

PAPER 1 Reading and Use of English

PAPER 2 Writing
PAPER 3 Listening
PAPER 4 Speaking

Part 1
Part 2
Part 3
Part 4
Part 5
Part 6
Part 7
Part 8

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A scan B glance C view D spot

0	A	B	C	D
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Essential tips

- ▶ Part 1 of the Reading and Use of English paper tests your awareness of vocabulary.
- ▶ Read the whole text to get a general idea of the subject.
- ▶ There is only one correct answer for each question, and it must fit in the sentence and also the meaning of the whole text.
- ▶ The gapped word may be part of a collocation (two words that are frequently combined – e.g. *make progress*), a phrasal verb or an expression, or it may just be the only suitable word for the specific context.
- ▶ Look carefully at the words before and after each gap. For example, sometimes only one option is correct because of a preposition that follows the gap.

Question 2: All four options fit the gap in terms of their meaning but only one option is followed by the preposition *on*.

Question 4: This is an example of a collocation. Only one option goes with *forbidden*.

Question 5: Which of these phrasal verbs means 'to cause something new to happen'?

Question 8: This is an example of an item where the answer depends on the grammatical structure that comes after. Only one of the options can be followed by an infinitive – *to have lost* – in this sentence.

A Stone-Age restaurant

At first (0), Berlin's Sauvage restaurant looks much like many other fashionable eateries. But look closely and you'll discover that it offers an unusual experience (1) Paleolithic (or Stone-Age) food.

Diners sit at candle-lit tables and eat meals (2) on the dietary habits of our prehistoric (3) who lived between two million and 200,000 years ago. The food includes unprocessed fruit, vegetables, meat, fish, eggs, nuts and seeds, but sugar, bread, rice and dairy products are (4) forbidden, as they were unavailable to Stone Age hunter-gatherers.

The restaurant's owners insist that the 'Paleo diet' (5) greater energy levels, increased muscle mass and clearer skin. 'Many people think this diet is just a passing fashion, but it's a world-wide (6),', says one. It is probably strongest in the USA where thousands of people have apparently gone 'Paleo'. One of the best-known people to (7) the caveman cuisine is the veteran pop singer, Tom Jones, who (8) to have lost more than ten kilos after switching to it.

- | | | | |
|------------------|---------------|----------------|----------------|
| 1 A consisting | B starring | C highlighting | D featuring |
| 2 A based | B linked | C derived | D inspired |
| 3 A founders | B originators | C ancestors | D pioneers |
| 4 A tightly | B precisely | C extremely | D strictly |
| 5 A brings about | B sets up | C pulls out | D follows with |
| 6 A situation | B phenomenon | C circumstance | D incident |
| 7 A enter | B adopt | C assume | D exert |
| 8 A asserts | B maintains | C claims | D states |

PAPER 1 Reading and Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1

Part 2

Part 3

Part 4

Part 5

Part 6

Part 7

Part 8

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

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

Example: 0 O F

Body language – do we really understand it?

Newspapers accuse a well-known footballer (0) anti-social behaviour in a night club. His manager makes a public statement in (9) he asserts that the young man is innocent. When asked (10) makes him so sure, the manager says 'he looked me straight in the eye when he told me.'

Can we really know (11) or not someone is telling the truth just by looking in their eyes? Psychologist Robert James is far (12) convinced. '(13) and large, maintaining eye contact is something liars do because eye movements are fairly easy to control.'

Communications expert Becky Rhodes shares his scepticism. 'Body language clues are never precise (14) to rely on with absolute confidence,' she says. She illustrates this by describing the 'Othello error', named (15) Shakespeare's tragic character who claims his wife has been deceiving him and then interprets her shocked reaction (16) guilt. 'Personally, the minute I see a security guard watching me in a shop, I start looking guilty, so my body language definitely doesn't reflect the truth about me.'

Essential tips

- ▶ Part 2 of the Reading and Use of English paper tests your awareness of grammar and common expressions, and your ability to use these words correctly.
- ▶ Read the whole text to get a general idea of the subject.
- ▶ Most of the gaps need grammatical words. Decide which type of word each gap needs. These could include: prepositions (e.g. *of, in*), articles (*a, the*), pronouns (*they, it, them*), relative pronouns (*who, which*), conjunctions (*and, so*), parts of verbs (*be, been*), modal verbs (*might, must*), particles of phrasal verbs (*look through, look into*), parts of phrases (*in order to*).
- ▶ The gap will probably not need a topic word. For example, in the phrase *she might have known*, *known* would not be gapped, but *she* or *might* or *have* could be.
- ▶ Sometimes more than one answer is possible. For example, if *may* is possible, *might* and *could* are often possible too. So, don't worry if you can think of more than one answer, just choose one.
- ▶ The word you choose must fit the meaning of the text as a whole. So, when you complete the task, read the whole text to see if it all makes sense.

Question 9: A relative pronoun is needed here. Which one can follow a preposition?

Question 11: Look at the whole sentence, and particularly at this part of the question: *can we know ... or not someone is telling the truth?* Which word often follows *know* in questions?

Question 12: Look at the whole of the second paragraph. The psychologist does not believe the manager was right. Which word fits *far ... convinced* to express this idea?

Question 13: This is a linking phrase which means 'in general'. You need a preposition to complete it.

PAPER 1 Reading and Use of English

PAPER 2 Writing
PAPER 3 Listening
PAPER 4 Speaking

Part 1
Part 2
Part 3
Part 4
Part 5
Part 6
Part 7
Part 8

Essential tips

- ▶ Read through the text first for general understanding.
- ▶ Remember that the gapped word or words will often be part of a collocation or a fixed phrase.
- ▶ Check the words on each side of the gap carefully. Often, the options have very similar meanings but only one is correct because of a word (e.g. a particular verb) before the gap or another word (e.g. a preposition) after it.
- ▶ Remember to read the whole text through again when you have completed the task to check whether it makes sense.

Question 1: Which verb often goes with *it* to mean 'be successful'?

Question 3: The idiom *to go to any ... to do something* means to make a big effort to achieve something, including taking extreme or unusual steps. Which word completes the idiom?

Question 5: All four words can form phrases with *in*. However, three of them express the idea of a series of things, but only one expresses the idea of the result of a series of things. The result here is boosted sales.

Question 7: We often use one of these adjectives to describe something abstract like an aim or an idea which is difficult to define or achieve. This is the meaning here. The other words are used to describe places that are hard to reach or things that are hard to see.

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A presents B appears C springs D lands

0	A	B	C	D
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Word-of-mouth success – what publishers dream of

'Word of mouth', a phrase that first (0) in Shakespeare's play *Twelfth Night*, is the kind of publicity all publishers want for their books. Positive reviews are useful, but it's only when lots of people start talking about a book that it really (1) it sales-wise. Word of mouth is what (2) behind the initial success of JK Rowling's Harry Potter books, for example.

Some publishers will go to any (3) to stimulate the phenomenon. Years ago, one company paid its own staff to read books published by the company whenever they travelled on public transport. The thinking was that the bright yellow covers would (4) and become the subject of casual conversations among passengers, which would in (5) boost sales.

With the (6) of social networking, creating word of mouth has almost become a science. However, despite Twitter, Facebook and the rest, publishers still find it as difficult as ever to generate that (7) thing, a viral conversation about a new book that persuades lots of people to buy it. It still seems to be unclear what the (8) to achieving word of mouth is.

