 14 admit

▶▶ PART 3

15 C 16 D 17 B 18 D 19 A 20 C

has a talent for communicating a telling detail or a curious turn of events.' So, A, B and D all say positive things but C is more critical: 'One is also distracted by some awkward phrasing and surprisingly imprecise language.'

- 39 B: On the reproduction of maps in the book, A says 'the black-and-white map illustrations that feature throughout are often reduced in scale to an extent that they become virtually illegible.' B says 'Regrettably, the visual presentation of maps – too many compressed, hard to decipher images – fails to match the standard of the text.'
- 40 A: On the way the book's author deals with recent developments in map-making, D says 'His chapter on such achievements as satellite navigation systems and mapping structures in computer games shows an admirably open-minded curiosity.' A says 'Garfield, justifiably, is as enthralled by the beautiful, often factually erroneous drawings of the distant past as he is by today's GPS, video-game landscapes and social-media-based graphics.' Both D and A approve of the author's attitude to recent developments in map-making.

▶▶ PART 7

- 41 E: Link between 'starts by getting my standard physical measurements' in the previous paragraph and '... it turns out I've been kidding myself about my height for years.'
- 42 G: Link between '... running at increasing speed on an ever steeper incline ...' in the previous paragraph and 'While I am doing this, Dr Carter records my data ... that's when we know to increase the gradient.'
- 43 A: Link between 'cognitive tests to assess my reactions' in the previous paragraph, and the description in A of a task requiring the quick coordination of sight, movement and speech, but not strength or stamina.
- 44 D: Link between 'the longest half minute of my life' in D and 'trying to sustain that power for 30 seconds' in the following paragraph.
- 45 F: Link between 'it hurts' in the previous paragraph and 'So much so that hours later I can still feel the lactic acid, brought on by the extreme pedalling, burning in my legs.'
- 46 C: Link between the idea of screening babies to join a superbreed or an elite training programme, and 'Looking at someone's genome to determine whether they're suited to team sports or individual endurance may be 'accessible in the next decade' in C.

▶▶ PART 8

- 47 D: 'With sales and income falling, as they have been virtually everywhere, the smart thing to do is to try to break the mould. Being a pioneer ...'
- 48 B: 'But I ensure that when I'm with family and friends, work is blocked out entirely. Without perspective and space, your judgement can go to pieces.'
- 49 A: 'The costs of producing, manufacturing and promoting music have been reduced, so ... there's less to lose these days.'
- 50 C: 'I would consider a partnership with somebody who has strengths in areas where you are weak, and vice-versa. That's worked for me.'
- 51 D: 'Labels will need to get involved in artists' tours, in their merchandising and even publishing – activities they have tended to stay away from.'
- 52 B: 'No two days are the same, whether we're promoting an event, filming a documentary, releasing a record, or

checking out a band.'

- 53 C: 'We're associated with distributors around the world that are just great at what they do ... We have even given up having an in-house sales team; outsourcing works fine.'
- 54 D: 'No one really knows what the landscape will be in two years' time, let alone 20.'
- 55 A: 'The key to success in this business is putting yourself in the position of the other person involved and anticipating their needs or what makes them tick.'
- 56 B: 'We don't play the game of predicting which artists will fly or flop in the market.'

C1 ADVANCED TEST 3

PAPER 2 Writing

▶▶ PART 1 (suggested answers)

Question 1

Style: Formal

- Content:
- 1 Give the background on the proposal (encouraging students to exercise more)
 - 2 Develop *two* of the points provided in the notes; think about the advantages of each and remember to state which is more effective. You may choose to do this in two paragraphs. For example, you may think that free sports at leisure centres would be more effective than increasing PE at school.
 - 3 Conclude with a brief summary of the issue.
 - 4 Consider including your own opinion in your concluding paragraph.

▶▶ PART 2 (suggested answers)

Question 2

Style: Formal

- Content:
- 1 Open with an appropriate, polite greeting.
 - 2 First paragraph: give the nature of your complaint.
 - 3 Second paragraph: state the main problem, explain exactly what happened and how it affected you.
 - 4 Third paragraph, or third and fourth paragraphs: include additional details from the input text; add more details of your own as long as you do not exceed the word count.
 - 5 Final paragraph: state clearly and politely what you expect of the manager.
 - 6 Sign off with a suitable closing expression.
(See page 197 for a model answer to this question.)

Question 3

Style: Formal or semi-formal

- Content:
- 1 Give the proposal a suitable title.
 - 2 In your introduction, state the aim of the proposal.
 - 3 Then make at least one recommendation for the use of the funds, followed by:
 - a more detailed explanation of and justification for your recommendations(s).
 - a breakdown of the costs.
 - a clear description of how they will benefit the university.Use headings for clarity.
 - 4 In your conclusion, restate your idea(s) and summarise why you believe in them.

Question 4

Style: Formal or semi-formal

- Content:*
- 1 Give the review a suitable title.
 - 2 Introduction: state the event you are reviewing as well as where and when it took place.
 - 3 Main body: give an overall description of the event and an overall opinion of it:
 - decide which details to highlight next, for example, focus on particular days or specific events.
 - describe each one, pointing out whether or not you feel it was a success, and why.
 - consider inventing quotes from others at the festival, such as organisers or members of the public.
 - try to offer a balanced review, neither overly positive nor negative.
 - 4 Conclusion: state how successful the overall event was and suggest at least one area for improvement.

▶▶ PART 5

- 31 C: 'Given how much ink has been spilled on the extinction of the dinosaurs 65 million years ago, it's a wonder that more hasn't been devoted to the fate of the Pleistocene megafauna.'
- 32 B: 'But it wasn't comprehensive; North America kept its deer, bears, bison and moose, while South America retained jaguars and llamas.' If various species survived, this means that the 'extinction process' or 'disappearance of megafauna' was not comprehensive.
- 33 A: 'Flannery says ... something dramatic happened to Australia's large creatures ... strikingly soon after the invasion of a tool-wielding, intelligent predator. There does appear to be more than mere coincidence here.'
- 34 C: 'The more basic problem is that nothing has been found to prove that humans killed any megafauna – not one animal skeleton with a spear tip in it, for example.' Just as a murder trial cannot proceed without material evidence, the claim that humans killed megafauna has no supporting material evidence to support it.
- 35 D: 'This argument relies on the lack of fossil evidence for a prolonged human-megafauna overlap. If, however, we find evidence that human beings and megafauna co-existed for thousands of years, then the role of humans in the extinctions would become blurry at best.'
- 36 D: 'This brings us to today. "The way we've lived and are living is destroying our future," Flannery says. Yet we're only gradually figuring out how we're changing our world and the extent to which we're harming or even driving to extinction countless species.' The writer relates the question of how megafauna became extinct in Australia to climate change and species extinction in the world today.

