

Reading and Use of English Part 6 Gapped text

You are going to read an extract from a newspaper article. Seven paragraphs have been removed from the extract. Choose from the paragraphs A – H the one which fits each gap (1–7). There is one extra paragraph which you do not need to use.

My children don't speak my mother tongue – as a second-generation migrant, it fills me with sadness

As a second-generation British Pakistani growing up in Bradford, I was surrounded by Urdu and smatterings of Punjabi. English came later, and I can remember not being able to understand my teacher on the first day of nursery.

1

There have been countless debates over the years about which language immigrant parents should speak to their children, and the impact of that on their studies. I've never been convinced of the benefit of dropping one language in favour of the other. Because of my parents' decision, I'm able to speak both languages fluently.

2

Whether it's ordering cuts of meat in the butcher's, placing an order in a restaurant or discussing designs in a clothing shop, it adds joy to my life, allows me to weave in and out of communities, and frees me from the constraints of any one group. And yet, despite my love for my mother tongue, my children don't yet speak Urdu. It wasn't intentional – 13 years ago, when I got married and moved to London, it just took a back seat

3

The nine-year-old recently announced that he'd like to learn, so that he can converse with his Nani and Nana Abu (my parents). They live 200 miles away in Yorkshire, and on a phone screen is where he sees them most. While they do speak English, age-related hearing loss means it's tricky for them to maintain the patience it takes to have a meaningful conversation with my high-energy sons in a language that they learnt as adults.

4

In these moments, I mourn the loss of my mother tongue for my children. I wonder how they will connect with their heritage, and what it will mean to them as adults. They have the features and skin tone of Pakistanis but their sensibilities, their tongue and their body language are of English children.

5

'Do you understand that?' my son asks, as he catches me on my phone watching the trailer for a new Bollywood epic. He stares at me in wonder, as if I have magical powers. My husband and I have taken to speaking in Urdu to hide our conversations from the boys, using 'chota vala', 'beech vala' and 'bara vala' – which roughly translate as 'little one', 'the middle one' and 'the older one' – instead of their names.

6

They may still pick it up yet. Even if they don't, my sister reminds us that our nani used to say that despite being of Kashmiri heritage, none of us spoke the language, and that this was a natural part of the passing of time.

7

On hearing of the passing of a cousin last year, I took myself off for a long walk and ended up in a curry house. Sitting on the brown leather seats, waiting for my order, hearing the waiters speak the language of my parents soothed me. I wanted to curl up on the sofa the way I used to at family dinner parties, falling asleep and being carried to my room, the sound of laughter still ringing in my ears.



- A** She was right, of course, but still I teach my sons the things I can. I fill them with a love of their heritage, a respect for the future and a hope they will find a way to learn the things they will need to sustain them in their lives. Urdu will always be the sound of my childhood. It is songs playing on Sunrise Radio on a summer's day. It's gossip at weddings, stories over dinner, theological tales on Eid.
- B** Every conversation is the same: 'Salaam. How are you, beta?' 'Salaam, I'm good.' Then they look at each longingly through the screen of my phone, nodding and smiling, desperate to connect to their grandchildren somehow. Until finally, my mum says: 'I love you, baita.' My son nods.
- C** This wasn't an easy decision. Indeed, we did attempt to teach the boys the basics of Urdu when they were little. But it was clear at the time that their hearts weren't in it – and, if we were brutally honest with ourselves, neither were ours. Gradually, the Urdu lessons became less frequent as we followed the line of least resistance and stuck increasingly to English.
- D** This was all part of my parents' plan: to speak in Urdu to my siblings and me because they knew we would learn English at school. They were right.
- E** They may never understand Urdu poetry – the words of Faiz, Ghalib and Mir are lost to them, at least in their original texts. They don't have a secret language to use with each other the way my siblings and I do, and they'll have to watch Indian cinema with subtitles.
- F** My husband, like me, was born in England, and although we came from similar households, he wasn't as fluent as I was in our shared mother tongue. Urdu has brought me so much, but I worry that it is closed off to my three children.
- G** They think it's hilarious and have cottoned on to which one is which, the middle one having renamed himself as the 'beach bum vala', which feels apt.
- H** I write for a living and worked as a journalist for the BBC, and this multilingualism has only enhanced my life. It gives me access to other worlds, stories, film and poetry.

