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More information

Expert level syllabus

Notes

Listening syllabus

Candidates will be able to:

- follow extended speech delivered at natural speed, even when it is not clearly structured and when the meaning may be implicit rather than explicit
- follow short conversations both formal and informal in a range of situations, understanding gist, context, purpose, function, attitude, feelings, opinions and relationships
- understand complex narratives, sequences and explanations
- recognise the function of short utterances which may contain idiomatic English (see Grammar and Functions sections)
- follow a discussion to identify gist, detail, purposes and key ideas, and distinguish between fact and opinion
- extract and reproduce key information from announcements, media broadcasts, presentations and lectures on abstract and concrete topics of general interest
- follow a complex argument.

Phonological features

- consistently recognise how intonation, pitch and/or stress affect meaning
- consistently recognise feelings, moods, attitudes, important points and opinions expressed through stress, pitch and intonation.

Range

- understand ideas, arguments and descriptions expressed through a wide range of complex grammatical structures
- understand a broad range of vocabulary including idiomatic and colloquial expressions.

Register

- consistently recognise degrees of formality in different types of utterance used by speakers in a wide range of situations.

Understanding gist

- understand the main ideas of extended discourse even when the content is not clearly structured.

Understanding detail

- extract most points of detail even from extended discourse on both concrete and abstract topics even when the content is not clearly structured.
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Notes

Reading syllabus

Candidates will be able to:

- understand long complex texts, appreciating distinctions in style and purpose
- understand texts from authentic sources, identifying context, content and style
- understand the main ideas of complex text on a wide range of professional, academic and social topics
- gather specific information from different parts of a text or from different texts
- understand descriptions and narratives in which language is used to create different sophisticated effects
- understand lengthy texts containing complex instructions or explanations including technical or specialist texts, such as instruction manuals and articles
- understand texts concerned with contemporary issues in which the writers adopt particular viewpoints, identifying finer points of attitude, and implied as well as stated opinions.

Range

- understand a broad range of vocabulary including idiomatic expressions
- understand a very broad range of grammatical structures including those used to convey subtle distinctions in meaning.

Register

- understand the role of register even in emotional or allusive contexts.

Text structure

- recognise how textual features are used to achieve purposes in a wide range of texts including those containing images, and graphical and tabular data
- understand the different ways in which meaning is built up in a range of texts of varying complexity
- understand a range of logical markers and sequence markers.

Writing syllabus

Candidates will be able to:

- write well-structured, detailed texts on complex subjects, clearly communicating ideas, impressions, feelings and opinions
- write complex narratives and descriptions varying style appropriately
- write a well-structured detailed argument emphasising important points, and expanding and supporting relevant ideas
- write formal letters, reports or articles to fulfil a wide range of functions including those requiring a tactful approach.

Accuracy

- use all punctuation marks accurately and effectively
 - spell correctly words used in work, study and daily life including commonly used technical words
 - consistently control grammar to communicate effectively with few errors even when complex structures are employed.
-

Range

- use a wide range of vocabulary suitable for purpose
- generally use idiomatic expressions appropriately and naturally
- use a wide range of complex structures
- adapt register effectively and appropriately according to purpose in most contexts.

Notes

Organisation

- link and organise ideas using a range of linking words and cohesive devices
- organise text effectively to reflect the structure of the ideas expressed.

Grammar

Candidates are expected to know the grammar required for Preliminary, Access, Achiever and Communicator levels. They may also be exposed to the grammar required for Mastery level, but will not be tested on it.

Sentence structure

Simple sentences

- word order in simple statements:
subject-verb-object/adverbial/adjectival/prepositional phrase
- word order in instructions
- word order in questions
- ‘there is/are’ + noun
- ‘there was/were’
- ‘there has/have been’
- ‘there will be’/‘there is going to be’

Compound sentences

- use of the conjunctions ‘and’/‘but’/‘or’
- word order: subject-verb-(object) (+‘and’/‘but’/‘or’) + subject-verb-(object)

Complex sentences

- clauses of:
time with ‘when’/‘before’/‘after’
reason ‘because’
result ‘so’
- noun clause with ‘that’
- word order in complex sentences
- complex sentences with one subordinate clause
- defining relative clauses with ‘who’/‘which’/‘that’
- clause as subject/object

Simple, compound and complex sentences with subordinate clauses

- word order in sentences with more than one subordinate clause
- ‘there had been’
- use of common conjunctions expressing contrast, purpose, consequence, condition, concession

Notes

- non-defining relative clauses
- defining relative clauses with 'where'/'whose'/'when'
- defining relative clauses without relative pronouns
- participle clauses describing action with '-ing'
- word order in complex sentences, including order selected for emphasis
- 'there could be'/'would be'/'should be'
- 'could have'/'would have'/'should have'
- wider range of conjunctions including 'on condition that'/'provided that'
- comparative clauses
- more complex participle clauses describing action with '-ed'

Verb forms**Present reference**

- simple present tense of 'be'/'have'/'do' and common regular verbs
- present continuous of common verbs
- 'have got'
- simple present with no time focus
- present continuous to express continuity

Present/Past reference

- present perfect with 'since'/'for'/'ever'/'never'/'yet'/'already'/'just'
- present perfect continuous

Past reference

- past tense of regular and common irregular verbs with time markers
- 'used to' for regular actions in the past
- past continuous
- past perfect

Future reference

- noun phrase (NP) + 'be going to', present continuous and time markers
- future simple verb forms, NP + 'will'
- all verb forms, active and passive

Other

- 'yes/no' questions
- question words: 'who'/'what'/'where'/'when'/'how much'/'how many'/'how old'
- auxiliary 'do' for questions and negatives
- short answers, such as 'Yes, he does'/'No, I haven't'
- imperatives and negative imperatives
- 'let's' + infinitive for suggestions
- verb + 'to' + infinitive, such as 'want'/'hope'
- questions, such as 'what time'/'how often'/'why'/'how'/'which'
- contracted forms appropriate to this level
- zero and 1st conditional
- range of verbs + '-ing' forms

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- ‘to’ + infinitive to express purpose
 - common phrasal verbs and position of object pronouns, such as ‘I looked it up’
 - simple reported/embedded statements and questions
 - simple passive
 - 2nd and 3rd conditional
 - verbs + (object) + gerund or infinitive, such as ‘would like someone to do something’/‘suggest doing something’
 - causative use of ‘have’ and ‘get’
 - reported speech with a range of tenses
 - wider range of phrasal verbs, such as ‘give up’/‘hold out’
 - reported requests and instructions
 - question tags using tenses appropriate to this level
 - ‘would’ expressing habit in the past
 - mixed conditionals
 - reported speech with full range of tenses and introductory verbs
 - extended phrasal verbs, such as ‘get around to’/‘carry on with’
 - question tags using all tenses
 - imperative + question tag
-

