



OXFORD
TEST OF ENGLISH
Advanced

C1

PRACTICE TEST 2



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Test 2

Speaking

Part 1 Interview

1.01 You are going to answer six questions. You have 10 seconds per question for questions 1 and 2, and 30 seconds per question for questions 3–6. Start speaking when you hear the tone. Try to speak for the full amount of time.

Part 2 Voice message

1.02 You are going to leave a voice message. First read and listen to the task, then decide what you want to say. You need to be diplomatic in your response. You have 40 seconds to leave your voice message. Start speaking when you hear the tone.

You study at college. Another student's laptop has broken, and he has asked to borrow your laptop for a few days to complete an important assignment. You do not want this student to borrow your laptop. Leave a voice message for the student and:

- say why you are calling
- explain why you do not want to lend your laptop
- make a suggestion about what he could do.

You now have 10 seconds to think about what you want to say.

Part 3 Summary

1.03 You are going to give a summary. First read and listen to the task. You can make notes while you listen.

You will then have some time to think about what you want to say. You have 50 seconds to give your summary. Start speaking when you hear the tone.

Your tutor has asked you to summarize some research for your tutor group.

Listen to two experts talking about stress. The two experts make the **same two main points**. You should:

- combine the information from the two experts and
- summarize the **two main points** the experts make.

Now listen to the two experts.

You now have 40 seconds to think about what you want to say.

Part 4 Debate

D1.04 You are going to take part in a debate. First read and listen to the task, then decide what you want to say. You have two minutes to speak. Start speaking when you hear the tone.

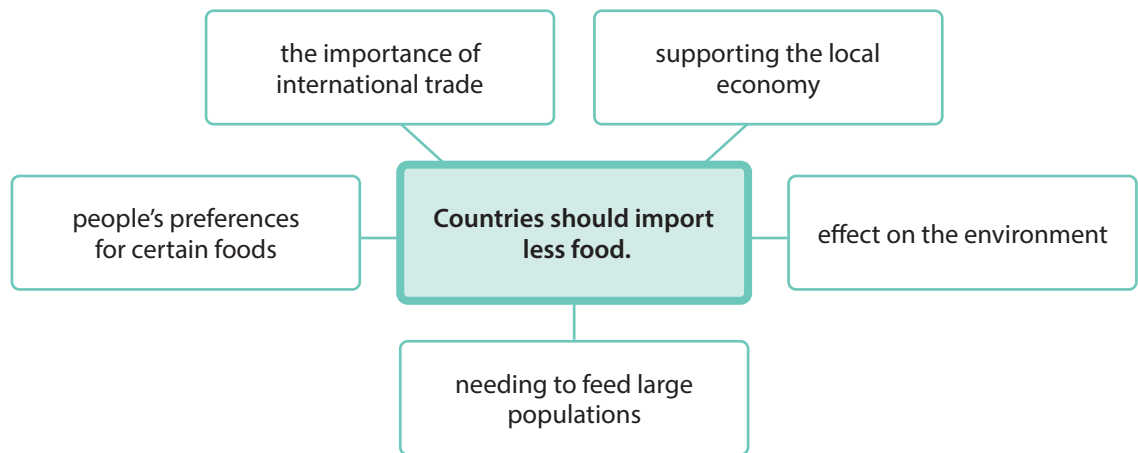
Your tutor has asked you to take part in a class debate. You are going to put a case for or against the following statement:

'Countries should import less food.'

Prepare your case for the debate. You should:

- use **two OR three** of the ideas below to argue your case
- provide support for the ideas you choose
- give a conclusion.

You now have 45 seconds to prepare. You can make notes if you wish.



Part 5 Follow-up questions

D1.05 You are going to answer four questions on the topic of your debate. You have 40 seconds to answer each question. Start speaking when you hear the tone.

Listening

Part 1

02.01 Listen and choose the correct answer.

- 1 A luxury-soap maker is talking about opening a shop.
She has decided to open a shop now because ...
 - A finding experienced staff is straightforward.
 - B interest in handmade products is increasing.
 - C running costs and expenses are relatively low.

- 2 Listen to a radio discussion about moving to the countryside.
What aspect of her new life did the woman struggle with?
 - A the attitude of her neighbours
 - B the slower pace of life
 - C the lack of an established routine

- 3 A professor is giving an interview about a writing challenge.
How does he feel about the challenge?
 - A He applauds its main objective.
 - B He is impressed by those who complete it.
 - C He welcomes this way of finding new authors.

