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# CAE

# Practice Tests

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*Four new tests for the revised  
Certificate in Advanced English*

MARK HARRISON



OXFORD

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UNIVERSITY PRESS

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Great Clarendon Street, Oxford OX2 6DP

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New Delhi Shanghai Taipei Toronto

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First published 2008

2012 2011 2010 2009 2008

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ISBN: 978 0 19 456501 1

Printed in Spain by Orymu S. A.

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# Introduction

## This book contains:

- four complete Practice Tests for the revised Cambridge Certificate In Advanced English (from December 2008)
- guide to marking, including Do-it-yourself marksheets
- guidance on how to assess the Writing and Speaking papers
- sample answer sheets

## Exam content

### Paper 1: Reading (1 hour 15 minutes)

Task	Question type	Focus
<b>PART 1</b> 3 short texts linked to a general theme	4-option multiple-choice, 2 questions per text	comprehension of detail, opinion, attitude, purpose, main idea, specific information, implication, exemplification, reference, comparison, imagery, tone, style, etc.  <b>6 questions; 12 marks</b>
<b>PART 2</b> 1 text with 6 paragraphs missing	choice of 7 paragraphs to fill the gaps	understanding of text structure, links between parts of text  <b>6 questions; 12 marks</b>
<b>PART 3</b> 1 text (article, fiction, non-fiction)	4-option multiple choice	same as Part 1  <b>7 questions; 14 marks</b>
<b>PART 4</b> 1 text divided into sections OR several short texts	matching statements / information to section of text or short text they refer to or appear in	location of specific information / points; comprehension of paraphrasing  <b>15 questions; 15 marks</b>

### Paper 2: Writing (1 hour 30 minutes)

Task	Focus
<b>PART 1</b> letter, article, report or proposal (180–220 words) Candidates <b>must</b> do this task.	evaluating, expressing opinions, hypothesizing, persuading  <b>20 marks</b>
<b>PART 2</b> article, essay, report, review, proposal, letter, competition entry, or contribution to longer piece (e.g. guidebook or research project) (220–260 words) Questions 2–4: candidates choose one task from three choices <b>OR</b> Questions 5a / 5b: candidates may choose one task about the set books. (There are two set books and these change from time to time; therefore in this book, the set book tasks are generalized.)	varying according to the task, including comparing, giving advice, giving opinions, justifying, persuading  <b>20 marks</b>

### Paper 3: Use of English (1 hour)

	Task / Input	Question type	Focus
<b>PART 1</b>	1 short text with 12 gaps	4-option multiple-choice; choose the correct word(s) to fill each gap	vocabulary (meaning of single words, completion of phrases, phrasal verbs, etc.) <b>12 questions; 12 marks</b>
<b>PART 2</b>	1 short text with 15 gaps	fill each gap with one word	mostly grammar, some vocabulary <b>15 questions; 15 marks</b>
<b>PART 3</b>	1 short text with 10 gaps	use the words given to form the correct word for each gap	word formation <b>10 questions; 10 marks</b>
<b>PART 4</b>	5 sets of three gapped sentences	fill the gaps with one word that is appropriate in all three sentences	vocabulary (meaning of single words, completion of phrases, phrasal verbs, etc.) <b>5 questions; 10 marks</b>
<b>PART 5</b>	8 unrelated sentences, each followed by a single word and a gapped sentence	use the word given to complete the gapped sentence so that it means the same as the first sentence	grammar and vocabulary <b>8 questions; 16 marks</b> <i>(1 mark for each part of the answer, max. 2 marks per question)</i>

### Paper 4: Listening (40 minutes)

Each recording is heard twice. At the end of the exam, candidates are given 5 minutes to transfer their answers to the answer sheet.

	Recording	Question type	Focus
<b>PART 1</b>	3 short conversations	3-option multiple-choice (2 questions per piece)	detail, gist, opinion, feeling, attitude, function, purpose, agreement between speakers, course of action, topic, speaker / addressee, genre, place / situation <b>6 questions; 6 marks</b>
<b>PART 2</b>	1 monologue	sentence completion: 8 sentences to complete with a word or short phrase	understanding of specific information given in the piece <b>8 questions; 8 marks</b>
<b>PART 3</b>	1 interview or discussion (two or more speakers)	4-option multiple-choice	understanding of opinion, attitude, detail, gist <b>6 questions; 6 marks</b>
<b>PART 4</b>	5 short monologues	matching: 2 tasks. For each task, match what each speaker says to 1 of 8 options	same as Part 1 <b>10 questions; 10 marks</b>

### Paper 5: Speaking (15 minutes)

	Activity type (examiner + two candidates)	Focus
<b>PART 1</b>	conversation between candidates and examiner (3 mins)	general and personal topics relating to the candidate
<b>PART 2</b>	individual 'long turn' for each candidate with a brief response from second candidate (4 mins)	candidates talk about 2 sets of 3 pictures
<b>PART 3</b>	2-way conversation between candidates (4 mins)	candidates discuss a situation described in words and pictures in order to reach conclusions
<b>PART 4</b>	conversation between candidates and examiner (4 mins)	candidates discuss topics related to Part 3 task with the examiner <b>20 marks total</b>

All papers have equal value: 20% of the total. For a guide to calculating marks, see page 100.

## Paper 1: Reading (1 hour 15 minutes)

### PART 1

You are going to read three extracts which are all concerned in some way with buildings. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.



## The not-so-sweet smell of Shakespeare's success

As you take your seat at the Globe Theatre on a summer's afternoon in 1600 for the premiere of Shakespeare's *Hamlet*, up to a thousand smelly  
line 5 'groundlings' are **jostling** for standing room in the open-air courtyard at the front and sides of the stage, and 2,000 better-off (but not necessarily better-smelling) people may be crammed onto the narrow wooden benches of the three  
line 11 vertically **stacked** galleries topped by a thatched roof. The performance begins at 2pm and runs without an interval. Audience participation is enthusiastic, with boos for the wicked Claudius, wails at Ophelia's death, and unpopular performances pelted with unsaleable  
line 20 vegetables. Performances are in broad daylight, so actors and audience are in constant contact, and **asides** (scripted and ad lib) are frequent.

All performances are in contemporary

dress, with costumes reflecting the character's social status rather than historical period. The poshest outfits may once have belonged to real noblemen – common people are forbidden by law to wear lordly attire, so aristocratic hand-me-downs often find their way into theatrical costume stores. There are props and furniture, and the wooden theatre is brightly painted, but there is no scenery, partly because, with the audience on three sides, many would be unable to see it. With fewer visual effects, the audience must use their imagination more than modern playgoers – helped by the visual clues with which the dramatists **pepper**  
line 38 their work. Seeing the play is actually more important than hearing it. Many of the actors have not even had time to memorize their lines, but are reading them from paper rolls (hence our word 'role' for character).

1 Which of these words is used to illustrate audience behaviour at the theatre?

- A jostling (line 5)
- B stacked (line 11)
- C asides (line 20)
- D pepper (line 38)

 1

2 Which aspect of theatrical performances in 1600 is emphasized in the text?

- A the fact that they had some similarities with modern theatre
- B the effort that went into making them entertaining
- C the ways in which they reflected class divisions at the time
- D the differences in the reactions of those involved in them

 2

# Sick building syndrome 'is result of poor management'

The workplace illness 'sick building syndrome', which is said to cost businesses millions of pounds each year, is caused by poor managers rather than a poor environment, a study says. Researchers found that the 10 symptoms commonly associated with the illness, which was identified by the World Health Organization more than 20 years ago, were linked to long hours and lack of support at work. The study found that workers in buildings with unacceptable levels of carbon dioxide, airborne fungi and noise were actually less likely to say that they were ill. It had been thought that poor air quality and airborne bacteria caused these symptoms.

Mai Stafford, the lead author on the study and a senior research fellow in epidemiology at University College London, said: 'We found no evidence that the buildings themselves are important in "sick building syndrome". It seems to be wrongly named. Psychological factors of work - stress brought on by lack of control, long hours and unsupportive managers - were far more important.' Alexi Marmot,

an architectural consultant who worked on the study, said the syndrome had been the result of 'overactive imaginations'.

Dr Stafford, reporting the findings in the British Medical Journal, said: 'The only area of the physical environment that had a significant effect on health was in control over the desk space. If employees could choose what lighting and heat they worked in, they were less likely to report symptoms. It shows that employers need to consider job stress above

an audit of physical properties.'

The findings could pose problems for the growing number of SBS consultants who will 'syndrome-proof' a building for about £1,000 a day. Richard Smith, a consultant whose work has included 'SBS-proofing' the Tower of London after fears were raised about photocopier fumes, said: 'Employers should still get their buildings looked at for SBS because then staff are going to feel more valued anyway - it will boost morale.'



3 One view of sick building syndrome expressed in the text is that

- A managers do not take it seriously enough.
- B it does not really exist.
- C it is no longer a serious problem.
- D the causes of it have changed.

3

4 The SBS consultant's opinion of the findings of the research is that

- A they are not wholly correct.
- B employers are unlikely to agree with them.
- C his work is relevant to them.
- D employees will welcome them.

4



# The **HEALING** begins with **HOSPITAL DESIGN**

If there is one universal truth about hospitals, it is that they are drab, dismal places, not at all designed to heal. The furniture is hard-edged and bland. Lights are fluorescent and harsh. But architects around the world are working to humanize their design. The idea is: build inviting, soothing hospitals, with soft lighting, inspiring views, single rooms, curved corridors and relaxing gardens, and patients will heal quicker, nurses will remain loyal to their employers and doctors will perform better.

The idea of building hospitals that help rather than hinder recovery is beginning to gain support in Europe. Britain, which has some of the oldest, drabest hospitals in Europe, is in the process of building 100 hospitals and is paying close attention to their design. A few European hospitals are being used as models for the rest of Europe, including the Norfolk and Norwich Hospital in England, the Groningen Academic Hospital in the Netherlands and, most notably, the Rikshospitalet University Hospital in Oslo, Norway.

'The environment in a hospital contributes to the therapy of the patients,' said Tony Monk, a British architect in health care design. 'People are mentally vulnerable when they come in, and if they are beaten down by an awful, dreadful, concrete, uninteresting, poor building with poor colors, it makes them even worse.'



Hoping to spread this philosophy as hospital construction is booming in the United States and Europe, the architects have new data to back their designs. Their research shows, for example, that patients who can see trees instead of cars from their windows recover more quickly.

5 The writer makes the assumption that

- A patients notice hospital design more than experts think they do.
- B hospital design used to be appropriate but no longer is.
- C it is not difficult to improve hospital design.
- D hospital design prevents hospitals from fulfilling their function.

5

6 The descriptive language used about hospitals in the text emphasizes

- A how dark they are.
- B how depressing they are.
- C how varied they are.
- D how important they are.

6

## PART 2

You are going to read a magazine article about a scientific expedition. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (7–12). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

# So many species of fungi, so ripe for the discovery

In the Maya Mountains in Belize, Timothy J. Baroni stepped out of his tent and checked his gear: hunting knife, heavy boots, tackle box, sharp machete and two cigars. 'All set,' he said. 'Let's go find some fungi.' With that, Dr. Baroni and two colleagues, Dr. D. Jean Lodge and Dr. Dan Czederpiltz, plunged into the Central American jungle. The three are mycologists – mushroom experts – who spent ten days in August searching for new species in the mountains of southern Belize. The ridge they were exploring, Doyle's Delight, is 15 kilometers east of the Guatemalan border and was named for its resemblance to the prehistoric setting of Arthur Conan Doyle's novel *The Lost World*.

7

There were other researchers on the multinational expedition – a Belizean ornithologist, a British botanist, an American reptile specialist – but the mushroom experts have the best odds of finding a new species. Dr. David L. Hawksworth, the British mushroom expert, extrapolating from the ratio of fungi to

vascular plants (six species of fungi for every plant) in several sets of data, has estimated the existence of 1.5 million species of fungi on earth.

8

Fungi are neither plants nor animals; they were only recognized as their own distinct kingdom in the 1970s. In 1983, research revealed that fungi are actually more closely related to animals than to plants. However, scientists can't agree on how many species of fungi have been identified – estimates range from 74,000 to 300,000.

9

The mushroom experts find new species by conscientiously following a workaday schedule, even in the jungle. Here, they spent mornings in the field collecting 20 to 30 specimens each day. In the afternoon they returned to their lab, a 3-meter by 3-meter screen tent, to process their specimens.

10

On the first morning at Doyle's Delight, Dr. Baroni didn't get 10 minutes down the trail before

coming upon an intriguing specimen of bolete, a mushroom with pores instead of gills under its cap. He put his face up to the fungus, then pulled back to celebrate. 'That's outstanding. Yes!' he said, pumping his elbow like a champion golfer sinking a winning putt. 'That's worth the helicopter trip right there.'

11

A fungus, said Dr. Czederpiltz, a Forest Service mycologist based in Madison, Wisconsin, is 'just a mass of threadlike cells.' The part we see, the mushroom, is merely the fruiting body – like the apple on a tree. The body of the fungus is made up of those thread-like cells, known as mycelium, that are so small they can grow right through what we perceive as solid objects, like wood, leaves or toe-nails. Fungi are not, however, what you'd call a glamorous field of research.

12

Despite this lack of recognition, his enthusiasm is undimmed. 'This jungle is full of fungi,' he added as he crept slowly down a steep ridge. 'They're all around us.'

- A** Each mushroom was then measured, precisely described, and noted for color. Then it was slowly baked for 24 hours in Dr. Lodge's field oven, a custom-made butane-powered drying rack.
- B** 'Only 5 to 10 per cent of those have been discovered and named,' said Dr. Baroni, a biology professor at the State University of New York at Cortland. (About 90 per cent of the world's 300,000 species of flowering plants have already been described.) Dr. Baroni, Dr. Lodge and two other mycologists not on this trip are in the final year of a four-year survey of tropical fungi in the Caribbean and Central America. So far they alone have discovered more than 100 new species.
- C** And of course the role of fungi in the development of various medicines adds to this. Most famously, the fungus *Penicillium* was refined into penicillin, the first antibiotic effective against bacterial infection.
- D** This means that they are seldom in the spotlight. 'We're always trying to drum up support for mushrooms,' said Dr. Czederpiltz. 'But it's an uphill battle. Cute, pretty or furry things tend to get all the attention.'
- E** Whatever the real figure, new species are added almost daily to the list of those that have. Last year, one journal, *Mycotaxon*, published details of 258 new or renamed fungi. From 1980 to 1999, an average of 1,100 new species were found and described every year.
- F** Their prey are small, fragile and sometimes hidden, so fungi hunters spend a lot of time on their hands and knees in search of finds like that one. 'The tree guys, they'll get a couple kilometers down the trail,' said Dr. Baroni. 'Some days we won't get out of earshot of camp.'
- G** Towering palms and strangler figs, their trunks wrapped in a green shag of ferns and mosses, rise and converge in a leafy canopy that keeps the moist forest floor in perpetual dusk. The place is so remote that the British Army's jungle training unit dropped the expedition members and a reporter in by helicopter.

## PART 3

You are going to read a newspaper article about a traffic system. For questions 13–19, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.



# Road with no signs

Drachten, The Netherlands. 'I want to take you on a walk,' said Hans Monderman, abruptly stopping his car and striding hatless into the freezing rain. He led the way to a busy intersection in the centre of town, where several odd things soon became clear. Not only was it virtually naked, stripped of all lights, signs and road markings, but there was no division between road and sidewalk. It was basically a bare brick square. But despite the unusual layout, a steady stream of trucks, cars, buses, motorcycles, bicycles and pedestrians moved fluidly and easily, as if directed by an invisible conductor. When Mr Monderman, a traffic engineer and the intersection's proud designer, deliberately failed to look for oncoming traffic before crossing the street, the drivers slowed for him. No one honked or shouted rude words out of the window. 'Who has the right of way?' he asked rhetorically. 'I don't care. People here have to find their own way, negotiate for themselves, use their own brains.'

Used by some 20,000 drivers a day, the intersection is part of a road-design revolution pioneered by the 59-year-old Mr Monderman. His work in Friesland, the district in Northern Holland that includes Drachten, is increasingly seen as the way of the future in Europe. His philosophy is simple, if **counter-intuitive**. To make communities safer and more appealing, Mr Monderman argues, you should first remove the

traditional paraphernalia of their roads – traffic lights and speed signs, the centre lines separating lanes from one another, even the speed bumps, bicycle lanes and pedestrian crossings. In his view, it is only when the road is made more dangerous, when drivers stop looking at signs and start looking at other people, that driving becomes safer. 'All those signs are saying to cars, "This is your space, and we have organized your behaviour so that as long as you behave this way, nothing can happen to you",' Mr Monderman said. 'That is the wrong story.'

The Drachten intersection is an example of the concept of 'shared space', where cars and pedestrians are equal, and the design tells the driver what to do. In Mr Monderman's view, shared-space designs thrive only in conjunction with well-organized, well-regulated highway systems. Variations on the shared-space theme are being tried in Spain, Denmark, Austria, Sweden and Britain, among other places. The European Union has appointed a committee of experts, including Mr Monderman, for a Europe-wide study.

A few years ago, Mr Monderman, now considered one of the field's great innovators, was virtually unknown outside Holland. He was working as a civil engineer, building highways in the 1970s when the Dutch government, alarmed at a sharp increase in traffic accidents, set up a network of traffic-safety

offices. Mr Monderman was appointed Friesland's traffic safety officer. In residential communities, Mr Monderman began narrowing the roads and putting in features like trees and flowers, red-brick paving stones and even fountains to discourage people from speeding, following the principle now known as psychological traffic calming, where behaviour follows design. He created his first shared space in a small village where residents were upset at it being used as a daily thoroughfare for 6,000 speeding cars. When he took away the signs, lights and sidewalks, people drove more carefully. Within two weeks, speeds on the road had dropped by more than half. In fact, he said, there has never been a fatal accident on any of his roads.

Mr Monderman concedes that road design can only do so much. It does not change the behaviour, for instance, of the 15 per cent of drivers who will behave badly no matter what the rules are. Recently a group of well-to-do parents asked him to widen the two-lane road leading to their children's school, saying it was too small to accommodate what he derisively calls 'their huge cars'. He refused, saying the fault was not with the road, but with the cars. 'They can't wait for each other to pass?' he asked. 'I wouldn't interfere with the right of people to buy the car they want but nor should the government have to solve the problems they make with their choices.'

- 13 When the writer first saw the intersection, one thing that struck her was
- A the attractiveness of a square without lights or signs.
  - B the extent to which the layout particularly suited pedestrians.
  - C the lack of separation between vehicles and pedestrians.
  - D the large number of people and vehicles moving in the same direction.
- 14 When Hans Monderman stepped into the road, the writer
- A was surprised by the reaction of drivers to his behaviour.
  - B knew that it would be perfectly safe to follow him.
  - C had some doubts about his explanation of his behaviour.
  - D wondered whether what she witnessed was typical or not.
- 15 Hans Monderman's philosophy is described in the second paragraph as 'counter-intuitive' because
- A it contradicts a lot of evidence about road safety.
  - B it appears to involve the possibility of more accidents.
  - C it forces drivers to do something they do not wish to do.
  - D it might seem to favour the least careful drivers.
- 16 In the third paragraph, the writer says that 'shared space' intersections
- A are not likely to catch on in some countries as much as in others.
  - B may be appealing in theory but may have serious drawbacks in practice.
  - C can compensate for failings in other aspects of road design.
  - D are not claimed to be a solution to road safety issues on their own.
- 17 We are told that when Hans Monderman became a traffic safety officer,
- A his introduction of a shared space had a rapid effect.
  - B he made more innovations than the government had envisaged.
  - C his initial innovations were not as effective as he had hoped.
  - D he had been waiting for the opportunity to introduce shared space design.
- 18 We are told that the request from a particular group of parents to Mr Monderman
- A is typical of the kind of issue that he has to deal with.
  - B was something for which he had no sympathy at all.
  - C raises a new issue that requires careful consideration.
  - D resulted in him making an exception to one of his rules.
- 19 Which of the following best sums up Hans Monderman's view?
- A Telling drivers what to do causes roads to become more dangerous.
  - B Roads are safer if drivers are forced to make decisions for themselves.
  - C Drivers know more about road safety than most people designing road systems.
  - D Drivers welcome any innovations that genuinely contribute to improved road safety.

## PART 4

You are going to read an article about some children. For questions 20–34, choose from the sections of the article (A–E). The sections may be chosen more than once. When more than one answer is required, these may be given in any order.

Mark your answers on the separate answer sheet.

In which section of the article are the following mentioned?