How to go about it

- Read the gapped text first, without worrying about the missing paragraphs at this stage. Try to get a general impression of what it's about.
- When you're matching the missing paragraphs, pay close attention to pronouns (e.g. *she*), demonstratives (e.g. *this*) and other words that refer back to things or people mentioned earlier.
- Check that the paragraphs fit in terms of both meaning and grammar.
- When you're left with just one paragraph, check again that it doesn't fit anywhere.

Language focus The present

1 Read the sentences and answer the questions.

- 1 Lucy is such a messy eater! *I always find* / *I'm always finding* bits of food under her chair!
Which version suggests the speaker is annoyed?
- 2 The views were stunning, but the photos don't do it justice. *You must have seen* / *have to have seen* it in real life.
Which version suggests it's a shame that the listener hasn't seen the view?
- 3 *I understand* / *I'm understanding* a lot more idiomatic language than before.
Which version suggests a process or trend in the speaker's level of understanding?
- 4 There'll be a charity raffle and *we hope* / *we're hoping* you'll be generous enough to donate a prize.
Which version is more indirect/polite?

2 Complete each gap with the most suitable present form of the verb in brackets.

- 1 Richardson _____ (*step*) onto the high diving board. She _____ (*watch*) by millions of people around the world live on TV, but she needs to put that out of her mind. The medal is within her grasp if she can just pull off this final dive. I _____ (*wonder*) what _____ (*go*) through her mind as she _____ (*stand*) up there and _____ (*focus*) on the task ahead of her. She _____ (*take*) a deep breath and _____ (*leap*). She _____ (*twist*) once, twice, three times and ... _____ (*mess*) up her landing completely. She knows she's blown it.
- 2 You _____ (*wait*) until the engine is completely cool. Then you _____ (*open*) the bonnet and _____ (*pull*) out the oil dipstick. You _____ (*take*) a clean tissue and you _____ (*wipe*) all the oil off it. Then you _____ (*put*) it back into the hole – all the way to the bottom. Now you _____ (*remove*) it again and you _____ (*check*) the oil level against the gauge. If it's too low, you _____ (*add*) some more oil and then you _____ (*check*) the level again. If you find you _____ (*top*) up the oil all the time, it _____ (*mean*) too much oil _____ (*use*) and you need to get the car serviced.
- 3 So the other day I _____ (*go*) to the doctor, run into her surgery and say, 'Hey, Doc, I _____ (*shrink*)! You gotta help me!' 'Not right now,' she _____ (*say*). She _____ (*examine*) another patient at the time, you see. 'But I _____ (*get*) smaller and smaller! Hurry up!' I _____ (*yell*). I _____ (*get*) really stressed by now, as you can imagine. 'Well,' she _____ (*say*), 'you'll just have to be a little patient.'



3 For each pair of sentences, match the beginnings to the correct endings.

- | | |
|---|---|
| 1 I imagine ... | 5 They appreciate ... |
| 2 I'm imagining ... | 6 They are appreciating ... |
| a you'll want to stay the night, won't you? | a in value every year, and are now worth twice the original price. |
| b a sunny beach on a hot summer's day. | b all of your efforts, and promise to return the favour soon. |
| 3 Denise realises ... | 7 The dog smells ... |
| 4 Denise is realising ... | 8 The dog is smelling ... |
| a her dream to become an engineer. | a awful. Has she rolled in something? |
| b she made a mistake, and she's sorry. | b the tree stump to identify which other dogs have passed this way. |

4 Complete the sentences with a suitable performative verb from the box in each gap.

acknowledge authorise bet challenge declare
forgive guarantee quit refuse second warn

