

C1 WRITING

PART 1.

Write a letter according to the instructions given.

(120-150 words)

Write an email of complaint about a faulty product or poor service. Include the following:

- Reason for writing.
- Details of what happened.
- What you expect from the company.

Sign off as John/Joanna Smith

PART 2.

Write a proposal according to the instructions given.

(250-280 words)

You are working at St. Andrew's school in England and you have been granted 500,000€ to spend on a project of your choice. Write a proposal on how you would like to spend the money, including:

- Current situation and needs.
- Project suggested.
- Conclusion.

C1 SPOKEN PRODUCTION

Preparation: 1 minute

Speaking: 3-4 minutes

Answer the following questions justifying your answers appropriately

TRAVELLING

QUESTIONS

- What factors would you prioritize when planning a trip?
 - Which experience do you consider more enriching: travelling alone or accompanied?
 - Have you ever thought of travelling alone? Where and why?
-

C1 SPOKEN INTERACTION

Preparation: 2 minutes

Speaking: 5-6 minutes

HEALTH



20 million Britons are risking their health due to physical inactivity

Stress is the root cause of most diseases in the 21st century

Even the poorest of poor have access to cheap calories

CANDIDATE A STARTS THE CONVERSATION

An English friend of yours has written you the following message:

Write a reply (140-170 words) providing some advice based on the article below.

Duration: 30 minutes

Hi Sam!

I'm fine, what about you? What a coincidence! Last day I read an article about some basic tips for your first trip to India.

Once you are back, let me know, so you tell me how the trip was.

Have a great trip!

Marta

Some tips for India first-timers

Chaotic, bamboozling, intoxicating, crazy, exasperating, wonderful, squalid, beautiful, daunting, overwhelming, and fantastic. India is all these things, and more. How can you possibly prepare yourself for the ultimate travel plunge?

The single most important piece of advice for any India first-timer is to try to remain calm, no matter what. Frustrations boil over easily in India, and being able to control them is key to enjoying your time here. If you're getting stressed about losing some money or being scammed, take a moment to consider how much you've really lost and whether it's worth getting that fussed about in the grand scheme of things.

Many people try to cram too much into a visit to India and subsequently burn out. To get the best out of your trip, concentrate on a few places rather than trying to tick off as many as possible. Seeing one or two places slowly can be much more rewarding than getting round loads of places but not having time to appreciate any of them. Spend a few days in one spot and you'll be less stressed, gain a deeper understanding of where you are, and have more time to get to know the people you meet – your exchanges with hospitable locals will almost certainly lead to some of the most memorable moments of your trip.



With over a billion locals, many parts of India are certainly crowded. The bustle and mayhem can be fun, particularly if there's a festival in town, but it's easy to reach the point of saturation. Fortunately, India has plenty of quiet retreats, so plan some relaxing escapes into your journey. To keep your batteries charged, spend some days or weeks in a city, followed by some downtime in the countryside or smaller town. For inner (and outer) peace, head south to the backwaters and beaches of Kerala, or north to India's captivating hill stations or the Tibetan-influenced valleys of the Himalayan Ladakh.

India has a somewhat notorious reputation amongst travellers for so-called Delhi belly (an upset stomach). No one wants to get ill, particularly if you're on a shorter trip, so it pays to take steps to avoid a dodgy tum. Never drink tap water, and steer clear of any food that may have been washed in it. As a precaution, avoid ice, ice cream, and salads and fruit you haven't just peeled yourself.

<https://www.lonelyplanet.com>

C1 SPOKEN MEDIATION

Technology in education is still a controversial issue; you need to inform your classmates about this fact. You have been provided with a couple of texts in order to prepare the talk. Take notes and make sure you include the ideas exposed in the texts.

Preparation: 10 minutes

Presentation: 3-4 minutes

Technology in Education

Future education

What will determine our future success in the economic and social fields is the ability of our educators to make technology in the classroom. An enabler for achievement in most aspects of our lives. The most significant advantage that advances in technology have brought about is the promotion of independent learning in students. The internet has changed the way students access information necessary for their education. With proper training to identify the more reliable sources of information, most students will no longer depend on often outdated textbooks to glean the information they need. The first step that needs to be taken to make the use of technology in the classroom a useful strategic tool is to motivate educators to embrace these tools without adding extra weight to their workload. We spend more money on education than most EU countries, but our achievement records are not impressive. Part of the problem is that the teaching profession is not valued enough. Many who choose to teach as a career do so for the wrong reasons. Students will often be the victims of these wrong choices. We need to attract the best graduates in the different areas of study, ensure that they have the right motivation to train others, and pay them as much if not more than other industries to bring the best out of our young people.