- |   |                          |    |                             |
|---|--------------------------|----|-----------------------------|
| an example of a sign that has become simpler  | <input type="checkbox"/> | 20 |                             |
| the difference between how the deaf children communicate an image and how other people communicate the same image | <input type="checkbox"/> | 21 |                             |
| the fact that the same signs can be used in the communication of a number of ideas                                | <input type="checkbox"/> | 22 |                             |
| the children's sign language becoming increasingly complex  | <input type="checkbox"/> | 23 | <input type="checkbox"/> 24 |
| the characteristics of languages in general at different stages of their development                              | <input type="checkbox"/> | 25 |                             |
| a belief that language is learnt by means of a specific part of the mind  | <input type="checkbox"/> | 26 | <input type="checkbox"/> 27 |
| an aspect of language learning that children are particularly good at   | <input type="checkbox"/> | 28 |                             |
| how regularly the children have been monitored  | <input type="checkbox"/> | 29 |                             |
| older children passing their sign language on to younger children   | <input type="checkbox"/> | 30 |                             |
| a reason why the children are regarded as being different from any other group of people                          | <input type="checkbox"/> | 31 | <input type="checkbox"/> 32 |
| the reason why the children created a particular sign   | <input type="checkbox"/> | 33 |                             |
| opposing views on how people acquire language   | <input type="checkbox"/> | 34 |                             |

# DEAF CHILDREN'S LANGUAGE HINTS AT HOW BRAIN WORKS

**A** A deep insight into the way the brain learns language has emerged from the study of Nicaraguan sign language, invented by deaf children in a Nicaraguan school as a means of communicating among themselves. The finding suggests that the brain naturally breaks complex concepts into smaller components, indicating a dedicated neural machinery for language. The Nicaraguan children are well-known to linguists because they provide an apparently unique example of people inventing a language from scratch. The phenomenon started at a school for special education founded in 1977.

Instructors noticed that the deaf children, while absorbing little from their Spanish lessons, had developed a system of signs for talking to one another. As one generation of children taught the system to the next, it evolved from a set of gestures into a far more sophisticated form of communication, and today's 800 users of the language provide a living history of the stages of formation.

**B** The children have been studied principally by Dr. Judy Kegi, a linguist at the University of Southern Maine, and Dr. Ann Senghas, a cognitive scientist at Columbia University in New York City. In the latest study, published in *Science* magazine, Dr. Senghas shows that the younger children have now decomposed certain gestures into smaller component signs. A hearing person asked to mime a standard story about a cat waddling down a

street will make a single gesture, a downward spiral motion of the hand. But the deaf children have developed two different signs to use in its place. They sign a circle for the rolling motion and then a straight line for the direction of movement. This requires more signing, but the two signs can be used in combination with others to express different concepts. The development is of interest to linguists because it captures a principal quality of human language – discrete elements usable in different combinations – in contrast to the one sound, one meaning of animal communication. 'The regularity she documents here – mapping discrete aspects of the world onto discrete word choices – is one of the most distinctive properties of human language,' said Dr. Steven Pinker, a cognitive scientist at Harvard University.

**C** When people with no common language are thrown into contact, they often develop an ad hoc language known to linguists as a pidgin language, usually derived from one of the parent languages. Pidgins are rudimentary systems with minimal grammar and utterances. But in a generation or two, the pidgins acquire grammar and become upgraded to what linguists call creoles. Though many new languages have been created by the pidgin-creole route, the

Nicaraguan situation is unique, Dr. Senghas said, because its starting point was not a complex language but ordinary gestures. From this raw material, the deaf children appear to be spontaneously fabricating the elements of language.

**D** Linguists have been engaged in a longstanding argument as to whether there is an innate, specialized neural machinery for learning language, as proposed by Noam Chomsky of the Massachusetts Institute of Technology, or whether everything is learned from scratch. Dr. Senghas says her finding supports the view that language learning is innate, not purely cultural, since the Nicaraguan children's disaggregation of gestures appears to be spontaneous. Her result also upholds the idea that children play an important part in converting a pidgin into a creole. Because children's minds are primed to learn the rules of grammar, it is thought, they spontaneously impose grammatical structure on a pidgin that doesn't have one.

**E** The Nicaraguan children are a living laboratory of language generation. Dr. Senghas, who has been visiting their school every year since 1990, said she had noticed how the signs for numbers have developed. Originally the children represented '20' by flicking the fingers of both hands in the air twice. But this cumbersome sign has been replaced with a form that can now be signed with one hand. The children don't care that the new sign doesn't look like a 20, Dr. Senghas said; they just want a symbol that can be signed fast.



## Paper 2: Writing (1 hour 30 minutes)

### PART 1

You **must** answer this question. Write your answer in **180–220** words in an appropriate style.

- 1 You have seen a request in an English-language magazine for readers to send in articles about the national newspapers in their country and you have decided to write an article for the magazine.  
Read the extract from the magazine and the notes you have made for the article. Then, using the information appropriately, write your article for the magazine.

We're planning to do a series on the media in different countries and for the first part of the series we're going to focus on national newspapers. We'd like you to send us short articles about the national newspapers in your countries. Tell us what kinds of newspaper there are and give us some information about them. And give us your opinions on them too. We'll print a whole section of your articles so that readers can compare the papers in different countries.

### NOTES

#### Possible areas to discuss:

- how many there are (and names)
- which are most popular
- what they contain (serious news, gossip, sport, politics, etc.)
- who reads them (type of person, age, etc.)
- which I read
- what I think of them (interesting, dull, etc.)

Write your **article**. You should use your own words as far as possible.



## PART 2

Write an answer to **one** of the questions 2–5 in this part. Write your answer in 220–260 words in an appropriate style.

- 2 You see the following announcement in an international magazine.

### PRODUCT REVIEWS WANTED

Have you bought a new product recently, or had one bought for you? Maybe you've just got a new gadget or piece of technology or equipment. It could be something for work or leisure. We'd like to hear what you think of it for our Readers' Reviews Page. Describe the product for readers and give your opinions on it. Do you recommend it? If so, why? If not, why not? Send your review to the address below.

Write your **review**.

- 3 You see the following notice in the place where you work or study.

### ANNIVERSARY EVENT PROPOSALS

As you may know, next year we will have been in existence for 20 years, and at a recent meeting it was decided that we should hold a special event to celebrate this achievement. We're now looking for proposals as to what kind of event to hold. Have you got a good idea for a special event to celebrate our 20th anniversary? Put together a proposal, giving details of your idea and how the event could be organized. We'll consider all the proposals at a meeting next month.

Write your **proposal**.

- 4 Your teacher has asked you to write an essay on the following topic.

*It is essential that both education and work should be fun. Otherwise, people cannot be expected to learn or work effectively.*

Write your **essay**.

- 5 Answer **one** of the following two questions based on your reading of **one** of the set books.

Either

- 5(a) Write an **essay** describing characters in the book who contrast with each other. Describe each one and say how they differ from each other.

Or

- 5(b) Write an **article** describing your experience of reading the book. How quickly or slowly did you read it? Did you find it easy or difficult to understand or follow? Did you feel the same about it all the way through or did your feelings about it change as you went through it?

## Paper 3: Use of English (1 hour)

### PART 1

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A notice                      B regard                      C look at                      D stare at

0	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
---	----------	----------	----------	----------

# Disappearing Alaskan seals

On a winter afternoon, a dozen male Northern fur seals are on an island off south-western Alaska. To **0** \_\_\_\_\_ them, fighting for territory on the rocks, it's hard to imagine that they are at the **1** \_\_\_\_\_ of a baffling scientific mystery: why is this species beginning to disappear?

These seals – which can weigh up to 270 kilograms – have an important and symbolic **2** \_\_\_\_\_ in Alaska's history. Their soft and luxurious fur, the coveted prize during the huge commercial sea harvests that were legal here in the Bering Sea through the early 20th century, was once so valuable it **3** \_\_\_\_\_ Alaska's economy. Starting in the 1950s, for reasons that are **4** \_\_\_\_\_ because the harvests by then tended to be fairly small, the seal population began a slow

decline. But lately it has been falling drastically, declining at an alarming **5** \_\_\_\_\_ of 6 per cent a year since 1998. From a **6** \_\_\_\_\_ of more than 2 million in Alaska in 1948, their numbers have fallen to about 1.1 million.

So **7** \_\_\_\_\_ no one has been able to establish a precise cause for this, although theories **8** \_\_\_\_\_. The seals' food supply may be **9** \_\_\_\_\_, or another species may be **10** \_\_\_\_\_ on the seals – perhaps killer whales, which no longer have as many great whales to eat because of harvesting of those mammals. Some people have suggested that the decline can be **11** \_\_\_\_\_ to entanglement in fishing nets, but scientists say they doubt that this alone could **12** \_\_\_\_\_ the recent population decline.

- |                  |              |               |             |
|------------------|--------------|---------------|-------------|
| 1 A middle       | B centre     | C inside      | D focus     |
| 2 A location     | B situation  | C place       | D spot      |
| 3 A drove        | B inspired   | C motivated   | D set       |
| 4 A unclear      | B unsure     | C unsettled   | D undecided |
| 5 A speed        | B pace       | C scale       | D rate      |
| 6 A top          | B summit     | C crest       | D high      |
| 7 A long         | B far        | C on          | D forth     |
| 8 A flourish     | B mushroom   | C abound      | D escalate  |
| 9 A thinner      | B tighter    | C slimmer     | D scarcer   |
| 10 A preying     | B devouring  | C hounding    | D ravaging  |
| 11 A designated  | B attributed | C stipulated  | D consigned |
| 12 A reason with | B answer to  | C account for | D match up  |

## PART 2

For questions 13–27, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	L	I	K	E															
---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

# In rock'n'roll, older means richer

The universal fantasy about being a rock star, at least the tame part, goes something **0** \_\_\_\_\_ this: you make wildly popular new music, see **13** \_\_\_\_\_ likeness splashed across magazine covers, and worry occasionally **14** \_\_\_\_\_ becoming old. But according to a new list of the fifty top-earning pop stars, old rock stars are enjoying the **15** \_\_\_\_\_ success. Half the top ten earners are older than fifty, and two are **16** \_\_\_\_\_ sixty. Only one act has members under thirty.

The annual list reverses the common perception **17** \_\_\_\_\_ pop music. Not only is it not the province of youth, it's also **18** \_\_\_\_\_ the province of CD sales, hit songs and music videos. While young stars **19** \_\_\_\_\_ their turn on the charts, which rank popular artists, songs and albums, the real pop pantheon, **20** \_\_\_\_\_ seems, is an older group, no **21** \_\_\_\_\_ producing new hits, but re-enacting songs that are older than many of today's pop idols.

'This always **22** \_\_\_\_\_ as a shock to fans,' said Joe Levy of *Rolling Stone* magazine. 'The biggest-selling artists aren't the ones who make the most money. The artists learn the hard **23** \_\_\_\_\_ that money comes from concert tickets and T-shirts, not selling records. That's the lesson – you build a brand over time, and you can sell the brand **24** \_\_\_\_\_ if you can't sell the albums.' This means that, while it's good to be in demand, it is **25** \_\_\_\_\_ to be yesterday's in-demand performer. **26** \_\_\_\_\_ pop music glorifies the young and the new, it actually sells these qualities **27** \_\_\_\_\_ a discount.

## PART 3

For questions 28–37, 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 gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	R	E	S	I	G	N	A	T	I	O	N								
---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--

## EXIT INTERVIEWS

If you are thinking of leaving your job, you may think that handing in your letter of 0 \_\_\_\_\_ is the end of the matter. But an increasing number of companies now conduct 'exit interviews' with staff in an attempt to improve staff retention and communication.

RESIGN

For the employee, an exit interview may feel like an ideal opportunity to rant and rave about every little 28 \_\_\_\_\_ that has troubled them since they got the job. But, 29 \_\_\_\_\_ in mind that you will probably still need a 30 \_\_\_\_\_ from these people, it is best to avoid getting angry or 31 \_\_\_\_\_, and just answer the questions as calmly and with as much 32 \_\_\_\_\_ as possible.

ANNOY

BEAR

REFER

EMOTION

HONEST

For employers, the exit interview is a rare opportunity to gather some valuable information about the way staff perceive the internal 33 \_\_\_\_\_ of the company. 34 \_\_\_\_\_ employees may not wish to cause 35 \_\_\_\_\_ to the boss or damage their chances of promotion, so are unlikely to 36 \_\_\_\_\_ their real feelings about the company. However, someone who has already resigned is more likely to be 37 \_\_\_\_\_ when giving their opinions.

WORK

EXIST

OFFEND

CLOSE

TRUE

## PART 4

For questions 38–42, think of **one** word only which can be used appropriately in all three sentences. Here is an example (0).

## Example:

0 If you're \_\_\_\_\_ next weekend, perhaps we could get together then.

This seat is \_\_\_\_\_ if you want to sit on it.

Feel \_\_\_\_\_ to stay with us any time you need a place to stay.

## Example:

0	F	R	E	E															
---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Write only the missing word **IN CAPITAL LETTERS** on the separate answer sheet.

38 I think she's got a very good \_\_\_\_\_ of succeeding as a musician because she's very talented.

He took the job because it was his only \_\_\_\_\_ of earning a living.

By \_\_\_\_\_, the two of us happened to be at the airport at exactly the same time.

39 Please \_\_\_\_\_ the terrible state of this room, I haven't had time to tidy it up.

I know that she's under a lot of pressure, but nothing can \_\_\_\_\_ her terrible behaviour.

Would you \_\_\_\_\_ me for a moment – I need to leave the room and make a phone call.

40 Vanessa is tired because she's had a lot of \_\_\_\_\_ nights recently.

There were lots of \_\_\_\_\_ arrivals at the party because of traffic problems.

Mike was in his \_\_\_\_\_ thirties when he finally found a career that he liked.

41 I'm having a party at my \_\_\_\_\_ next weekend, would you like to come?

If he keeps playing so badly, he will lose his \_\_\_\_\_ in the team.

This café is a very good \_\_\_\_\_ for meeting people.

42 I expect we'll \_\_\_\_\_ again one day, but bye for now.

The company's service didn't \_\_\_\_\_ my requirements.

You're going to \_\_\_\_\_ a lot of problems as you go through life.

## PART 5

For questions 43–50, 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 six words, including the word given. Here is an example (0).

Example:

0 I didn't know the way there, so I got lost.

GET

Not \_\_\_\_\_ there, I got lost.

0	K	N	O	W	I	N	G	H	O	W	T	O	G	E	T
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Write the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

43 I've just noticed that the car has almost run out of petrol.

HARDLY

I've just noticed that \_\_\_\_\_ left in the car.

44 I didn't know that cars were so expensive in this country.

IDEA

I \_\_\_\_\_ so much in this country.

45 Don't get depressed because of such a small problem.

LET

It's such a small problem that you shouldn't \_\_\_\_\_ down.

46 It is reported that he is now recovering in hospital.

RECOVERY

He is reported \_\_\_\_\_ in hospital now.

47 Laura's teacher says that she doesn't have a serious enough attitude to her work.

SERIOUSLY

Laura doesn't \_\_\_\_\_ to her teacher.

48 He lost his job because he couldn't do what was required.

INABILITY

He lost his job because \_\_\_\_\_ what was required.

49 I haven't got the energy to argue with you.

BOTHERED

I \_\_\_\_\_ an argument with you.

50 What's confusing you so much?

LOT

What is it that's \_\_\_\_\_ confusion?

## Paper 4: Listening (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.

#### Extract One

You hear two people talking about public speaking.

- 1 Both speakers refer to a feeling of
- A over-confidence.
  - B embarrassment.  1
  - C achievement.
- 2 The two speakers agree that a big problem with speaking in public is
- A losing the audience's attention during a speech.
  - B choosing the wrong content for a speech.  2
  - C feeling nervous at the thought of giving a speech.

#### Extract Two

You hear part of a radio programme about the London Underground.

- 3 The poster campaign came at a time when
- A various aspects of life in London were changing.
  - B many people were reluctant to travel on the Underground.  3
  - C the use of posters for advertising was increasing.
- 4 What does Zoe say about the content of the posters?
- A It only appealed to a certain type of person.
  - B It contrasted with real life for many people.  4
  - C It influenced the lifestyles of some people.

#### Extract Three

You hear two people discussing the news media.

- 5 What opinion does the man express about the news media?
- A It doesn't deserve its reputation.
  - B It has become more influential.  5
  - C Its standards have risen.
- 6 The woman mentions medical stories
- A to explain her attitude to the news media.
  - B to illustrate the importance of the news media.  6
  - C to describe why people dislike the news media.

## PART 2

You will hear part of a talk about the invention of the microwave oven.  
For questions 7–14, complete the sentences.

### THE INVENTION OF THE MICROWAVE OVEN

The invention of the microwave oven began when a chocolate peanut bar  
 7 in Percy Spencer's pocket.

Spencer had previously invented a method for  8 the tubes  
used in radar equipment.

Spencer's first experiment involved putting  9 near to some  
radar equipment.

In his next experiment, an egg was put into a kettle and it  10.

The first microwave oven was set up in  11 in Boston in 1946.

The first microwave oven got its name as a result of  12 at  
the company.

One problem with the first microwave oven was that  13 did  
not change colour in it.

When a microwave oven that could be placed on top of a  14  
was produced, sales began to rise.



### PART 3

You will hear a radio interview with someone who has been having ballet lessons. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

15 What does Rupert say about the fact that he is doing ballet classes?

- A Other people have ridiculed him for it.
- B He expects to be mocked for it.
- C It is not as unusual as people might think.
- D People may think it isn't really true.

15

16 Rupert says that before he started doing ballet lessons

- A he had been doing routine physical fitness training.
- B his knowledge of ballet had been growing.
- C ballet had taken over from football as his greatest interest.
- D he had been considering doing ballroom dancing again.

16

17 Rupert says that when the idea of ballet lessons was suggested to him,

- A he thought it was a joke.
- B he was unsure exactly what would be involved.
- C he began to have unrealistic expectations of what he could achieve.
- D he initially lacked the confidence to do it.

17

18 One of the advantages of ballet that Rupert mentions is that

- A it leads to fewer injuries than other physical activities.
- B it has both physical and mental effects.
- C it is particularly good for certain parts of the body.
- D it is more interesting than other forms of exercise.

18

19 What does Rupert say about the sessions?

- A The content of them is varied.
- B Some of the movements in them are harder than others for him.
- C All of the movements in them have to be done accurately.
- D They don't all involve basic movements.

19

20 What does Rupert say about his progress at ballet?

- A It has been much more rapid than he had expected.
- B It has made him consider giving up his other training.
- C It has given him greater appreciation of the skills of professionals.
- D It has led him to enrol for certain exams.

20

**PART 4**

You will hear five short extracts in which people are talking about people they know.

**Task one**

For questions 21–25, choose from the list A–H the description each speaker gives of the person.

- A critical
- B easily influenced
- C tough
- D careless
- E moody
- F cruel
- G arrogant
- H deceitful

- 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 the feeling each speaker expresses about the person.

- A sympathy
- B confusion
- C loyalty
- D amusement
- E guilt
- F envy
- G fear
- H annoyance

- Speaker 1  26
- Speaker 2  27
- Speaker 3  28
- Speaker 4  29
- Speaker 5  30

While you listen you must complete both tasks.

## Paper 5: Speaking (15 minutes)

### PART 1 (3 minutes)

#### Work / Study

- What's your job / What are you studying?
- Where do you work / study?
- What do you like most and least about your job / course? ..... (Why?)
- Describe the people that you work / study with.
- Would you like to do a different job / study something else? ..... (Why? / Why not?)

#### Hobbies

- What hobby / hobbies do you have?
- What do you like about your hobby / hobbies?
- What kind of hobbies do your friends and family have?
- Do you think it's important to have a hobby? ..... (Why? / Why not?)
- Which hobbies that people have to do you consider stupid? ..... (Why?)

### PART 2 (4 minutes)

- 1 Characters on TV
- 2 Things that annoy people

**Candidate A** Look at the three photographs 1A, 1B and 1C on page 104. They show scenes from different TV series.

Compare two of the photographs and say what each series might be about, and what the characters might be like.

*Candidate A talks on his/her own for about 1 minute.*

**Candidate B** Which of the series would you prefer to watch, and why?

*Candidate B talks on his/her own for about 20 seconds.*

**Candidate B** Look at the three photographs 2A, 2B and 2C on page 104. They show things that often annoy people.

Compare two of the photographs and say why people find these things annoying, and what can be done about them.

*Candidate B talks on his/her own for about 1 minute.*

**Candidate A** Which of these things annoys you the most, and why?

*Candidate A talks on his/her own for about 20 seconds.*

**PARTS 3 AND 4** (8 minutes)**Tourism****PART 3**

Look at the pictures on page 105 showing different aspects of tourism.

First, talk to each other about which aspects of tourism each picture shows. Then decide which picture presents the most positive image of tourism and which the most negative.

*Candidates A and B discuss this together for about 3 minutes.*

**PART 4**

- What changes have taken place in tourism in recent times?
- Some people say that tourism does more harm than good. Do you agree?
- Which people benefit the most and the least from modern tourism?
- Some people say that because of tourism, countries all over the world are becoming more similar to each other? Do you agree? Is this a desirable development?
- What developments do you think there will be in tourism in the future?

## Paper 1: Reading (1 hour 15 minutes)

### PART 1

You are going to read three extracts which are all concerned in some way with communication. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

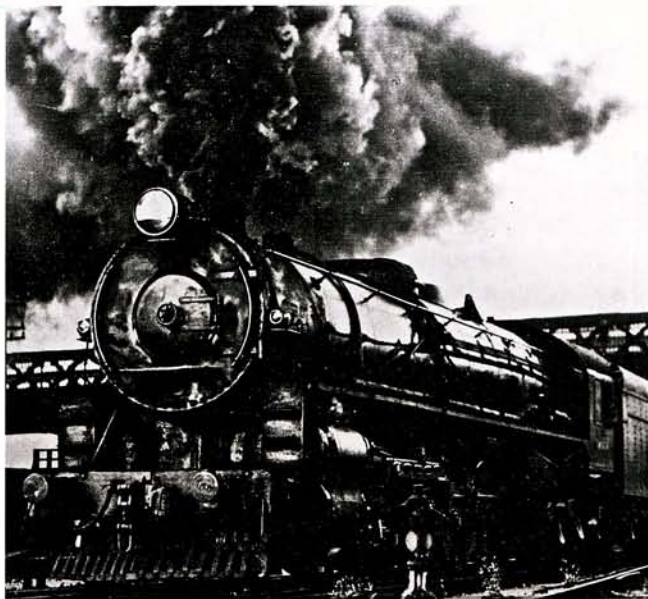
Mark your answers on the separate answer sheet.