Notes

Modals, nouns, pronouns, possessives, prepositions

Modals and forms with similar meaning

- ‘can’/‘can’t’ (ability/inability, permission) and ‘would like’ (request)
 - ‘not’ negative questions
 - ‘must’ (obligation)
 - ‘mustn’t’ (prohibition)
 - ‘have to’/‘had got to’ (need)
 - ‘can’/‘could’ (requests)
 - ‘couldn’t’ (impossibility)
 - ‘may’ (permission)
 - single modal adverbs, such as ‘possibly’/‘probably’/‘perhaps’
 - ‘should’ (obligation, advice)
 - ‘might’/‘may’/‘will probably’ (possibility and probability in the future)
 - ‘would’/‘should’ (advice)
 - ‘need to’ (obligation)
 - ‘needn’t’ (lack of obligation)
 - ‘will definitely’ (certainty in the future)
 - ‘may I’ (asking for permission)
 - ‘I’d rather’ (stating preference)
 - ‘ought to’ (obligation)
 - ‘must’/‘can’t’ (deduction)
 - ‘should have’/‘might have’/‘may have’/‘could have’/‘must have’ and negative forms of these
 - ‘can’t have’/‘needn’t have’
-

Notes**Nouns**

- regular and common irregular plural forms
- very common uncountable nouns
- simple noun phrases
- all cardinal numbers
- wider range of noun phrases with pre- and post-modification
- word order of determiners, eg, 'all my books'
- extended range of complex noun phrases

Pronouns

- personal
- subject
- object
- reflexive

Possessives

- possessive adjectives, such as 'my'/'your'/'his'/'her'/'its'/'our'/'their'
- use of 's, s'
- possessive pronouns, such as 'mine'/'yours'/'whose'

Prepositions and prepositional phrases

- common prepositions, such as 'at'/'in'/'on'/'under'/'next to'/'between'/'near to'/'from'
- prepositional phrases of place, time and movement, such as 'at home'/'on the left'/'on Monday'/'at six o'clock'
- prepositions of place, time and movement, such as 'before'/'after'/'towards'/'up'/'down'/'along'/'across'/'in front of'/'behind'/'opposite'
- prepositional phrases of place and time, such as 'after dinner'/'before tea'
- wide range of prepositions, such as 'beyond'/'above'/'beneath'/'below'
- prepositional phrases, such as 'in her twenties'/'of average height'/'in the top right-hand corner'
- collocations of verbs/nouns + prepositions, such as 'point at', 'have an interest in'
- preposition + '-ing' form, such as 'after leaving'
- preposition + 'having' + past participle, such as 'after having eaten'

Articles, determiners, adjectives, adverbs, intensifiers**Articles**

- definite with superlatives
- definite article with post-modification, such as 'the present you gave me'
- use of indefinite article in definitions, such as 'an architect is a person who designs buildings'
- definite, indefinite and zero article with both countable and uncountable nouns in a range of uses

Determiners

- ‘any’/‘some’/‘a lot of’
- ‘all’/‘none’/‘not (any)’/‘enough’/‘(a) few’/‘(a) little’/‘many’/‘more’/‘most’, ‘much’/‘no’
- a range of determiners, such as ‘all the’/‘most’/‘both’

Notes

Adjectives

- common adjectives in front of a noun
- demonstrative adjectives ‘this’/‘that’/‘these’/‘those’
- order of adjectives
- comparative, superlative, regular and common irregular forms
- use of ‘than’
- adjectives ending ‘-ed’ + ‘-ing’, such as ‘tired’ and ‘tiring’
- comparative structures, such as ‘as ... as’/‘... is the same as’/‘not so ... as ...’/‘looks like’/‘is like’
- all ordinal numbers
- comparisons with ‘fewer’ and ‘less’
- collocations of adjective + preposition, such as ‘responsible for’

Adverbs

- simple adverbs of place, manner and time, such as ‘here’/‘slowly’/‘now’
- simple adverbs and adverbial phrases: sequencing, time and place, frequency, manner, such as ‘as soon as possible’
- position of adverbs and word order of adverbial phrases
- adverbial phrases of degree, extent, probability
- comparative and superlative of adverbs

Intensifiers

- ‘very’/‘really’
- ‘quite’/‘so’/‘a bit’
- a wide range of intensifiers, such as ‘too’/‘enough’/‘extremely’/‘much too’
- collocations of intensifiers with ‘absolute’ and relative adjectives, such as ‘absolutely gorgeous’/‘very pretty’

Punctuation and spelling

Punctuation

- capital letters and full stops
 - question marks, exclamation marks, use of commas in lists
 - punctuation in formal and informal texts, such as dashes, brackets, bullet points, speech marks
 - multiple uses of commas
 - apostrophes for possession and omission
 - other punctuation to enhance meaning
 - accurate use of all punctuation
-

Notes

Spelling

- correct spelling of personal details
 - correct spelling of words used in work, studies, leisure and daily life, including familiar technical words
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Discourse

- sentence connectives, such as 'then'/'next'
 - adverbs to indicate sequence, such as 'first'/'finally'
 - use of substitution, such as 'I think so'/'I hope so'
 - markers to structure spoken discourse, such as 'Right'/'Well'/'OK/Okay'/'anyway'/'by the way'/'as I was saying'
 - markers to indicate addition, such as 'also', sequence 'in the first place', contrast 'on the other hand'
 - use of ellipsis in informal situations, such as 'got to go' and in informal speech and writing, such as 'sounds good'
 - use of vague language, such as 'I think'/'you know'
 - a range of discourse markers expressing addition, cause and effect, contrast, such as 'however', sequence and time, such as 'at a later date'
 - a range of logical markers, such as 'in this respect'/'accordingly'
 - sequence markers, such as 'subsequently'
 - a wider range of discourse markers to structure formal and informal speech, such as 'can we now turn to'
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Topics**1 Personal identification**

- personal details
 - occupation
 - family
 - likes and dislikes
 - physical appearance
 - first language
 - character
 - image
-

2 House and home and local environment

- types of accommodation
 - interior design
 - local and regional services/amenities
 - regional geographic features
 - national flora and fauna
 - region-specific phenomena
-

3 Daily life

- at home
- at work
- income
- prospects
- stress
- money management

Notes

4 Free time, entertainment

- leisure, hobbies and interests
- TV, radio, cinema, theatre
- computer, internet
- intellectual/artistic pursuits
- sports
- press
- music
- photography
- the written word (reading, letter writing, diaries, etc)
- exhibitions, museums
- leisure/work ratio

5 Travel

- public and private transport
- traffic and traffic control
- ‘green’ travel
- holidays
- accommodation
- entering and leaving a country
- common currency, e.g. the Euro
- migration

6 Relations with other people

- family relationships
- friendship
- manners
- social conventions
- anti-social behaviour

7 Shopping

- shopping facilities
 - foodstuffs
 - clothes, fashion
 - household articles
 - prices
 - ethical shopping
 - retail therapy
-

Notes

8 Food and drink

- eating habits
- sourcing food locally
- fast food
- organic food
- year around availability
- dieting
- food fashions

9 Services

- communications
- financial services
- emergency services
- leisure facilities
- care for the elderly
- IT in the community
- diplomatic services
- employment agencies

10 Places and location

- satellite navigation systems
- World Heritage sites
- locating motorways and airports
- protecting open spaces
- how geography affects people
- alternative places to live, e.g. underwater, on Mars

11 Language

- foreign language ability
- accents and dialects
- preserving minority languages
- bilingualism
- universal languages, e.g. Esperanto
- body language

12 Weather

- climate and weather
- weather forecasting
- climate change
- extreme weather
- weather and mood

13 Measures and shapes

- statistics
 - processes
 - importance of maths in everyday life
-

14 Education

- schooling
- subjects
- qualifications and examinations
- education systems
- teaching and learning

Notes

15 The environment

- recycling
- pollution
- global warming
- endangered species
- future of the planet

16 Beliefs

- the paranormal and supernatural
- superstitions
- unexplained phenomena, e.g. UFOs, coincidences, etc.

