

Student's Book

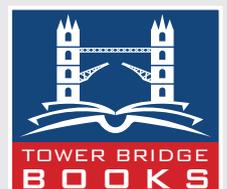
Practice Tests for the Cambridge

CPE

Certificate of Proficiency in English

Contents

- Eight piloted Practice Tests
- Speaking Models
- Full Listening Transcripts
- Model Essays



TOWER
BRIDGES
AND
CREEP
BOOKS

TEST 3

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** Some **B** One **C** Any **D** None

0	A —	B —	C —	D —
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HUMAN NATURE

(0) of the greatest human **(1)**, apart from selfishness, is meanness, which is a(n) **(2)** As long as we don't observe ourselves, it is natural that we should **(3)** judgement on others. Even if we don't intend to do so, when our mind is constantly preoccupied with what others do, we will inevitably become mean. It doesn't matter how mean we are. What counts is that evil lies in **(4)** Our mind is kept busy doing the wrong things, and we end up losing our mental balance. Meanness keeps you away from your dreams and, in conjunction with lack of love, the end result is devastating. When you turn your gaze on the wrong things, you are bound to feel rage, which turns into spite and meanness. There are people who feed **(5)** these emotions, then blame their pain on a whole lot of other things and people, except themselves.

There is no way out of such situations. Unless we **(6)** meanness, we won't be able to take a single step forward. Meanness depends on a whole lot of other things. Jealousy, rage, pride, social competitiveness, and so much more. All this happens because we don't look deep within. Getting rid of meanness is like pulling **(7)** It's probably harder than dreaming. It **(8)** self-awareness, isolation, quiet, and self-control. Above all, it takes the willpower to make a decision.

- | | | | |
|---------------------------|---------------------|-------------------|-----------------|
| 1 A foibles | B whims | C wits | D wills |
| 2 A hamper | B impediment | C retreat | D urge |
| 3 A pass | B make | C place | D lay |
| 4 A ambush | B lair | C hideout | D nest |
| 5 A by | B in | C on | D at |
| 6 A unearth | B dig | C undo | D uproot |
| 7 A feet | B skin | C teeth | D ears |
| 8 A takes | B needs | C requests | D asks |

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 T R A N S L U C E N T

TRANSLUCENT PEOPLE

(0) people have the tendency to glow from within. The way I see it, these people are the ones that, owing to an experience with sacred plants or (17) practices, have come into contact with a deeper nature of self, and have attained a different way of perceiving reality. After that event, they feel the call and (18) to move in a new direction, and a sense of (19) Translucents refer to life as an endless process, like an unfolding of discovery and delight. Translucence is more a direction than a destination. Like heading North, the process doesn't involve a specific point of (20) It is a way of living life with art and humour, continuously coming back to a perennial here, always steeped in the (21) of the view, and blessing each moment with a gift of creative presence.

Once they start to impugn and reinterpret some assumed beliefs about reality, they learn to transform the models and maps that they have inherited. Instead of following a doctrine, they embrace many teachers, and experience the whole of life as a teacher. Rather than conforming to the ways that have been handed down through society, they embody a radical feminisation of the spiritual life. Rather than denouncing the world, seeking (22), they are actively involved, taking delight in the joys of life more than ever. Rather than building a holy or "spiritual" personality in any external way, their most easily distinguishable quality is a sense of (23) and humour about themselves and their lives. They are plain, honest, deep and, at the same time, remarkably human. Their (24) is proverbial.

TRANSLUCENCE

SPIRIT

**CLEAR
TRANSCEND**

ARRIVE

VAST

CELIBATE

SIMPLE

HUMBLE

For questions 25-30, complete the second sentence, so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Here is an example (0).

Example:

0 A car stopped outside the restaurant.

UP

A outside the restaurant.

The gap can be filled with the words 'car drew up', so you write:

Example: 0

CAR DREW UP

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 There must be a way to make up for my behaviour.

