

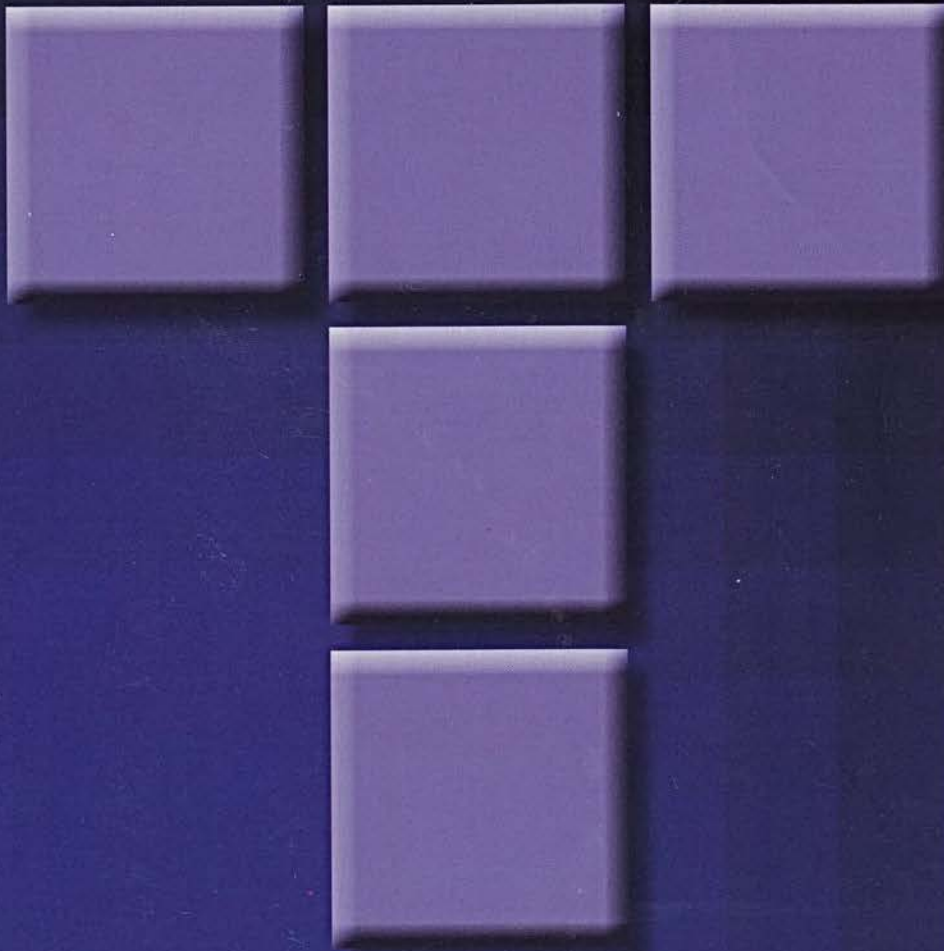


MACMILLAN TESTBUILDERS

# Proficiency Testbuilder

## 4th Edition

Fully revised  
for the 2013 exam



# Tests that Teach

Mark Harrison



With key



# **Proficiency Testbuilder**

**4<sup>th</sup> Edition with Key**

Mark Harrison



# CONTENTS

## INTRODUCTION 4

---

### TEST 1

PAPER 1	8
<i>Further Practice Paper 1 Part 1</i>	9
<i>Further Practice Paper 1 Part 5</i>	16
PAPER 2	24
<i>Further Practice Paper 2 Part 1</i>	25
PAPER 3	29
<i>Further Practice Paper 3 Part 1</i>	30
PAPER 4	36
<i>Further Practice Paper 4</i>	38

### TEST 2

PAPER 1	41
<i>Further Practice Paper 1 Part 2</i>	43
<i>Further Practice Paper 1 Part 6</i>	51
PAPER 2	57
<i>Further Practice Paper 2 Part 2 review</i>	59
<i>Further Practice Paper 2 Part 2 article</i>	62
PAPER 3	64
<i>Further Practice Paper 3 Part 2</i>	66
PAPER 4	70
<i>Further Practice Paper 4</i>	72

### TEST 3

PAPER 1	74
<i>Further Practice Paper 1 Part 3</i>	77
<i>Further Practice Paper 1 Part 7</i>	86
PAPER 2	88
<i>Further Practice Paper 2 Part 1</i>	89
<i>Further Practice Paper 2 Part 2 letter</i>	92
PAPER 3	94
<i>Further Practice Paper 3 Part 3</i>	97
PAPER 4	100
<i>Further Practice Paper 4</i>	102

### TEST 4

PAPER 1	106
<i>Further Practice Paper 1 Part 4</i>	110
PAPER 2	118
<i>Further Practice Paper 2 Part 2 report</i>	120
PAPER 3	122
<i>Further Practice Paper 3 Part 4</i>	126
PAPER 4	128
<i>Further Practice Paper 4</i>	130

---

Paper 4 Visual Material	132
Writing and Speaking Assessment	138
Sample answer sheets	140
Listening Scripts	143
Key and Explanation	155

---

# INTRODUCTION

---

*Proficiency Testbuilder 4<sup>th</sup> edition* is much more than a book of practice tests. A completely new version for the revised **Cambridge English Proficiency** examination in operation from 2013, it is designed not only to enable students to do tests of exactly the kind they will encounter in the exam itself, but also to provide them with valuable further practice, guidance and explanation. This will enable them to prepare thoroughly for the exam and increase their ability to perform well in it.

*Proficiency Testbuilder 4<sup>th</sup> edition* contains:

## Four complete practice tests

These tests reflect exactly the level and types of question to be found in the exam.

## Further Practice and Guidance pages

These are included for each part of each paper and they come immediately after the part of the exam they relate to (see Contents, page 3).

For each part of each paper, they include **What's Tested** sections, which provide detailed explanations of the precise focus of each part of the exam; **Tips** sections, which provide advice on the best approaches to answering the questions, and **Exercises**, which take a step-by-step approach to answering the questions in the test, encouraging students to draw their own conclusions as to what the correct answers are and enabling them to develop and apply the right processes when answering the questions in the exam.

For PAPER 1 READING AND USE OF ENGLISH the Further Practice and Guidance pages contain exercises and questions directly related to the questions in the test.

For PAPER 2 WRITING the Further Practice and Guidance pages provide outlines enabling students to plan their answers. They also contain **authentic sample answers** for each kind of writing that may be included in the exam (article, report, etc.) for students to assess.

For PAPER 3 LISTENING the Further Practice and Guidance pages contain exercises directly related to the questions in the test.

For PAPER 4 SPEAKING the Further Practice and Guidance pages provide exercises on vocabulary likely to be useful in general terms, exercises on vocabulary relating to the themes for discussion in the tests and practice in talking about pictures.

## The Certificate of Proficiency in English

The following is a summary of what the exam consists of and the marks for each task. Full details of what is tested in each part of each paper are given in the Further Practice and Guidance pages.

### PAPER 1 READING AND USE OF ENGLISH (1 hour 30 minutes)

Part	Task	Marks
1	short text with eight gaps: eight multiple-choice questions (four options per question), choose the correct word(s) to fill each gap 1 mark per question	8
2	short text with eight gaps: fill each gap with one word 1 mark per question	8
3	short text with eight gaps: fill each gap by forming the correct word from words given next to the text 1 mark per question	8
4	six single sentences: use a word given to complete a gapped sentence so that it means the same as the given sentence up to 2 marks per question	12
5	long text: six multiple-choice questions (four options per question) 2 marks per question	12
6	gapped text, seven missing paragraphs: fill the seven gaps from a choice of eight paragraphs 2 marks per question	14
7	text in sections or series of short texts: ten matching questions (match information/point with section of text or short text in which it appears) 1 mark per question	10
<b>TOTAL: 53 questions</b>		<b>72</b>

### PAPER 2 WRITING (1 hour 30 minutes)

Part	Task	Marks
1	essay, summarising the key points in two short texts and giving opinions on what is stated in the two texts (candidates must do this task)	20
2	questions 2–4: choose one from article, report, review, letter OR questions 5a and 5b: write about one of the set books	20
<b>TOTAL</b>		<b>40</b>

Marks for each answer are based on the mark scheme for each question, which results in a score out of 20 (see Key) and the General Assessment Criteria, which give a Band Score from 0–5 (see page 138).

**PAPER 3 LISTENING** (approximately 40 minutes)

Part	Task	Marks
1	three short recordings: two multiple-choice questions (three options per question) for each recording (six questions) 1 mark per question	6
2	monologue or conversation: complete nine gapped sentences with information from the recording 1 mark per question	9
3	interview or discussion: five multiple-choice questions (three options per question) 1 mark per question	5
4	five short monologues on a common theme: two matching tasks (match options to speakers, choose from eight options for each speaker in each of the two tasks) 5 questions per task = 10 questions 1 mark per question	10
<b>TOTAL: 30 questions</b>		<b>30</b>

**PAPER 4 SPEAKING** (16 minutes)

Part	Task	Marks
1	social and personal conversation (candidate and examiner) (two minutes)	
2	talking about pictures: candidates discuss together one or more pictures and do a decision-making task (four minutes)	
3	each candidate speaks alone for two minutes based on a prompt card; each candidate is also asked a question about what the other candidate has said (three minutes per card = six minutes) discussion between candidates and examiner on the same topics (four minutes)	
<b>TOTAL</b>		<b>20</b>

A mark out of 40 is given, based on various categories of assessment (see page 139).

NOTE: If there are two candidates and an examiner, Part 1 = three minutes and Part 2 = six minutes, meaning that the total time is 19 minutes.

**MARKING**

Marks are calculated out of a total of 200 as follows:

Reading & Use of English:  
80 marks  
Candidate score  $\div$  8 x 10  
Example: 56 marks out of 72 =  
70 marks out of 80

Writing: 40 marks  
Candidate score out of 40

Listening: 40 marks  
Candidate score  $\div$  6 x 10  
Example: 24 marks out of 30 =  
40 marks out of 50

Speaking: 40 marks  
Candidate score x 2  
This gives a total of 200 marks.  
Divide by 2 to get a percentage.

Approximate percentages for each grade:

Pass  
A 80% and above  
B 75-79%  
C 60-74%

# TEST ONE

## PAPER 1 READING AND USE OF ENGLISH 1 hour 30 minutes

### PART 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

In the exam you will mark your answers on a separate answer sheet.

There is an example at the beginning (0).

0      A    accomplished      B    completed      C    ended      D    achieved

0	A	B	C	D
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Meeting Marvin Gaye

When I first met Marvin Gaye in his Sunset Strip studio, I had just (0) .....<sup>B</sup> a two-year project co-writing the autobiography of Ray Charles, an inspiring collaborator, but an authoritative and often (1) ..... figure. Marvin came on like a brother. He was warm, witty and (2) ..... to laugh. He spoke like he sang, in whisper-quiet melodies and soft falsettos. His conversation had a lyricism all of its (3) ..... . His affectations – a slight British accent when he was feeling aristocratic, for example – were more than (4) ..... by his disarming sincerity. We became friends. I felt (5) ..... to watch him work and play up-close. It soon became clear that, like his music, his personal life was (6) ..... with dramatic contradictions, a combination of charm and chaos. Because he was a hero of mine, and because his art was so dazzlingly beautiful – so self-contained, so accomplished, so (7) ..... slick – it took me a (8) ..... to realise my hero was drowning.

- 1      A    distant              B    faint              C    secluded              D    far-away
- 2      A    prompt              B    impulsive              C    abrupt              D    quick
- 3      A    type              B    self              C    like              D    own
- 4      A    set against              B    weighed up              C    made up for              D    settled up with
- 5      A    advantageous              B    privileged              C    indulgent              D    gainful
- 6      A    inundated              B    filled              C    plentiful              D    dense
- 7      A    appreciably              B    fully              C    utterly              D    sorely
- 8      A    while              B    phase              C    length              D    course

Before you check your answers to Part 1 of the test, go on to pages 9–10.

## WHAT'S TESTED

Part 1 of the Reading and Use of English paper focuses on vocabulary. Questions may test any of the following:

- **semantic precision** – choosing the word with the right meaning in the context. This does not involve completing a phrase or deciding according to grammatical structure; you must simply decide which option has the correct meaning in relation to the meaning of the sentence or the text as a whole.
- **collocation** – choosing which word goes together with another or others to form a phrase. It may be possible to fill the gap with another word that is not an option in the question, but only one of the words given as an option correctly completes the phrase.
- **complementation** – choosing the option that fits grammatically. More than one of the options may have the right meaning but only one will form a grammatically correct structure.
- **idioms** – phrases that have a special meaning, which may differ substantially from the meaning of the individual words in them. Questions testing idioms involve choosing which single word completes the idiom.
- **fixed phrases** – phrases in which the individual parts are always used together, and in which the meaning can be logically worked out from the meaning of the individual words in them. Questions testing fixed phrases involve knowing which single word completes them.
- **phrasal verbs** – phrases consisting of a verb followed by a preposition and/or an adverb which have a special meaning that cannot be worked out simply from the meaning of the verb. Questions may involve choosing which single word completes a phrasal verb or choosing from a set of complete phrasal verbs.
- **linkers** – words or phrases that connect sentences or parts of sentences. Questions testing linkers involve choosing from single-word linkers, deciding which word completes a linking phrase or choosing from complete linking phrases.

## TIPS

- Read the text very carefully to make sure that the options you choose make sense in terms of the meaning of the text. If you only focus on a few words immediately before or after a gap, you may incorrectly choose an option that might seem to fit grammatically and in isolation, but does not fit in the context of the text.
- Make sure that the option you choose fits grammatically. It may be that more than one of the options fits the meaning of the text but that only one fits in grammatically.
- Don't choose an option simply because it looks like the 'hardest' word or because it is the only one that you don't know. The correct option may be a relatively simple word, though not used in a simple phrase or with its simplest meaning.

*In each of the exercises below, choose which of the four options fits into each of the four sentences. Each exercise relates to the question with the same number in the test, and the options are the same as those given for that question in the test. This will help you to eliminate some of the incorrect options in the test or to confirm that you have selected the correct option.*

### 1 *distant faint secluded far-away*

- A It is hard to warm towards someone who is so ..... with everyone else.
- B They gave me only a ..... outline of the project they had in mind.
- C Fame caused her to lead a rather ..... life, in her own private world.
- D She had a ..... look in her eyes, as if something was troubling her.

- 2 *prompt impulsive abrupt quick*
- A Frank is ..... to blame other people when something goes wrong.
  - B He's ..... and makes promises without thinking about the consequences.
  - C Hazel has a very ..... manner, which many people find rude.
  - D I think it's important to be ..... in replying to letters and messages.
- 3 *type self like own*
- A There was amazing scenery, the ..... of which I had never seen before.
  - B People of his ..... would lie to anyone if it was to their advantage.
  - C The island is unlike any other, as it has an atmosphere all its .....
  - D After a bad patch, Helen is back to her old ..... again, I'm glad to say.
- 4 *set against weighed up made up for settled up with*
- A When I'd ..... both sides of the argument, I made my decision.
  - B I hope this present has ..... the fact that I forgot your birthday.
  - C When the cost was ..... the benefits, the scheme looked good.
  - D She paid for both of us and I ..... her when we got home.
- 5 *advantageous privileged indulgent gainful*
- A Doing this course might prove ..... to me in my future career.
  - B She has rather ..... parents, who give her everything she asks for.
  - C He said he felt ..... when he was made captain of the national team.
  - D It took James some time to find ..... employment when he left college.
- 6 *inundated filled plentiful dense*
- A It's a rather ..... novel and certainly not an easy read.
  - B Her work was ..... with errors and she had to do it all again.
  - C When they advertised the job, they were ..... with applications.
  - D He decided to move to a place where cheap accommodation was .....
- 7 *appreciably fully utterly sorely*
- A When Sally leaves this department she will be ..... missed.
  - B I think they're ..... brilliant and they're my favourite group.
  - C I was ..... expecting to have a bad day, but it turned out all right.
  - D Her health is ..... better than it was a week or so ago.
- 8 *while phase length course*
- A The situation remained serious for a considerable ..... of time.
  - B The first ..... of the plan was carried out successfully.
  - C For a ..... life was difficult but then things began to improve.
  - D During the ..... of his stay, he met a lot of interesting people.

**Now check your answers to these exercises. When you have done so, decide whether you wish to change any of your answers to Part 1 of the test. Then check your answers to Part 1 of the test.**

**PART 2**

For questions 9–16, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

In the exam you will write your answers in CAPITAL LETTERS on a separate answer sheet.

**Example:**        0        THAT

---

**Laughing is Good for You – Seriously**

It is a sad fact (0) .....<sup>THAT</sup> adults laugh far less than children, sometimes (9) ..... as much as a couple of hundred times a day. Just take a (10) ..... at people's faces on the way to work or in the office: you'll be lucky to see a smile, let (11) ..... hear a laugh. This is a shame – especially in (12) ..... of the fact that scientists have proved that laughing is good for you. 'When you laugh,' says psychologist David Cohen, 'it produces the feel-good hormones, endorphins. It counters the effects of stress (13) ..... enhances the immune system.'

There are many (14) ..... why we might laugh less in adult life: perhaps we are too work-obsessed, or too embarrassed to (15) ..... our emotions show. Some psychologists simply believe that children have more naive responses, and as adults we naturally grow (16) ..... of spontaneous reactions.

**Now check your answers to Part 2 of the test.**

**PART 3**

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

In the exam you will write your answers in CAPITAL LETTERS on a separate answer sheet.

**Example:**      0      NECESSITY

**Tube Inspired a Book**

For many people, the London Underground is a grim (0) NECESSITY..... that **NECESSARY**  
 gets them from A to B. But for (17) ..... author Preethi Nair, it is a **BUD**  
 source of inspiration. She has just published her first novel, *Gypsy Masala* –  
 a tale she dreamt up whilst commuting on the Metropolitan Line. ‘Have  
 you observed people on the tube?’ she asks (18) ..... ‘Everyone **ENTHUSE**  
 is in their own little world. I just used to sit there and imagine what  
 kind of lives they led.’

*Gypsy Masala* charts the adventures and (19) ..... thoughts of **INNER**  
 three members of an Indian family living in London, as they search for  
 happiness. ‘It is a story about following your dreams,’ says Preethi,  
 who gave up her high-pressure job as a management (20) ..... in **CONSULT**  
 order to go in (21) ..... of her ambition of becoming a writer. **PURSUE**  
 ‘It was a big risk but it was definitely the right decision in terms of peace  
 of mind and (22) .....’, she explains. **CONTENT**

Preethi was born in a small village in the Indian state of Kerala and  
 moved to London with her parents at the age of three. She says  
 the striking contrast in cultures made a (23) ..... impression **LAST**  
 and is reflected in her story, which flits between the suburbs of London  
 and (24) ..... India. Many of the scenes in the book are based **FAR**  
 on the place where she was born and spent long summer holidays.

*Now check your answers to Part 3 of the test.*

**PART 4**

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Here is an example (0).

0 Robert was offended when he was left out of the team.

**exception**

Robert ..... left out of the team.

0	took exception to being
---	-------------------------

In the exam you will write **only** the missing words on a separate answer sheet.

25 So that he would be able to leave the room quickly, Matthew stood by the door.

**positioned**

Matthew ..... as to be able to leave the room quickly.

26 In my opinion, it was an absolute miracle that they survived the accident.

**short**

The fact that they survived the accident was ..... , in my opinion.

27 I tried as hard as I could to make sure that this problem would not arise.

**power**

I ..... this problem from arising.

28 I don't think it was reasonable of you to complain so much about the service.

**justified**

I don't think you ..... fuss about the service.

29 Laura was faced with a lot of problems during her childhood.

**contend**

Laura had a ..... during her childhood.

30 The audience suddenly started to applaud loudly.

**sudden**

All ..... from the audience.

Now check your answers to Part 4 of the test.

**PART 5**

*You are going to read an extract from a book about comedy.*

*For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.*

*In the exam you will mark your answers on a separate answer sheet.*

---

**Comedians**

What drives moderately intelligent persons to put themselves up for acceptance or disparagement? In short, what sort of individual wants to be a comedian? When we hear the very word, what does the label suggest? Other professions, callings and occupations attract separate and distinct types of practitioner. Some stereotypes are so familiar as to be cheaply laughable examples from the world of travesty, among them absent-minded professors, venal lawyers, gloomy detectives and cynical reporters. But what corny characteristics do we attribute to comedians? To a man or woman, are they generally parsimonious, vulgar, shallow, arrogant, introspective, hysterically insecure, smug, autocratic, amoral, and selfish? Read their superficial stories in the tabloids and so they would appear.

Rather than look at the complete image, perhaps we need to explore the initial motives behind a choice of career. Consider first those who prefer a sort of anonymity in life, the ones who'd rather wear a uniform. The psychological make-up of individuals who actively seek to resign their individuality is apparent among those who surrender to the discipline of a military life. The emotional and intellectual course taken by those who are drawn to anonymity is easily observed but not easily deflected. They want to be told what to do and then be required to do it over and over again in the safety of a routine, often behind the disguises of a number of livery. If their egos ache with the need for recognition and praise, it's a pain that must be contained, frustrated or satisfied within the rut they occupy. The mere idea of standing up in front of an audience and demanding attention is abhorrent.

Nor will we find our comics among the doormats and dormice, the meek. There's precious little comedy in the lives of quiet hobbyists, bashful scholars, hermits, anchorites and recluses, the discreet and the modest, ones who deliberately select a position of obscurity and seclusion. Abiding quietly in this stratum of society, somewhere well below public attention level, there is humour, yes, since humour can endure in the least favourable circumstances, persisting like lichen in Antarctica. And jokes. Many lesser-known comedy writers compose their material in the secret corners of an unassuming existence. I know of two, both content to be minor figures in the civil service, who send in topical jokes to radio and TV shows on condition that their real names are not revealed.

In both cases I've noticed that their comic invention, though clever, is based upon wordplay, puns and similar equivoques, never an aggressive comic observation of life. Just as there may be a certain sterility in the self-effacement of a humble life, so it seems feasible that the selection process of what's funny is emasculated before it even commences. If you have no ginger and snap in your daily round, with little familiarity with strong emotions, it seems likely that your sense of fun will be limited by timidity to a simple juggling with language.

If the comedian's genesis is unlikely to be founded in social submission, it's also improbable among the top echelons of our civilisation. Once again, humour can be found among the majestic. Nobles and royals, statesmen and lawmakers, have their wits. Jokes and jokers circulate at the loftiest level of every

advanced nation, but being high-born seems to carry no compulsion to make the hoi polloi laugh. Some of our rulers do make us laugh but that's not what they're paid to do. And, so with the constricted comedy of those who live a constricted life, that which amuses them may lack the common touch.

Having eliminated the parts of society unlikely to breed funnymen, it's to the middle ranks of humanity, beneath the exalted and above the invisible, that we must look to see where comics come from and why. And are they, like nurses and nuns, called to their vocation? As the mountain calls to the mountaineer and the pentameter to the poet, does the need of the mirthless masses summon forth funsters, ready to administer relief as their sole *raison d'être*? We've often heard it said that someone's a 'born comedian' but will it do for all of them or even most of them? Perhaps we like to think of our greatest jesters as we do our greatest painters and composers, preferring to believe that their gifts are inescapably driven to expression. But in our exploration of the comedy mind, hopefully finding some such, we are sure to find some quite otherwise.

- 31 What does the writer imply about comedians in the first paragraph?
- A People in certain other professions generally have a better image than them.
  - B It is possible that they are seen as possessing only negative characteristics.
  - C It is harder to generalise about them than about people in other professions.
  - D They often cannot understand why people make negative judgements of them.
- 32 What does the writer say about people who wear uniforms?
- A They criticise performers for craving attention.
  - B It is unusual for them to break their normal patterns of thought.
  - C They are more aware of their inadequacies than others may think.
  - D The desires they have are never met when they are at work.
- 33 The writer says in the third paragraph that shy people
- A may be able to write humorous material but could not perform it.
  - B are capable of being more humorous than they realise.
  - C fear that what they find humorous would not amuse others.
  - D do not get the recognition they deserve even if they are good at comedy.
- 34 In the fourth paragraph, the writer criticises the kind of comedy he describes for its lack of
- A originality.
  - B coherence.
  - C sophistication.
  - D spirit.
- 35 The writer says that people at the top of society
- A have contempt for the humour of those at lower levels of society.
  - B take themselves too seriously to wish to amuse anybody.
  - C are unaware of how ridiculous they appear to others.
  - D would not be capable of becoming comedians even if they wanted to.
- 36 What does the writer wonder in the last paragraph?
- A whether people's expectations of comedians are too high
  - B whether comedians can be considered great in the way that other people in the arts can
  - C whether it is inevitable that some people will become comedians
  - D whether comedians realise how significant they are in the lives of ordinary people

*Before you check your answers to Part 5 of the test, go on to pages 16–19.*

## WHAT'S TESTED

The questions in Part 5 of the Reading and Use of English paper test you on your ability to understand and interpret the content and subtleties of a longer text. Questions may focus on any of the following:

- **detail** – understanding of complex pieces of information and/or ideas that are clearly stated in the text.
- **opinion** – understanding of opinions expressed or referred to by the writer.
- **attitude** – understanding of feelings described in the text which either the writer or someone the writer refers to expresses.
- **tone** – identifying from the style of the text or a section of it the impression the writer wishes to create.
- **purpose** – identifying what the writer is trying to achieve in the text or a section of it.
- **main idea** – identifying the gist or the main topic of what is said in the text or a section of it, as opposed to minor points or details which exemplify general points.
- **implication** – interpreting what is not directly stated in the text but which instead is strongly suggested in such a way that it is clear that the writer intends the reader to make certain inferences.
- **exemplification** – understanding how a point made in the text is illustrated with examples.
- **imagery** – understanding why certain images are used, or how certain effects are achieved by the writer in order to indicate similarities and differences between things.
- **reference** – understanding of what words, phrases or sentences in the text refer to or relate to elsewhere in the text.