- | | | | |
|--------------|------------|-------------|------------|
| 1 A pushes | B hits | C makes | D gets |
| 2 A formed | B ran | C rested | D lay |
| 3 A lengths | B extents | C terms | D measures |
| 4 A show off | B stick up | C stand out | D shine on |
| 5 A order | B turn | C line | D sequence |
| 6 A advent | B entrance | C outset | D opening |
| 7 A remote | B isolated | C hidden | D elusive |
| 8 A root | B key | C base | D guide |

PAPER 1 Reading and
Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1

Part 2

Part 3

Part 4

Part 5

Part 6

Part 7

Part 8

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

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

Example: 0 I N

Essential tips

- ▶ Read the text quickly for general meaning.
- ▶ Remember that the gapped words will be structural items like articles, pronouns, prepositions and linkers. A few may form part of common expressions.
- ▶ Read the whole sentence to see whether the word you need is part of a longer or parallel structure like *either ... or* or *on the one hand ... on the other hand*.
- ▶ Remember that there could be more than one correct answer. But you should write one word only in the gap.

Question 9: From the whole text, we learn that our knowledge of deep-sea corals is still limited, but scientists are trying to find out more about them. Can you think of a two-word phrase as ..., which means 'so far' or 'up to this point in time'?

Question 11: Gaps at the beginning of sentences can often look difficult to fill. The best approach is to look carefully at the previous sentence or the whole sentence that follows the gap, or both. In this case, look carefully at what comes after it. The text tells us that previously Rhian could only study the corals using robotic submarines, but now she is able to dive in the Alaskan fjords. Which word can go with *recently* to give the idea of 'previously'?

Question 13: This is an example of a longer, parallel structure: ... only, ... but ...

Question 16: Can you think of a common structural word to complete an expression that means 'almost impossible'?

Ice water diver

Rhian Waller is a marine biologist with a special interest (0) deep-sea corals. She admits that, as (9), little is known about these corals because they are very hard to reach, 1000 metres below the ocean's surface. However, (10) is known is that they are being damaged by fishing nets, and research is needed to support conservation work.

(11) recently, Rhian had only been able to study the corals through film sent from robotic submarines, but then some were discovered in Alaskan fjords that were shallow (12) to dive in. This was a wonderful opportunity, but two problems faced Rhian initially: (13) only was the water in the fjords scarcely above freezing, but she had never actually dived before.

She describes the experience as 'intense'. Within five minutes (14) being in the water, her head and hands were completely numb, and she often had (15) poor visibility she couldn't even see her own elbow. Despite the extreme conditions, however, Rhian's team were able to gather data on the corals of a kind that is (16) but impossible in the deep ocean.

PAPER 1 Reading and Use of English

PAPER 2 Writing
PAPER 3 Listening
PAPER 4 Speaking

Part 1
Part 2
Part 3
Part 4
Part 5
Part 6
Part 7
Part 8

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A view B survey C outline D inquiry

0	A	B	C	D
---	---	---	---	---

Essential tips

- ▶ Read through the text quickly first.
- ▶ Remember that only one option is correct for each gap. It needs to fit in the sentence and also with the meaning of the whole text.
- ▶ Look carefully at the words before and after each gap. For example, sometimes only one option is correct because of a preposition that follows the gap.
- ▶ When you have completed all the gaps, read through the text again to check that it makes sense.

Question 1: This is a phrase which means 'just about to do something'.

Question 2: Look at the words following the gap. Which adverb is likely to collocate with *long*?

Question 3: Which of these phrasal verbs means 'it was discovered that'?

Question 4: All four options could be used to start a sentence. However, three of them either have the wrong meaning or need to be followed by a preposition.

Finding new species

A group of scientists recently conducted a biodiversity (0) of a tropical forest in Suriname, Latin America. One day, a local guide caught a large catfish, and was on the (1) of cutting it up for cooking when two of the scientists intervened. They had noticed that the creature had (2) long spines, probably to protect it from predators. It (3) out to be an undiscovered species. (4) any catfish in reference books, the as yet unnamed fish was one of 46 candidates for new species status that the scientists found during their visit.

In the 1730s, Swedish botanist Carl Linnaeus (5) rules for classifying species, the most basic biological (6): since then, scientists have catalogued more than 1.7 million species, but it is thought that there may be as many as 8.7 million on earth. Figures for different groups of animals have been (7) and most mammal, birds and reptiles are believed to have been discovered. Fish, shellfish and spiders, however, are a different story, and literally millions of species of insects (8) for future generations to discover.

- | | | | |
|---------------|------------|--------------|-----------------|
| 1 A edge | B line | C verge | D border |
| 2 A intensely | B utterly | C highly | D exceptionally |
| 3 A turned | B came | C carried | D gave |
| 4 A Opposite | B Unlike | C Contrary | D Distinct |
| 5 A laid on | B set out | C fixed up | D put through |
| 6 A category | B section | C department | D version |
| 7 A accounted | B composed | C compiled | D joined |
| 8 A stay | B endure | C persist | D remain |

PAPER 1 Reading and Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1

Part 2

Part 3

Part 4

Part 5

Part 6

Part 7

Part 8

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

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

Example: 0 T H E

Why you forgot what you came into the room for

The brain may be (0) least understood organ in the human body. It guides everything we do, but every (9) often it lets us down. One annoying, if (10) exactly life-threatening, example of this is when you walk into a room, (11) to realise you have forgotten what your reason for going there was. Why is (12) an incredibly powerful organ as the brain unable to remind us of something that simple?

(13) spent many years investigating the brain, scientist Gabriel Radvansky thinks he has an answer. He has conducted numerous experiments in (14) participants' memories were tested after crossing a room or exiting through a doorway. Invariably, passing through a doorway resulted (15) more memory errors. Radvansky refers to what happens as an 'event boundary' in the brain. As (16) as the brain is concerned, a doorway is a boundary between one event, or experience, and another. The brain files away all information about the first event, and focuses on the second, the new room; this makes it hard to recall a decision made in a previous room.

Essential tips

- ▶ Read the whole text quickly.
- ▶ Most of the gaps need grammatical words. Decide which type of word each gap needs. These could include: prepositions (e.g. *of, in*), articles (e.g. *a, the*), pronouns (e.g. *they, it, them, theirs*), relative pronouns (e.g. *who, which*), conjunctions (e.g. *and, so*), parts of verbs (e.g. *be, been*), modal verbs (e.g. *might, must*), particles of phrasal verbs (e.g. *look through, look into*), parts of phrases (e.g. *in order to*).
- ▶ The gap will probably not need a topic word. For example, in the phrase *if only he had known about, known* would not be gapped, but *if, only, he, had* or *about* could be.
- ▶ Remember that the word you choose must fit the meaning of the whole text, not just a few words before and after a gap. Read the complete text to see if it makes sense.

Question 10: Look at the whole sentence here. Is it 'life-threatening' to forget why you have entered a room? Thinking about this question should lead you to the missing word.

Question 11: This is a phrase, ... *to do something*, used to describe something that happens immediately afterwards and causes surprise or disappointment.

Question 12: Look carefully at the structure of the whole sentence following the gap. Why is the word *as* there?