17 Arts

- modern art, theatre, architecture
- classical art, theatre, architecture
- literature
- popular culture

18 Science and technology

- scientific development
- space exploration
- power of the computer
- important inventions
- genetic modification
- ethics
- animal testing

19 Society

- individual rights
 - family life
 - parental responsibilities
 - social responsibilities
 - equal opportunities
 - human rights
 - citizenship
 - the global village
-

Notes

Functions

(See Topics list for contexts)

Personal environment

- asking for and giving personal information
- describing where one lives (accommodation, area, etc)
- asking and answering questions for confirmation, information, identification
- describing people, places, things
- correcting information
- explaining routines
- narrating and describing past, present and future events
- comparing things, people
- reporting facts, actions
- stating facts, actions
- giving descriptions and specifications

Expressing thoughts and feelings

- expressing and asking about agreement or disagreement
- denying something
- expressing agreement reluctantly or with reservations
- conceding, demurring
- expressing views and feelings with reasons
- asserting and asking about knowledge or ignorance of something or someone
- stating whether a person, thing or action is remembered or forgotten
- enquiring of someone else whether a person, thing or action is remembered or forgotten
- stating and asking about degrees of probability
- expressing, denying or asking about necessity (including logical deduction)
- stating and asking about one's certainty or uncertainty of something
- reminding someone to do something
- expressing doubt, incredulity, bewilderment
- hypothesising
- speculating
- stating and asking about one's ability or inability to do something
- stating and enquiring about one's obligation (or lack of) to do something
- seeking, granting or denying permission
- stating and asking about the permissibility of doing something
- expressing and asking about wishes, hopes, expectations
- expressing and asking about wants, desires, needs
- stating and asking about intention
- stating, responding to and asking about preference
- expressing and asking about likes and dislikes, with reasons
- expressing and asking about (dis)pleasure, (un)happiness
- expressing and asking about satisfaction or dissatisfaction
- expressing disappointment
- expressing gratitude
- expressing and asking about interest or lack of it
- expressing surprise or lack of it
- expressing and asking about fear, anxiety

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- giving reassurance
 - expressing regret, sympathy, condolence
 - expressing fellow-feeling, empathy
 - expressing and asking about pain, anguish, suffering
 - expressing relief
 - expressing indifference
 - expressing fatigue, resignation
 - offering and accepting an apology
 - granting forgiveness
 - expressing and asking about approval, appreciation or disapproval
 - expressing moral obligation
 - expressing regret
 - accepting, attaching or denying blame for something

Notes

Making things happen

- responding to a request
- requesting something, or someone to do something
- inviting someone to do something
- accepting or declining an offer or invitation
- giving instructions or orders
- giving and asking for advice
- responding to or rejecting advice, with reasons
- warning others to be careful or to stop doing something
- offering and requesting assistance
- insisting politely
- persuading someone to do something
- suggesting a course of action
- asking for, responding to, agreeing to or rejecting suggestions with reason/alternative
- making and agreeing plans and arrangements
- encouraging someone to do something
- reaching a compromise
- prohibiting someone from doing something
- making a complaint
- refusing to do something, expressing defiance
- pleading with someone to do something

Social contact

- getting someone's attention
- greeting people and responding to greetings
- expressing thanks
- addressing somebody
- making and responding to formal and informal introductions
- opening, closing a formal or informal conversation
- congratulating someone
- proposing a toast
- praising someone
- paying someone a compliment
- asking someone's opinion
- making someone feel welcome

Notes

- giving and responding to constructive criticism
 - indicating lack of understanding
 - giving and asking for clarification, explanation or definition of something
 - confirming one's own or another's understanding
 - asking someone to repeat all or part of something
 - asking someone to speak more slowly
 - asking for help in finding words or phrases
 - asking for and giving the spelling and meaning of words
 - counting and using numbers
 - asking for and telling people the time, day, date
 - interrupting politely
 - objecting, protesting
 - exemplifying or emphasising a point
 - classifying, generalising, defining something
 - encouraging another speaker to continue
 - indicating a wish to continue or finish speaking
 - summing up
 - taking leave
 - observing telephone conventions
 - observing letter writing conventions
-

Frequently asked questions: teachers

Notes

General

Q Can candidates use dictionaries in the test?

A Yes, they can use English–English dictionaries only; no electronic dictionaries can be used.

Q How many different parts of the test are there?

A At Expert level, ten parts.

Q Is there a time limit for each part of the test?

A At Expert level, the Listening section takes about 20 minutes. Candidates then have 2 hours 40 minutes for the rest of the paper. Teachers need to help their students to plan how to use their time effectively.

Q Do candidates have to pass every part of the test?

A Yes, candidates must reach the required pass mark for each of the Listening, Reading and Writing sections in order to pass the test as a whole.

Q What grades of pass are there and how do candidates get these?

A Pass: candidates must get a pass mark in each of the Listening and Reading sections and a Pass grade or above in the Writing section
First Class Pass: candidates must get a First Class Pass in each of the Listening, Reading and Writing sections.

Listening

Q The Listening part of the test is now all recorded – why?

A It gives us the chance to test conversations as well as monologues. We can test candidates' recognition of stress and intonation. It also makes the test more reliable.

Q Do candidates hear different accents?

A The accents are mostly neutral, standard British English. In conversations, there is usually one male and one female speaker to help candidates know who says what. In some of the conversations at Expert level there will be more than two speakers.

Q Do candidates hear everything twice?

A No, candidates will hear all conversations once only. They will be given time before each section begins to read through the questions.

Q What happens if candidates spell their answers incorrectly?

A If the answer can be understood, it is accepted (unless the answer is spelt out in the recording).

Notes

Reading

Q Is there sometimes more than one correct answer to multiple-choice questions?

A No. We check this when we vet the exam tasks and when we trial the papers.

Q Is there sometimes more than one way of answering the questions in Reading Part 4?

A There may occasionally be alternatives – these are included in the examiner's answer key.

Q What happens if candidates exceed the word limit in giving answers to Reading Part 4?

A The answer will not be allowed.

Writing

Q How much do candidates have to write?

A At Expert level, 150 to 200 words in Writing Part 1 and 250 to 300 words in Writing Part 2.

Q What happens if candidates write more or fewer words than instructed?

A If they write fewer words, this is taken into account in the marking. If they write more than required, they have probably penalised themselves by not planning their work sufficiently, or giving themselves time to proofread and review and correct errors.