## TIPS

- In multiple-choice questions such as those in this part of the paper, it is essential to remember that more than one of the options given may be correct according to what is stated in the text, but only one of the options will correctly answer the question that is asked. Don't choose the most appealing option; superficially it may be true, but it may not answer the question you have been asked.
- The questions follow the order of the text and often each question relates to each succeeding paragraph. Sometimes, though, questions may relate to the whole of the text.
- Before you attempt to answer any questions, skim through the whole text quickly. This will give you an idea of what it is about and enable you to approach the questions with some understanding of the text. If you start answering the questions too hastily, you may become confused by what you discover later in the text and have to start again, thus wasting valuable time.

***The following exercises will help you to eliminate the incorrect options in the questions in the test or to confirm that you have selected the correct options.***

**Question 31** *Look at the first paragraph.*

- 1 Does the writer say that generalisations are made about people in other professions? If so, where?  
.....
- 2 Does the writer mention the view comedians have of other people's opinions of them? If so, where?  
.....

**3** Match these adjectives from the first paragraph with the definitions.

**Adjectives**

- absent-minded .....
- venal .....
- gloomy .....
- cynical .....
- parsimonious .....
- vulgar .....
- shallow .....
- arrogant .....
- introspective .....
- insecure .....
- smug .....
- autocratic .....
- amoral .....
- selfish .....

**Definitions**

- A** lacking confidence
- B** incapable of serious thought
- C** too self-confident
- D** too self-satisfied
- E** expecting to be obeyed at all times
- F** corrupt
- G** forgetful
- H** miserable
- I** rude and likely to offend
- J** having no principles
- K** mean
- L** tending to see only negative aspects
- M** thinking only of your own wishes
- N** tending to analyse yourself

**Question 32** Look at the second paragraph.

**1** Does the writer mention the view that people who wear uniforms hold concerning performing in public? If so, where?  
.....

**2** If you are 'not easily deflected' from something,  
**A** it is hard to stop you from continuing with it.  
**B** it is hard for you to make others understand it.  
**C** it is hard for you to be satisfied with it.  
**D** it is hard for you to see the point of it.

**3** Does the writer refer to the way in which people in uniforms see themselves? If so, where?  
.....

**4** Does the writer say that people who wear uniforms may be treated well at work? If so, where?  
.....

**Question 33** Look at the third paragraph.

**1** What is meant by the word 'comics' in the context of the third paragraph?  
**A** people who write comedy  
**B** people who appreciate comedy  
**C** people who perform comedy

**2** What two things does the writer imply should be distinguished from comedy?  
.....

**3** Does the writer mention what the two 'lesser-known comedy writers' he refers to think of the material they write? If so, where?  
.....

4 Does the writer give a reason why those writers don't want their names to be revealed? If so, what is it?

.....

5 Which six words in the paragraph mean 'shy' or 'not wishing to attract attention'?

.....

6 Does the writer refer to the success or otherwise of the comedy material written by shy people? If so, where?

.....

**Question 34** *Look at the fourth paragraph.*

1 What do 'puns' involve?

- A humour that focuses on nonsense
- B witty manipulation of the meanings of words
- C jokes that may be regarded as being in bad taste

2 Which two words in the fourth paragraph are used with the meaning 'vigour' or 'liveliness'?

.....

3 What is meant in the context by 'emasculated'?

- A complicated
- B weakened
- C pre-determined
- D made less acceptable

4 Which of the following does 'self-effacement' involve?

- A vulgarity
- B repetition
- C modesty
- D determination

**Question 35** *Look at the fifth paragraph.*

1 What is meant by the phrase 'the hoi polloi'?

- A the elite
- B the masses
- C one's peers

2 Does the writer refer to the opinions those at the top of society have of the sense of humour of people at other levels of society? If so, where?

.....

3 Does the writer refer to those at the top of society being amusing? If so, where?

.....

4 Does the writer say that people at the top of society do not realise that others laugh at them? If so, where?

.....

5 What is meant by 'constricted'?

- A disrespectful
- B limited
- C unconscious
- D solemn

6 What is meant by the phrase 'the common touch'?

- A the sense of responsibility required of those at the top of society
- B the ability to relate to people at lower levels of society
- C the ability to make general points about life
- D the attitudes shared by the majority of society

**Question 36** *Look at the last paragraph.*

1 What four words are used in the last paragraph with the meaning 'comedians'?

.....

2 Does the writer refer to what comedians do for people? If so, what?

.....

3 The writer compares comedians with other figures in the arts with regard to

- A their popularity.
- B how much talent they require.
- C what motivates them.

4 If someone has a 'vocation', they

- A feel compelled to take up a particular kind of work because of the expectations of others.
- B feel that there is one particular type of work that they are naturally suited to.
- C feel strongly attracted to a particular kind of work because others regard it as important.

5 What does the writer say about the expression 'a born comedian'?

- A It highlights the importance of comedy.
- B It is often used inaccurately.
- C It may not apply to the majority of comedians.
- D It suggests that comedians are different from other people in the arts.

**Now check your answers to these exercises. When you have done so, decide whether you wish to change any of your answers to Part 5 of the test. Then check your answers to Part 5 of the test.**

**PART 6**

You are going to read an extract from a novel. Seven paragraphs have been removed from the extract. Choose from the paragraphs A–H the one which fits each gap (37–43). There is one extra paragraph which you do not need to use.

In the exam you will mark your answers on a separate answer sheet.

**Husband and Wife**

Detective Inspector Luke Thanet was a happy man. He had an interesting job, no pressing financial worries, two healthy, lively children and, perhaps best of all, a wife who was all that any man could wish for.

**37**

Reaching for his pipe, he tapped it out, scraped it, inspected it, blew through it, then filled it with loving care. ‘It’s nine o’clock,’ Joan said. ‘D’you want the news?’ ‘I don’t think so. Do you?’ ‘Not particularly.’

**38**

Now she fidgeted, crossed and re-crossed her legs, fiddled with her hair, chewed the tip of her thumb. Eventually, ‘Book no good?’ Thanet enquired. She looked up at once. ‘Mmm? Oh, it’s all right. Very interesting, in fact.’ ‘What’s the matter, then?’ She hesitated, gave him a speculative look. He laid down his newspaper. ‘Come on, love. Out with it.’

**39**

‘Oh?’ he said, warily. She looked at him with something approaching desperation. ‘It’s just that ... oh dear ... Look, you know we’ve said all along that when Ben starts school I’ll go back to work? Well, that’s only six months away now. So I really ought to start thinking about what I want to do.’ ‘I see,’ Thanet said slowly. ‘There you are. I knew you wouldn’t like it.’ ‘Darling, don’t be silly. It’s just that, well, the idea will take a bit of getting used to after all this time, that’s all.’ ‘Don’t pretend,’ she said. ‘You’re dead against it really, aren’t you? I can tell.’

**40**

Now, in a flash, he saw all of that changing. Uncomfortable adjustments would have to be made, there would be inconvenience, irritation, arguments. Theory and practice, he now realised, were very different matters. All very well, in the past, to contemplate with equanimity the prospect of Joan returning to work one day, but to accept that that day was almost here ... No, he didn’t like it at all.

**41**

‘No. Oh, I did consider it seriously, at one time. I’m very interested, as you know. But ... I don’t know, I’d like to feel I was doing something, well, less self-indulgent, more useful. Oh, dear, does that sound horribly priggish?’

**42**

‘Not in the least. What sort of thing did you have in mind?’ ‘Well, that’s the trouble. I’m just not qualified for anything. That’s why I feel I ought to start thinking about it now, so that if I have to do a course, or any special training, I can get organised for September.’ ‘Yes, I can see that. You haven’t gone into it yet, then?’

**43**

Very much later, he told himself, as he drove to work next morning. And preferably not at all.

- A** Not very inspiring, he thought guiltily, assessing the situation in the light of Joan's projected foray into the world of work. 'I meant it, you know. You go ahead, make enquiries, find out the sort of thing you'd enjoy.' But the false heartiness in his tone did not deceive and she bit her lip, glanced away from him.
- B** 'Nonsense,' he said. 'We've always said you would, when the children were old enough.' 'Oh, I know you've always said you wouldn't mind. But that's very different from not minding when it actually happens,' she replied. 'Anyway, I thought you'd more or less made up your mind to do an art course.'
- C** She went back to her book. Thanet picked up the newspaper. He hadn't been reading for more than a few minutes, however, when he realised that Joan was unusually restless. Normally, when she was reading, she plunged at once into total absorption. On one occasion, Thanet had counted up to a hundred from the time he asked her a question to the moment when she looked up, eyes unfocused, and said, 'What did you say?'
- D** 'I wanted to speak to you about it first. Oh, darling,' and she came to kneel before him, took his hands, 'you're sure you don't mind?' 'No,' he lied valiantly, 'I knew, of course, that the time would come, sooner or later ...'
- E** He grinned. 'To be honest, yes. But I know what you mean.' 'Do you?' she said eagerly. 'You don't think I'm being stupid?'
- F** And so it was that on this blustery March evening, blissfully unaware of the nasty little shock that Fate was preparing for him, he stretched his toes out to the fire, settled back into his armchair and reflected that he wouldn't change places with any man in the world.
- G** And she was right, of course, he was. They had been married for eight years now and for all that time Joan had been the good little wife who stayed at home, ran the house efficiently and without fuss, coped with two children and made sure that everything was geared to Thanet's convenience. Unlike the wives of so many of his colleagues, Joan had never complained or nagged over the demands of his job, the irregular hours.
- H** To his surprise, she still did not respond. 'Joan?' He was beginning to feel the first faint stirrings of alarm. She shook her head slowly then, a fierce little shake. 'Oh, it's all right. There's nothing wrong, not really. It's just that I've a nasty feeling you aren't going to like what I'm trying to pluck up the courage to say.'

*Now check your answers to Part 6 of the test.*

**PART 7**

*You are going to read an extract from an article about archaeological discoveries in a cave in the south of Britain. For questions 44–53, choose from the sections (A–F). The sections may be chosen more than once.*

*In the exam you will mark your answers on a separate answer sheet.*

---

**In which section are the following mentioned?**

surprise about the location of some findings	44 .....
the present and possible future significance of the cave	45 .....
the danger of drawing attention to certain contents of the cave	46 .....
subjects that people previously had no information on	47 .....
a reaction to what the presence of something in the cave indicated	48 .....
a revised assessment of something found in the cave	49 .....
the different aims of people investigating the cave	50 .....
the disproving of a theory by a body of evidence	51 .....
a sign of previous activity in the cave	52 .....
the physical appearance of the cave	53 .....

*Now check your answers to Part 7 of the test.*

**Kents Cavern: Inside the Cave of Stone-Age Secrets**

- A**  
The entrance to the cave was narrow and no more than 1.5 metres high. Only one person at a time could enter, head stooped, a flickering light held in one hand, pickaxe in the other. They were a group of 12 explorers on that summer's day in 1825, including local coastguards, a man determined to discover an ancient Roman temple, and a young Roman Catholic priest with an interest in fossils. Father John MacEnery had recently arrived from Limerick as private chaplain to the Cary family at nearby Torre Abbey. He was the last to enter this strange world of darkness – of vast chambers, narrow fissures and magical stalactites that formed crystalline chandeliers and pillars, glinting in the lantern light.
- B**  
Breaking off from the rest of the party, who were vainly trying to break through the calcified floor, Father MacEnery investigated areas of the cave where the ground had already been disturbed. Beneath the stalagmites, in reddish brown earth, the priest saw something gleam. His candle reflected off the enamel of fossil teeth. He wrote later: 'As I laid my hand on these relics of distant races... I shrank back involuntarily... I am not ashamed to own that, in the presence of these remains, I felt more awe than joy.' The priest continued his search in silence, keeping 'my good fortune a secret, fearing that amidst the press and avidity of the party to possess some fossil memorial of the day, my discoveries would be damaged.'
- C**  
If he had known what he had stumbled upon, he might have held his finds even closer. For the teeth and other remains found in the cave are rewriting human prehistory. It is now known that this cave, called Kents Cavern, outside Torquay in Devon, had been home to prehistoric hominids and animals extinct for half a million years. In 2011, Professor Chris Stringer of the Natural History Museum announced that a human jaw found in the cave in 1927 is 7,000 years older than was thought and, at 42,000 years, this makes it the oldest *Homo sapiens* in northwest Europe. This is yet more evidence that modern humans must have lived side-by-side with Neanderthals, an extinct cousin species, for tens of thousands of years.
- D**  
But back in the 1820s, science knew nothing of humanity's origins – or of what Britain was like millennia ago. Between 1825 and 1829, Father MacEnery made more astonishing discoveries. He unearthed the bones of extinct and exotic creatures, among them elephants, rhinos, sabre-tooth tigers, cave lions, bears and hyenas, from beneath the stalagmite cave floor. For the early 19<sup>th</sup> century, this was momentous. It was just four years since the professor of the new science of geology at Oxford, William Buckland, had discovered similar fauna in a cave in Yorkshire. Science – and society as a whole – were barely coming to grips with the idea that animals which now existed only in tropical countries could once have tramped over the Dales in northern England. Now it seemed they had also lived in the south of the country.
- E**  
But Father MacEnery found something even more astonishing. As he dug, he discovered, on a bed of dirty red colour, 'the singular phenomenon of flint instruments intermingled with fossil bones!' They were the unmistakable tools of Stone Age humans. 'This,' he wrote – his intellectual shock palpable – 'electrified me'. Father MacEnery was enthused by his momentous discovery and his realisation that it implied the co-existence of man and extinct beasts.
- F**  
The 19<sup>th</sup> century was a frenzy of the new. Rapid developments in transport, industry and technology were paralleled by radical new philosophies and a revolution in the understanding of the age and nature of the Earth. The belief that our planet was just 6,000 years old was fatally undermined by the geologists who were revealing the great antiquity of our world. Now it is acknowledged that Kents Cavern is one of the most important archaeological and palaeontological sites in Britain. Furthermore, although now a splendid show cave, it is still producing wonders. With the advance of new dating techniques, this vast warren that has already revealed astonishing fossils and artefacts may again revolutionise our understanding of our origins.

**PAPER 2 WRITING** 1 hour 30 minutes**PART 1**

*Read the two texts below.*

*Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.*

*Write your answer in 240–280 words.*

---

**1****Perceptions of Crime**

In many places all over the world, surveys again and again show that crime is, if not top of the list, very high up amongst most people's concerns. The response from the authorities is often to pull out sets of statistics aimed at showing that crime, or at any rate certain kinds of crime, has in fact fallen. Such pronouncements do very little to allay the public's fears, however, since these are based not only on an impression of how serious a problem crime is arising from media reports, but also on personal experience and anecdotal evidence they get from people they talk to.

**Rising Crime**

The idea that crime is rising is commonplace among vast swathes of the population. Statistics from the forces of law and order frequently tell a different story, but these tend to be dismissed as untrustworthy, especially since these are often seen as being highly selective and leaving out inconvenient truths. Statistics, goes the popular view, can be manipulated to show almost anything. But is the assumption that crime is rising necessarily true? There is certainly historical evidence that crime rates were higher for certain kinds of crime decades ago. Such comparisons are of little relevance, however – what naturally concerns people is how likely they are to be victims of crime today or tomorrow.

Write your **essay**.

*Before you write your essay, go on to pages 25–27.*

## WHAT'S TESTED

In Part 1 of the Writing paper you are required to write an essay based on two short texts. In this essay you must:

- **summarise the key points in the two short texts**
- **give your own opinions on the topic**

### The texts

- The two texts present opinions on the same topic.
- Each text contains two main points/opinions that you must include in your answer.
- The two texts may present contrasting opinions or they may make points that are consistent with each other.

### Your essay

- The content of your essay does not have to follow any particular order.
- You can summarise the main points of the text and then give your own opinions.
- You can give your opinion on each point from the text as you summarise it.
- You can summarise the points in a different order from how they appear in the text.
- You must include your own opinions but you can put them anywhere in the essay as long as they connect closely with the points made in the texts.

## TIPS

When planning and writing your answer there are a number of aspects to consider, as it will be judged according to the following criteria:

- **content** – you must make sure that you identify and summarise all the key points/opinions in the two texts (two for each text) and that you also give your own opinions on what is stated in the two texts. As the opinions given in the texts are closely related to each other, you will not need to use a lot of words to summarise them – try to do this briefly, while making sure you have not left out a key point. When you give your own opinions, you can agree or disagree with what is stated in the texts.
- **communicative achievement** – your essay should be suitably neutral or fairly formal in register but it does not have to be extremely formal. In it, you need to demonstrate that you have fully understood the main points, by summarising them in your own words, not copying large parts from the texts. The opinions that you give must be closely related to those main points so that your essay is both informative and makes clear sense as a whole.
- **organisation** – make sure that your essay flows well and logically and is divided appropriately into paragraphs. Make sure that there is a clear connection between your opinions and the content of the two texts, and that these features are linked using appropriate linking words and phrases, both between sentences and between paragraphs. It is not necessary to have a separate introduction and/or conclusion but your essay must begin and end in a clear way so that it is a coherent piece of writing.
- **language** – the language that you use needs to be both accurate and not simple/basic. You need to demonstrate that you have a high level of English by using a range of grammatical structures and appropriate vocabulary correctly. Don't use only simple words and structures throughout your answer, try to think of ones that show a more advanced level, without making sentences too complicated for the reader to understand. It is advisable to check very carefully for accuracy when you have completed your answer, as well as making sure that everything you have written makes clear sense.

## SUMMARISING THE TEXTS

In the part of your essay in which you summarise the texts you must:

- **identify** two main points/opinions for each text
- **paraphrase** these key points in your own words rather than copying long parts of the texts

1 Read the first text carefully. Then decide which of A–E are paraphrases of the two main points.

In many places all over the world, surveys again and again show that crime is, if not top of the list, very high up amongst most people's concerns. The response from the authorities is often to pull out sets of statistics aimed at showing that crime, or at any rate certain kinds of crime, has in fact fallen. Such pronouncements do very little to allay the public's fears, however, since these are based not only on an impression of how serious a problem crime is arising from media reports, but also on personal experience and anecdotal evidence they get from people they talk to.

- A Some crime statistics are regarded as being more reliable than others.
- B Both the media and members of the public have a tendency to exaggerate about crime.
- C Official statistics that show that crime is falling do not stop people worrying about it.
- D There are a number of reasons why people have fears about crime.
- E Many members of the public worry more about crime than any other issue.

2 Read the second text carefully. Then decide which of A–E are paraphrases of the two main points.

The idea that crime is rising is commonplace among vast swathes of the population. Statistics from the forces of law and order frequently tell a different story, but these tend to be dismissed as untrustworthy, especially since these are often seen as being highly selective and leaving out inconvenient truths. Statistics, goes the popular view, can be manipulated to show almost anything. But is the assumption that crime is rising necessarily true? There is certainly historical evidence that crime rates were higher for certain kinds of crime decades ago. Such comparisons are of little relevance, however – what naturally concerns people is how likely they are to be victims of crime today or tomorrow.

- A People today worry about whether crime will have a direct effect on them.
- B Evidence shows that people are right to think that crime is higher than in the past.
- C Differences between different sets of crime statistics confuse the public.
- D People believe that crime statistics are generally false.
- E The public pay too much attention to what they are told about crime.

**Now check your answers to these exercises.**

**Then write your essay, summarising the key points from the texts and including your own opinions.**

**When you have written your answer, assess it in accordance with the mark scheme.**

**SAMPLE ANSWER**

Now read this sample answer for Part 1 and answer the questions that follow it.

*In these texts, the authors talk about the issue of crime and how society feels affected by it.*

*Constant leaks of information about crimes in the media, and word of mouth between people, is often covered by statistics from the authorities which show the rate of crime falling. These statistics and reports may be often faked, and can show anything to reassure the society that the problem doesn't exist as big as they see it. The author of the second text asks the question if the concern about rising crime is really true. Some past events may have been worse than what happens nowadays, but crime is in the spotlight and is a main topic of the media, and today people's real concern is how likely they are to be the victims of crime.*

*The biggest concern now is the youth crime, in particular stabbings, gang activities and the resulting deaths of young people. Does it take to be in the wrong place at the wrong time to be attacked, or do these crimes happen only between youths? This issue makes everyone worry, because there is a great deal of clear evidence of so much visible and brutal misconduct. The authorities certainly won't be able to pull out trustworthy statements, covering the truth about rising youth crime. It seems like adults are losing the authority to stop these crimes, and parents are failing to show youngsters what is right and what is wrong.*

**Content**

Are the two main points for each text summarised in the essay?

Where are the main opinions from the text summarised? Are any key points missing?

Are any additional but irrelevant points included? Are the writer's own opinions included? If so, where?

**Communicative achievement**

Is the style and tone of the essay suitably neutral/formal or is it too informal?

Are the key points from the texts expressed in the writer's own words or are large parts of the texts simply copied?

Are the writer's opinions clear and are they logically connected with the points made in the texts?

**Organisation**

Does the essay flow well and is it coherent as a whole? Is it divided appropriately into paragraphs?

Is there appropriate linking between points made and opinions expressed? If there is an introduction and/or a conclusion, is it appropriate/clear?

**Language**

Is there a good range of grammatical structures that are not just simple? Are grammatical structures used accurately?

Is there a good range of vocabulary, both single words and phrases that are appropriate for the topic? Is the vocabulary used accurately? Are there any language errors in the essay? If so, try to correct them.

**Now check your assessment of this sample answer with the assessment.**

## PART 2

Write an answer to **one** of the questions 2–5 in this part. Write your answer in **280–320** words in an appropriate style.

---

- 2 As part of a course assignment you have been asked to write a report analysing the organisation where you work, or the institution where you study. Write your report, commenting on the organisational structure of the place, its strengths and weaknesses, and the performance and attitude of those who are in charge and those who work or study there.

Write your **report**.

- 3 A recent article in a travel magazine presented unflattering views of people of a variety of different nationalities. Write a letter to the magazine giving your views on some typical national stereotypes and describing what image you think people of your nationality have to outsiders, together with whether you think this image is accurate or not.

Write your **letter**. Do not write any postal addresses.

- 4 A local newspaper is running a competition for the most interesting review of an exhibition or museum. Write a review, describing the exhibition or museum you have chosen and commenting on why it is particularly worth visiting or why you would not recommend it to other people.

Write your **review**.

- 5 Set book questions – a choice from **(a)** or **(b)**.

In the exam you may choose to answer a question on one of the two set books.

*When you have written your answer, assess it in accordance with the mark schemes.*

**PAPER 3 LISTENING** approximately 40 minutes**PART 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.*

*In the exam you will hear each extract twice.*

---

**Extract One**

You hear a reviewer on a radio programme talking about a book.

- 1 The speaker says that the book's title refers to the point at which
  - A social epidemics are at their height.
  - B something becomes a social epidemic.
  - C people become concerned about social epidemics.
- 2 The speaker says, that in her opinion, the book
  - A presents some challenging conclusions.
  - B is less complex than it may appear.
  - C uses terminology that may confuse readers.

**Extract Two**

You hear a reporter on a radio programme talking as he climbs a big rock.

- 3 One question the speaker asks himself is
  - A why he feels the way he does.
  - B where his climbing partner has gone.
  - C what has motivated him to climb the rock.
- 4 The speaker says that at this exact moment
  - A he doesn't care about the risk he is taking.
  - B he is relishing the experience.
  - C he feels that age is irrelevant.

**Extract Three**

You hear part of a radio programme about literary festivals.

- 5 The interviewer says that when writers appear at events at literary festivals,
  - A they dislike being asked difficult questions.
  - B they find the experience easier if they read their own work.
  - C they seldom prepare as thoroughly as they should.
- 6 Why, according to William, do writers like meeting readers?
  - A Writers are made to feel they have succeeded in their aim.
  - B Writers want readers to know what they are really like.
  - C Readers give writers ideas for future work.

*Stop the recording when you hear 'That's the end of Part 1':*

*Before you check your answers to Part 1 of the test, go on to pages 30–32.*

## WHAT'S TESTED

The questions in Part 1 of the Listening paper test your ability to understand and interpret often complex points made and information given by speakers in three separate short pieces. Questions may focus on any of the following:

- **gist** – the general meaning of what a speaker says, based on more than one sentence or phrase.
- **detail** – a specific piece of information given or point made by a speaker, contained in a single phrase or sentence.
- **main idea** – the main point made by a speaker, rather than more minor points made or examples given.
- **function** – what a speaker is doing when speaking, for example, criticising or apologising.
- **purpose** – what a speaker is trying to achieve, what a speaker wants to happen as a result of speaking.
- **topic** – the subject matter of what a speaker says.
- **feeling** – the feeling expressed by a speaker.
- **attitude** – the way a speaker regards something or someone, as conveyed by what the speaker says.
- **opinion** – a view expressed or strongly implied by a speaker.

## TIPS

- Don't rush into choosing the option that appears superficially to be the most plausible – what speakers say is often fairly complex and subtle.
- It is possible that more than one option in a question may be correct according to what the speaker says, but only one option will correctly answer the question that has been asked, so make sure that you read the question carefully.
- The two questions for each extract are likely to follow the sequence of what is said, with the first question about the first part of the piece and the second question about the second part. On occasions, however, a question may focus on the piece as a whole.
- If you find one of the extracts very difficult and are struggling with the questions on it, don't spend too much time on them so that you do not concentrate sufficiently on the next piece. If you do that, you may fail to answer questions on the next piece and lose marks unnecessarily.
- Use the pauses before and between the extracts to read the questions in advance, so that you are aware of the aspects of each piece that you will be tested on. Read the rubrics carefully too – they will give you the context for each of the pieces.
- Use the second listening to check your answers, even if you were confident of them on the first listening.
- Write your answers on the question paper as you listen. In the exam you will have five minutes at the end of the test to transfer your answers onto a separate answer sheet.

