

Page 24 Task information

Page 25 Action plan

- 1 Look at the exam instructions below. What kind of text (e.g. *magazine article*) is it?
- 2 Read the text quickly.
 - 1 Where is it set?
 - 2 Who is it mainly about?
 - 3 What is the main purpose of the text?

Tip! Look at A–D *after* you read what the text says. Otherwise you may be misled by the wrong answers.

- 3 Follow the exam instructions, using the advice to help you.

You are going to read an article about studying abroad for a year. For questions **31–36** on page 77, choose the answer (**A, B, C** or **D**) which you think fits best according to the text.

A lot can happen in a year abroad

Like many students before her, studying abroad had a profound affect on Sarah Morrison

As I sat staring out at California’s spectacular Big Sur coastline, I felt fortunate to have a sister who had persuaded me to spend a year of my degree abroad. It seems that there are not enough older siblings explaining just how easy it is to take part in an international exchange.

While most universities offer worldwide exchanges, where students swap places with others from all over the world for a semester or a year during their degree, the number and quality on offer, together with the cost and time spent abroad, vary dramatically.

A deciding factor for me in choosing to study at the University of Edinburgh was the fact it offered more than 230 exchange places at overseas universities in the US, Canada, Australia, New Zealand, India, China, South Korea, Japan, Singapore and South America.

Despite all this choice, I still found that deciding to spend a year abroad was something of a novelty, with most of my friends giving more thought to embracing Edinburgh than packing their bags to leave a city that had only just become their home. Yet, fortified by my sister’s advice and a Californian friend who told me I would love the coast, I applied to spend my third year at the University of

California, Berkeley – never guessing that this would affect almost every future decision I would make.

From the start of your exchange, you are aware that the time you have in your new country is limited and not to be wasted. Your experience is shaped by a predetermined start and end, which immediately increases the significance of the time in between.

From the first week I arrived, I started to work at *The Daily Californian*, Berkeley’s student newspaper. I moved from an international house with more than 600 students from all over the world into a co-operative house where 60 of us shared responsibility for management of the building. I met people from Calcutta, Cairo and Chile, and learnt that holding on to any stereotypes I might have about Americans would be about as useful as assuming that all European people lived on farms.

The grades I earned at Berkeley didn’t actually count towards my degree classification at Edinburgh. However, I studied under a Pulitzer Prize-winning poet, signed up for student-led seminars and took an African American literature class that shaped my dissertation in Edinburgh. Whether I was learning about contemporary poets on a tour of San Francisco or reporting on the President’s

speech in San Francisco for the next day's newspaper, my stay there enabled me to return to Edinburgh with an increased sense of awareness about what I wanted to gain from my English literature degree.

While the expense might seem like an initial barrier to international exchanges, in reality they can actually save a student money. Visas, health insurance and flights to the chosen country will have to be bought, but a student will usually only be charged 25 to 50 per cent of their home university's annual fees. A student travelling abroad is entitled to a larger student

loan, and grants are available at many institutions for students going on an exchange.

Taking part in an exchange may not appeal to all students. You have to research the options independently, apply almost a year before you go away and be aware of the grades required in the first year to qualify for a place on one. Even so, Edinburgh's international exchange officer, Helen Leitch, says: 'If I had a pound for every time that students told me it was the best experience of their life, I would be a very wealthy woman indeed.'

line 64

- 31 One reason Sarah became a student at Edinburgh University was that
- A she could first study abroad and then move to Edinburgh.
 - B her sister had previously studied at Edinburgh.
 - C she could do part of her studies at a suitable university abroad.
 - D most of the students at Edinburgh spend a year at an overseas university.
- 32 How did Sarah feel when she went to Berkeley?
- A She was pleased to find the people were exactly as she had expected.
 - B She knew she wanted to make the most of her stay there.
 - C She wanted to get a job rather than begin studying immediately.
 - D She began to wish her stay there could be a little shorter.
- 33 What does Sarah feel she achieved at Berkeley?
- A She formed a clearer idea of what her long-term aims were.
 - B She took the first steps towards becoming a teacher.
 - C She developed her poetry-writing skills significantly.
 - D She ensured that she would graduate with a first-class degree.
- 34 What does Sarah say about the cost of an international university exchange?
- A As a student you can get reduced rates for health insurance.
 - B Your fees may be cut by half for every year of your course.
 - C It can be cheaper overall than studying in your own country.
 - D Taking cheap flights abroad can save you a lot of money.
- 35 What does 'one' refer to in line 64?
- A an international exchange as part of a university course
 - B a research degree at a university in another country
 - C a university course that is paid for by the government
 - D the first year of a university course in your own country
- 36 What does Helen Leitch suggest in the final paragraph?
- A Students who do international exchanges often go on to become extremely rich.
 - B Most students who've done an international exchange believe it was highly worthwhile.
 - C Only students from rich families can afford to do an international exchange.
 - D She should be paid a far higher salary for organising international exchanges.

Tip! Underline the key words in the stem. Then look for expressions in the text that mean the same or the opposite.

