

Guidance

About the paper

The Listening paper lasts about forty minutes and has four parts, with a total of thirty questions. There are texts of varying lengths and types, e.g. extracts from media broadcasts and announcements, as well as everyday conversations. You hear each recording twice. You have time to read the questions before you listen.

Part 1

In Part 1, you listen to three unrelated extracts of around one minute each. Each extract has two speakers. You have to answer two three-option multiple-choice questions on each extract.

Part 2

Part 2 involves one long monologue of around two to three minutes where the speaker is talking about a particular subject. A set of eight sentences reports the main points from the listening. A word or short phrase has been removed from each sentence. You have to listen and complete the gaps.

Part 3

In Part 3, there is one long interview or discussion of around four minutes. You have to listen and answer six four-option multiple-choice questions.

Part 4

In Part 4, you hear a series of five short monologues on a theme, of around thirty seconds each. You have to complete two tasks as you listen. Each task has eight options (A–H). As you listen, you match one option from Task 1 and one option from Task 2 to each speaker. You match the gist of what the speakers say to the ideas in the prompts, e.g. their occupation, opinions, etc.

How to do the paper

Part 1

- The three extracts are not linked in any way. All three are dialogues, but there will be a variety of text types and interaction patterns.
- Before you listen to each extract, look at the context sentence. Think about who the speaker is and about the context, e.g. is it a broadcast interview, an informal chat?
- Before you listen, think about which of the speakers you are listening for in each question and underline keywords in the question stem.
- Listen first to find the correct answer to the question posed in the stem.
- Listen again to match that answer to the correct option (A–C).

Part 2

- Before you listen, read the rubric and think about the context.
- You have 45 seconds to read through the sentences before you listen. Think about the type of information that is missing in each sentence.
- Most answers are concrete pieces of information, e.g. numbers and proper nouns.
- The sentences on the page follow the same order as the information in the listening text. Use the sentences to help you keep your place as you listen.
- The words you need to write are heard on the recording. There is no need to change the form of the word or find a paraphrase.
- Write no more than three words in each gap. Most answers will be single words or compound nouns.
- Check that your answer fits grammatically and makes sense in the complete sentence.

Part 3

- Before you listen, read the rubric and think about the context.
- You have 70 seconds to read through the set of sentences before you listen.
- Underline the keywords in the question stems and options.
- The questions follow the order of the text. Listen out for discourse markers or interviewer's questions that introduce the topic of each question that you have to answer.
- Listen first to find the correct answer to the question posed in the question stem.
- Listen again to match that answer to the correct option (A–D).
- The words in the options will not be the same as those you hear in the recording.

Part 4

- There are five different speakers all talking about the same topic. You will hear all five of them and the listening extracts will be repeated.
- You have 45 seconds to read the two tasks before you listen. Read the options (A–H) in both tasks so that you are ready to choose one from each set for each speaker as you listen.
- The first time you listen, pay attention to the speaker's main idea. Mark the option closest to this idea.
- The second time you listen, check your answers. You may need to change some of them. Remember that in each task there are three options that you don't need to use.
- Don't worry if you don't understand every word. If you're not sure of an answer, then guess. You have probably understood more than you think.

You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

In the exam, mark your answers on the separate answer sheet.

Tip Strip

Question 1: Listen for the phrase 'I get a buzz from that side of it'. What is he referring to when he says this?

Question 4: Listen to everything the woman says. In general, was it a positive experience or not? Which option matches this feeling?

Question 5: Listen for the phrase 'for what it's worth'. The answer comes just after it.

Extract One

You hear two people talking about their work as website designers.

- 1 How does the man feel about the work?
 - A He finds the creativity stimulating.
 - B He would like to use his academic training more.
 - C He gets most satisfaction from being part of a team.

- 2 What do they both think about the job?
 - A It's a difficult career to get started in.
 - B It's important to be able to work flexible hours.
 - C It's a poorly paid job for the amount of work involved.

Extract Two

You hear two cyclists talking about their sport.

- 3 The man thinks his success as a cyclist is due to
 - A his complete dedication.
 - B the age at which he started.
 - C a series of great role models.

- 4 When talking about cycling in a velodrome, the woman reveals her
 - A fear of dangerous sports.
 - B inability to follow instructions.
 - C willingness to accept a challenge.