The exercises below will help you to eliminate the incorrect options in the questions in the test or to confirm that you have selected the right options.

Listen to each of the three extracts again and after each one, tick one or more boxes for the relevant questions.

**Question 1** Stop the recording when you hear 'take us by surprise'.

Which of the following does the speaker say about the 'tipping point'?

- A It is a phrase that is used for the book's title.
- B It refers to the sudden growth of a phenomenon.
- C After it, social epidemics cease to become more widespread.
- D It can be applied more to inventions than to ideas.
- E It is mostly associated with unwelcome social developments.
- F It refers to something becoming unexpectedly widespread.

**Question 2** Stop the recording at the end of the first extract.

Which of the following does the speaker say about the book?

- A It presents a detailed analysis of the causes of social epidemics.
- B It does not make clear exactly what 'connectors' and 'mavens' are.
- C It would be wrong to regard its analysis as a simplistic one.
- D Not all the ideas in it are original.
- E It suggests ways of dealing with social problems.
- F It contains unorthodox ideas about what should be done about social problems.

**Question 3** Stop the recording when you hear 'somewhere far above your head'.

Which of the following does the speaker refer to?

- A being close to the top
- B what the point of climbing the crag is for him
- C the fact that he normally feels bad when he is high up
- D the fact that there is nothing solid below him
- E no longer being able to see his climbing partner
- F the fact that his climbing partner is further up than him

**Question 4** Stop the recording at the end of the second extract.

Which of the following does the speaker mention?

- A the physical appearance of the object he is climbing
- B the physical effects that climbing is having on him
- C being glad that he is where he is
- D regretting not having looked closely at his life insurance policy
- E the appeal of danger to men of his age
- F a belief that men of his age are good at dangerous activities

**Question 5** *Stop the recording when you hear 'every couple of sentences'.*

Which of the following does the interviewer mention about literary festivals?

- A something that writers seldom say about them
- B the amount of preparation required of writers before reading from their work
- C a misunderstanding writers have concerning what is expected of them
- D questions of a kind that writers are happy to be asked
- E questions which are not about the writer's own work
- F that writers are repeatedly asked the same questions

**Question 6** *Stop the recording at the end of the third extract.*

Which of the following does William say?

- A Writers are not as miserable as people think they are.
- B Some writers never lose confidence in themselves.
- C Writers need to talk to people in order to get ideas.
- D Writers write with readers in mind.
- E Readers are sometimes surprised by what writers are really like.
- F Writers like to know that someone has read their work.

**Now check your answers to these exercises. When you have done so, listen again to Part 1 of the test and decide whether you wish to change any of the answers you gave. Then check your answers to Part 1 of the test.**

**PART 2**

You will hear someone called Karen Williams talking about her career.

For questions 7–15, complete the sentences with a word or short phrase.

In the exam you will hear the piece twice.

At the end of her first work experience, Karen spent two days  **7** and checking rooms with the floor housekeeper.

Her last work experience was spent in the hotel's  **8** .

The subject of Karen's next course was  **9** .

During her HND course, the subjects she had to study were business studies, hotel management, human resource management and  **10** .

The topic of her report was  **11** in hotels.

In her report, she wrote reviews of various  **12** .

She joined an organisation with the initials  **13** .

She got information from a magazine called  **14** .

In her present job, she has to deal with problems caused by the hotel being

**15** .

*Stop the recording when you hear 'That's the end of Part 2'.*

*Now check your answers to Part 2 of the test.*

**PART 3**

*You will hear an interview with someone who consulted a 'life coach' to improve her life.*

*For questions 16–20 choose the answer (A, B, C or D) which fits best according to what you hear.*

*In the exam you will hear the piece twice.*

---

- 16 Brigid says that she consulted a life coach because
- A she had read a great deal about them.
  - B both her work and home life were getting worse.
  - C other efforts to improve her life had failed.
  - D the changes she wanted to make were only small ones.
- 17 What did Brigid's coach tell her about money?
- A It would be very easy for Brigid to get a lot of it.
  - B Brigid's attitude towards it was uncharacteristic of her.
  - C Brigid placed too much emphasis on it in her life.
  - D Few people have the right attitude towards it.
- 18 What does Brigid say about her reaction to her coach's advice on money?
- A She felt silly repeating the words her coach gave her.
  - B She tried to hide the fact that she found it ridiculous.
  - C She felt a lot better as a result of following it.
  - D She found it difficult to understand at first.
- 19 What does Brigid say happened during the other sessions?
- A She was told that most people's problems had the same cause.
  - B Her powers of concentration improved.
  - C Some things she was told to do proved harder than others.
  - D She began to wonder why her problems had arisen in the first place.
- 20 What has Brigid concluded?
- A The benefits of coaching do not compensate for the effort required.
  - B She was too unselfish before she had coaching.
  - C She came to expect too much of her coach.
  - D It is best to limit the number of coaching sessions you have.

***Stop the recording when you hear 'That's the end of Part 3'.***

***Now check your answers to Part 3 of the test.***

**PART 4**

You will hear five short extracts in which people are talking about cities they have visited.

You will hear the recording twice. While you listen, you must complete both tasks.

**TASK ONE**

For questions 21–25, choose from the list (A–H) why each speaker visited the city.

- A for an interview
- B as part of a holiday
- C to see friends
- D for a conference
- E to show it to others
- F to see it again
- G to see a particular building
- H for research purposes

Speaker 1 

	<b>21</b>
--	-----------

Speaker 2 

	<b>22</b>
--	-----------

Speaker 3 

	<b>23</b>
--	-----------

Speaker 4 

	<b>24</b>
--	-----------

Speaker 5 

	<b>25</b>
--	-----------

**TASK TWO**

For questions 26–30, choose each speaker's opinion of the city from the list (A–H).

- A friendly
- B ugly
- C exciting
- D overcrowded
- E too big
- F well-organised
- G frightening
- H overrated

Speaker 1 

	<b>26</b>
--	-----------

Speaker 2 

	<b>27</b>
--	-----------

Speaker 3 

	<b>28</b>
--	-----------

Speaker 4 

	<b>29</b>
--	-----------

Speaker 5 

	<b>30</b>
--	-----------

*Stop the recording when you hear 'That's the end of Part 4'.*

*In the exam you will have five minutes at the end of the test to copy your answers onto a separate answer sheet.*

*Now check your answers to Part 4 of the test.*

**PAPER 4 SPEAKING** 16 minutes**PART 1 (2 minutes) GENERAL AND SOCIAL**

Questions that may be addressed to either candidate:

- Where do you live?
  - Could you describe the area/city you live in?
  - What do you like/dislike about the area/city you live in?
  - Can you describe the building you live in?
  - Who do you live with and do you get on well with them?
- 
- What's your favourite kind of music/performer/band?
  - What's the best concert you've ever been to?
  - What's the worst concert you've ever been to?
  - What kind(s) of music/artist(s) is/are popular in your country at the moment?
  - Do fashions in music change rapidly in your country?

**PART 2 (4 minutes) CAREERS**

Discussion between candidates:

Look at pictures A and B on page 132 and discuss the kinds of career shown in these pictures.

(1 minute)

Now look at all of the pictures.

Imagine that a school is producing a webpage giving advice to its students about possible future careers. These pictures are being considered for the webpage.

Discuss how appealing the careers shown in the pictures are for young people. Then decide which picture would be the most suitable to include in the webpage for school students.

(3 minutes)

**PART 3 (10 minutes) CHANGE AND STABILITY**

*In Part 3 each candidate is given a card and talks alone for two minutes about the topic on the card. After each candidate has spoken, the other candidate is asked a question and the candidate who spoke alone is invited to respond (1 minute).*

**Prompt Card (a)** (Given to Candidate A, and a copy to Candidate B)

Is change always a good thing?

- social change
- changes in personal life
- technological developments

*One of the following questions for Candidate B:*

- Is there something which you believe will never change?
- What would you most like to change in your life?
- What change in society would you most like to see?

*One of the following questions for Candidate A:*

- What do you think?
- Do you agree?
- How about you?

**Prompt Card (b)** (Given to Candidate B, and a copy to Candidate A)

Is a certain amount of stability essential in life?

- childhood
- work
- society

*One of the following questions for Candidate A:*

- What is generally regarded as a stable childhood?
- Is there now more or less stability in people's working lives?
- Is society now more or less stable than it used to be?

*One of the following questions for Candidate B:*

- What do you think?
- Do you agree?
- How about you?

*Part 3 finishes with a discussion between the two candidates and the examiner on the general topic (4 minutes).*

*General questions for both candidates on the topic of change and stability:*

- Describe a change which you think has particularly benefited you personally.
- Describe a change which you think has been particularly bad for society.
- What changes have happened recently in the place where you live?
- Describe a situation which you think is particularly unstable.
- What are the causes of instability in society?
- Are there any disadvantages to growing up in a stable environment?

## WHAT'S TESTED

In the Speaking paper you are required to do the following:

### Part 1

- with the examiner, talk about yourself and general social matters

### Part 2

- with the other candidate taking the test with you, talk about pictures you are shown, discuss a topic arising from them and make a decision connected with them

### Part 3

- talk on your own about another topic based on a question and some ideas printed on a card that is given to you by the examiner
- answer a question based on the topic on the other candidate's card
- discuss the same topic in general with the other candidate and the examiner

## TIPS

Your performance in the Speaking paper is judged according to the following criteria:

- **grammatical resource** – your ability to use a wide range of grammatical structures appropriately and accurately.
- **lexical resource** – your ability to use a wide and appropriate range of vocabulary accurately in order to convey your precise meaning and to express attitudes, opinions and abstract ideas.
- **discourse management** – your ability to say things which form coherent speeches and make relevant and logical contributions to conversations. What you say should link together well, both with other things you say, and with what the other candidate and the examiner say.
- **pronunciation** – your ability not only to pronounce what you say so that it can easily be understood (although you do not have to try to sound exactly like a native speaker) but also to link words and phrases together smoothly. You should speak in such a way that appropriate words and phrases are emphasised, and the appropriate intonation is used to convey clearly the meaning of what you are saying.
- **interactive communication** – your ability to demonstrate conversation skills, such as knowing when you should speak and when it is someone else's turn to speak and keeping a conversation going by not hesitating too much. Coming up with something to say that enables the discussion to develop when it appears to be coming to an end before the subject has been fully covered is also important, as is making points of your own or responding to those made by others, so that you play a full part in the conversation.
- **global achievement scale** – your general performance in the paper as a whole.

## Part 1: General and Social

Although this involves talking about yourself and general social matters it is not simply a pleasant chat that doesn't really matter – you will be assessed on your performance in this part of the paper in just the same way that you will be assessed in the other two parts.

You may feel that this is the only part of the Speaking paper that you can really prepare for. However, beware! Do not prepare a fixed speech, learn it by heart and try to repeat it. Firstly, it will not sound natural and the examiners will know immediately that you are simply repeating something you have learnt – this will affect their assessment of your performance. Secondly, you cannot be sure what areas of discussion will come up – you may not be able to say anything that you prepared and therefore be unable to give natural or coherent answers to the questions that you are asked.

However, it is worth practising talking about a range of personal and general areas of conversation that may come up in the paper.

*With a partner, ask and answer questions about the following:*

- where you live
- your aims for the future
- places you have travelled to

- your occupation
- learning languages
- spare time activities

- your own personality
- your preferences in the arts
- employment

- friends and family
- the media
- your social life

## Part 2: Talking About Pictures

1 To talk coherently about a picture without having to point constantly to various parts of it, it is essential to know appropriate words and phrases for describing parts of a picture.

*Look at the pictures on page 132 and describe them using the phrases below. With a partner, take it in turns to describe the content of each picture.*

- |                                   |                         |
|-----------------------------------|-------------------------|
| • in the foreground               | • on/to the left of ... |
| • in the background               | • at the top            |
| • in the top left-hand corner     | • at the bottom         |
| • in the bottom left-hand corner  | • in front of ...       |
| • in the top right-hand corner    | • behind                |
| • in the bottom right-hand corner | • next to/close to ...  |
| • on the right-hand side          | • between               |
| • on the left-hand side           | • facing ...            |
| • on/to the right of ...          | • opposite              |

**2** When you are talking about a picture, you may need to guess or deduce what the situation is in the picture because you cannot be completely sure. Instead of constantly using very simple phrases for doing this, such as *Maybe* or *I think*, try to vary the way in which you speculate on the content of the picture.

*Look again at the pictures on page 132 and try to use as many as possible of the phrases below to introduce comments on them. With a partner, take it in turns to guess or deduce what is happening in each picture.*

- |  |  |
|--|--|
| • I get the impression that ...        | • He/She/They seem(s) to ...                 |
| • The impression I get is that ...     | • He/She/They must/can't ...                 |
| • My impression is that ...            | • He/She/They seem(s) to have ...            |
| • It looks (to me) as if/as though ... | • He/She/They must/can't have ...            |
| • I'd say ...                          | • He/She/They seem(s) to be ...-ing          |
| • I reckon ...                         | • He/She/They must/can't be ...-ing          |
| • I suppose ...                        | • In my opinion/view ...                     |
| • I assume ...                         | • He/She/They might/could ...                |
| • I expect ...                         | • The way I see it ...                       |
| • I guess ...                          | • He/She/They might/could have ...           |
| • I imagine ...                        | • If you ask me ...                          |
| • I suspect ...                        | • He/She/They might/could be ...-ing         |
| • It would appear that ...             | • Judging by ...                             |
| • I should think ...                   | • As far as I can tell/see ...               |
| • I've got a feeling that ...          | • It's (quite/fairly/highly) likely that ... |
| • It's hard to say, but ...            | • ... is quite/fairly/highly likely to ...   |

# TEST TWO

## PAPER 1 READING AND USE OF ENGLISH 1 hour 30 minutes

### PART 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

In the exam you will mark your answers on a separate answer sheet.

There is an example at the beginning (0).

0      A gather      B acquire      C collect      D possess

0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

### A Message for Lisa

It was nearly two weeks later that Lisa arrived at college to find there was a message for her. The voice teacher, Pete, said she'd have to go up to the head office to (0) .....<sup>C</sup> it. Lisa wanted to know what was in the message and who it was from, but the voice teacher insisted it was (1) ..... 'Can't you just tell me?' Lisa (2) ....., but Pete jutted his chin and said he was only (3) ..... the rules. Lisa stretched her eyes at him. She had been brought up to be (4) ..... of anyone who believed in rules.

The head office was on the third floor. Lisa's fantasies grew with each turn of the stairs. Each flap of swing door (5) ..... sweeter and sweeter thoughts of her and Quentin's reconciliation.

It (6) ..... to her only a second before she slid through into the dusty light of the office that Quentin had no (7) ..... of knowing that she was at college, and even if he did, it was unlikely he would know which college she was at. 'Lisa.' The head of department was talking to her. 'Someone has been looking for you.' Lisa's change of heart was so severe it (8) ..... her breath away.

- |   |                |            |               |              |
|---|----------------|------------|---------------|--------------|
| 1 | A confidential | B intimate | C clandestine | D undercover |
| 2 | A pleaded      | B asserted | C craved      | D pledged    |
| 3 | A fulfilling   | B obeying  | C conforming  | D complying  |
| 4 | A guarded      | B uneasy   | C wary        | D edgy       |
| 5 | A led          | B arose    | C brought     | D put        |
| 6 | A struck       | B occurred | C dawned      | D sprang     |
| 7 | A access       | B route    | C scope       | D way        |
| 8 | A caught       | B drew     | C held        | D took       |

Now check your answers to Part 1 of the test.

**PART 2**

For questions 9–16, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

In the exam you will write your answers in CAPITAL LETTERS on a separate answer sheet.

**Example:**      0      IT

**Advertising in Britain**

What does (0) ..... say about a nation that when a national newspaper recently set (9) ..... to establish the best television adverts of all time, as (10) ..... as 10,000 people responded? The answer lies (11) ..... the fact that the British have developed an intense admiration for a genre that has developed into an art form in its (12) ..... right. In 1955, when Gibbs SR toothpaste broadcast the first TV commercial, it was inconceivable that ads would ever end (13) ..... being considered as sophisticated and innovative as the programmes surrounding (14) ..... . Yet by 1978, the author Jonathan Price was able to declare: ‘Financially, commercials represent the pinnacle of our popular culture’s artistic expression. More money and thought per second goes into (15) ..... making and more cash flows from their impact than (16) ..... the case for any movie, opera, stage play, painting or videotape.’

**Before you check your answers to Part 2 of the test, go on to page 43.**

## WHAT'S TESTED

Part 2 of the Reading and Use of English paper is primarily a test of grammar, with many questions involving the completion of grammatical structures. Some questions may involve the completion of collocations, fixed phrases, idioms, phrasal verbs and complementation (for explanations of these terms, see the Further Practice and Guidance pages for Test 1, Paper 1, Part 1 on page 9).

## TIPS

- Read the whole text quickly before attempting to fill the gaps, as this will give you an idea of what it contains and will help you to know what kind of answers will be required.
- Before deciding on an answer, read the whole sentence with the gap in it, and the sentences both before and after that – many answers may require you to see the flow and connections between ideas and information in the text. If you simply consider each gap in isolation, you may produce an answer that appears to make sense within the narrow context of the few words either side of the gap but in fact does not make sense within the context of the text.
- Remember that the majority of the answers will be what might be considered 'simple' words, although they will be placed within a relatively complex setting.

*Look again at Part 2 of the test on page 42 and for each question decide which of the four choices below best expresses the meaning of the part of the text in which the gap appears.*

- |  |   |
|--|---|
| <p>9 <b>A</b> succeeded in establishing<br/><b>B</b> started trying to establish<br/><b>C</b> proposed the establishment of<br/><b>D</b> devised a way of establishing</p> | <p>13 <b>A</b> have the aim of being considered<br/><b>B</b> and not be considered<br/><b>C</b> no longer be considered<br/><b>D</b> be considered later</p>  |
| <p>10 <b>A</b> approximately 10,000<br/><b>B</b> almost 10,000<br/><b>C</b> the high number of 10,000<br/><b>D</b> only 10,000</p>   | <p>14 <b>A</b> that the adverts came in the middle of<br/><b>B</b> that the adverts tried to copy<br/><b>C</b> that were sophisticated and innovative<br/><b>D</b> that were popular at that time</p>                             |
| <p>11 <b>A</b> contradicts the fact<br/><b>B</b> can be found by looking at the fact<br/><b>C</b> is concealed by the fact<br/><b>D</b> is the cause of the fact</p>       | <p>15 <b>A</b> and creating commercials<br/><b>B</b> for example, creating commercials<br/><b>C</b> while creating commercials<br/><b>D</b> the creation of commercials</p>   |
| <p>12 <b>A</b> that can be regarded as distinct from others<br/><b>B</b> that is highly regarded<br/><b>C</b> as it should be<br/><b>D</b> despite opposition</p>          | <p>16 <b>A</b> than results from any movie, etc<br/><b>B</b> in contrast with what is said of movies, etc<br/><b>C</b> than anything else concerning movies, etc<br/><b>D</b> with the exception of the occasional movie, etc</p> |

**Now check your answers to this exercise. You may wish to change some of the answers you gave in the test after you have done this. Then check your answers to Part 2 of the test.**

**PART 3**

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

In the exam you will write your answers in CAPITAL LETTERS on a separate answer sheet.

**Example:**        0        REFUSAL

**Captain Webb**

Captain Matthew Webb is fortunate in being remembered as the first man to swim the English Channel, rather than the one who later tried, and failed, to plunge through the Niagara Falls. If ever a man possessed an abundance of self-confidence, it was Webb; but it was his stubborn (0) .....  
 to give up that eventually proved his (17) ..... . Unwilling to recognise the Channel crossing as the peak of his career, he went on and on, addicted to glory, literally swimming himself to death.

**REFUSE**

**UNDO**

Webb astonished the British nation on August 25, 1875, with a Channel crossing that took a mammoth 21 hours and 45 minutes. He had entered the sea a merchant-ship captain living in (18) ..... , but he emerged in France, stung by jellyfish and half-dead with (19) ..... , a national hero. He was feted, mobbed and cheered wherever he went. But all this (20) ..... was too much for him, and he made the fatal error of many a pop star in later years. Craving (21) ..... , he very nearly dissolved himself in a series of marathon swims for money, including a six-day (22) ..... contest. Then he sailed for America, where he had a (23) ..... schedule of long swims. It was America that lured Webb to the final act in his tragedy; his crazed attempt to swim the Niagara River beneath the Falls in June 1883. (24) ..... of all advice, he dived in from a boat and subsided forever into the boiling rapids.

**OBSCURE**

**EXHAUST**

**STAR**

**APPLAUD**

**ENDURE**

**PUNISH**

**REGARD**

*Now check your answers to Part 3 of the test.*

**PART 4**

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Here is an example (0).

0 Robert was offended when he was left out of the team.

**exception**

Robert ..... left out of the team.

0	took exception to being
---	-------------------------

In the exam you will write **only** the missing words on a separate answer sheet.

25 David played the main role when the proposal was drafted.

**instrumental**

David ..... of the proposal.

26 If you hadn't changed our original agreement, everything would have been fine.

**stuck**

Had ..... agreed, everything would have been fine.

27 I think you should have some consideration for those who don't have lives as privileged as yours.

**spare**

I think you should ..... lives aren't as privileged as yours.

28 I didn't want to give up while some hope of success remained.

**defeat**

I was loath ..... some hope of success.

29 After a long hard journey, I cheered up when I saw my home again.

**sight**

After a long hard journey my spirits ..... of my home again.

30 Your attitude to life would be greatly improved by regular exercise.

**wonders**

Regular exercise would ..... at life.

**Now check your answers to Part 4 of the test.**

**PART 5**

*You are going to read an extract from a novel.*

*For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.*

*In the exam you will mark your answers on a separate answer sheet.*

---

**Piper and Buxxy**

It was a great double act. Piper looking relaxed but dependable in a conservative, lightweight suit. Art Buxxy, the showman, doing what he did well. It was a big moment for both of them. They had to secure \$200 million from their audience.

Piper warmed up the crowd. In a reasonable, persuasive voice he talked in abstract terms about the remarkable financial opportunity that the Tahiti represented. There was talk of numbers, strategy, competitive analysis. Enough to make us think that the Tahiti was in safe hands, not enough to bore us. Despite the outward reserve, as he warmed up to his presentation, Piper did let some of the excitement he felt for the project show through. Standing there, tall, tanned, elegantly but conservatively dressed, speaking in a manner that was more suited to the Harvard Club than a casino, he gave his audience reassurance. Despite appearances, the Tahiti must be a respectable, conservative investment, or why would someone like Irwin Piper be involved with it?

Then it was Art Buxxy's turn. Buxxy was a small man with a nut-brown face, longish blow-dried grey hair and bundles of enthusiasm. He was hardly ever still, and when he was, it was for a melodramatic pause, to let the full consequence of what he had just said sink in. His abrasive, rough-edged manner jolted his audience after the smooth Piper, but within a minute his energetic charm had already bewitched us all. Selling was his calling, and the Tahiti was the love of his life. He used all his skills. We were captivated. And I think most of us were sold.

They took us on a tour of the complex. Seen through Buxxy's eyes, the tackiness and the loneliness of a big casino disappeared. We saw the glamour, the glitter, the amazing technological effects. He took us to see the private rooms where the high-rollers played, wallowing in sophistication, power and money. By the time we had returned to the conference room where he had started his pitch, I could feel the majority of the audience would write out a cheque there and then.

'Any questions?'

Silence. No difficult questions about Piper's background. No tedious questions about percentage drop of slots against tables, high-roller comps, or blue-collar busing costs. Even the most cynical investor was under the spell of the greatest casino on earth. At least temporarily.

I had thought through this moment carefully. I stood up. Piper's eyebrows pulled together slightly, in the barest trace of a frown. 'Yes?'

'I have two questions for Mr Piper.' The audience were looking at me with mild interest. My English accent jarred in the glitzy Las Vegas surroundings. Piper was staring at me hard. 'First – has the Nevada Gaming Commission scrutinised your previous investments?' The audience stirred a little, but not much. Piper stiffened. 'Second – can you comment on an investment you made in a clinic for executive stress in Britain?'

I sat down. The audience reaction was mixed. Some faces bore disapproval; I was a spoil-sport to try and take cheap shots at these great guys and their great casino. A few sat up and took notice.

Piper rose to his feet. He was as unruffled and urbane as ever. 'I would be happy to answer those questions. First, the Commission checks out all applicants for gambling licences very thoroughly. Second, I have a large portfolio of investments. I believe a few years ago these included some properties in England, but I don't have the details at my fingertips. Any other questions?' He looked around the audience quickly.

This was a dangerous moment for Piper. Until now he had had his listeners eating out of his hand. But he hadn't answered my questions properly. If anyone pursued him on this, then doubts might creep in. But I wasn't going to push it any further. I had achieved my objective. He knew I knew, and he knew I would tell.

Half an hour later, I was having a cup of coffee in the atrium, when a bellboy came over to me. 'Excuse me sir, Mr Piper would like you to join him in his suite.' That didn't take him long, I thought, as I put down my cup and followed the bellboy to the elevators.

Piper's suite was on the top floor of the hotel. Piper was alone in the room. He beckoned me to a seat. I perched on the flimsy-looking Georgian sofa, whilst he sat in one of the high-backed mahogany armchairs. Gone was all the civilised politeness. Piper was angry.