Question 13: If you can't think of a suitable word here, it may help to try thinking of a phrase that makes sense. In this case, *Because he has* would fit the sentence. In written English, phrases like *because he has, after he had, when he had* are often replaced by a particular form of an auxiliary verb before a past participle – auxiliary verb + *spent*.

PAPER 1 Reading and Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1

Part 2

Part 3

Part 4

Part 5

Part 6

Part 7

Part 8

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A uncovering B excavating C unearthing D exposing

0	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
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The world's oldest pots

While (0) in Xianrendong Cave in south-east China recently, archaeologists discovered the oldest fragments of pottery ever found. These pieces of clay pots have been (1) back 20,000 years to a time when many parts of the earth were covered by huge ice sheets. At this time, food was relatively (2) Fat, an important (3) of energy was hard to (4) by, so cooking was essential to (5) energy from various food sources such as potatoes and meat. Marrow found in animal bones is very (6) in fat, and archaeologists believe the cave dwellers may have cooked bones to obtain it. There is also some evidence that they cooked other food items like shellfish.

One important (7) of the pottery found in Xianrendong Cave is that it was made several thousand years before the birth of agriculture. This discovery, along with other recent ones in east Asia, (8) the long-held conventional theory that farming and permanent settlements had to be established before people could begin to make pottery.

- | | | | |
|---------------|-----------|-----------|------------|
| 1 A referred | B counted | C chased | D traced |
| 2 A faint | B scarce | C seldom | D bare |
| 3 A source | B cause | C base | D root |
| 4 A stand | B go | C come | D get |
| 5 A relieve | B release | C restore | D retain |
| 6 A lavish | B ample | C deep | D rich |
| 7 A outlook | B factor | C aspect | D form |
| 8 A disproves | B denies | C defeats | D disposes |

PAPER 1 Reading and Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1

Part 2

Part 3

Part 4

Part 5

Part 6

Part 7

Part 8

For questions **9–16**, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (**0**).

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

Example: 0 I N T O

A computer called Baby

When the machine jokingly named Baby whirred (**0**) life on 21 June 1948, it became the world's first modern computer. And nothing (**9**) ever be the same again. Developed by Tom Kilburn and Freddie Williams, two scientists at Manchester University in the UK, Baby was the first device to have all the components now regarded (**10**) characteristic of the basic computer. It could store (**11**) only data, but also a short user programme in electronic memory and process it at electronic speed. In many respects, Baby, which was big enough to fill a room, was completely (**12**) today's small, powerful computers. A smartphone can store several hundred million (**13**) more bytes of data than Baby could. But it was a key breakthrough.

(**14**) being a British invention, however, the original research was not fully exploited in the UK, and other countries soon raced ahead in harnessing the new technology. Both inventors had successful academic careers, but (**15**) ever made the money of people like Bill Gates, the billionaire founder of Microsoft, who was as (**16**) unborn when Baby first came to life.

PAPER 1 Reading and Use of English

PAPER 2 Writing
PAPER 3 Listening
PAPER 4 Speaking

Part 1
Part 2
Part 3
Part 4
Part 5
Part 6
Part 7
Part 8

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A meditation B perception C sensation D comprehension

0	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
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Teenagers and digital technology

In many countries, there is a widespread (0) that teenagers' lives nowadays are (1) by technology. However, information (2) in a recent study of Australian teenagers' use of and attitudes towards technology suggests that this view doesn't (3) the reality of their everyday existence. The research by academics from the University of Canberra in Australia found that, while most teenagers had ready access to home computers, mobile phones and other electronic devices, they generally spent more time on traditional (4) such as talking to family and friends, doing homework, and enjoying hobbies and sports than on using technology. Accessing social media and playing computer games (5) as low as ninth and tenth (6) among the ten most common after-school activities.

Fifteen-year-old Laura Edmonds is one of the teenagers surveyed. She admits to being very (7) to her smartphone and makes full use of various apps, but if she needs to (8) after a hard day at school, she tends to 'hang out with my friends, listen to music or chat with my mum and dad'.

- | | | | |
|------------------|--------------|-------------------|----------------|
| 1 A mastered | B dominated | C prevailed | D commanded |
| 2 A amounted | B gained | C achieved | D gathered |
| 3 A repeat | B reproduce | C reflect | D recreate |
| 4 A pursuits | B events | C operations | D processes |
| 5 A classed | B ranked | C valued | D graded |
| 6 A subsequently | B separately | C correspondingly | D respectively |
| 7 A related | B attached | C absorbed | D fastened |
| 8 A unwind | B unfold | C unload | D unbend |

PAPER 1 Reading and Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1

Part 2

Part 3

Part 4

Part 5

Part 6

Part 7

Part 8

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

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

Example: 0 I N

Animals that migrate

Animal migration comes (0) many different forms – long or short, seasonal or daily, predictable or seemingly random. But (9) one thing unites all migratory species, it is the fight to survive. (10) this means looking for food, finding mates or laying eggs, survival is the fundamental motivation. But how do animals travel huge distances to precise destinations (11) a map or GPS? (12) single answer to this is available. Monarch butterflies, for example, are believed to use the sun to navigate from North America to Mexico. Leatherback turtles, on the other (13), which can migrate 20,000 kilometres across the ocean, are thought to be guided by the earth's magnetic field. A seabird called the sooty shearwater flies (14) average of 64,000 kilometres yearly over the Pacific Ocean. In (15) so, it executes a figure-of-eight between New Zealand, where it breeds, and stopovers in Japan, Alaska and California. This bird seemingly has a variety of tools (16) its disposal, using the earth's magnetic field, the sun and the stars, and even sight and smell when flying over familiar territory.

PAPER 1 Reading and
Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1

Part 2

Part 3

Part 4

Part 5

Part 6

Part 7

Part 8

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A result B impact C difference D consequence

0	A	B	C	D
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The importance of a name

Have you ever thought about the (0) your name has on the way others perceive you? A recent study by Dr Simon Laham from the University of Melbourne and Dr Adam Alter from New York University Stern Business School reveals that people with 'easy-to-pronounce' names tend to be (1) more positively than those with 'difficult-to-pronounce' names. The researchers found that people with more easily pronounceable names were more likely to be (2) upon favourably for political office, and that lawyers with easier sounding names made their way up the career (3) faster. Surnames from a wide range of nationalities were used in the study, and researchers stressed that preferences were not (4) due to the length of a name or how unusual it was, but rather how easy it was to say.

Dr Laham believes the research highlights the kind of (5) that our everyday thinking is (6) to. The wider (7) is that our decisions are often shaped by preferences that are both trivial and subtle. An appreciation of this may lead to more impartial, fairer thinking and (8) of other people.

- | | | | |
|-----------------|---------------|---------------|-----------------|
| 1 A evaluated | B reckoned | C figured | D determined |
| 2 A put | B looked | C called | D come |
| 3 A order | B stairs | C scale | D ladder |
| 4 A barely | B hardly | C plainly | D merely |
| 5 A angles | B biases | C weights | D turns |
| 6 A subject | B obliged | C conditioned | D obedient |
| 7 A connotation | B association | C implication | D manifestation |
| 8 A attention | B regard | C treatment | D notice |

PAPER 1 Reading and Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1

Part 2

Part 3

Part 4

Part 5

Part 6

Part 7

Part 8

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

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

Example: 0 NOT

A bird that can dance in time to music

It is (0) often that a video posted online of a funny pet sparks a scientific breakthrough. Yet that is (9) happened when scientist Aniruddh Patel saw a clip of a cockatoo called Snowball moving his body in time to a pop song. Scientists used to believe that no species (10) from human beings could dance in time to music. Our closest cousins, chimpanzees, can't and (11) can cats or dogs, in (12) of the fact that they have lived alongside us for millennia.