- 4 A man is talking to university students about career choices.
What is the key piece of advice the man gives?
 - A Remember the value of having a clear career path.
 - B Let go of any prejudices you have.
 - C Apply for jobs that suit your personal qualities.

- 5 A scientist is telling her students about a research study.
Which aspect of the study does she have doubts about?
 - A the contribution it makes to scientific understanding
 - B the conditions under which it was carried out
 - C the conclusion its authors came to

Part 2

02.02 Listen to a lecture about archaeology. Complete the gaps in the notes with a word or two-word phrase from the audio. Remember to check your spelling.

You now have 30 seconds to look at the task.

The 'White City' of Honduras

On the basis of [1], Steve Elkins decided to search for the White City.

Seeing the image of [2] cut into a rock made them certain there was a lost city nearby.

Ground-scanning technology was able to reveal extensive ruins.

Initial discoveries at the site

The climate had only left the [3] of the buildings undamaged.

Important discoveries

The discovery of buried sculptures demonstrated the [4] of the city.

Why the city was lost

The [5] surrounding the site were what probably kept it hidden.

Developing the site

Transport to and from the site depends on the [6] constructed early in the project.

Part 3

2.03 Listen to two company owners discussing the introduction of flexible working in their organizations. Match the people (the woman, the man, or both) to the opinions below.

You now have 30 seconds to look at the task.



Woman

Man

Both



- 1 Introducing flexible working has benefitted the company from a financial point of view.
- 2 Offering opportunities for flexible working has made the process of recruiting new employees more straightforward.
- 3 Allowing employees to work flexibly has improved staff attitudes towards the workplace.
- 4 Flexible working patterns create problems with regard to collaboration.
- 5 Attitudes to taking sick leave are changing as a result of flexible schedules.
- 6 Some customers have expressed dissatisfaction as a result of the introduction of flexible working.

Part 4

▶2.04 Listen and choose the correct answer.

- 1** A student is asking her professor about an essay.
What does the professor particularly want her to do?

 - A** Avoid giving the essay a conventional focus.
 - B** Ensure that the essay is supported by references.
 - C** Concentrate on forming a clear structure in the essay.

- 2** An author is talking about book reviews.
She tends to ignore reviews of her novels because ...

 - A** they distract her from her work.
 - B** any inaccuracies in them annoy her.
 - C** she finds negative comments discouraging.

- 3** Two students are discussing a documentary about fast fashion.
What criticism of the documentary does the woman make?

 - A** The topic of the programme lacked relevance.
 - B** The choice of interviewees was inappropriate.
 - C** There was too much focus on the presenter.

- 4** An archaeology professor is talking to his students.
Why is the professor talking about an archaeological site?

 - A** to encourage them to volunteer there
 - B** to suggest it as a possible focus for project work
 - C** to illustrate a problem they may face in the profession

- 5** A professor of fashion is talking to some students.
Why is he talking to the students?

 - A** to challenge them to make an original jacket if they want
 - B** to discourage them from making a jacket until a later date
 - C** to help them identify potential problems when making a jacket

Reading

Part 1

You have 1 minute and 20 seconds to answer each question.

1 Read the extract from a novel and choose the correct answer.

The schoolteacher was leaving the village, and everybody seemed sorry. Earlier, the miller had lent a horse and cart, such a vehicle proving to be of sufficient size for the departing teacher's belongings; the only cumbersome article was a piano, which still remained in the parlour. The rector, being a man who disliked the sight of change, had gone away for the day, not meaning to return until the evening when everything would be smooth again. The blacksmith, the farm bailiff, and the schoolteacher were standing motionless before the instrument, following the schoolteacher's pointed remark that even if it were possible to load it into the cart, there remained the issue of what he might do with it at his new lodgings.

Adapted and abridged from an authentic source, acknowledged at the end of the test.

The author suggests that the people in the parlour feel ...

- A frustrated by the limited resources available to them.
- B doubtful about the appropriate course of action they should take.
- C let down by someone whose support they had counted on.

2 Read the extract from a sports science journal and choose the correct answer.

In football, a penalty involves one player taking a shot at a goal defended only by the other team's goalkeeper. The keeper can choose where to stand within the goalmouth, and previous academic investigations into penalty kicks taken in professional matches suggest that penalty takers favour the side of the goal with the greatest clear area: if the goalkeeper stands to the left of centre, they will aim towards the right. A logical conclusion to take from this tendency is that there would be an advantage to the keeper of standing slightly to one side in order to influence the penalty taker's decision. As penalties often change the course of a match, we set out to test this theory.