'What the hell do you think you were doing out there?' he said. 'I am not some two-bit bond salesman you can play games with. I am a powerful man in this town. I've got money, and I've got lawyers. And if you mention Bladenham Hall one more time, or even allude to it, I will sue. I will sue you for so much that your great-grandchildren will still be paying off your debts a hundred years from now.'

Piper, angry, was impressive. For a moment he had me on the defensive. If I had upset such a powerful man, I had surely made a mistake. The moment passed.

- 31 When he addressed the audience, Irwin Piper gave the impression that
- A it was not his primary purpose to get the audience to invest in the project.
  - B he was less comfortable talking about details than about general principles.
  - C he was not the sort of person who would normally associate himself with such a project.
  - D there were already plenty of people who were keen to invest in the project.
- 32 The narrator says that Art Buxxy's style of addressing the audience
- A contained certain elements he may not have been aware of.
  - B came as something of a shock to them.
  - C involved making his most important points first.
  - D contrasted with his physical appearance.
- 33 When they went on a tour of the complex,
- A it appeared that some members of the audience had never been inside a casino before.
  - B Buxxy diverted the audience's attention away from the less attractive aspects of casinos.
  - C it was clear the project was at a more advanced stage than the audience had realised.
  - D Buxxy encouraged the audience to picture themselves playing there.
- 34 When the narrator asked his questions,
- A he feared that the audience would not take him seriously because of his accent.
  - B Piper reacted initially as if he had been expecting the questions to be asked.
  - C he did so because he was surprised by the audience's apparent trust in the project.
  - D it seemed that some of the audience considered he had no right to ask such questions.
- 35 When Piper stood up and answered the narrator's questions,
- A he knew that the audience would not be convinced by his reply.
  - B he claimed that the questions concerned trivial matters.
  - C the narrator decided that he had conveyed a clear message to Piper.
  - D it was clear to the audience that he was ill at ease.
- 36 When the narrator went to see Piper in his suite,
- A he had been expecting Piper to seek a confrontation with him.
  - B he briefly feared that he had been wrong to doubt Piper's honesty.
  - C what Piper first said to him was what he had expected him to say.
  - D Piper made it clear that other people had regretted underestimating him.

*Now check your answers to Part 5 of the test.*

**PART 6**

You are going to read a newspaper article. Seven paragraphs have been removed from the article. Choose from the paragraphs A–H the one which fits each gap (37–43). There is one extra paragraph which you do not need to use.

In the exam you will mark your answers on a separate answer sheet.

### The Perils of Pizza Making

*It looks easy but it really isn't, says Chandos Elletson, whose efforts turned out far from perfect.*

My first pizza was cremated. I hadn't even got to the toppings, let alone the tossing stage. I was stuck on the rolling-out bit. I fast discovered that specialist pizza chefs – pizzaioli – don't use rolling pins, they use their hands to shape the dough into perfect circles. Francesco Sarritzu, the pizzaiolo at The Park restaurant in Queen's Park, London, where I went to be trainee for the evening, took one look at my sorry effort and sighed.

<b>37</b>	
-----------	--

Real, or original, pizza is an art: the pizzaiolo is baker, fire stoker and cook. A wood-burning oven is an essential part of the proceedings. However, before the pizzas get to the fire, they have to be properly shaped and it was this procedure that was causing me all the grief.

<b>38</b>	
-----------	--

From here it was all hands. He pressed out the dough with his fingers, all the time working in flour and pressing the edges out until a small round circle had emerged. He then threw it into his hands, twirling it to shake off the excess flour. He did not toss it in the air. 'Tossing is for show,' he said disdainfully. 'It is not necessary.' Once the flour was shaken off, he put the dough onto the steel work surface with one half of it hanging over the edge. One hand pressed and stretched and the other pulled in the opposite direction. Before you could say 'pizza Margherita' there was a perfect circle ready to be topped.

<b>39</b>	
-----------	--

The object is to press out the edges, not the centre, using the flour to dry out the stickiness. However, the temptation to press everything in sight to make

it stretch into a circular shape is too strong; before I knew it, I had thick edges and a thin centre.

<b>40</b>	
-----------	--

Then I noticed, to my horror, that some customers were watching me. 'Shall we watch the man make the pizza?' a man asked his young daughter, who he was holding in his arms.

<b>41</b>	
-----------	--

A hole appeared in the centre. 'Look, Daddy. There's a hole,' the little girl said. I looked up from my work, crestfallen. I was defeated. 'It's my first evening,' I admitted. Francesco stepped in with the paddle and my second pizza went where the first one had gone: on the fire. We all watched it go up in flames.

<b>42</b>	
-----------	--

Francesco noticed and applauded. I wanted to call back the little girl and tell her: 'I can do it! It's just like swimming!' My base was not perfectly round but it was not bad. It wasn't perfectly even but it was certainly an improvement. We decided to top it. We put on a thin smear of tomato sauce and some mozzarella.

<b>43</b>	
-----------	--

When I got there, Francesco showed me where to put it. There was a point in the deep oven away from the fire, where the pizzas go when they are first put into the oven. I put the long handle deep into the oven and, feeling the heat on my arms, brought it back sharply. The pizza slid onto the floor of the oven. My first pizza was in the oven and not being burnt alive.

- A** To put those things right, I did as Francesco had done and slapped it with the palm of my hand. This made me feel better and I slapped it again. Next, I did some twirling and the flour showered everywhere.
- B** Instead, Francesco quickly made one of his own to act as a comparison. When they were done and brought from the oven, we had a tasting. The result was astonishing. Mine was tough and crunchy in places, not bad in others. His was perfectly crispy and soft everywhere.
- C** Having done that, it was time to get it on to the paddle, which felt like a pole vault. With one determined shove, the pizza went on halfway. Another shove forward got it on completely but put an ugly buckle in it. I turned and headed for the oven.
- D** Francesco made it look easy. He showed me what to do again and I tried to take it in. The chilled dough balls, pre-weighed at 170g, were all ready in a special fridge below the work counter. The dough was sticky and Francesco worked fast. First it was dropped into a large pile of flour and then it was mixed with a small handful of polenta.
- E** Clearly, the stage was all mine. I had been told to concentrate on the edges using the flat edge of my hand under my little finger. I started to work the dough and tried to stretch it. It did begin to take shape, but as soon as I let it go it just went back again and didn't get any bigger. I felt more and more eyes on me. Then the worst thing happened.
- F** That was because it wasn't so much a circle as an early map of the world. Silently, Francesco reached for his pizza paddle, scooped it up and threw it disdainfully into the red-hot stone oven, where it burnt rapidly on top of a funeral pyre of burning wood. I made up my mind that my future efforts would be good enough to be spared the death sentence.
- G** I was baffled and embarrassed as it did so, but I thought I was onto something. On my next attempt, I quickly got to the shaping stage with half the pizza hanging over the edge. This was where I had gone wrong. Using only the bottom edge of my hands with my fingers working the edges, I started to do the breast stroke: fingers together, fingers apart, working and stretching. It began to work.
- H** I moved nervously into position to have a go at achieving the same result myself. I scooped up a piece of dough from its snug tray. It immediately stuck to my fingers and when I threw it at the flour, it just remained stuck. I had to pull it off. The first bit is easy, or so it seems, but unless you follow the right procedure you sow the seeds of later failure.

*Before you check your answers to Part 6 of the test, go on to pages 51–54.*

## WHAT'S TESTED

In Part 6 of the Reading and Use of English paper you are required to work out how the various parts of a text fit together. This involves making sure that each paragraph you choose fits into the gap that you place it in for the following reasons:

- **cohesion** – each paragraph must fit in because there is a grammatical match with something in the paragraph before it and/or after it.
- **coherence** – each paragraph must fit in because it makes sense in terms of the meaning of the previous and/or next paragraph.
- **text structure** – each paragraph must fit in because it flows logically at that point in the text in terms of its line of development (for example, the argument being put forward, the series of events being described).
- **global meaning** – each paragraph must fit in because it can only be put in that place in terms of the meaning of the text as a whole.

## TIPS

- There are two key issues for identifying the correct paragraph to fill a particular gap. The paragraph must fit grammatically in terms of pronouns, verb forms, linking words and phrases and it must fit in with the sense of what went before and what comes after the gap. Several options may superficially appear to fit a given gap because they meet one of these two requirements but only one will meet them both. For example, a paragraph may seem to fit in perfectly in terms of what is happening in the text, but be incorrect because it contains a pronoun that cannot refer to anything in the previous paragraph.
- Before you start trying to fill any of the gaps, read quickly through the whole of the text with gaps in it. This will give you a general idea of what the whole text is about and what might be missing from it. As a result, you may well have an idea of what you are looking for when you come to select from the missing paragraphs. If you simply plunge in and start trying to fill gaps immediately, you may well find that you have to keep changing your answers because what you discover further on in the text shows you that answers you have given are wrong. This, of course, wastes time.
- Remember that if you decide to change an answer, this may well have a knock-on effect on other answers you have given, which may also need changing.

*The exercises below will help you to see whether you have given the correct answers for each of the questions in this Part of the test.*

*For each of the questions in these exercises, two of the choices given are correct and two are not. Check your answers to each question in each exercise as soon as you have given them. When you have answered question 3 in each exercise check that the answer that you gave in the test conforms with the answers that you gave to question 3.*

### Question 37

1 Read the first paragraph. Which of the following are mentioned?

- A Francesco's reaction to a pizza that the writer had prepared
- B a task successfully completed by the writer
- C the writer's failure to do something well
- D a series of mistakes made by the writer

- 2 Read the paragraph after gap 37. Which of the following are mentioned?
- A the way in which a pizza should be prepared before it is cooked
  - B a pizza made by the writer being eaten
  - C the writer's difficulty in carrying out an operation
  - D the writer preparing a pizza that was ready to go into the oven
- 3 Which of the following would the missing paragraph most logically contain?
- A something Francesco did with a pizza prepared by the writer
  - B the writer feeling encouraged that he was improving
  - C a description of a pizza prepared by the writer
  - D a reference to correcting a number of errors

**Question 38**

- 1 Read the paragraph before gap 38 again. Which of the following are mentioned?
- A the writer managing to prepare a pizza properly
  - B the writer doing something according to Francesco's instructions
  - C the fact that there are certain rules to preparing a pizza
  - D a particular skill that the writer could not master
- 2 Read the paragraph after gap 38. Which of the following are mentioned?
- A the writer beginning an attempt at something
  - B Francesco showing the writer how something is done
  - C various elements in the preparation of a pizza
  - D the writer's reaction to doing something badly
- 3 Which of the following would the missing paragraph most logically contain?
- A the writer taking a completed pizza to the oven
  - B a description of one stage of preparing a pizza
  - C something that happened to a pizza the writer was preparing
  - D the writer observing Francesco in action

**Question 39**

- 1 Read the paragraph before gap 39 again. Which of the following are mentioned?
- A the way to prepare a pizza of a certain shape
  - B the writer's own efforts at preparing a pizza
  - C the writer being observed by others
  - D the successful completion of a process
- 2 Read the paragraph after gap 39. Which of the following are mentioned?
- A a mistake that it is easy to make
  - B the writer correcting previous errors
  - C the writer's feelings about a pizza he had prepared
  - D how to achieve a certain result

- 3 Which of the following would the missing paragraph most logically contain?
- A the writer's reaction to a disaster
  - B the writer attempting to copy something
  - C the fact that it was now the writer's turn to do something
  - D Francesco deciding on an alternative course of action

**Question 40**

- 1 Read the paragraph before gap 40 again. Which of the following are mentioned?
- A the writer correcting a previous error
  - B a reason why it is hard to perform a particular operation
  - C Francesco observing what the writer was doing
  - D ways in which what the writer was doing went wrong

- 2 Read the paragraph after gap 40. Which of the following are mentioned?
- A the writer starting a process
  - B the writer looking at the pizza he was preparing
  - C the writer's reaction to becoming aware of something
  - D the writer being observed by strangers

- 3 Which of the following would the missing paragraph most logically contain?
- A a reference to solving more than one problem
  - B the writer doing something that might look foolish
  - C the writer sampling a pizza he had made
  - D the writer taking over from Francesco

**Question 41**

- 1 Read the paragraph before gap 41 again. Which of the following are mentioned?
- A the writer feeling some pressure
  - B the writer feeling encouraged
  - C the writer completing a pizza so that it could go into the oven
  - D a sense of expectation on the part of someone else

- 2 Read the paragraph after gap 41. Which of the following are mentioned?
- A a reason for the writer to give up
  - B a description of what happened to a pizza the writer had made
  - C the writer's pizza being repaired
  - D a movement made by the writer

- 3 Which of the following would the missing paragraph most logically contain?
- A a reference to a pizza being eaten
  - B a reference to something disastrous
  - C the writer's inability to do what he knew he should do
  - D a reference to pizzas the writer would subsequently prepare

**Question 42**

- 1 Read the paragraph before gap 42. Which of the following are mentioned?
- A a repetition of events
  - B Francesco making a pizza himself
  - C Francesco attempting to rectify an error
  - D the destruction of something the writer had done
- 2 Read the paragraph after gap 42. Which of the following are mentioned?
- A a decision to proceed with a pizza prepared by the writer
  - B the fact that the writer had made too many mistakes
  - C the writer feeling dispirited
  - D a positive reaction from Francesco
- 3 Which of the following would the missing paragraph most logically contain?
- A an improvement made by the writer
  - B the writer tasting a pizza he had made
  - C something that suddenly went wrong with the writer's pizza
  - D a reference to the writer's feelings about a failure of his

**Question 43**

- 1 Read the paragraph before gap 43 again. Which of the following are mentioned?
- A the end of part of a process
  - B confusion on the part of the writer
  - C the writer's sense of satisfaction
  - D the beginning of a process again
- 2 Read the final paragraph. Which of the following are mentioned?
- A problems that always affect the cooking of pizzas
  - B something the writer learnt about the cooking of pizzas
  - C an improvement on a previous event
  - D something Francesco did that was unlike common practice
- 3 Which of the following would the missing paragraph most logically contain?
- A the writer's failure to prepare a pizza correctly
  - B a reference to the early stages of preparing a pizza
  - C the next stage of a process
  - D a movement in a certain direction

**Now check your answers to these exercises. When you have done so, decide whether you wish to change any of your answers to Part 6 of the test. Then check your answers to Part 6.**

**PART 7**

You are going to read some extracts from an article about places of natural beauty in Britain. For questions 44–53, choose from the places (A–D). The places may be chosen more than once.

In the exam you will mark your answers on a separate answer sheet.

---

**Of which place are the following stated?**

- It combines the old and the new. 44 .....
- A piece of information about it may be open to doubt. 45 .....
- A popular activity led to the introduction of new items. 46 .....
- Some people are unwilling to go there all year round. 47 .....
- Action taken there led to wider similar action. 48 .....
- Its name isn't strictly accurate. 49 .....
- It is a good place for energetic people. 50 .....
- Certain favourable conditions have enabled it to flourish. 51 .....
- Official actions have not changed its fundamental character. 52 .....
- It underwent rapid change over a short period. 53 .....

*Now check your answers to Part 7 of the test.*

## A Wander through Britain's Woodlands

*The President of the Woodland Trust, an organisation which encourages people to enjoy the woodlands of Britain, selects his favourite places for an autumn walk.*

### A Hampstead Heath

Where better for a country walk in autumn than north London? Hampstead Heath is just a few kilometres from the centre of town, but it is one of the capital's best-known beauty spots. And covering very nearly 325 hectares, certainly one of the largest. It is called a heath, although it is in fact a patchwork of not just heath but also parkland and hedgerow, laid out paths, open hillside and overgrown thickets, lakes and ponds – and plenty of woods and trees. The City of London Corporation is now responsible for its upkeep. They fuss about the swimming, designate cycle paths, regulate the fishing, and put up notices about all such dangerous activities. But despite their best efforts, the Heath still feels quite wild. From one popular vantage point there is a panoramic view of central London, where visitors stop to admire the crowded streets and skyscrapers they have come to the Heath to get away from. It's at its best later in the year. When it's warm and sunny it can feel too crowded with casual visitors. But frosts and mist, rain and snow deter the Heath's fair-weather friends.

### B Hainault Forest

This remnant of what was once the vast Forest of Essex is now an attractive stretch of woodland easily reached by the London Underground. The woods around here were a royal forest, but an Act of Parliament of 1851 authorised the cutting down and removal of its trees. And removed they were, grubbed up by all too efficient men and machines – hectare upon hectare laid waste within weeks of the passing of the Act. The devastation stirred the beginnings of the modern conservation movement – local people led by a politician called Edward North Buxton saved and restored Hainault. It is now owned and managed by the Woodland Trust. Hainault is a unique site, which features open heathland, some of which has been recently planted up with native trees by the Woodland Trust, and the dense woodland of the ancient forest.

### C Glen Finglas

Far away from London and the South East, the Trossachs is a strikingly beautiful corner of Scotland. Among the best of the Trossachs is Glen Finglas, the Woodland Trust's 4,000-hectare estate, which can truly take the breath away, particularly during the late autumn when the frosted peaks and still, cold lochs take on an ethereal splendour. For the enthusiastic hill walker, there is a challenging 25-kilometre trail around the hill called The Mell, which takes you on a meander through woodland, alongside a reservoir and into the upper part of the glen, where the remnants of an ancient royal hunting forest give way to the open hillsides of Meall Cala, reaching a height of 600m. It's certainly not a gentle stroll, but is worth the effort as the views are spectacular. For those after a slightly less arduous journey there are many shorter routes around the site too.

### D Ardkinglas Woodland Gardens

For a slightly different woodland walk in the west of Scotland, head for the Ardkinglas. In addition to native species it features many specimens of firs and pines and other trees from overseas planted in the 19<sup>th</sup> century, when plant hunting was all the rage. There is plenty of scope for a good walk around its ten hectares. Ardkinglas's sheltered location, high rainfall and warm temperatures all encourage spectacular tree growth, and they claim to have the tallest tree in Britain – a Grand Fir, *Abies grandis* – standing at last time of measuring 64.5 metres high. If you are sceptical of such claims, bring a tape measure and a long ladder. There are many other mighty trees that are impressive all year round but on a clear November day the views towards the loch are fantastic. A couple of miles away on Loch Fyne itself, next to the famous oyster restaurant, Ardkinglas runs a tree shop. So if you want to create your own forest you can buy it and plant it, tree by tree.

**PAPER 2 WRITING 1 hour 30 minutes****PART 1**

*Read the two texts below.*

*Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.*

*Write your answer in 240–280 words.*

---

**1****The Importance of the Aeroplane**

When people discuss the most important inventions of the last hundred years, how many of them pick the aeroplane? While they might acknowledge its importance, they would seldom choose it in preference to, say, television, or the computer. But a case could be made for the aeroplane having had more influence on the world than anything else. After all, it is responsible for mass tourism, enabling people to see for themselves places they could previously only have read about in books. And it has played a major role in mass emigration – such numbers of people simply could not have gone to settle in far-away countries without the aeroplane.

**Attitudes Towards the Aeroplane**

The image of the aeroplane has undergone massive changes since its first appearance only a matter of decades ago. It rapidly went from a miraculous culmination of man's obsession with flight, the realisation of what had hitherto been mere fantasy, to the instrument of death and destruction in two world wars and beyond. And air travel has subsequently gone from a luxury only available to a privileged few to a common experience for almost everyone, for whom flight is taken for granted as a routine way of getting from A to B.

Write your **essay**.

*When you have written your answer, assess it in accordance with the mark scheme.*

---

**PART 2**

Write an answer to **one** of the questions 2–5 in this part. Write your answer in **280–320** words in an appropriate style.

---

- 2 The authorities at the place where you study or work have decided to look into the possibility of a student or staff representative group being set up. You have been asked to write a report on the setting up of such a representative group. Write your report, outlining reasons for setting it up, how it should be set up, what issues it could deal with and what the advantages of having such a group would be.

Write your **report**.

- 3 A magazine you read has asked readers to send in reviews of particular TV channels or radio stations. Write a review of a TV channel or radio station, commenting on the type and/or mixture of programmes it broadcasts, the standard of its broadcasts, which people it generally appeals to and how it compares to other TV channels or radio stations.

Write your **review**.

- 4 You have read a magazine article entitled *Too Much Too Young*, in which the writer says that some young people today are given too much by their parents and therefore have the impression that life is easier than it really is. Readers have been invited to send in their own articles on this subject, with the same title. Write your article, addressing the points made in the original article and giving your own views.

Write your **article**.

- 5 Set book questions – a choice from (a) or (b).

In the exam you may choose to answer a question on one of the two set books.

**Before you write your answer, go on to pages 59–63.**

## WHAT'S TESTED

### Questions 2–4

In Part 2 of the Writing paper you may choose one of three different types of writing. The choices you are given may include any of the following:

- **an article** – a piece of writing on a given topic that would be suitable for the specified type of publication.
- **a letter** – probably a formal or fairly formal letter, in which you may be required to give opinions, explain reasons for writing the letter, describe events or request actions.
- **a review** – this may be about anything that gets reviewed in publications, from films to hotels, and it should include both a description of the subject of the review and your views on it. You will obviously need to include a range of vocabulary associated with that particular subject, and the review should be written in a style that is appropriate for the specified type of publication.
- **a report** – this involves the presentation and analysis of information in clear and logical sections, perhaps with section headings. The report must be in a style suitable for the specified reader or readers of it, for example a boss or colleagues. It may involve making recommendations and justifying them.

### Question 5

In Part 2 of the Writing paper, you may prefer to write about one of the two set books. If so, you may choose one of two questions, which are each about one of the books. Questions on the set books may require you to write any of the following:

- **an essay** – a composition on a given topic connected with the book, organised into an introduction, the expansion of points and a conclusion, so that it is a coherent whole.
- **an article** (see notes above for questions 2–4)
- **a letter** (see notes above for questions 2–4)
- **a review** (see notes above for questions 2–4)
- **a report** (see notes above for questions 2–4)

## TIPS

Answers to Part 2 of the Writing paper are judged according to the same criteria as those for Part 1, as follows (for details on these criteria, see page 138):

- **content**
- **communicative achievement**
- **organisation**
- **language**

Also remember the following:

- marks will be reduced for answers that are significantly shorter than the specified number of words.
- spelling and punctuation are taken into consideration in the marking – a significant number of spelling mistakes will affect your marks, as will insufficient or inappropriate punctuation.
- handwriting should be as neat as possible – if the examiner has trouble reading your answers, your marks will be affected.

To plan your answer for question 3 in Part 2, complete the following notes.

1 Note down as briefly as possible the **topic** of your review.

.....

2 List as briefly as possible the following:

- the **main points** in the question which you will have to cover in your review
- the **comments and opinions** you wish to give with regard to these points
- any **examples** you plan to give to support or illustrate these comments/opinions

<b>Main point</b>	<b>Comments/Opinions</b>	<b>Example</b>
<b>Main point</b>	<b>Comments/Opinions</b>	<b>Example</b>
<b>Main point</b>	<b>Comments/Opinions</b>	<b>Example</b>

3 List briefly any additional points you wish to make, which are not mentioned in the question but which you think are relevant to the topic. You may not wish to include any additional points.

<b>Additional point</b>	<b>Comments/Opinions</b>	<b>Example</b>
<b>Additional point</b>	<b>Comments/Opinions</b>	<b>Example</b>

4 Now note briefly how your review will be organised by deciding what each part of it will contain. You may not wish to have as many paragraphs as are listed below.

<b>Introduction</b>
<b>Paragraph 1</b>
<b>Paragraph 2</b>
<b>Paragraph 3</b>
<b>Paragraph 4</b>
<b>Paragraph 5</b>
<b>Ending</b>

5 Now use these notes to write your review.

*When you have written your answer, assess it in accordance with the mark scheme.*

**SAMPLE ANSWER**

Now read this sample answer for question 3 in Part 2 and answer the questions that follow it.

*As a keen reader of your magazine, I noticed the appeal in your last issue for writing a review of my favourite TV channel or radio station, which is here to follow.*

*The radio channel I've chosen to write about is called FIZZ FM. Many of your other readers may not have heard about this channel. The reason is that it's only on air between 11pm and 4am. It's a private channel only run by five people.*

*The main aim of FIZZ FM is to entertain people who have to work or get up either late at night or early in the morning. So it does not appeal to a certain social or age group, but to particular work groups such as nurses, bakers, etc. Nevertheless, it's very popular with people from 14 to 25 who, even if they don't have to, get up in the middle of the night just to listen to that programme.*

*Concerning their mixture of programmes, they don't have a fixed schedule. It's a 'colourful' mix of music (from the 60s, 70s, 80s, 90s, ...), news and discussions. Everything is very easy going, so it can happen that there is a whole night of music, followed by a night of discussions about anything. The coordinators of FIZZ FM want to make it easier for working people who have to face a long day full of work.*

*Though it's not a very busy or (sometimes) interesting station, it is able to compete against bigger stations, because a broad range of people enjoy listening to it. To my mind, this is because of its unique style and appearance. These people have successfully filled a gap in the market without having the problem of competing against others, just because other stations don't care about that time of day.*

*Perhaps now more people will tune in to FIZZ FM, who knows?*

**Content**

Are all the main points mentioned in the question covered? Where are these points covered? If any are not covered, which are missing? Are any additional points included? If so, what are they, and are they relevant?

**Communicative achievement**

Are the style and tone of the review appropriate? How would you describe them? Why are they appropriate or inappropriate? Is the format suitable for a review? If so, why? If not, why not?

Do you feel that someone reading this review would be clear about what the writer is describing and the writer's views on it? If so, summarise the writer's review briefly. If not, say what you feel is unclear in the review.