Adapted from www.timesofmalta.com

Mobile phones and academic effects

Giving a mobile phone to a child aged nine leads to worse maths and reading skills, according to major new Irish research which claims that children who have a mobile phone at age nine score lower on average in standardised reading and maths tests by the age of 13. It also found that 40% of children aged nine own a mobile phone. The data suggests that the effects of this early exposure to mobile phones could include impact on memory patterns or effects on sleep duration. The study also claims that the observed association between mobile phone ownership and test scores remains when we take account of many of the factors which typically influence test scores such as socio-economic class; even within the same communities, children with mobile phones scored less well in academic tests than children without handsets. Furthermore, the research also found children in poorer socio-economic communities were more likely to have a mobile phone at the age of nine than those in more affluent communities. Schools have recently been consulting with their staff, students and parents on the place of personal devices in the school setting, these results may help schools in making decisions on whether and when to restrict access to personal devices, particularly during the primary school years. In a time when technology is everyday more implemented in our classrooms, it's difficult to reconcile the alleged pedagogical benefits of tablets and smartphones and the evidence which suggests that these interfere with cognitive abilities, including concentration.



Adapted from www.Independent.ie

C1 READING COMPREHENSION

PART 1.

Read the following text and for each question (1-6), choose the option (a, b or c) to complete sentence, as in the example (0-b)

THE LONGEST HOUR

Matthew remembered that one should never swim at night. And here he was, in the sharks' element, utterly at their mercy, although mercy was not a concept one associated with sharks. I am simply prey, he thought. Involuntarily, he drew his legs up to his chest in an attempt to make himself less of a target, but this served only to make him less buoyant and he had to kick downwards again to stay afloat. And with each kick, he thought, I'm sending a signal down through the water into the depths.

Provided that they survive the experience, those attacked by sharks present us with a rather surprising account of what it is to face imminent annihilation in the jaws of a predator. Some describe feeling anger at the creature attacking them - understandable, perhaps, in the circumstances; others describe a feeling of calm verging on acceptance; yet others speak of an overwhelming determination to survive at all costs. This last reaction is perhaps the best response, as it can induce people to heroic efforts to repel the shark with blows and kicks. And if these are directed at the sensitive part of the shark - the nose, which contains the shark's navigation and sensory organs - then such blows can be successful in persuading the shark to desist. After all, it is thought that we do not taste all that agreeable to sharks, and while they might go to more effort with a succulent seal, a surfer in a wet suit may be a less attractive proposition.

Not that Matthew was wearing a wet suit. He was attired only in the clothes in which he had gone for dinner at the restaurant, minus his shoes, of course, which he had dropped on the sand before he started to paddle. When he felt the shark brush against him, though, he felt the sleeve of his shirt rip, exposing more flesh to the sea. He thought that an exposed part was a more tempting target than one that was clothed.

His reaction was neither to fight off his attacker nor to spend his remaining seconds on this earth in the contemplation of the life that he had led. He didn't because he lost consciousness. The human mind, faced with its end, can simply blot out the unacceptable; refuse to believe what seems to be inevitable. He opened his eyes wide to the sight of the creature approaching him in the water; to its fin, which was rather floppy, he noticed.

He became briefly unconscious, possibly through relief, possibly through shock, possibly through a combination of both. But his unconsciousness did not last long, as he was partly aware of being in the water and being pulled by this creature. He felt waves break over him; he felt the tug of water; and then he felt sand beneath his feet, just under his toes. And with one final tumble, he felt himself pushed into the line of surf right at the edge of the beach. There was foam; there was water in his mouth; there was sand in his nostrils. He spluttered; he dragged himself up onto the dry sand, which stuck to his wet skin like a layer of icing on a cake.