Extract Three

You hear a man called Roy talking about bees on a phone-in programme.

- 5 Why has he phoned the programme?
- A to raise issues not previously discussed
 - B to challenge the opinions of other contributors
 - C to lend his support to a view that's been expressed
- 6 When talking about gardens, he is
- A describing what he does in his own.
 - B encouraging people to grow certain things.
 - C suggesting that people keep bees themselves.

17 When she's creating a new dance, Amy

- A finds it easier to work directly with a computer.
- B prefers to be given clear constraints to work within.
- C keeps an open mind about how a piece might develop.
- D accepts that some of her ideas will prove to be unpopular.

18 In her work as a choreographer, Amy aims to

- A challenge the audience's ideas about what dance is.
- B feel that she is conveying a message to the audience.
- C thrill the audience with some cutting-edge dance techniques.
- D draw the audience's attention away from other elements in the show.

19 When asked about choosing dancers to work with, Amy says she

- A relies on the expertise of professional dancers.
- B accepts the need to accommodate the feelings of sensitive people.
- C finds those with less experience an easier proposition.
- D likes to help those she has previously taught.

20 When she's working on a new production of a well-known piece, Amy

- A does not build on the work of previous choreographers.
- B is careful to use language and movement that only practitioners in the field will understand.
- C does not think it is important to have a strong theme.
- D likes to use the same techniques as the choreographer who first created the piece.

Part 2

You will hear a student called Tim Farnham giving a class presentation about a seabird called the albatross. For questions 7–14, complete the sentences with a word or short phrase.

In the exam, mark your answers **on the separate answer sheet**.

THE ALBATROSS

Tim thinks that the name 'albatross' comes originally from a word in the (7) language.

There are currently thought to be a total of (8) species of albatross.

The fact that it relies on (9) explains why the albatross isn't found in some areas.

By using a locking mechanism in its (10), the albatross can save energy when flying.

Tim explains that the albatross has a surprisingly good sense of (11)

Tim was surprised to discover that (12) attack albatross nests.

The albatross used to be hunted mostly for its (13) as well as for food.

Tim gives the example of (14) as plastic objects commonly eaten by albatrosses.

Tip Strip

Question 7: Be careful. Three languages are mentioned, but only one of them fits here.

Question 8: The words 'a total of' in the sentence tell you that you are listening for a number.

Question 9: Listen for the word 'found' when you listen. It's also in the sentence.

Question 11: What are the five senses? Which of them would you not expect a bird to use?

Question 14: Tim mentions three plastic objects, but which does he say is most common?

Tip Strip

Question 15: Listen for when Amy says 'so creating dances was the natural way forward.' What is she referring to?

Question 18: Listen for the interviewer's question about Amy's aims. Her answer follows.

Question 19: Listen to what Amy says about students. Her answer comes here. Go back and check why the other options are wrong.

Question 20: Listen to Amy's last turn. Listen for the first and last things she says.

You will hear an interview with a woman called Amy Martles, who works as a choreographer, creating dance performances for live shows. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

15 Amy traces her decision to become a choreographer back to

- A the advice of her first dance teacher.
- B her need to express herself through movement.
- C the emphasis placed on dance in her primary school.
- D her failure to reach a high level of sporting achievement.

16 Amy feels that, above all, a good choreographer is one who

- A remains in touch with the everyday feelings of dancers.
- B keeps dancers motivated during long tiring sessions.
- C has experience of appearing on stage as a dancer.
- D is able to join in with the dancing itself if necessary.

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- D likes to help those she has previously taught.

20 When she's working on a new production of a well-known piece, Amy

- A tries to build on the work of those who have gone before.
- B is aware of the need to update the ideas in a play.
- C is annoyed if people make unfair comparisons.
- D remains faithful to her usual guiding principles.

You will hear five short extracts in which people are talking about how they gave up office jobs to do other types of work.

In the exam, mark your answers on the separate answer sheet.

TASK ONE

For questions 21–25, choose from the list (A–H) what made each speaker decide to give up office work.

- | | | |
|-------------------------------|-----------|----|
| A poor motivation | Speaker 1 | 21 |
| B lack of exercise | Speaker 2 | 22 |
| C the regular hours | Speaker 3 | 23 |
| D limited contact with people | Speaker 4 | 24 |
| E overcrowded workplace | Speaker 5 | 25 |
| F dull colleagues | | |
| G few career prospects | | |
| H stressful deadlines | | |

TASK TWO

For questions 26–30, choose from the list (A–H) what each speaker likes best about their present job.