▶▶ PART 6

- 37 D: On the physical experience of reading printed newspapers, A says 'people like to touch and hold paper, and newsprint tends to be much easier on the eyes than text on a screen.' B says 'There is something very satisfying about turning the pages of a newspaper ... It is a feeling many people miss when accessing news in a digital format.' C says 'newspapers are friendlier objects to handle than electronic gadgets.' So, A, B and C all claim that people like the physical experience of reading printed newspapers, more than they enjoy using digital media. D, however, says 'Technological developments mean that digital devices are as easy to handle and read as newspapers.'
- 38 A: On the quality of news reporting in printed newspapers as compared with digital media, C says 'The content of newspapers tends to be of greater depth, accuracy and trustworthiness than in any other form of media.' A says 'people generally trust newspapers as sources of reliable, detailed information.'
- 39 C: On the environmental impact of printed newspapers, B says 'Some people have welcomed the replacement of newspapers with digital media for environmental reasons ... but this is not a real issue as most newspapers nowadays are printed on recycled paper.' C says 'Forestry and paper production are no less sustainable as industries than those which manufacture and power digital technology.' Both claim that the environmental impact of the newspaper industry is no worse than that of digital media.
- 40 A: On the viability of printed newspapers, B says 'printed newspapers represent an increasingly antiquated business

C1 ADVANCED TEST 3

PAPER 3 Listening

▶▶ PART 1

1 A 2 C 3 C 4 B 5 B 6 A

▶▶ PART 2

7 shopping complex 8 persuasive 9 radical and extreme
10 outlook 11 the homeless 12 workshops 13 donate
14 career path

▶▶ PART 3

15 C 16 C 17 B 18 C 19 B 20 C

▶▶ PART 4

21 C 22 F 23 H 24 A 25 D 26 F 27 D 28 B
29 E 30 G

C1 ADVANCED TEST 4

PAPER 1 Reading and Use of English

▶▶ PART 1

1 D 2 B 3 A 4 C 5 B 6 D 7 C 8 A

▶▶ PART 2

9 the 10 for 11 on 12 with 13 once/when 14 similar
15 in 16 Despite

▶▶ PART 3

17 volunteers (adjective to plural noun) 18 participants
(verb to plural noun) 19 unknown (verb to adjective)
20 Overwhelmingly (verb to adverb) 21 memorable (noun to
adjective) 22 unpredictable (verb to negative adjective)
23 implications (verb to plural noun) 24 underestimate
(verb to verb with an added prefix)

▶▶ PART 4

25 was the LAST person (1) I expected (1)
26 to my amazement (1) John GAVE up (1)
27 difficulty/trouble (in) making ENDS meet (1) without (1)
28 has not/hasn't got ROUND to (1) reading (1)
29 be BLAMED for (1) getting/being/feeling upset (1)
30 gave her WORD that (1) she would (1)

model, which is unlikely ever to recover.' C says 'The traditional newspaper is destined to perish sooner or later.' D says 'The printed newspaper ... is ... now approaching the end of its natural lifespan.' So, B, C and D think the future of the printed newspaper is very limited. A, however, takes a different position: 'if news organisations work in an intelligent way ... the future of news on paper should be assured.'

▶▶ PART 7

- 41 D:** Link between 'Thanks to numerous organisations and charitable institutions, much of the wilderness is now being protected and conserved.' and 'One of the organisations involved in conservation is the Alaska Wilderness League.' and 'Among other places, the league focuses its work on the Arctic refuge to the north of the region.'
- 42 A:** Link between 'However, indigenous people also call the Arctic refuge home.' and 'For countless generations, the Gwich'in people have been living in the Arctic region of Alaska.'
- 43 G:** Link between 'Porcupine caribou, who are relatives of reindeer and moose, use the Arctic region to raise their young.' and 'However, despite best efforts to preserve the areas upon which the caribou and Gwich'in rely...' and 'Unfortunately, it is not only the Arctic region of Alaska which is under threat.'
- 44 C:** Link between 'The demand for timber for building purposes is higher than ever...' and 'If this destructive activity returns to the forest...' and 'The Tongass forest is not only essential for the wildlife it protects...'
- 45 E:** Link between '...the landscape also provides economic benefits.' and 'Due to the stunning scenery and abundance of nature, Alaska is on many people's bucket lists as a place to visit.' and 'Tourists mainly arrive via cruise ship...'
- 46 B:** Link between '...the landscape is under constant threat from climate change.' and '...glaciers in Alaska are being studied by scientists who want to calculate the rate of melting over time.' and 'This research is particularly useful, both for scientists and schoolchildren...'

▶▶ PART 8

- 47 C:** 'Every new piece ... is always an interaction with his performers.'
- 48 B:** 'A sense of theatre permeates not only the operas, but even chamber works.'
- 49 D:** 'The series of pieces *Music for Concert Halls* play with the acoustical properties of the venues for which they were written.'
- 50 B:** 'It's what I cannot quantify that transfixes me – as Pierre Boulez said of him: "Where does it come from, this music?"'
- 51 A:** 'A big part of me regrets not studying with him, although he's such an overwhelming figure I might have become merely a bad copy.'
- 52 D:** '... usually of such impossible complexity that they threaten to self-destruct.'
- 53 A:** 'He is one of the few composers working today whose music will survive.'
- 54 C:** 'From the intense complexity of *Eight Songs For a Mad King*, to the unaffected simplicity of *Farewell to Stromness*. And: 'I then discovered *St Thomas Wake*: the toughness of the musical language thrown into relief by foxtrots.'
- 55 D:** 'The pieces push at the boundaries and point to future possibilities for the concert-going experience.'

