

- 31 When Claire realises who is phoning her, she
- A expects to hear some good news.
 - B tries to hide her true feelings.
 - C hopes it will be a long conversation.
 - D knows exactly what she will say to Ruth.
- 32 Why doesn't Claire know who is ill?
- A Ruth didn't make it clear who she was talking about.
 - B None of her other relatives had written to her about it.
 - C She was away on business when the illness began.
 - D She wasn't paying attention when Ruth was speaking.
- 33 How does Claire feel about her school?
- A She would have achieved more at a better school.
 - B Her parents never appreciated how successful she was there.
 - C Her sister was better suited to that school than she was.
 - D She may have been sent there for the wrong reasons.
- 34 What is Claire's attitude to Ruth's financial problems?
- A She feels they are largely Ruth's own fault.
 - B She wishes she could do more to help Ruth.
 - C She thinks Ruth could get any well-paid job she wanted.
 - D She feels guilty about having more money than Ruth.
- 35 What does 'it' on line 33 refer to?
- A spending the firm's money
 - B the task Claire has been given
 - C looking after Ruth's daughter
 - D the reason Claire sounds stressed
- 36 What do we learn about Claire and her family?
- A Her relationship with her sister has completely changed since their childhood.
 - B She realises that her parents treated her very well when she was a child.
 - C She doesn't understand why her parents are so close to their grandchildren.
 - D She accepts that her mother is more interested in Ruth than in her.

Tip! You don't need to understand every word of the text to be able to answer the questions, so don't spend too much time on expressions you don't know.

Advice

31 Does a 'sigh' show that someone is happy or unhappy?

32 Look at the last sentences of both the second and third paragraphs.

33 Who does Claire seem to be criticising, apart from Ruth?

34 How does Claire react in the next paragraph, after 'Of course we can't afford that...?'

35 Look for the main subject of that part of the text.

36 Study Claire's thoughts between the dialogue with her sister.

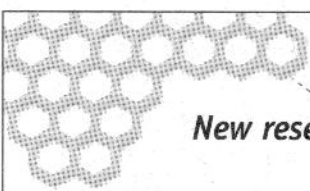
Tip! Choose your answer according to what the text says, not what you think the correct answer should be from your general knowledge, or your own opinions.

Task information

- In Part 6 there is a text with six gaps (37–42). Each gap is for a missing sentence. These sentences are in a list (A–G), but in the wrong order. You have to put the sentences into the correct gaps.
- There is also a sentence that doesn't fit anywhere. This can be any of A–G.
- You can use each sentence A–G once only.
- Part 6 tests your understanding of the overall structure of the text, and the development of ideas, opinions and events.
- The instructions tell you what kind of text it is and what it is about.
- The text has a title, and often some background information below it.


Predicting text content; finding clues

- 1 Read the title and the sentence below it in *italics*. What do you think the text will be about?
- 2 Study the extract. Gap 37 has the correct answer (F) and the expressions which link sentence F to the text are underlined. Match each link in sentence F and an underlined part of the text, e.g. *biologists/the scientists*.



The flight of the bee

New research explains the mystery of why bees never seem to get lost.

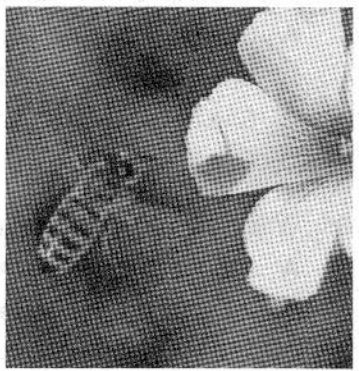


Those who have studied bees have long wondered how they always manage to find their way home. No matter how strong the cross-winds, they never seem to get blown off course. Now, however, biologists believe they have discovered their secret – by using radar to observe their flight patterns.

37 F To do so, they fitted bees with tiny electronic instruments, which enabled the scientists to track all their movements over several kilometres. What this showed them was that bees seem to know exactly how far the wind is blowing them off course, and they react to this by adjusting their flight direction accordingly.

Aircraft pilots do something similar, using computers to calculate wind speed and direction. **38** B Bees, on the other hand, do the same thing by checking the position of the sun and watching how the ground appears to be moving below them. If the wind is affecting the way they are going, they change direction.

During this experiment, the researchers also discovered that the wind speed affects the height at which bees fly. On windy days, it appears, bees flying against the wind tend to fly lower than usual. **39** G This, they found, is because it normally blows more strongly higher up. Bees flying in the same direction as the wind, however, can use this to save energy by flying at greater heights.