#### Extract from a novel

Cuyler Goodwill's longest oration took place in the year 1916 aboard a train traveling between Winnipeg, Manitoba and Bloomington, Indiana, a distance of some thirteen hundred miles. His audience consisted of one person only, his young daughter Daisy, who was then a mere eleven years of age. They traveled, by day, in a first-class lounge car, courtesy of the Indiana Limestone Company, Cuyler Goodwill's new employer. The journey lasted three full days and for all that time the father talked and talked and talked.

A switch had been shifted in his brain, activated, perhaps, by sheer nervousness, at least at first. He had not 'traveled' before. The world's landscape, as glimpsed from the train window, was larger than he had imagined and more densely compacted. The sight filled him with alarm, and also with excitement. He was discomfited to see how easily men (and women as well) stepped from the train to the station platform, from platform to train – with ease, with levity, laughing and talking and greeting each other as though oblivious to the abrupt geographical shifts they were making.

The first day was the worst. He talked wildly, knowing that shortly he and his daughter would be



called to the dining car for the second sitting, and he deeply feared this new excitement. Soon after that the sun would sink from view, and he would be confronted by the aberration of a Pullman bed, of the need to arrange his body in a curtained cubicle.

It was against all this terror that he talked and talked.

1 It is suggested in the text that Cuyler Goodwill talked so much because

- A he had been denied the opportunity previously.
- B he wanted his daughter to think that he was feeling relaxed.
- C he was undergoing an experience unfamiliar to him.
- D there were a lot of things he wanted to tell his daughter.

 1

2 When Cuyler Goodwill looked out of the train, he was struck by

- A the differences between people in different places.
- B how casual the behaviour of people he saw was.
- C the variety of scenery at different points on the journey.
- D how much his feelings changed as the journey went on.

 2

# Bad Language

Researchers who study the evolution of language and the psychology of swearing say that cursing is a human universal. Every language or dialect ever studied, living or dead, spoken by millions or by a small tribe, turns out to have its share of forbidden speech. Young children will memorize the illicit inventory long before they can grasp its sense and writers have always constructed their art on its spine.

Other investigators have determined that hearing a curse elicits a literal rise out of people. When electrodermal wires are placed on people's arms and fingertips to study their skin conductance patterns, and the subjects then hear a few obscenities spoken clearly and firmly, participants show signs of instant arousal. Their skin conductance patterns spike, the hairs on their arms rise, their pulse quickens, and their breathing becomes shallow.



Interestingly, said Kate Burridge, a professor of linguistics at Monash University in Melbourne, Australia, a similar reaction occurs among university students and others who pride themselves on being educated, when they listen to bad grammar or slang expressions that they regard as irritating or illiterate. 'People can feel very passionate about language,' she said, 'as though it were a cherished artefact that must be protected at all costs against the depravities of barbarians and lexical aliens.'

3 Which two aspects of swearing are the main focus of the first two paragraphs?

- A people learning how to do it and people disapproving of it
- B people being shocked by it and people getting used to it
- C people being caused to do it and people refusing to do it
- D people doing it and people witnessing others doing it

3

4 The Australian professor refers to people who

- A are extremely intolerant of the incorrect use of language.
- B regard other kinds of bad language as even worse than swearing.
- C are aware that their attitude to the correct use of language is unrealistic.
- D feel that their view of bad language is shared by the majority.

4

# Can animals talk?

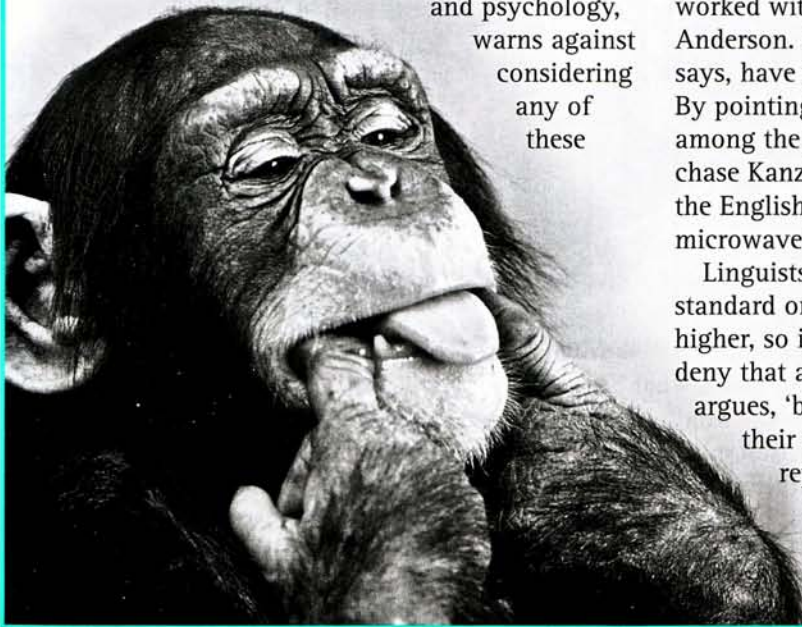
The idea that animals have all-but-human mental lives and powers of communication has become fashionable. Since the 1970s, as animal behaviorists have trained apes to make requests by using gestures or symbols, and acousticians have detected that whales and elephants make subsonic calls, suspicions have arisen that animals have more to say than humans realized.

However, Dr. Stephen R. Anderson, a Yale professor of linguistics and psychology, warns against considering any of these

behaviors 'language'. Animals may learn to memorize symbols or sounds, he says, but this does not match the complexity of spoken or deaf sign language. 'Chimps do, after a lot of training, learn 200 or more signs. But they seem to top out after a few years. Kids' vocabularies just go on expanding.' Children also perceive that sounds can be joined to form words into sentences, he says, whereas it is not clear that animals do.

Dr. Emily Sue Savage-Rumbaugh, who has worked with apes for 25 years, disagrees with Dr. Anderson. Some bonobos she works with, she says, have been talked to by humans since birth. By pointing to the right symbols, Kanzi, the best among the bonobos, can form sentences like 'Sue chase Kanzi' and 'Kanzi chase Sue', or can hear the English words 'Get the tomato that is in the microwave' and fetch the tomato.

Linguists have been accused of moving the standard on their definition of language even higher, so it can never be met. They will always deny that animals can talk, Dr Savage-Rumbaugh argues, 'because it doesn't fit comfortably with their view of the universe.' Dr. Anderson replies that he has 'no desire to deny speech even to the cockroach', but he doesn't think non-humans have the potential.



- 5 The debate described in the text centres on
- A how much training animals need to be given in order to acquire language.
  - B whether certain animals can acquire language but others can't.
  - C what can genuinely be considered to be language.
  - D whether evidence of animal use of language is truthful or not.
- 6 Dr Anderson says that his views on the subject
- A have changed as a result of his work.
  - B are not prejudiced.
  - C are likely to cause controversy.
  - D have relevance to the teaching of language.

5

6

## PART 2

You are going to read a newspaper article about robots. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (7–12). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

# A MAN WHO KNOWS HOW TO BATTLE ROBOTS

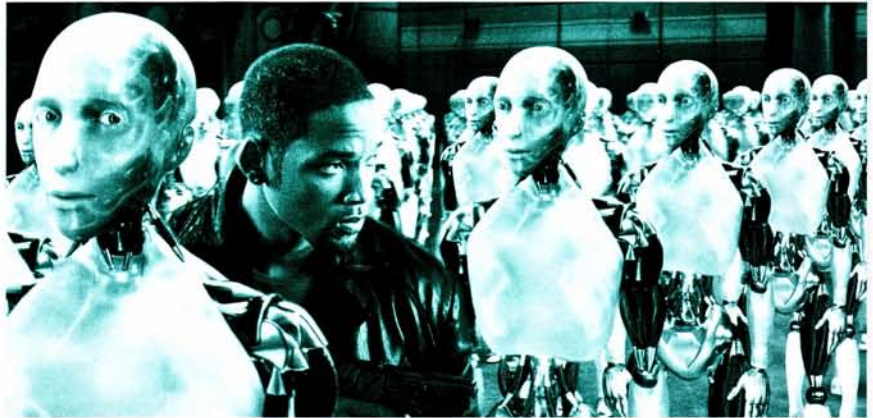
In the 2004 movie *I, Robot*, robots rise up against humanity. In the classic sci-fi thriller *Blade Runner*, a bounty hunter must exterminate intelligent androids that are both deadly and very unhappy with their creators. Even in 1920, when the playwright Karel Capek gave English speakers the Czech word *robota* (labourer) in his play *R.U.R.*, the androids at Rossum's Universal Robots were bent on wiping out the human race. 'If popular culture has taught us anything,' Daniel H. Wilson says, 'it is that some day mankind must face and destroy the growing robot menace.' Luckily, Mr Wilson is just the guy to help us do it. In his new book *How to Survive a Robot Uprising*, Dr Wilson offers detailed – and hilariously serious – advice on the subject.

7

If all this fails, reasoning with a robot may work, Dr Wilson says, but emotional appeals will fall on deaf sensors. Should you prevail, he offers in a grim addendum: 'Have no mercy. Your enemy doesn't.'

8

Unlike Bill Joy, co-founder of Sun Microsystems, who has



written about what he perceives as the potential robot menace, Dr Wilson does not view robotics as contributing to what Mr Joy called 'the further perfection of pure evil'.

9

So he decided to examine popular culture – science fiction books and movies, even *R.U.R.* – for scenarios of robot uprisings. Then he talked to researchers around the world about how plausible they might be, and about the state of robot technology generally. He found them 'surprisingly eager to put themselves into these made-up situations'.

10

For example, he recalls, when he asked his adviser at Carnegie

Mellon, Chris Atkeson, how large a walking robot could be, the question provoked a lively discussion in the lab, ending with a consensus that they could probably be no taller than a telegraph pole.

11

'But it turned out very nicely,' Dr Atkeson says. People will pick it up because it is funny – 'and then you have an opportunity to educate them. It's a robotics primer.'

12

And in his own life, he says, he does not feel too threatened by robots. 'If you want to worry about something, worry about humans,' says Dr Wilson, who is 27. 'Humans are much more dangerous.'



- A** But if the scenarios are outlandish (so far), the information is real. By the time readers have absorbed all the possible technological advances rebellious robots could exploit, they have taken a tour of the world's robotic labs, where, Dr Wilson maintains, all the techniques and tools in the book already exist or are under development.
- B** In any event, Dr Wilson is hardly heeding his own warnings. In fact, he is looking for a job in commercial robotics research.
- C** In fact, he says, he wrote the book out of annoyance with the way the popular media portrayed robots. 'I was kind of tired of them getting a bad rap,' he says. 'In movies and in television, the robots are always the bad guys.'
- D** And that's not all there is to it. Dr Wilson is currently waiting for the movie company Paramount Pictures to decide whether to film a sci-fi comedy out of the book. Certainly, he thinks it has all the right ingredients.
- E** This includes evading hostile swarms of robot insects (don't try to fight – 'loss of an individual robot is inconsequential to the swarm'); outsmarting your 'smart' house (be suspicious if the house suggests you test the microwave by putting your head in it); and surviving hand-to-hand combat with a humanoid (smear yourself in mud to disguise your distinctive human thermal signature and go for the 'eyes' – its cameras).
- F** When Dr Wilson started writing the book, he was still a graduate student. Some of the people he consulted were nervous about it, in part because they feared other researchers would not respect anyone who took such a comical approach to his work and then presented it to a popular audience. Dr Wilson himself said he feared some readers might not get the joke.
- G** But, despite this statement, he is no foe of robots, he says. A native of Tulsa, Oklahoma, he earned his doctorate in robotics at Carnegie Mellon in Pittsburgh, a major centre for research in the field, just as his book was coming out late last year.

## PART 3

You are going to read a newspaper article about management. For questions 13–19, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

# Simply ticking the boxes isn't enough

## TEST 2

I have been asked what I think about the idea of 'Investing in People'. The best answer I can give is that I think that what it tries to achieve – basically making the link between business improvement and focusing on the needs of the people who work for an organization – is great. My problem is with organizations who subscribe to it as a way to help them 'get better', when they don't bother to understand where they went wrong in the first place. They need to ask what explicit and implicit policies and procedures they have in place that prevent their people from being able to do the right thing for the right reasons.

I am sure that there are managers out there who don't know any better, and assume that to manage they simply need to put pressure on their people to perform. But people don't demonstrate high performance because they are told to. They do it because they see the need to do it, and make the choice to do so. They do it because they are connected to the business goals and they see how their contributions can help achieve them. Such managers may tell themselves they can put a 'tick' in the 'we care about people' box. But simply putting ticks in boxes is no good if it doesn't reflect reality.

I know of a company that was so concerned that its people were doing the 'right thing' that it put in place a series of metrics to measure their effectiveness. So far, so good. But one of the objectives – making successful sales calls – manifested itself in the metric 'Number of potential customers seen in one day'. The sales people obviously focused their efforts on going



from one customer's office to another, and not on closing deals. Instead of the employees becoming more effective, they focused on getting the boxes ticked. Good intent; poor thinking.

Another company wanted to improve the speed with which it was able to introduce new products. Competition was beating it to the market place, and consequently the company was losing market share. Senior management sent out the message to reduce the time spent in getting products into customers' hands, with the explanation that they couldn't afford delays. This was a relatively easy task, especially since the time spent testing the products was cut in half to accomplish the time reduction. The result was new products were introduced in less time than those of the competition – but soon rejected by customers for poor quality. Good intent; reckless implementation.

A third company I know is trying hard to help employees see that they have some control over their future. The company instituted a programme with a title like 'Creating our own future' or something like that. A good idea; get the people involved in the future of the company. But instead of the employees becoming motivated to contribute, they saw it

as a hollow exercise on the part of senior management who, in the past, had paid little attention to anything other than getting the job done so they could report great earnings. Yes, the programme was a big 'tick the box' effort, but that was all it was in the minds of the people that it was designed for.

A final example is of a company that brought in one of these 'Investing in People' programmes to change the way the company was run. Assessors were running around like crazy, helping managers examine how they managed. They told managers how they could manage better. And when the programme was over, the company was able to say they had done it – it had invested in its people and life was now good. But the managers simply went back to business as usual. After all, the assessors were gone, and they had targets to hit.

All these examples are representative of senior management who see the need to improve things in their organization, but don't see how to do it. For a start, a programme targeted at improving things is only as good as management's ability to motivate their people. And when the employees simply see the programme as a box-ticking exercise, then it's hopeless. If a company is going to go through the effort implied in investing in people, it should make it worthwhile. Defaulting on the choice to improve the decision-making process by going through the motions is as lame as senior management saying their people's poor performance is not the senior management's fault.

- 13 The writer thinks that putting the concept of 'Investing in People' into practice
- A frequently results in confusion among the people it is supposed to help.
  - B involves more effort than some organizations are prepared to make.
  - C may create problems where previously there had not been any problems.
  - D is something that some organizations should not attempt to do.
- 14 The writer's main point in the second paragraph is that the performance of employees
- A may be very good even if management is poor.
  - B cannot be accurately measured by any box-ticking exercise.
  - C is related to their knowledge of the organization as a whole.
  - D is not as unpredictable as some managers believe it to be.
- 15 What point does the writer make about the first company he describes?
- A It was not really interested in measuring the effectiveness of employees.
  - B The targets that it set for staff were unrealistic.
  - C It failed to understand the real needs of its employees.
  - D The data that it collected did not measure what it was supposed to measure.
- 16 What point does the writer make about the second company he describes?
- A It made what should have been an easy task into a complicated one.
  - B It failed to foresee the consequences of an instruction.
  - C It misunderstood why a new approach was required.
  - D It refused to take into account the views of employees.
- 17 What does the writer say about the programme introduced by the third company he mentions?
- A Employees did not believe that it had been introduced for their benefit.
  - B Employees felt that it was in fact a way of making their jobs even harder.
  - C The reason given for introducing it was not the real reason why it was introduced.
  - D It was an inappropriate kind of programme for this particular organization.
- 18 The writer says that the programme in his final example
- A was too demanding for managers to maintain long-term.
  - B was treated as a self-contained exercise by managers.
  - C involved some strange ideas on how managers could improve.
  - D caused managers to believe that their previous methods had been better.
- 19 The writer's main criticism of senior management in the final paragraph is that they
- A do not involve employees enough in how their organizations are run.
  - B blame employees when programmes for improving their organizations prove unsuccessful.
  - C are not genuinely committed to the idea of improving their organizations.
  - D keep changing their minds about how best to improve their organizations.

## PART 4

You are going to read an article about various birds in Britain. For questions 20–34, choose from the birds (A–D). The birds may be chosen more than once.

Mark your answers on the separate answer sheet.

Of which bird are the following stated?

- On a number of occasions, fears concerning it have been expressed.  20
- Some birds that were introduced did not survive.  21
- Further attempts to increase its numbers were made once initial attempts had proved successful.  22
- Its population growth is a reflection of how tough it is.  23
- It is known for following a routine.  24
- Its situation was improved by an initiative that has been referred to as unique.  25
- There is statistical evidence to support the view that it is a very popular bird.  26
- There was a particular period when its population plummeted.  27
- A criticism could be made of its physical appearance.  28
- It can easily be identified by its outline.  29
- A common perception of it has proved inaccurate.  30
- Growth in its numbers has been much more gradual than desired.  31
- There is reason to believe that its progress in a particular region will be maintained.  32
- Measures taken in the running of a certain type of countryside have assisted in the growth of its population.  33
- Even though its population has fallen, it can frequently be seen in various particular locations.  34

# Winged winners and losers

**Birds in Britain come under scrutiny in a massive new study, *Birds Britannica*. A record of the avian community in the 21st century, it reveals a continually evolving pattern. Mark Cocker, the principal author of the tome, selects some cases**

## A Red Kite



The red kite's recent rise from a mere handful to several thousands is among the great stories of modern conservation.

Testimony to its flagship status is a recent Royal Society for the Protection of Birds poll which ranked it with the golden eagle and song thrush in the nation's list of favourite birds.

The dramatic spread has hinged on a reintroduction scheme at six sites in England and Scotland using kites originally taken from Spain and Sweden. The English releases began in the Chilterns in 1989 and when these had achieved a healthy population, subsequent introductions were made in Northamptonshire and Yorkshire using mainly English birds. The Scottish releases in the 1980s and 1990s have resulted in populations totalling more than 50 pairs. Altogether there are now about 3,000 kites in Britain.

The formation of a 'Kite committee' by members of the British Ornithologists Club in 1903 was central to the bird's recovery. It endured for 90 years and has been described as being 'without parallel in the annals of bird protection anywhere in the world'.

## B Dartford Warbler



This highly-attractive bird is confined to just five Western European countries as well as the north African littoral, and has the smallest world range of any of our breeding birds. It is also a highly-sedentary bird and a major cause of decline is its great susceptibility to the cold. The worst case occurred in the two successive hard winters of 1961 and 1962 when the numbers fell from 450

pairs to just 10.

Memories of this calamitous decrease, coupled with the bird's own tiny size and seeming delicacy, have cemented our sense of an overarching vulnerability. It is one of the best British examples where a species' local rarity has been assumed to equal almost constitutional weakness. Typical of our pessimism was a 1960s prediction that its breeding range would be virtually restricted to the New Forest 'in the foreseeable future'. There was a similar anxiety in the proposal to trap large numbers ahead of severe winter weather so that they could be safely released the following spring.

All the caution is perfectly understandable as an expression of our protective instincts towards a much-loved bird. Yet it sits oddly with the warbler's continuing rise and expansion to a population of 1,925 pairs by the year 2000. It has undoubtedly been helped by mild winters as well as the intensive management and protection of England's lowland heath. Yet the Dartford Warbler's recent history illustrates how easy it is to underestimate the resilience of a small rare bird.

## C White-tailed Eagle



It is difficult to judge which is the more exciting conservation achievement - the reintroduction of this magnificent bird or of red kites. By wingspan and weight, this is the largest eagle in Europe and one of the biggest of all birds in Britain. However, if the species itself is on a grand scale, the size of the reintroduced population is tiny and the pace of increase agonizingly slow. Almost 30 years after the species was first released, there are just 23 pairs holding territory, and from 17 occupied eyries in 2001, no more than 11 young fledged.

The project involved a remarkable team effort by various UK environmental groups, as well as the

Norwegian conservationists who organized the capture of the donated birds. Between 1975 and 1985, they released 82 eagles (39 males and 43 females) from a special holding area on the Inner Hebridean island of Rhum. Eight were later recovered dead, but in 1983 came the first breeding attempt.

Two years later, a pair of white-tailed eagles produced the first British-born chick in 69 years and every subsequent breeding season has seen a small incremental improvement. There is now an established breeding nucleus spread between the islands of Skye and Mull as well as the adjacent mainland, and their recent history suggests that the white-tailed eagle's increase will continue throughout north-west Scotland.

## D Spotted Flycatcher



Even the greatest fans of this lovely bird, with its mouse-grey upper parts and whitish breast and belly, would have to admit that it is rather drab. They have no more than a thin, squeaky, small song. However, spotted flycatchers compensate with enormous character.