MAKE

There must be a way to my behaviour.

26 The manuscript was found by chance in a cave in 1945.

UPON

They in a cave in 1945.

27 Who told you the truth?

IT

Who the truth?

28 She doesn't get on very well with her teacher, I'm afraid.

BOOKS

She is, I'm afraid.

29 "You'd better cut down on sweets," he advised her.

SUGGESTED

He down on sweets.

30 The sound of the train trundling its way to Dublin lulled me to sleep.

SOMNOLENT

The sound of the train trundling its way to Dublin me.

You are going to read an extract from a novel. For questions **31-36**, choose the answer (**A, B, C** or **D**) which you think fits best, according to the text.

Mark your answers **on the separate answer sheet**.

It was clear. He had clashed with himself. You could see that in his eyes, and it was his conviction that, were he to leave that place, almost none of them would ever remember his name...Of course, the generous, popular priest, who had spent all his life praying for people, would directly ask him out on the frozen road about the purpose of his journey, without receiving any reply, just before 2011 stole by.

He had just seen an angry but determined man trying to get rid of his cowardice, curse need, and live his life. At any rate, he wanted a kind of complete and utter confusion in his life! He seemed to long for inertia; he wanted to veer and not intervene. He was tired. He could no longer stand mockery and ingratitude, making a series of concessions. That's why he was seriously thinking of disappearing once and for all! He couldn't pluck up courage.

He was infuriated with injustice; even its veneer overwhelmed him! He was once convinced he was the kind of person seeking difficulty in life. He longed to battle against the vicissitudes of life, where the truth resided. But in vain. The grandeur of his soul, though, heartlessness, and low blows, some people's class mentality and priggishness—they weren't more than twenty or thirty people—wore him so much and made him buckle. Besides, he wasn't the only one to buckle...Jenny's red letter was proof enough. He was wan, colourless, but there was not a trace of spite on his face against those twenty people who had hurt him. It was the mentality they represented that he was faced with, not themselves. He had learnt to be magnanimous, and stick up for his beliefs, at a level of arguments, not personal altercations. He was 'large' when it came to behaviour, despite his humble beginnings...There was something important he had been trying to share with those 'select few', but they wouldn't listen. Obviously, they thought they were impeccable compared to him!

But now, he looked wooden, as if made of wax. No trace of emotion was inside of him...Only something very strong would mobilise him and snap him out of his quagmire. Probably, something even stronger than the previous night he had shared with Jenny...His heart struck a pose in front of the mirror for her sake. It had his own authorisation to do it. But perhaps it wasn't enough to mobilise him, unlike a tempestuous love affair with, say, Sarah...In real life, not in books! After all, the author must take all the risks of the road if he wants to stand any chance of leaving behind some recognisable traces.

Yet, nothing was more awkward than that girl. It took him lots of strength and energy to repress his craving for her. Try as he might, he couldn't regain his composure. What kind of a man, in such an era of necessity, would have the strength to concern himself with great love affairs? They were all children of necessity...

That girl knew what it felt like always coming under fire. She damn well knew that only hunger could block people's minds. Yet, she had the credentials to clash with need! She had the guts to bear the brunt of love, if she really wanted that, and give a fight on an equal footing. But that constant exposure to the road, apart from the cold you can catch, involves many other risks, such as making you too realistic to have any emotion or sensitivity. Still, it may help you realise the pure time of life!

She was familiar with roads, while he defied the torturous ones. He wasn't fully conscious of them. He wasn't even aware of her feelings, whether she loved him, that is...He looked just like an inexperienced boy in front of an open door, whose keys someone else holds! Now, more than ever before, since Jenny was involved. He too wanted her badly. She had earned his love. He might have stopped her from leaving, if her need hadn't blocked his thought...Anyway, he would have clashed with himself head-on, after that staggering night. But Sarah was lodged in his heart, and that emotion would be heightened by a text message from her a few hours later, when he was already in the capital city, and he treated it with lots of scepticism...