- | | | |
|-----------------------------------|-----------|----|
| A being my own boss | Speaker 1 | 26 |
| B feeling appreciated by clients | Speaker 2 | 27 |
| C being able to offer advice | Speaker 3 | 28 |
| D feeling respected for my skills | Speaker 4 | 29 |
| E being fully qualified | Speaker 5 | 30 |
| F feeling committed to the work | | |
| G being relatively well paid | | |
| H being able to help others | | |

Tip Strip

Speaker 1: Listen for the phrase 'The thing I couldn't stand'. What she says next explains why she decided to give up office work (Task One).

Speaker 2: Listen to what she says about clients – it helps with Task Two.

Speaker 3: What 'got him down' in his previous job? This tells you the Task One answer.

Speaker 4: When she says 'I love that feeling' about her present job, what is she referring to?

Speaker 5: Listen to the first part of what he says. What was his general feeling about his old job?

Guidance

About the paper

The Speaking test lasts for 15 minutes and there are four parts. You take the test with a partner. There are two examiners, although only one (the interlocutor) speaks to you. The other examiner listens and gives detailed marks.

Part 1

Part 1 takes about two minutes. First the interlocutor asks each of you direct questions asking for personal information. Then the interlocutor asks you and your partner questions in turn on general topics such as your interests, daily routines and likes and dislikes.

Part 2

Part 2 lasts about four minutes, during which you each speak on your own for about a minute. You are given three photographs. You compare two of the pictures and say something more about them. You are also asked a short question about your partner's photographs after they have finished speaking.

Part 3

Part 3 is divided into two parts, and lasts around four minutes. You discuss a task with your partner for around two minutes using ideas you are given as written prompts on a mind-map. After two minutes, the interlocutor asks you a second question which is not written down, and you have to make a decision together connected to the topic you have been discussing. You have a minute for this part of the task.

Part 4

Part 4 takes around five minutes. The interlocutor leads a general discussion that broadens the topic of the Part 3 task by discussing more abstract questions on related issues.

How to do the paper

Part 1

- For the initial questions on personal information, you only need to give short answers; don't prepare long speeches about who you are and where you are from, but you should say a little more than *yes* or *no*.
- In the rest of Part 1 the interlocutor will ask you for your own ideas and opinions about more general topics, such as what you enjoy or what ambitions you have. Think of this as being similar to meeting someone in a social situation. You should provide enough detail to give interesting answers, without monopolising the time.

Part 2

- Listen to the interlocutor's instructions carefully. The task is also written on the paper above the photographs so you won't forget what you have to do.
- You can ask the interlocutor to repeat the task if you have to, but only do this if it is really necessary as you will lose time from your minute.
- Compare the pictures and then move on to the second part of the task. Don't describe the pictures; describing them won't allow you to show a range of language at the right level.
- Listen to what your partner says about their pictures as the interlocutor will ask you a short question about them. In your answer, you should give some detail, but don't say too much as you only have a short time for this.

Part 3

- Listen to the task carefully so that you understand exactly what to do. The task is written in the middle of the paper with prompts around it, and you have a short time to read the task before you have to start talking. You can ask the interlocutor to repeat the task if you are not sure, but this should not be necessary.
- Discuss each written prompt in turn. It doesn't matter if you don't discuss all the prompts, so make sure you say everything you can think of about each one before you move on to the next. Try to discuss the issues raised in the prompts in detail, and to use a range of language.
- Remember to ask your partner for their views as well as giving your own opinion. Really listen to what they say so that you can respond to their ideas and suggestions appropriately.
- After two minutes, you are given a minute to discuss a decision on a topic related to the one you have been discussing with the prompts.
- Continue to use a range of language in your negotiation towards your decision. Don't make your decision too quickly, or you won't talk for a minute, and remember there is no 'right' decision.

Part 4

- The interlocutor may ask questions for you both to discuss, or they may ask you each a question in turn. You can contribute to your partner's question, as long as you do this appropriately.
- The questions in this part are more abstract, and you should give longer answers than you did in Part 1. Try to develop your ideas, and give your opinions in an interesting and coherent way.
- You can disagree with what your partner says! There are no 'right' answers to the questions.