The birds are instantly recognizable because of their large-headed, top-heavy shape that is distinctive even in silhouette, and by the habit of returning to the same perch after their agile, twisting, aerial sallies for insects.

They are adept at catching large species such as day-flying moths, butterflies, bees and wasps, whose stings they remove by thrashing the victim against the perch. Their specialized diet means that they are among the latest spring migrants to return and are now in serious decline because of half a century of pesticide use. In the past 25 years, their numbers have declined by almost 80 per cent, but they are still sufficiently numerous (155,000 pairs) to be familiar and are often birds of large gardens, churchyards or around farm buildings.

## Paper 2: Writing (1 hour 30 minutes)

### PART 1

You **must** answer this question. Write your answer in **180–220** words in an appropriate style.

- 1 You recently spent a week at an adventure sports centre. A friend is thinking of going to the same place and has contacted you about it. Read the extract from your friend's letter to you and the extracts from the diary you kept when you were at the adventure centre. Then, using the information appropriately, write a letter to your friend, giving the advice and information your friend wants.

... So I'm thinking of going to the same place. You haven't told me much about it – what's it like? Would you recommend it for me? I've got the brochure and it sounds really exciting. Of course, I'm not as brave as you, but I'd like to do something challenging and see how I get on. Do you think I'd find some of the activities too scary? I guess it's all safe, isn't it?

**Monday** Assault course – climb up this, crawl through that – exhausting but fun. I'm glad I'm fit enough for all this!

**Tuesday** Rock climbing – great fun! Couldn't do it at first but got the hang of it eventually.

**Wednesday** Canoeing – quite scary but felt safe because the teacher was with me all the time.

**Thursday** Camp in the woods – lots of laughter as we tried to put up tents.

**Friday** In groups, build a raft to get across the river. My group's was the only one that worked OK!

**Saturday** Diving – each person with a qualified teacher, but I panicked a bit and gave up.

**Sunday** Last day – tired but had great time – and made a few new friends. I've learnt things I couldn't do before – great teachers.

Write your **letter**. You do not need to include postal addresses. You should use your own words as far as possible.

## PART 2

Write an answer to **one** of the questions 2–5 in this part. Write your answer in 220–260 words in an appropriate style.

- 2 You have been asked to write a contribution for an English-language guidebook for your city or region. You have been asked to write a piece for a section of the book about notable buildings in your city or region. You have been told that your piece should include a description of one building, details about visiting it and opinions on it.  
Write your **guidebook contribution**.

- 3 You see the following announcement about a competition in an international magazine.

### THE THREE POSSESSIONS THAT MATTER MOST TO YOU

Win a holiday for two in this month's writing competition. We want you to tell us which three of your possessions are most precious to you. What are the three things you simply couldn't be without? Give details of what they are and when or how you got them. And tell us why they matter so much to you.

Write your **competition entry**.

- 4 As part of an exchange programme, you recently spent a week staying in another country with someone who had previously stayed with you as part of the same exchange programme. You have been asked to write a report on your experience. Your report should include where you went and who you stayed with, and what you did during your visit. It should also include a comparison between your visit and the person's previous stay with you, as well as any points you wish to make about the exchange programme in general.

Write your **report**.

- 5 Answer **one** of the following two questions based on your reading of **one** of the set books.

Either

- 5(a) Write a **letter** to a magazine suggesting that they should choose the book as one of their Books Of The Month. Explain why you are recommending it and who it would appeal to.

Or

- 5(b) Write an **essay** about how realistic you feel that the characters and events in the book are. Explain why you think they are realistic and compare them with real people and events.

## Paper 3: Use of English (1 hour)

### PART 1

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A declared      B identified      C defined      D announced

0	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
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TEST 2

## An artist whose ego obscured his talent

Having 0 \_\_\_\_\_ himself a genius while in his twenties, Salvador Dalí 1 \_\_\_\_\_ to promote this notion with such relentless conviction that the egotist eventually overshadowed the artist. By the time he died in 1989, leaving hundreds of signed sheets of paper to give 2 \_\_\_\_\_ to a fake Dalí industry, many in the art world had 3 \_\_\_\_\_ against him.

Yet Dalí never came to 4 \_\_\_\_\_ his popular appeal. Although he was 5 \_\_\_\_\_ from the Surrealist Movement in 1939, he remained the best-known Surrealist. And even after Abstract Expressionism and Pop Art had

taken the 6 \_\_\_\_\_ of Surrealism, a major Dalí exhibition in Paris in 1979 still 7 \_\_\_\_\_ 800,000 visitors. Today, among 20th-century artists, his renown could be said to be 8 \_\_\_\_\_ only by Picasso's.

Dalí emerged as a 9 \_\_\_\_\_ figure in Surrealism in the late 1920s. In the mid-1930s, he took Surrealism to the United States and he became so well known there that he was on the cover of *Time* magazine in 1936. He was the first in the group to 10 \_\_\_\_\_ rich from his paintings. Dalí 11 \_\_\_\_\_ his immense popularity, dabbling in 12 \_\_\_\_\_ business and selling his works and image at great profit.

- |                 |               |            |               |
|-----------------|---------------|------------|---------------|
| 1 A came about  | B brought off | C went on  | D got ahead   |
| 2 A rise        | B lead        | C effect   | D source      |
| 3 A fallen      | B set         | C run      | D turned      |
| 4 A cease       | B drop        | C lose     | D halt        |
| 5 A evicted     | B rid         | C thrown   | D expelled    |
| 6 A place       | B spot        | C space    | D role        |
| 7 A drew        | B caught      | C fetched  | D grasped     |
| 8 A overstepped | B exceeded    | C towered  | D overpowered |
| 9 A chief       | B primary     | C central  | D focal       |
| 10 A grow       | B make        | C go       | D move        |
| 11 A delighted  | B rejoiced    | C thrilled | D relished    |
| 12 A fun        | B show        | C play     | D light       |



## PART 2

For questions 13–27, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	A	S																	
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

# TRIATHLETES

Stuart Hayes had launched himself on a promising career 0 \_\_\_\_\_ a swimmer when something odd happened 13 \_\_\_\_\_ him at the local pool. Flogging up and down for the umpteenth time, he suddenly realized 14 \_\_\_\_\_ bored he had become with the monotony. Wasn't there a more interesting way of 15 \_\_\_\_\_ sporty, for heaven's sake? There was 16 \_\_\_\_\_ there is: the colour, sweat and sheer emotion of triathlons. On August 5 and 6, Stuart, 27, will join almost 10,000 athletes in the London Triathlon, the biggest event of 17 \_\_\_\_\_ kind in the world.

Triathlons are 18 \_\_\_\_\_ but boring. Combining swimming, cycling and running in one physical onslaught, they offer huge variety within a single racing framework. The classic Olympic distances are a 1,500 m swim, followed by a 40 km bike ride and a 10 km run. Hayes, a world-class triathlete, won last year's London Triathlon in 19 \_\_\_\_\_ impressive 1 hour 47 minutes. 'The worst part is the last 5 km of the run – you're starting to get really fatigued by 20 \_\_\_\_\_,' he says. So why does he 21 \_\_\_\_\_ it? He shrugs. 'It's interesting.'

In Britain, the sport is growing 22 \_\_\_\_\_ 10 per cent a year. 'People are moving away 23 \_\_\_\_\_ just running, and are looking for new challenges,' says Nick Rusling, event director for the London Triathlon. 'Triathlons are a 24 \_\_\_\_\_ deal more interesting to train for and you can vary training to fit busy lifestyles, swimming in your lunch break and 25 \_\_\_\_\_ on. On top of 26 \_\_\_\_\_, people are much more aware of their bodies. They know running is potentially bad 27 \_\_\_\_\_ the joints. A triathlon is actually very easy and very smooth, particularly the cycle and swim.'

### PART 3

For questions 28–37, 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 gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	W	I	N	N	E	R								
---	---	---	---	---	---	---	--	--	--	--	--	--	--	--

#### RESTAURANT OF THE YEAR

One more chance! That's all we're giving you to tell us about your favourite restaurant and boost its chances of becoming the 0 \_\_\_\_\_ of our Restaurant of the Year competition. This is the last time the official 28 \_\_\_\_\_ form will appear in the paper and next Thursday is the final date for 29 \_\_\_\_\_ of completed forms.

Over the past few weeks we have been swamped by a paper mountain as 30 \_\_\_\_\_ across the city jot down the compelling reasons why they believe their 31 \_\_\_\_\_ restaurant should definitely win our hotly 32 \_\_\_\_\_ competition.

So far we have received more than 400 33 \_\_\_\_\_ forms with more than 30 restaurants nominated. These votes have been 34 \_\_\_\_\_ spread, which makes the last week even more crucial than usual, as we aim to find the top three to go forward to our grand final.

Once the 35 \_\_\_\_\_ has passed, our judges will sit down and count all the forms. The three restaurants which receive the most votes will then be visited by the judges. These visits will of course be 36 \_\_\_\_\_, so the restaurants themselves will not know that the judges are there. After their visits, the judges will make their final decision over who wins the 37 \_\_\_\_\_ title Restaurant of the Year.

WIN

NOMINATE

RECEIVE

DINE

CHOOSE

CONTEST

ENTER

EVEN

DEAD

ANNOUNCE

PRESTIGE

## PART 4

For questions 38–42, think of **one** word only which can be used appropriately in all three sentences. Here is an example (0).

**Example:**

- 0 If you're \_\_\_\_\_ next weekend, perhaps we could get together then.  
This seat is \_\_\_\_\_ if you want to sit on it.  
Feel \_\_\_\_\_ to stay with us any time you need a place to stay.

**Example:**

0	F	R	E	E															
---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Write only the missing word **IN CAPITAL LETTERS** on the separate answer sheet.

---

- 38 I might be \_\_\_\_\_ about this, but I think you're making a terrible mistake.  
This is the \_\_\_\_\_ time to discuss such an important matter – I'm much too busy.  
Do you agree that it's morally \_\_\_\_\_ to cheat other people?
- 39 If you go to the top of that hill, you get an incredible \_\_\_\_\_ of the whole city.  
In my \_\_\_\_\_, this problem is not as serious as you say it is.  
In \_\_\_\_\_ of the cost involved, we decided not to go ahead with the plan.
- 40 I'm going to \_\_\_\_\_ her to a special meal in an expensive restaurant for her birthday.  
Paul is an unpopular boss because he tends to \_\_\_\_\_ his employees very badly.  
The doctors are not quite sure of the best way to \_\_\_\_\_ her illness.
- 41 Is that story \_\_\_\_\_ or did you make it up?  
He's a \_\_\_\_\_ friend and I trust him completely.  
What you've said is \_\_\_\_\_ but it doesn't change my opinion at all.
- 42 The latest \_\_\_\_\_ of the magazine includes interviews with all sorts of celebrities.  
This is a very important \_\_\_\_\_ and we should discuss it seriously.  
When she decided to leave the job, money wasn't the \_\_\_\_\_ – she left because of the hours.

## PART 5

For questions 43–50, 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 six words, including the word given. Here is an example (0).

Example:

0 I didn't know the way there, so I got lost.

GET

Not \_\_\_\_\_ there, I got lost.

0 K N O W I N G H O W T O G E T

Write the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

43 It took me some time to understand fully what happened.

WHILE

It was \_\_\_\_\_ understood what had happened.

44 There's no point arguing about this small detail, in my opinion.

WORTH

This small detail \_\_\_\_\_, in my opinion.

45 If your order is delayed, we will contact you.

DELAY

Should \_\_\_\_\_ to your order, we will contact you.

46 He didn't try to help me at all.

EFFORT

He \_\_\_\_\_ any help at all.

47 The two situations are completely different.

COMMON

The two situations don't \_\_\_\_\_ each other.

48 Can I speak to you privately for a few minutes?

WORD

Can I \_\_\_\_\_ you for a few minutes?

49 I was amazed because there were no problems throughout the holiday.

WENT

To \_\_\_\_\_ wrong throughout the holiday.

50 I have no intention of doing another kind of job.

DREAM

I \_\_\_\_\_ other kind of job.

## Paper 4: Listening (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.

#### Extract One

You hear part of a radio programme about a famous London hotel.

- 1 The presenter's aim in her introduction is to
- A correct misunderstandings about the Grand.
  - B provide factual information about the Grand.  1
  - C encourage listeners to go to the Grand.
- 2 What is the manager's attitude towards the customers?
- A He wishes that more of them were not rich people.
  - B He treats them all in the same way, regardless of who they are.  2
  - C He always knows instantly what category they belong to.

#### Extract Two

You hear two presenters talking on a science programme.

- 3 The male presenter says that the research produced data on
- A the period of time that some teaspoons were missing.
  - B how quickly a certain number of teaspoons disappeared.  3
  - C where disappearing teaspoons had gone.
- 4 The female presenter says that disappearing teaspoons is a topic which
- A has produced some interesting theories.
  - B concerns a growing phenomenon.  4
  - C has no great significance.

#### Extract Three

You hear two people talking about popular music.

- 5 The woman's main point is that
- A it is no longer possible to create genuinely original popular music.
  - B all modern popular music is a poor imitation of older music.  5
  - C popular music has always been an overrated form of music.
- 6 What does the woman say about modern performers?
- A They are not interested in the views of older people.
  - B They are taking advantage of their audience.  6
  - C They are influenced without realizing it.

## PART 2

You will hear part of a talk about a common psychological phenomenon.  
For questions 7–14, complete the sentences.

### DÉJÀ VU

#### Facts about déjà vu

An example of something that can cause a feeling of déjà vu is the sound made by a

7.

Surveys show that déjà vu has been experienced by approximately

8 of adults.

Surveys show that people who frequently  9 experience déjà vu more often than others.

Surveys show that déjà vu is most frequently experienced during the period of

10.

#### Experiments on déjà vu

In the experiments, students were asked to find a small  11 of one colour or another in various photographs.

Some of the photographs showed  12 at the two universities.

Two weeks later, the students were shown the same photographs, but the

13 had been changed.

Some students said that they had been to a  14 at a university that they had in fact never visited.

### PART 3

You will hear a radio discussion about writing a novel. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

15 What does Louise say about Ernest Hemingway's advice to writers?

- A It is useful to a certain extent.
- B It applies only to inexperienced novelists.
- C It wasn't intended to be taken seriously.
- D It might confuse some inexperienced novelists.

15

16 Louise says that you need to get feedback when you

- A have not been able to write anything for some time.
- B are having difficulty organizing your ideas.
- C are having contrasting feelings about what you have written.
- D have finished the book but not shown it to anyone.

16

17 Louise says that you should get feedback from another writer because

- A it is easy to ignore criticism from people who are not writers.
- B another writer may be kinder to you than friends and relatives.
- C it is hard to find other people who will make an effort to help you.
- D another writer will understand what your intentions are.

17

18 What does Louise regard as useful feedback?

- A a combination of general observations and detailed comments
- B both identification of problems and suggested solutions
- C comments focusing more on style than on content
- D as many points about strengths as weaknesses

18

19 What does Louise say about the people she gets feedback from?

- A Some of them are more successful than her.
- B She doesn't only discuss writing with them.
- C She also gives them feedback on their work.
- D It isn't always easy for her to get together with them.

19

20 One reaction to feedback that Louise mentions is that

- A it is justified but would require too much effort to act on.
- B it focuses on unimportant details rather than key issues.
- C it has been influenced by reading other people's novels.
- D it is not suggesting that major changes to the novel are required.

20

**PART 4**

You will hear five short extracts in which people are talking about events they attended.

**Task one**

For questions 21–25, choose from the list A–H the event each speaker is talking about.

- A a concert
- B a meeting
- C a birthday party
- D a school reunion
- E a funeral
- F a leaving party
- G a wedding
- H a demonstration

- 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 happened according to each speaker.

While you listen you must complete both tasks.

- A It wasn't well-attended.
- B I hardly knew anyone.
- C It ended early.
- D I was treated badly.
- E There was an argument.
- F I left before the end.
- G Everyone enjoyed themselves.
- H I couldn't focus on the event.

- Speaker 1  26
- Speaker 2  27
- Speaker 3  28
- Speaker 4  29
- Speaker 5  30



## Paper 5: Speaking (15 minutes)

### PART 1 (3 minutes)

#### English language

- How long have you been learning English, and why have you been learning it?
- How have you been learning the language?
- Why is learning English useful or important to you?
- What aspects of learning English have you found most and least enjoyable? ..... (Why?)
- What reasons do other people have for learning English?

#### Daily life

- How does a typical day for you start?
- What do you like most and least about a typical day for you?
- Which person / people do you usually see every day?
- Do you keep a diary? If so, what do you write in it? If not, why not?
- What meals do you have each day, and when?

### PART 2 (4 minutes)

#### 1 Glamorous lives

#### 2 Learning a skill

**Candidate A** Look at the three photographs 1A, 1B and 1C on page 106. They show people with careers that are considered exciting or glamorous. Compare two of the photographs and say what you think each person's life might be like, and what each person's personality might be like. *Candidate A talks on his/her own for about 1 minute.*

**Candidate B** Which of the people would you most or least like to be, and why? *Candidate B talks on his/her own for about 20 seconds.*

**Candidate B** Look at the three photographs 2A, 2B and 2C on page 106. They show people taking classes in order to learn a skill. Compare two of the photographs and say why the people might be taking the classes, and what might be involved in learning each skill. *Candidate B talks on his/her own for about 1 minute.*

**Candidate A** Which of the skills have you learnt, or would you most like to have, and why? *Candidate A talks on his/her own for about 20 seconds.*

**PARTS 3 AND 4** (8 minutes)

**Young people**

**PART 3**

Look at the pictures on page 107 showing different images of young people.

First, talk to each other about what the young people in each picture are doing. Then decide which picture is most typical of young people today.

*Candidates A and B discuss this together for about 3 minutes.*

**PART 4**

- Some people say that life is easier today for young people than it used to be. Do you agree? ..... (Why? / Why not?)
- What things do you think that all young people should be able to have and to do?
- What kind of things are expected of young people today, and why? Are these expectations fair? ..... (Why? / Why not?)
- How much influence do you think young people's families have on them? Do you think that their friends have more influence on them? ..... (Why? / Why not?)
- What kind of problems do young people typically have today? What causes these problems?

## Paper 1: Reading (1 hour 15 minutes)

### PART 1

You are going to read three extracts which are all concerned in some way with attitudes. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

# Patience is almost a thing of the past

Young British people have a 'won't wait' mentality which means that almost £400 million in uncashed cheques is sitting in their wallets because they cannot be bothered to pay them in, a survey shows. Those aged between 18 and 29 habitually carry cheques around in their pockets and handbags because they cannot endure queuing at a bank. Their aversion to waiting means that they also avoid visits to the doctor, dentist and even the hairdresser. Two fifths of young adults would forgo a trip to the doctor simply because they could not bear to wait for an appointment and a sixth admitted that they have become ill as a result. Three in ten of the same age said that they did not have time to go to the dentist. More than a third said they



would endure long hair or an unflattering style rather than wait for an appointment at a hairdresser's.

This 'won't wait' attitude also affects their social conscience, with one in six freely admitting that they did not give blood because the process took too long. Five per cent said they were too impatient to get married, preferring to stay single because the process was too lengthy. A fifth would abandon

a full supermarket trolley at the sight of a lengthy queue at the checkout.

The study found that 29 per cent regarded queuing as an 'absolute waste of time', while one in 20 completely refused to do it. One of the researchers said: 'Being so spoilt for speed, we have lost the trademark British patience. The image of the queuing Englishman has been truly consigned to the past.'

1 One thing the study revealed was that young British people

- A realize that their impatience is hard to justify.
- B believe that their impatience is widely shared.
- C are unconcerned about the consequences of their impatience.
- D are embarrassed about the extent of their impatience.

 1

2 The purpose of the text is to

- A regret a social trend.
- B criticize a social trend.
- C ridicule a social trend.
- D point out a social trend.

 2

Extract from a novel

In his youth, he had considered himself an intensely political man. He had joined and supported a party, rejoiced in its triumphs, convinced that its accession to power would bring his country closer to social justice. His disillusionment had not been swift, though it had been hastened by the presence of his wife, who had reached a state of political despair and black cynicism well before he allowed himself to follow her lead. He had denied, both in word and in belief, the first accusations of dishonesty and endemic corruption against the men he had been sure would lead the nation to a bright and just future. But then he had looked at the evidence against them, not as a true believer but as a policeman, and his certainty of their guilt had been immediate.

Since then, he had stayed clear of politics entirely, bothering to vote only because to do so set



an example for his children, not because he now believed it could make any difference. In the years during which his cynicism had grown, his former friendships

with politicians had languished, and his dealings with them had become formal rather than cordial.

TEST 3

- 3 What do we learn about the character's change in attitude towards politicians?
- A It only happened when he took a professional view of their behaviour.
  - B It resulted from a good deal of persuasion from his wife.
  - C It began with him doubting that what he was saying about them was true.
  - D It was something that he wished had happened earlier.
- 4 What happened after the character's change in attitude towards politicians?
- A He avoided people with whom he had previously been friendly.
  - B He tried not to let it affect his attitude towards other people.
  - C He felt a need not to let it influence his children.
  - D He began to support a different kind of politician.

3

4

# The limitations of selfishness

The rational-actor model of economics assumes that people are selfish in the narrow sense. It says that the world is bitterly competitive, and that those who do not pursue their own interests ruthlessly are likely to be swept aside by others who do.