56 A: 'Every time you hear a piece of his music, you know it's by him.'

C1 ADVANCED TEST 4

PAPER 2 Writing

▶▶ PART 1 (suggested answers)

Question 1

Style: Formal

- Content:*
- 1 Set the context by explaining the issue (possibilities for an empty piece of land).
 - 2 Focus on *two* of the points provided, explaining which one you think is more beneficial and remember to expand and give your reasons why. You may choose to do this in two paragraphs. For example, you may think that giving more space for children to play is better than growing vegetables in the space.
 - 3 Conclude with a brief summary of the proposal.
 - 4 Consider including your own opinion in your concluding paragraph.

▶▶ PART 2 (suggested answers)

Question 2

Style: Informal

- Content:*
- 1 Open with a friendly greeting.
 - 2 First paragraph:
 - thank her for her letter.
 - tell her that you're delighted she's taking her English studies seriously.
 - perhaps say something about the value of having good English.
 - 3 Next paragraph(s):
 - address each of her questions from the input text.
 - give her some advice on each one.
 - consider sharing some of your own language-learning experiences with her.
 - 4 Final paragraph:
 - encourage her, but also caution her about setting her expectations too high.
 - wish her well and send your best wishes to her family.
 - 5 Sign off with a suitable closing expression.

Question 3

Style: Formal or semi-formal

- Content:*
- 1 Give the report an appropriate title.
 - 2 Focus on one device; you can invent the brand and type of item if you wish; it doesn't have to be real.
 - 3 State the aim of the report in your introduction.
 - 4 In the main body:
 - dedicate a section to each of the bullet points provided in the question.
 - paraphrase the input text to give each section a concise heading.
 - make the two sections about the device's suitability for student needs, and its disadvantages, longer than the product description and cost sections.
 - 5 Summarise the main points in your concluding paragraph.

Question 4

Style: Semi-formal

- Content:
- 1 Open with the reason you are writing this review.
 - 2 State the title and author of the book you are recommending. (It can be made up.)
 - 3 Dedicate a paragraph each to the following points; use headings if you wish:
 - say what the book means to you / when you read it / how it made you feel.
 - continue by *illustrating* how the book affected you. Give specific examples along with your overview of the novel (the genre and a plot summary).
 - describe how and why the main characters are significant and memorable.
 - explain why you have confidence recommending this book to others. What is its universal appeal?
 - 4 Write a brief conclusion reiterating your main points.

29 the impression THAT (1) little had been (1)

30 to make an EXCEPTION (1) in Maria's (1)

▶▶ PART 5

- 31 B: '... most artificial reefs attract marine life in a more or less predictable sequence of events. First, ... Next come ... In time ...'
- 32 A: '... knows the attraction of artificial reefs for water sports enthusiasts, and the revenue and jobs thereby generated.'
- 33 D: 'If success is judged solely by an increase in harvest, then artificial reefs are pretty successful. But if those structures ... are pulling fish off natural reefs farther from the coast, they may actually be increasing the overfishing of species ...'
- 34 B: 'And for every metre of wire there was a metre of red tape, since artificial reefs must now be created in strict accordance with the US government's National Artificial Reef Plan.'
- 35 D: 'The ship landed upside down with one corner of her stern on the bottom and part of her bow above the waterline, ready to serve as a can opener to unsuspecting vessels.'
- 36 C: '... initially thought to be a good idea ... a win-win scheme that would liberate the nation's landfills of up to two million discarded tires to create a thriving marine habitat.'

▶▶ PART 6

- 37 D: Contribution A states 'In many of the games, a high degree of skill is involved'. Contributions B and C say there is little skill involved. Contribution D says 'I do recognise that gamers must practise hard to improve their skills.'
- 38 C: Contribution A states that they are not a gamer and there is no information to say they want to be one. Contribution B is already a gamer but states that they are not professional. Contribution D does not mention any desire to be a gamer. Contribution C, although saying that gamers are not athletes says 'I imagine if I played games long enough, I'd be able to win some money too.'
- 39 D: Contribution A mentions that not everybody has the skills to be a gamer but makes no comparison of ages. Contributions B and C do not mention any difference between older and younger players. Contribution D says 'It is true that skills for both gamers and athletes can diminish with age...'
- 40 A: Contribution B mentions tournaments but nothing about the size of audience. Contributions C and D do not mention tournaments or audiences. Contribution A says 'It's also interesting to note that there are now many international tournaments between gamers, or teams of gamers – these can attract massive audiences and even fill a stadium with spectators.'

▶▶ PART 7

- 41 C: Contrastive link between '... history of art tends to exist on the margins at most universities, the preserve of a few dedicated students' in the previous paragraph and 'Although it has a limited following, it is anything but insignificant in scope or academic rigour, however.'
- 42 F: Link between 'As Janice Burton, a former student at the Courtauld Institute ... explains' in the previous paragraph and 'Another recent history of art graduate, agrees ...'
- 43 E: Link between 'Natalia Mellor believes her subject is crucial for the development of public culture. "Our degree courses produce the museum directors of the future"' in the previous paragraph and 'In fact, anyone who wants to be

C1 ADVANCED

TEST 4

PAPER 3 Listening

▶▶ PART 1

1 B 2 C 3 A 4 A 5 C 6 B

▶▶ PART 2

7 enhance their story 8 emerge 9 (built-in) cameras
10 proved itself 11 (promptly) published 12 (compelling)
insights 13 solve (major) crimes 14 verified audio

▶▶ PART 3

15 C 16 A 17 B 18 B 19 A 20 D

▶▶ PART 4

21 G 22 E 23 H 24 A 25 C 26 D 27 H 28 F
29 E 30 B

C1 ADVANCED

TEST 5

PAPER 1 Reading and Use of English

▶▶ PART 1

1 B 2 D 3 C 4 A 5 B 6 D 7 B 8 A

▶▶ PART 2

9 if 10 Whether 11 without 12 No 13 hand 14 an
15 doing 16 at

▶▶ PART 3

17 numerous (noun to adjective) 18 chronologically (noun to adverb) 19 adulthood (noun to noun) 20 multiple (verb to adjective) 21 insignificant (noun to negative adjective) 22 impossible (noun to negative adjective) 23 honesty (adjective to noun) 24 unacceptable (verb to negative adjective)

▶▶ PART 4

25 we had/we'd (1) SET aside (1)
26 RESENTED being treated (1) as if / though (1)
27 everyone's / everybody's INTEREST (1) to cut down / if we cut down (1)
28 tell the DIFFERENCE (1) between the two (1)

seriously involved in museum and gallery curation needs to ensure they have a solid academic grounding ...'