- 31** What do we understand about the hero in the first paragraph?
- A** He is a member of the clergy.
 - B** He experiences a kind of inner conflict.
 - C** He is a celebrity.
 - D** He won't miss that place.
- 32** How could he be characterised?
- A** as contrite
 - B** as despondent
 - C** as furious
 - D** as indifferent
- 33** What does he feel?
- A** People try to undermine him.
 - B** He is neglected.
 - C** He needs to change the place where he lives.
 - D** He needs to explore the world.
- 34** What is implied about the hero?
- A** He has children.
 - B** He has lived abroad.
 - C** He has stronger feelings for Sarah.
 - D** There is something he wants to hide.
- 35** What does the hero believe?
- A** Love has no place in a world of need.
 - B** He is incapable of loving.
 - C** Very few people take risks.
 - D** He is drawn to Jenny.
- 36** What is understood about the era?
- A** People find it hard to fall in love.
 - B** There is a lot of discrimination.
 - C** People are indifferent to one another.
 - D** There is abject poverty.

You are going to read an article. Seven paragraphs have been removed from the extract. Choose from the paragraphs **A-H** the one which fits each gap (**37-43**). There is one extra paragraph which you do not need to use.

Mark your answers **on the separate answer sheet**.

Grammar: Do we really need it?

37

So, what does it mean to “know and speak a language”? There are several factors that we have to take into consideration in answering this question. Let us consider three main variables that are of consequence and vital importance: *grammatical competence*, *communicative competence*, and *language proficiency*. The main exponent of grammatical competence is the eminent linguist Noam Chomsky, who believed that knowing a language is tantamount to knowing “one’s grammar,” i.e., the ability to form and comprehend “grammatically correct” sentences. In other words, grammatical competence has to do with grammatical rules stipulating the correct usage, formulation, and construction of words and phrases; with grammatical categories, such as subject, complement, and so on.; in short, with the ability to create *propositions*.

38

The punctilious teacher, as I usually say, who sticks to the plan and complies with grammar and clear-cut rules, seems to overlook the circumstances under which the target-language is spoken—for instance, the reasons for applying a communicative strategy instead of another. Knowing, for example, that *What I want is a cigarette* is a correct English sentence, or *to give him the cold shoulder* means “to shun him,” is not what communication and “knowing a language” are all about.

39

Obviously, communicative competence is related to the *how*, *when*, and *why* of language use. It is the ability to adjust our language behaviour to the various circumstances and social situations that we normally face in the course of our lives. A significant component of communicative competence is what has been called *sociolinguistic* or *pragmatic competence*. Knowing a language means knowing the communicative and social strategies appropriate in every single circumstance of interaction; knowing when and how to make requests, apologies, invitations, and so forth.; when and how to broach or avoid a topic (topic-avoidance strategies); most importantly, knowing when and how to *interpret* all these speech acts, in order to avoid misunderstanding.

40

The degree to which a learner has acquired grammatical and communicative or sociolinguistic competence and the skill with which he/she taps into this knowledge for real-life purposes refers to our third variable: *language proficiency*—a term that encompasses the previous two.

41

At any rate, language proficiency is the end-product of language learning; this is what everybody aims at and assessment is predicated upon. This

discrepancy, though, between grammar-oriented approaches to language teaching and the kind of language proficiency which we have dilated upon and undoubtedly forms the core of language testing is somewhat unwieldy and inexplicable.

42	
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Herein lies the role of literature in language teaching as a means of giving insights into the culture of the target language. Stripping language of its cultural distinctiveness may lead to unprecedented errors and misunderstandings making inroads into communication.