The writer intends to establish whether the results of earlier research ...

- A have a practical application.
- B were affected by the games studied.
- C will prove reliable after further analysis.

3 Read the extract from a letter and choose the correct answer.

Dear Mr Edwards,

I am writing to express concern over noise coming from 91 Ford Street, which I understand you own and let to tenants. I live in the house next door.

I have been unsure whether to bring this problem to your attention, but the situation has now become intolerable, with loud music being played until past 2 a.m. on numerous occasions. As a professional writer working from home, this is proving extremely disruptive for me. I would respectfully request that you communicate my complaint to those currently in residence, as all direct approaches have been ignored. Going forward, I have no wish to make the situation a matter of official record unless forced to do so.

The writer previously avoided contacting Mr Edwards because she was ...

- A reluctant to trigger a legal dispute with him.
- B doubtful about the way he would respond to the situation.
- C hopeful of resolving the issue without his involvement.

4 Read the extract from a novel and choose the correct answer.

I lived at West Egg, the less fashionable of two oval-shaped peninsulas. My house was squeezed between two huge places that rented for 15,000 dollars a season. The one on my right was massive, with a tower on one side, a marble swimming pool and 40 acres of garden. It was Gatsby's mansion. Or rather, as I didn't know Mr Gatsby, it was a mansion inhabited by a gentleman of that name. My own house was rather hideous, but it had been overlooked, giving me a view of the water, a partial view of my neighbour's lawn, and the comforting presence of millionaires – all for 80 dollars a month. Across the bay, the white palaces of East Egg shone.

Adapted and abridged from an authentic source, acknowledged at the end of the test.

This extract suggests that the narrator has ...

- A a fondness for a particular type of architecture.
- B a lifestyle that he struggled to afford.
- C a keen awareness of social status.

5 Read the extract from a medical journal and choose the correct answer.

Although numerous studies have analyzed the health effects of coffee, the contradictory nature of their conclusions has made the exact determination of the extent of its impact impossible. Before undertaking our study, we therefore analyzed potential causes of this inconsistency. Until recently, it was assumed that using non-drinkers of coffee as a control group, against which different categories of coffee drinker could be compared, was ideal. Logically speaking, this would identify correlations between health issues and relative coffee intake. However, information has come to light which demonstrates that non-drinkers of coffee significantly experience more health issues unrelated to coffee consumption than those who drink coffee. The group which consumes one cup per day was thus set as our control.

Why does the researcher refer to previous studies into the health effects of drinking coffee?

- A to highlight the number of variables that were taken into account
- B to explain the alterations made to the methodology used
- C to challenge the accuracy of the data obtained from them

6 Read the blog entry and choose the correct answer.

Our team's recent run of poor results – five defeats and two draws – has predictably triggered a torrent of complaints from fans on social media and football podcasts. In a way, it's entertaining to observe comments tending to skate over the obvious – the toll that the gruelling fixture schedule inevitably takes on even the best-prepared athletes – and focusing on issues that always infuriate supporters. How can we possibly compete with our rivals when they buy all the most talented footballers? Why won't the club's owners loosen the purse strings and strengthen the side? Also, some memes target the footballers themselves by saying that many of them don't care enough about the club or the fans to give 110% on the pitch.

The blogger attributes the recent poor performances of the football team he supports to ...

- A** the quality of their opposition.
- B** the attitude of certain players.
- C** the number of games they play.

Part 2

You have 8 minutes to complete this task. Read the questions and match them to the correct text about social media and language decline.

Social media and language decline

While many believe that social media has diminished the quality of the language we use, not everyone agrees. Three academics share their views on this debate.



A Mayumi Watanabe, Researcher in Applied Linguistics

It is no surprise to me that there should be a widespread sense of anxiety about what is perceived as degeneration in the quality of the language that people use. Gatekeepers of linguistic perfection, invariably grizzled and wrinkled, have wept at their desks over supposedly slipping standards in grammar and vocabulary for hundreds of years, and yet here we are, centuries later, with communication still functioning effectively. It is unclear exactly how online communication, and social media in particular, affects language. The studies carried out so far vary in their focus, and often in their findings. Some social media platforms have been observed to actively encourage the use of 'simplified' spelling, made-up words and phrases, emojis and emoticons, and large numbers of users have responded eagerly and often resourcefully to this. Whether this has a deleterious impact on an individual's all-round command of the language, or indeed whether it upgrades it, is exceedingly hard to pin down. What is clear, however, is that these relatively new channels of communication are, in general terms, no more of a threat to the English language – and probably any other language – than television is to the art of conversation. Some people welcome change, but others find it deeply unsettling, which leads them to find fault with what they perceive, rationally or otherwise, to be the source of that change. The fact is, however, that language will not die out just because we now increasingly use it in online groups and through digital devices.