Frequently asked questions: students

Notes

General

Students preparing for the International ESOL test naturally have questions about what they will find in the test. Here are some frequently asked questions, along with answers. We hope these will be useful to you and your students. Some students who are now preparing for the International ESOL test at Expert level may be familiar with the test at Communicator (B2). The basic structure of the test remains the same, but there are some features of the different parts that will be new. All of the listening tasks are heard once only. It is worth going through these FAQs in preparation for the test to help your students know exactly what to expect as candidates. International ESOL candidates often ask about the pass grades and how they achieve these. Pass and First Class Pass grades are available, and it is important for candidates to perform to a sufficient standard in each section of the test.

Q Can I use a dictionary in the test?

A Yes, you can use an English–English dictionary, but not an electronic version.

Q How many different parts of the test are there?

A There are ten: Listening 1, 2, 3 and 4; Reading 1, 2, 3 and 4; Writing 1 and 2.

Q Do I have a time limit for each part of the test?

A The Listening section will take about 20 minutes. You have 2 hours and 40 minutes to complete the rest of the test.

Q Do I have to pass every part of the test?

A You have to pass in the Listening, Reading and Writing sections. You don't have to pass each separate part of these sections as long as the overall total for each section is sufficient to pass.

Q What grades of pass are there?

A A Pass or a First Class Pass.

Listening

International ESOL candidates are sometimes concerned that they will have trouble understanding strong regional accents. Stress that the speakers on the recordings will have mostly neutral, standard British English accents. Another worry candidates have is spelling answers correctly. Tell them that unless a word is spelt out, they will not be marked on correct spelling and if their answer can be understood it will be accepted.

Notes

Q Is all of the Listening section now recorded?

A Yes.

Q Do I hear many different accents?

A No. The accents are mostly standard British English. In conversations, there is usually one male and one female speaker to help you know who is speaking. In some of the conversations at the Expert level, there will be more than two speakers.

Q Do I hear everything twice?

A No. You will hear all conversations once only. You will be given time before each section begins to read through the questions.

Q What happens if I spell answers incorrectly?

A If the examiner can understand your answer, that's not a problem.

Reading

Candidates are sometimes concerned that there may be more than one correct multiple-choice option in reading tasks; tell them that there will be only one correct answer to each question. Remind candidates to read the instructions very carefully before giving answers and not to exceed any given word limit.

Q Is there only one correct A, B, C or D answer to multiple-choice questions?

A Yes.

Q What happens if I write too many words in my answers in Reading Part 4?

A Your answer will not be allowed. You must use no more than three words.

Writing

Point out that there are word limits in each part and explain why it is useful for candidates to keep to these.

Q How much do I have to write?

A Between 150 and 200 words in Writing Part 1 and 250 and 300 words in Writing Part 2.

Q What happens if I don't write the correct number of words?

A If you write too few words, this is taken into account in the marking. If you write more than required, you will probably make more mistakes and not give yourself time to read it through and correct errors, so try and keep to the limit.

Exam advice

Notes

Tips from the examiners

Check how much time you have for the whole paper.

Give yourself enough time to answer all the questions.

Read each question carefully and follow the instructions exactly.

If you become stuck, then move on to the next question. You can always come back to a question later.


Always use a black or blue pen, not a pencil.

Attempt all the questions, even if you are not completely sure.

You may make corrections, but make sure your writing is easy to read.

At the beginning of the Listening section your supervisor will check that you can hear the recording clearly. Tell the supervisor if you can't hear well. You must not speak during the test itself.

Sample exam paper – Expert level**Listening Part 1**

You will hear eight short unfinished conversations. Choose the best reply to continue the conversation. Put a circle round the letter of the best reply. First, look at the example. You will hear the conversations once only.  33

Example

Speaker 1: Are you sure this one will fit into the room?

Speaker 2: It's no bigger than the one we have now.

Speaker 1: You really should measure it.

- a Why are you so surprised?
- b You worry too much.
- c I'll change it after I finish this one.
- d I have it right here.

1

- a I don't know about that.
- b I'm only trying to help.
- c I'm willing to give it a try.
- d I don't think I quite follow this.

2

- a If you're happy to get it started.
- b I'm glad we feel the same way.
- c If you'd rather hold on for a bit.
- d I'm surprised we agree for once.

3

- a He's very good at this kind of thing.
- b He wouldn't mind, I'm sure.
- c He'll tell you how much it is tomorrow.
- d He's just very busy at the moment.

4

- a I'd like to know what you think of it.
- b I wouldn't read it as quickly as you.
- c I'd really like to have a look.
- d I'd like you to tell me where it is.

5

- a I'm sure I can give you a hand.
- b I'm sure it's the right decision.
- c I'm not sure I have enough time.
- d I'm not sure it's of any use.

6

- a They'll make it up to him.
- b You've got to take it from him.
- c They'll have to explain it to him.
- d You've got to hand it to him.**

7


- a Sorry, I can't describe it.
- b Sorry, I can't remember it.
- c Sorry, I wasn't thinking.**
- d Sorry, I wasn't doing it.

8

- a Do you have the same one?
- b Do you really think so?
- c Oh, I wouldn't say that.
- d That's the only difference.**

Notes

Listening Part 2

You will hear three conversations. Listen to the conversations and answer the questions below. Put a circle round the letter of the correct answer. You will hear each conversation once only. Look at the questions for Conversation 1.  34

Conversation 1

- 1 The first man is trying to
- a get off with only a verbal warning.
 - b deny he has parked without paying.
 - c convince the woman she is unreasonable.**
 - d appreciate the woman's work obligations.
- 2 The woman's attitude towards the motorist is
- a sympathetic.
 - b neutral.**
 - c vindictive.
 - d impatient.

Conversation 2

- 1 When things need fixing, Mary and Peter think that Jeff
- a takes a long time to do anything.**
 - b refuses to take responsibility.
 - c spends too long preparing.
 - d can't accept they need doing.
- 2 Mary feels
- a furious.
 - b upset.
 - c surprised.
 - d frustrated.**
-

Notes

Conversation 3

1 The teacher is asking questions to obtain

- a confirmation.
- b information.
- c knowledge.

d views.

2 The speakers all agree that examples of poor citizenship result from

- a poor parenting within the community.
- b** the breakdown of traditional communities.
- c inability to adapt to new styles of community.
- d unemployment within the community.

Listening Part 3

You will hear a radio broadcast describing some scientific research. Listen to the broadcast and complete the notes below. Write short answers (1–5 words). An example is done for you. At the end of the broadcast you will have two minutes to read through and check your answers. You will hear the broadcast once only.

You have one minute to look at the notes below.  35

The problem

Examples given of allergies: hay fever asthma

food allergies

The research

1. Carried out at: University Hospital Zurich

2. Proposed location for injections: (the) glands / (the) lymph nodes

3. Normal location for injections: (the) skin

4. Length of trial: 3 / three years

Results

Effects on second group improvements in symptoms

5. fewer side effects

6. improvements sooner

7. injections less painful / less uncomfortable

Results

Research using: larger groups

8. Research looking at: other allergies

Notes

Listening Part 4

Listen to the radio interview and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. You will hear the interview once only.

You have two minutes to read through the questions below.  36

Example

The reaction to the publication of the results is

- a unexpected.
- b unsurprising.
- c unprecedented.
- d unjustified.