It is true that self-interest is an important human motive, and the self-interest model does effectively explain much typical human behaviour. When energy prices rise, for example, people are more likely to buy vehicles that are more fuel efficient and add extra insulation to their attics. But some economists argue that self-interest explains virtually all behaviour. As Gordon Tullock of the University of Arizona has written, for example, 'the average human being is about 95 per cent selfish in the narrow sense of the term.'

Is he right? Or do we often heed social and cultural norms that urge us to set aside self-interest in the name of some greater good? For example, people make anonymous donations to charity or public organizations. From society's perspective, our willingness to reject self-interest in such instances leads to better outcomes than when we all act in a purely selfish manner.

My point is not that my fellow economists are wrong to emphasize the importance of self-interest. But those who insist that it is the only important human motive are missing something important. Even more troubling, the narrow self-interest model, which encourages us to expect the worst in others, often encourages the worst in us as well.



5 The writer uses the purchase of vehicles and donations to charity as examples of

- A his belief that only a minority of people are completely selfish.
- B the way in which some people's attitudes are changing.
- C his theory that the same person can be both selfish and unselfish.
- D types of behaviour that may not seem logical.

5

6 The writer's view of the theory supported by other economists is that

- A it can give people a justification for their selfish behaviour.
- B it is not something that people recognize in themselves.
- C it is more true of some people than of others.
- D it is based on an incorrect starting point.

6

## PART 2

You are going to read a newspaper article about some creatures. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (7–12). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

# Crocodile Science Reveals Secrets

To the casual observer, an adult alligator afloat in an algae-dappled pond, its two-meter body motionless except for the sporadic darting of its devilish amber eyes, might conjure up any number of images, none of them comforting. For Dr. Daphne Soares, however, a neuroscientist at the University of Maryland, an alligator looks like nothing so much as a big, amphibious and grievously misunderstood kitten.

7

'But I absolutely love these creatures,' she said. 'They're beautiful, elegant and goofy at the same time.' They are also unmistakably observant and curious. She said they have a bad reputation for 'being stupid little reptiles.' But she added, 'They're very curious, very alert, and they want to know what's going on.' Dr Soares has worked with many species of Crocodylia, the reptilian order that includes crocodiles, alligators, caimans and gharials. And while she admires the entire crocodilian dynasty, alligators are her favorite.

Dr Soares specializes in neuroethology – the neural underpinnings of animal behavior – and has recently discovered a kind of sixth sense unique to crocodilians, which are often referred to generically as crocodiles. She has determined that

the mysterious little bumps found around the jaws of some crocodile species and across the entire bodies of others, which naturalists had long observed but never before understood, are sensory organs exquisitely suited to the demands of a semi-submerged ambush predator.

8

The discovery of this novel sensory system is just one of a number of new findings about the prowess and performance of crocodilians, which have survived for 230 million years, some by land, others by sea, most astraddle. 'Our primate ancestors were ratty little things that went around stealing eggs,' said Dr. Perran Ross, a crocodile specialist and professor of wildlife ecology and conservation at the University of Florida. 'Ancestral crocodiles had basically the same body plan we see today, apparently because it works.'

9

'This means that crocodiles have tremendous robustness against bacterial infection,' Dr. Ross said. 'The sort of wound that would leave any of us severely septicemic doesn't seem to touch them.' That capability has inspired researchers to begin screening crocodile blood in search of new antibiotics.

10

'They're not like big lizards,' said Dr. George Amato, a geneticist at the World Conservation Society, a division of the Bronx Zoo in New York. 'It's clear when you spend time with them that they're quite complex.'

They're not always like one another, either. Dr. Amato and his colleagues, including Dr. John Thorbjarnarson of the conservation society in Florida, are close to declaring that the so-called Nile crocodile, the giant meat-eater renowned throughout Africa for having the might to prey on adult zebras and the occasional fisherman, may not be a single species of crocodile, as has long been thought.

11

Since there are only about two dozen crocodilian species in the world today, a new family herald would be considered a major event in the annals of crocodilian research. It would probably take years for it to gain general acceptance and appropriate nomenclature.

12

'Crocodiles,' Dr. Thorbjarnarson said, 'really are the closest things we have to living examples of those creatures from the distant past.'

- A** This is borne out by the facts. The 23 species of the order Crocodylia include alligators, crocodiles, caimans and gharials. Crocodiles tend to have narrow, V-shaped snouts, while alligators' jaws are rounder. Also, a crocodile's lower teeth are visible when its mouth is closed.
- B** As scientists are just beginning to appreciate, that physical structure is like an armored tank. Beneath the scaly sheath and craggy osteoderms is another layer of armor, built of rows of overlapping shingles, or osteoscutes, that are both strong and flexible. And beneath that formidable barrier is an equally formidable immune system.
- C** Crocodiles are an impressively ancient and resilient clan. They hark back to a cast of beloved goliaths, called dinosaurs. The resemblance is not circumstantial. Through recent taxonomic analysis, scientists have concluded that dinosaurs, crocodiles and birds should be classified together on one branch of the great polylimbed Sequoia of Life.
- D** Rather, there may be two distinct types, one in East Africa and Madagascar, the other adding excitement to the rivers and watering holes of Central and West Africa. The two populations look roughly the same, yet the DNA sequences of the two crocodile factions are so distinct that they may not even be each other's closest relatives.
- E** Sure, they have thick scales and bulging bony knobs called osteoderms rather than fur. And yes, they have 80 teeth to the house cat's 30, and a tail that can dislocate your jaw with a single whack.
- F** Crocodilians are also thinking creatures, and will engage in sophisticated behavior uncommon to most reptiles. They vocalize to each other. They squabble over status and can distinguish between a friendly hominid and a pest. In caring for their young, they are more protective than a mother hen, for what hen can keep her babies from harm by carrying them in her jaw?
- G** These pigmented nodules encase bundles of nerve fibers that respond to the slightest disturbance in surface water and thus allow a crocodile to detect the signature of a potential meal – an approaching fish, a bathing heron, a luckless fawn enjoying its last lick of water.

### PART 3

You are going to read an extract from a novel. For questions 13–19, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

### TEST 3

Thirty or so years after he arrived in London, Chanu decided that it was time to see the sights. 'All I saw was the Houses of Parliament. And that was in 1979.' It was a project. Much equipment was needed. Preparations were made. Chanu bought a pair of shorts which hung just below his knees. He tried them on and filled the numerous pockets with a compass, guidebook, binoculars, bottled water, maps and two types of disposable camera. Thus loaded, the shorts hung at mid-calf. He bought a baseball cap and wore it around the flat with the visor variously angled up and down and turned around to the back of his head. A money belt secured the shorts around his waist and prevented them from reaching his ankles. He made a list of tourist attractions and devised a star rating system that encompassed historical significance, something he termed 'entertainment factor' and value for money. The girls would enjoy themselves. They were forewarned of this requirement.

On a hot Saturday morning towards the end of July the planning came to fruition. 'I've spent more than half my life here,' said Chanu, 'but I've hardly left these few streets.' He stared out of the bus windows at the grimy colours of Bethnal Green Road. 'All this time I have been struggling and struggling, and I've barely had time to lift my head and look around.'

They sat at the front of the bus, on the top deck. Chanu shared a seat with Nazneen, and Shahana and Bibi sat across the aisle. Nazneen crossed her ankles and tucked her feet beneath the seat to make way for the two plastic carrier bags that contained their picnic. 'You'll stink the bus out,' Shahana had said. 'I'm not sitting with you.' But she had not moved away.

'It's like this,' said Chanu, 'when you have all the time in the world to see something, you don't bother to see it. Now that we are going home, I have become a tourist.' He pulled his sunglasses from his forehead onto his nose. They were part of the new equipment.

He turned to the girls. 'How do you like your holiday so far?' Bibi said that she liked it very well, and Shahana squinted and shuffled and leaned her head against the side window.

Chanu began to hum. He danced with his head, which wobbled from side to side, and drummed out a rhythm on his thigh. The humming appeared to come from low down in his chest and melded with the general tune of the bus, vibrating on the bass notes.

Nazneen decided that she would make this day unlike any other. She would not allow this day to disappoint him.

The conductor came to collect fares. He had a slack-jawed expression: nothing could interest him. 'Two at one pound, and two children, please,' said Chanu. He received his tickets. 'Sightseeing,' he announced, and flourished his guidebook. 'Family holiday.'

'Right,' said the conductor. He jingled his bag, looking for change. He was squashed by his job. The ceiling forced him to stoop.

'Can you tell me something? To your mind, does the British Museum rate more highly than the National Gallery? Or would you recommend the gallery over the museum?'

The conductor pushed his lower lip out with his tongue. He stared hard at Chanu, as if considering whether to eject him from the bus.

'In my rating system,' explained Chanu, 'they are neck and neck. It would be good to take an opinion from a local.'

'Where've you come from, mate?'

'Oh, just two blocks behind,' said Chanu. 'But this is the first holiday for twenty or thirty years.'

The conductor swayed. It was still early but the bus was hot and Nazneen could smell his sweat. He looked at Chanu's guidebook. He twisted round and looked at the girls. At a half-glance he knew everything about Nazneen, and then he shook his head and walked away.



- 13 In what sense was the sightseeing trip a 'project' (line 4)?
- A Chanu felt a duty to do it.
  - B It was something that Chanu had wanted to do for a long time.
  - C Chanu took it very seriously.
  - D It was something that required a good deal of organization.
- 14 The descriptions of Chanu's clothing are intended to
- A show how little he cared about his appearance.
  - B create an impression of his sense of humour.
  - C create amusing visual images of him.
  - D show how bad his choice of clothes always was.
- 15 Chanu had decided to go on a sightseeing trip that day because
- A he regretted the lack of opportunity to do so before.
  - B he felt that it was something the girls ought to do.
  - C he had just developed an interest in seeing the sights.
  - D he had grown bored with the area that he lived in.
- 16 As they sat on top of the bus,
- A Nazneen began to regret bringing so much food with them.
  - B the girls felt obliged to pretend that they were enjoying themselves.
  - C Chanu explained why he had brought the whole family on the trip.
  - D the family members showed different amounts of enthusiasm for the trip.
- 17 When Chanu showed him the guidebook, the conductor
- A made it clear that he wanted to keep moving through the bus.
  - B appeared to think that Chanu might cause a problem.
  - C initially pretended not to have heard what Chanu said.
  - D felt that he must have misunderstood what Chanu said.
- 18 What was strange about Chanu's use of the word 'local'?
- A It was not relevant to the places he was asking about.
  - B It could equally have been applied to him.
  - C He was not using it with its normal meaning.
  - D He had no reason to believe it applied to the conductor.
- 19 What do we learn about the trip from the text as a whole?
- A Chanu regarded it as a kind of holiday.
  - B Nazneen could not see the point of doing it.
  - C It was typical of the kind of thing that Chanu often did.
  - D The family's attitude to it changed once it had started.

## PART 4

You are going to read an article about various paintings. For questions 20–34, choose from the paintings (A–D). The paintings may be chosen more than once.

Mark your answers on the separate answer sheet.

Of which painting are the following stated?

- It was considered not to be typical of paintings produced from certain sources.  20
- The artist likes to depict events and situations that are open to different interpretations.  21
- It is of something that no longer exists.  22
- The artist points out that it is based on things actually observed, even though it doesn't depict them accurately.  23
- The artist specializes in things that most people regard as ugly.  24
- A deduction that could be made about what is happening in it is not what the artist is actually showing.  25
- The artist took a risk while creating it.  26
- The artist denies that there was a particular influence on its style.  27
- The artist checks that nothing important is missing from preparatory work.  28
- Its success suggests a change of attitude on the part of the judges.  29
- It was completely altered in order to produce various connections.  30
- The artist always tries to portray certain unique characteristics.  31
- Its artist produces paintings in different locations.  32
- In one way, it is unlike any other painting the artist has produced.  33
- The artist likes to find by chance subjects that have certain characteristics.  34

# Watercolour competition

## THE WINNERS

### First prize

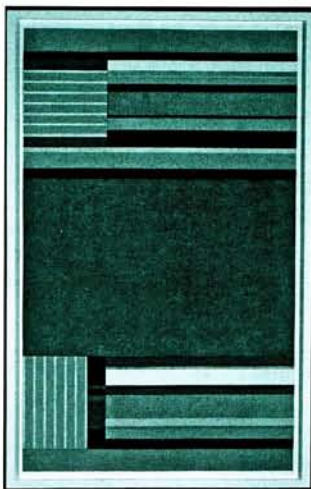
#### A Carol Robertson *Interrupted Field*

This unique competition is now in its 19th year, and for much of that time you might be forgiven for thinking that the judges weren't halfway bold enough. In the beginning, the selection of an abstract painting for the exhibition, let alone as a prize-winner, would have been totally unexpected. Though changes began to occur some years ago, an abstract painting has never won first prize. Until now.

Carol Robertson's *Interrupted Field* is a worthy winner, a more or less geometric composition that exploits the qualities of evenly-applied washes of colour. The painting is vast – 'the largest I've ever attempted' – so the big, even area of blue in the centre is, apart from anything else, something of a technical achievement.

Robertson is keen to stress that her abstract compositions are firmly rooted in reality. Though she doesn't 'seek to confirm or record the way the world looks', her work is never disconnected from the natural world, so the coloured stripes and bands in this painting

have a specific source. Over the past five years, Robertson has been working in Ireland, on the northwest coast of County Mayo. The coloured stripes stimulate 'memories of coastal landscape, brightly painted cottages, harbours and fishing boats, things seen out of the corner of my eye as I explored that coastline by car and on foot. The colour mirrors the fragments of life that caught my eye against a background of sea and sky.'



### Runners up

#### B Geoffrey Wynne *Quayside*

Geoffrey Wynne describes himself as 'an open-air impressionist watercolour painter', though he adds that 'larger works', this prize-winning picture among them, 'are developed in the studio'. It struck the judges as something of a tour de force, a complex composition in which most of the detail had to be suppressed in order to preserve a sense of pictorial unity. It also has a vividness and directness not usually associated with paintings worked up from sketches and photographs.

Perhaps the most noteworthy aspect of this painting is the sheer number of people in it. According to the title, they are on a quay somewhere, and the number

of suitcases they have with them suggests they have just landed from a boat on the first stage of a holiday. 'Yes, that's almost right,' Wynne told me, 'except that we're on the boat in the early morning, just arrived back from Mallorca, and the people are waiting to get on. This painting took a long time to finish, and many earlier attempts were abandoned. To achieve a unity, I immersed the half-finished painting in the bath, then added the black with a big brush. It's dangerous to do, because you can't really control the effects. Then I reworked everything, establishing links with colour and tone throughout the composition, creating a kind of web or net of similar effects.'

#### C Arthur Lockwood *Carbonizer Tower*

There were other, less prosaic titles among the thousand-or-so entries to this year's competition, but there were few more fetching paintings – or, come to that, more experienced painters in watercolour. Arthur Lockwood has a big reputation among watercolour painters and watercolour enthusiasts, chiefly for his accomplished pictures of industrial sites, subjects that are generally thought to be unsightly, but have striking visual qualities all their own. Among them is a kind of romanticism stimulated by indications of decay and the passing of irrecoverable time. Lockwood's subjects are, after all, ruins, the modern equivalent of Gothic churches overgrown by ivy. He aims not only to reveal those qualities, but to make a visual record of places that are fast being destroyed. This painting, a good example of his work in general, is one of an extensive series on the same subject. What we see is part of a large industrial plant that once made smokeless coal briquettes. It has now been closed and demolished to make way for a business park.

#### D Michael Smee *Respite at The Royal Oak*

Michael Smee was once a successful stage and television designer. This is worth stressing, because this prize-winning painting makes a strong theatrical impression. Smee agrees, and thinks it has much to do with the carefully judged lighting. 'As a theatre designer, you make the set, which comes to life only when it's lit.' The obvious affinity with Edward Hopper's work is 'just a coincidence', Smee says. 'The other picture I submitted isn't at all like Hopper.' Both artists, though, share an interest in suggesting ambiguous narratives.

Smee prefers to happen on pubs and cafés that are intriguing visually and look as though they might be under threat. He has a strong desire to record 'not only the disappearing pub culture peculiar to this country, but also bespoke bar interiors and the individuals therein'. He works his paintings up from informative sketches. 'I get there early, before many people have arrived, sit in the corner and scribble away. Then, once the painting is in progress in the studio, I make a return visit to reassure myself and to note down what I'd previously overlooked.' His main aim isn't topographical accuracy, however; it's to capture the appearance of artificial and natural light together, as well as the reflections they make.

## Paper 2: Writing (1 hour 30 minutes)

### PART 1

You **must** answer this question. Write your answer in **180–220** words in an appropriate style.

- 1 As a member of the entertainments committee at the place where you work or study, you have been asked to write a report on the events that the committee organized over the past year. Read the advertisements for the events and the notes you made after the events. Then, using the information appropriately, write your report for the committee.

**THEATRE TRIP** TUESDAY 19TH MARCH

### 'THE MISUNDERSTANDING'

A NEW COMEDY AT THE BRIDGE THEATRE.

'The funniest comedy for ages'  
according to the local paper's film critic.

CONTACT **MIKE** FOR TICKETS

Travel to  
theatre and  
back by  
coach.

**Music Evening** Friday 20th June,  
Main Hall

Come and see the best local bands  
All kinds of music from jazz to rap

Tickets from Zoe - get them now, they'll sell out quickly!

### ANNUAL PARTY

SATURDAY 1ST AUGUST,  
MAIN HALL

*A great chance to  
meet new people*

*Wonderful food*

**NO NEED TO BOOK -  
SIMPLY TURN UP!**

*Theatre Trip: play great, v funny, but not many came; coach expensive, lost money on event; more advertising needed if we do it again*

*Music Evening: great success; lots of v talented local bands to choose from; great atmosphere, enjoyed by all; tickets sold out; made big profit*

*Annual Party: too many people, v crowded; sell tickets in future; food much enjoyed, v varied, made small profit*

Write your **report**. You should use your own words as far as possible.

## PART 2

Write an answer to **one** of the questions 2–5 in this part. Write your answer in 220–260 words in an appropriate style.

- 2 You have seen this announcement in an international magazine.

### ARTICLES INVITED

As part of a special section on modern inventions, we're looking for articles from readers about what they'd like to be invented in the future. What invention or inventions would you most like someone to come up with,

and why? Give us all the details and tell us why these things would be useful to you, or to people in general. Send your articles to the address below.

Write your **article**.

- 3 You see the following announcement in an international magazine.

### LIVE PERFORMANCE REVIEWS WANTED

Have you seen someone perform live who you had previously only heard on recordings or seen on TV or in films? We'd like you to send us reviews of concerts by bands you'd never seen live before or actors you'd never seen on stage. Describe the performance in detail. What did you think and what did the

rest of the audience think? Compare the live performance with how the same person / people perform in recordings or on TV or in films. Were they not so good live, or did you prefer them live? Did your opinion of them change? Send your reviews to the address below.

Write your **review**.

- 4 Your teacher has asked you to write an essay on the following topic.

*Everyone should travel to other countries at some point in their lives because travel is an essential experience.*

Write your **essay**.

- 5 Answer **one** of the following two questions based on your reading of **one** of the set books.

Either

- 5(a) Write a **summary** of the plot that includes the most important details and events and makes clear what the book is about and what happens in it.

Or

- 5(b) Write an **essay** about one or more characters that you sympathized with when you read the book and one or more characters who you disliked, giving reasons for your feelings about those characters.

## Paper 3: Use of English (1 hour)

### PART 1

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A regarded      B said      C presented      D proposed

0	<u>  A  </u>	<u>  B  </u>	<u>  C  </u>	<u>  D  </u>
---	--------------	--------------	--------------	--------------

# Thomas Cook

Thomas Cook could be 0 \_\_\_\_\_ to have invented the global tourist industry. He was born in England in 1808 and became a cabinet-maker. Then he 1 \_\_\_\_\_ on the idea of using the newly-invented railways for pleasure trips and by the summer of 1845, he was organizing commercial trips. The first was to Liverpool and 2 \_\_\_\_\_ a 60-page handbook for the journey, the 3 \_\_\_\_\_ of the modern holiday brochure.

The Paris Exhibition of 1855 4 \_\_\_\_\_ him to create his first great tour, taking in France, Belgium and Germany. This also included a remarkable 5 \_\_\_\_\_ – Cook's first cruise, an extraordinary journey along the Rhine. Nothing like this had been available before, but it was only the beginning. Cook had invented 6 \_\_\_\_\_ tourism and now became a pioneering giant, striding across

the world, travelling incessantly, researching every little detail before being absolutely confident that he could send the public to 7 \_\_\_\_\_ his steps.

Cook was not slow in thinking beyond Europe, and he turned his gaze upon Africa. The expertise he had gained with his pioneering cruise along the Rhine in 1855 8 \_\_\_\_\_ him in good stead when it came to organizing a fantastic journey along the Nile in 1869. Few civilians had so much as 9 \_\_\_\_\_ foot in Egypt, let 10 \_\_\_\_\_ travelled along this waterway through history and the remains of a vanished civilization 11 \_\_\_\_\_ back thousands of years. Then, in 1872, Cook organized, and took part in, the first conducted world tour. The whole adventure took 222 days and the 12 \_\_\_\_\_ of travel has not been the same since.