Tip Strip

Part 1:

- You should think of answers that tell the interlocutor more about you and your personal opinions. There is no 'right' answer, so relax and try to be interesting in what you say, but remember not to monopolise the time. Think of this as a social meeting!

For the first three questions, you could say:

I often have to study in the evening because that's the only time I have, but I'm more of a morning person and would prefer to study before breakfast as I feel fresh then.

I don't like organised holidays where you go round sightseeing in a group – I like travelling independently so that I can decide where I go and how long I spend in different places.

I love travelling – I love arriving at a new place and having the chance to find out about a whole new culture. But I hate it when there are delays and I get stuck in an airport departure lounge for hours because the plane is late!

Part 2:

Learning a new skill:

- Candidate A, you could say: *it's incredibly satisfying to be independent / it gives life-long pleasure / recipes can be hard to understand / it's probably hard not to be nervous / you'd really need to be well-prepared.*
- Candidate B, don't say too much, but give details, e.g. *I think ... would get most satisfaction because ...*

Entertaining others:

- Candidate B, you could say: *they're probably hoping people will give them money / busking / it looks like a school entertainment / families must feel proud / no one watches entertainment at a sports event, which must be frustrating.*
- Candidate A, you could say: *I think ... needs most practice because ...*

PART 1

The interlocutor will ask you a few questions about yourself and on everyday topics such as work and study, travel, entertainment, daily life and routines. For example:

- What's the best time of day for you to study? Why?
- What kind of holidays do you enjoy most? Why?
- Is there anything you dislike about travelling? Why?
- What kind of magazines or newspapers do you read regularly? Why/Why not?
- What do you like to do when you go out with your friends?
- Are you an organised kind of person? Why/Why not?
- Has the kind of music you enjoy changed since you were younger? Why/Why not?
- Where would you recommend tourists to visit in your country? Why?

PART 2

Learning a new skill

Turn to pictures 1–3 on page 170, which show people learning a new skill.

Candidate A, compare two of the pictures and say what you think the people might be enjoying about learning the new skill, and how easy it might be for them to master it.

Candidate B, who do you think would get the most satisfaction from learning the new skill? Why?

Entertaining others

Turn to pictures 1–3 on page 171, which show people entertaining others in different places.

Candidate B, compare two of the pictures and say why the people might be entertaining others in these different places, and how memorable it might be for the people watching.

Candidate A, who do you think would need the most practice? Why?

Tip Strip

Part 3:

- Don't describe the visuals. Decide what they illustrate, e.g. gym = healthy life v/s sedentary, office life.
- Focus your discussion on why these things are important and how important they might be in the future.
- You could say: *education is vital in the current economic climate / we need to make sure there's a planet for our grandchildren / relaxation will become increasingly important.*

Part 4:

Consider the abstract issues behind the questions. For example, you could talk about:

- *too much focus on earning money, not enough time to spend with friends/family, pressure to buy material things*
- *sports stars are highly paid, but they don't contribute to society, or help others*
- *media creates expectations, young people think they can succeed easily, the media tend to focus on lifestyles of successful people*
- *TV and magazines imply that everyone can have an expensive lifestyle, but they are the minority. This makes people think they can achieve more than is realistic, to have too high expectations*
- *life was simpler for our grandparents, they had fewer aspirations, they expected less from life, they didn't have to deal with global issues or technology but their lives were harder physically, medicine was less good, our lives are easier and more entertaining*
- *money buys a good lifestyle but not friendship, health, anything worthwhile*

PART 3

Turn to the task on page 172, which shows some things that have become important in many people's lives.

Talk to each other about why these things have become important to some people in today's world. Then decide which two things will continue to be important to people in the future.

PART 4

Answer these questions:

- Do you think that people have the right priorities in life nowadays? Why/Why not?
- Some people say that certain jobs are overvalued and overpaid. What's your opinion?
- What part does the media play in people's expectations of life nowadays?
- Do you think that people's expectations of what is achievable are too high nowadays? Why/Why not?
- Do you think that life is easier now than it was in our grandparents' day? Why/Why not?
- Some people say that it's only possible to be happy if you have a lot of money. What's your opinion?