Dr Patel contacted Snowball's owner and carried out various experiments with the bird, all of (13) supported the notion that the cockatoo could genuinely follow different rhythms. Further studies have found that other species of songbird can do the same. (14) to Dr Patel, something these birds and humans have in common, but most species don't, is that our brains are wired to hear and reproduce complex sounds. Dance, it is thought, emerged (15) a by-product of our ability to imitate sound, and (16) vocal imitation we wouldn't be able to keep a beat.

PAPER 1 Reading and Use of English

- PAPER 2 Writing
- PAPER 3 Listening
- PAPER 4 Speaking

- Part 1
- Part 2
- Part 3
- Part 4
- Part 5
- Part 6
- Part 7
- Part 8

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

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

Example: 0 W H Y

The sound of babies crying

Have you ever wondered (0) it is so hard to ignore the sound of a crying baby? (9) who has found themselves on a plane or train next to a baby in distress will recognise the feeling. Research by Dr Katie Young and Dr Christine Parsons from Oxford University suggests that our brains are programmed to respond strongly to the sound, no (10) how hard we try to block it out.

The researchers subjected 30 people (11) recordings of babies and adults crying as well as various animal distress noises, (12) them dogs whining and cats meowing, and scanned the listeners' brains. The scans revealed that participants' brains responded quickly to all the noises, but only processed significant amounts of emotion in the (13) of the babies' cries. Not a single (14) of the participants was a parent, yet they all responded in the same way.

The researchers suggest that this brain activity is highly (15) to be 'a fundamental response present in all of us', (16) of parental status, something perhaps to consider when you are next trapped with a screaming infant.

PAPER 1 Reading and Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1

Part 2

Part 3

Part 4

Part 5

Part 6

Part 7

Part 8

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

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

Example: 0 REASONABLE

Can roads help nature?

It is (0) to assume that roads, generally, are not very good for nature, and there is good evidence to support this assumption. Scientists William Laurance and Andrew Balmford point out, for example, that '95% of (17), fires and atmospheric carbon (18) in the Brazilian Amazon occur within 50 kilometres of a road.' One hundred thousand kilometres of roads now criss-cross the Amazon, and road-building there continues, often (19) contravening environmental laws.

REASON

FOREST

EMIT

LEGAL

However, Laurance and Balmford believe that roads can be environmentally (20) In agricultural areas where forests have already been cleared, good roads ease access to markets, which improves the (21) and profitability of farms, and tends to encourage people to stay away from vulnerable wilderness. Laurance and Balmford propose a worldwide project to establish which areas should not have roads and which areas governments should (22) for road improvement. They believe a scheme of this kind could (23) the damage roads cause. It would be challenging, but, in Laurance and Balmford's view, influencing road development is (24) more practical and cost-effective than any other measure currently deployed to protect crucial ecosystems.

BENEFIT

EFFICIENT

PRIORITY

LESS

QUESTIONABLE

PAPER 1 Reading and Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1

Part 2

Part 3

Part 4

Part 5

Part 6

Part 7

Part 8

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A hang B stick C fix D insist

0 A B C D

Do we really want variety in life?

Do you seek variety or do you (0) with what you know? Research by behavioural scientist Daniel Read suggests we generally think variety is good, but we are (1) to avoid it when we actually consume things. In one experiment over several weeks, volunteers were asked to either (2) up on snacks (chocolate, fruit and crisps) at the start or select a snack each week. The former went for variety, but those selecting on a weekly (3) prior to eating invariably picked the same snack. Moreover, if allowed to rethink, those who had gone for variety often (4) to a single snack type.

Professor Read believes we display this 'diversification bias' in many (5) of life. A weekly trip to the supermarket, for instance, is likely to (6) us to buy a variety of items, some of which are likely to remain uneaten. (7), financial managers will spread their investments, even though focusing on certain markets would probably be more profitable. Professor Read himself tries to (8) his discoveries into practice: he is now 'more willing to buy ten of the same thing.'

- | | | | |
|--------------|-----------------|-------------------|--------------|
| 1 A liable | B prone | C feasible | D vulnerable |
| 2 A store | B save | C shop | D stock |
| 3 A norm | B pattern | C rule | D basis |
| 4 A reverted | B resumed | C recurred | D revolved |
| 5 A quarters | B circles | C spheres | D zones |
| 6 A affect | B lead | C produce | D guide |
| 7 A Closely | B Comparatively | C Correspondingly | D Similarly |
| 8 A set | B put | C fit | D get |

PAPER 1 Reading and
Use of English

PAPER 2 Writing

PAPER 3 Listening

PAPER 4 Speaking

Part 1

Part 2

Part 3

Part 4

Part 5

Part 6

Part 7

Part 8

For questions 9–16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

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

Example: 0 T H R O U G H

Internships

In many countries going (0) difficult economic times, job openings for new graduates can be few and (9) between. In this competitive environment, relevant work experience can help job seekers stand (10) from the crowd, and many organisations now offer temporary placements, called internships. The problem with (11) great many internships, however, is that they are unpaid, and this often puts young people (12) applying for them.

Employers and interns sometimes come to mutually beneficial arrangements, however. Dinesh Pathan, applying for an internship with an IT company, negotiated a deal in (13) he would be given travel expenses only for two weeks, and then, as (14) as he could show his marketing work was adding value, he would be paid a wage. The arrangement worked well: Dinesh had an incentive to work hard, and he ended up feeling 'not so (15) an intern as a temporary staffer.' HR consultant Denise Baker says similar arrangements are common. What is more, 'if interns do well, employers would often (16) make them full employees than recruit people they don't know'.

ADVANCED
TEST 1

PAPER 1 Reading and Use of English

▶▶ PART 1

eatery (n) informal word for a restaurant or café

Paleolithic (adj) from the early Stone Ages (2.6 million to 10,000 years ago)

hunter-gatherer (n) person whose food comes from wild plants and hunted animals, not agriculture

▶▶ PART 2

scepticism (n) being sceptical or doubting that something claimed to be true is really true

▶▶ PART 3

reside (v) to live in a particular place

truck in (phr v) to transport somewhere by truck or lorry

arid (adj) very dry

moist (adj) slightly wet

droplet (n) small drop of liquid

desertification (n) process of becoming a desert

▶▶ PART 5

lengthy (adj) continuing for a long time

guillemot (n) black and white seabird

symmetry (n) when two halves or sides of something are an exact match in size, shape, appearance, etc.