He lay down on the beach, gasping. Then he rolled over, and with his head cushioned by the sand he stared up at the sky, the star-studded sky that he had looked at from the water and which he had decided, then and there, he loved so much. Everything was precious beyond price. He remained there, gradually taking in what had happened. Rising to his feet he brushed the sand off his face and hands. Relief at still being alive had obscured any thought of Elspeth. She would think him drowned. He glanced at his watch; the manufacturer's claim of waterproofing had proved to be well founded and it had survived the ocean. Then an unsettling thought struck him. What if, unbeknown to him, Elspeth had gone in the water after him and had herself been swept away by the same rip tide?

Adapted from: *'The Unbearable Lightness of Scones'* (Alexander McCall Smith)

0. Sharks ...

- a. are only spotted at night
- b. are unrelated to benevolence
- c. swim in deep waters

1. While he was in the water, Matthew ...

- a. avoided making sudden movements
- b. focused on maintaining his body temperature
- c. tried to drag himself to the surface

2. A possible response to a shark's attack...

- a. is to remain as quiet as possible
- b. may disrupt their conduct
- c. shows an attempt to swim away

3. The clothes that Matthew was wearing...

- a. concealed part of his body
- b. could trigger the shark's frenzy
- c. must've been appropriate

4. When dealing with an unacceptable ending,

- a. recollecting past memories can help
- b. the brain tends to wipe thoughts out
- c. tuning with one's mind is favourable

5. Matthew was slowly waking up as he...

- a. felt he was drowning
- b. felt the creature move away from him
- c. was being washed over by the water

6. When he reached the sand, Matthew...

- a. felt distressed about Elspeth
- b. had blurry thoughts about the previous events
- c. understood his watch company was unreliable

| | | | | | | | |
|-----------|----------|----------|----------|----------|----------|----------|----------|
| QUESTIONS | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| ANSWERS | b | | | | | | |

PART 2.

Read the following descriptions (7-12) of independent bookstores and match them with the statement (A- H) that best suits them, as in the example (0-X). There are two extra sentences you do not need to use.

INDEPENDENT BOOKSTORES

0. Example: Cărturești Carusel

Built in 1903 by a Greek family, this Bucharest site once housed the Chrissoveloni Bank headquarters. However, the bank was confiscated by the Communist regime. Years later, the grandson of the original family who established the bank bought back the site to transform the space into a three-story bookstore with its own tearoom and dreamy balconies.

7. Marcus Books

The oldest institution specializing in African American literature and history, Marcus Books has long been the center for Black individuals to celebrate and learn about their culture. Beyond being a renowned bookstore, it played an integral role during the civil rights movement as a safe meeting space for activists to gather before and after protests. Notable figures such as Malcolm X have hosted readings and patronized the shop filled with over 6,000 selections from Black authors.

8. Ateneo Grand Splendid

Over 180,000 books call a 100-year-old theater—complete with ornate balconies, fresco-painted dome ceiling, and red velvet stage curtains—home in the heart of the Recoleta neighborhood of Buenos Aires. The atmosphere is relaxed, with patrons fluttering between the stacks of books and quaint café, but echoes of the theater's glory days, when Argentina's most celebrated tango performers would glide across the stage, can still be heard.

9. City Lights Bookstore

Poet Lawrence Ferlinghetti and sociology professor Peter D. Martin founded the City Lights Bookstore as a gathering place for San Francisco's literary community in 1953. Soon, poets and scholars began to flood to the shop to share new works and discuss progressive ideas amongst the stacks and handwritten messages on the walls. City Lights also houses its own publishing house which famously printed Allen Ginsberg's *Howl* and *Other Poems*.

10. Libreria Acqua Alta

You may think putting a bookstore beside a canal that floods every year would result in nothing more than disaster. However, the owners of Libreria Acqua Alta keep their thousands of books in traditional Venetian gondola boats and bathtubs to protect their collection from rising water. To top it off, you'll most likely be greeted by a playful cat sitting on top of the towers of magazines, books, and postcards.

11. Honesty Bookshop

Nicknamed the "World's First Book Town," the streets of Hay-on-Wye, Wales are lined with bookshelves and cozy bookstores. Honesty Bookshop just so happens to be the town's most grand as it's tucked away on the historic grounds of Hay Castle. Since the 1960s, the open-air bookstore operates 24-hours a day, making it easy to always have a new tale on hand.

12. Wuguan Books

Upon entering this Taiwanese warehouse-turned-literary spot, you may think you're witnessing nearly 400 books float in mid-air. Design studio Chu Chih-kang Space Design made the decision to only illuminate the books in an effort to keep guests' focus on the works rather than outside distractions. While the rest of the bookstore is left extremely dark, there are well-lit reading areas and a coffee bar for patrons to rest as they flip through different selections.