43	
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TEMER BRIDGES BOOKS

- A** Different situations require different *styles*. We use formal language when talking to our employers; we tend to be informal when addressing our parents or friends; we talk to children more slowly, trying to make our speech comprehensible enough for them. The innumerable sentences that may be permissible in the grammatical system of a language may not be potential *utterances* when it comes to communication. *A cigarette is what I want* may be a grammatically correct sentence, but it is highly unlikely that there will ever be any circumstances under which this sentence will be relegated to the status of an utterance.
- B** For instance, when one says *The table is black*, we have an example of a proposition, since this sentence consists of a subject, a verb, and a complement. It is a complete sentence conveying a complete meaning about a particular state of affairs, in juxtaposition with the sentence *The table is*, which is incomplete, or *The table are black*, which is ungrammatical. A teacher adhering to a strict grammar-oriented approach to language teaching is likely to devote a lot of time to teaching grammatical rules, *describing* language in terms of tenses, syntax, semantics, and lexis, and *prescribing* the correct usage, although everyday life and experience have given the lie to the efficacy of this approach. Furthermore, grammar-oriented approaches have even led to significant misunderstandings and “misnomers,” as in the case of assigning the term *tense* to progressive or perfect *aspect*.
- C** It is widely acknowledged that grammar has played a central role in language teaching. Syllabus design and a wide diversity of approaches to language teaching have relied on this assumption, namely, the fundamental role of grammar in second- or foreign-language learning. In spite of the tremendous impact that recent communicative approaches have had on the way we should tackle language in general, there seems to be a deeply ingrained belief that grammar is, or should be, the teacher’s and learner’s main concern and goal. A lot of second- or foreign-language learners the world over have definitely been exposed to this philosophy of teaching and, notwithstanding the degree of linguistic competence that most of them have attained, it is only when they come in contact with other speakers that the unvarnished truth dawns on them: linguistic competence is only a vehicle for mastering a language.
- D** For instance, a second- or foreign-language student should know that utterances such as *Can you pass the salt?* or *It’s cold in here* are not mere questions and statements, respectively. The former is not to be interpreted as a question referring to the hearer’s ability to perform the act described, but as an indirect *directive* requesting the performance of the act, whereas the latter is not to be thought of as an utterance describing a certain state of affairs, but one that should almost always be regarded as a *hint*, thus implicitly requesting the addressee to, say, close the window or to fetch a blanket.
- E** What we could glean from this brief discussion is the fact that grammar does not constitute a valid approach to the development of language proficiency. Grammar should always be sensitive and amenable to all those culture-specific assumptions underpinning language and communication, and it is not necessarily conducive to language proficiency.
- F** As far as the teacher is concerned, we could say that he or she is supposed to render the different voices ‘legitimate elements in the construction of pedagogy, particularly those groups that have been socially and economically marginalised’. Nevertheless, the very existence of the notion of “voice” maintains and promulgates the rules of “sameness/difference” that it seeks to violate, as inherent in it are structural notions about groups omitted from public participation.

- G** Language proficiency extends to cover every single aspect of *language awareness* and all that this entails; it has less to do with competence than with *performance*. When we say that a second- or foreign-language learner is proficient, we mean that she is, more or less, *fluent* in the target language. However, fluency may be adversely affected by such factors as fatigue, apprehension, disease, and others.
- H** How can we go about focusing on grammar when our chief concern is to help students become competent speakers who will be able to hold their own in every situation? How can we limit ourselves to teaching tenses and constructions, doing nothing to help our students cope with language in its social context?

You are going to read an extract from a book on speech convergence and divergence. For questions **44-53**, choose from the sections (**A-E**). The sections may be chosen more than once.

Mark your answers **on the separate answer sheet**.

In which section are the following mentioned?

The topic is inexhaustible.

44

A definition is provided.

45

People sometimes avoid correcting others.

46

We use language to get things done in our favour.

47

Some expressions are used to improve our relation to others.

48

Speakers accommodate their speech to make it easier for others to follow them.

49

There are linguistic differences between the sexes.

50

People can cut themselves off from the outside world through language.

51

People working in the same field are bound to speak in much the same way.