Advice

37 Look for words like 'one', 'do' and 'so' used to link ideas, e.g. There were six cakes. I ate one; They love surfing. I do, too; He says it's a good idea. I don't think so.

38 Underline vocabulary links, e.g. use of the same word in both main text and sentence, or words with similar or opposite meanings.

39 When you see a word like 'that' or 'it', decide what it refers to. Remember that it may refer backwards or forwards in the text.

- 3 Gaps 38 and 39 have also been completed with the correct sentence. Underline the expressions that link text and sentence.

Action plan

- 1 Read the instructions, the title and any background information. What kind of text is it? What's the topic?
- 2 Quickly read through the main text. What is each paragraph about?
- 3 Look quickly at sentences A–G. Do any of them obviously fit particular gaps?
- 4 For each gap 37–42, study the ideas and words that come before and after it.
- 5 Look for similar or contrasting ideas in the list of sentences.
- 6 In both the main text and sentences A–G, underline vocabulary links, reference words such as *this* or *her*, and linking expressions like *also*, *even though*, *one*, *do* and *so*.
- 7 When you have chosen your answers, read the complete text. Does it make sense?

- 1 Look quickly at the text on page 30.
 - 1 What kind of text is it and what is it about?
 - 2 What is each of the main paragraphs about?
- 2 Follow the exam instructions, using the advice to help you.

Tip! Before you choose a sentence, check that the verb forms, singular/plural, etc. in the main text all agree.

Tip! Each time you choose one of A–G, cross it out so that you don't have to keep reading through the whole list. This will save you time.

You are going to read an article about the new headquarters of the World Wide Fund for Nature (WWF). Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

- A Even so, it remains in an ugly corner of a fairly unattractive town centre.
- B So even if you aren't particularly concerned about the environment, as energy costs rise you'll want to save money on fuel bills.
- C Other such features include extensive glass to increase natural light, natural ventilation, rainwater in the toilets, and heat pumps that bring warm air up from 200 metres below.
- D It is hoped their new home will be a living example of that.
- E That means you can't put back forests that are gone, not for a century, and the population size is not going to shrink.
- F If you want to do something, you have to persuade people of the world not to pollute.
- G If humanity is to survive, they must have been thinking, it will do so living in buildings of this kind.

Advice

37 Look for a sentence containing references to the people and the place.

38 Find a reference to the positive idea expressed in the sentence before the gap.

39 Look for a sentence that adds more description of the building.

40 Which sentence begins with a contrast link that would fit here?

41 The sentence after the gap gives a reason for something stated in the missing sentence.

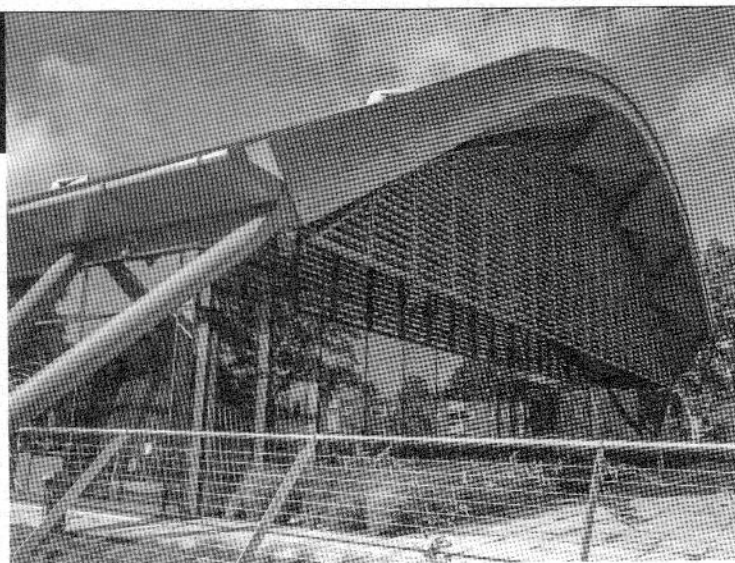
42 Which 'numbers' in the next sentence are likely to be 'increasing'?

The ultimate green home: the WWF's new headquarters.

Sandwiched between an incredibly ugly shopping centre and a busy main road, the environmentalist Sir David Attenborough, no less, is planting a tree and declaring: 'Today is a historic day.' He really means it.