Adapted from: <https://www.veranda.com/luxury-lifestyle/books-to-read/g34677834/best-independent-bookstores/>

STATEMENTS

| | |
|--|--|
| Which bookstore...? | |
| X. Example 0: <i>has a troubled past.</i> | |
| A. boasts a dazzling interior | |
| B. fosters intellectual exchange | |
| C. highlights the books themselves | |
| D. puts on colorful performances | |
| E. is a hub for community action | |
| F. is set apart from the competition | |
| G. must overcome the elements | |
| H. suffers frequent water damage | |

| | | | | | | | |
|------------|----------|----------|----------|----------|-----------|-----------|-----------|
| PARAGRAPHS | 0 | 7 | 8 | 9 | 10 | 11 | 12 |
| QUESTIONS | X | | | | | | |

PART 3.

Read the following text and choose the sentences which best fit each gap from the list supplied. Then write the corresponding letter in the appropriate white box on the following page as in the example (0-G). Two of these sentences are not to be used.

BAD NEWS: EATING LOCAL, ORGANIC WON'T SHRINK YOUR CARBON FOOTPRINT

If you're paying more for local and organic groceries because you care about the environment, here's some bad news: (0) ____ **G** _____. The good news is that scientists have done the math on dietary changes that *can* make a difference.

With the UN's annual climate conference underway in Bonn, you might be thinking about ways you can do your part to fight climate change. Many online recommendations for reducing your carbon footprint include buying local and organic as a way to reduce your carbon footprint. So even two scientists who did the calculations, published in separate studies earlier this year, were also surprised. "There's a perception that organic agriculture is a lot more sustainable than conventional agriculture is, so I guess I was kind of predisposed to believe that too until I looked at the data," said Michael Clark, a PhD student at the University of Minnesota's department of natural resources science and management.

Clark compared the environmental impacts of different food production practices by compiling the energy and land use, as well as other environmental impacts calculated in 164 different scientific papers on 742 food production systems. **(13)** _____. The study found that organic and conventional agriculture "did not differ significantly in their greenhouse gas emissions."

Less energy, more land

Organic agriculture used 25 to 110 per cent more land than conventional agriculture — not ideal— but 15 per cent less energy. That's largely because yields are lower with organic agriculture, but a lot of energy is needed to make synthetic fertilizers and pesticides.

Carbon footprints are similar in the production of organic and conventional foods. Considerable energy is needed to make chemical fertilizers and pesticides, but organic and conventional food production emit about the same total amount of carbons. **(14)** _____, offsetting the lower emissions from energy use in organic production, the study found.

Some of Clark's other findings were:

- Grass-fed beef generates 19 per cent more emissions per kilogram than grain-fed beef, largely because grass is less nutritionally dense. **(15)** _____. They grow more slowly, and must be raised for a longer time before slaughter, generating more emissions.

But what about locally grown foods? Shouldn't it make a difference that your food wasn't flown halfway around the world? Seth Wynes, a PhD student in the Department of Geography at the University of British Columbia, did a similar analysis to Clark in July, but **(16)** _____. His paper was also published in Environmental Research Letters.

Wynes found that while buying local can have other benefits, such as supporting local communities and knowing where your food comes from, "in terms of your emissions, it's just not a big deal. "The difference is so small that by taking a short drive to pick up local food, you could end up generating more emissions than if you walked to the nearest store to grab something imported.

Go vegetarian or buy a hybrid car?

On the other hand, both Wynes and Clark found that switching to a plant-based diet could make a huge difference. Wynes found going from omnivore to vegetarian could reduce your personal carbon emissions by about 0.8 tonnes per year — **(17)**_____. Going from omnivore to vegan would reduce your emissions by 0.9 tonnes per year.

In an earlier study using the same data set as his more recent study, he found that global emissions from food production will increase by 80 per cent by 2050, from 2.27 billion to 4.1 billion tonnes of carbon per year, if current dietary and income trends continue. If everyone switched to a vegetarian diet, they would instead decrease by 55 per cent to 1.02 billion tonnes of carbon per year.