1 Jane Soames feels that the public claims of destruction of communities and livelihoods are

- a a slightly inaccurate interpretation of the facts.
- b based on the true facts available.
- c misleading when analysed against the facts.
- d based on out-of-date facts and figures.

2 The presenter believes that, by supplying the supermarkets with dairy produce, many farmers

- a have secured their long-term future.
- b make only a very small profit.
- c spoil the market for everyone else.
- d are in danger of going out of business.

3 According to Jane Soames, helping farmers extend their growing season exemplifies

- a the need for more and more varieties of produce.
- b the company's commitment to supporting suppliers.
- c the amount of shortfall in UK produce.
- d technological advancement in agriculture.

4 Jane Soames and the presenter of the programme disagree about

- a the price farmers receive for their milk.
- b the reasons farmers sell milk to supermarkets.
- c the amount of milk farmers sell to supermarkets.
- d why farmers lose so much money on milk sales.

Notes

- 5** Jane Soames quotes the Competition Commission's report in order to show
- a that the company has made an excellent profit.
 - b how well the company has performed.
 - c the level of profit increase over previous years.
 - d that the company's profit is not excessive.**
-
- 6** Jane Soames believes that, by opening more stores, her company has
- a made shopping more convenient for shoppers.**
 - b made us go shopping much more frequently.
 - c reduced the number of poor quality high street stores.
 - d increased the amount of food we buy every year.
-
- 7** Critics claim that nowadays most people eat fewer vegetables than before because
- a there aren't so many vegetables available in supermarkets.
 - b the quality of vegetables is generally poor in supermarkets.
 - c supermarkets fail to make their vegetable selection a priority.**
 - d there is too much choice of everything in addition to vegetables.
-
- 8** Jane Soames believes that supermarkets in general and her company in particular
- a have received unfair criticism from their customers.
 - b have allowed local small stores to thrive.
 - c have not received the recognition they deserve.**
 - d provide much better quality than most local stores.
-

Reading Part 1

Read the following text, then read the ten statements A–J. Five of these statements are correct according to the text. Tick the boxes of the correct sentences. Do not tick more than five boxes. Leave the other five boxes blank.

International fugitive slips through the net again

There is no such thing, we older hands like to say, as an intelligence operation that does not occasionally run to farce. The bigger the operation, the bigger the belly laughs, and it is a matter of service history that the week-long manhunt for Bartholomew, alias Barley Scott-Blair, generated enough frenzy and frustration to power a dozen secret networks. Orthodox young novices like Brock learned to hate Barley's life before they even found the man who led it.

After five days of chasing after him, they thought they knew everything about Barley except where he was. They knew his free-thinking parentage and his expensive education, both wasted, and the unedifying details of his marriages, all broken. They knew the café in Camden Town where he played his chess with any layabout spirit who happened to drift in. Under the usual tacky but effective pretexts, they had door-stepped a sister in Hove who despaired of him, tradesmen in Hampstead who were writing to him, a married daughter in Grantham who adored him and a grey-wolf son in the City who was so withdrawn he might have taken a vow of silence.

They had talked to members of a scratch jazz band for whom he had occasionally played saxophone, to the almoner at the hospital where he was enrolled as a visitor and to the vicar at the Kentish Town church where to everyone's amazement he sang tenor. 'Such a lovely voice when he shows up,' said the vicar indulgently. But when they tried to tap his phone to get more of this lovely voice, there was nothing to tap because he hadn't paid his bill.

They even found a trace on him in our own records. Or rather the Americans found it for them, which did not add to their enchantment. For it turned out that in the early sixties, when any Englishman who had the misfortune to possess a double-barrelled name was in danger of being recruited to the Secret Service, Barley's had been passed to New York for vetting under some partially observed bilateral security treaty.

Notes

- A Big intelligence organisations sometimes produce comical situations.
- B Brock was keen to meet the man about whom he knew so much.
- C It took them five days to locate Barley.
- D Barley did not take advantage of his privileged upbringing.
- E The service went to Barley's sister's home to speak to her.
- F The service got little information from Barley's son.
- G Barley had formed a music group.
- H Barley regularly sang in his church choir.
- I They tried unsuccessfully to listen to Barley's phone conversations.
- J The Americans had investigated Barley because they recognised his name.

Reading Part 2

Read the text and fill the gaps with the correct sentences A–H. Write the letter of the missing sentence in the box in the gap. There are two extra sentences you will not need.

Dealing with difficult people at work

No workplace comes without its share of difficult people. How difficult a person is for you to deal with depends on your self-esteem, self-confidence and professional courage. Dealing with them is easier when they are just generally obnoxious or when the behavior affects more than one person. Dealing with difficult people is much tougher when they are attacking you or undermining your professional contribution.

Difficult people come in every conceivable variety. **F** 1 Others must always have the last word. Some co-workers fail to keep commitments. Others criticise anything that they did not create. Difficult co-workers compete with you for power, privilege and the spotlight; some go too far in courting the boss's positive opinion – to your diminishment.

Some co-workers attempt to undermine you and you constantly feel as if you need to watch your back. Your boss plays favourite and the favoured party lords it over you; people form cliques and leave you out. Difficult people and situations exist in every workplace. **G** 2 You must address them. No matter the type of difficult situation in which you find yourself, dealing with difficult people is a must.

Initially, people go into shock when they are treated unprofessionally. Once you are fully aware of what is happening, deciding to live with the situation long term is not an option. You become so angry and feel so much pain that your efforts to address the situation become irrational. **C** 3

Constant complaining about the co-worker or situation can quickly earn you the title of whiner or complainer. Managers wonder why you are unable to solve your own problems – even if the manager's tolerance or encouragement of the situation is part of the problem.

Most importantly, if you are embroiled in a constant conflict at work, you may not only get blamed for being 'unable to handle the situation like a mature professional'. You may even end up being branded as a 'difficult' person yourself. **E** 4

Finally, if the situation continues to deteriorate over time, the organisation and your boss may tire of you. The boss may decide you are a 'high maintenance' employee, easily replaced with a more professional or cooperative person. **A** 5 However unfair, this sometimes is the reality.

I've experienced workplaces in which all sorts of dysfunctional approaches to dealing with a difficult co-worker have been tried. Putting an anonymous note in the person's mailbox is not an option. **H** 6 So, it's advisable to look at more productive ways to address your difficult co-worker.

- A As a consequence you could lose your job.
- B Otherwise, you risk becoming the problem maker in the eyes of your colleague.
- C It's far better to address the difficult person while you can maintain some objectivity and emotional control.
- D Be pleasant and agreeable as you talk with the other person.
- E This label is hard to escape and can have devastating consequences for your career.
- F Some talk constantly and never listen.
- G They have one thing in common.
- H Confronting the bully publicly can often lead to disaster.

Notes

Reading Part 3

Read the four texts below. There are ten questions about the texts. Decide which text – A, B, C or D – tells you the answer to the question. The first one is done for you.

A

Back in 1993, Scandic started developing the industry's leading sustainability programme. Now we see environmental, economic and social considerations feature in our everyday decisions. We are the trend-setters in our industry. Today, sustainability issues are high on the agenda for many companies. Scandic is proof that you can be progressive in these areas and achieve even better profitability along the way. Our belief in the future is based on equal parts of sustainable proactivity as well as care and consideration for others. These are fundamental values for everyone within Scandic. We know that it is possible to reduce fossil carbon dioxide emissions. We think that health is an obvious focus. And we realise that accessibility is a must. Come to us any time and you'll find team members who enjoy doing something they believe in. You'll see how, together, we are turning environmental and social issues into natural, everyday actions.