Advice

31 Look for an expression that means 'one reason'.

32 Look for her thoughts on how students feel when they begin their stay abroad.

33 Focus on her feelings after she had left Berkeley.

34 Study the next-to-last paragraph after 'international exchanges'.

35 Find the countable noun that it refers back to.

36 Is she really talking about money, or using an idiom?

Page 28 Task information

Page 29 Action plan

- 1 Look at the exam instructions, the title and the introduction to the text in *italics* below. What kind of text (e.g. *fiction, advertisement*) is it?
- 2 Follow the exam instructions, using the advice to help you.

Tip! After you fill in all the gaps, read through the completed text. Can you see the links in ideas and language between the main text and the sentences from A–G?

You are going to read an article in which a television news producer talks about his work. Six sentences have been removed from the article. Choose from the sentences **A–G** on page 79 the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Working as a TV news producer

Rob Cole has produced TV news for decades now, working on anything from international celebrities to global conflicts. He shares the benefit of his considerable experience in the industry

Rob's time behind the cameras has coincided with huge changes in the way news is reported – from a time when everyone bought local newspapers, through the birth of 24-hour rolling news, and now the Internet. But what is the work like on a day-to-day basis?

Rob's always worked in foreign news, so his focus is obviously on news from around the world. As you can imagine, there's a lot of that. Rob comes in early, having checked his phone, social media, and listened to as many news programmes as he could. **37** Running the foreign section is like a never-ending contest – constantly trying to get his journalists' news presented ahead of the TV station's other sections.

Once you have a story it's then a matter of making sure that wherever the journalist is, the report comes into the building – through satellite, Internet or other routes – and it is ready to run on air on time. **38** There's nothing like getting a note from the producer at another network congratulating on a job well done. The low points, on the other hand, are much less pleasant: 'I've had colleagues badly injured.'

So how can you become a news producer? Says Rob: 'We get loads of applications. **39** Don't be put off; people in this business admire people who don't give up easily, for obvious reasons.'

You need to be keen to learn and, of course, take a real interest in current affairs. 'You have to be obsessed with news, constantly following it. Even if you're a creative producer, doing graphics, you still have to care about what's going on in the world. Also, some people think about going into the media just because it sounds exciting. That would be a mistake; you have to really want to do the job. Luck's involved too, of course. **40**':

In some ways, Rob's job should remain fairly constant for the next few years. 'They will always need someone to make decisions and take responsibility for newsgathering. However, what will change is the way in which news is delivered. When I started in TV, the crew used to consist of a reporter, producer, a camera operator, sound person, and sometimes even a separate lighting person. **41** Now there's just the reporter and a multitasking camera operator who also edits and supplies the written material – if you're lucky!'

'Before long there will be a crew of just one, shooting all their own material on a smartphone, then editing and voicing that material, before sending it to head office, where it ends up going straight on air. **42** Actually, this has already started to happen. The technology will just get quicker and quicker and smaller and smaller.'

- A You might write to just the right person at the right time.
- B Turning the device around and pressing the live app button also enables live broadcasting into the same programme.
- C They would be loaded down with equipment and some of them would be linked by cable.
- D With this information, before any stories actually come in, he then decides on the news priorities of the day.
- E In those days it was possible to start a career in news without even going to university: you went straight into training on a local paper.
- F Making sure it does so matters, especially given the friendly competition with other TV networks: 'beating the other networks' is a real highlight.
- G I always endeavour to reply, but from my own experience too many people don't get back to you, so it's best to keep trying.

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.

Tip! Underline reference and linking expressions, vocabulary links and words that avoid repetition in both the main text and sentences A–G.

Advice

37 Look for a sentence that focuses on planning early in the morning.

38 Which sentence says it is important that the story goes out on time?

39 Look for an expression that means 'don't give up easily'.

40 Which sentence suggests you could have good 'luck'?

41 Look for a verb form sometimes used in a similar way to 'used to'.

42 What kind of thing is a 'smartphone'?

Page 31 Task information

Page 32 Action plan

- 1 Look at the exam instructions below and the title and layout of the text on page 81.
 - 1 What kind of text is it? How many parts is it in?
 - 2 What is the topic? Who are the people?
 - 3 What kind of information must you find?
- 2 Follow the exam instructions, using the advice to help you.

You are going to read a magazine article about adults who have met an old school friend again through social media. For questions **43–52**, choose from the people (**A–E**). The people may be chosen more than once.

Which person

is surprised at the job her friend now has?

43

is sure that this time their friendship will last?

44

thinks her life may have changed as a result of meeting her friend again?

45

feels that in one way she and her friend have similar personalities?

46

believes that even without the Internet they would have met again?

47

regrets losing contact with her friend years ago?

48

was initially unsure whether she wanted to talk to her friend again?

49

told her friend she was sad to hear what had happened to her?

50

was surprised at how little her friend's appearance had changed?

51

admits she wrongly predicted her friend would never have a successful career?

52

Advice

43 Look for a contrast with the person's skills at school.

44 Be careful: one person seems to say this, but eventually says the opposite.

45 Look for a comparative form indicating change.

46 Look for a phrase that means 'similar'.

47 Look for a way of expressing certainty in the past.

48 Which past modal form can express regret?

49 Look for words that mean 'initially' and 'unsure'.

50 Think of another way of saying 'I told her I was sad to hear'.

51 Look for a different way of saying 'how little she had changed'.

52 Look for a contrast, and an admission she was wrong.