While some critics question whether individual actions can have a significant impact compared to government policies, the researchers say their numbers show that eating less meat — and especially none at all — will. “It will absolutely be enough to make a difference” Clark said. **(18)**_____, asthose by far generate the most emissions.

- A A BIGGER DIFFERENCE THAN REPLACING YOUR GASOLINE-POWERED CAR WITH A HYBRID
- B. CATTLE NEED TO EAT MORE GRASS TO GET THE SAME NUTRITION AS THEY WOULD FROM A SMALLER AMOUNT OF GRAIN
- C. FOCUSED ON DIFFERENT RECOMMENDED “GREEN” LIFESTYLE CHOICES RATHER THAN FOOD PRODUCTION
- D. HE RECOMMENDS STARTING BY REDUCING THE AMOUNT OF BEEF, GOAT AND LAMB IN YOUR DIET
- E. HE PUBLISHED THE RESULTS IN JUNE IN THE OPEN ACCESS JOURNAL ENVIRONMENTAL RESEARCH LETTERS
- F. SCIENCE SHOWS WHAT IS GREENER
- G. SCIENCE SHOWS YOUR EFFORTS WON'T HAVE MUCH IMPACT ON YOUR CARBON EMISSIONS
- H THAT'S PARTLY BECAUSE ORGANIC FERTILIZERS TEND TO CAUSE THE RELEASE OF NITROUS OXIDE, A POTENT GREENHOUSE GAS
- I TO FEED BEEF, A MIXTURE OF MOSS, ROCKWEED AND KELP CAN BE ADDED TO THEIR DIET

Adapted from: CBC News/Technology & Science <https://goo.gl/kCYSMg>

| QUESTIONS | 0 | 13 | 14 | 15 | 16 | 17 | 18 |
|-----------|---|----|----|----|----|----|----|
| ANSWERS | G | | | | | | |

PART 4.

You are going to read a text about the story of the blues. For questions 19-26 choose the option (a, b or c) that best fits each space, as in the example (0-c).

Music: the story of the Blues *by R Springer*

What is - or what are - the Blues? The Blues is a feeling, most African Americans will tell you. If your girl or boyfriend leaves you, for instance, it's quite likely you'll feel **(0)** or dejected for days. In other words, you'll feel *blue*; you'll *have the blues*. What few African Americans will tell you is that the origin of the expression isn't black and American, but English, **(19)** today it's usually associated with African Americans. In 16th century England, people who were depressed were said to be **(20)** by the "blue devils". Later, in 1807, American author Washington Irving already talked about "having a fit of the blues".

But the blues today is generally understood as being a type of music which expresses the feeling of depression which was once common to African Americans, due to oppression, segregation and problems with the other sex. This may be the reason why African Americans used to say "White men can't have the blues", at least not the same kind of blues... [...]

Thanks to this circumstance, we are now reasonably certain that the country blues **(21)** in the Mississippi Delta (an area in the *state of Mississippi* which must not be confused with the Delta of the Mississippi river in *Louisiana*). Blacks here once **(22)** over 90% of the population, and were heavily exploited and oppressed. Typically in this original form of blues, a black sharecropper would sing about **(23)** his, while accompanying himself on the guitar. [...]

From the 40's onwards, they converted to electric instruments, and began to play a new form of blues, louder, more aggressive, which came to be called "urban blues". In the 50's, *Muddy Waters* and *Howlin' Wolf* were among the major **(24)** of this type of music, and later served as models imitated by many sixties groups such as the *Rolling Stones* and the *Animals*. [...]

Still, it is quite clear that today the blues, as an independent **(25)**, is no longer considered as very fashionable. Yet with its easy-to-learn three-chord structure, it is a convenient springboard for musical improvisation. It has had a wide influence on modern popular music of many **(26)**, and on musicians who wish to return to the roots of modern popular music before jumping off in another, perhaps new, direction.