B

The majority of 'eco' hotels are found in far-away places, where they are aided in their search for a reduced carbon footprint by a benevolent climate. You'll struggle to find many in city centres or in the energy-draining north with its long, freezing winter nights. Or so you might think. However, one of the biggest hotel chains in the Nordic region has just announced that it has reduced the carbon footprint of its guests by a third. How? Let's start with the details, like the use of wooden pens and wooden keycards, which are both biodegradable. Then there are the recycling bins in every room. The chain has started phasing out bottled water, instead asking guests to fill an empty water jug from the tap. Even the taps themselves are more efficient, using around half as much water as standard ones when you use them to wash your hands.

Notes

C

What makes the hospitality industry inefficient? Some things even a casual traveller notices – lack of recycling facilities, little bottles of shampoo, the cold blast of the air conditioner. Hotels, like other buildings, use electricity for lighting, cooling, appliances and fuel for heating. However, hotel structures – individual units that each have their own appliances, heating and cooling sources – combined with hospitality standards – piles of fresh towels and linens – make them more wasteful than traditional buildings. The hospitality industry has several motivations for implementing a greener strategy. First, making their operations more efficient can result in cost savings. Consuming less fuel, electricity and water can reduce costs. Another reason is for competitive positioning of their brands. Facing demand from increasingly environmentally savvy consumers, hotels are changing their practices to meet these preferences. According to a travel industry association study, 87 percent of travellers would be more likely to stay at green properties.

D

On arriving at a hotel, I immediately review the room-service menu, bask in the prospect of fresh, silky sheets and inspect the bathroom to ensure I have fluffy, clean towels for every possible need. Then I spy one of those little placards, nestled among the tiny soaps, asking me to reuse my linens: 'Every day millions of gallons of water are used to wash towels that have only been used once... Please decide for yourself.' And, like that, my hotel buzz fizzles.

I'll admit that I sometimes choose not to participate in this programme and request fresh towels and sheets every day. Before you write in scolding me for being wasteful, let me say it's not the programme I'm against. But I don't want to be guilt-tripped into going green. It's the two-facedness of it that gets me. Save our planet!

In which text does the writer

- | | | |
|---|---|----------|
| 1 | disbelieve that hotel's claim to environmentalism? | D |
| 2 | explain why hotels find going green more difficult than other sectors? | C |
| 3 | describe which organisation has done most to develop this kind of programme? | A |
| 4 | state that certain parts of the world are more conducive to environmentalism? | B |
| 5 | claim that hotels go green partly because customers want them to? | C |

Which text is saying the following?

- | | | |
|----|--|----------|
| 6 | It's important that employees are committed to environmental initiatives. | A |
| 7 | It's unfair for hotels to put the onus on the customer. | D |
| 8 | It's challenging to maintain high service levels whilst adopting a green strategy. | C |
| 9 | Modifying the way in which water is supplied is an effective strategy. | B |
| 10 | Part of the enjoyment of hotel accommodation is its luxury. | D |
-

Notes

Reading Part 4

Read the text and answer the questions. Put a circle round the letter of the correct answer.

Why people lie when seeking a job

From foolish fibs to full-on fraud, lying on your CV is one of the most common ways that people stretch the truth. But think twice before you ship off your next half-baked job application. Even if your moral compass doesn't keep you from deceit, the fact that Human Resources is on to the game should.

The percentage of people who lie to potential employers is substantial; an estimated 40 per cent of all CVs aren't altogether above board. And this game of employment Russian roulette is getting riskier. Human Resources professionals have reported they've increased the amount of time spent checking references over the past three years.

CVs are marketing tools designed to do one thing: make the phone ring. Once it does, you'd better be ready to back up your paper claims. Even a white lie can follow people throughout their career.

One of the most common CV lies involves playing with dates to hide employment gaps. The reasons are myriad: hiding being fired, a period of job hopping or even maternity leave. Some women stretch time lines because they fear it will be difficult to re-enter the workplace after starting a family.

Even though it's one of the easiest items on a CV to check, bogus college degree claims are also prevalent. Not having a diploma is one of the things many applicants are most ashamed about. Dave Edmondson, the former chief executive of RadioShack, resigned in February after questions arose about the accuracy of his CV. According to media reports, his claim to have a degree in psychology from Pacific Coast Baptist College in California wasn't true. Nor was there evidence he received a degree in theology from the same unaccredited college.

Notes

Fear of ageism can lead to lies by omission. Older job seekers may fudge or leave off the year they received their degree, or lop off their early work history, to appear younger on paper. While it's easy to sympathise, it's also important to remember that the truth behind these lies will quickly become evident at the interview.

Another widespread set of tall tales is embellishment of experience and accomplishments. For example, a mediocre salesperson might claim she increased sales by 80 per cent, or a small-office sales director might say he managed 50 people.

Some job hunters will say they were paid a higher salary at a previous job in an attempt to get more money. One particularly popular move is to combine one's salary and bonus. But employers are wising up and it's becoming more common for companies and recruiters to ask for a recent pay slip or tax return. Imagine talking your way out of that.

Considering that a CV is usually a single sheet of paper, there are surprisingly many opportunities for yarn-spinning. Recent graduates will raise their grade point averages or claim honours they didn't receive. And some people blur the line between familiarity and proficiency when it comes to technical expertise, such as knowledge of software programmes.

Even claims of language proficiency aren't immune. One candidate who claimed fluency in Spanish on his CV was caught out during the interview when the interviewer began speaking to him in Spanish. He didn't know a word.

So why do people do it? Why all the fiction? Simply put, in today's environment fear often leads to desperation. But whether you get caught in the interview, on the job or years down the road, it's best to heed the old adage: 'Whenever you tell the truth, you don't have to remember what you said.'

- 1 The best summary of this passage is
 - a Presenting untruths as facts on job applications is fraud and many companies now check facts before the interview process. Unfortunately many applicants still get away with the practice of changing dates and qualification details but are not usually found out if they omit or exaggerate information. Slowly but surely they are learning that lying doesn't necessarily get them the job.
 - b** Lying on job application forms is becoming more risky as human resources departments increasingly check claims. The most popular practices amongst applicants are changing dates, enhancing qualifications, and omitting information. Exaggeration is another, whether it is of your own level of skills, responsibilities or salary. But honesty is better than spending your life trying to remember details of your lies.

c People who lie on job applications are being found out because companies are verifying information, especially on serious issues like changing dates and inventing qualifications. They frequently ask for pay records from previous jobs to check the veracity of salary details. Although omissions are not regarded as lying, they are also checked. Applicants should learn it's best to be honest.