- 1 I know it was just a foolish mistake, so I _____ you this time. But I _____ you: if it happens again, you'll be in serious trouble!
- 2 To whom it may concern: I hereby _____ Dan Hart to access my financial records and to act on my behalf in financial matters.
- 3 Ladies and gentlemen. With great pleasure, I _____ this supermarket open.
- 4 I've had enough of this job and the horrible people who work here. I _____!
- 5 A: I _____ that you will get your money back.
B: And I _____ that. You can count on us to do the right thing.
- 6 We _____ that our instructions could have been somewhat clearer, but we _____ to accept liability for your misunderstanding.
- 7 I _____ you to name, within one minute, 50 words that don't contain the letters A, B, C, D, J, K, M, P, Q or Z. I _____ you can't do it!

Vocabulary Feelings and emotions

1 Rewrite the sentences to make them more powerful. Use words and phrases from the boxes. You can use words from the left-hand box more than once. Add prepositions where necessary.

a bit absolutely completely hopelessly
literally utterly visibly wholly

besotted despondent dumbfounded elated engrossed
flabbergasted glued grossed out petrified repulsed

- 1 They looked very happy. → They were _____.
- 2 The filthy kitchen made me lose my appetite. → I was _____ the filthy kitchen.
- 3 I couldn't believe it! → I was _____.
- 4 I couldn't stop reading the article. → I was _____ the article.
- 5 We were very scared. → We were _____.
- 6 I was shocked and unable to speak. → I was _____.
- 7 They were deeply in love. → They were _____ one another.
- 8 Ruby was 100% focused on the film. → Ruby was _____ the film.
- 9 Joseph was feeling rather sad. → Joseph was feeling _____.
- 10 It was so disgusting it made me feel sick. → I was _____.

2 Complete the story with one word in each space. What do you notice about the middle paragraph?

A JOKE TOO FAR

Me and my mates are always playing pranks on each other. I guess it's a kind of male-bonding thing – it makes us feel like a close-knit group. A few weeks ago, we noticed that one of the guys, Adam, seemed a bit (1) _____ in the dumps, so we decided to cheer him up with a prank. We considered sending him a message from an attractive stranger claiming to have fallen head over (2) _____ in love with him, but figured he'd see through that in no time. We wanted something more dramatic.

So, when we spot him sitting alone in the park, deeply engrossed (3) _____ something on his phone, we spring into action. We sneak up behind him, throw a blanket over his head and start carrying him away. He's scared (4) _____ of his wits – he genuinely believes he's being kidnapped. And of course, we're chuffed to (5) _____, because our plan's worked. We've even caught it on camera.

When he heard us all laughing, he quickly twigged what had happened, but instead of seeing the funny side, he actually (6) _____ ballistic. I mean, he wasn't just a bit angry; he was absolutely apoplectic with (7) _____. Our prank had backfired and we all felt deeply embarrassed. I was convinced our pranking days were over ... until last week, when Adam got his revenge on us ...



Adjectives and nouns with *self*

1 Match the definition beginnings (1–8) to the endings (a–h).

- | | |
|---|--|
| 1 If somebody wallows in self-pity, | a they do things to make themselves more powerful or important. |
| 2 Self-righteousness | b they do what's best for themselves (regardless of the impact on others). |
| 3 If somebody acts out of self-interest, | c they don't take themselves too seriously. |
| 4 If somebody uses self-deprecating humour, | d they stay calm in stressful situations. |
| 5 If somebody has low self-esteem, | e they feel very sorry for themselves. |
| 6 If somebody is guilty of self-aggrandisement, | f involves thinking (and acting as if) you're morally superior to others. |
| 7 Self-preservation | g they don't have a good opinion of themselves. |
| 8 If somebody is self-possessed, | h involves keeping yourself safe, even at the expense of others. |

2 Mark the words in the box with + or -, depending on whether they have a generally positive or negative connotation.

self-actualisation self-assurance self-deception self-delusion self-indulgent
self-made self-reliance self-respecting self-sacrificing self-worth

Reading and Use of English Part 1 Multiple-choice cloze

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).