B Ignacio Duarte, Professor of Literacy Studies

The debate about the impact on our language of communicating online, especially through social media, is one with which I am very familiar. In fact, I have seen it cause tempers to flare in departmental meetings on more than one occasion, and my aim, in such instances, is to try to present the voice of reason as far as possible. It is perfectly valid to ask questions about the contribution, if any, that social media has made in the realms of discourse, but the material fact that the capacity for instantaneous interaction with anyone anywhere is now the norm cannot be classed as anything less than a quantum leap forward. As with any such far-reaching phenomenon, there is at least one price to be paid; in this case we have the accusation that language use on social media becomes lazy. There's no denying that it can, but the gripe misses the point of the medium, because while polished prose clearly has its place, there is no reason why social media should not have its own style. Crucially, I can navigate both landscapes, and so can my digital-native students, most of whom are 15 years younger than I am by the way, and we are not without respect for the language if we choose to compress it in certain circumstances. The offended purists would do well to revisit their judgemental stance on changing expression. It is perfectly possible for social media platforms and carefully edited manuscripts to coexist.



C Orla Stevens, Lecturer in English Language Learning

There is no denying that the abbreviated nature of comments on social media threads can infuriate some scholarly types. This is not necessarily their fault; they have been conditioned to think of language in a certain way, and seen through their eyes, it is a dark day when language is eroded. They look down on textspeak and would never sink to what they think of as its appalling levels. That said, I count myself among the ranks of those who do not despise language shifts in response to technology; I actively embrace them, and on very good grounds. Firstly, the enduring beauty of language is its fluidity, and to imagine it can be trapped like coins in a jar is as absurd as expecting a river to stop flowing, for it is organic by nature, with trends in slang, for example, always coming and going. Secondly, in classrooms, I have seen first-hand how students have not sacrificed quality in their assignments for any substandard online language, while a recent study by a Dutch linguist has confirmed that digital language does not have a negative impact on young people's essays and other schoolwork, with learners more than capable of distinguishing between informal and academic writing. Another study of social media users provides a different insight: the restrictions regarding message length on the platforms these participants were operating on, appear to have inspired them to become more inventive in their discourse. Rather than causing linguistic deterioration, social media is energizing our communications.

- | | | | |
|--|---|---|---|
| 1 Who suggests that attempts to hold back evolution in language are ultimately pointless? | A | B | C |
| 2 Who has some empathy for people who instinctively dislike the language of social media? | A | B | C |
| 3 Who mentions disputes among colleagues over social media and language use? | A | B | C |
| 4 Who claims that concern about language decline is far from being a new occurrence? | A | B | C |
| 5 Who admits to adapting the way they use language when communicating on social media? | A | B | C |
| 6 Who links a potentially adverse feature of certain types of social media with enhanced language performance? | A | B | C |
| 7 Who believes that criticism of social media's influence is motivated by a strong sense of discomfort? | A | B | C |

Part 3

Six sentences are missing from this text. Insert the correct sentence (A–G) into each gap (1–6). There is one extra sentence which you do not need to use. You have 11 minutes to complete this task.

Branding

Are brands a positive or a negative aspect of daily life?

Branding is a marketing concept that helps people identify a company or its products. To keep their brands fresh, companies constantly develop new products and services and new ways of promoting them. Without this activity, it would be hard to identify the specific things we're looking for. For example, if we want to quench our thirst, or paint our house, branding helps us get what we want.

Brands make life more predictable, and without them, we wouldn't know what level of quality to expect from a product or which ones to trust. For instance, when it is late at night and you are feeling tired and hungry in a strange city, it can be comforting for us to come across a familiar burger restaurant or hotel chain.¹ It could also be argued that it's the reassuring power of branding that gives us the confidence to try out new products and experiences. For example, the implied security provided by trusted travel brands encourages us to try new countries and new cultures.

Brands can make people feel better about themselves.² Not only do brands give products and services extra meaning, they help us to show off to others, or to raise self-esteem and boost our egos. They may also give us a sense of identity and belonging, often in the form of brand communities, and they get us to participate in the process of creating meaning and value. Some branding even encourages this: it's through the power of brands attached to certain online auction websites that we're able to sell things to the world.