**Organisation**

Is the review well-organised in terms of the beginning, the middle and the end? Is it divided into paragraphs appropriately? Describe briefly the content of each paragraph.

Does the review flow well in terms of the linking of points and ideas within paragraphs and between paragraphs? Give examples of places where the linking is good. If there are occasions when the linking is inadequate or inappropriate, suggest improvements.

**Language**

Is there a wide range of vocabulary and grammatical structures? If so, give examples. If there are occasions when the vocabulary or grammar is too simple, suggest alternatives.

Are there any mistakes in the use of vocabulary or grammar? Correct any that you find.

**Now check your assessment of this sample answer with the assessment.**

To plan your answer for question 4 in Part 2, complete the following notes.

1 Note down as briefly as possible the **topic** of your article.

.....

2 List as briefly as possible the following:

- the **main points** raised in the original article which you will have to cover in your article
- the **views** you intend to express with regard to those points
- any **examples** you wish to give to support or illustrate your views

<b>Main point</b>	<b>Comments/Opinions</b>	<b>Example</b>
<b>Main point</b>	<b>Comments/Opinions</b>	<b>Example</b>
<b>Main point</b>	<b>Comments/Opinions</b>	<b>Example</b>

3 List briefly any additional points you wish to make that are relevant to the topic. You may not wish to include any additional points.

<b>Additional point</b>	<b>View</b>	<b>Example</b>
<b>Additional point</b>	<b>View</b>	<b>Example</b>

4 Now note briefly how your article will be organised by deciding what each part of it will contain. You may not wish to have as many paragraphs as are listed below.

<b>Introduction</b>
<b>Paragraph 1</b>
<b>Paragraph 2</b>
<b>Paragraph 3</b>
<b>Paragraph 4</b>
<b>Paragraph 5</b>
<b>Paragraph 6</b>
<b>Conclusion</b>

4 Now use these notes to write your review.

**When you have written your answer, assess it in accordance with the mark scheme.**

**SAMPLE ANSWER**

Now read this sample answer for question 4 in Part 2 and answer the questions that follow it.

I think it is very difficult to generalise the topic because it depends mainly on the environment the youngsters live in. The upbringing in a rich family is very different to growing up in a poor family. Children with rich parents have more opportunities to live an easier life.

I hold the view that many youngsters are spoilt because their parents try to calm their bad conscience (caused by too much work and less time, for example) by giving money or presents to them. They want to do as much as they can for their loved children and they want them to be happy and satisfied. And money and presents seem to be a good way to solve problems.

Parents want to support their children by giving money to them and make a good way of life possible (good education, ...). But this behaviour can cause difficulties for the spoilt youngsters. On the one hand they want to be independent as soon as possible, but on the other hand they can't manage their life on their own, because their caring parents 'did almost everything' for them so far. It is possible that young adults can't overcome financial problems or challenges which are common during their lifetime. It seems to be easier to live with money, but children can't live from their parents' support all the time. They have to learn that life is a hard struggle which includes big challenges they have to deal with.

All in all, I think that the upbringing is very important. A proper mixture of financial support, independence and struggle for life would be the best way to prepare youngsters for the 'hard life' outside their homes.

**Content**

Are the main points raised in the original article covered? Where are these points covered? If any are not covered, which are missing? Are any additional points included? If so, what are they, and are they relevant?

**Communicative achievement**

Are the style and tone of the article appropriate? How would you describe them? Why are they appropriate or inappropriate? Is the format suitable for a magazine article? If so, why? If not, why not? Do you feel that someone reading this article in a magazine would be clear what the writer's point of view is throughout it? If so, summarise the writer's point of view briefly. If not, say what you feel is unclear in the article.

**Organisation**

Is the article well-organised in terms of the beginning, middle and end? Is it divided into paragraphs appropriately? Describe briefly the content of each paragraph.

Does the article flow well in terms of the linking of points and ideas within paragraphs and between paragraphs? Give examples of places where the linking is good. If there are occasions when the linking is inadequate or inappropriate, suggest improvements.

**Language**

Is there a wide range of vocabulary and grammatical structures? If so, give examples. If there are occasions when the vocabulary or grammar is too simple, suggest alternatives.

Are there any mistakes in the use of vocabulary or grammar? Correct any that you find.

**Now check your assessment of this sample answer with the assessment.**

**PAPER 3 LISTENING** approximately 40 minutes**PART 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.*

*In the exam you will hear each extract twice.*

---

**Extract One**

You hear part of a talk about negotiating with others.

- 1 The speaker says that both soft and hard ways of negotiating
  - A are more suitable in some situations than in others.
  - B tend to result in outcomes that were not anticipated.
  - C indicate a lack of confidence on the part of those using them.
- 2 The speaker says that principled negotiation involves
  - A accepting that life can be unfair.
  - B greater effort from both sides.
  - C the use of objective criteria.

**Extract Two**

You hear part of a radio programme about a pottery.

- 3 What does the reporter emphasise about the pottery?
  - A how seldom anyone visits it these days
  - B how deceptive its appearance is
  - C how much it seems to belong to a previous era
- 4 When describing the history of the pottery, Roly Curtis
  - A mentions a problem common to many potteries.
  - B refers to a mistake he believes was made.
  - C expresses support for what his father did.

**Extract Three**

You hear part of a radio programme about the stars of silent films.

- 5 The speaker says that Harold Lloyd became very successful because he
  - A acted on a suggestion made by a colleague.
  - B changed the character he portrayed in films.
  - C became more ambitious than he had previously been.
- 6 The speaker says that Lloyd's career suffered because
  - A his character's attitude ceased to be appealing.
  - B he was reluctant to make films with sound.
  - C he lost confidence in his abilities as a performer.

*Stop the recording when you hear 'That's the end of Part 1'.*

*Now check your answers to Part 1 of the test.*

**PART 2**

You will hear part of a radio programme, in which the history of Ty-Phoo Tipps – a brand of tea that is well-known in Britain – is described.

For questions 7–15, complete the sentences with a word or short phrase.

In the exam you will hear the piece twice.

In 1835, William Sumner appeared in a publication called the  **7** .

At the beginning of the 20<sup>th</sup> century, the Sumners' business sold  *and*  **8** in addition to groceries.

Mary found that a certain type of tea was good for  **9** .

John was told that people would not wish to buy tea that resembled  **10** .

John thought that the name he chose for the tea sounded like a word that was

**11** .

The name of the tea has a double 'p' because of a  **12** .

To promote the tea, customers were offered a big  **13** .

John wanted people to know his tea came from the  **14** .

John was given an honour for his  **15** .

**Stop the recording when you hear 'That's the end of Part 2'.**

**Before you check your answers to Part 2 of the test, go on to pages 66–67.**

## WHAT'S TESTED

Part 2 of the Listening paper is the productive task, in which you have to write words and phrases to complete sentences with information that you hear in the piece.

## TIPS

- You will normally be required to write only words and phrases that are actually said in the piece. If you attempt to rephrase what you hear, for example by using different vocabulary or changing the grammatical structure, you may make unnecessary mistakes and lose marks, even though you understood perfectly what was said in the piece.
- Don't spend too much time on a question you are having difficulty with – this may mean that you miss the information required for subsequent questions, which you may have been able to answer more easily.
- Use the pause of 45 seconds before the piece is heard to look carefully at the questions so that you are prepared for the kind of answer that will be required in each case. This will also give you a good idea of the kind of information the piece will contain.
- Pay close attention to any words that appear after the gap in a question, as these will affect the nature of the answer that is required.
- Use the second listening to check answers you were confident about on the first listening and to fill in answers to questions you were unable to answer then.

*Listen to Part 2 of the test again and do the exercises below. They will give you clues to the answers to each question in the test.*

**Question 7** *Stop the recording when you hear 'came from China'.*

The gap should be filled by a title referring to

- A a particular region.
- B a list of businesses.
- C certain kinds of shop.

**Question 8** *Stop the recording when you hear 'life was good'.*

The gap should be filled by words describing

- A food and drink.
- B types of drink.
- C drinks and household goods.

**Question 9** *Stop the recording when you hear 'why Sumner did not sell it'.*

The gap should be filled by a word or phrase describing

- A an illness.
- B a mood.
- C a physical feature.

**Question 10** *Stop the recording when you hear 'under a brand name'.*

The gap should be filled by a word or phrase describing

- A a block of something.
- B the colour of something.
- C small particles of something.

**Question 11** *Stop the recording when you hear 'Ty-Phoo could and was'.*

The gap should be filled by a word or phrase referring to

- A a type of product.
- B a region.
- C the length of words.

**Question 12** *Stop the recording when you hear 'stick with this spelling'.*

The gap should be filled by a word or phrase describing

- A a sound.
- B a decision.
- C an action.

**Question 13** *Stop the recording when you hear 'cream and biscuits'.*

The gap should be filled by a word or phrase describing

- A an object.
- B a sum of money.
- C an event.

**Question 14** *Stop the recording when you hear 'inserted them in the packets of tea'.*

The gap should be filled by a word or phrase describing

- A a geographical area.
- B part of a plant.
- C a process.

**Question 15** *Stop the recording at the end of the piece.*

The gap should be filled by a word or phrase connected with

- A commercial success.
- B helping others.
- C employment.

**Now check your answers to these exercises. When you have done so, listen again to Part 2 of the test and decide whether you wish to change any of the answers you gave. Then check your answers to Part 2 of the test.**

**PART 3**

*You will hear an interview with someone whose family spent a year living without television.*

*For questions 16–20 choose the answer (A, B, C or D) which fits best according to what you hear.*

*In the exam you will hear the piece twice.*

---

- 16** One reason why the family decided not to have a television was that
- A** the reception from the communal aerial was often poor.
  - B** they did not think the satellite technician would do the job properly.
  - C** linking up with the communal aerial was complicated.
  - D** they preferred to enjoy the beauty of their new surroundings.
- 17** One thing that Miranda enjoyed about not having a television was
- A** telling other people about what they did instead.
  - B** returning to hobbies they had previously given up.
  - C** observing the reaction of others when they found out.
  - D** feeling more energetic during the evening.
- 18** Miranda says that one disadvantage of not having a television was
- A** the fact that they could not follow their favourite series.
  - B** a constant desire to be more up-to-date with the news.
  - C** being unable to discuss topics they had previously discussed.
  - D** feeling out of touch with what other people talked about.
- 19** What does Miranda say about getting connected again?
- A** She felt it would be of some benefit to the whole family.
  - B** She agreed because her attitude towards television had changed.
  - C** She initially disagreed with her husband about doing so.
  - D** She felt that they were doing so because they were lazy people.
- 20** Miranda says that since they got a television again, her children
- A** are more able to distinguish good programmes from rubbish.
  - B** sometimes refuse to watch it when she suggests they do so.
  - C** have decided not to return to the habit of watching it.
  - D** never watch it simply because they are feeling lazy.

*Stop the recording when you hear 'That's the end of Part 3'.*

*Now check your answers to Part 3 of the test.*

**PART 4**

You will hear five short extracts in which people are talking about hearing some unexpected news.

You will hear the recording twice. While you listen, you must complete both tasks.

**TASK ONE**

For questions 21–25, choose from the list (A–H) what the news involved.

- A a chance to travel
- B a job application
- C a request for a favour
- D the cancellation of an arrangement
- E a financial matter
- F an offer of accommodation
- G someone's anger
- H an invitation to an event

Speaker 1 

	21
--	----

Speaker 2 

	22
--	----

Speaker 3 

	23
--	----

Speaker 4 

	24
--	----

Speaker 5 

	25
--	----

**TASK TWO**

For questions 26–30, from the list (A–H) how each speaker feels with regard to the news.

- A embarrassed
- B uninterested
- C curious
- D disappointed
- E relieved
- F envious
- G annoyed
- H amused

Speaker 1 

	26
--	----

Speaker 2 

	27
--	----

Speaker 3 

	28
--	----

Speaker 4 

	29
--	----

Speaker 5 

	30
--	----

Stop the recording when you hear 'That's the end of Part 4'.

In the exam you will have five minutes at the end of the test to copy your answers onto a separate answer sheet.

Now check your answers to Part 4 of the test.

**PAPER 4 SPEAKING** 16 minutes**PART 1 (2 minutes) GENERAL AND SOCIAL**

*Questions that may be addressed to either candidate:*

- What is your purpose in taking this exam?
- What are your short-term and long-term aims?
- What will you have to do to achieve them?
- What are your friends' aims for the future?
- Do you think they will achieve them?

- Do you tend to get nervous, and if so, in what circumstances?
- What are the best ways of overcoming nervousness?
- What aspect(s) of your personality do you particularly like?
- What aspect(s) of your personality do you like the least?
- Do you think your personality has changed over the years?

**PART 2 (4 minutes) GOOD AND BAD MOODS**

*Discussion between candidates:*

*Look at pictures A and B on page 133 and discuss what may have caused the feelings shown in these pictures.*

*(1 minute)*

*Now look at all of the pictures on pages 133 and 134.*

*Imagine that you are taking part in a project about what causes people in modern society to feel good or bad. These pictures show feelings that the project could focus on.*

*Discuss the feelings represented in the pictures and what causes people to have them. Then decide which feeling should be the focus of the project.*

*(3 minutes)*

### PART 3 (10 minutes) CONFLICT AND COOPERATION

In Part 3 each candidate is given a card and talks alone for two minutes about the topic on the card. After each candidate has spoken, the other candidate is asked a question and the candidate who spoke alone is invited to respond (1 minute).

**Prompt Card (a)** (Given to Candidate A, and a copy to Candidate B)

What are the most common causes of conflict?

- greed/envy
- personality clashes
- desire for superiority

One of the following questions for Candidate B:

- Describe an occasion when you were in conflict with someone else. What was the outcome?
- Are you good at handling conflicts or do you try to avoid them?
- What sort of people are you most likely to come into conflict within your life?

One of the following questions for Candidate A:

- What do you think?
- Do you agree?
- How about you?

**Prompt Card (b)** (Given to Candidate B, and a copy to Candidate A)

In what ways are cooperation essential?

- problem-solving
- between nations
- team games

One of the following questions for Candidate A:

- Describe an occasion when cooperation had a positive effect for you.
- Describe an experience you have had as a member of a team.
- Is there something that you would be or have been unwilling to cooperate on?

One of the following questions for Candidate B:

- What do you think?
- Do you agree?
- How about you?

Part 3 finishes with a discussion between the two candidates and the examiner on the general topic (4 minutes).

General questions for both candidates on the topic of conflict and cooperation:

- Is it simply human nature for conflicts to arise?
- Describe a conflict which you think could have been avoided.
- What typically makes people uncooperative?
- Can people be taught to cooperate with others and if so, how?
- Describe a problem which you think could be solved by cooperation.
- Are there any situations in which cooperation is simply impossible?

**Part 2: Describing Feelings**

In the Speaking paper you may need to talk about your own or other people's feelings. To do this, you will need to know and use a wide range of words connected with feelings appropriately.

*To check or add to your vocabulary on this subject, look at the adjectives below, decide whether each one is used for describing a feeling of sadness, anger, anxiety, shock or confusion and list them in the appropriate columns.*

agitated	concerned	distressed	irate	stunned
appalled	cross	downcast	mad	taken aback
apprehensive	dejected	edgy	outraged	tense
astounded	despondent	enraged	perplexed	thrown
baffled	devastated	flabbergasted	petrified	touchy
bemused	dismayed	flustered	resentful	unnerved
bewildered	dispirited	harassed	speechless	worked up
bothered	distraught	infuriated	staggered	wound up

Sadness	Anger	Anxiety	Shock	Confusion

**Now check your answers to this exercise.**

### TOPIC VOCABULARY

*In Part 3 of this test, you are required to talk about the topic of conflict and cooperation. To check or add to your vocabulary on this subject, look at the words and phrases below. Group them together under the headings given. Then decide whether they are verbs, adjectives or nouns and label them appropriately. Then note down the precise meaning of each one (you may need to consult a dictionary) and try to think of sentences in which you could use them.*

accommodating	bad blood	defuse	in concert	rivalry
acknowledge	band together	enmity	incompatible	see eye to eye
acquiesce	bicker	fall out	intervene	set-to
acrimonious	bone of contention	feud	join forces	showdown
allow	camaraderie	friction	mediate	squabble
altercation	collaborate	give-and-take	mollify	strife
animosity	concede	grant	pacify	take issue with
antagonise	concerted effort	harmony	placate	unanimous
antipathy	conciliatory	hostility	pool	win over
appease	consensus	in accord	reconcile	wrangle

Conflict	Cooperation	Agree	Try to create agreement

**Now check your answers to this exercise.**

# TEST THREE

## PAPER 1 READING AND USE OF ENGLISH 1 hour 30 minutes

### PART 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

In the exam you will mark your answers on a separate answer sheet.

There is an example at the beginning (0).

0      A    resided      B    settled      C    dwelt      D    inhabited

0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

### Horses

Of the more than 4,000 species of mammals that have (0) .....<sup>D</sup> our earth over the past 10,000 years, the horse is one of fewer than a dozen which have been successfully domesticated. Domestication is not simply a (1) ..... of human intention. If it were, it is possible that we would now be sitting in our fireside chairs with a hyena curled at our feet.

Much of what we take for (2) ..... as useful in the modern horse – speed, size and intelligence, for example – can be explained through the evolutionary changes it has (3) ..... in response to a changing diet. As the Ice Age advanced and forests (4) ..... away, to be replaced by windswept savannah, many herbivores were (5) ..... to change their diets from leaves to grass. The little leaf-browsing predecessor of our modern horse – the ur-horse – began to change and adapt to a new ecological niche on the plains. The head (6) ..... longer, with the eye positioned at some (7) ..... from the mouth, so that in exposed spaces it could keep a careful (8) ..... for predators while it grazed. A larger brain began to develop, probably because, as a grazer, it needed greater tactile sensitivity in its lips to choose its food.

- 1      A    concern      B    business      C    point      D    matter  
2      A    assumed      B    granted      C    given      D    read  
3      A    subjected      B    undergone      C    submitted      D    committed  
4      A    died      B    passed      C    dwindled      D    vanished  
5      A    coerced      B    enforced      C    compelled      D    necessitated  
6      A    expanded      B    increased      C    grew      D    enlarged  
7      A    space      B    extent      C    stretch      D    distance  
8      A    lookout      B    heed      C    vigilance      D    alert

Now check your answers to Part 1 of the test.

**PART 2**

For questions 9–16, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

In the exam you will write your answers in CAPITAL LETTERS on a separate answer sheet.

**Example:**        0        AND

---

**Celebrity Crossover**

It is not surprising that actors want to be pop stars, (0) <sup>AND</sup> ..... vice versa. (9) ..... deep in a part of our brain that most of us manage to keep (10) ..... control, we all want to be pop stars and actors.

Sadly, there's nothing about the (11) ..... profession that automatically qualifies you for the other. Some stars do display a genuine proficiency in both disciplines, and a few even maintain successful careers in both fields, but this just (12) ..... a bad example for all the others. (13) ..... every success, there are two dozen failures. And most of them have no idea (14) ..... terrible they are. (15) ..... as power tends to corrupt, so celebrity tends to destroy the ability to gauge whether or not you're making a fool of (16) .....

*Now check your answers to Part 2 of the test.*

**PART 3**

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

In the exam you will write your answers in CAPITAL LETTERS on a separate answer sheet.

**Example:**        0        CONSIDERABLE

**King of the Watchmakers**

For a period of its history, the city of Coventry had a (0) CONSIDERABLE ..... **CONSIDER**  
 reputation as the main centre of clock and watchmaking in Britain and Coventry  
 timepieces made then were (17) ..... with both quality and **SYNONYM**  
 (18) ..... . Few people in the city today will have heard of **RELY**  
 Samuel Watson, but he almost (19) ..... paved the way for Coventry’s **HAND**  
 involvement in the clock and watch business.

Watson made his name in 1682 when he sold a clock to King Charles II. The  
 following year he began work on an astronomical clock for the king, complete with  
 planets and signs of the zodiac, which took seven years to build. It not only told the  
 time of day but also the (20) ..... changes of the planets. Queen Mary **POSITION**  
 acquired it in 1691 and it is still in the (21) ..... of the Royal Family. **OWN**

He built several other clocks, and by 1690 the clamour for Watson’s clocks was  
 such that he left Coventry and took up (22) ..... in London. He **RESIDE**  
 became Master of the London Clockmakers’ Company in 1692, which is testament  
 to his (23) ..... in the growing industry. In 1712, Samuel Watson’s **STAND**  
 name disappears from the records of the London Clockmakers’ company, and  
 the (24) ..... is that he died in that year. **LIKELY**

*Before you check your answers to Part 3 of the test, go on to pages 77–78.*

## WHAT'S TESTED

Part 3 of the Reading and Use of English paper is primarily a vocabulary test, in which you have to form words in different parts of speech from the words given. Questions may involve any of the following:

- changing or adding to the end of the word given, for example to form a noun from a given verb or an adjective from a given noun – the majority of the questions usually fall into this category.
- the use of prefixes, for example when a negative form of a word has to be formed.
- forming a compound word, either by adding another word to the word given, or by both adding a word to the word given and changing the form of the word given.

## TIPS

- First of all, decide from the context what part of speech the word you have to form must be – do you have to form a noun, an adjective, an adverb, a verb?
- Then decide what the meaning of that word is most likely to be and whether it will require a prefix or be a compound word.
- If you are sure that your decisions about both the above are correct but do not know the actual word required, use your knowledge of the language to produce a word which you feel sounds correct. Your guess may be right, and if you put no answer at all, you certainly won't get a mark!

*Look again at Part 3 of this test on page 76 and then for each question, decide which of the choices A–D best expresses the meaning of the word that should fill the gap.*

*Then decide which of the words listed could fill the gap for that question. Some of the words listed do not exist at all.*

*You may wish to change some of the answers you gave in the test after you have done these exercises.*

- 17** **A** incomparable objects  
**B** always made to the same standard  
**C** considered to mean automatically  
**D** in the same way

synonymatic  
 synonymists  
 synonymous  
 synonymally  
 synonymised

- 18** **A** in such a way that they could be relied upon  
**B** being in a position of relying on  
**C** dependence  
**D** the fact of being something that can be relied upon

reliance  
 reliability  
 reliably  
 reliant  
 reliableness

- 19** **A** earlier  
**B** in an authoritarian way  
**C** conveniently  
**D** alone
- single-handedly  
handfully  
handily  
high-handedly  
beforehand
- 20** **A** having a certain position  
**B** putting into positions  
**C** relating to position  
**D** forcing someone/something into a position
- positionalised  
positional  
positionful  
imposition  
postionalising
- 21** **A** the person owning  
**B** the act of becoming owned by  
**C** the fact of being owned by  
**D** something owned
- ownering  
owning  
ownerdom  
ownership  
ownerhood
- 22** **A** connected with the place where someone lives  
**B** a person who lives in a particular place  
**C** the situation of living in a particular place  
**D** employment
- resident  
residential  
residency  
residence  
residency
- 23** **A** reputation  
**B** extraordinary  
**C** being able to endure  
**D** attitude
- standpoint  
standing  
withstanding  
outstanding  
standence
- 24** **A** evidence  
**B** explanation  
**C** guess  
**D** probability
- likelihood  
likeliness  
likelibility  
likeliace  
likeliment

**Now check your answers to these exercises and to Part 3 of the test.**

**PART 4**

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Here is an example (0).

0 Robert was offended when he was left out of the team.

**exception**

Robert ..... left out of the team.

0	took exception to being
---	-------------------------

In the exam you will write **only** the missing words on a separate answer sheet.

25 If Tony hadn't interfered, there would have been no problems yesterday, I'm sure.

**smoothly**

Without Tony's ..... yesterday, I'm sure.

26 He didn't want to get into a position where he might lose all his money.

**possibility**

He didn't want to expose ..... all his money.

27 The company received an enormous number of calls responding to the advert.

**deluged**

The company ..... response to the advert.

28 The manager said that he had paid attention to my complaints and would take the appropriate action.

**note**

The manager said that he had ..... accordingly.

29 His behaviour at the conference gave him the bad reputation he now has.

**conducted**

The way ..... in the bad reputation he now has.

30 Her work didn't meet the standards that were considered acceptable.

**conform**

Her work ..... acceptable standards.

Now check your answers to Part 4 of the test.

**PART 5**

You are going to read an extract from a magazine article about a chess champion.

For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

In the exam you will mark your answers on a separate answer sheet.

---

**The Chess Player**

In the corner of the room sits the pub champion. He looks like the classic chess bum. Untidy hair. Big beard. His possessions in a white polythene bag by his feet. The chess board is also made of polythene, and the pieces of plastic. The ‘table’ is an up-ended keg of beer. The pub champion is playing some kid genius from out of town who has just won a London grandmaster tournament. He is called David R. Norwood. (I know. The boy wonder, all of 19, gave me his business card. It said ‘David R. Norwood. International Chess Master’.) Now David R. Norwood is, as he will be the first to admit, one of the hottest properties on the international chess circuit.

But something funny is happening in his games – played at the rate of about one every ten minutes – against the pub champion. David R. Norwood is not winning any. And he is not merely losing. He is being taken apart. In the argot of the chess player, he is being ‘busted’. But David R. does not seem too worried about this denouement. Occasionally he will say, with a smile, ‘Hey, you’re not such a bad player.’ His opponent, Jonathan Speelman, the pub champion, only laughs and sets up the pieces for the next act of slaughter. It is a joke, of course. He is not merely ‘not a bad player’. He is possibly the best player in the Western world.