- 0 A mundane B compelling C uncanny D quirky

Don't forget!

- › This part of the exam focuses on vocabulary, including phrasal verbs, idioms, linking expressions. The best way to prepare for it is to learn thousands of words and phrases!
- › Read the whole text quickly first to get a general idea of what it's about.
- › When you're choosing from the four options, pay attention to the words before and after the gap to identify collocations and grammatical structures that can only go with certain words.

ME AND MY DOPPELGÄNGER

As I took my seat on the plane, I was struck by a rather (0) C feeling about the stranger next to me. Hoping not to draw attention to my curiosity, I sneaked a (1) glance at his face while (2) in my bag for my phone. Immediately, I realised what was so unsettling about him: he had my nose, my eyes, even my bone structure. To all intents and purposes, he was me, (3) a slightly scruffier version, like a vision of what I might become should I (4) to a greater extent than I already do.

Doppelgängers – people who look (5) similar to others – have long been a source of fascination and terror, as if representing a peek into parallel universes, the big 'What if ...?' Historically, they were seen as (6) of doom, as if meeting yourself might bring about a terrible catastrophe. Of course, cold logic tells us that there are finite variations of a human face, so occasionally we're bound to stumble across others with more than a (7) resemblance to ourselves. But try as we might to put a rational (8) on things, coming face to face with your own doppelgänger can still challenge your sense of self-identity to the very core.

- | | | | |
|--------------------|--------------------|-------------------|-----------------|
| 1 A sheepish | B stealthy | C furtive | D covert |
| 2 A clutching | B fumbling | C snatching | D grappling |
| 3 A albeit | B notwithstanding | C nevertheless | D hitherto |
| 4 A give myself up | B set myself apart | C put myself down | D let myself go |
| 5 A eerily | B inscrutably | C cryptically | D notoriously |
| 6 A harbingers | B portents | C precursors | D heralds |
| 7 A hinting | B spotting | C passing | D bearing |
| 8 A twist | B spin | C curl | D roll |



Listening Part 1 Three-option multiple choice

1 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 1

You hear a talk by a toy designer.

- 1 What is her main point about her collection of dolls?
 - A Their outfits reflected outdated stereotypes of women's clothing.
 - B Despite superficial differences, they were far from representative.
 - C They were inappropriate because their body shapes were inauthentic.
- 2 How does she feel about her childhood experiences today?
 - A aggrieved at the injustice
 - B impassioned to drive changes
 - C reassured by recent improvements

Extract 2

You hear a conversation between two friends.

- 3 Paolo is concerned that he was promoted
 - A in spite of his lack of appropriate skills.
 - B solely because he deceived his employer.
 - C as a result of a misunderstanding.
- 4 Helena implies that imposter syndrome
 - A can be overcome by asking for others' opinions.
 - B makes sufferers insufficiently self-critical.
 - C is considerably less prevalent than Paolo imagines.

Extract 3

You hear part of a radio news report.

- 5 What first alerted hospital employees to the woman's fraud?
 - A spurious references from previous employers
 - B forged documents from a higher education institution
 - C variability in the vocabulary she employed
- 6 What does the presenter suggest was a matter of luck?
 - A finding documentary proof of her prior fraudulent activity
 - B the hospital's decision not to terminate the woman's contract
 - C the woman's ability to escape justice for so long

Don't forget!

- › At C2 level, comprehension questions tend to focus on things like gist, feeling, function, purpose, specific detail, topic, agreement and the speakers' attitudes or opinions. That means you'll often need to 'get into the speakers' heads', rather than simply pick out key words and facts.
- › Read the questions and options carefully before you listen.
- › You will hear the recording twice. Use the second time to check your answers.



Writing Part 2 Article

1 Read the following Writing Part 2 task. Answer the questions.

A popular online magazine has asked readers to submit articles about the multiple identities that we have in our lives. The article should compare the writer's personal experiences with those of others of a similar age to make general points about what makes us who we are.

Write your **article** in **280–320** words in an appropriate style.