Branding can be good not just for consumers, but also for employees. Working for a good brand makes the job seem more worthwhile and can lead to employees feeling a stronger sense of belonging and believing that their work

has more than just monetary value, particularly when it's for a business with a strong ethical brand.³ It can mean, for example, that workers receive clear guidance on what to do and how to do it – like one UK supermarket's mantra: 'to serve Britain's shoppers a little better every day'.

Nevertheless, there's a negative side to almost all these arguments. For consumers, branding can create homogeneity; however, while at one level we've never had more goods and services to choose from, at another there are fewer.⁴ And in the online world, where brands help generate network effects, the result tends to be domination by just a few tech giants.

The other big question mark over brands is whether they deceive us into buying things which are surplus to our requirements.⁵ Their primary function is to create desire, to get us to pay more than we need to; to consume things we don't need or that are bad for us, such as sugary drinks. Yet although branding creates desire, it doesn't necessarily lead to satisfaction, and as some argue, could create permanently unfulfilled desires.

So, what conclusions can we draw? The downsides are true, and while it would be a mistake to minimize them, the fact is that the most effective branding is ethical, in that it's the projection of a truth; branding that lies tends not to last. Overall, the effect of branding is to force things into the open.⁶ People tend to be very aware of branding and how it works, even while obeying its iron law. This knowledge has been amplified by the rise of Internet culture – as has people's power to question it. Through social media, consumers have gained the means to call businesses to account, and in recent years have boycotted numerous companies that have incurred their displeasure.

Adapted and abridged from an authentic source, acknowledged at the end of the test.

- A By operating under brand names, by using these powerful labels, companies are highly visible and central to people's lives, and therefore natural objects of scrutiny.
- B What you want to stand for, especially if it's highly principled, benefits all parties as it makes for better decision-making and practice.
- C Brands, therefore, both unite and divide us by making it clear to any observer what our tastes are, how wealthy we are, and perhaps even what we think.
- D It could be said, though, that what this apparent criticism represents is in fact the essence of brands and branding.
- E Being a consumer is often worrying, with a constant risk of making bad buying decisions, and one of the main psychological benefits of branding is to reduce that anxiety.
- F Global corporations drive out local, unbranded businesses, so that every city in the world now offers a seemingly identical range of shops, hotels, and even restaurants.
- G Rightly or wrongly, we are encouraged to believe we've made the smart choice, or that we're the kind of people we've always wanted to be.

Part 4

Read the passage about folk music. For questions 1–5, choose the correct answer. You have 8 minutes to complete this task.

World music and folk music

The term 'world music' is used to describe music influenced by traditional cultures, usually from outside North America and the UK. Coined by the music industry in the West during the 1980s, this catch-all label lumps together such distinct genres as Tibetan chants and Cuban dance music, Bulgarian folk song and African drumming, spiritual music from Pakistan and desert blues from the Sahara. Over time, the concept of world music has changed. Elements of western pop and jazz music were often added to traditional folk styles to make them more palatable in lucrative markets, resulting in commercial triumphs for the new hybrid music. As this happened, critics pointed to a sameness in the music, a loss of regional distinctions, and the demise of traditional, local ways of making music. Many saw the rise of world music as a threat, with folk music being the victim of the very forces to which it had so richly contributed.

Polka, however, tells a different story. Its complexity as a folk dance of global proportions blurs the distinctions between folk and world music and belies attempts to classify it. Polka is found just about anywhere in the world that Western music has penetrated. With its original geographical epicentre in the northern part of today's Czech Republic, the dance spread across Europe in the 19th century and was passed on by emigrants and travelling musicians to the rest of the world. Wherever polka travelled, musicians domesticated the dance, adapting it to local social functions, ensemble structures, and aesthetic parameters. Wherever it was played, polka became local, again donning the trappings of folk music.

No single explanation accounts for polka's remarkable adaptability. Two general perspectives, however, prevail. We might regard the first perspective as top-down, a result

of polka's inclusivity as multi-ethnic, multicultural music. According to this perspective, polka is not so much a style arising from a dance form, as a sound aesthetic that stretches as an umbrella over music expressing a collective identity. In contrast, bottom-up perspectives focus on the centre of polka style, identifying certain traits that allow anyone and everyone to participate in performance, whether as a musician, dancer, listener, or generally as an aficionado. Polka is the music of the folk, and as such it expresses collective consciousness.