After Jon had finally exhausted David R. Norwood’s enthusiasm, I asked whether he would mind playing me. Not at all, he said, and played game after game against me until I became more bored by losing than he did by winning. ‘Why,’ I asked, ‘do you put up with playing chess jerks like me?’ ‘Because I like to play with the pieces,’ was the instant and unanswerable reply. My impression while playing Jon was slightly different, namely that the pieces enjoyed playing with him. He gives them the time of their life. These plastic pieces, property of the pub, had probably never before experienced more than the intellectual equivalent of being cooped up in a shed. With Jon, they were roaming free across vast expanses.

His friends, incidentally, do not call him Jon. They do not call him Speelman either. They call him ‘Spess’. This stems from a report in *The Times* about ten years ago of a tournament in which Speelman was taking part. But, *Times* sub-editors being *Times* sub-editors, his name inadvertently came out as ‘Specimen’. In view of his rather weird appearance, fellow chess players decided that this was, if not his real name, at least descriptively accurate, and so Specimen, and then later Spess, he became.

On many personal matters, Jon Speelman is difficult to interview. He is very self-conscious, a keen practitioner of self-psychoanalysis. The result is that he is only too aware of the implications which might be drawn from anything he might say. Worse, he was so concerned about what I was writing down that he would stare at my pad when I noted anything, attempting to read my scribble upside-down. In an effort to counter this awkward turning of the tables, I began deliberately to write in messier and messier scrawl.

Afterwards I was quite unable to read many of my own notes. Later I surmised that the chess player in Speelman had calculated that his scrutiny of my notepad would have this effect, and that it was a deliberate attempt to reduce the number of personal details I would be able to decipher. If that sounds convoluted, it is quite in character with Speelman's way of playing chess. Some great players reveal their greatness through the simplicity of their methods. Others, more unusually, have a genius to confuse, an ability to generate chaos, out of which only they can perceive a clear path to victory. This is Speelman's method.

But such a style is one which makes enormous demands on the exponent's nervous system. When he plays, Speelman is all nervous, twitchy movement. His hands play with his beard, his glasses, anything he can reach. He makes strange clicking noises. He will get up from the board and stand over it and his opponent, nodding his head as if checking through the variations. ('He goes there, I go there, he goes there ...') I asked him how many moves he can see ahead. 'It's a silly question,' he replied, 'but it's not too difficult to imagine a position in which one could calculate 25 moves ahead.' 25 moves on each side, he means. That is 50 moves in total. Try saying 'he goes there, I go there' 25 times. Now you get the picture.

- 31 In the first paragraph, the writer implies that
- A he found David R. Norwood rather arrogant.
  - B it is strange for chess players to have business cards.
  - C the best chess players tend to be scruffy in appearance.
  - D he likes to see chess played in informal surroundings.
- 32 What does the writer say about the games between David R. Norwood and Jonathan Speelman?
- A They might have different outcomes if they were being played in a real tournament.
  - B They indicate that Jonathan Speelman does not have a high regard for David R. Norwood.
  - C They involve David R. Norwood making jokes to cover his embarrassment.
  - D They indicate that there is a huge gulf between the standard of the two players.
- 33 When the writer played Jonathan Speelman, he felt that Speelman
- A preferred just to play than to indulge in polite conversation as well.
  - B had an approach to the game that made other approaches seem limited in comparison.
  - C was doing his best not to let the games bore him.
  - D was adopting an approach he would not use if he was playing in a serious game.
- 34 What does the writer say about Speelman's nickname?
- A It indicates that he is regarded as a rather distant figure.
  - B It is not very flattering.
  - C It is connected with his style of playing.
  - D It was first used as a joke.
- 35 The writer says that Speelman tried to read the notes he was making because
- A he saw it as the kind of thing the writer would expect of him.
  - B he felt that he could get a clear picture of a person from the way they wrote.
  - C he was aware that this would put the writer off while he was making them.
  - D he wanted to make sure that certain complex points he made were correctly understood.
- 36 When the writer says 'Now you get the picture' (final line), he is emphasising
- A how complex a serious game of chess can be.
  - B how extraordinary Speelman believes his style of play is.
  - C how incredible the mental feat Speelman performs is.
  - D how peculiar Speelman might appear to others to be.

## PART 6

You are going to read an extract from an autobiography. Seven paragraphs have been removed from the extract. Choose from the paragraphs A–H the one which fits each gap (37–43). There is one extra paragraph which you do not need to use.

In the exam you will mark your answers on a separate answer sheet.

## The Hammond Organ

It's September 1995 and I'm on my way home to Austin, Texas from Bangkok. Breaking the journey in Los Angeles, I spot an ad for an organ in the classifieds. It's a 1954 Hammond B2. I can't resist this little gem, so I buy it – sight unseen – and arrange to have it collected, crated and trucked to Texas.

37

Ever since I heard *Green Onions* by Booker T. and the MG's on the radio, the sound of a Hammond organ has moved me. Although at the time I didn't know exactly what Booker T. was playing, I knew I wanted to make that noise. I didn't even know how to play an organ, but the way it swirled and swam and bit your ears off, I knew somehow I had to have one. So I did my research in the music shops, and found out that the coolest-sounding organs were all Hammonds, but that the L100, while it still had that special sound, was lighter and cheaper than the other models. Not that any of them were cheap, which didn't much matter, because I had no money.

38

But when I called them up, they were very helpful. There was no drawback. The only thing I could not do was move it, once they'd set it up. That wasn't going to be a problem. The problem would be explaining the arrival of this beautiful monster to Mum and Dad. But I wasn't thinking that far ahead. I wasn't really thinking at all, apart from wondering – when could it be delivered? 'Tomorrow.' 'Okay.' And that was it. The next morning at about 10am there was a knock at the door and two men in white coats were standing on the doorstep. After I'd signed papers and promised not to move it, we pushed the dining table and chairs back against the wall.

39

It was all polished and shiny and made our dining-room suite look quite tatty. They showed me how to start it up and we shook hands. It couldn't have been simpler. 'See you in two weeks then.' 'Yes,

okay, bye.' Slam. 'Aarrgh!' I screamed and ran upstairs to get the record player from the bedroom, set it up on top of the bookcase, plonked *Green Onions* on the turntable and cranked it up! Yes, yes, yes, nothing could stop me now. I had lost my mind and I'd never find it again.

40

The next thing to master was the Leslie cabinet. This was where the sound came out. The Leslie is a combined amplifier and speaker cabinet, but it has two speakers which point up and down. The sound travels through revolving rotors, which throws the music out in waves. It's what makes the sound of every Hammond bite and swim in your ears. You can regulate the speed it rotates and it's very powerful.

41

When Dad came whistling his way up the path after work, I went to the door to head him off. 'Hello Dad.' 'What's up?' 'Nothing much. Well, I've got something to tell you.' 'Yes.' 'Er, Dad, you'll never guess what I've got.' 'What have you got?' 'A Hammond organ.'

42

He was down the hall and peering round the door suspiciously before I could stop him. 'Blimey,' he said. 'Well, I'm blown. Where's the dining-room table gone?' He was in the doorway, trying to squeeze past the monster organ and the Leslie. 'It's great, isn't it?' 'Well, it's big ... how are we going to eat with this thing in here, and why didn't you ask me or your mum?' 'Sorry, but it'll only be here for a couple of weeks, listen to this.' I played the first part of *Green Onions* on it. 'Not bad, eh?' 'I dunno.' He was thinking. 'Here, don't say a word, let me break it to your mum.'

43

I bought it on the 'never never'. Dad co-signed the hire purchase forms for me because I was under age.

- A** This meant that there was now enough room. Very carefully, they wheeled in a brand new Hammond organ and matching bench with the Playing Guide and connecting cables tucked inside the lid, and a brand new Leslie 147 speaker cabinet, which filled up the entire room. My face must have been a picture. This was the gear!
- B** I found all that out by fiddling around with it for hours that day until I got some results. Basically, I just taught myself. The wonderful thing about the Hammond is it sounds good without too much effort. It's not like the bagpipes or the violin, where even after a lot of work it can still sound bad!
- C** However, I never had any ambition as a kid to play the piano, let alone the organ. It was all my mum's fault. She'd had a dream of playing the piano since she was a kid, but growing up in the little town of Mountrath in the centre of Ireland, as one of 11 kids, there was hardly money for shoes let alone piano lessons. And as she hadn't been able to afford them when she was young, I was going to get them whether I wanted them or not.
- D** 'What's a Hammond organ?' 'It's free. I've got it for two weeks, then they'll come and take it away and no charge whatsoever.' 'Where is it then?' 'It's in the back room, it's fantastic and it's not costing a penny.'
- E** Then, thumbing through the back pages of the *Melody Maker*, I noticed an ad for Boosey and Hawkes, in Regent Street, who were offering to let me: 'Try a Hammond Organ in your own home on two weeks' free approval.' 'Yeah, right,' I thought. 'Pull the other one.' I tried to figure out what the catch could be, because I couldn't believe they'd let me get my sweaty hands on a genuine Hammond without money changing hands or at least making a promise to buy.
- F** Somehow I knew that meant it was going to be all right. The men in white coats came to take it away two weeks later and my new mahogany Hammond organ and matching Leslie cabinet arrived the following week.
- G** Sometimes, a smell can trigger a memory so strong and true it unravels years in an instant, like the smell of oil paint, which takes me straight back to my art school days. So, as they unbolt the container, even before I get to see how beautiful the instrument is, the combination of furniture polish and Hammond oil wafts up my nose and I get a flashback to 1964, when I caught that odd mixture for the first time.
- H** Now I had to figure out how to play the beast and get the same sound as that. Carefully listening to sustained notes on the record, I pushed and pulled the drawer bars in and out until I got the same sound. Then, if I played the part right, the sound would change – just like the record.

*Now check your answers to Part 6 of the test.*

**PART 7**

You are going to read an extract from an article about a man who was involved in the development of computing. For questions 44–53, choose from the sections (A–F). The sections may be chosen more than once.

In the exam you will mark your answers on a separate answer sheet.

---

**In which section are the following mentioned?**

the speed at which McCarthy made progress in his career	44 .....
an opinion McCarthy had which proved to be mistaken	45 .....
McCarthy's belief that one of his ideas could have a widespread function	46 .....
McCarthy's attention to the moral aspects of an area of research	47 .....
what inspired McCarthy to go into a certain area of research	48 .....
McCarthy's view of what was the cause of a certain problem	49 .....
McCarthy's attempt to introduce a rival to something commonly used	50 .....
McCarthy's continuing belief in the importance of a certain field	51 .....
a common belief about McCarthy	52 .....
McCarthy's criticism of an area of research he had been involved in	53 .....

*Before you check your answers to Part 7 of the test, go on to pages 86–87.*

## John McCarthy – Computer Pioneer

- A**  
John McCarthy was often described as the father of ‘artificial intelligence’ (AI), a branch of computer science founded on the notion that human intelligence can be simulated by machines. McCarthy, who coined the term in 1956, defined it as ‘the science and engineering of making intelligent machines’ and created the Lisp computer language to help researchers in the AI field. He maintained that there were aspects of the human mind that could be described precisely enough to be replicated: ‘The speeds and memory capacities of present computers may be insufficient to simulate many of the higher functions of the human brain,’ he wrote in 1955, ‘but the major obstacle is not lack of machine capacity but our inability to write programs taking full advantage of what we have.’
- B**  
McCarthy went on to create AI laboratories at the Massachusetts Institute of Technology, and later at Stanford University where he became the laboratory’s director in 1965. During the 1960s he developed the concept of computer time-sharing, which allows several people to use a single, central, computer at the same time. If this approach were adopted, he claimed in 1961, ‘computing may some day be organised as a public utility’. The concept of time-sharing made possible the development of so-called ‘cloud computing’ (the delivery of computing as a service rather than a product). Meanwhile, his Lisp programming language, which he invented in 1958, underpinned the development of voice recognition technology.
- C**  
McCarthy’s laboratory at Stanford developed systems that mimic human skills – such as vision, hearing and the movement of limbs – as well as early versions of a self-driving car. He also worked on an early chess-playing program, but came to believe that computer chess was a distraction, observing in 1997 that it had developed ‘much as genetics might have if the geneticists had concentrated their efforts starting in 1910 on breeding racing *Drosophila*. We would have some science, but mainly we would have very fast fruit flies.’
- D**  
The concept of AI inspired numerous books and sci-fi films, notably Stanley Kubrick’s dystopian *2001: A Space Odyssey* (1968). In the real world, however, the technology made slow progress, and McCarthy later admitted that there was some way to go before it would be possible to develop computer programs as intelligent as humans. Meanwhile he applied himself to addressing theoretical issues about the nature of human and robotic decision-making and the ethics of creating artificial beings. He also wrote a sci-fi story, *The Robot and the Baby*, to ‘illustrate my opinions about what household robots should be like’. The robot in the story decides to simulate love for a human baby.
- E**  
McCarthy taught himself mathematics as a teenager by studying textbooks at the California Institute of Technology. When he arrived at the institute to study the subject aged 16, he was assigned to a graduate course. In 1948 a symposium at Caltech on ‘Cerebral Mechanisms in Behaviour’, that included papers on automata and the brain and intelligence, sparked his interest in developing machines that can think like people. McCarthy received a doctorate in Mathematics from Princeton University in 1951 and was immediately appointed to a Chair in the subject. It was at Princeton that he proposed the programming language Lisp as a way to process more sophisticated mathematical concepts than Fortran, which had been the dominant programming medium until then. McCarthy joined the Stanford faculty in 1962, remaining there until his official retirement in 2000.
- F**  
During the 1970s he presented a paper on buying and selling by computer. He also invited a local computer hobby group, the Homebrew Computer Club, to meet at the Stanford laboratory. Its members included Steve Jobs and Steven Wozniak, who would go on to found Apple. However, his own interest in developing time-sharing systems led him to underestimate the potential of personal computers. When the first PCs emerged in the 1970s he dismissed them as ‘toys’. McCarthy continued to work as an emeritus professor at Stanford after his official retirement, and at the time of his death was working on a new computer language called Elephant. Despite his disappointment with AI, McCarthy remained confident of the power of mathematics: ‘He who refuses to do arithmetic is doomed to talk nonsense,’ he wrote in 1995.

## WHAT'S TESTED

Part 7 of the Reading and Use of English paper requires you to match information or points with different sections of a text or different short texts. The text may be a continuous text divided into sections (like this one) or it may consist of a series of short texts (about different people, places, etc, as in Test 2). You have to decide which section or short text contains the exact information that is in the statement or question. You will be required to match the following:

- **specific information/details** included in the text
- **opinions and attitudes** expressed in the text

## TIPS

- Begin by reading quickly through the whole text (or all of the short texts). This will give you a general idea of what the whole text or each short text contains and the differences between the content of each section/text, which will help you when you come to answer the questions. If you start with the questions, you may quickly become confused.
- There are two approaches you can take:
  - 1 matching information/points to sections/texts: you can look at each numbered question and then look through the sections/texts to find the lettered section/text that matches it.
  - 2 matching sections/texts to information/points: you can read each lettered section/text and then go through all of the numbered questions to find which one or ones match it. A section/text may match more than one of the numbered questions.
- If you use approach 1, be careful. More than one section/text may contain something closely related to the question. But only one will contain something that precisely matches the question.
- If you use approach 2, be careful. A question may relate closely to something in the section/text you are dealing with, but not be the correct answer. To be the correct answer, a question must match exactly something stated in that section/text.
- The numbered questions rephrase what is stated in the text. Do not try to match exact words and phrases in the question with the same words and phrases in the text. Words and phrases used in the question may appear in a section/text, but that section/text may not be the correct answer. What you have to do is to match ideas. So look for the place in the text where the same idea is expressed in different words and phrases.

*The following exercises will help you to answer questions you were unable to do in the test or to confirm answers that you gave. For each exercise, **there may be more than one correct answer.***

### Section A

Read section A of the text carefully. Which of the following are mentioned about McCarthy?

- 1 his reputation among other people
- 2 why he got involved in AI
- 3 a false belief he had
- 4 something he believed to be preventing progress in AI

**Section B**

Read section B of the text carefully. Which of the following are mentioned?

- 1 how quickly McCarthy was promoted at Stanford
- 2 a prediction made by McCarthy
- 3 McCarthy's concern about the possible bad effects of computers on people
- 4 something that McCarthy hoped to compete with

**Section C**

Read section C of the text carefully. Which of the following are mentioned?

- 1 claims McCarthy made about the future benefits of one of his ideas
- 2 a difficulty associated with developing a chess-playing program
- 3 McCarthy's view of the importance of genetics as an area of research
- 4 something McCarthy regarded as a waste of time and effort

**Section D**

Read section D of the text carefully. Which of the following are mentioned about McCarthy?

- 1 his disapproval of computer programs developed by others
- 2 two aspects of technology that he focused on in his research
- 3 a solution that he came up with concerning the creation of robots
- 4 something concerning robots that he was wrong about

**Section E**

Read section E of the text carefully. Which of the following are mentioned?

- 1 an event that had a huge influence on McCarthy
- 2 what people at various academic institutions thought of McCarthy
- 3 how quickly McCarthy rose in status at Princeton
- 4 an alternative to something established

**Section F**

Read section F of the text carefully. Which of the following are mentioned about McCarthy?

- 1 his fears about the effects of computers on people
- 2 his incorrectly negative view of a certain development
- 3 his view of the commercial possibilities of a language he developed
- 4 a statement he made about a particular area of study

***Now check your answers to these exercises. When you have done so, decide whether you wish to change any of your answers to Part 7 of the test. Then check your answers to Part 7 of the test.***

---

**PAPER 2 WRITING** 1 hour 30 minutes**PART 1**

*Read the two texts below.*

*Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.*

*Write your answer in 240–280 words.*

---

**1****Views on Adolescence**

One of the most irritating conventional wisdoms of recent times is that adolescence is a horrendously traumatic and stressful phase of life, characterised by rebellion and dissent. A somewhat unholy alliance of therapists, advertising moguls, pop pundits and preachers pontificates about the rupture that occurs with the entry into adolescent status, the special and separate culture, the bewildering biological and psychological changes. The expectation is of trouble. This is not to suggest that adolescence is a golden age, a wondrous period of growth, self-exploration and self-discovery. It can be these things but it is also a time of pain, embarrassment, self-doubt and loss.

**Parents and Adolescence**

If you've got a teenager who is loud, moody, distant and rebellious, it won't make your life any more comfortable to know that this is normal, but it may at least put your mind at rest that you haven't gone badly wrong somewhere. The processes that teenagers go through, physical and emotional, are unavoidable if they are ever to reach maturity. There are no short cuts, no cryogenic miracles that will suspend them in ice between the ages of 13 and 20. And in terms of their psychological development, it does appear that the more you try to hijack it, or delay it, or mould it in your very own image, the bigger the problems will be, especially for your child.

*Write your **essay**.*

*Before you write your essay, go on to pages 89–90.*

**PART 1**

For information on What's Tested and Tips, see page 25.

**SUMMARISING THE TEXTS**

**1** Read the first text carefully. Then decide which of A–E are paraphrases of the two main points.

One of the most irritating conventional wisdoms of recent times is that adolescence is a horrendously traumatic and stressful phase of life, characterised by rebellion and dissent. A somewhat unholy alliance of therapists, advertising moguls, pop pundits and preachers pontificates about the rupture that occurs with the entry into adolescent status, the special and separate culture, the bewildering biological and psychological changes. The expectation is of trouble. This is not to suggest that adolescence is a golden age, a wondrous period of growth, self-exploration and self-discovery. It can be these things but it is also a time of pain, embarrassment, self-doubt and loss.

- A** Adolescents dislike what is said about them by a range of adults.
- B** According to experts, adolescence is a very difficult time for both teenagers and parents.
- C** Different individuals experience adolescence in different ways.
- D** There is disagreement among experts on the subject of adolescence.
- E** There are both positive and negative aspects to adolescence.

**2** Read the second text carefully. Then decide which of A–E are paraphrases of the two main points.

If you've got a teenager who is loud, moody, distant and rebellious, it won't make your life any more comfortable to know that this is normal, but it may at least put your mind at rest that you haven't gone badly wrong somewhere. The processes that teenagers go through, physical and emotional, are unavoidable if they are ever to reach maturity. There are no short cuts, no cryogenic miracles that will suspend them in ice between the ages of 13 and 20. And in terms of their psychological development, it does appear that the more you try to hijack it, or delay it, or mould it in your very own image, the bigger the problems will be, especially for your child.

- A** Parents should be careful not to make problems associated with adolescence even worse.
- B** Different parents respond to the problems of adolescence in very different ways.
- C** Not all teenagers are difficult for their parents to deal with during adolescence.
- D** Parents can be very helpful to their children during adolescence.
- E** Parents should realise that difficult behaviour among teenage children is to be expected.

**Now check your answers to these exercises.**

**Then write your essay, summarising the key points from the texts and including your own opinions.**

**When you have written your answer, assess it in accordance with the mark scheme.**

**SAMPLE ANSWER**

Now read this sample answer for Part 1 and answer the questions that follow it.

The texts state how irritating and emotionally demanding it can be for both parents and their growing up children. When the time comes for teenagers to step into the adulthood, the emotional discomfort and the chemical reactions in the body can cause trouble. It is a very traumatic and stressful experience, but it is a very vital time of any growing up teenager. The time of growing into responsibilities, becoming mature, exploring your personality, discovering your body from an adult point of view. As good as it sounds, it is also the time for confusion, an emotional roller-coaster, and often pain.

The side effects of the chemical processes in the body often reveal themselves in anger, mood swings, loud expression of feelings, tears, sometimes even violence. Awareness for parents might not bring any solutions, but it is important for them to try to understand that what is happening to their adolescent children is an unavoidable way to adulthood, and there is no other way.

In my opinion, adolescence is a time when parents are the people who should set an example to their children. They should help the children through hard times, and guide them into the right path. A young person during that adolescence time is more likely to soak up any bad influences from the world around them and therefore parents should look after their children with a special approach and extra care to make sure that such influences do not have a bad effect.

**Content**

Are the two main points for each text summarised in the essay? Where are the main opinions from the text summarised? Are any key points missing? Are any additional but irrelevant points included? Are the writer's own opinions included? If so, where?

**Communicative achievement**

Is the style and tone of the essay suitably neutral/formal or is it too informal? Are the key points from the texts expressed in the writer's own words or are large parts of the texts simply copied?

Are the writer's opinions clear and are they logically connected with the points made in the texts?

**Organisation**

Does the essay flow well and is it coherent as a whole? Is it divided appropriately into paragraphs? Is there appropriate linking between points made and opinions expressed? If the essay is an introduction and/or a conclusion, is it appropriate/clear?

**Language**

Is there a good range of grammatical structures that are not just simple? Are grammatical structures used accurately? Is there a good range of vocabulary both single words and phrases that are appropriate for the topic? Is the vocabulary used accurately? Are there any language errors in the essay? If so, try to correct them.

**Now check your assessment of this sample answer with the assessment.**

---

**PART 2**

Write an answer to **one** of the questions 2–5 in this part. Write your answer in 280–320 words in an appropriate style.

---

- 2 A magazine is running a competition for the best article entitled *The Day That Changed My Life*. Write an article for this competition, explaining the background to what happened, the details of what happened and the effect it had on your life.  
Write your **article**.
- 3 An arts magazine has started a section called *Answer The Critics*, in which readers are invited to respond to the reviews written by the magazine's critics with reviews of their own. Write a review of something you have seen (a film, show, play or TV programme) or read, giving your own opinions on it and comparing your views with those of the critics.  
Write your **review**.
- 4 You recently stayed at one of a chain of large hotels and encountered a number of problems during your stay which you feel were the fault of the company. Write a letter to the company's head office, detailing the problems that you had, describing what happened when you complained to the hotel staff about them and suggesting ways in which the hotel group could improve its service to customers.  
Write your **letter**. Do not write any postal addresses.
- 5 Set book questions – a choice from (a) or (b).  
In the exam you may choose to answer a question on one of the two set books.

**Before you write your answer, go on to pages 92–93.**

**PART 2**

For information on What’s Tested and Tips, see page 59.

To plan your answer for question 4 in Part 2, complete the following notes.

1 Note down as briefly as possible the **topic** of your letter.

.....

2 List as briefly as possible the following:

- the **problems** that you had at the hotel
- **what happened** when you complained at the time
- your **suggestions** as to how the hotel could improve

Problem	What happened	Suggestion

3 List briefly any additional points you wish to make about the hotel which you think are relevant to the topic. You may not wish to include any additional points.

Additional point	What happened	Suggestion

4 Now note briefly how your letter will be organised by deciding what each part of it will contain. You may not wish to have as many paragraphs as are listed below.

Opening
Paragraph 1
Paragraph 2
Paragraph 3
Paragraph 4
Paragraph 5
Paragraph 6
Ending

5 Now use these notes to write your letter.

*When you have written your answer, assess it in accordance with the mark scheme.*

**SAMPLE ANSWER**

Now read this sample answer for question 4 in Part 2 and answer the questions that follow it.

Dear Sir or Madam,

I'm writing to complain about your Hotel Blue Star, where I was staying for two nights on 24th–25th of November during my business trip. Despite of recommendations of a friend of mine, I encountered three major problems that made my stay rather unpleasant and unnecessarily complicated. Although the hotel facilities were of high standard, I certainly cannot say the same about your service.

For the first night I reserved a table for four people in your hotel restaurant. For some reason the reservation had not been made and my business partners and I had to wait at the lobby for more than half an hour to get a table. Considering that my guests were some of the most important business partners of mine, this was most unpleasant.

The next evening I arrived at the hotel very tired at 7pm, hoping that my dinner, which I ordered in the morning, will be delivered to my room at 7.30pm. At 8 o'clock, starving, I rang the restaurant. They knew nothing about my order. Therefore I had to wait for my dinner for another 45 minutes to be ready.