- |                  |              |            |               |
|------------------|--------------|------------|---------------|
| 1 A dawned       | B struck     | C hit      | D crossed     |
| 2 A featured     | B presented  | C inserted | D highlighted |
| 3 A pioneer      | B forerunner | C prior    | D foretaste   |
| 4 A livened      | B initiated  | C launched | D inspired    |
| 5 A breakthrough | B leap       | C step     | D headway     |
| 6 A common       | B whole      | C wide     | D mass        |
| 7 A retreat      | B retrace    | C resume   | D retrieve    |
| 8 A kept         | B took       | C stood    | D made        |
| 9 A set          | B placed     | C laid     | D put         |
| 10 A apart       | B aside      | C alone    | D away        |
| 11 A flowing     | B going      | C running  | D passing     |
| 12 A scene       | B area       | C land     | D world       |

## PART 2

For questions 13–27, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	W	O	U	L	D										
---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--

# Cyber history for sale

In the spring of 1946, J. Presper Eckert and John Maunchly sent out a business plan for a company that 0 \_\_\_\_\_ sell 'electronic computers'. In their eight-page proposal for 13 \_\_\_\_\_ financing of this enterprise, sent to a small group of prospective backers, the two engineers predicted that the market for 14 \_\_\_\_\_ a machine might consist 15 \_\_\_\_\_ scientific laboratories, universities and government agencies. Such 16 \_\_\_\_\_ the beginnings of the Electronic Control Company of Philadelphia, which produced the Univac, the first computer 17 \_\_\_\_\_ be commercially sold in the United States.

Recently, Christie's in New York auctioned the original typescript of the Eckert-Maunchly proposal 18 \_\_\_\_\_ \$72,000 to a private buyer. It was sold 19 \_\_\_\_\_ part of a collection called 'The Origins of Cyberspace', which contained about 1,000 books, papers, brochures and 20 \_\_\_\_\_ artefacts from the history of computing.

'It's becoming the new frontier in scientific collecting,' said Thomas Lecky, who 21 \_\_\_\_\_ charge of the auction. Mr Lecky said two items 22 \_\_\_\_\_ particular had generated interest among prospective bidders. 23 \_\_\_\_\_ were the Eckert-Maunchly business plan and a technical journal containing the idea for TCP / IP, the standard system for the transmission of information over the Internet. 24 \_\_\_\_\_ someone approached him 10 years ago with the May 1974 issue of the engineering journal in 25 \_\_\_\_\_ the TCP / IP paper appeared, he would have thought that it would have been of absolutely 26 \_\_\_\_\_ interest to anyone. 'You don't really know when history is 27 \_\_\_\_\_ made,' he said.

### PART 3

For questions 28–37, 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 gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0 O P E R A T I O N

#### CITICAR

##### What is CitiCar?

CitiCar is an 0 \_\_\_\_\_ that provides cars for rent by the hour, day, week or month from an ever-expanding 28 \_\_\_\_\_ of reserved spaces in several UK cities. Our brand new cars can be booked for any 29 \_\_\_\_\_ of time from as little as one hour to six months and can be collected or returned at your 30 \_\_\_\_\_ 24 hours a day, seven days a week.

OPERATE  
NET

LONG  
CONVENIENT

##### Greener CitiCar

Car sharing is 31 \_\_\_\_\_ to the urban environment. On average, each CitiCar takes five privately owned cars off the road because our members often sell a car when they join. This means we've already taken over 450 cars off the UK's crowded roads, 32 \_\_\_\_\_ congestion and freeing up parking spaces. Our research has shown that people drive 59% fewer miles when they join us. This means we will prevent the 33 \_\_\_\_\_ of nearly 1,000,000 kg of CO<sub>2</sub> over the next couple of years!

BENEFIT

EASY

EMIT

##### Business CitiCar

CitiCar can save your business time, trouble and money. We work in 34 \_\_\_\_\_ with organizations of all sizes and types, allowing them to supplement or 35 \_\_\_\_\_ their fleets of cars and to improve their 36 \_\_\_\_\_. We also work with hotels, business centres and property 37 \_\_\_\_\_, helping them attract more clients by offering a shared car scheme as part of their portfolio.

PARTNER

PLACE

EFFICIENT

DEVELOP



## PART 4

For questions 38–42, think of **one** word only which can be used appropriately in all three sentences. Here is an example (0).

**Example:**

0 If you're \_\_\_\_\_ next weekend, perhaps we could get together then.

This seat is \_\_\_\_\_ if you want to sit on it.

Feel \_\_\_\_\_ to stay with us any time you need a place to stay.

**Example:**

0 F R E E

Write only the missing word **IN CAPITAL LETTERS** on the separate answer sheet.

38 Are you completely \_\_\_\_\_ as to what you have to do now?

The sound isn't very \_\_\_\_\_ – I think there must be a problem with the speakers.

The sky was \_\_\_\_\_ and there wasn't a cloud in sight.

39 I can't \_\_\_\_\_ why it's necessary for us to do this immediately.

Many people \_\_\_\_\_ money as the most important thing in life.

I demanded to \_\_\_\_\_ the manager to discuss my complaint.

40 When he's not working, George's main \_\_\_\_\_ is music, particularly jazz..

Politics is of no \_\_\_\_\_ to Suzanne and she knows nothing about it.

We had to pay a very high rate of \_\_\_\_\_ on the loan from the bank.

41 I've got a \_\_\_\_\_ reason for being so angry and I'll explain it to you.

You need a \_\_\_\_\_ level of English for that job.

People were \_\_\_\_\_ to me in every place I visited and helped me a lot.

42 I'm not going to \_\_\_\_\_ the whole story, I'll just sum up what happened.

The series is very popular because viewers can \_\_\_\_\_ to the main characters in it.

The examples given here don't \_\_\_\_\_ to my personal experience.

## PART 5

For questions 43–50, 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 six words, including the word given. Here is an example (0).

Example:

0 I didn't know the way there, so I got lost.

GET

Not \_\_\_\_\_ there, I got lost.

0	K	N	O	W	I	N	G	H	O	W	T	O	G	E	T
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

Write the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

43 I've been too busy to answer my emails, but I'll do it soon.

ROUND

I \_\_\_\_\_ my emails yet, but I'll do it soon.

44 This computer is useless to me, so you can have it.

USE

This computer is \_\_\_\_\_ to me, so you can have it.

45 It's nearly lunchtime, so would you like to eat something?

FEEL

It's nearly lunchtime, so \_\_\_\_\_ to eat?

46 The ambulance came within minutes.

MATTER

It \_\_\_\_\_ before the ambulance came.

47 Experts say that things are bound to improve.

DOUBT

Experts say that there is \_\_\_\_\_ better.

48 Jake was the person who started my interest in collecting pottery.

GOT

It \_\_\_\_\_ in collecting pottery.

49 He really wanted to impress the interviewers.

DESPERATE

He \_\_\_\_\_ the interviewers a good impression.

50 Because he was injured he couldn't play in the next game.

PREVENTED

His \_\_\_\_\_ in the next game.

## Paper 4: Listening (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.

#### Extract One

You hear two people talking about reading books aloud for children.

- 1 The second speaker says that she believes that
- A her children enjoy listening to her read aloud.
  - B she shares a reading habit with other parents.  1
  - C parents should read aloud to children.
- 2 What do both speakers talk about?
- A their children's reactions when they read aloud to them
  - B their selfish motives for reading aloud to their children  2
  - C their dramatic approach to reading aloud to their children

#### Extract Two

You hear part of a radio programme.

- 3 The presenter says that some people start businesses with friends because
- A they see other people doing it.
  - B they don't trust outsiders.  3
  - C they lack the courage to do it alone.
- 4 What was Matt's attitude to his partner?
- A He felt their friendship was more important than the business.
  - B He was angry that his partner didn't do his share of the work.  4
  - C He thought that he had expected too much of his partner.

#### Extract Three

You hear two people on a radio programme talking about running.

- 5 Who are the two speakers?
- A successful athletes
  - B fitness experts  5
  - C sports journalists
- 6 Both speakers agree that, to improve as a runner, runners should
- A limit the amount of training they do.
  - B develop their own personal training methods.  6
  - C vary the focus of their training.

## PART 2

You will hear someone who works as a life coach talking about her work.  
For questions 7–14, complete the sentences.

### BEING A LIFE COACH

The speaker tells people who ask her that her work is connected with the

7 .

The speaker says that most people concentrate too much on what she calls their

·  8 .

The speaker calls the plan to achieve a specific goal a ' 9'.

The speaker gives as an example of a personal goal increasing your ability at

10 .

The speaker gives as an example of a business goal thinking of new

11 .

The speaker says that sessions are conducted in a way that prevents any

12 .

The speaker says that sessions do not involve dealing with a person's

13 .

The speaker says that life coaches enable people to become  14  
themselves.

### PART 3

You will hear a radio discussion about children who invent imaginary friends. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 In the incident that Liz describes,
- A her daughter asked her to stop the car.
  - B she had to interrupt the journey twice.
  - C she got angry with her daughter.
  - D her daughter wanted to get out of the car.
- 15
- 16 What does the presenter say about the latest research into imaginary friends?
- A It contradicts other research on the subject.
  - B It shows that the number of children who have them is increasing.
  - C It indicates that negative attitudes towards them are wrong.
  - D It focuses on the effect they have on parents.
- 16
- 17 How did Liz feel when her daughter had an imaginary friend?
- A always confident that it was only a temporary situation
  - B occasionally worried about the friend's importance to her daughter
  - C slightly confused as to how she should respond sometimes
  - D highly impressed by her daughter's inventiveness
- 17
- 18 Karen says that one reason why children have imaginary friends is that
- A they are having serious problems with their real friends.
  - B they can tell imaginary friends what to do.
  - C they want something that they cannot be given.
  - D they want something that other children haven't got.
- 18
- 19 Karen says that the teenager who had invented a superhero is an example of
- A a very untypical teenager.
  - B a problem that imaginary friends can cause.
  - C something she had not expected to discover.
  - D how children change as they get older.
- 19
- 20 According to Karen, how should parents react to imaginary friends?
- A They should pretend that they like the imaginary friend.
  - B They shouldn't get involved in the child's relationship with the friend.
  - C They should take action if the situation becomes annoying.
  - D They shouldn't discuss the imaginary friend with their child.
- 20

**PART 4**

You will hear five short extracts in which people are talking about the music industry.

**Task one**

For questions 21–25, choose from the list A–H who is speaking.

- A a recording studio engineer
- B a musician
- C a reviewer
- D a club owner
- E a fan
- F a website operator
- G a manager of performers
- H a radio presenter

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 the opinion each speaker expresses.

While you listen you must complete both tasks.

- A Tastes in music change very quickly.
- B Music is an important part of culture.
- C Some people who become well-known don't deserve their success.
- D There are lots of dishonest people in the music business.
- E Artists need to have a realistic view of the music business.
- F People with real talent will always succeed.
- G Some artists will always be popular.
- H People should only get involved in music because they love it.

Speaker 1  26

Speaker 2  27

Speaker 3  28

Speaker 4  29

Speaker 5  30

## Paper 5: Speaking (15 minutes)

### PART 1 (3 minutes)

#### Aims and ambitions

- What are your aims and ambitions for the future?
- What will you have to do to achieve those aims and ambitions?
- Do you think you will achieve your aims and ambitions? ..... (Why? / Why not?)
- What aims and ambitions do other people from your country have? ..... (Why?)
- What do you consider to be success in life? ..... (Why?)

#### Social life

- What kind of things do you do with your friends?
- Would you say that you have an exciting social life? ..... (Why? / Why not?)
- Do you like parties? If so, what kind of parties do you like most? If not, why not?
- What aspect of your social life do you enjoy most? ..... (Why?)
- Has your social life changed over the years? If so, how? If not, why not?

### PART 2 (4 minutes)

- 1 Running
- 2 Speaking in public

**Candidate A** Look at the three photographs 1A, 1B and 1C on page 108. They show people running.  
Compare two of the photographs and say why the people might be running, and what kind of lives they may have.  
*Candidate A talks on his/her own for about 1 minute.*

**Candidate B** Which of the pictures is closest to something you have done or experienced, and why?  
*Candidate B talks on his/her own for about 20 seconds.*

**Candidate B** Look at the three photographs 2A, 2B and 2C on page 108. They show people speaking in public.  
Compare two of the photographs and say what the people might be talking about, and what the situation might be.  
*Candidate B talks on his/her own for about 1 minute.*

**Candidate A** Which of the speakers would you prefer to listen to, and why?  
*Candidate A talks on his/her own for about 20 seconds.*

## PARTS 3 AND 4 (8 minutes)

### Environmental issues

#### PART 3

Look at the pictures on page 109 showing different environmental issues.

First, talk to each other about which environmental issue each picture shows and how serious each problem is. Then decide which picture(s) show(s) a problem that is being solved or can most easily be solved, and discuss how it is being solved or can be solved.

*Candidates A and B discuss this together for about 3 minutes.*

#### PART 4

- Some people say that the environment is the biggest issue in the modern world. Do you agree? Do you think there are more important issues?
- What impact can individuals have concerning environmental issues? What do you do personally that is connected with environmental issues?
- Do you think that people in general are concerned about the environment? If so, what concerns them most? If not, why not?
- Many companies today advertise the ways in which they are environmentally-friendly. Is this a positive development or does it have little effect?
- What should governments be doing about environmental problems?



**Paper 1: Reading** (1 hour 15 minutes)**PART 1**

You are going to read three extracts which are all concerned in some way with the mind. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

## Decisions, decisions

Scientists have discovered that the best way to make a decision is to collect the information you need, forget about it, and then trust your instincts to get it right. This advice comes from a study by researchers at the University of Amsterdam that focused on how people make shopping decisions and what kinds of strategies produce the best buys.

Decisions can be grouped into two basic categories: complex decisions, such as buying a house or a car, and simple decisions, such as choosing a shampoo. Most people would agonize over the former and scarcely think about the latter, which is precisely the wrong way to do it, according to Professor Ap Dijksterhuis and his colleagues. After a series of shopping experiments, they conclude that thinking really hard about a decision works well when the decision is simple. But when the decision gets more complicated, focusing all your attention on what to buy isn't usually the best approach.

Participants in the experiments were asked to choose between four different cars, and were given details of 12 attributes, including leg room and mileage, about each make and model. The scientists found that people

identified the best car around 25 per cent of the time, which was no better than chance. The surprise came when the researchers distracted the participants with puzzles before asking them to make their choices. More than half then managed to pick the best car. Professor Dijksterhuis said: 'Your brain is capable of juggling lots of facts and possibilities at the same time when you let it work without specifically thinking about the decision. But when you are specifically thinking about a problem, your brain isn't able to weigh up as much information.'



1 Which of the following did the study conclude?

- A It is best not to concentrate on the issue when making a difficult decision.
- B It is not a good idea to put a lot of thought into a simple decision.
- C The first decision that people make is frequently the best one.
- D People tend to focus on irrelevant issues when making difficult decisions.

 1

2 Which of the following is true of the experiments?

- A The subjects showed that they did not like being distracted while they were thinking.
- B The researchers had decided beforehand what the correct choices were.
- C The researchers encouraged the subjects to stop thinking for a time.
- D The subjects were made aware of how appropriate their first decision had been.

 2

# Musician can taste differences when she hears notes

Most musicians have to work hard to learn to identify musical intervals – two notes of a scale played at the same time. But a musician described in the current issue of *Nature* can actually taste some intervals, and some taste better than others.

Synaesthesia, a puzzling sensory phenomenon in which a sound evokes an experience of colour (the sound of a truck 'looks green') or a sight evokes a sound (a light coming on 'sounds like a bell') is well known, though rare. Even rarer are synaesthesias that involve taste or smell, phenomena that occur when someone can 'taste' a name, for example, or 'smell' a spoken word. But probably rarest of all, and according to the authors unique in the published literature, is the case of flavoured tone intervals in a professional musician.

Identifying tone intervals – the distance between two pitches – is a complex task that normally requires considerable formal musical training. But this woman, a 27-year-old professional musician identified only by the initials E.S. in the paper,

consistently and inevitably experiences particular tastes when she hears specific musical intervals. Sometimes the flavour that E.S. tastes seems logical. A minor second (C and D flat played together) and a major seventh (C and B played together), which are mirror images of each other on the octave scale, both taste sour. A major second and a minor seventh, another mirror image pair, both taste bitter. She invariably finds that sounds that are pleasant to the ear also taste good, and unpleasant ones don't.

E.S. has had this ability since she was a child, but gave no conscious thought to it until she was about 16. In the beginning, when she realized this was something strange, she was a bit worried. But then she learned to use it, and now she likes it.



3 The writer says that the synaesthesia the musician experiences

- A involves a consistent pattern.
- B has changed in nature over a period of time.
- C involves more than one of the senses in addition to hearing.
- D does not occur at all with some tone intervals.

3

4 Which of the following best describes the writer's tone when talking about the musician?

- A scepticism
- B amusement
- C amazement
- D sympathy

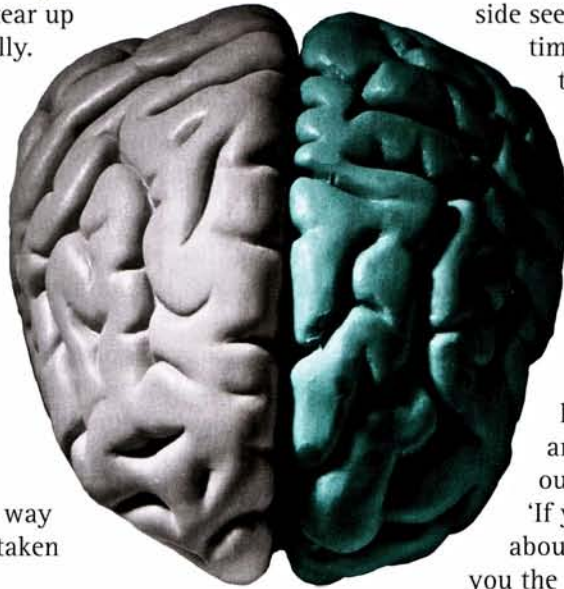
4

# SUCCESS: IT'S A BRAIN OF TWO HALVES

Knowledge is no longer power. A self-help book has become an unexpected hit with the prediction that success in the modern age will depend on the ability to tear up the rules and think laterally.

The book, *A Whole New Mind*, argues that we need to develop the 'soft' skills in the right side of the brain. These, says the author, Daniel Pink, will eclipse the analytical ability controlled by the left side. The traditional knowledge-based professions – banking, law, management and engineering – will go the way of most blue-collar jobs, taken over by computers.

Pink's book has become a word-of-mouth success. In it, he says that as knowledge turns into a commodity owned by all, a flexible, unpredictable edge will become a necessary attribute for success. 'The first people who develop a whole mind will do extremely well,' said Pink. 'The rest, who move slowly or not at all, will suffer.'



Pink bases his arguments on analysis of the brain's capabilities, which has shown that while the left side analyses details in sequence, the right side sees the bigger picture at the same time. This means that the left side

takes a leading role in processing text or speech, while the right handles more complex multi-faceted tasks such as interpreting facial expression and intonation.

Results from more than 2 million participants in the Myers-Briggs test used by employers to vet job applicants have shown that in both Britain and America, analytical types outnumber creative personalities.

'If you asked the first group to talk about an apple, they would give you the facts,' said Sebastien Bailey, a psychologist. 'They'd say, it's green, it grows on trees.' He said that the second group, better adapted to the challenges of the 21st century, would talk about other elements, such as the environment, or a Greek legend about awarding an apple to the most beautiful goddess. The best thinkers, said Bailey, can routinely switch between both ways of thinking.

5 Who does Daniel Pink mean by 'The rest' at the end of the second paragraph?

- A everyone in traditional knowledge-based professions
- B people whose knowledge is too narrow
- C people whose strength is only in their use of the left side of the brain
- D everyone who does not regard success as important

5

6 The example of talking about an apple is given in order to illustrate

- A the difference between creative thinkers and analytical thinkers.
- B how certain people can move from one way of thinking to another.
- C the reason why creative thinkers are preferred to analytical thinkers.
- D a type of question that employers are starting to ask in interviews.

6

## PART 2

You are going to read a magazine article about work. Six paragraphs have been removed from the article. Choose from the paragraphs A–G the one which fits each gap (7–12). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

# WHEN THE BOSS IS A BULLY

Every working adult has known one – a boss who loves making subordinates nervous, whose moods radiate through the office, sending workers scurrying, whose very voice causes stomach muscles to clench and pulses to quicken. In short, a boss who is a bully.

7

'It got to where I was twitching, literally, on the way to work,' said Carrie Clark, 52, a former teacher and school administrator in Sacramento, California, who said her boss of several years ago baited and insulted her for 10 months before she left the job. 'I had to take care of my health.'

8

Psychologists doing so as a result of studying the dynamics of groups and organizations are discovering why cruel bosses thrive. They are learning how employees make excuses for managers they despise and under what conditions workers are most likely to confront and expose a bullying employer.

9

But adult bullies in positions of power are already dominant, and they are just as likely to pick on a strong subordinate as a weak one, said Dr. Gary Namie, director

of the Workplace Bullying and Trauma Institute, an advocacy group based in Bellingham, Washington. Women, Dr. Namie said, are at least as likely as men to be the aggressors, and they are more likely to be targets.

10

For example, a manager might use bullying to beat down a subordinate they regard as a threat to them, said Dr. Harvey A. Hornstein, a retired professor from Teachers College at Columbia University and the author of *Brutal Bosses and Their Prey*. Or a manager might be looking for a scapegoat to carry the department's, or the supervisor's, frustrations. But most often, Dr. Hornstein found, managers bullied subordinates for the sheer pleasure of exercising power. 'It was a kind of low-grade sadism that was the most common reason,' he said. 'They'd start on one person and then move on to someone else.'