- 44 A: Link between 'Jerome Hasler ... now works for a crisis management consultancy ... but history of art has still been very beneficial' in the previous paragraph and 'Burton concurs ... "history of art led me into writing, specifically journalism ..."
- 45 G: Link between 'she is interested in people who clearly have a passion for art and art history, rather than those who have traditional qualifications' in the previous paragraph and "'We try to look for someone who shows a demonstrable interest in the subject – but that doesn't mean they have to know reams about art history.'"
- 46 D: Link between 'How is the programme organised, particularly for newcomers to the subject as an academic discipline?' in the previous paragraph and "'If you've never formally studied the subject before, you start with a leveller course.'"

▶▶ PART 8

- 47 C: 'I don't really have the time or resources to stay abreast of all the developments in the way I should.'
- 48 D: 'There aren't many people with our expertise, so we're in demand.'
- 49 A: 'She feels no real desire to climb the career ladder.'
- 50 D: 'And it can be hard to switch to anything else – we're all aware of that' ... 'I'd like the chance to earn more, of course,' she says. 'But, like everyone who works in this sector, I know it's not going to happen.'
- 51 B: 'For some people, the idea of museum work still conjures up images of geeks in dusty archives detached from the real world,' she says. 'If they only knew!'
- 52 A: 'Dealing with school kids for a few years taught me how to communicate with groups, which serves me well here.'
- 53 C: 'Unlike some registrars, I'm in charge of the information management system.'
- 54 B: 'Networking is crucial,' she says. 'Not just with potential donors, but also with museum visitors, the press and colleagues from my museum and other institutions.'
- 55 A: 'It'd be nice if I could focus on the natural history collection, where I have real expertise,' she says.'
- 56 B: 'There's no traditional route into fundraising for museums and galleries ... You figure things out as you go along. It's not ideal.'

▶▶ PART 2 (suggested answers)

Question 2

Style: Formal

- Content: 1 Open the letter with *Dear Ms James*, (note comma).
2 State that you are writing to apply for the sales assistant vacancy.
3 Say where and when you saw it advertised.
4 Explain what makes you suitable for the post (one or two paragraphs):
 - emphasise that you are passionate about books.
 - mention any relevant work experience you have.
 - say that you work well as part of a team, and provide an example or two to illustrate this.
 - explain how you are organised and reliable, and demonstrate this with examples.
- 5 Say that your CV is enclosed and you can supply additional information if required.
6 State where and when you can be reached. Thank Ms James for her time.
7 Sign off with *Yours sincerely*, (name).

Question 3

Style: Semi-formal

- Content: 1 State why you are writing the proposal and give it a suitable title.
2 Provide some background information, for example, describe the available space.
3 Make one or two suggestions for the use of space (original ideas or from the text):
 - state what your recommendation is.
 - explain why this is a good use of the space.
 - give examples of how it will improve the property and benefit most residents.
 - use headings and/or lists to organise your points.
- 4 Make your suggestions in the main body. Use headings to organise your points.
5 Write a brief conclusion reiterating your idea and summarising your main points.

Question 4

Style: Formal or semi-formal

- Content: 1 State the purpose of the review in your introduction.
2 Name the brand and model of mobile phone you are reviewing (real or not).
3 Say whether or not you would recommend this product, and explain why:
 - list the key functions of the phone.
 - point out its best features, what you like about it.
 - talk about who this product would benefit or appeal to and why.
 - describe the worst features and any problems you've had with the phone.
 - explain how these issues have affected your user experience.
- 4 To conclude, restate your main points and whether you recommend this product.

C1 ADVANCED TEST 5

PAPER 2 Writing

▶▶ PART 1 (suggested answers)

Question 1

Style: Formal

- Content: 1 Explain the focus of the seminar discussion (reducing pollution in big cities).
2 Choose one of the provided points and expand, describing its importance. For example, you may think that stopping all non-electric vehicles from entering cities is more important than planting trees.
3 Choose your second point and explain the importance, giving examples.
4 State which of the points you think is *more* important and state why.
5 Conclude with a brief summary of the debate.

C1 ADVANCED
TEST 5

PAPER 3 Listening

▶▶ PART 1

1 C 2 B 3 B 4 C 5 A 6 B

▶▶ PART 2

7 conformity [in humans] 8 test of vision / vision test
9 match 10 wrong answer 11 agreed 12 private
13 smarter 14 correlated with

▶▶ PART 3

15 C 16 B 17 A 18 A 19 D 20 B

▶▶ PART 4

21 E 22 G 23 F 24 A 25 C 26 B 27 F 28 H
29 E 30 A

C1 ADVANCED
TEST 6

PAPER 1 Reading and Use of English

▶▶ PART 1

1 A 2 B 3 D 4 D 5 B 6 A 7 C 8 C

▶▶ PART 2

9 what 10 apart 11 neither/nor 12 spite 13 which
14 According 15 as 16 without

▶▶ PART 3

17 linguistically (noun to adverb) 18 inhabitants (verb to plural noun)
19 diversity (adjective to noun) 20 minorities (adjective to plural noun)
21 noticeable (verb/noun to adjective)
22 immigration (verb to noun) 23 overseas (noun to adjective)
24 enriched (adjective to verb in participle form)

▶▶ PART 4

25 can't be BOTHERED (1) to cook (1)
26 denied (ever) BEING (1) involved in (1)
27 on EARTH (1) did I never/didn't I think (1)
28 have been easy (1) to COME up (1)
29 David to (1) do/try his UTMOST to (1)
30 of ROOM for improvement (1) as far (1)

▶▶ PART 5

- 31 A: Incorrect. The local communities benefit from the charity's efforts, not money.
B: Incorrect. The charity's aid also helps the local community and the environment.
C: Correct. '...the charity, creates tangible benefits for the local communities in exchange for their help to protect local ecosystems and environments.'
D: Incorrect. Later, the text mentions that schoolchildren in the local area will benefit, but does not mention global benefits.
- 32 A: Correct. 'The lakes here are the only location in Europe where the Barrow's Goldeneye, a type of duck, comes to breed.'
B: Incorrect. The lake is regularly mined for rock.
C: Incorrect. The lake is in a volcanically active area, so unsafe.
D: Incorrect. The government has announced plans to expand mining, so the area is not ignored.