- 1 What sort of language should your article use (e.g. formal, academic)?
- 2 Whose experiences should you include in your article?
- 3 What balance between personal experiences and general points should you achieve?

2 Read the model answer and answer the questions.

- 1 In which paragraph(s) does the writer focus on his own personal experiences?
- 2 In which paragraph(s) does the writer focus on other people of his age?
- 3 In which paragraph(s) does the writer make general points about having multiple identities?

WHAT MAKES US WHO WE ARE?

(1) Like most twenty-somethings, I'm currently undergoing something of an identity crisis. Until recently, life was mapped out for me in minute detail: go to school, study for exams, get into uni, study harder. But what happens when you reach the end of that production line? When the world is suddenly your oyster and you're finally free to decide what happens next, the lack of constraints can feel utterly overwhelming. Who exactly am I? Who do I want to be?

(2) Some of my former classmates from school have already established clear-cut identities for themselves: as police officers, shop assistants, home-owners, parents. I often wonder whether they are still fundamentally the same people that I knew growing up, or whether their new responsibilities have shaped their identities beyond recognition. This also leads me to contemplate who I might be now if I had made different life choices in my teens.

(3) Such introspection inevitably makes me question my own current identity. What do strangers see when they look at me? A young intellectual on the cusp of a glittering career, or a drifter lost in a haze of self-doubt? Possibly neither, but the chances are that my identity, at least in other people's eyes, is built on more objective criteria: I'm a son, a brother, a reliable friend, a recent graduate, a job-seeker, an avid gamer, a language-lover, an introvert.

(4) At the end of the day, these are mere labels that we attach to ourselves and to others. Our identities can help to nudge us in certain directions, but they do not define who we are. I've come to realise that I don't need a single label for myself. I'm a complex individual with multiple and even conflicting identities – just like everybody else – and that's something I'm only now becoming comfortable with.



How to go about it

- If you're writing an article that is philosophical in nature, including questions can make a strong impression. These could be rhetorical questions (i.e. questions for the reader to consider) or questions that you ask yourself (e.g. to express your own doubts). However, don't forget to answer the questions, because you must also present your opinions.
- Another powerful technique is to use metaphors to make your writing more vivid. E.g. *We all wear a mask from time to time to cover up how we really feel.*

3 Find examples of the following techniques and structures in the model answer. Why do you think the writer has used them?

- 1 Two lists with no conjunction (e.g. and/or/but) before the last item
- 2 A rhetorical question for the reader to consider
- 3 Four questions that the writer is asking himself
- 4 Two metaphors in paragraph 1 connected with knowing where to go next
- 5 A mixed conditional

4 Complete the Useful language box with phrases from the model answer.**Useful language****Relating personal experiences to general points**

I believe I am fairly typical of ... in terms of ...

(1) _____ (para 1)

I'm sure I'm far from alone in having experienced ...

(2) _____ (para 4)

Self-reflection

I occasionally find myself doubting whether ...

(3) _____ (para 2)

I often think about/consider ...

(4) _____ (para 2)

(5) _____ (para 3)

I now understand/appreciate ...

(6) _____ (para 4)

... and this I find significantly harder to accept.

(7) _____ (para 4)

5 Complete the idioms and collocations from the model answer. Try to do it from memory first.

- 1 to _____ an identity _____
- 2 the world is your _____
- 3 (to have) a _____ identity (for yourself)
- 4 to _____ somebody's identity beyond _____
- 5 on the _____ of a _____ career
- 6 to be lost in a _____ of _____
- 7 in other people's _____
- 8 an _____ gamer
- 9 at the _____ of the _____
- 10 _____ labels that we _____ to ourselves
- 11 to _____ somebody in a certain _____

6 Complete the following exam task.

A magazine for English-language learners has invited readers to write articles about how the different languages we speak may affect our personal identities. Writers are encouraged to reflect on their own experiences as speakers of more than one language, and to make general points about the relationship between our languages and our identities.

Write your **article** in **280–320** words in an appropriate style.