From: <https://linguapress.com/advanced/the-blues-story.htm>

| QUESTIONS | ANSWERS | | |
|------------|----------------------|------------------------|----------------------|
| 0. | a. ANNOYED | b. BORED | c. <i>SAD</i> |
| 19. | a. ALTHOUGH | b. BESIDES | c. UNLESS |
| 20. | a. FOLLOWED | b. PERSECUTED | c. PROSECUTED |
| 21. | a. CAUSED | b. CONCLUDED | c. ORIGINATED |
| 22. | a. BROUGHT UP | b. COME UP | c. MADE UP |
| 23. | a. BURDEN | b. HARDSHIPS | c. OBLIVION |
| 24. | a. EXEMPTIONS | b. EXPONENTS | c. OPPOSERS |
| 25. | a. GENRE | b. SOUL | c. TYPE |
| 26. | a. ANALOGIES | b. RESEMBLANCES | c. VARIETIES |

| | | | | | | | | | |
|---------------|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| GAP | 0 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| ANSWER | c | | | | | | | | |

C1 LISTENING COMPREHENSION

PART 1.

Listen to the following news extracts (1-8), and match them with the corresponding headings from the list below (A-J), as in the example (0-X). There are TWO extra headings you do not need to use. You will hear the recording twice. You now have 1 minute to read the headings.

News extracts

Headings:

- X. **Example: HELPING EVEN OUT THE SCALES**
- A. ADMINISTRATION OF SMALLER AMOUNTS
- B. A RECURRENT THREAT
- C. A TRADITIONAL CONCEPT UNDERGOING REVIEW
- D. AIMING AT PRACTICALITY AND CONVENIENCE
- E. CORRECTING A HISTORICAL INJUSTICE
- F. DESIGNING AFFORDABLE HOUSING IN DISASTER ZONES
- G. KEEPING POWER THANKS TO ENDURANCE
- H. LAW INFRINGEMENT TRIGGERING SOCIAL UNREST
- I. NARROW-MINDED STANDARDS AT THE ROOT OF THE PROBLEM
- J. OBSESSED WITH REDUCING FAT INTAKE

| Extract | Answer |
|---------|--------|
| Ex. 0 | X |
| 1 | |
| 2 | |
| 3 | |
| 4 | |
| 5 | |
| 6 | |
| 7 | |
| 8 | |

PART 2.

Listen to the following podcast and complete the sentence by choosing the best option (a, b or c), as in the example (0-a). You will hear the recording twice. You now have 2 minutes to read the headings.

DARE TO DISAGREE

0. Alice Stewart was considered unusual in the 1950s because she...

- a. **defied the social conventions of her time.**
- b. was interested in a controversial field of science.
- c. was the first female Royal College Physician.

9. The hard problem that Stewart needed to explain was...

- a. the relationship between economics and childhood disease.
- b. why childhood cancers did not follow an expected pattern.
- c. why the rate of childhood cancers amongst the poor was low.

10. When Stewart began her study, her first big challenge was to...

- a. ask the right questions.
- b. be taken seriously.
- c. finance her research.

11. The results of Stewart's questionnaire...

- a. called a common medical practice into question.
- b. confirmed suspicions about medical technology.
- c. revealed doctors knowingly harmed their patients.

12. When Stewart published her preliminary findings...

- a. childhood cancer rates suddenly dropped.
- b. her discovery was positively received.
- c. she was given an important scientific award.

13. George Kneale and Alice Stewart...

- a. specialised in the same field.
- b. were in competition with one another.
- c. were unlikely collaborators.

14. According to the speaker, human beings are biologically driven to...

- a. avoid difference.
- b. evolve intellectually.
- c. invite confrontation

| QUESTIONS | 0 | 9 | 10 | 11 | 12 | 13 | 14 |
|-----------|---|---|----|----|----|----|----|
| ANSWERS | a | | | | | | |

PART 3.

Listen to the following podcast and complete the sentence by choosing the best option (a, b or c), like in the example (0-c). You will hear the recording twice. You now have 2 minutes to read the headings.

INTERVIEW: AMANDA LEVETE

0. As an architect, Jan Kaplický _____
- did not have many admirers
 - focused on high-quality, little buildings
 - was massively gifted*
15. Leveté fell for Kaplický _____
- as he explained his love for Japanese trees
 - at a specific time and place
 - gradually along the trip to Prague
16. Initially, both Leveté and Kaplický had to _____
- make do with very little
 - quit their previous jobs
 - both 'a' and 'b' are correct
17. Upon leaving Richard Rogers, Leveté felt _____
- Jan would have to answer the phone
 - she was closer to achieving professional independence
 - she was giving up a better job
18. Leveté believes a less structured office leads to _____
- an excess of responsibility
 - people being more creative
 - people giving up on themselves
19. She recalls Joseph _____ 5 years old when talking about the song.
- must have been
 - was close to
 - would have been, if he had not passed,
20. Leveté finds the presenter's description of the *Media Centre* at Lord's Cricket Ground _____
- truthful
 - high praise
 - unsettling

| QUESTIONS | 0 | 15 | 16 | 17 | 18 | 19 | 20 |
|-----------|---|----|----|----|----|----|----|
| ANSWERS | c | | | | | | |

PART 4.