52

Many parameters are at work when it comes to language use.

53

Speech: Convergence and Divergence

A

There are definitely occasions when we all accommodate to the speech of others. By the term accommodation is meant the tendency to imitate those features of speech, namely, register, pronunciation, frequency of phrases and grammatical patterns used, intonation, and so on—that is, one's linguistic repertoire—that are adopted by our interlocutors. For instance, when a friend drops his aitches, thus pronouncing "house" as "ouse," and we tend to do the same, at least in his presence, we have an example of speech convergence, in that we tend to converge towards his pronunciation. Furthermore, when we have the tendency to distinguish ourselves in speech, we have an example of speech divergence, in that we diverge from the speech of others. Imagine the conversation between a worker using vernacular forms, and a Professor of English Literature using formal language. As often as not, speech convergence signals that speakers are on the same wavelength, whereas speech divergence shows that respondents may deliberately contradict each other in choosing different modes of speech.

B

Let us see the different ways in which a person may accommodate to the speech of his or her interlocutor and the reasons for doing so. For example, a teacher addressing his students or a mother talking to her baby may simplify their vocabulary and grammatical patterns in their attempt to make themselves understood. In this case, they converge downwards towards their addressees' less advanced linguistic proficiency. How else could they put their message across? When a sociologist tries to explain a phenomenon, using simple vocabulary, he actually converges downwards towards all those who are not versed in the jargon. Of course, speech convergence involves many other cases, as well; when an acquaintance of ours pronounces "leak" as "lick," it is probably

the case that, out of politeness, we will ignore her mistake and go on with the conversation.

C

We may have a vested interest in pleasing our addressee, i.e., we may curry favour with her because we want her to lend us some money or help us with our Maths project! The same applies to a young employee who, aspiring to a salary rise or promotion, uses formal language when addressing his employers. In other words, he converges upwards towards them. Moreover, affective language and phatic expressions, such as Hello, how are you this morning? or I'm awfully sorry, are clear examples of speech convergence, inasmuch as they express solidarity, and enhance rapport. Finally, consider the speech of those coming from the same region or socio-economic and political background. Fashion designers coming from Athens or shepherds hailing from Crete tend to use much the same pronunciation and style.

D

For obvious reasons, a speaker may deliberately diverge from the speech of his interlocutor, thus signalling his intention to disagree with, or even repudiate, him. For example, it is often the case that a fifteen-year old boy will regularly resort to swearing, especially when addressing his friends, as a means of running counter to his parents' "authority." At any rate, a lot of young people have a proclivity towards a different kind of register and pronunciation, so they may come out with, say, *meeding*, instead of *meeting*. In the same vein, minority ethnic groups out to maintain their cultural identity and distinctiveness may use their own linguistic variety in interaction with majority group members. Another case of speech divergence is the linguistic behaviour of black people, who speak what has been called Black English, or that of French people, who do not deign, so to speak, to use any other language, even when asking for

help! Women's speech exhibits marked differences compared to the speech of men, provided that the former use more polite expressions, and seem to adopt standard forms, while the latter tend to exercise their "right" to do as they see fit. A clear example of speech divergence is the use of metaphors in Literature, in that the message cloaked in this kind of register is accessible only to those who are conversant with the code. In this way, the members of certain groups or communities can erect walls that, on the one hand, exclude the ones who cannot penetrate the mind of the speaker or the writer, but on the other help cultivate intimacy and a sense of community.

E Certainly, we have only briefly touched upon the various ways in which one may converge or diverge in speech, and the reasons for doing so. The chief aim is to draw our attention to a wide diversity of factors—socio-political and economic background, sex, age and status, and so forth—underpinning language use, as well as to raise some questions that may, in the long run, prove instrumental in opening up new perspectives and methods of investigation.

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answers.

Write your answer in **240-280 words**.

Animal Rights

Animal rights defenders claim that people and animals are genetically different, so there is no point in conducting experiments on animals. It is better to use people directly, otherwise the results of experiments on animals cannot be valid.