disprove (v) to show that something is wrong or false

nibble (v) to take small bites

cliché (n) idea that is used so often it becomes boring and loses meaning

preen (v) to spend a lot of time making yourself look attractive

steer clear of (phr) to stay away from

deviate (v) to do something differently from what is usually expected

hard-nosed (adj) not affected by feelings

incubate (v) to sit on eggs to keep them warm until they hatch (of birds)

fraught (with) (adj) filled with something difficult

physiology (n) all the processes and functions of a living organism (also the study of how living organisms function)

neurobiology (n) biology of the nervous system (also the study of the biology of the nervous system)

framework (n) set of beliefs and ideas used as the basis for making judgements and decisions

sensory (adj) connected with physical senses such as sight and smell

proportioned (adj) having parts that relate in size and shape to other parts

peacock (n) large bird with long blue and green tail feathers that open out in the shape of a fan

starling (n) common bird with dark, shiny feathers and loud call

▶▶ PART 6

implication (n) likely result of something

prosperity (n) economic success

spurn (v) to reject or refuse

subsidise (v) to give money to help pay for something

demographic (n) part of the population

perturbed (adj) worried

complacent (adj) too satisfied with the current situation and not making any effort to change

unenterprising (adj) uninterested in starting new projects

▶▶ PART 7

plague (n) serious contagious disease which kills a lot of people

boom (n) period of economic success

bust (n) economic collapse, often used in contrast to 'boom'

pandemic (n) disease that spreads across many regions or countries

stalagmite (n) rock pointing upwards from the floor of a cave, formed over a long period from drops of water containing minerals

proliferate (v) to grow fast in number

surge (n) rapid rise

anomaly (n) something different from what is normal or expected

pendulum (n) rod with weight at the end that swings from side to side, found in traditional clocks. 'The pendulum swings' is used as an image to describe something changing from one condition to another, and then back again.

drought (n) period with no rain and extreme dryness

conquistador (n) Spanish conquerors of the native populations of Central and South America in the sixteenth century

deforestation (n) destruction of forests

moisture (n) small drops of water

catastrophe (n) disaster

shape (v) to influence

sprout (v) to appear suddenly and in significant numbers

hallmark (n) typical feature

misconception (n) wrong belief or idea, often based on incorrect information

ride high (phr) to be successful

dire (adj) very bad

cautionary tale (phr) example that provides a warning

befall (v) when something unpleasant happens

divine (adj) coming from or connected to a god

commission (v) to pay for someone to create

intertwine (v) to connect closely

►► PART 8

acknowledge (v) to accept to be true

precedent (n) action or decision that is used as an example for something similar to follow

exceed (v) to be more than

entrepreneur (n) someone who starts a new business

enterprising (adj) showing the ability to think of new ideas for projects, especially in business, and to carry them out

envisage (v) to imagine will happen

origami (n) Japanese art of folding paper to create shapes

cater (for) (v) to provide what is wanted

juggle (v) to do several things at the same time

dissertation (n) long essay as part of a university course

chance upon (phr v) to meet or find by chance

mentor (n) experienced person who gives advice and help

keep on track (phr) to keep doing the right thing

stand someone in good stead (phr) to be useful for the future

prototype (n) first design of something

file a patent (phr) to apply for the official right to be the only person legally entitled to make and sell a product

ADVANCED TEST 2

PAPER 1 Reading and Use of English

►► PART 1

word of mouth (phr) informal spoken communication

viral (adj) something that circulates rapidly on the internet

►► PART 2

coral (n) hard, colourful substance formed from the bones of very small sea creatures and found at the bottom of the sea

fjord (n) long, narrow strip of sea between high cliffs

numb (adj) without any feeling

►► PART 3

expertise (n) expert knowledge

►► PART 5

ADHD (abbrev) Attention Deficit Hyperactivity Disorder: a disorder, mainly affecting children, which makes it hard for them to be still and concentrate, and can affect their ability to learn.

deprive someone of something (v) to prevent someone from having something

Parkinson's disease (n) disease of the nervous system that gets progressively worse and causes the muscles to become weak and to shake

stationary (adj) not moving

incorporate (v) to become part of

life-enhancing (adj) life-improving

neurologist (n) doctor who studies and treats diseases of the nerves

induce (v) to cause something to happen

state of meditation (n) profound mental calmness

preceding (adj) previous

blissful (adj) very happy

blur (n) something you cannot see or remember clearly

grey matter (n) the brain, often referring to intelligence

jostle (v) to push roughly for position

Ritalin (n) medication used to treat disorders of the nervous system such as ADHD

aerobic (adj) exercising the heart and lungs

tandem (n) bicycle for two people

incrementally (adv) a little more each time and steadily

hop (v) to jump

discrepancy (n) difference between things that should be the same

rotate (v) to go round and round

cue (n) signal

hyperactive (adj) too active

notwithstanding (adv) in spite of

►► PART 6

captivity (n) the state of being enclosed and not free

habitat (n) natural environment of an animal or plant

intervention (n) becoming involved to deal with a problem

enclosure (n) area of land surrounded by a fence or wall, where zoo animals are kept

primate (n) group of mammals including humans, apes and monkeys

odds (n) probability

revive (v) to bring back to life
endeavour (n) attempt to do something difficult
dissemination (n) spreading of information
divert (v) to entertain
acknowledge (v) to accept to be true
stave off (phr v) to prevent
replicate (v) to copy exactly
bear fruit (phr) to be successful
confinement (n) state of being enclosed and not free
enlighten (v) to help understand better

►► PART 7

scatter (v) to throw to the ground in different directions
surge (v) to move quickly
thrive (v) to do very well
tranquility (n) peace and calm
peer (n) someone of the same age and position
therapeutic (adj) helping to treat an illness
sceptical (adj) doubting that something is true or useful
wholesome (adj) healthy
coriander (n) plant whose leaves and seeds are used in cooking

►► PART 8

determine (v) to decide on
of note (phr) of importance
whimsical (adj) unusual and not serious
cute (adj) pretty
tome (n) book
heavy-hitting (adj) significant
stream of consciousness (n) continuous flow of ideas and feelings as they are experienced by someone
tidbit (n) small but interesting piece of information
creepy (adj) scary
harbour (v) to hide and protect
impetus (n) motivation or force that causes something to happen
hard-hitting (adj) very critical
muddled (adj) confused, unclear
monstrosity (n) something very ugly
refute (v) to reject
prose (n) style of writing
digestible (adj) easy to absorb
unearth (v) to discover
gem (n) something beautiful and precious

epoch (n) historical period
canonical (adj) belonging to a generally accepted list of the best work in its field
distilled (adj) summarised
caricature (n) a simplified exaggeration of something
put the record straight (phr) to establish the truth
quibble (v) to argue or complain about a small matter

ADVANCED TEST 3

PAPER 1 Reading and Use of English

►► PART 1

biodiversity (n) large number of different types of animals and plants in a particular environment
catfish (n) large fish with long hairs around its mouth which look like cats' whiskers
intervene (v) to become involved in a situation in order to improve it or to stop something happening
spine (n) sharp, pointed feature, usually to protect an animal
predator (n) animal that attacks and eats other animals
classify (v) to put things in groups according to type, size, etc.