- 33 A: Incorrect. The schoolchildren are being taught how to preserve the lake, so have some knowledge of it.
B: Incorrect. There is no indication of the students' opinion of the equipment.
C: Incorrect. The students are being given the knowledge to help to preserve the lake.
D: Correct. 'It is likely that some of these young students will remain in the area and could be instrumental in continuing the preservation in the future.'
- 34 B: Incorrect. The writer describes the extinction rate as 'devastating'.
B: Correct. 'Some may question why it is necessary for a charity to focus solely on island preservation.'
C: Incorrect. The writer says that with a small disruption to the ecology, it will be devastating.
D: Incorrect. The writer says that due to island locations, many of the species found cannot be seen anywhere else in the world.
- 35 A: Incorrect. There is no mention of the women's involvement in saving the turtles.
B: Correct. 'These women make souvenirs for tourists so they can help to sustain their life on the island. What is important about the souvenirs is that they are made from washed-up debris from the sea, such as flip-flops, meaning that the sea is simultaneously being cleared of rubbish, which is then repurposed into souvenirs to help the local economy thrive.'
C: Incorrect. The women use flip-flops to make the souvenirs, not to sell them.
D: Incorrect. There is no information that the women talk to tourists about their home.
- 36 A: Incorrect. The article does not focus on just one island.
B: Incorrect. The article does not suggest people should donate to charities.
C: Correct. The main focus of the article is Seacology and how they are helping islands.
D: Incorrect. Although the article is about a different approach to conservation work, there is no evaluation of it.

▶▶ PART 6

- 37 D: On the environmental impact of reintroducing wolves, A says 'if ... they reduced red deer numbers and, consequently, stimulated greater biodiversity, this would be very positive. B says 'By preying on deer and other vegetation – destroying animals, wolves help create conditions for various tree and plant species to prosper, which then attracts a greater variety of wildlife.' C says '... wolves, if re-introduced, would keep the deer population down naturally, leading to re-forestation and greater biodiversity.' So, A, B and C all argue that the environmental impact would be positive. D, however, is concerned about what the impact would be: 'It is always difficult to know precisely what impact non-native species will have on a particular ecosystem, but in many instances ... huge damage has been caused.'
- 38 B: On public attitudes to the idea of reintroducing wolves, A says 'Most Scottish people ... question the sense in pursuing the idea.' B suggests many people have a similarly negative view: '... many sheep farmers horrified by the idea ... recreational walkers, climbers and fishing enthusiasts, most of whom would surely feel uncomfortable ...'
- 39 A: On the economic implications of reintroducing wolves, D says 'in many instances ... huge damage has been caused (by alien species), with considerable economic

consequences ...' A makes a similar point: 'Scotland also has limited economic resources, and the funds required to introduce and manage packs of wolves would be far better spent on maintaining and enhancing native species already present in the country.'

- 40 C: On Scotland's suitability as a place for reintroducing wolves, A says 'Scotland is a small country and keeping wolves away from its many livestock farms would be difficult. Scotland also has limited economic resources ...' B says 'Scotland is not ready for wolves.' D says 'the country's ecosystem has been transformed. To introduce wolves would effectively mean bringing in an alien species ... Why take a risk ...?' So, A, B and D all argue that Scotland is unsuitable. C, however, takes a different position: 'Comparative studies suggest that similar schemes would be eminently feasible in parts of Scotland.'

▶▶ PART 7

- 41 G: Link between 'Recent research by scientist Steve Sillett of Humboldt State University and his colleagues has confirmed that The President ranks as the second largest among all big trees that have ever been measured' in the previous paragraph and 'Sillett's team has surveyed quite a few.'
- 42 D: Link between 'A tree too is constrained by gravity, but not in the same way as a giraffe or a condor' in the previous paragraph and 'It doesn't need to move around, unlike them ...'
- 43 B: Link between 'Their thick bark is flame resistant' in the previous paragraph, and 'Ground fires, in fact, are good for sequoia populations, burning away competitors, ...'
- 44 F: Link between the details about the sequoia wood having little commercial value in the previous paragraph and 'Given the difficulties of dealing with six-metre-thick logs, broken or unbroken, the trees were hardly worth cutting.'
- 45 E: Link between 'Among the striking discoveries made by Sillett's team is that even the rate of growth of a big tree, not just its height or total volume, can increase during old age' in the previous paragraph and 'This finding contradicts a long-held premise in forest ecology – that wood production declines in the latter years of a tree's life.'
- 46 A: Link between 'Sillett's group put a line over The President's crown, rigged climbing ropes ... started to climb' in the previous paragraph and 'As they did so, they measured the trunk at different heights ...'

▶▶ PART 8

- 47 C: 'I had tutors who treated me as though I could make sense of everything they knew about science ... There was never any sense of being talked down to, for which I am very grateful.'
- 48 D: 'I took sciences at school, not because I excelled at them, but because I was hopeless at the arts and humanities.'
- 49 B: 'It was years before something fundamental really sank in – that science is about a method as much as facts.'
- 50 A: 'The idea that the books surrounding me contain the work of generations of scientists ... fills me with awe and optimism.'
- 51 D: '... the spur for me going into science, rather than some inspirational educator – if only it had been, my route would have been less circuitous ...'
- 52 C: 'It offered a sense of certainty that the world can not only be understood, but also enhanced.'

- 53 A: 'One of the most striking things about science at school ... was having to suspend my disbelief ... from the everyday world to that of atoms, molecules, proteins and cells – a world in many ways more fantastical than works of fiction.'
- 54 C: 'The one thing I regret was that practical experimentation seldom featured, certainly at school ... scientific theory is nothing, unless backed up by experimental evidence.'
- 55 A: 'I left a thriving practice to pursue these questions.'
- 56 B: 'When it became clear that ... I was set on going to university, and wouldn't be contributing to the family budget anytime soon, I faced considerable suspicion and resentment.'

C1 ADVANCED TEST 6

PAPER 2 Writing

▶▶ PART 1 (suggested answers)

Question 1

Style: Formal

- Content: 1 Provide an overview of the topic (getting involved in the local community).
2 Pick one of the points given and expand by giving examples. For example, you may think that volunteering would be good for young people.
3 Pick a second viewpoint, giving examples of why this is important.
4 State which of the views you think is *more* important, giving reasons why.
5 Conclude with a brief summary of the issue.