Maybe our children's future will be an overheated, desert-like world, but if it's not, it will probably look a lot like this. The new, highly environmentally-friendly home of the World Wide Fund for Nature,

a hemispherical glass tube standing above a council car park, was officially opened today, watched by a small but enthusiastic crowd. **37**



Known as the 'Living Planet Centre', it has jumping panda animations that greet visitors to its WWF Experience, where schoolchildren can interact with Ocean, River, Forest and Wildlife Zones. Since the mid-20th century, many of the ideas behind humanity's attempts to protect animals and the natural world have been started by the WWF. **38**

'The World Wide Fund for Nature is one of the great hopes for the world,' Sir David Attenborough said. 'This building enshrines that, and advertises it to the world.' The concrete is all recycled, as is the carpet and even most of the computer equipment, and there are many solar energy panels. **39** In addition, new habitats and plant species have been installed around the gardens, while indoors a home has been found for three tall trees.

The sense of total calm inside, from the high curved ceilings to the plants and trees, is all the more remarkable for the building's urban location. It has been built between a canal and a small area of woods listed as a Site of Special Scientific Interest. **40** The contrast gives us an idea of what might just be possible in the future.

The WWF was set up in 1961. The organisation originally fought to protect individual species, such as the Arabian oryx, from extinction. Eventually, the focus moved from individual species to ecosystems: all the living things in one area and the way they affect each other. Sir David, who is an ambassador for the WWF, said: 'Now, it's not just individual ecosystems. Now the change is to a global approach. **41** That is because the planet is one vast ecosystem. The WWF has been the leader in changing everyone's attitudes towards nature.'

Sir David is clear about the task ahead, and more importantly, unlike many environmentalists, he believes it is not too late to make a difference. 'You can't turn the clock back, of course. **42** But we can slow down the rate at which the numbers are increasing, we can cut down the carbon we put in the atmosphere,' he said. 'It's never happened before that the whole world has come together and made a decision. To go as far as we have done to reduce carbon is an impressive achievement. But you cannot have unlimited growth in a limited situation. You can't expand infinitely in a finite planet.'

Task information

- In Part 7 there may be one long text divided into sections or a number of shorter texts.
- There are 10 questions which you match with the sections or short texts (A, B, C, etc.), according to the question at the top, e.g. *Which person ...*
- Part 7 tests your ability to find particular information in a text. You need to understand detail, attitudes and opinions in the questions, and find the part(s) of the text which express the same idea.
- The instructions tell you what kind of text it is and what it's about. It always has a title.
- The information you need may not be in the same order as the questions.
- There may be evidence for a particular answer in more than one sentence or part of a sentence.

Finding evidence; avoiding incorrect answers

1 Study questions 43–48 and extract C from a Part 3 text below. Match the underlined text with the correct question (44, 45 and 47) by drawing a line.

Tip! There may be evidence for a particular answer in more than one sentence, or part of a sentence.

Which person

took up this means of transport for environmental reasons?

43	
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feels that travelling this way is more comfortable than it was?

44	C
----	---

once arrived late at work because of transport delays?

45	C
----	---

dislikes having to travel surrounded by a lot of people?

46	
----	--

has to walk a considerable distance every day?

47	C
----	---

thinks they pay too much to travel to and from work?

48	
----	--

C Shop assistant Laura Sánchez recently switched from the bus to the tram to get to work. 'I wasn't keen at first,' she says, 'because the nearest stop is more than a kilometre from my house, and that's quite a long way on foot twice a day. I also used to think that trams were cold, noisy things with hard wooden seats, but when I saw how much nicer they are these days, I decided to make the change. The only problem,' she adds, 'is that if one breaks down there's a complete tram jam. One Monday morning I was stuck like that for over an hour, and my boss wasn't pleased.'

2 Look at questions 43, 46 and 48. Which two are answered correctly by extract E below? Underline the parts of the text that tell you, and write the question numbers on the right. Which is not answered correctly by extract E? How do you know?

E Justin Mackenzie works in the city centre and takes the train every day. 'It's handy for the office,' he says, 'but the fares keep going up and up and at this rate I'll have to think about using my car to come into town.' He thinks that would be 'crazy', pointing out that 'it was because of all the pollution it caused' that he gave up driving to work and started going by rail instead. 'I really wouldn't want to have to do that,' he says, adding: 'I don't even mind the fact that the rush-hour trains are so crowded, because at least it means there are fewer people using their cars.'