11

Researchers find little relationship between people's attitudes toward their jobs and their productivity, as measured by the output and even the quality of their work. Even in the most hostile work environment, conscientious people keep doing

the work they are paid for.

Management researchers do not know how effective it is to challenge a cruel boss directly because so few employees do it. One reason for this is that, for many people, clashes with a supervisor recall old conflicts with parents, siblings or other authority figures from childhood. Dr. Mark Levey, a psychotherapist in Chicago who consults with corporations, said that nasty bosses often elicited from subordinates defensive habits that they first developed as children, like reflexive submission. 'Once these defensive positions lock in,' Dr Levey said, 'it's like people are transported to a different reality and can no longer see what's actually happening to them and cannot adapt.'

12

So what can victims of a bullying boss do? One of the best strategies to manage a bullying employer, Dr. Hornstein has found in his research, is to watch for patterns in the tyrant's behavior. Maybe he is bad on Mondays, maybe a little better on Fridays. Maybe she is kinder before her lunch break than after. If some types of assignments spook the person more than others, avoid them, if possible.

- A** Nevertheless, tyrants do spread misery, and from the outside it looks as if they are doing a fine job. It does not help matters, psychologists say, that people who enjoy abusing power frequently also revere it and are quick to offer that reverence to the even-more-powerful. Bullying bosses are often experts at bowing to their own superiors.
- B** In leadership positions that require the exercise of sheer violent will – on the football field or the battlefield – this approach can be successful. But in an office or a factory, different rules apply, and bullying usually has more to do with the boss's personal feelings than with getting the job done.
- C** The impact such a person has on the rest of the workforce is immense. Dissatisfaction spreads, rivalries simmer, sycophants flourish. Normally self-confident professionals dissolve into quivering bundles of neuroses.
- D** Researchers have long been interested in the bullies of the playground, exploring what drives them and what effects they have on their victims. Only recently have investigators paid attention to the bullies of the workplace.
- E** Another theory on this tendency to passive obedience is that subordinate status itself causes people to defer to a supervisor's judgment, especially in well-defined hierarchies. It's the boss's job to make decisions, and co-workers may think there is some legitimate hidden reason for the boss's behavior.
- F** The mystifying thing about this pattern is that it does not appear to affect performance. Workers may loathe a bullying boss and hate going to work each morning, but they still perform.
- G** Bullying bosses, studies find, differ in significant ways from the bullies of childhood. In the schoolyard, particularly among elementary school boys, bullies tend to victimize smaller or weaker children.

### PART 3

You are going to read a newspaper article about trees and leaves. For questions 13–19, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

## Those brilliant autumn leaves

As trees across the northern areas of the globe turn gold and crimson, scientists are debating exactly what these colours are for. The scientists do agree on one thing: the colours are for something. That represents a major shift in thinking. For decades, textbooks claimed that autumn colours were just a by-product of dying leaves. 'I had always assumed that autumn leaves were waste baskets,' said Dr. David Wilkinson, an evolutionary ecologist at Liverpool John Moores University in England. 'That's what I was told as a student.'

During spring and summer, leaves get their green cast from chlorophyll, the pigment that plays a major role in capturing sunlight. But the leaves also contain other pigments whose colours are masked during the growing season. In autumn, trees break down their chlorophyll and draw some of the components back into their tissues. Conventional wisdom regards autumn colours as the product of the remaining pigments, which are finally unmasked.

Evolutionary biologists and plant physiologists offer two different explanations for why natural selection has made autumn colours so widespread. Dr. William Hamilton, an evolutionary biologist at Oxford University, proposed that bright autumn leaves contain a message: they warn insects to leave them alone. Dr. Hamilton's 'leaf signal' hypothesis grew out of earlier work he had done on the extravagant plumage of birds. He proposed it served as an advertisement from males to females, indicating they had desirable genes. As females evolved

a preference for those displays, males evolved more extravagant feathers as they competed for mates. In the case of trees, Dr. Hamilton proposed that the visual message was sent to insects. In the autumn, aphids and other insects choose trees where they will lay their eggs. When the eggs hatch the next spring, the larvae feed on the tree, often with devastating results. A tree can ward off these pests with poisons. Dr. Hamilton speculated that trees with strong defences might be able to protect themselves even further by letting egg-laying insects know what was in store for their eggs. By producing brilliant autumn colours, the trees advertised their lethality. As insects evolved to avoid the brightest leaves, natural selection favoured trees that could become even brighter.

'It was a beautiful idea,' said Marco Archetti, a former student of Dr. Hamilton who is now at the University of Fribourg in Switzerland. Dr. Hamilton had Mr. Archetti turn the hypothesis into a mathematical model. The model showed that warning signals could indeed drive the evolution of bright leaves – at least in theory. Another student, Sam Brown, tested the leaf-signal hypothesis against real data about trees and insects. 'It was a first stab to see what was out there,' said Dr. Brown, now an evolutionary biologist at the University of Texas.

The leaf-signal hypothesis has also drawn criticism, most recently from Dr. Wilkinson and Dr. H. Martin Schaefer, an evolutionary biologist at the University of Freiburg in Germany. Dr. Wilkinson and other critics point to a number of details

about aphids and trees that do not fit Dr. Hamilton's hypothesis. Dr. William Hoch, a plant physiologist at the University of Wisconsin, argues that bright leaves appear on trees that have no insects to warn off. 'If you are up here in the north of Wisconsin, by the time the leaves change, all the insects that feed on foliage are gone,' Dr. Hoch said. In their article, Dr. Schaefer and Dr. Wilkinson argue that a much more plausible explanation for autumn colours can be found in the research of Dr. Hoch and other plant physiologists. Their recent work suggests that autumn colours serve mainly as a sunscreen.

Dr. Hamilton's former students argue that the leaf-signal hypothesis is still worth investigating. Dr. Brown believes that leaves might be able to protect themselves both from sunlight and from insects. Dr. Brown and Dr. Archetti also argue that supporters of the sunscreen hypothesis have yet to explain why some trees have bright colours and some do not. 'This is a basic question in evolution that they seem to ignore,' Dr. Archetti said. 'I don't think it's a huge concern,' Dr. Hoch replied. 'There's natural variation for every characteristic.'

Dr. Hamilton's students and their critics agree that the debate has been useful, because it has given them a deeper reverence for this time of year. 'People sometimes say that science makes the world less interesting and awesome by just explaining things away,' Dr. Wilkinson said. 'But with autumn leaves, the more you know about them, the more amazed you are.'

- 13 What is stated about the colours of autumn leaves in the first two paragraphs?
- A There has previously been no disagreement about what causes them.
  - B The process that results in them has never been fully understood.
  - C Different colours from those that were previously the norm have started to appear.
  - D Debate about the purpose of them has gone on for a long time.
- 14 The writer says that Dr Hamilton's work has focused on
- A the different purposes of different colours.
  - B the use of colour for opposite purposes.
  - C the possibility that birds and insects have influenced each other's behaviour.
  - D the increased survival rates of certain kinds of tree.
- 15 Dr Hamilton has suggested that there is a connection between
- A the colours of autumn leaves and the behaviour of insects.
  - B the development of brighter leaves and the reduced numbers of certain types of insect.
  - C the survival of trees and the proximity of insects to them.
  - D the brightness of leaves and the development of other defence mechanisms in trees.
- 16 What is said about the work done by former students of Dr Hamilton?
- A Neither of them was able to achieve what they set out to do.
  - B Mr Archetti felt some regret about the outcome of the work he did.
  - C Both of them initiated the idea of doing the work.
  - D Dr Brown did not expect to draw any firm conclusions from his work.
- 17 Critics of Dr Hamilton's theory have expressed the view that
- A it is impossible to generalize about the purpose of the colours of autumn leaves.
  - B his theory is based on a misunderstanding about insect behaviour.
  - C the colours of autumn leaves have a different protective function.
  - D his theory can only be applied to certain kinds of insect.
- 18 In the debate between the two groups of people investigating the subject, it has been suggested that
- A something regarded as a key point by one side is in fact not important.
  - B further research will prove that Dr Hamilton's theory is the correct one.
  - C both sides may in fact be completely wrong.
  - D the two sides should collaborate.
- 19 All the people involved in research on the subject of autumn leaves feel that
- A it highlights the mystery of the natural world.
  - B it is one of the most complex areas they have ever investigated.
  - C it concerns a phenomenon that ordinary people would like an explanation for.
  - D it shows how interesting an area previously thought to be dull can be.

## PART 4

You are going to read an article about society in the US. For questions 20–34, choose from the sections of the article (A–E). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

---

In which section of the article are the following mentioned?

- |   |                             |
|---|-----------------------------|
| the fact that there is no single definition of the word 'class'   | <input type="checkbox"/> 20 |
| an opinion that is now regarded with disapproval by academics in general                                  | <input type="checkbox"/> 21 |
| a disadvantage that a certain attitude to life might have   | <input type="checkbox"/> 22 |
| an example of a success that was thought to be typical of what anyone could achieve                       | <input type="checkbox"/> 23 |
| evidence that it used to be easier for people to move up in class than it is now                          | <input type="checkbox"/> 24 |
| a belief that class divisions used to be much clearer than they are now                                   | <input type="checkbox"/> 25 |
| people who believe that each of the main classes is now divided into various groups                       | <input type="checkbox"/> 26 |
| when detailed and reliable analysis of people changing from one class to another started                  | <input type="checkbox"/> 27 |
| a belief that people do not always get what they deserve  | <input type="checkbox"/> 28 |
| an idea that makes people feel uneasy   | <input type="checkbox"/> 29 |
| an increase in the number of people who think that rising in class is related more to effort than to luck | <input type="checkbox"/> 30 |
| a belief that class has become a more important issue rather than a less important one                    | <input type="checkbox"/> 31 |
| the kinds of things that people who belong to the same class have in common                               | <input type="checkbox"/> 32 |
| attempts to create situations in which there are no class divisions                                       | <input type="checkbox"/> 33 |
| a belief that a certain attitude to life is instinctive   | <input type="checkbox"/> 34 |



# Class in the United States

**A** A recent poll on class found that 40 per cent of Americans believe that the chance of moving up from one class to another had risen over the last 30 years, a period in which new research shows that it has not. Thirty-five per cent said that it had not changed, and only 23 per cent said that it had dropped. More Americans than 20 years ago believe it is possible to start out poor, work hard and become rich. They say hard work and a good education are more important to getting ahead than connections or a wealthy background. 'I think the system is as fair as you can make it,' said one respondent. 'I don't think life is necessarily fair. But if you persevere, you can overcome adversity. It has to do with a person's willingness to work hard, and I think it's always been that way.'

**B** One difficulty in talking about class is that the word means different things to different people. Class is rank, it is tribe, it is culture and taste. It is attitudes and assumptions, a source of identity, a system of exclusion. To some, it is just money or it is an accident of birth that can influence the outcome of a life. Some Americans barely notice it; others feel its weight in powerful ways. At its most basic, class is one way societies sort themselves out. Even societies built on the idea of eliminating class have had stark differences in rank. Classes are groups of people in similar economic and social position; people who, for that reason, may share political attitudes, lifestyles, consumption patterns, cultural interests and opportunities to get ahead.

**C** When societies were simpler, the class landscape was easier to read. Marx divided 19th-century societies into just two classes; Max Weber added a few more. As societies grew increasingly complex, the old classes became more heterogeneous. As some sociologists and marketing consultants see it, the commonly accepted big three – the upper, middle and working classes – have broken down into dozens of micro classes, defined by occupations or lifestyles. A few sociologists say that social complexity has made the concept of class meaningless. But many other researchers disagree. 'Class awareness and the class language is receding at the very moment that class has reorganized American society,' said Michael Hout, a professor of sociology at Berkeley. 'I find these "end of class" discussions naive and ironic, because we are at a time of booming inequality and this massive reorganization of where we live and how we feel, even in the dynamics of our politics. Yet people say, "Well, the era of class is over."'

**D** Many Americans say that they have moved up the class ladder. In the recent poll, 45 per cent of respondents said they were in a higher class than when they grew up, while just 16 per cent said they were in a lower one. Overall, 1 per cent described themselves as upper class, 15 per cent as upper middle class, 42 per cent as middle, 35 per cent as working and 7 per cent as lower. 'I grew up very poor and so did my husband,' said one respondent. 'We're not rich but we are comfortable; we are middle class and our son is better off than we are.' The original exemplar of American social mobility

was almost certainly Benjamin Franklin, one of 17 children of a candle maker. About 20 years ago, when researchers first began to study mobility in a rigorous way, Franklin seemed representative of a truly fluid society, in which the rags-to-riches trajectory was the readily achievable ideal, just as the nation's self-image promised. But new studies of mobility, which methodically track people's earnings over decades, have found far less movement. Mobility happens, just not as rapidly as was once thought. 'We all know stories of poor families in which the next generation did much better,' said Gary Solon, a leading mobility researcher. 'But in the past, people would say, "Don't worry about inequality. The offspring of the poor have chances as good as the chances of the offspring of the rich." Well, that's not true. It's not respectable in scholarly circles any more to make that argument.'

**E** Americans have never been comfortable with the notion of a hierarchy based on anything other than talent and hard work. Class contradicts their assumptions about the American dream, equal opportunity and the reasons for their own successes and even failures. Americans, constitutionally optimistic, are disinclined to see themselves as stuck. Blind optimism has its pitfalls. If opportunity is taken for granted as something that will be there no matter what, then the country is less likely to do the hard work to make it happen. But defiant optimism has its strengths. Without confidence in the possibility of moving up, there would almost certainly be fewer success stories.

## Paper 2: Writing (1 hour 30 minutes)

### PART 1

You **must** answer this question. Write your answer in **180–220** words in an appropriate style.

- 1 A group of English-speaking visitors is going to come to the place where you work or study for a day next month. You have been asked to propose a programme for the day of their visit. Read the suggestions that were made at a recent meeting to discuss the subject and the notes you have made of your own ideas. Then, using the information appropriately, write your proposal for the visitors' programme.

Meeting 13 May

Suggestions for programme for overseas visitors (26 June)

- Welcome in reception area, short talk (by whom?)
- Tour of building (which parts? length of tour?)
- Talk on what we do here (given by? what aspects?)
- Lunch (attended by?)
- Talk on the city / local area (given by?)
- Give presents at end of day (which presents?)

*Other ideas:*

- *Split visitors up into small groups for tour*
- *Let them watch us doing what we do on a typical day*
- *Ask one or more of them to give a talk to us (about?)*
- *Question & Answer session (when?)*
- *Give them Information Pack (containing?)*
- *Organize an evening event as well (what?)*

Write your **proposal**. You should use your own words as far as possible.

## PART 2

Write an answer to **one** of the questions 2–5 in this part. Write your answer in 220–260 words in an appropriate style.

- 2 You see this advertisement in an English-language magazine.

### Festival Staff Required

We are looking for staff for an international rock festival, taking place over a three-day period in the west of England during the summer. We are looking for people with a good command of English who could work in the following areas:

- catering (food and drink stalls and tents)
- security (in the performance area, at entrances and around the site)
- first aid (for minor medical problems)
- retail (stalls selling merchandise relating to the artists appearing)

To apply, explain why you would like to work at the festival, give details of the role(s) you would prefer and why, and give reasons why you would be suitable. Send applications to the address below.

Write your **letter of application**.

- 3 As part of an international research project about education and work that you are involved in, you have been asked to write a contribution about what young people in your city, region or country do after they leave school. You have been told that your piece should include information about further studies that some young people do after they leave school and the kind of jobs that other young people do immediately after leaving school.

Write your **research project contribution**.

- 4 You see the following announcement about a competition in an international magazine.

### Who would **YOU** like to spend a day with?

<p>Which famous person would you most like to spend a day with? We're offering a box of goodies to the person who sends us the best entry. Why would you like to spend a day with that person?</p>	<p>What is it that you like about him/her? And what would you do on that day? Give details of how you and your chosen person would spend that day. Send your entries to the address below.</p>
--	--

Write your **competition entry**.

- 5 Answer **one** of the following two questions based on your reading of **one** of the set books.

Either

- 5(a) Write an **essay** describing the writer's style in the book. How does the writer try to achieve his/her aims in the book? What aspects of the writer's style do you think are particularly effective and which aspects are less effective?

Or

- 5(b) Write the **story** of one or more of the characters before the book begins. What do you think the character(s) had done and what had happened to the character(s) before the start of the book?

## Paper 3: Use of English (1 hour)

### PART 1

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A characterized B indicated C detailed D accounted

0	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
---	----------	----------	----------	----------

## High notes of the singing neanderthals

Neanderthals have been misunderstood. The early humanoids traditionally 0 \_\_\_\_\_ as ape-like brutes were deeply emotional beings with high-pitched voices. They may 1 \_\_\_\_\_ have sung to each other. This new image has 2 \_\_\_\_\_ from two studies of the vocal apparatus and anatomy of the creatures that 3 \_\_\_\_\_ Europe between 200,000 and 35,000 years ago.

The research shows that Neanderthal voices might 4 \_\_\_\_\_ have produced loud, womanly and highly melodic sounds – not the roars and grunts previously 5 \_\_\_\_\_ by most researchers. Stephen Mithen, Professor of Archaeology and author of one of the studies, said: 'What is emerging is a 6 \_\_\_\_\_ of an intelligent and emotionally complex

creature whose most likely 7 \_\_\_\_\_ of communication would have been part language and part song.'

Mithen's work 8 \_\_\_\_\_ with the first detailed study of a reconstructed Neanderthal skeleton. Anthropologists brought together bones and casts from several 9 \_\_\_\_\_ to re-create the creature. The creature that emerges would have 10 \_\_\_\_\_ markedly from humans. Neanderthals seem to have had an extremely powerful 11 \_\_\_\_\_ and no waist. Professor Trenton Holliday believes they must have evolved their stocky body shapes to 12 \_\_\_\_\_ heat when ice covered the world.

- |               |                 |              |               |
|---------------|-----------------|--------------|---------------|
| 1 A further   | B just          | C even       | D so          |
| 2 A revealed  | B resulted      | C concluded  | D happened    |
| 3 A resided   | B dwelt         | C filled     | D occupied    |
| 4 A likely    | B truly         | C well       | D quite       |
| 5 A judged    | B assumed       | C considered | D taken       |
| 6 A picture   | B sight         | C spectacle  | D design      |
| 7 A sort      | B practice      | C approach   | D form        |
| 8 A coincides | B occurs        | C relates    | D co-operates |
| 9 A grounds   | B sites         | C plots      | D patches     |
| 10 A differed | B distinguished | C compared   | D contrasted  |
| 11 A assembly | B formation     | C build      | D scheme      |
| 12 A protect  | B retain        | C restrict   | D stock       |

## PART 2

For questions 13–27, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	P	L	A	C	E														
---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

# WORLD BOOK DAY

This year's World Book Day (WBD), which is taking **0** \_\_\_\_\_ on March 2, hopes to encourage everyone, and especially children, to discover the joy of reading.

Schools and libraries are getting involved, with a packed schedule of events designed **13** \_\_\_\_\_ bring books to life. **14** \_\_\_\_\_ will be writers popping **15** \_\_\_\_\_ schools to read from their books and answer questions, and story-telling events. Children will also be able to take **16** \_\_\_\_\_ in readings **17** \_\_\_\_\_ that they really have a chance to engage with the books.

**18** \_\_\_\_\_ a further incentive to pick up a book, WBD has joined forces with National Book Tokens to offer schoolchildren a free £1 book token. The token can be put **19** \_\_\_\_\_ the cost of any book or audio book **20** \_\_\_\_\_ their choice, or used to buy one of the six WBD £1 books. These books have been specially chosen **21** \_\_\_\_\_ of their appeal to different age groups.

As **22** \_\_\_\_\_ as hoping to encourage children to catch the reading bug, WBD also hopes to **23** \_\_\_\_\_ reluctant adults hooked on books. So, **24** \_\_\_\_\_ the first time, World Book Day will also **25** \_\_\_\_\_ an adult focus, with the launch of Quick Reads, **26** \_\_\_\_\_ selection of short, fast-paced stories by well-known authors. The first set of Quick Reads will be published on World Book Day, **27** \_\_\_\_\_ a further collection of books being released later in the summer.

### PART 3

For questions 28–37, 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 gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	E	F	F	E	C	T	I	V	E					
---	---	---	---	---	---	---	---	---	---	--	--	--	--	--

#### NORDIC WALKING

Nordic walking is an 0 \_\_\_\_\_ technique that uses poles to bring the upper body into more use and boost the calorie-burning effects of walking. It was 28 \_\_\_\_\_ devised in Finland by elite cross-country skiers as a way to keep their fitness levels up during the summer.

Although it has been in 29 \_\_\_\_\_ since the 1930s, it was only formally developed as a sport in 1997. But far from being a 30 \_\_\_\_\_ sport, it has grown rapidly in popularity and is now practised by around six million people all over Europe.

At first 31 \_\_\_\_\_, Nordic walking may look like skiing without the skis – or the snow. But although, to the 32 \_\_\_\_\_ eye, striding around the local park with a pair of poles may look a bit silly, it actually offers a serious 33 \_\_\_\_\_ for people of all ages and abilities. You don't 34 \_\_\_\_\_ have to go faster to get more out of it – just put in more effort with the poles. The poles, which can be made from aluminium or carbon fibre, are specially designed to 35 \_\_\_\_\_ the work done by the upper body. And because Nordic walking is also a weight-bearing exercise, it's great for 36 \_\_\_\_\_ bones and joints. But the best news is that because the effort is spread across the 37 \_\_\_\_\_ of the body, Nordic walking can actually feel easier and less tiring than normal walking.