▶▶ PART 2 (suggested answers)

Question 2

Style: Formal

- Content: 1 Open the letter with a formal greeting.
2 First paragraph:
- invent a date for the visit and thank her for having you as a guest.
- say what the visit meant to you.
3 Second paragraph: talk about the three managers you met. Express your gratitude for their time.
4 Third paragraph:
- reiterate how you benefited from the visit.
- say something about the company as a whole and/or their area of work and why it interests you.
- thank the vice-president one last time.
5 Sign off with *Yours sincerely*, since you have used the person's name.

Question 3

Style: Formal or semi-formal

- Content: 1 Think of a suitable title for the report. Also make up a name for the town.
2 Explain why you are writing the report.
3 Decide how you want to organise the document, for example:
- general attractions in the town.
- categories of entertainment: art, culture, historical interest, nightlife, etc.
- use appropriate headings for each section and bulleted lists for grouped points.
4 Summarise the main points in your concluding

paragraph.
(See page 203 for a model answer to this question.)

Question 4

Style: Formal or semi-formal

- Content:*
- 1 First of all, invent details about the restaurant:
 - what is it called and where is it?
 - what type of food does it serve and is it expensive, moderate or inexpensive?
 - 2 Introduction:
 - state when you dined there and who with.
 - give your overall impression of the place from when your first walked in.
 - 3 Main body:
 - make some comments about the menu in general.
 - describe some of the dishes you ordered; say what was good and bad about them.
 - describe the quality of the service.
 - comment on the cost/value for money.
 - 4 Conclusion: say whether or not your experience there was a good one, and state whether or not you would recommend it to others; reiterating why.

24 recognisable (verb to adjective)

▶▶ PART 4

- 25 insisted (1) on paying (1)
26 didn't make (1) a good impression (1) on
27 have had (1) to put off (1)
28 have (1) my windows replaced (1)
29 flight (1) is scheduled (1) to take (1)
30 except (1) to go to the (1)

▶▶ PART 5

- 31 A: Correct. The text says '...travellers could soon be seeing fewer human workers at airports all over the world.'
B: Incorrect. According to the text, the only human workers would be at customs.
C: Incorrect. In paragraph 2, the text states that a parking monitor checks for unauthorised parking.
D: Incorrect. The robots and automated systems are being tested – not travellers.
- 32 A: Incorrect. The parking robot travels outside the terminal building.
B: Incorrect. The parking robot cannot give fines to drivers.
C: Incorrect. The robot is being tested, so there is no mention of success or failure.
D: Correct. The text states 'If it comes across a car parked in an unauthorised spot, it will stop and flash the words 'No Parking' on its screen.'
- 33 A: Incorrect. It is detected by cameras, but there is no mention of a photograph being taken or logging in a book.
B: Correct. The text states 'Once a plane lands, its presence is automatically detected by smart technology and cameras which then identify which flight it is.'
C: Incorrect. There is no mention of how the plane arrives at the gate.
D: Incorrect. There is no mention of the pilot talking to the control tower.
- 34 A: Incorrect. The text describes a problem at one UK airport, not the whole UK.
B: Incorrect. British Airways spent a lot of money on technology, but there is no recommendation that all airports should do the same.
C: Correct. The text states '...you'll be reminded that technology doesn't always work when you want it to.'
D: Incorrect. There was a problem with the baggage technology, but there is no recommendation for it to be scrapped.
- 35 A: Incorrect. The text states that Heathrow needs to catch up with the technology of Changi.
B: Incorrect. There is no mention that Changi airport is having difficulty with its new technology.
C: Correct. The text states 'The Singaporean airport seems to be leading the charge, with automated immigration gates that utilise face scanning and thumb print technology, although this can be seen at other airports too.'
D: Incorrect. The airport now has cleaning machines instead of cleaning staff.
- 36 A: Incorrect. The text states that airports need to implement new technology.
B: Correct. The text states 'To compensate staff for the loss of jobs, airports might need to reassign existing staff to areas within the company that do require the human touch.'
C: Incorrect. The text states that there are some jobs that require the 'human touch'.

C1 ADVANCED TEST 6

PAPER 3 Listening

▶▶ PART 1

1 B 2 C 3 A 4 B 5 C 6 B

▶▶ PART 2

7 big suppliers 8 sustainable 9 direct competition
10 demands 11 impressive 12 do not stock 13 increase awareness
14 practical

▶▶ PART 3

15 C 16 A 17 D 18 C 19 C 20 B

▶▶ PART 4

21 F 22 H 23 A 24 D 25 C 26 D 27 H 28 B
29 G 30 C

C1 ADVANCED TEST 7

PAPER 1 Reading and Use of English

▶▶ PART 1

1 D 2 A 3 C 4 D 5 B 6 C 7 B 8 C

▶▶ PART 2

9 of 10 last 11 no 12 less
13 most 14 on 15 them 16 to

▶▶ PART 3

- 17 iconic (noun to adjective)
18 unbroken (verb to negative adjective)
19 revolutionary (verb to adjective)
20 unprecedented (verb to negative adjective)
21 duration (adverb to noun)
22 regrettably (verb to adverb)
23 inhospitable (noun to negative adjective)

D: Incorrect. The text does not mention in-flight technology.

▶▶ PART 6

- 37 C: Contribution B says that the exception should be for electric cars. Contribution A believes that all car parks should be free. Contribution D wants equality across the country. Contribution C says 'I don't think charges should be applied everywhere. Take, for example, hospital car parks. It seems wrong to me that patients and their visitors should have to pay for parking when they're going to a hospital.'
- 38 A: Contribution B only discusses tax. Contribution C suggests that hospitals need to charge to make up a governmental shortfall. Contribution D mentions that councils need to charge for parking. Contribution A says 'I think we pay too much to the government as it is and I think they waste a lot of our taxes on unnecessary policies and outrageous development plans.'
- 39 C: Contribution A thinks nobody should have to pay. Contribution B only thinks people who drive electric cars should be exempt. Contribution D believes that companies should charge for parking but doesn't mention employees. Contribution C says 'I would suggest that hospitals forego parking charges at their premises. If not for patients and visitors, then at least for the staff working there.'
- 40 D: Contribution A thinks car parks should be free. Contribution B doesn't mention equality of charges. Contribution C only thinks that visitors to hospitals and hospital staff should be exempt. Contribution D says 'I think there should be national equality though, with charges being the same in one city and then differentiated according to local average salary.'