►► PART 2

organ (n) part of a human or other animal with a specific purpose, e.g. heart, lungs, liver
invariably (adv) always

►► PART 3

adorn (v) to make someone or something attractive through the use of decorations
drought (n) period with no rain and extreme dryness
fuel (v) to stimulate or help something to develop

►► PART 5

illustrate (v) to give information or examples to explain something
enhance (v) to improve
plausibly (adv) easily believed to be true
immersion (n) being completely involved in something
legacy (n) something that exists now because of what happened in the past
crew (v) to work on a boat
overlap (n) where two things cover the same area or subject
manuscript (n) the author's copy of a book before it is published

cut corners (phr) to do something in the easiest way by leaving something out

infantile (adj) like a small child

petulance (n) bad-tempered, unreasonable behaviour because you can't have what you want

remorse (n) feeling of regret for something wrong or bad that you have done

poignant (adj) having a strong impact on your feelings, usually to make you feel sad or moved

enlightening (adj) giving information to provide a better understanding

defy (v) to resist or obstruct

reservation (n) doubt

prose (n) style of writing

showily (adv) in an exaggerated way designed to attract attention (used to show disapproval)

tricksy (adj) cunning and intended to deceive

device (n) method designed to get a particular result

abound with (phr v) to have large quantities of

pompous (adj) formal in an exaggerated way and designed to show superiority

turn of phrase (phr) particular way of describing something

►► PART 6

chronological (adj) in the order in which they happened in time

cartography (n) the process of making maps

(a) wealth of (n) large amount

painstaking (adj) very detailed and careful

rigorous (adj) well thought through and supported by detail

guiding principle (n) main idea which influences the overall way something is dealt with

pretension (n) ambition

enthralled (adj) fascinated

erroneous (adj) incorrect

GPS (n) (Global Positioning System) satellite-based navigation system

round off (phr v) to complete

anecdote (n) interesting personal story

trivia (n) unimportant information

gloss over (phr v) to avoid talking about something difficult by only briefly referring to it

compressed (adj) squeezed together into a smaller space

decipher (v) to interpret and understand

skip (v) to avoid or leave out

sample (v) to experience a small part of something

cram in (phr v) to force many things into a small space

►► PART 7

recreational (adj) as a hobby or form of entertainment

treadmill (n) running machine found in gyms

puff (v) to breathe hard

disconcerting (adj) confusing

carb (n) carbohydrate

cognitive (adj) connected with mental processes

leap (v) to jump

duck (v) to move your head down quickly

sustain (v) to make something continue

treacle (n) thick, sticky liquid made by melting sugar

screen (v) to check or examine

implausible (adj) very unlikely to be true

cutting edge (phr) very modern and advanced

genome (n) complete set of genes in a living thing

hurdle (n) obstacle or challenge to deal with

lactic acid (n) acid produced in muscles during hard exercise

gradient (n) slope

►► PART 8

record label (n) company which produces recorded music

innovative (adj) new and not used before

entail (v) to involve

delegate (v) to give responsibility for something to someone else

what makes someone tick (phr) what makes someone behave the way they normally do

bemoan (v) to complain about

flop (v) to fail

burn-out (n) being extremely tired as a result of having worked too much

perspective (n) the ability to think about problems in a reasonable way

lucrative (adj) producing lots of money

feel compelled to do something (phr) to feel you have to do something

enamoured (adj) in love with

outsourcing (n) business arrangement in which an outside individual or company does work for an organisation

let alone (phr) used to emphasise that one thing is even more impossible than the first thing mentioned

old-school (adj) traditional

break the mould (phr) to do something dramatically new

pioneer (n) one of the first people to do something

all-consuming (adj) total

blur (v) to become less clear
merchandising (n) selling goods

ADVANCED TEST 4

PAPER 1 Reading and Use of English

►► PART 1

fragment (n) small, broken piece
marrow (n) soft substance inside bones
dweller (n) someone who lives in a particular place

►► PART 2

whir (v) to make the noise of a machine
harness (v) to control and use something

►► PART 3

anagram (n) puzzle in which the letters of a word or phrase are arranged in a different order

►► PART 5

megafauna (n) large animals
characterise (v) to describe
fossil (n) remains of an animal or plant which have become hard and turned into rock
spasm (n) sudden, violent event
spill ink (phr) to write about – an idiom which is not very common
blitzkrieg (n) a German word that means a sudden violent attack
hypothesis (n) theory to explain something
havoc (n) destruction
annihilate (v) to destroy completely
bison (n) large hairy wild animal of the cow family, native to North America
moose (n) large deer native to North America
baffling (adj) difficult to understand
paleontological (adj) relating to paleontology, which is the study of fossils from prehistoric times
indigenous (adj) native to a particular place
parched (adj) extremely dry
denuded (adj) bare
water cycle (n) journey water takes as it circulates from land to the sky and back again
predator (n) animal that attacks and eats other animals
be prone to do something (adj) to have a tendency to do something
analog (n) something that is similar

pivot on (phr v) to centre or depend on
sediment (n) sand, stones and other substances that settle at the bottom of a lake, river or sea
refuge (n) a place of safety
blurry (adj) unclear
inconclusive (adj) not leading to a definite conclusion
ominous (adj) worrying
scenario (n) description of how things might have happened
incremental (adj) gradual or bit by bit
discern (v) to recognise or understand something that is not very obvious

►► PART 6

viability (n) the possibility that something will succeed in future
terminal decline (phr) when something is certain to get worse and come to an end
speculative (adj) based on guessing or giving an opinion without having factual evidence
the bottom line (phr) the most important point
obsolete (adj) no longer in use
perish (v) to die
ephemeral (adj) lasting only for a short period of time
demise (n) the end or death of something

►► PART 7

graze (v) to eat grass
ranger (n) person whose job is to look after a park, nature reserve or area of countryside
exceed (v) to be more than
donor (n) someone that gives money to a person or organisation that needs help
livestock (n) farm animals
arable (farming) (adj) growing crops like corn and wheat
proximity (n) being close to
pierce (v) to be suddenly heard
tick the box (phr) to put a mark on a list to show that something has been done
warthog (n) African wild pig
exhilarating (adj) very exciting
elusive (adj) difficult to find
serenity (n) calmness
poacher (n) person who illegally hunts animals
scrub (n) land in Africa covered with small bushes and trees
jackal (n) wild African animal similar to a dog
hyena (n) wild dog-like animal which has a cry that sounds like a human laugh

trim (v) to shorten

enticing (adj) attractive

►► PART 8

defy (v) to make something impossible

output (n) production

contemporary (n) people living in the same period of time

minimalist (adj) made up of simple ideas and sounds

overwhelming (adj) extremely powerful

rigour (n) disciplined approach

integrity (n) honesty and being true to one's principles

motif (n) idea or phrase that is repeated

cantata (n) short piece of classical music for singers

permeate (v) to be present everywhere

chamber work (n) classical music for small group of instruments

quantify (v) to analyse

transfix (v) to capture someone's attention completely

throw into relief (phr) to make something more noticeable

foxtrot (n) music for a formal type of dance

take the plunge (phr) to decide to do something new and difficult

walk the tightrope (phr) to have to balance carefully

jitterbug (n) music for a fast style of dance

bossa nova (n) Brazilian style of music

tempi (n) plural of *tempo* – the speed at which music is played

acoustical (adj) relating to sound

property (n) quality or characteristic

venue (n) place where a performance takes place, e.g. a theatre

choreographed (adj) directed in the way that dancers' movements are directed

uncompromising (adj) sticking strongly to its character

►► PART 5

reef (n) natural reefs are rocks or sand mounds under the sea, often covered with corals

incur (costs) (v) to have to pay money for something done

shipwreck (n) ship that has been destroyed and has usually sunk to the bottom of the sea

oil rig (n) large structure and equipment used for taking oil from the ground or the seabed

plankton (n) very small forms of plant and animal life

lethal (adj) able to cause death

eel (n) long thin fish that looks like a snake

opportunistic (adj) ready to make use of an opportunity (usually used to express disapproval)

predator (n) animal that attacks and eats other animals

prey (n) animal that is hunted, killed and eaten by another animal

encrusted (adj) covered with a thin, hard layer of something

algae (n) very simple plants that grow in water

coral (n) hard, colourful substance formed from the bones of very small sea creatures and found at the bottom of the sea

recreational (adj) as a hobby or form of entertainment

spared (adj) saved or protected

catastrophe (n) disaster

akin (adj) similar

oasis (n) area in a desert where there is water and where plants grow

game fish (n) fish that people look for in recreational fishing rather than in commercial fishing

bait (n) food put on a hook or in nets to attract and catch fish

asbestos (n) material used in buildings and ships as protection against fire and to prevent heat loss. It is now known to be toxic and is used much less than in the past.