Listen to the following BBC program and complete the sentence by choosing the best option (a, b or c), as in the example (0-b). You will hear the recording twice. You now have 2 minutes to read the headings.

TEENSCREEN

- 0. TeenScreen is a program designed _____**
 a. for children who have psychiatric problems.
 b. *to pinpoint potential psychiatric patients.*
 c. for those interested in Psychiatry.
- 21. Opponents to the implementation of the program fear that _____**
 a. after being screened all children had to take medication.
 b. common teenager behaviour might be treated as a pathology.
 c. parents do not like the test at all.
- 22. Before taking the test, Chelsea _____**
 a. had to give her written consent.
 b. had to wait in the hallway.
 c. was really upset.
- 23. One of the indicators of her OCD and Social Anxiety Disorder was _____**
 a. she did not seem to be very sociable.
 b. she had to go under treatment.
 c. she was not very clean.
- 24. Passive parental consent procedure _____**
 a. is against State law and parental rights.
 b. is most appropriate for obtaining children's permission.
 c. means signing a 'No' note.
- 25. In John Whitehead's view, schools _____**
 a. are reliable as far as students' mental health is concerned.
 b. are unlikely to report students' mental problems.
 c. have the obligation to report, explain or justify their actions to parents.
- 26. In Joanna Moncrief's words, _____**
 a. antidepressants are efficient for most ill children.
 b. parents should be adequately informed.
 c. screening actually prevents suicides.

| | | | | | | | |
|-----------|----------|-----------|-----------|-----------|-----------|-----------|-----------|
| QUESTIONS | 0 | 21 | 22 | 23 | 24 | 25 | 26 |
| ANSWERS | b | | | | | | |

C1 ANSWER SHEET

READING COMPREHENSION

PART 1. THE LONGEST HOUR

| | | | | | | | |
|----------|---|---|---|---|---|---|---|
| QUESTION | 0 | 1 | 2 | 3 | 4 | 5 | 6 |
| ANSWER | b | c | b | a | b | a | a |

PART 2. INDEPENDENT BOOKSTORES

| | | | | | | | |
|---------|---|---|---|---|----|----|----|
| EXTRACT | 0 | 7 | 8 | 9 | 10 | 11 | 12 |
| ANSWER | X | E | A | B | G | F | C |

PART 3. BAD NEWS: EATING LOCAL, ORGANIC WON'T SHRINK YOUR CARBON FOOTPRINT

| | | | | | | | |
|-----------|---|----|----|----|----|----|----|
| QUESTIONS | 0 | 13 | 14 | 15 | 16 | 17 | 18 |
| ANSWERS | G | E | H | B | C | A | D |

PART 4. MUSIC: THE STORY OF THE BLUES BY R. SPRINGER

| | | | | | | | | | |
|--------|---|----|----|----|----|----|----|----|----|
| GAP | 0 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| ANSWER | c | a | b | c | c | b | b | a | c |

C1 ANSWER SHEET

LISTENING COMPREHENSION

PART 1. NEWS EXTRACTS

| | | | | | | | | | |
|---------|---|---|---|---|---|---|---|---|---|
| EXTRACT | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| ANSWER | X | B | E | D | C | I | G | H | A |

PART 2. DARE TO DISAGREE

| | | | | | | |
|---|---|----|----|----|----|----|
| 0 | 9 | 10 | 11 | 12 | 13 | 14 |
| a | b | c | a | b | c | a |

PART 3. INTERVIEW: AMANDA LEVETE

| | | | | | | |
|---|----|----|----|----|----|----|
| 0 | 15 | 16 | 17 | 18 | 19 | 20 |
| c | b | c | b | b | a | a |

PART 4. TEENSCREEN

| | | | | | | | |
|----------|---|----|----|----|----|----|----|
| QUESTION | 0 | 21 | 22 | 23 | 24 | 25 | 26 |
| ANSWER | b | a | a | a | a | c | b |