The same evening I rang the reception, asking them to prepare my bill for the following morning as I was about to leave at 6am for the airport and could not wait. This had not been done either, which meant another wait for me. It took more than 20 minutes to get my bill ready. Not mentioning that my taxi booking was omitted too.

I strongly advise you to inform your hotel staff in the reception as well as in the restaurant about the appalling service I had to endure and instruct them in the service they should provide, especially for business people, who usually lack the time for waiting. I don't require any financial compensation, although your apology and information about steps that have been taken to avoid such a situation in the future is awaited.

Yours faithfully,

**Content**

Are all the main points mentioned in the question covered? Where are these points covered? If any are not covered, which are missing? Are any additional points included? If so, what are they, and are they relevant?

**Communicative achievement**

Are the style and tone of the letter appropriate? How would you describe them? Why are they appropriate or inappropriate? Is the format suitable for a letter of this kind? If so, why? If not, why not?

Do you feel that someone reading this letter would be clear what the writer's point of view is throughout it? If so, summarise the writer's point of view briefly. If not, say what you feel is unclear in the letter.

**Organisation**

Is the letter well-organised in terms of the beginning, middle and end? Is it divided into paragraphs appropriately? Describe briefly the content of each paragraph.

Does the letter flow well in terms of the linking of points and ideas within paragraphs and between paragraphs? Give examples of places where the linking is good. If there are occasions when the linking is inadequate or inappropriate, suggest improvements.

**Language**

Is there a wide range of vocabulary and grammatical structures? If so, give examples. If there are occasions when the vocabulary or grammar is too simple, suggest alternatives.

Are there any mistakes in the use of vocabulary or grammar? Correct any that you find.

**Now check your assessment of this sample answer with the assessment.**

**PAPER 3 LISTENING** approximately 40 minutes**PART 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.*

*In the exam you will hear each extract twice.*

---

**Extract One**

You hear part of a radio programme about British attitudes.

- 1 The speaker says that one example of British people's pessimism is their
  - A calm response to problems that affect them personally.
  - B acceptance of what they are told by administrators.
  - C tendency to exaggerate potential problems.
- 2 What does the speaker say about British children?
  - A They come to appreciate irony later in life.
  - B It comes naturally to them to be pessimistic.
  - C They are aware of having a peculiar sense of humour.

**Extract Two**

You hear the introduction to a radio science programme.

- 3 The speaker describes a process by which the brain
  - A changes previous perceptions about events.
  - B discards irrelevant information about events.
  - C waits before focusing on events.
- 4 What does the speaker say about the research he mentions?
  - A It has been influenced by the methods used for live TV broadcasts.
  - B It adds useful information to what is already known.
  - C It is likely to be disproved by other research.

**Extract Three**

You hear the introduction to a radio programme about inventors.

- 5 The speaker says that Edison's comment
  - A reflects the naivety of inventors.
  - B sums up the unpredictability of an inventor's life.
  - C is as true today as when he made it.
- 6 What does the speaker say about the rules concerning English patents?
  - A He can understand why they remain in force.
  - B They have always put inventors at a disadvantage.
  - C Some inventors do not abide by them.

*Stop the recording when you hear 'That's the end of Part 1':*

*Now check your answers to Part 1 of the test.*

**PART 2**

You will hear part of a radio report about interactive science and technology centres in Britain.

For questions 7–15, complete the sentences with a word or short phrase.

In the exam you will hear the piece twice.

The area on which the National Stone Centre stands has been used for a long time for the mining of

<i>and</i>	<b>7</b>
------------	----------

.

Visitors to the centre are surprised to discover how much stone people

	<b>8</b>
--	----------

.

Examples of the use of stone in construction shown are

<i>and</i>	<b>9</b>
------------	----------

.

The headmaster describes the centre as an excellent

	<b>10</b>
--	-----------

.

The first interactive gallery in Britain was called

	<b>11</b>
--	-----------

.

At Techniquest, there are structures which

	<b>12</b>
--	-----------

.

At Techniquest, a special

	<b>13</b>
--	-----------

 is used for teaching people about centrifugal force.

People can learn about the effect that

	<b>14</b>
--	-----------

 can have on each other at Techniquest.

A dragon is used for teaching people about

	<b>15</b>
--	-----------

 at Techniquest.

**Stop the recording when you hear ‘That’s the end of Part 2’.**

**Now check your answers to Part 2 of the test.**

**PART 3**

You will hear an interview with someone who reviews hotels.

For questions 16–20 choose the answer (A, B, C or D) which fits best according to what you hear.

In the exam you will hear the piece twice.

---

- 16 What does Paddy say about some readers of her column?
- A They suspect that she enjoys criticising hotels.
  - B Her attitude to hotels has changed because of their response.
  - C Her comments match their experiences of hotels.
  - D They prefer reading about hotels they would not want to visit.
- 17 What does Paddy say about some hotel-keepers?
- A They sometimes have to force themselves to have a sense of humour.
  - B They would be more suited to a different profession.
  - C They expect to receive negative comments about their hotels.
  - D They are surprised that they become friends of hers.
- 18 Paddy says that some hotel-keepers she has contacted about the book have
- A realised that she does not really have an assistant called Emily.
  - B corrected inaccuracies that were in her review of their hotels.
  - C responded favourably despite criticisms she had made.
  - D made her wonder whether her reviews of their hotels were unfair.
- 19 Paddy says that one hotel-keeper she spoke to told her that
- A other people are unlikely to be treated in the same way in hotels as she is.
  - B he was unwilling to discuss some of the comments in her review.
  - C her reviews did not have as much influence as she believed.
  - D he no longer wanted his hotel to appear in the book.
- 20 The same owner also told her that
- A he had passed information about her to other hotels.
  - B he resented her description of him in her review.
  - C he did not understand why she wanted to put his hotel in her book.
  - D there was nothing distinctive about her physical appearance.

*Stop the recording when you hear 'That's the end of Part 3'.*

*Before you check your answers to Part 3 of the test, go on to pages 97–98.*

## WHAT'S TESTED

The questions in Part 3 of the Listening paper test you on your ability to understand and interpret often complex points made and information given by speakers in conversation, particularly in an interview situation. Questions may focus on any of the following:

- **opinion** – a view expressed by a speaker.
- **gist** – the general meaning of what a speaker says, or the main point a speaker makes.
- **detail** – specific information given or a particular point made by a speaker.
- **inference** – something which is not directly stated by a speaker but which is strongly implied.

## TIPS

- Questions follow the order of what is said in the piece – for example, questions in an interview may cover each succeeding answer given by the person being interviewed.
- Don't rush into choosing the option that appears superficially to be the most plausible – what speakers say is often fairly complex and subtle.
- It is possible that more than one option in a question may be correct according to what the speaker says, but only one option will correctly answer the question that has been asked, so make sure that you read the question carefully.
- If you find a question particularly difficult, don't linger on it so that you do not concentrate sufficiently on what comes next in the piece. If you do that, you may fail to answer the next question, which may have presented you with considerably less difficulty.
- Use the pause of one minute before the piece to read the questions in advance, so that you are aware of the aspects of it that you will be tested on.
- Use the second listening to check your answers even if you were confident of them on the first listening, as well as to answer questions you were unable to do then.

*Listen to Part 3 of the test again and do the exercises below. They will help you to eliminate the incorrect options in the questions in the test or to confirm that you have selected the right options. In each exercise, tick one or more boxes.*

**Question 16** Stop the recording when Paddy says 'some awful ones too'.

Which of the following does Paddy mention in her first speech?

- A** a feeling of optimism whenever she goes to a hotel
- B** hotels whose appearances are deceptive
- C** a desire on her part to find things wrong with hotels
- D** the influence that readers' letters have had on her
- E** a reference to highly critical reviews of hotels she has written
- F** readers' own opinions of hotels she has reviewed
- G** a comment on how enjoyable her critical reviews of hotels are
- H** a comment about hotels she approves of in her reviews

**Question 17** Stop the recording when Paddy says 'have become friends'.

Which of the following does Paddy refer to in her second speech?

- A hotel-keepers who are aware of reasons why their hotels deserve criticism
- B circumstances in which she does not feel good about criticising a hotel
- C hotel-keepers who would prefer to be in a different line of work
- D hotel-keepers she thinks would make excellent performers
- E the kind of hotel-keepers most likely to have a sense of humour
- F the reaction of hotel-keepers when she gives their hotels bad reviews
- G hotel-keepers who she thinks disguise their true feelings about her reviews
- H how strange it is that she has become friends with certain hotel-keepers

**Question 18** Stop the recording when Paddy says 'behind-the-scenes stories'.

Which of the following does Paddy mention in her third speech?

- A realising that some details in her original reviews were inaccurate
- B the fact that she has enjoyed getting into contact with hotel owners
- C the reason why she sometimes pretends to be someone else
- D occasions when she has regretted pretending to be someone else
- E hotel owners protesting about the reviews she wrote about their hotels
- F asking hotel owners whether their hotels have got better since her review
- G changing her mind about whether some hotels were really as bad as she said
- H hotel owners who have been pleased to give her further information

**Question 19** Stop the recording when Paddy says 'the last thing that I want'.

Which of the following does Paddy mention concerning the hotel owner in her fourth speech?

- A why he did not want his hotel to be included in her book
- B a particular comment she had made that he strongly disagreed with
- C his reluctance to discuss her review of his hotel in detail
- D why his hotel had originally been included in the book but then removed
- E occasions when people have told him that Paddy's reviews were wrong
- F a comment he made about the effect that her reviews have on people
- G his belief that she only likes hotels where she is treated as important
- H a belief he has about what she likes about hotels that is not true

**Question 20** Stop the recording at the end of the interview.

Which of the following does Paddy refer to concerning the hotel owner in her final speech?

- A people wanting to know what Paddy looked like
- B details he gave that would enable hotels to know when she was visiting them
- C his opinion of the way she looked
- D people telling him that his description of Paddy was inaccurate
- E his realisation that appearing in the book would be free
- F his confusion as to the purpose of her book
- G the possibility that he found her description of him flattering
- H a comment he made on her description of him

**Now check your answers to these exercises. When you have done so, listen again to Part 3 of the test and decide whether you wish to change any of the answers you gave. Then check your answers to Part 3 of the test.**

**PART 4**

You will hear five short extracts in which people are talking about leisure activities they take part in. You will hear the recording twice. While you listen, you must complete both tasks.

**TASK ONE**

For questions 21–25, choose from the list (A–H) what the leisure activity involves for the speaker.

- A organising events
- B raising money
- C travelling to many places
- D performing
- E attending regular meetings
- F spending significant sums of money
- G doing a course
- H spending a lot of time

Speaker 1 

	<b>21</b>
--	-----------

Speaker 2 

	<b>22</b>
--	-----------

Speaker 3 

	<b>23</b>
--	-----------

Speaker 4 

	<b>24</b>
--	-----------

Speaker 5 

	<b>25</b>
--	-----------

**TASK TWO**

For questions 26–30, choose from the list (A–H) what each speaker particularly enjoys about the leisure activity.

- A returning to a previous interest
- B being better at something than other people
- C being part of a group
- D taking part in something useful
- E doing something that contrasts with work
- F acquiring a skill
- G receiving praise from others
- H meeting a variety of new people

Speaker 1 

	<b>26</b>
--	-----------

Speaker 2 

	<b>27</b>
--	-----------

Speaker 3 

	<b>28</b>
--	-----------

Speaker 4 

	<b>29</b>
--	-----------

Speaker 5 

	<b>30</b>
--	-----------

Stop the recording when you hear 'That's the end of Part 4'.

In the exam you will have five minutes at the end of the test to copy your answers onto a separate answer sheet.

Now check your answers to Part 4 of the test.

**PAPER 4 SPEAKING 16 minutes****PART 1 (2 minutes) GENERAL AND SOCIAL**

*Questions that may be addressed to either candidate:*

- Describe your journey here today.
  - What do you like/dislike about a journey you regularly take?
  - Describe a typical day for you.
  - What do you like most about the routines in your life?
  - What do you like least about the routines in your life?
- 
- What is the employment situation like where you live?
  - Do you think it is likely to change in the future?
  - Has it changed in comparison with the past?
  - What would make/has made you move away from the place you come from?
  - Is it common for people to leave the place you come from?

**PART 2 (4 minutes) HEALTH AND EXERCISE**

*Discussion between candidates:*

*Look at pictures A and B on page 135 and discuss how common these scenes are among people of different ages in your country.*

*(1 minute)*

*Now look at all of the pictures on pages 135 and 136.*

*Imagine that you are involved in producing a leaflet to promote good health. These pictures are being considered for the front of the leaflet.*

*Discuss the different aspects of health and exercise shown in the pictures. Then decide which picture would be the most effective for the front of the leaflet.*

*(3 minutes)*

### PART 3 (10 minutes) RULES AND REGULATIONS

In Part 3 each candidate is given a card and talks alone for two minutes about the topic on the card. After each candidate has spoken, the other candidate is asked a question and the candidate who spoke alone is invited to respond (1 minute).

**Prompt Card (a)** (Given to Candidate A, and a copy to Candidate B)

In what ways is it important to have rules and regulations?

- order rather than chaos in society
- children/school
- crime and punishment

One of the following questions for Candidate B:

- Are you someone who is happy to conform or are you rebellious?
- Is there a rule or law that you find particularly ridiculous?
- Have you ever broken the rules when playing a game or sport? What happened as a result?

One of the following questions for Candidate A:

- What do you think?
- Do you agree?
- How about you?

**Prompt Card (b)** (Given to Candidate B, and a copy to Candidate A)

What are the most important rules of personal behaviour?

- politeness/rudeness
- honesty/dishonesty
- being reliable/unreliable

One of the following questions for Candidate A:

- Describe an occasion when you did not act according to your own rules of behaviour. What happened as a result?
- Describe someone whose general behaviour you particularly disapprove of.
- What kind of bad behaviour particularly annoys you?

One of the following questions for Candidate B:

- What do you think?
- Do you agree?
- How about you?

Part 3 finishes with a discussion between the two candidates and the examiner on the general topic (4 minutes).

General questions for both candidates on the topic of rules and regulations:

- Which laws are the most commonly broken ones in your society?
- What is the common attitude towards the law and order authorities in your society?
- If you could introduce one rule or law, what would it be?
- Are ideas about personal behaviour changing in your society?
- Do young people in general in your society behave in a conventional way?
- What rules of behaviour in your society do/would foreigners find it hard to conform to?

### DESCRIBING MOVEMENT

*In the Speaking paper, you may need to describe movements, perhaps of people in the pictures. To check or add to your vocabulary on that subject, look at the list of verbs below and put them into the categories given. Then note down the precise meaning of each one (you may need to consult a dictionary) and try to think of sentences in which you could use them.*

amble	limp	shove	tear
chuck	nudge	shudder	thump
dash	poke	shuffle	toss
dig	prod	slap	totter
fling	punch	sling	tremble
hobble	quiver	sprint	trot
hop	rock	stagger	wander
hurl	shiver	stroll	whack

Walk/Run	Shake	Hit	Throw

**Now check your answers to this exercise.**



**TOPIC VOCABULARY**

*In Part 3 in this test, you are required to talk about the topic of rules and regulations. To check or add to your vocabulary on this subject, look at the words and phrases below. Group them together under the headings given. Then decide whether they are verbs, adjectives or nouns and label them appropriately. Then note down the precise meaning of each one (you may need to consult a dictionary) and try to think of sentences in which you could use them.*

abide by	contravene	insubordinate	rebel
adhere to	defy	middle-of-the-road	sin
binding	dissent	naughty	stick-in-the-mud
breach	eccentric	observe	toe the line
cheeky	enforce	offbeat	unorthodox
comply	etiquette	petty	unruly
conform	idiosyncratic	protocol	
conservative	infringe	reactionary	

<b>Obeying rules</b>	<b>Not obeying rules</b>	<b>Conventional</b>	<b>Unconventional</b>

Now complete this table for forming words connected with this subject.

Verb	Adjective	Noun	Adverb	Opposites
1 behave	-		-	(verb) (noun)
2 conform	-	(noun) (person)	-	(person)
3 -	cheeky			-
4 defy				-
5 obey				(verb) (adj) (noun) (adv)
6 rebel		(noun) (person)		-

Now check your answers to these exercises.























## Parental Favouritism

### A

The American science writer Jeffery Kluger has just published a book in which he argues that, whether we admit it or not, parental favouritism is hard-wired into the human psyche. 'It is my belief that 95% of the parents in the world have a favourite child, and the other 5% are lying,' he declares in *The Sibling Effect: What the Bonds Among Brothers and Sisters Reveal About Us*. That particular figure may be guesswork, but there is plenty of evidence that would seem to back him up. Kluger cites a Californian study of 384 families, who were visited three times a year and videotaped as they 'worked through conflicts'. The study found that 65% of mothers and 70% of fathers exhibited a preference for one child. And those numbers are almost certainly under-representative, since people behave less naturally when they are being watched.

### B

Every couple of years, in fact, a new report comes out purporting to lift the lid on parental favouritism. Most often – though by no means always – older siblings seem to come out on top. In 2009 two British professors, David Lawson and Ruth Mace, published a study of 14,000 families in the Bristol area. They found that each successive sibling received 'markedly' less care and attention from their parents than their predecessors. Older siblings were even fed better, as a result of which they were likely to be up to three centimetres taller than their younger siblings. They also had higher IQs, probably because they had the benefit of their parents' undivided attention for the first part of their lives.

### C

Anthropologists and evolutionary psychologists argue that there is a sound logic to this. A firstborn automatically absorbs a huge amount of parental time and energy; and once you've invested that much in one child, you might as well keep going – if only to protect the investment. However, a survey of 1,803 British parents with two children claimed to show that younger siblings were given preferential treatment 59% of the time. Parents were more likely to side with a younger child in an argument, lavish them with affection and let them have their own way.

### D

It's at this point, I must admit, that I start to feel a bit impatient with the experts. A science that can absorb so many contradictory variables hardly seems like science at all. And if, as the experts all seem to agree, favouritism is so common as to be almost universal, doesn't that make it just – well, normal? Undoubtedly there are families where favouritism is blatant and sustained enough to be seriously destructive. But in most cases, surely, it does not merit such pathologising.

### E

When I solicited confessions of favouritism from my fellow parents, I had no luck at all. Lots of people admitted to treating their children differently at different times, according to their needs (and how annoying they're being). But not one felt this reflected any fundamental preference. It is simply part of the warp and weft of family life. The truth is that favouritism is an awfully blunt word for such a complicated subject. How we treat our children is affected by any number of shifting, interlacing factors: birth order, gender, changes in circumstances, our own childhood experiences. Then, too, some characters just hit it off better than others.

### F

'I think most of us have short-term favourites, depending on who's going through a "phase",' says Suzanne, a mother of four. 'You can feel immense affection for one child on a Tuesday who then drives you to distraction on Wednesday. But the underlying love is just as intense for all of them. I think long-term favouritism is bookselling nonsense in the majority of cases.' In an anonymous online survey for the website Mumsnet, 16% of mothers admitted to having a favourite child. That's quite a lot – it's a big deal to admit to such parental malpractice, if only to yourself – but it hardly amounts to the psychological pandemic of Kluger's imaginings. On the other hand, things do tend to look different from a child's perspective. Even in the happiest families, siblings instinctively compete for their parents' love. Scrupulous emotional accountants, they are constantly totting up incidents of perceived unfairness. So it makes sense for parents, too, to keep a watchful eye on their own behaviour.

**PAPER 2 WRITING** 1 hour 30 minutes**PART 1**

*Read the two texts below.*

*Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.*

*Write your answer in 240–280 words.*

---

1

**Popular Culture and the Profit Motive**

Popular culture in industrial societies is contradictory to its core. On the one hand it is industrialised – its commodities produced and distributed by a profit-motivated industry that follows only its own economic interests. But on the other hand, it is of the people, and the people's interests are not those of the industry – as is evidenced by the number of films, records and other products that the people make into expensive failures. To be incorporated into popular culture, a commodity must also bear the interests of the people.

**How is Popular Culture Created?**

Culture is a living, active process: it can be developed only from within, it cannot be imposed from without or above. A homogeneous, externally produced culture cannot be sold ready-made to the masses: culture simply does not work like that. Nor do the people behave or live like the masses, an aggregation of alienated, one-dimensional persons whose only relationship to the system that enslaves them is one of unwitting dupes. Popular culture is made by the people, not produced by the culture industry. All the culture industries can do is produce a repertoire of cultural resources for the various formations of the people to use or reject in the ongoing process of producing their popular culture.

Write your **essay**.

*When you have written your answer, assess it in accordance with the mark scheme.*

**PART 2**

Write an answer to **one** of the questions 2–5 in this part. Write your answer in **280–320** words in an appropriate style.

---

- 2** You work for a local newspaper, which is considering launching a weekly magazine supplement that would be included in the newspaper. You have been asked to conduct a survey of local people to find out what the supplement should contain. Write a report detailing the findings of the survey and what conclusions can be drawn from it.

Write your **report**.

- 3** A letter from a reader has recently been published in a newspaper you read, complaining that the newspaper is always full of bad news and never highlights the positive aspects of life. The newspaper has invited readers to write an article entitled *Reasons To Be Cheerful*. Write an article under that title, listing what you believe to be the good things in life, both for you personally and for people in general and giving your reasons for choosing them.

Write your **article**.

- 4** You have recently visited a city or area as a tourist and found that there are a number of aspects of your visit which you wish to comment on. Write a letter to the head of the tourist office for that area, describing the positive and/or negative aspects of your visit and making any suggestions you feel appropriate.

Write your **letter**. Do not write any postal addresses.

- 5** Set book questions – a choice from **(a)** or **(b)**.

In the exam you may choose to answer a question on one of the two set books.

**Before you write your answer, go on to pages 120–121.**

**PART 2**

For information on What’s Tested and Tips see page 59.

To plan your answer for question 2 in Part 2, complete the following notes.

- 1 Note down as briefly as possible the **topic** of your report.  
.....
- 2 List as briefly as possible the following:
  - the **main points** in the question which you will have to cover in your report
  - the **comments and opinions** you intend to give with regard to those points
  - any **examples** you wish to give in support or to illustrate these comments/opinions

<b>Main point</b>	<b>Comments/Opinions</b>	<b>Example</b>
<b>Main point</b>	<b>Comments/Opinions</b>	<b>Example</b>
<b>Main point</b>	<b>Comments/Opinions</b>	<b>Example</b>

- 3 List briefly any additional points you wish to make, which are not mentioned in the question but which you think are relevant to the topic. You may not wish to include any additional points.

<b>Additional point</b>	<b>Comments/Opinions</b>	<b>Example</b>
<b>Additional point</b>	<b>Comments/Opinions</b>	<b>Example</b>

- 4 Now note briefly how your report will be organised by deciding what each part of it will contain. You may not wish to have as many paragraphs as are listed below.

<b>Opening</b>
<b>Section 1</b>
<b>Section 2</b>
<b>Section 3</b>
<b>Section 4</b>
<b>Section 5</b>
<b>Section 6</b>
<b>Ending</b>

- 5 Now use these notes to write your report.

*When you have written your answer, assess it in accordance with the mark scheme.*

## SAMPLE ANSWER

Now read this sample answer for question 3 in Part 2 and answer the questions that follow it.

### REPORT – WEEKLY MAGAZINE SUPPLEMENT

#### Research

I prepared a short questionnaire, in which people were asked whether they would be interested in reading a weekly magazine supplement and, if so, what they thought it should include. I listed various categories for sections and articles, and included 'other' for suggestions people might have that I hadn't included. I then spent a week asking people in the streets in the city centre for their views and completing the questionnaires with them. I got the views of 220 people of all ages.

#### Findings

In general, the people I spoke to were keen on the idea of the supplement, although 15 people said they couldn't see the point and wouldn't have enough time to read one. The idea of a sports section was the most popular, and about 60% of the people I spoke to thought this should have articles about the local clubs and interviews with the players – at the moment, the newspaper only has short match reports. Another popular idea was to have a section for hobbies, with details of clubs that people can join to do them – about 50% liked that idea. Also, about 40% said they would like longer reviews of films, plays and books because the ones in the paper are usually very short. Six people suggested that it would be a good idea to have a restaurant review column, which was not included in my questionnaire. The idea of having a weekly recipe was also quite popular. The most unpopular idea was to include articles about local politics – 80% of the people I spoke to said they didn't want this – and about 70% said they didn't want articles on environmental issues or financial matters.

#### Conclusions

It would appear that there is enough enthusiasm for the supplement to make it worth doing. However, my survey indicates that people would prefer it to be entertaining and enjoyable rather than having anything serious in it. It should concentrate on people's interests rather than more serious issues and clearly sports, hobbies and reviews should be covered in it.

#### Content

Are all the main points mentioned in the question covered? Where are these points covered? If any are not covered, which are missing? Are any additional points included? If so, what are they, and are they relevant?

#### Communicative achievement

Are the style and tone of the report appropriate? How would you describe them? Why are they appropriate or inappropriate? Is the format suitable for a report of this kind? If so, why? If not, why not?

Do you feel that someone reading this report would be clear throughout it what the writer is describing and what their views are? If so, summarise the writer's report briefly. If not, say what you feel is unclear in the report.

#### Organisation

Is the report well-organised in terms of being divided into sections appropriately? Describe briefly the content of each section. Does the report flow well in terms of the linking of points and ideas within sections and between sections? Give examples of places where the linking is good. If there are occasions when the linking is inadequate or inappropriate, suggest improvements.

#### Language

Is there a wide range of vocabulary and grammatical structures? If so, give examples. If there are occasions when the vocabulary or grammar is too simple, suggest alternatives.

Are there any mistakes in the use of vocabulary or grammar? Correct any that you find.