scrupulously (adv) extremely carefully

stern (n) back part of a ship

bow (n) front part of a ship

landfill (n) hole in the ground where waste materials are deposited

bundled (adj) tied together

augment (v) to add something to

adjacent (adj) nearby

smother (v) to cover thickly and kill

►► PART 6

reality TV (n) television programmes in which ordinary people are continuously filmed, designed to be entertaining rather than informative

authenticity (n) how authentic or real something is

ADVANCED TEST 5

PAPER 1 Reading and Use of English

►► PART 1

app (n) software application, especially for mobile phones

►► PART 2

migration (n) when animals or birds move in large numbers from one place to another, usually at particular times of the year

a figure of eight (phr) route which in shape is similar to the number 8

the bottom line (phr) the most important point
replicate (v) to copy exactly
invariably (adv) always
manipulate (v) to control or influence in a dishonest way
distort (v) to change so that something is no longer correct or true
humiliation (n) making someone feel ashamed or stupid
purport (v) to claim
banal (adj) very ordinary and lacking in interest

►► PART 7

preserve (n) activity or job thought to be suitable only for one person or type of person
aesthetics (n) ideas about what is beautiful, especially in art
insight (n) an understanding of what something is like
protagonist (n) significant person who changes a situation
at pains to (phr) to make a lot of effort to do something
peer (n) someone of the same age and position
concur (v) to agree
auction house (n) company which organises auctions, where things of value are sold to the people who offer most money
curate (v) to organise an exhibition of art or other objects
absorbing (adj) very interesting
enriching (adj) raising the level of your knowledge or experience
deter (v) to make someone decide not to do something
scope (n) range of things that a subject deals with
avidly (adv) very keenly
enliven (v) to make more interesting and lively

►► PART 8

reluctant (adj) unwilling, not wanting to do something
misconception (n) wrong belief or idea, often based on incorrect information
roped into (phr) persuaded to do something you don't really want to do
ad hoc (adj) not planned in advance
patron (n) person or organisation that gives money and support to artists, museums, etc.
trust (n) group of people that manages a fund to support a museum, a school, charity, etc.
networking (n) deliberately talking to a range of people who may be useful to your work
donor (n) person or organisation that gives money as support
geek (n) person who is obsessed with something that may seem boring to other people

archive (n) place where documents and records are stored
heritage (n) historical culture and traditions of a country or society
conservator (n) person whose job is to conserve and restore old works of art and other objects
artefact (n) object that is made by a person, usually of historical or cultural interest

ADVANCED TEST 6

PAPER 1 Reading and Use of English

►► PART 1

subtle (adj) not obvious
impartial (adj) unbiased, objective

►► PART 2

cockatoo (n) bird belonging to the parrot family
millennia (n) thousands of years
wired (adj) organised or structured
keep a beat (phr) to stay in rhythm with music

►► PART 3

ethnic (adj) relating to a particular race

►► PART 5

aptitude (n) natural ability
prostrate (adj) facing downwards
defiance (n) refusal to obey
grin (v) to smile widely
coat hanger (n) curved piece of wood, plastic or wire with a hook on, used for hanging clothes
bug (n) problem in a computer program
gig (v) to perform in public
muck around (phr v) to behave in a silly way
outdo (v) to do better than someone else
stumble across (phr v) to find by chance
cut it (phr) to be convincing (idiomatic)
crux (n) most important part
onerous (adj) needing great effort
be inclined to (v) to feel like doing something
punchline (n) last few words of a joke that make it funny
script (v) to write in advance of a performance
wrestle (v) to fight someone by holding them and throwing them to the ground
lost to the ether (phr) disappeared for ever

►► PART 6

- implications** (n) possible consequences
eradicate (v) to get rid of completely
red deer (n) a type of deer common in Scotland
deceptive (adj) misleading
wilderness (n) area of land that has never been developed or used for agriculture
monitor (v) to watch carefully and record results
offset (v) to use one payment to cancel another cost
flock (n) group of sheep
graze (v) to eat grass
cull (v) to kill a number of animals of a group to prevent the group becoming too large
feasible (adj) possible to do
lobby (n) group of people who try to influence politicians on a particular issue

►► PART 7

- bark** (n) hard outside part of a tree
sequoia (n) type of tree which is very large and found in North America
redwood (n) very large species of trees. The sequoia is part of the redwood family.
longevity (n) long life
fungal rot (n) process by which wood decays and falls apart as a result of being attacked by fungus
flame-resistant (adj) able to survive a fire
logging (n) cutting down of trees for commercial purposes
brittle (adj) hard but easy to break – like some glass
shatter (v) to break into small pieces
timber (n) wood for use in building
robust (adj) strong and healthy
limb (n) large branch on a tree
crown (n) rounded top part of a tree
harness (n) set of straps attached to ropes to stop someone falling
cone (n) hard dry fruit of many species of tree, e.g. of the sequoia
seedling (n) young plant that has grown from a seed
millennia (n) thousands of years
premise (n) idea that forms the basis of an argument or way of thinking
eucalyptus (n) a species of tree, particularly common in Australia
mass (n) quantity of material that something contains
spire (n) tall pointed part at top of tree
billow (v) to move up and spread out like a cloud of smoke

►► PART 8

- for the sake of** (phr) in order to do something
disapproval (n) when someone thinks something is wrong
suspend your disbelief (phr) to believe temporarily that something imaginary or invented is real
reservation (n) doubt
awe (n) feeling of being very impressed
resentment (n) feeling of anger or unhappiness about something you think is unfair
dissipate (v) to gradually become weaker
talk down to someone (phr v) to speak to someone as if they are less important or intelligent
first principles (n) the most basic rules
trigger (n) original cause of a particular development
fortuitous (adj) by chance
radiology (n) study of radiation in medicine
spur (n) fact or event that makes you want to do something
innate (adj) born with
trait (n) characteristic

ADVANCED TEST 7

PAPER 1 Reading and Use of English

►► PART 1

- up-tempo** (adj) with a fast rhythm
pace (n) speed
key (n) set of related musical notes based on a particular note. Some keys are major and some minor depending on the types of notes they are based on.
upbeat (adj) positive and enthusiastic
melancholic (adj) sad
ambiguous (adj) having more than one possible meaning or feeling

►► PART 2

- whine** (v) to complain with an annoying high sound
mew (v) to cry with a soft high noise, like a cat
scan (v) to use special equipment to take images of something