Animal Testing

Animals cannot be seen on an equal footing, therefore their death is essential to humans' survival. Torturing animals in the name of science may be thought of as ethical. But for animal testing, there would be very few medical advances.

Write your **essay**.

Write an answer to **one** of the questions **2-5** in this part. Write your answer in **280-320** words in an appropriate style.

- 2** A magazine has asked its readers to send in articles on a social issue. You decide to write an article in which you discuss the benefits of effective writing.

Write your **article**.

- 3** You belong to an English-language reading group which recently saw a play. You have agreed to write a review of the play for the group's website. In your review, you should give your opinion of it.

Write your **review**.

- 4** You have worked as a volunteer at a sports camp, encouraging young people to engage in sports. You have been asked to write a report for the organisers' website. You should provide a brief description of your duties and responsibilities, and evaluate the sports camp.

Write your **report**.

- 5** Write an answer to **one** of the following two questions based on **one** of the titles below. Write **5(a)** or **5(b)** at the beginning of your answer.

- (a)** Tracy Chevalier: *Girl With A Pearl Earring*

A literary magazine has asked readers to send in articles on 'Creating Atmosphere in Novels'. You decide to write an article on *Girl With A Pearl Earring* in which you describe the atmosphere of secrecy and fear which Griet experienced in the Vermeer household. You should also explain how Griet's relationships with two or three of the following characters added to her feelings of anxiety: Cornelia, Catharina, Maria Thins, and van Ruijven.

Write your **article**.

- (b)** Tobias Hill: *The Cryptographer*

You belong to a book club which has asked its members to write reports on the theme of trust in a novel of their choice. You decide to write a report recommending *The Cryptographer*, describing the part trust plays in the development of the story, and addressing how important trust is to at least two characters in the novel.

Write your **report**.

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.

Extract One

You hear an expert talking about ecotourism.

- 1 What is the purpose of the talk?
 - A to draw people to ecotourism
 - B to explain what ecotourism and greenwashing mean
 - C to show that western tourists are the worst
- 2 What is being implied about the local cuisine?
 - A It is worse than junk food
 - B It is cheaper than restaurant meals.
 - C It is preferable to any other kind of food offered by restaurants or chain stores.

Extract Two

You hear part of an interview with Sam Stark, a life coach.

- 3 What does coaching entail?
 - A personal issues, as well as professional matters, among other things
 - B only business challenges
 - C failures

- 4 The life coach says that, thanks to coaching:

- A Clients' goals turn into feasible tasks.
- B Problems disappear.
- C Clients feel reborn.

Extract Three

You hear a girl talking about claustrophobia.

- 5 What does the speaker say about this disorder?

- A It doesn't let you think.
- B It makes you psychotic.
- C It can cost your life.

- 6 The speaker believes that claustrophobia was the result of:

- A a childhood trauma
- B a panic attack
- C western civilisation

You will hear a lecturer talking about diglossia.

For questions 7-15, complete the sentences with a word or short phrase.

Strong diglossia is a situation **7** dialect and standard are different.

Weak diglossia occurs when the dialect is a(a) **8**.

Belgian French displays a number of **9** that distinguish it from Standard French.

In Protestant regions of Europe where the Bible language was different from the **10**, the change didn't occur in any great measure.

In northern Germany, in **11**, a parastandard High German was spoken.

Everywhere else in Germany, **12** by everyone.

In the twentieth century, the mass media have **13** the process.

The mass media carry the parastandard of the cultural centres to once **14** areas.

A(n) **15** wants to give the impression of being up-to-date.

You will hear a discussion between two classmates.

For questions **16-20**, choose the answer (**A**, **B**, **C**, or **D**) which fits best, according to what you hear.