▶▶ PART 7

- 41 B: Link between 'The most common method of communication is through sign language.' and 'Sign language is a combination of gestures, including body language and facial expressions ...' and '... the definitive history of the language's development in these different directions is difficult to pinpoint.' and 'There is some evidence to suggest that Native Americans used gestures to communicate with different tribes and to allow trade to take place with European visitors.'
- 42 G: Link between '... the first known person to whom sign language is accredited is a Benedictine monk living in sixteenth century Spain.' and 'Pedro Ponce de León, ...' and 'Another Spaniard, Juan Pablo Bonet, ...'
- 43 A: Link between Spanish beginnings and 'Due to these early developments in Spain, more recent evidence suggests progress in other European countries was also made.' and mention of de l'Épée in both paragraphs.
- 44 E: Link between '... a minister travelled from America to France to learn under de l'Épée's tutelage.' and 'Just five years after the breakthrough in France, 1760 saw the first school for the deaf open in the United Kingdom' and 'Although sign language in the UK was experiencing a golden age...'
- 45 C: Link between 'This did not mean, however, that sign language did not continue in the homes of many deaf families.' and 'Families of deaf parents and children were later given governmental backing ...' and '... learn the standardised variations of sign language in a rigid educational institution instead of learning informally from their parents, extended families and wider community.' and 'Even though the 1944 Act was passed ...'

- 46 F: Link between '... the actual method of sign language was misunderstood as just something you do with your hands.' and 'Awareness of sign language came to the fore from the 1970s ...'

▶▶ PART 8

- 47 B: 'There are downsides to the job, naturally, but I think the positives outweigh the negatives.'
- 48 D: 'The Barnes have been farming for many generations, so it was pretty obvious that I would carry on the tradition.'
- 49 A: 'In order to keep these species from extinction, we need places like zoos, purely for the animals' sakes.'
- 50 B: 'I work in a city veterinary surgery, so that means we see a lot of household pets including hamsters, cats and dogs.'
- 51 C: 'In my area of work, I see a wide variety of different dogs, ...'
- 52 B: 'It wasn't easy getting here though. Studying to become a vet was a tricky road and took quite a few years, so I was thrilled to pass all my final exams a couple of years ago.'
- 53 D: 'I enjoy farming, but as I'm getting older, I don't appreciate the early wake up calls anymore and I'm looking forward to retirement.'
- 54 A: 'We try to have as little physical contact with the animals as possible so they can remain wild animals, but keeping a distance is also for our own protection.'
- 55 C: 'All the while, Sally has been with me – I've been keeping her in check and she does the same for me!'
- 56 D: 'The way that we farm has changed unbelievably over the years, so that my ancestors wouldn't have a clue how to work on our farm today.'

C1 ADVANCED TEST 7

PAPER 2 Writing

▶▶ PART 1 (suggested answers)

Question 1

Style: Formal

- Content: 1 Explain what the point of the essay is (keeping employees).
2 Choose *two* of the methods listed and expand on them giving evidence to support your claims. For example, you may think that extended holidays would be more effective than an increase in salary.
3 State which of the two methods are *more* important for employees and state your reasons.
4 Conclude with a brief summary of the issue.

▶▶ PART 2 (suggested answers)

Question 2

Style: Formal

- Content: 1 Open with a suitable greeting.
2 First paragraph: State your interest in the role and say why you would like to volunteer at the nursing home.
3 State your skills and why this would make you a suitable candidate for the position.
4 Give your contact details.
5 Sign off with a suitable closing expression.

Question 3

Style: Formal or semi-formal

- Content: 1 Give the proposal a suitable title.
2 In your introduction, state the aim of your proposal.

- 3 State why your proposal would be a good idea and give at least one benefit.
- 4 Explain how the system would work.
- 5 In your conclusion, restate your idea and summarise why you think it is a good idea.

Question 4

Style: Semi-formal or informal

Content: 1 Give the review a suitable title.

- 2 Introduction: State the event you are reviewing as well as where and when it took place.
- 3 Main body: give an overall description of the event and an overall opinion of it:
 - decide whether to describe the children's dance, individual dancers and/or the group finale.
- 4 Conclusion: state how successful the overall event was and suggest at least one area for improvement.

24 assessment (verb to noun)

▶▶ PART 4

- 25 knew/had known (1) nothing (at all) about (1)
 26 are bound (1) to be (1)
 27 can't stand (1) making (1)
 28 to her (1) surprise (1)
 29 being given (1) the sack / being sacked (1)
 30 to my own (1) devices (1)

▶▶ PART 5

- 31 A: Correct. The text says 'Not an accurate representation of life as we know it...'
 B: Incorrect. The text claims the painting is famous.
 C: Incorrect. The text describes objects which are melting and due to the unreality of the objects, it is far from mundane.
 D: Incorrect. The text describes that there are ants within the painting.
- 32 A: Incorrect. The text states that surrealism is a 'twentieth century concept'.
 B: Incorrect. The text states there are many well-known surrealists, such as Picasso, Kahlo and Magritte.
 C: Correct. The text says '... rejected the conventions of the everyday and instead focused on placing value on dreams and the unconscious.'
 D: Incorrect. According to the text, Dalí believed he embodied surrealism, but the concept was not embodied by just one artist.
- 33 A: Incorrect. The text states that both of Dalí's parents recognised his talent.
 B: Incorrect. The text states that Dalí was sent to at least one art school.
 C: Incorrect. Although the text mentions that Dalí's mother was indulgent, there is no mention that she influenced his work.
 D: Correct. The text says 'Dalí had a troubled childhood, dominated by strict rules and severe punishment from his father to his indulgent mother...'
- 34 A: Correct. The text says '... permanently expelled from an art academy in Madrid; the reason for the latter being that he declared that no staff member was competent enough to examine his work.'
 B: Incorrect. Although Dalí visited Paris and was inspired by them, there is no evidence to suggest he was *too* influenced by them.
 C: Incorrect. Although he may have had no respect for his teachers, his peers included the artists in Paris, and he was inspired by them.
 D: Incorrect. The text mentions that he met intellectuals in Paris, but does not assess Dalí's intellect.
- 35 A: Incorrect. He was expelled from the surrealist movement in 1934, but continued to paint.
 B: Incorrect. His contemporaries wanted Dalí to go against the government, but he did not do so.
 C: Incorrect. He was expelled from the surrealist movement, so could not have been made head.
 D: Correct. The text says 'It was claimed by critics that Dalí was becoming better known for his eccentric personality and choice of garments than his work.'
- 36 A: Incorrect. Dalí was injured in a fire, but this was after he stopped painting.
 B: Correct. The text says '... he had to stop painting due to a disorder which caused his hands to shake and tremble.'