►► PART 3

- contravene** (v) to do something that is not allowed by law
wilderness (n) area of land that has never been developed or used for agriculture

►► PART 5

discredit (v) to make people stop believing something is true

ill-considered (adj) badly planned

abstract (adj) involving ideas rather than facts

hooked (adj) fascinated

counter-intuitive (adj) the opposite of what you would probably feel to be true

graft (n) work

innumerate (adj) very bad at mathematics

tone-deaf (adj) unable to hear the difference between musical notes

correlation (n) connection between two things in which one thing changes as the other does

aptitude (n) natural ability

plausible (adj) could be true

confined (adj) restricted

syntax (n) the way words and phrases are put together to form sentences

paradoxical (adj) and **paradox** (n) a paradox is a situation that has two opposite features and therefore seems strange. For example, music is to do with emotions and mathematics is to do with reason and logic, so it might seem paradoxical for someone to be good at both.

dispel (v) to get rid of

confound (v) to confuse and surprise

►► PART 6

adolescence (n) time in a person's life when he or she develops from being a child to being an adult

patronisingly (adv) if someone is patronising they show you they think they are better than you

induce (v) to cause something to happen

misgiving (n) feeling of doubt

speculation (n) forming opinions about something without having much evidence

physiology (n) way a living body functions

lucidity (n) in a clear way

undermine (v) to make something weaker

invoke (v) to mention or refer to

hypothesis (n) theory

plausibility (n) how likely something is to be true

wish fulfilment (n) hoping that an idea is true

grumpily (adv) in a bad-tempered way

inherently (adv) in itself, naturally

jazz up (phr v) to make something seem more exciting

dumb down (phr v) to make something seem easier than it really is

spur (n) cause of a change

prose (n) style of writing

hardwired (adj) naturally part of a person's physical development, not caused by external influences

►► PART 7

tracker (n) person who can find wild animals by following the marks they leave

pungent (adj) strong smelling

thumping (n) banging noise

twig (n) very small, thin branch

hive (n) structure where bees live

pound (v) to hit hard

innate (adj) born with

jiggle (v) to make something move up and down or side to side with quick movements

stem (n) long, thin, flexible part of a plant

bristles (n) short stiff hairs of a brush

nibble (v) to take small bites

cling (v) to hold on to

logging (n) cutting down of trees for commercial purposes

disarray (n) extreme confusion

termite (n) insect that lives in large groups, found in hot countries, looks similar to white ants

mound (n) large pile of earth

distort (v) to change so that something is no longer correct or true

delicacy (n) nice thing to eat

lunge (v) to make a sudden forward movement in order to attack

prey (n) animal that is hunted, killed and eaten by another animal

predator (n) animal that attacks and eats other animals

reticence (n) shyness, unwillingness to show yourself

whack (v) to hit hard

►► PART 8

trepidation (n) worry or fear that something unpleasant will happen

relief (n) something different that is easier or more enjoyable than what you have been doing

proactively (adv) preparing for problems before they happen

ward (n) department in a hospital

daunted (adj) anxious, worried

pitfall (n) danger or difficulty that might arise, especially one that is hidden or not obvious at first

averse (to) (adj) not liking, opposed to

eradicate (v) to get rid of completely
uphold (v) to apply, follow or support rules
under my belt (phr) if you have something under your belt, you have experienced or achieved it
transparency (n) when a situation – a policy, for example – can be understood clearly and easily
get to grips with (phr) to understand properly
boil down to (phr v) to be a result of
outcome (n) result of an action or event
pass the buck (phr) to make someone else responsible for something
think out of the box (phr) to think in a different, unconventional way in order to be creative
blinkered (adj) restricted in thinking, narrow-minded

ADVANCED TEST 8

PAPER 1 Reading and Use of English

►► PART 1

prior to (adj) before
diversification (n) development of a wider variety of things
bias (n) personal preference for something, not based on logical reasons

►► PART 2

work placement (n) temporary job, often part of a course of study, which provides work experience
HR (n) Human Resources, i.e. personnel

►► PART 3

biodiversity (n) large number of different types of animals and plants in a particular environment
devastation (n) serious damage

►► PART 5

echo (v) to express similar ideas
dubious (adj) uncertain, probably not very good
metaphor (n) way of describing something by comparing it with something else
do your head in (phr) to make you feel confused, upset, annoyed (informal expression)
syndrome (n) set of physical symptoms showing you have a particular medical problem
fidgety (adj) unable to remain still or quiet
relieve (v) to take something away
burden (n) something difficult or unpleasant you have to deal with

illustrate (v) to give information or examples to explain something
misguided (adj) wrong because you have understood or judged something badly
unease (n) feeling of being worried or unhappy
anguish (n) extreme unhappiness
ignite (v) to make something start or cause something
disquiet (n) feelings of worry and unhappiness
wrought (v) caused to happen (past and past participle form of *wreak* – very formal)
lose the thread (phr) to no longer follow an argument or story
scurrying (adj) moving quickly
particle (n) very small piece of something
neural pathways (adj + n) connections between different areas of the brain or nervous system
rewire (v) to change the connections in the brain
atrophy (v) to become weak
mediate (v) to help deal with
grey matter (n) the brain, often referring to intelligence
trivialise (v) to focus on unimportant things
jeopardise (v) to put in danger
decommission (v) to stop using
redundant (adj) no longer needed
trawl (v) to search through a large amount of information
the shallows (n) here refers to information that does not require serious or deep thought
plumb the depths (v) to go deeply into something
in due course (phr) at the right time in the future
remedial (adj) aimed at solving a problem
unravel (v) to take apart, break up
conditioning (n) experience that makes people behave the way they do
feat (n) action or piece of work that needs skill, strength or effort
punchline (n) here refers to the words that express the main point
frenziedness (n) involving a lot of activity and strong emotions, and probably out of control
wits (n) intelligence

►► PART 6

irrespective of (prep) without considering or being influenced by
aspirational (adj) wanting to do better
inordinate (adj) more than is expected or sensible
viable (adj) having the conditions to be successful

lucrative (adj) producing lots of money
illusory (adj) not real although it might seem to be
astronomical (adj) extremely high
underprivileged (adj) having less money and fewer opportunities than most people
illusion (n) idea that is not true
doomed (adj) certain to fail
retrospectively (adv) connected with something that happened in the past

►► PART 7

attribute (n) quality or feature
resilience (n) ability to recover from a difficult or unpleasant experience
humility (n) quality of not thinking you are better than other people
trait (n) characteristic
IQ (n) intelligence quotient, a way of assessing intelligence through certain tests which largely focus on problem-solving, reasoning, memory and mathematics
liken (v) to compare
not up to scratch (phr) not as good as it should be

►► PART 8

calibre (n) quality
concise (adj) using few words
orthodox (adj) conventional
verbiage (n) use of too many words
nail (v) to get exactly right
slick (adj) clever and smooth (used to express disapproval)
the nitty gritty (n) the basic or most important details
private eye (n) private detective
pull off (phr v) to be successful at
cliffhanger (n) very exciting moment in a story because you cannot guess what will happen next
reveal (n) point in a mystery story when you find out the truth
exponent (n) person able to perform a particular activity
empathise (v) to understand another person's feelings and experiences
sheltered housing (n) special housing for old people
crumbling (adj) falling down
pacey (adj) fast moving