**Now check your assessment of this sample answer with the assessment.**

**PAPER 3 LISTENING** approximately 40 minutes**PART 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.

In the exam you will hear each extract twice.

---

**Extract One**

You hear a psychologist talking about confidence.

- 1 What does the speaker say about the word 'confidence'?
  - A Most dictionary definitions of it are inaccurate.
  - B It means a great deal more than simply 'self-assurance'.
  - C It is a hard word to define precisely.
- 2 What does the speaker say about having confidence?
  - A There is no one who doesn't wish to have it.
  - B It frequently changes into feeling superior.
  - C Some people are incapable of it.

**Extract Two**

You hear a critic talking about a new book.

- 3 The speaker says that Goldman's latest book contains
  - A views even more negative than those in his previous book.
  - B confusing comments on actors and directors.
  - C criticism that may be unnecessarily harsh.
- 4 The speaker believes that Goldman
  - A exaggerates the difficulties of his occupation.
  - B has an unfavourable opinion of his own occupation.
  - C is unaware of how much his work is admired.

**Extract Three**

You hear a musician talking about American music.

- 5 What does the speaker say about the James Brown records he mentions?
  - A They conveyed a sense of joy.
  - B They were surprise hits.
  - C They were totally unlike Brown's other records.
- 6 The speaker says that people growing up in Britain in the 1960s
  - A had only a limited view of what America was like.
  - B had the same view of America as Americans did.
  - C felt that American music was more varied than British music.

**Stop the recording when you hear 'That's the end of Part 1'.**

**Now check your answers to Part 1 of the test.**

**PART 2**

You will hear part of a radio programme about toys, in which the development of a famous toy called Meccano is described.

For questions 7–15, complete the sentences with a word or short phrase.

In the exam you will hear the piece twice.

Frank Hornby worked for a  **7** .

He was inspired by a book called  **8** .

The  **9** he invented did not work properly.

He started to consider the idea of  **10** parts.

He decided that the parts would need to have a  **11** in them.

The first parts he made were from a big  **12** .

The first object that was built with the new system was a  **13** .

The first name given to the new toy was  **14** .

Each Meccano set could be made bigger with the use of an  **15** .

**Stop the recording when you hear 'That's the end of Part 2'.**

**Now check your answers to Part 2 of the test.**

**PART 3**

*You will hear an interview with someone whose work is concerned with the design and marketing of products.*

*For questions 16–20 choose the answer (A, B, C or D) which fits best according to what you hear.*

*In the exam you will hear the piece twice.*

---

- 16 David says that the session he has just conducted
- A was longer than most sessions he conducts.
  - B illustrates his own beliefs about focus groups.
  - C is an example of a new approach to visual planning.
  - D concentrated as much on positive as negative attitudes to cleaning.
- 17 What did David know about cleaning products before the session?
- A Some people could not make up their minds which ones to buy.
  - B Manufacturers were concerned about falling sales in them.
  - C Some of them looked too dull to appeal to shoppers.
  - D People felt that false claims were made about them.
- 18 One of the comments made during the session referred to
- A regarding the choice of a cleaning product as unimportant.
  - B cleaning products all looking the same.
  - C the deliberate misleading of shoppers.
  - D buying a cleaning product because it is familiar.
- 19 David says that what the women produced when they were split into groups
- A did not focus on what cleaning products actually do.
  - B presented contrasting images.
  - C was not what they had expected to produce.
  - D was similar to the presentation of other kinds of product.
- 20 David says that he has concluded from the session that
- A his firm's methods will need to change slightly.
  - B he was right to question a certain assumption.
  - C cleaning products do not fit into a general pattern.
  - D what he had previously thought was not entirely correct.

*Stop the recording when you hear 'That's the end of Part 3'.*

*Now check your answers to Part 3 of the test.*

**PART 4**

You will hear five short extracts in which people are talking about their jobs.

You will hear the recording twice. While you listen, you must complete both tasks.

**TASK ONE**

For questions 21–25, choose from the list (A–H) what each speaker likes most about the job.

- A the atmosphere
- B the challenge
- C the variety
- D the opportunities for promotion
- E the financial benefits
- F the responsibility
- G the lack of supervision
- H the training given

Speaker 1 

	21
--	----

Speaker 2 

	22
--	----

Speaker 3 

	23
--	----

Speaker 4 

	24
--	----

Speaker 5 

	25
--	----

**TASK TWO**

For questions 26–30, choose from the list (A–H) what each speaker dislikes about the job.

- A the premises
- B staff turnover
- C the attitude of management
- D the hours
- E the inefficiency
- F the workload
- G dealing with customers
- H lack of job security

Speaker 1 

	26
--	----

Speaker 2 

	27
--	----

Speaker 3 

	28
--	----

Speaker 4 

	29
--	----

Speaker 5 

	30
--	----

Stop the recording when you hear ‘That’s the end of Part 4’.

In the exam you will have five minutes at the end of the test to copy your answers onto a separate answer sheet.

Before you check your answers to Part 4 of the test, go on to pages 126–127.

## WHAT'S TESTED

Part 4 of the Listening paper tests your ability to understand what speakers say in five short recordings that are connected in terms of general topic, and to match each speaker with the correct choices from two lists of options in two tasks. Each set of options may focus on any of the things listed for Part 1 of the Listening paper: *detail, opinion/attitude, feeling, function, purpose, general gist, topic*, etc (see page 30).

## TIPS

- Use the time given to read both tasks carefully before you listen to the recordings. This will show you what the focus of each task is and therefore what you need to identify when you listen to each speaker.
- You will need to concentrate hard in order to answer two questions about each speaker. What each speaker says will last for only approximately 30 seconds and you have to select two correct answers from two lists of eight options.
- Try to get as many answers as possible for both tasks the first time you listen. Use the second time for questions you could not answer the first time and for checking answers you gave the first time you listened.
- Don't choose an option simply because it contains a word or words that a speaker uses – this option may not be the correct answer.
- Speakers will say things that are connected with more than one of the options in each set – you must decide which option in each set exactly matches what a particular speaker says.
- What speakers say may not always follow the same order as the tasks. An answer for the second task may be given by a speaker before the answer for the first task.

*The following exercises will help you to answer questions you were unable to answer in the test or to confirm answers that you gave. For each exercise, choose two correct answers.*

### Questions 21 and 26 *Listen to Speaker 1 again.*

Which of the following does he mention in connection with his job?

- A the interesting nature of his work
- B being treated badly by bosses
- C how likely he is to get a more senior position
- D customers being rude to him
- E how he acquired a certain skill
- F how high his salary is
- G the frequency of errors by others
- H having to do other people's work as well as his own

### Questions 22 and 27 *Listen to Speaker 2 again.*

Which of the following does she mention in connection with her job?

- A good relationships with others
- B people leaving because they are upset
- C her own importance
- D not having to justify her actions to people senior to her
- E how often people do their jobs badly
- F problems with customers
- G having to work overtime
- H struggling to complete her work

**Questions 23 and 28** *Listen to Speaker 3 again.*

Which of the following does he mention in connection with his job?

- A good relationships between colleagues
- B the nature of the work done
- C how certain people rise to the top
- D the behaviour of bosses towards employees
- E arguments with customers
- F people resigning from their jobs
- G the possibility of being sacked for poor work
- H the amount of work he has to do

**Questions 24 and 29** *Listen to Speaker 4 again.*

Which of the following does she mention in connection with her job?

- A receiving an increased salary
- B a desire for a more senior role
- C wanting to do demanding work
- D not doing the same kind of work all the time
- E having to work in different parts of the building
- F incompetent colleagues
- G having to adjust to new colleagues
- H fear that she will be dismissed

**Questions 25 and 30** *Listen to Speaker 5 again.*

Which of the following does he mention in connection with his job?

- A the amount of freedom he has in his work
- B the strict application of systems at his place of work
- C problems dealing with the approach of managers
- D the complex nature of the work he does
- E the friendships formed between employees
- F the physical surroundings
- G how productivity could be increased
- H how he feels about the salary he gets

**Now check your answers to these exercises. When you have done so, listen again to Part 4 of the test and decide whether you wish to change any of the answers you gave. Then check your answers to Part 4 of the test.**

**PAPER 4 SPEAKING** 16 minutes**PART 1 (2 minutes) GENERAL AND SOCIAL**

*Questions that may be addressed to either candidate:*

- What kind of things do you do in your free time?
- How long have you been doing them?
- What is it about them that you enjoy particularly?
- Have you taken up any new activities in your free time recently? If so, why?
- Have you given up anything you used to do in your free time? If so, why?

- What countries or other parts of your country have you travelled to?
- What did you like most about these places?
- What did you like least about them?
- How did they compare with your expectations of them?
- Name one place you would not like to go to. What are your impressions of it?

**PART 2 (4 minutes) HISTORY**

*Discussion between candidates:*

*Look at the picture on page 137 and discuss which historical period it shows.*

*(1 minute)*

*Now look at the picture again.*

*Imagine that you have been asked to give a presentation about the historical period that you would most like to have lived in.*

*Discuss the historical periods in the distant past or in more modern times that most interest you. Then decide which historical period will be the subject of your presentation and what aspects of it you will include.*

*(3 minutes)*

### PART 3 (10 minutes) FASHION AND YOUTH

In Part 3 each candidate is given a card and talks alone for two minutes about the topic on the card. After each candidate has spoken, the other candidate is asked a question and the candidate who spoke alone is invited to respond (1 minute).

**Prompt Card (a)** (Given to Candidate A, and a copy to Candidate B)

Why do so many people follow fashion?

- need to feel up-to-date
- commercial pressures
- how you look matters/has always mattered

One of the following questions for Candidate B:

- Describe a fashion in clothes that you particularly like or liked.
- Describe a fashion in clothes that you particularly dislike or disliked.
- To what extent do you and your friends follow fashion?

One of the following questions for Candidate A:

- What do you think?
- Do you agree?
- How about you?

**Prompt Card (b)** (Given to Candidate B, and a copy to Candidate A)

Is there too much emphasis on youth in modern life?

- the media/films/music
- what older people have to offer
- attitude in society to young and older people

One of the following questions for Candidate A:

- Do people change as they get older and if so, in what ways?
- How much freedom do young people have in your society?
- Describe an elderly person who you particularly admire.

One of the following questions for Candidate B:

- What do you think?
- Do you agree?
- How about you?

Part 3 finishes with a discussion between the two candidates and the examiner on the general topic (4 minutes).

General questions for both candidates on the topic of fashion and youth:

- How frequently do fashions in music change in your society?
- Is there anything that is fashionable now that you think you will consider ridiculous when you look back on it when you're older?
- Is anything that was fashionable in the past now fashionable with a different generation in your society?
- Is it possible for older people to be fashionable?
- What is the situation regarding the employment of older people in your society?
- What, if any, restrictions do you think there should be on young people?

**DESCRIBING PERSONALITY**

*In the Speaking paper, you may need to talk about your own or other people’s personalities. To check or add to your vocabulary on this subject, look at the adjectives below and group them together under the headings given. Then note down the precise meaning of each one (you may need to consult a dictionary) and describe people you think they apply to, giving examples of their behaviour which justify your description of them.*

affable	courteous	intransigent	pig-headed	strong-willed
aloof	crafty	lenient	pompous	stuck-up
arrogant	cunning	mean	pushy	supercilious
assertive	decent	mild-mannered	resolute	surly
big-headed	devious	moody	ruthless	tactful
calculating	generous	narrow-minded	scheming	tenacious
compassionate	genial	obstinate	single-minded	tireless
conceited	hypocritical	patronising	smug	two-faced
condescending	ignorant	persistent	snobbish	vindictive
considerate	indulgent	petulant	spiteful	warm

Kind/Pleasant	Feeling superior	Unkind/ Unpleasant	Determined	Dishonest

**Now check your answers to this exercise.**

**TOPIC VOCABULARY**

1 In Part 3 in this test, you are required to talk about the topic of fashion and youth. To check or add to your vocabulary on this subject, complete the words and phrases below.

Fashions/Fashionable	Unfashionable
a cr _____	anti _____
a f _____	_____ the times
all the r _____	d _____
cont _____	ob _____
_____ fashion	old h _____
in v _____	_____ fashion
_____ setting	outd _____
tr _____	outm _____

2 Now complete the words and phrases on the left so that they match the definitions on the right.

a h _____	a violent young man
a k _____	a child
a l _____	a young boy
a l _____	a badly behaved young man
a y _____	a badly behaved young man
a y _____	a young person
a y _____	a young person
ad _____	period of becoming an adult
ad _____	young person becoming an adult
ch _____	wrongly behaving like a child
inf _____	behaving like a small child
imm _____	more like a child than is acceptable
imm _____	behaviour that is like a child's
j _____	behaving like a foolish child
the y _____	young people
y _____	like young people
grow _____	become an adult or start behaving like one
g _____	like an adult
a g _____	an adult
m _____	like an adult
m _____	behaviour like an adult's
getting _____	becoming old
m _____ a _____	no longer young but not yet old
over the h _____	too old to be at your best any longer
p _____ it	too old to be at your best any longer
in your d _____	very old and weak
an _____	very old
s _____	very old and suffering from mental weakness
s _____ c _____	an old or retired person
o _____ a _____	the later part of life
an o _____ a _____ p _____	an old and retired person
e _____	old (of people)
the e _____	old people

Now check your answers to these exercises.

# PAPER 4 SPEAKING

## PART 2 (4 MINUTES)

### Test 1: Careers

A



B



C



D

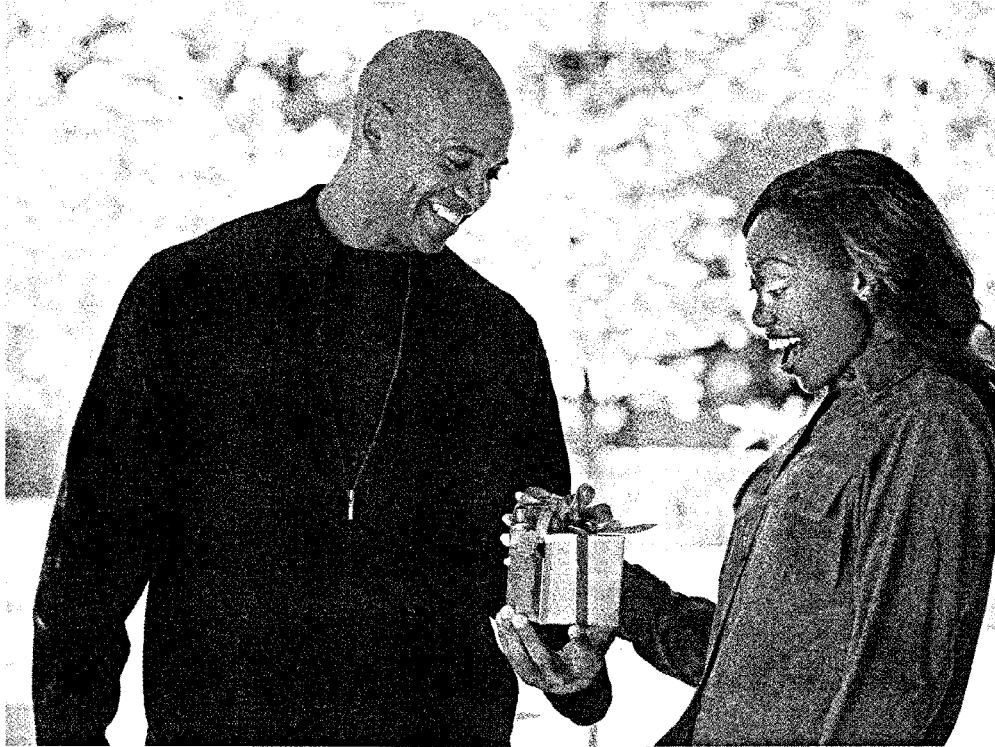


**PAPER 4 SPEAKING**

**PART 2 (4 MINUTES)**

**Test 2: Good and Bad Moods**

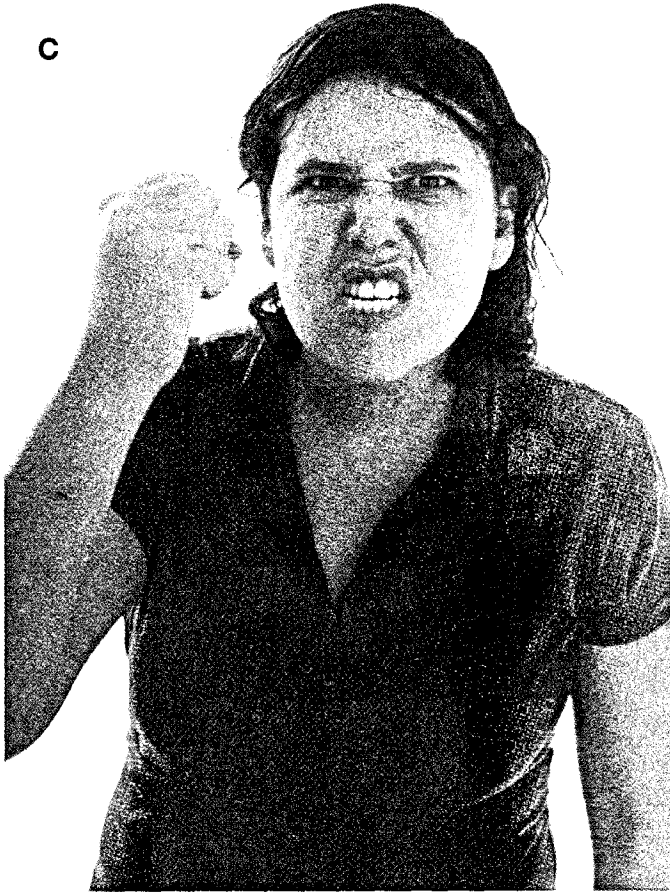
**A**



**B**



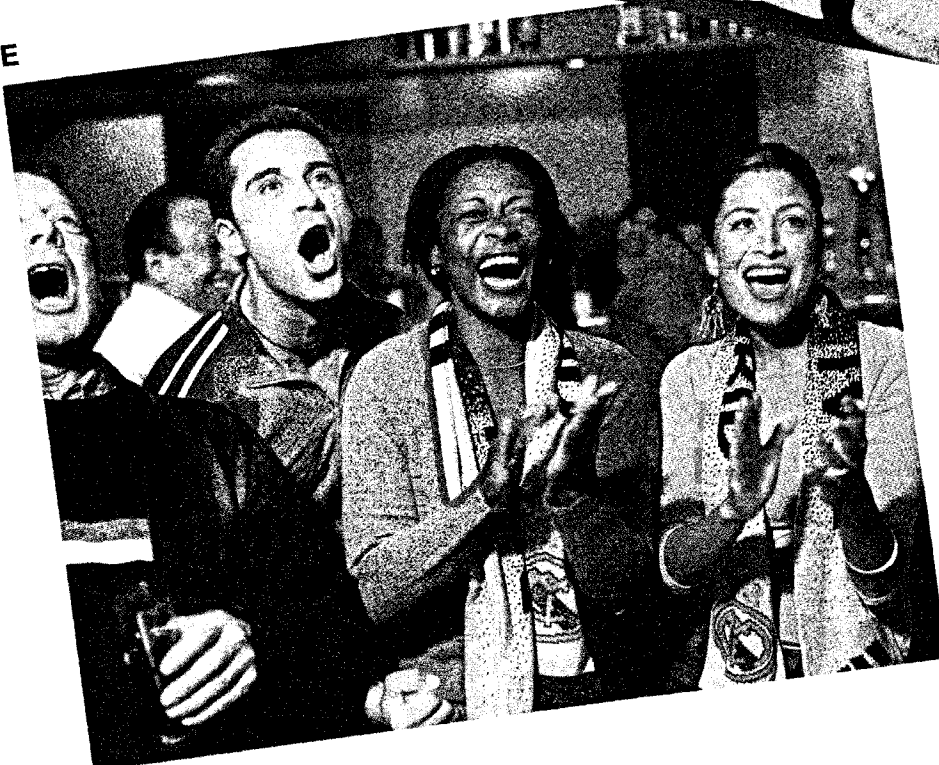
C



D



E



**PAPER 4 SPEAKING**

**PART 2 (4 MINUTES)**

**Test 3: Health and Exercise**

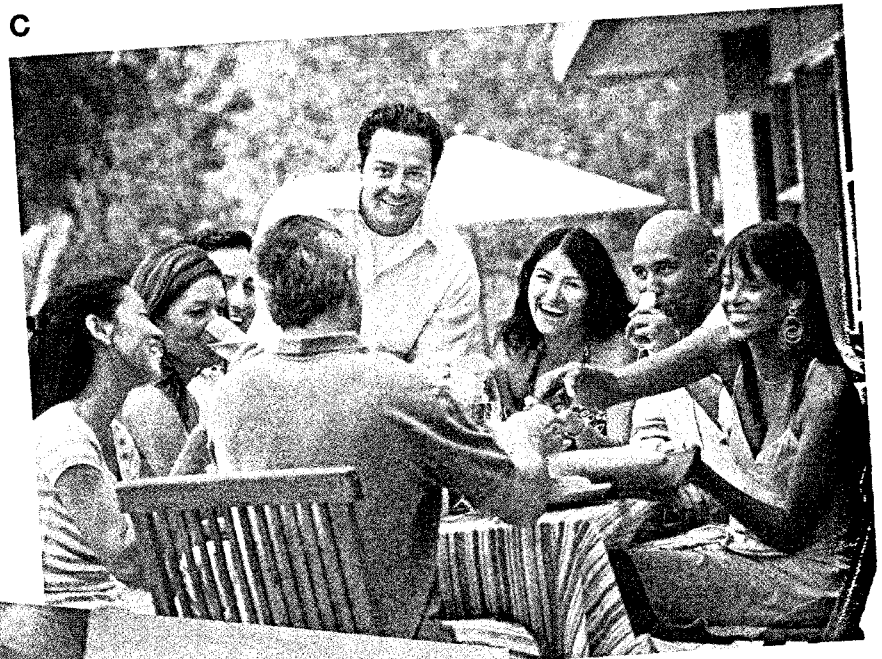
**A**



**B**



C



D



E



**PAPER 4 SPEAKING**

**PART 2 (4 MINUTES)**

**Test 4: History**



# WRITING AND SPEAKING ASSESSMENT

## Assessment of Writing

C2	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Demonstrates complete command of the conventions of the communicative task.  Communicates complex ideas in an affective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style.  Use of grammar is sophisticated, fully controlled and complete; natural.  Any inaccuracies occur only as slips.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely.  Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication.  Errors, if present, are related to less common words and structures, or occur as slips.
2	<i>Performance shares features of Bands 1 and 3</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately.  Uses a range of simple and complex grammatical forms with control and flexibility.  Occasional errors may be present but do not impede communication.
0	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	<i>Performance below Band 1</i>		

**Assessment of Speaking**

<b>C2</b>	<b>Grammatical Resource</b>	<b>Lexical Resource</b>	<b>Discourse Management</b>	<b>Pronunciation</b>	<b>Interactive Communication</b>
<b>5</b>	Maintains control of a wide range of grammatical forms and uses them with flexibility.	Uses a wide range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	Produces extended stretches of language with flexibility and ease and very little hesitation.  Contributions are relevant, coherent, varied and detailed.  Makes full and effective use of a wide range of cohesive devices and discourse markers.	Is intelligible.  Phonological features are used effectively to convey and enhance meaning.	Interacts with ease by skilfully interweaving his/her contributions into the conversation.  Widens the scope of the interaction and develops it fully and effectively towards a negotiated outcome.
<b>4</b>	<i>Performance shares features of Bands 3 and 5.</i>				
<b>3</b>	Maintains control of a wide range of grammatical forms.	Uses a range of appropriate vocabulary with flexibility to give and exchange views on unfamiliar and abstract topics.	Produces extended stretches of language with ease and with very little hesitation.  Contributions are relevant, coherent and varied.  Uses a wide range of cohesive devices and discourse markers.	Is intelligible.  Intonation is appropriate.  Sentence and word stress is accurately placed.  Individual sounds are articulated clearly.	Interacts with ease, linking contributions to those of other speakers.  Widens the scope of the interaction and negotiates towards an outcome.
<b>2</b>	<i>Performance shares features of Bands 1 and 3</i>				
<b>1</b>	Shows a good degree of control of a range of simple and some complex grammatical forms.	Uses a limited range of appropriate vocabulary to give and exchange views on familiar and unfamiliar topics.	Produces extended stretches of language with very little hesitation.  Contributions are relevant and there is clear organisation of ideas.  Uses a range of cohesive devices and discourse markers.	Is intelligible.  Intonation is generally appropriate.  Sentence and word stress is generally accurately placed.  Individual sounds are generally articulated clearly.	Initiates and responds appropriately, linking contributions to those of other speakers.  Maintains and develops the interaction and negotiates towards an outcome.
<b>0</b>	<i>Performance below Band 1</i>				

<b>C2</b>	<b>Global Achievement</b>
<b>5</b>	Handles communication on all topics, including unfamiliar and abstract ones, with very little hesitation.  Uses accurate and appropriate linguistic resources with flexibility to express complex ideas and concepts and produce extended and coherent discourse.
<b>4</b>	<i>Performance shares features of Bands 3 and 5.</i>
<b>3</b>	Handles communication on a wide range of topics, including unfamiliar and abstract ones, with very little hesitation.  Uses accurate and appropriate linguistic resources to express complex ideas and concepts and produce extended and coherent discourse.
<b>2</b>	<i>Performance shares features of Bands 1 and 3.</i>
<b>1</b>	Handles communication on a range of familiar and unfamiliar topics, with very little hesitation.  Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
<b>0</b>	<i>Performance below Band 1.</i>