C1 ADVANCED TEST 7

PAPER 3 Listening

▶▶ PART 1

1 B 2 A 3 C 4 A 5 C 6 B

▶▶ PART 2

7 southern hemisphere 8 hunter 9 dogs
 10 noticeable object 11 dog days 12 started flooding / flooded
 13 winter months 14 south-west

▶▶ PART 3

15 C 16 A 17 D 18 B 19 B 20 C

▶▶ PART 4

Task One

21 D 22 E 23 H 24 C 25 F

Task Two

26 G 27 B 28 D 29 A 30 C

C1 ADVANCED TEST 8

PAPER 1 Reading and Use of English

▶▶ PART 1

1 C 2 A 3 A 4 D 5 D 6 B 7 C 8 B

▶▶ PART 2

9 not 10 why 11 out 12 in
 13 of 14 into 15 to 16 over

▶▶ PART 3

- 17 interchangeably (verb to adverb)
 18 investigating (verb to gerund verb)
 19 intentions (verb to plural noun)
 20 additional (verb to adjective)
 21 rehabilitation (verb to noun)
 22 dissimilar (adjective to negative adjective)
 23 unlikely (verb to negative adjective)

- C: Incorrect. Dalí did want to open a museum, but this did not stop him painting.
- D: Incorrect. Dalí was confined to a wheelchair after the fire, but he had already stopped painting.

▶▶ PART 6

- 37 D: Contribution C's opinion is '... There are always jobs around ...'. Both Contributions A and B do not mention the availability of jobs. Contribution D states 'I think the opportunities are out there, but maybe people aren't being told to look in the right places ...'
- 38 B: Contribution A only discusses the government giving people money. Contribution C says that people should be entitled to some benefits. Contribution D states that people might need different forms of help, rather than money. Contribution B says 'Besides, when it all comes down to it isn't it people's money, not the government's, so if someone is having a hard time finding work, it makes sense that they should get some of their tax money back.'
- 39 A: Contribution B blames the minority of jobseekers who abuse the system. Contribution C blames the mentality of some jobseekers for not finding a job. Contribution D also considers those who take advantage of the system. Contribution A says 'In some cases, it isn't the fault of the jobless that they are unemployed and the government has a responsibility to all its citizens ...'
- 40 D: Contribution A mentions that it is difficult to get back to work, but doesn't mention self-esteem or confidence. Contribution B considers that people need a safety net to fall back on. Contribution C does not mention mentality. Contribution D says '... there needs to be a range of courses available to help people regain their confidence or to enhance their skillset so they have more opportunities.'

▶▶ PART 7

- 41 D: Link between 'So why should it [creativity] be taught in schools?' and 'Experts believe that creativity is just one psychological tool which is crucial, not only for academic success, but for life in today's workplace and this is why it should have a prime place in the curriculum.'
- 42 B: Link between 'By allowing them to use their imagination, teachers are enabling students to motivate themselves to achieve more.' and 'As a direct consequence of increased motivation ...' and '... leading to even more success ...' and 'Being successful gives one a sense of enjoyment ...'
- 43 F: Link between 'But where does this lead us to in terms of what we should be doing in the classroom?' and 'There are many different ways of fostering creativity in the classroom ...' and 'This would encourage teacher creativity and expose students to a new way of learning.' and 'New teaching methods are...'
- 44 C: Link between '... there are just as many variations to help light that creative spark.' and 'One of the best ways of helping students be creative ...' and 'therefore enhancing the pleasure they can in it.' and 'In addition to increasing the level of enjoyment ...'
- 45 A: Link between '... it is vital that students know the difference between creativity and the skills need to pass exams.' and 'This is not to say that studying for exams cannot be a creative process.' and 'Not only is this giving them control over their learning, but it is also encouraging teamwork.' and 'Encouraging students to work together can be an extremely effective way ...'
- 46 E: Link between '... they can work together to solve it and

improve their negotiation and leadership skills in the process.' and 'As well as allowing us to work together more effectively, creativity affords further benefits such as reducing our stress and anxiety levels.' and '... giving students the opportunity to lower their stress levels is, therefore, as important as ever.' and 'What is of greatest importance, however, is the opportunity for students to be able to use their creativity in useful, meaningful activities.'

▶▶ PART 8

- 47 C: 'I think that we will be seeing driverless cars on the roads fairly soon because the technology is being developed right now and we are seeing more advanced cars already.'
- 48 B: '... it is too unreliable to be safe. Due to its complicated systems, it is more than likely that it will suffer some kind of malfunction causing unknown problems.'
- 49 B: 'I don't like the idea of it and I definitely won't be looking to purchase one.'
- 50 A: 'However, I don't think that there should be driverless cars while there are still regular vehicles on the road too.'
- 51 D: 'I'm not convinced that using technology in this way would be economically and financially beneficial for the country.'
- 52 A: 'I'm not even sure that driverless cars will actually exist in the future - I think it is just a pipe dream.'
- 53 A: 'My elderly mother, who has never driven because of her eyesight, would be able to get around without having to rely on other people to take her places.'
- 54 C: 'You can get cars that park themselves, automatically and that has seen some great benefits.'
- 55 D: 'Surely we need to be spending our money on more environmental issues instead of this kind of technology.'
- 56 D: 'And who's to stop children from climbing into a vehicle and driving off in it?'

C1 ADVANCED TEST 8

PAPER 2 Writing

▶▶ PART 1 (suggested answers)

Question 1

Style: Formal

- Content: 1 Explain what the proposal is (helping young people get ready for their careers).
- 2 Choose *two* of the points and expand on them. Remember to support your claims. For example, you may think that visiting companies is more important than workplace skills training.
- 3 Decide which of the two points is *more* important to consider and give reasons why you think this.
- 4 Conclude with a brief summary of the issue.

▶▶ PART 2 (suggested answers)

Question 2

Style: Informal

- Content: 1 Open with a suitable greeting.
- 2 Explain the problem to your friend.
- 3 Describe the first job offer; expand on the notes.
- 4 Describe the second job offer; expand on the notes.
- 5 Ask your friend for some advice.
- 6 Sign off with a suitable closing expression.