Both perspectives shed light on the geographical formation known as the 'Polka Belt' in North America, a cultural region defined by polka music stretching from the Midwest in the USA and the prairie provinces of Canada to the urban centres of the US east coast. The Polka Belt is a region of considerable girth, where cultural and ethnic diversity is the norm. Musical styles move fluidly along the Polka Belt, from notch to notch, and they combine to express the unique character of polka at a given notch. The 'push style' was developed in Chicago under the dominance of Polish American musicians such as Eddie Blazonczyk, while further east, Cleveland was home to Frankie Yankovic's accordion-heavy Slovenian style.

The popularity that polka has had across time and space depends in part on extensive intervention. Publishers of band parts and sheet music, local and national recording companies, and radio stations produce and reproduce polka music, distributing it widely. The media have remained effective because of their ability to parallel the globalized mediation of popular music, for example by influencing the people behind the annual Grammy Awards to create a category for polka music.

Adapted and abridged from an authentic source, acknowledged at the end of the test.

1 What point does the writer make in the first paragraph?

- A Something valuable in music was ultimately damaged by the genre it helped to create.
- B Certain genres of music were overlooked to make the resulting mix more appealing.
- C Such a diversity of musical genres collected under one umbrella led to some becoming extinct.

2 What is the writer doing in the second paragraph?

- A challenging conventional characterizations of polka
- B highlighting polka's immunity to international borders
- C showing how polka has changed beyond all recognition

3 Why does the writer refer to the two general perspectives of polka?

- A to illustrate their easily recognizable features
- B to demonstrate their consistent characteristics
- C to exemplify their all-encompassing nature

4 Why does the writer refer to musicians in Chicago and Cleveland?

- A to underline the continuing appeal of polka
- B to represent how polka varies from one place to another
- C to draw attention to polka's European roots

5 What is the writer doing in the fifth paragraph?

- A expressing a concern about competition being introduced
- B outlining the advantages of taking a long-term perspective
- C identifying circumstances crucial to a particular development

Writing

Part 1 Essay

You have 30 minutes to write an essay. Write 220–280 words.

You have been discussing the topic of museums in your class. Your tutor has asked you to write an essay on the following:

Items of cultural significance are often displayed in museums far from their place of origin.

Is this a good or a bad thing?

Your essay must include at least **two** of the following ideas:

- importance of diversity in collections
- importance of historical context
- importance of transferring knowledge.

Organize your essay clearly, introducing the topic, providing support for the points you make, and giving a conclusion.

Write your **essay**.

Part 2 Summary

You have 20 minutes to write a summary. Write 80–100 words.

You have been learning about an aspect of biology for a college course. You have read a textbook extract and attended a lecture and now your tutor has asked you to write a summary of the main ideas for your classmates to read.

Write **one** paragraph, combining information from the textbook extract and the lecture transcript to summarize the **main ideas**. Your summary should provide the reader with enough information to understand the main ideas from both texts.

Write full sentences, using **your own words** where possible. Do **NOT** write more than 100 words.

Textbook extract

One of the biggest threats to survival for most animals is the threat of being eaten by another animal. Stick insects, for example, have a number of adaptations that allow them to avoid their predators. Firstly, as their name suggests, they look just like sticks in colour and shape, which means they have very effective camouflage in their natural habitat of trees and plants. Not only does the physical appearance of stick insects make them hard to see, but so does the way they act. They tend to stay perfectly still, especially during the day, and when they do move they sometimes sway as if being blown by the wind. This means that few predators will see a stick insect, even when it is right in front of them. If a bird or other predator does manage to spot it, the stick insect may have one further trick. Some stick insects can produce nasty substances that smell terrible and prevent their predators from trying to eat them.

Lecture transcript

'So far we have looked at behavioural and structural adaptations, but there is one further way in which living things are adapted to their environment, and these are physiological adaptations. A physiological adaptation is basically a function or process inside the body that allows an organism to compete and survive. For example, the nettle is a plant that's known for its painful sting. The sting is caused by a poison that the plant produces, and this is a physiological adaptation which prevents animals eating its green leaves. Remember – don't confuse physiological with structural, which is an adaptation related to the actual appearance and shape of the organism. Behavioural adaptations are easy as it's just about how something behaves. Every plant and animal will have examples of each of these different types of adaptations.'

Glossary

habitat the place where a particular plant or animal normally lives

organism a living thing

predator an animal that eats other animals

Write your **summary**.

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