- 16** What seems to be the problem?
- A** Tom has come down with the flu.
 - B** Stephen has just learnt something bad.
 - C** Tom suspects someone.
 - D** Stephen suspects someone.
- 17** What do we learn about Marion?
- A** She tells lies.
 - B** She steals things.
 - C** She is aggressive.
 - D** She is uncooperative.
- 18** What happened the other day?
- A** Tom caught Marion studying.
 - B** Stephen saw Marion stealing.
 - C** Tom caught Marion stealing.
 - D** Stephen saw Marion studying.
- 19** What does one of them suggest doing at first?
- A** talking to Marion herself
 - B** telling her friend, Sarah
 - C** talking to Marion's parents
 - D** going to the police
- 20** What do they finally decide to do?
- A** not to speak to anyone
 - B** to talk to Marion herself
 - C** to go to the police
 - D** to call Sarah

You will hear five short extracts in which teenagers are talking about their hobbies.

TASK ONE

For questions **21-25**, choose from the list (**A-H**) what each speaker says about their hobby.

A Creativity is my middle name.

Speaker 1

<input type="text"/>	21
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B I write things down, so that I can study them later on.

Speaker 2

<input type="text"/>	22
----------------------	-----------

C My grandpa was the first one to give it to me.

Speaker 3

<input type="text"/>	23
----------------------	-----------

D I have gained weight.

Speaker 4

<input type="text"/>	24
----------------------	-----------

E My uncle is a traveller.

Speaker 5

<input type="text"/>	25
----------------------	-----------

F You can learn a lot by simply looking at others.

G I always make things before going there.

H I find it amusing that my friends are so scared.

TASK TWO

For questions 26-30, choose from the list (A-H) what each speaker says about their feelings.

A Sometimes, I get confused.

Speaker 1

	26
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B I feel encouraged.

Speaker 2

	27
--	----

C I get livid when others don't share my enthusiasm.

Speaker 3

	28
--	----

D Initially, I wasn't in the least intrigued.

Speaker 4

	29
--	----

E I feel dejected.

Speaker 5

	30
--	----

F I am slow on the uptake.

G What I do is intimidating.

H I am glad that I am observant.

Part 1

(2 minutes/3 minutes for groups of three)

You will be asked questions in turn:

<ul style="list-style-type: none"> • What can anger you? • Are you a daredevil? • Is there someone you look up to? 	<ul style="list-style-type: none"> • Are you superstitious? • What is it you appreciate in life? • Do you recycle?
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Part 2

(approx. 4 min/6 min for groups of three)

Student project—Environment

You will be asked to discuss the photographs on page together.

Task 1	Task 2
First, I'd like you to look at pictures 1 and 3 and talk together about how common situations like these are in your/this country.	<p>I'd like you to imagine that your teacher/professor has asked you to take part in a project on environmental issues.</p> <p>Talk together about the different environmental issues portrayed in these pictures. Then, suggest one or two solutions to these problems.</p>

Part 3

(approx. 10 minutes)

Controlling our lives

You will be asked to talk on your own, comment on what your partner says and join in the three-way discussion with your partner and the Interlocutor.

Candidate A	Candidate B
<p>To what degree are our lives controlled?</p> <ul style="list-style-type: none"> • government • parents • friends 	<p>To what extent do rules play an important role in our lives?</p> <ul style="list-style-type: none"> • with technology • in the family • at work/school

Ask one of the following questions to Candidate B:

- Do you take any precautions when logging on the web?
- To what extent can we protect ourselves from hackers/stalkers?
- At what age can children use the internet?

Ask one of the following questions to Candidate A:

- Are you a conformist or a nonconformist?
- Do you follow rules to the letter?
- Should we be left with some leeway when it comes to laws/rules?

Invite Candidate A • What do you think?

Invite Candidate B • Do you agree ?

Select a further question for each candidate:

- Is illegality part of human nature?
- Does punishment act as a deterrent?
- What do rules teach us?
- How can governments control our lives?
- Why are some people so manipulative?
- Is laying down rules part and parcel of society?