Notes

- 2 The passage develops in which of the following ways?
- a Degrees of lying – dangers – importance of CVs – why lie – what lies – omitting and exaggerating isn't lying – skills claims – why honesty.
 - b Consider dangers of lying – stringent checks – follow up your application – ways people lie – success of people who lie – reasons – advice.
 - c** Warning – risks – common tricks – education grades – omitting information – exaggeration – salary claims – scope for lying – technical knowledge – anecdote – why – why not.
-

- 3 The writer believes that falsifying CVs
- a** is now more difficult to get away with.
 - b has increased in recent years.
 - c is now being stamped out completely.
 - d occurs in the majority of job applications.
-

- 4 The main purpose of a CV is to
- a reinforce the interview process.
 - b save time at the interview stage.
 - c** make an initial impression.
 - d provide marketing with information.
-

- 5 Applicants tend to change dates in order to
- a** present a picture of continuity.
 - b indicate they have been in a job longer.
 - c claim they have had varied experience.
 - d show how hardworking they are.
-

- 6 With regard to omitting information the writer suggests
- a** suppressing emotions and recognising it as lying.
 - b making allowances for older applicants.
 - c treating it as more deceitful than lying.
 - d dealing with it more sympathetically.
-

- 7 Applicants who have lied about their pay risk
- a being asked to explain the salary details.
 - b pricing themselves out of the new job.
 - c** being embarrassed by their potential employers.
 - d having to accept a considerably lower salary.
-

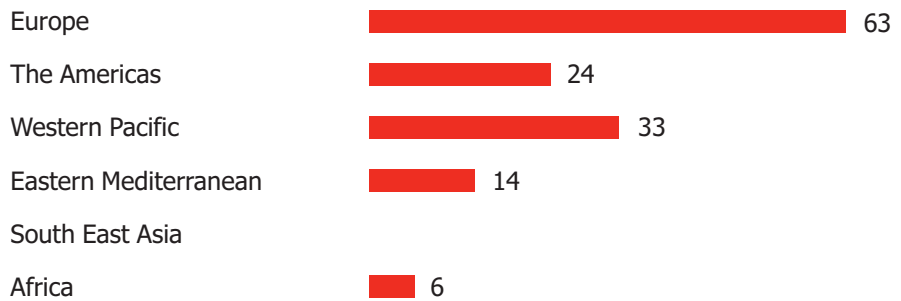
- 8 The writer thinks it is strange that such a small document
- a can take on so much importance.
 - b** can be abused in so many ways.
 - c can contain so much information.
 - d is sufficient for potential employers.
-

Notes

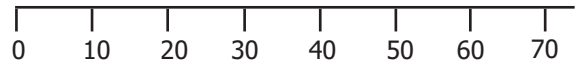
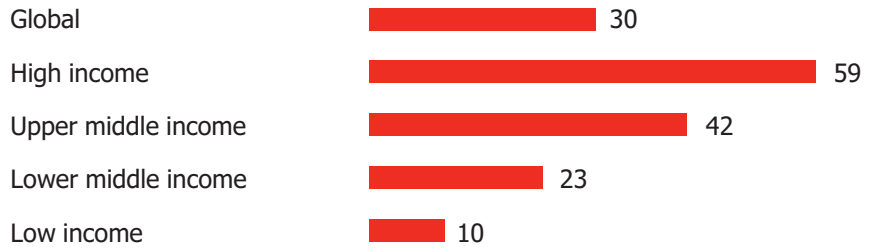
Writing Part 1

You have been asked to write an essay for your class about the information on hospital beds from the graph below. Give your interpretation and conclusion from the information provided. Write between 150 and 200 words.

Low-income countries have only 10 hospital beds per 10,000 people



Country group by income level



Hospital beds per 10,000 population, 2006

Sample exam paper tapescripts

Listening Part 1

 33

Male voice 1 'Part 1. Part 1. You will hear eight short unfinished conversations. Choose the best reply to continue the conversation. Put a circle round the letter of the best reply. First, look at the example. You will hear the conversations once only.'

M1 'Number one. Number one.'

Male voice 2 'I certainly had it earlier.'

Female voice 'You remember doing that?'

M2 'Yes. How many times do I have to tell you?'

M1 'Number two. Number two.'

F 'I like the idea in principle, but...'

M2 'Are we agreed then? Shall we go ahead?'

F 'I'm not sure. What about the costs?'

M1 'Number three. Number three.'

M2 'We can't really solve the problem without Martin.'

F 'Well, he promised to help us out.'

M2 'What's the likelihood of that happening?'

M1 'Number four. Number four.'

M2 'Oh, that book you lent me. I haven't forgotten.'

F 'Take your time. There's no rush.'

M2 'Really? Oh thanks; I haven't read it yet.'

M1 'Number five. Number five.'

F 'No, I've made my mind up. I don't think I can work in this place any more.'

M2 'So you're really going to leave?'

F 'Yes. Time to move on.'

M1 'Number six. Number six.'

F 'Of all the people to get that job.'

M2 'Yes. He's the last one I would have expected.'

F 'Well, I say well done to him.'

M1 'Number seven. Number seven.'

M2 'You know I wish you wouldn't do that.'

F 'Do what, exactly?'

M2 'That thing with your chair. It's so annoying.'

M1 'Number eight. Number eight.'

M2 'Oh my goodness, I'm terribly sorry. I think I've taken your briefcase.'

F 'Don't worry; here's yours. They're almost identical.'

M2 'Except yours has the extra zip.'

M1 'That is the end of Part 1.'

Listening Part 2

Notes

🔊 34

Male voice 'Part 2. Part 2. You will hear three conversations. Listen to the conversations and answer the questions below. Put a circle round the letter of the correct answer. You will hear each conversation once only. Look at the questions for Conversation 1. Conversation 1.'

Male voice 1 'Hallo! Sorry about that. Had to get change from the shop.'

Female voice 'I'm sorry sir; this is a metred area. I'm issuing you with a fixed penalty notice.'

M1 'Wait a minute, I just told you. I had to get some change, for the meter, from that shop. Oh, excuse me! Can you tell her?'

M2 'Yeah it's true. He just bought a paper from my shop and I gave him change for the parking meter.'

F 'Sir; this is a controlled parking zone. You are required to display a parking receipt. I've got no alternative.'

M1 'Of course you have. Just don't give me a fine!'

M2 'I'd save your breath mate; they're terrible round here. You'll get no leeway.'

F 'Sir, you can pay the fine at a reduced rate within twenty-eight days.'

M1 'This is ridiculous. I was gone one minute.'

F 'After that you'll have to pay for the full amount.'

M1 'I don't believe this!'

M2 'Huh! What'd I tell you?'

M 'Now look at the questions for Conversation 2. Conversation 2.'

F 'Jeff, that shower's still leaking, you know.'

M1 'OK, Mary, I'll give them a call.'

F 'You've been saying that for ages. There's water coming into the kitchen from upstairs.'

M2 'It's true, Dad. It happened again this morning.'

M1 'Well, Peter, can't you be more careful when you use the shower? The water goes all over the bathroom floor and seeps through into the kitchen below.'

M2 'Don't blame me! It shouldn't do that, should it?'

F 'Look; what's so difficult about getting someone in?'

M1 'Yeah OK; I'll give them a call in a minute, when I've finished this.'

F 'Here we go again. You're always putting things off.'

M1 'Well I don't think that's true. It may take a while but I always get round to it eventually.'

M2 'Huh! Like my wardrobe door. It took you a year to fix that.'

M1 'You said you preferred not having to open the door.'

F 'Come off it. It's impossible to do anything with you.'

M1 'Believe what you like. It's true.'

M 'Now look at the questions for Conversation 3. Conversation 3.'

F 'OK everybody, very quickly, definitions of good citizenship. Any thoughts? Sam.'

M1 'Erm... respecting others and their property; er... helpful and considerate.'

F 'OK. What about you Frank?'

M2 'The same, Miss. Helping people who can't help themselves. People who work hard.'

F 'Is working hard a feature of good citizenship?'

M2 'Depends, Miss. If it's for your family, yes, but lots of people just work hard to make money. They only care about themselves.'

Notes

F 'Good. It's easy to generalise, isn't it? Now what about in the street? Do you see examples of good and bad citizenship?'

M2 'Both. There's lots of antisocial behaviour like vandalism and not respecting people.'

F 'Why, Frank?'

M2 'Lots of reasons. Bad families, both parents at work, poor discipline, media pressure, oh lots of things.'

F 'So you blame the parents?'

M2 'Not necessarily; it's society that makes the parents like that.'

F1 'Exactly; people used to support each other. It seems to happen less today.'

M2 'Yeah, communities used to be much stronger.'

M 'That is the end of Part 2.'

Listening Part 3

 35

Male voice 'Part 3. Part 3. You will hear a radio broadcast describing some scientific research. Listen to the broadcast and complete the notes below. Write short answers (1–5 words). An example is done for you. At the end of the broadcast you will have two minutes to read through and check your answers. You will hear the broadcast once only. You have one minute to look at the notes below.'

Female voice 'Now for people like me who suffer from allergies, hay fever, asthma, food allergies, whatever, annoying as they are, often the only way to deal with them is to take drugs, like antihistamines. They actually make the symptoms better but don't make the problem go away. But now researchers have come up with a better way to de-sensitise people, in other words to make the immune system tolerate better the thing that they're reacting to. They are Gabriella Senti and her colleagues at the University Hospital in Zurich. And they've pioneered an approach in which you inject people with allergen. Not into the skin, but into the lymph nodes, the glands. Now in the past when doctors have tried to desensitise patients, they've made a weak solution of the thing the person is allergic to and injected this into the skin and over a course of several years of doing this, eventually in some people the body learns to tolerate the thing they're injecting. But it's not without risks, because the skin is all tooled up to tackle allergens like this and you get very profound and pronounced reactions. And this includes anaphylaxis which can be life threatening.

So this group of researchers thought, well, if we inject the allergen instead directly into the lymph nodes, that's where the cells are that can re-programme the immune system and re-educate immunity in order to better tolerate allergens, so instead of giving the allergens to the skin where there can be an intense reaction, we can inject it into the lymph nodes where it might be better. So they recruited a hundred-and-eighty-three people who had hay fever. They divided them into two groups. Group one just got skin injections. This went on for three years and they had fifty-four injections of the thing that they were allergic to into the skin. The other group got just three injections, one month apart into their lymph nodes, glands in their groin, which you can find very easily just by palpation or by using ultrasound to spot them.

The results at a three-year follow-up were really, really impressive. The people who had the lymph node injections, after just three injections began to show dramatic improvements in their symptoms and that effect persisted for the three years of the

study, and they had far fewer side effects. And because the response was much quicker, they all improved in symptoms much sooner and they also reported that it was less uncomfortable. It's less painful being injected in your lymph nodes than it is in to your skin. So they're saying this is a very good way to control the immune response and to drive re-education of immunity by injecting people with the thing they're allergic to and to do it in a much safer way. This is published in the Journal *PANS*, so you can have a read about it and what they're saying is, this is an initial trial. We need to do this a bit more in order to assess what happens if you do this to bigger groups of people and perhaps look at other allergies as well.'

M 'You will now have two minutes to read through and check your answers. That is the end of Part 3.'

Notes

Listening Part 4

 36

Male voice 1 'Part 4. Part 4. Listen to the radio interview and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. You will hear the interview once only.'

You have two minutes to read through the questions below.'

M2 'We're going to look now at the reaction to the news that the big supermarket chains have again made huge profits this year. There has been the usual barrage of criticism from community groups, local farmers and small business owners claiming that communities and livelihoods are all being irreversibly affected by this kind of expansion, so I've invited to the studio Jane Soames, chief executive officer of BestCo, the biggest of the supermarket chains. Thank you for coming.'

Female voice 'My pleasure.'

M2 'Perhaps you would like to first of all respond to these claims.'

F 'Well, yes. I'm afraid they simply aren't borne out by facts. On the contrary, we contribute to the vitality of the local economy and community to ensure its long-term success. As a result of our stores, people from the surrounding community visit the towns regularly. And of course, we use local produce whenever possible from local farmers.'

M2 'Yes, but the very farmers you claim to be supporting are the ones that claim to be facing ruin. They get the business, but at what cost? Many are currently paid less for milk than it costs them to produce. Ironically, they are being driven out of business by the very people they supply.'

F 'Can I just respond to that? It ignores a simple truth. A successful and sustainable food business needs excellent relations with its suppliers. Almost 100% of our meat is British and we are working with UK farmers to extend the growing season so we can source more in the UK.'

M2 'But are you seriously telling me that the farmers are happy to be paid less for their milk than it costs them to produce it?'

F 'Why would they stay with us if that were the case?'

M2 'Because they know that as soon as they opt out someone else will step in. There's nowhere else to go. It's a monopoly in their eyes.'

F 'No, no. Another myth, I'm afraid. Look, the Competition Commission's recent report recognised that our profits were not unreasonable and that they represented just over three pence in the pound. Hardly an excessive margin. But to get to the real question here, people need to realise that shopping

Notes

habits change. We have to move on. Queuing at one store, then trudging down the High Street in the rain to another store... Is that what people actually want to go back to? We have provided the alternative.'

M2 'No, I'm not saying that at all. I agree that for many, the advent of the superstore makes our shopping lives much easier. But let's turn to another topic. Many observers note that the UK's vegetable consumption has declined by almost a third since the 1960s while the supermarkets' retail dominance has grown. Supermarkets claim to promote healthy eating. But you only have to look at the floor space devoted to fresh fruit and vegetables compared to that given over to crisps, sweets, fizzy drinks and ready meals to see where the supermarkets' real interests lie.'

F 'Oh dear! People want to blame supermarkets for everything. It all boils down to choice. We have introduced fruits and vegetables to our stores that were never even heard of a number of years ago, produce you simply can't get in your local store. But we can't tell the consumer what to buy.'

M2 'But in a way you do, don't you? You entice people to overspend and bombard us with so-called "choices" between variations of over-processed, unhealthy foods that are poor value for money. Consumption of processed food is up; those are the facts; and the health of the nation is at risk.'

F 'People seem determined to lay the blame for their problems at our door. BestCo offers what customers want, at prices they can afford, with service to match. It's not rocket science. People don't seem to recognise that.'

M2 'OK, I'm afraid we'll have to leave it there.'

M1 'That is the end of Part 4. You now have 2 hours 40 minutes to complete the rest of the paper.'