EFFECT

ORIGIN

EXIST

MINOR

SEE

TRAIN

WORK

NECESSARY

MAXIMUM

STRONG

ENTIRE

## PART 4

For questions 38–42, think of **one** word only which can be used appropriately in all three sentences. Here is an example (0).

**Example:**

0 If you're \_\_\_\_\_ next weekend, perhaps we could get together then.

This seat is \_\_\_\_\_ if you want to sit on it.

Feel \_\_\_\_\_ to stay with us any time you need a place to stay.

**Example:**

0 F R E E

Write only the missing word **IN CAPITAL LETTERS** on the separate answer sheet.

38 After long negotiations, they \_\_\_\_\_ the dispute without going to a court of law.

We looked at lots of apartments to rent and finally we \_\_\_\_\_ on this one.

My family moved to Canada and \_\_\_\_\_ in Toronto many years ago.

39 The last \_\_\_\_\_ of the book isn't quite as exciting as the rest of it.

He always plays the \_\_\_\_\_ of the hero in his films.

Because one small \_\_\_\_\_ stopped working, the whole machine broke down.

40 I felt \_\_\_\_\_ when I got up this morning but I don't feel too good now.

There is a \_\_\_\_\_ line between perfectionism and obsession.

If you want to change our arrangement, that's \_\_\_\_\_ with me.

41 He got the job because he had a useful \_\_\_\_\_ in the company who arranged an interview for him.

We used to phone each other regularly, but I haven't been in \_\_\_\_\_ with her for some time.

In my job I have personal \_\_\_\_\_ with members of the public every day.

42 Could you \_\_\_\_\_ me at the next corner? I can walk from there.

The temperature tends to \_\_\_\_\_ sharply at night at this time of year.

I think we should \_\_\_\_\_ this subject before we have a big argument about it.

## PART 5

For questions 43–50, 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 six words, including the word given. Here is an example (0).

Example:

0 I didn't know the way there, so I got lost.

GET

Not \_\_\_\_\_ there, I got lost.

0	K	N	O	W	I	N	G		H	O	W		T	O		G	E	T
---	---	---	---	---	---	---	---	--	---	---	---	--	---	---	--	---	---	---

Write the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

---

43 Can anyone solve this problem?

COME

Can anyone \_\_\_\_\_ to this problem?

44 I'm sure you're wondering why I haven't contacted you for so long.

HAS

You must \_\_\_\_\_ so long since I contacted you.

45 Are you saying that I'm lying about what happened?

TRUTH

Are you accusing \_\_\_\_\_ about what happened?

46 He made a very quick decision and he didn't think about the matter enough.

WITHOUT

He made a very quick decision \_\_\_\_\_ to the matter.

47 Recently, the number of people who are out of work has gone down.

DECREASE

Recently, \_\_\_\_\_ the number of people who are out of work.

48 It doesn't matter how badly he behaved, you shouldn't have been so rude to him.

HOWEVER

You shouldn't have been so rude to him, \_\_\_\_\_ was.

49 I really regret making such a stupid mistake!

ONLY

If \_\_\_\_\_ such a stupid mistake!

50 Why are the two figures different?

ACCOUNTS

What \_\_\_\_\_ between the two figures?



## Paper 4: Listening (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.

#### Extract one

You hear two people talking.

1 What is the situation?

- A They have treated someone unfairly.
- B They have fallen out with someone.
- C They have changed their view of someone.

 1

2 How do the speakers feel about the situation?

- A resigned
- B distressed
- C puzzled

 2

#### Extract two

You hear two people on the radio discussing a letter from a listener.

3 What is the first speaker doing when he speaks?

- A suggesting that a problem is common
- B expressing sympathy about someone's problem
- C giving an objective account of a problem

 3

4 The second speaker suggests that Paul should

- A accept that some people are unkind to others.
- B change his own attitude towards certain people.
- C confront the people who have upset him.

 4

#### Extract three

You hear two people talking about jokes and comedy.

5 The first speaker says that punchlines

- A come in jokes that have formal structures.
- B tend to be funnier than catchphrases.
- C are easier to understand than in-jokes.

 5

6 The second speaker says that many professional comedians

- A try to cause events that they can make jokes about.
- B exaggerate events that have actually happened to them.
- C become confused about what is fact and what is fiction.

 6

## PART 2

You will hear a reviewer talking about a new book on the subject of children's literature. For questions 7–14, complete the sentences.

### AN ANTHOLOGY OF CHILDREN'S LITERATURE

The 1845 book *Slovenly Peter* had a character in it called  7 .

The intended audience for the new anthology is  8 .

The anthology includes books for teaching the  9 as well as story books.

Some of the stories in the anthology have  10 .

The idea behind most early children's books was that children would learn  11 from them.

A children's book in 1744 had different  12 that came with it.

The anthology shows that lullabies from different cultures almost always deal with  13 .

After the middle of the 18th century, it was no longer assumed that children were naturally  14 and children's literature changed.

### PART 3

You will hear a radio interview with a chef about the process of eating. For questions 15–20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 15 Heston mentions eating fish from a paper plate with a plastic knife and fork
- A because it is something listeners may have done.
  - B because doing so made him think about the process of eating.
  - C as an example of an unpleasant eating experience.
  - D as an example of what influences the eating experience.
- 16 What does Heston say about taste?
- A Fat should be considered a taste.
  - B Taste and flavour are separate from each other.
  - C The sense of smell is involved in it.
  - D The number of taste buds gradually decreases.
- 17 The experiment involving salt and other food shows that
- A it is possible to taste something that you can't smell.
  - B the sense of smell is not as powerful as other senses.
  - C food can taste better when you can't smell it.
  - D the flavour of food can change as you eat it.
- 18 The story about the trainee waiters illustrates that
- A certain colours are more appealing than others.
  - B something can seem to taste good because of its appearance.
  - C one sense can strongly influence another.
  - D some people can perceive taste better than others.
- 19 What does Heston say about bitterness?
- A It can give a false impression that something is harmful.
  - B It can become the main reason why people like something.
  - C Reactions to it can change over time.
  - D Its function is widely misunderstood.
- 20 The problem with the dish Heston describes was caused by
- A its appearance.
  - B the taste of it.
  - C its combination of flavours.
  - D the fact that people ate it repeatedly.

**PART 4**

You will hear five short extracts in which people are talking about well-known people.

**Task one**

For questions 21–25, choose from the list A–H who each speaker is talking about.

- A a coach
- B a novelist
- C a sportsman
- D a journalist
- E a businessman
- F a TV newsreader
- G a politician
- H an actor

- 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 each speaker's view of the person.

- A scary
- B underrated
- C amusing
- D unintelligent
- E weird
- F sincere
- G lucky
- H unpredictable

- Speaker 1  26
- Speaker 2  27
- Speaker 3  28
- Speaker 4  29
- Speaker 5  30

While you listen you must complete both tasks.

## Paper 5: Speaking (15 minutes)

### PART 1 (3 minutes)

#### Entertainment

- What are your main sources of entertainment?
- What kind of books do you like most? ..... (Why?)
- What kind of films do you enjoy? ..... (Why?)
- How big a part does watching TV play in your life?
- Do you prefer to stay in or go out for entertainment? ..... (Why?)

#### Activity and Lifestyle

- Do you try to keep fit? If so, how? If not, why not?
- What kind of things do people in your country do to keep fit?
- Do you prefer playing or watching sports? ..... (Why?)
- Would you say that you have a healthy lifestyle? ..... (Why? / Why not?)
- What are the main causes of stress for people today?

### PART 2 (4 minutes)

- 1 Interaction
- 2 Different surroundings

**Candidate A** Look at the three photographs 1A, 1B and 1C on page 110. They show people interacting with each other.  
Compare two of the photographs and say what kind of people they might be, and what the situation might be.  
*Candidate A talks on his/her own for about 1 minute.*

**Candidate B** Which of the pictures reminds you most of a good or bad experience you've had?  
*Candidate B talks on his/her own for about 20 seconds.*

**Candidate B** Look at the three photographs 2A, 2B and 2C on page 110. They show people in different surroundings.  
Compare two of the photographs and say why the people might be in the surroundings, and what kind of people they might be.  
*Candidate B talks on his/her own for about 1 minute.*

**Candidate A** Which of the surroundings would you most like to be in, and why?  
*Candidate A talks on his/her own for about 20 seconds.*

**PARTS 3 AND 4** (8 minutes)

**The media**

**PART 3**

Look at the pictures on page 111 showing different aspects of the media.

First, talk to each other about how the pictures reflect the kind of things covered by the media these days. Then decide which picture best reflects the influence that the media has on people nowadays.

*Candidates A and B discuss this together for about 3 minutes.*

**PART 4**

- Some people say that the media does more harm than good. Do you agree?
- In what area(s) of life has the media had a good influence and in what area(s) has it had a bad influence?
- In some countries, a great many young people want to work in the media. Why do you think this is?
- To what extent do you believe what you are told by the media? To what extent do other people believe what they are told by the media?
- What developments in the media do you think might happen in the future?



Do not write in this box

**Candidate Name**

If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

Candidate Signature \_\_\_\_\_

Examination Title

Centre

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here

Centre No.

Candidate No.

Examination Details

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8	8	8	8
9	9	9	9

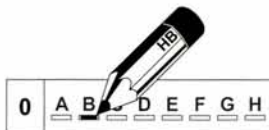
**Candidate Answer Sheet**

**Instructions**

Use a PENCIL (B or HB).

Mark ONE letter for each question.

For example, if you think B is the right answer to the question, mark your answer sheet like this:



Rub out any answer you wish to change using an eraser.

1	A	B	C	D	E	F	G	H
2	A	B	C	D	E	F	G	H
3	A	B	C	D	E	F	G	H
4	A	B	C	D	E	F	G	H
5	A	B	C	D	E	F	G	H
6	A	B	C	D	E	F	G	H
7	A	B	C	D	E	F	G	H
8	A	B	C	D	E	F	G	H
9	A	B	C	D	E	F	G	H
10	A	B	C	D	E	F	G	H
11	A	B	C	D	E	F	G	H
12	A	B	C	D	E	F	G	H
13	A	B	C	D	E	F	G	H
14	A	B	C	D	E	F	G	H
15	A	B	C	D	E	F	G	H
16	A	B	C	D	E	F	G	H
17	A	B	C	D	E	F	G	H
18	A	B	C	D	E	F	G	H
19	A	B	C	D	E	F	G	H
20	A	B	C	D	E	F	G	H

21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H
24	A	B	C	D	E	F	G	H
25	A	B	C	D	E	F	G	H
26	A	B	C	D	E	F	G	H
27	A	B	C	D	E	F	G	H
28	A	B	C	D	E	F	G	H
29	A	B	C	D	E	F	G	H
30	A	B	C	D	E	F	G	H
31	A	B	C	D	E	F	G	H
32	A	B	C	D	E	F	G	H
33	A	B	C	D	E	F	G	H
34	A	B	C	D	E	F	G	H
35	A	B	C	D	E	F	G	H
36	A	B	C	D	E	F	G	H
37	A	B	C	D	E	F	G	H
38	A	B	C	D	E	F	G	H
39	A	B	C	D	E	F	G	H
40	A	B	C	D	E	F	G	H



Do not write in this box

**Candidate Name**

If not already printed, write name in CAPITALS and complete the Candidate No. grid (in pencil).

**Candidate Signature** \_\_\_\_\_

**Examination Title**

**Centre**

**Supervisor:**

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**Centre No.**

**Candidate No.**

**Examination Details**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

**Instructions**

Use a PENCIL (B or HB).  
Rub out any answer you wish to change.

**Part 1:** Mark ONE letter for each question.

For example, if you think B is the right answer to the question, mark your answer sheet like this:

0	A	B	C	D
---	---	---	---	---

**Parts 2, 3, 4 and 5:** Write your answer clearly in CAPITAL LETTERS.

For Parts 2, 3 and 4, write one letter in each box.

0	E	X	A	M	P	L	E
---	---	---	---	---	---	---	---

**Part 1**

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D

**Candidate Answer Sheet**

**Part 2**

Do not write below here

13											13	1	0	u
14											14	1	0	u
15											15	1	0	u
16											16	1	0	u
17											17	1	0	u
18											18	1	0	u
19											19	1	0	u
20											20	1	0	u
21											21	1	0	u
22											22	1	0	u
23											23	1	0	u
24											24	1	0	u
25											25	1	0	u
26											26	1	0	u
27											27	1	0	u

Continues over →







UNIVERSITY of CAMBRIDGE  
ESOL Examinations

Do not write in this box

**Candidate Name**

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Candidate Signature \_\_\_\_\_

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2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Test version:  A  B  C  D  E  F  J  K  L  M  N

Special arrangements:  S  H

**Candidate Answer Sheet**

**Instructions**

Use a PENCIL (B or HB).

Rub out any answer you wish to change using an eraser.

**Parts 1, 3 and 4:**

Mark ONE letter for each question.

For example, if you think **B** is the right answer to the question, mark your answer sheet like this:

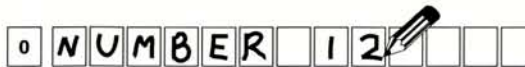


**Part 2:**

Write your answer clearly in CAPITAL LETTERS.

Write one letter or number in each box. If the answer has more than one word, leave one box empty between words.

For example:



Turn this sheet over to start.



## TEST 1

## Paper 1: Reading

PART 1  12PART 2  12PART 3  14PART 4  15Total  53      Score  40Candidate score  $\times 7.5 \div 10 =$  score out of 40

Example: 45 marks out of 53 = 34 marks out of 40 approximately

## Paper 2: Writing

PART 1  20PART 2  20Total  40      Score  40

## Paper 3: Use of English

PART 1  12PART 2  15PART 3  10PART 4  10PART 5  16Total  63      Score  40Candidate score  $\times 5 \div 8 =$  score out of 40

Example: 50 marks out of 63 = 31 marks out of 40 approximately

## Paper 4: Listening

PART 1  6PART 2  8PART 3  6PART 4  10Total  30      Score  40Candidate score  $\div 3 \times 4 =$  score out of 40

Example: 24 marks out of 30 = 32 marks out of 40

## Paper 5: Speaking

Total  20      Score  40Candidate score  $\times 2 =$  score out of 40Test total  200 $\div 2 =$   %Approximate grade (see below) 

## Approximate percentages for grades A–E

Pass A 80% and above

B 75–79%

C 60–74%

Fail D 55–59%

E 54% and below

## TEST 2

## Paper 1: Reading

PART 1  12PART 2  12PART 3  14PART 4  15Total  53      Score  40Candidate score  $\times 7.5 \div 10 =$  score out of 40

Example: 45 marks out of 53 = 34 marks out of 40 approximately

## Paper 2: Writing

PART 1  20PART 2  20Total  40      Score  40

## Paper 3: Use of English

PART 1  12PART 2  15PART 3  10PART 4  10PART 5  16Total  63      Score  40Candidate score  $\times 5 \div 8 =$  score out of 40

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## TEST 3

## Paper 1: Reading

PART 1  12PART 2  12PART 3  14PART 4  15Total  53      Score  40Candidate score  $\times 7.5 \div 10 =$  score out of 40

Example: 45 marks out of 53 = 34 marks out of 40 approximately

## Paper 2: Writing

PART 1  20PART 2  20Total  40      Score  40

## Paper 3: Use of English

PART 1  12PART 2  15PART 3  10PART 4  10PART 5  16Total  63      Score  40Candidate score  $\times 5 \div 8 =$  score out of 40

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Total  20      Score  40Candidate score  $\times 2 =$  score out of 40Test total  200 $\div 2 =$   %Approximate grade (see below) 

## Approximate percentages for grades A–E

- |      |                 |      |                 |
|------|-----------------|------|-----------------|
| Pass | A 80% and above | Fail | D 55–59%        |
|      | B 75–79%        |      | E 54% and below |
|      | C 60–74%        |      |                 |

## TEST 4

## Paper 1: Reading

PART 1  12PART 2  12PART 3  14PART 4  15Total  53      Score  40Candidate score  $\times 7.5 \div 10 =$  score out of 40

Example: 45 marks out of 53 = 34 marks out of 40 approximately

## Paper 2: Writing

PART 1  20PART 2  20Total  40      Score  40

## Paper 3: Use of English

PART 1  12PART 2  15PART 3  10PART 4  10PART 5  16Total  63      Score  40Candidate score  $\times 5 \div 8 =$  score out of 40

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Example: 24 marks out of 30 = 32 marks out of 40

## Paper 5: Speaking

Total  20      Score  40Candidate score  $\times 2 =$  score out of 40Test total  200 $\div 2 =$   %Approximate grade (see below)

## Assessing the Writing paper

Students' answers are assessed with reference to two mark schemes: one based on the overall impression; the other on the requirements of the particular task.

*The General impression mark scheme* refers to the content, organization and cohesion, range of structures and vocabulary, accuracy, register and format, and the target reader indicated in the task.

*The Task specific mark scheme* in the Answer key lists the above criteria specific to each particular task and explains what is required in each answer. Teachers should assess the answer under the Task specific mark scheme and then award an overall General impression band mark and a score out of 20.

Candidates who fully satisfy the Band 3 descriptor will demonstrate an adequate performance in writing at CAE level.

### General impression mark scheme

#### **BAND 5** (approximately 17–20 marks)

For a Band 5 to be awarded, the candidate's writing has a very positive effect on the target reader. The content is relevant and the topic is fully developed. Information and ideas are skilfully organized through a range of cohesive devices, which are used to good effect. A wide range of complex structures and vocabulary is used effectively. Errors are minimal, and inaccuracies which do occur have no impact on communication. Register and format are consistently appropriate to the purpose of the task and the audience.

#### **BAND 4** (approximately 13–16 marks)

For a Band 4 to be awarded, the candidate's writing has a positive effect on the target reader. The content is relevant and the topic is developed. Information and ideas are clearly organized through the use of a variety of cohesive devices. A good range of complex structures and vocabulary is used. Some errors may occur with vocabulary and when complex language is attempted, but these do not cause difficulty for the reader. Register and format are usually appropriate to the purpose of the task and the audience.

#### **BAND 3** (approximately 8–12 marks)

For a Band 3 to be awarded, the candidate's writing has a satisfactory effect on the target reader. The content is relevant with some development of the topic. Information and ideas are generally organized logically, though cohesive devices may not always be used appropriately. A satisfactory range of structures and vocabulary is used, though word choice

may lack precision. Errors which do occur do not cause difficulty for the reader. Register and format are reasonably appropriate to the purpose of the task and the audience.

#### **BAND 2** (approximately 4–7 marks)

For a Band 2 to be awarded, the candidate's writing has a negative effect on the target reader. The content is not always relevant. Information and ideas are inadequately organized and sometimes incoherent, with inaccurate use of cohesive devices. The range of structures and vocabulary is limited and/or repetitive, and errors may be basic or cause difficulty for the reader. Register and format are sometimes inappropriate to the purpose of the task and the audience.

#### **BAND 1** (approximately 1–3 marks)

For a Band 1 to be awarded, the candidate's writing has a very negative effect on the target reader. The content is often irrelevant. Information and ideas are poorly organized, often incoherent, and there is minimal use of cohesive devices. The range of structures and vocabulary is severely limited, and errors frequently cause considerable difficulty for the reader. Register and format are inappropriate to the purpose of the task and the audience.

#### **BAND 0** (no marks)

For a Band zero to be awarded, there is either too little language for assessment or the candidate's writing is totally irrelevant or illegible. Candidates who do not address all the content points will be penalized for dealing inadequately with the requirements of the task.

## Assessing the Speaking paper

Assessment (out of 20 marks) is based on performance in the whole test, and is not related to performance in particular parts of the test. Students are assessed on their own individual performance and not in relation to each other.

Marks are awarded by the assessor, who does not take part in the test, according to five analytical criteria: *Grammatical Resource*, *Vocabulary Resource*, *Discourse Management*, *Pronunciation*, and *Interactive Communication*. The interlocutor, who conducts the test, gives a mark for *Global Achievement*.

### GRAMMATICAL RESOURCE

This refers to the accurate and appropriate use of a range of both simple and complex forms. Performance is viewed in terms of the overall effectiveness of the language used in spoken interaction.

### VOCABULARY RESOURCE

This refers to the candidate's ability to use a range of vocabulary to meet task requirements. At CAE level, the tasks require candidates to speculate and exchange views on unfamiliar topics. Performance is viewed in terms of the overall effectiveness of the language used in spoken interaction.

### DISCOURSE MANAGEMENT

This refers to the candidate's ability to link utterances together to form coherent speech, without undue hesitation. The utterances should be relevant to the tasks and should be arranged logically to develop the themes or arguments required by the tasks.

### PRONUNCIATION

This refers to the candidate's ability to produce intelligible utterances to fulfil the task requirements. This includes stress and intonation as well as individual sounds. Examiners put themselves in the position of a non-ESOL specialist and assess the overall impact of the pronunciation and the degree of effort required to understand the candidate.

### INTERACTIVE COMMUNICATION

This refers to the candidate's ability to take an active part in the development of the discourse. This requires an ability to participate in the range of interactive situations in the test and to develop discussions on a range of topics by initiating and responding appropriately. This also refers to the deployment of strategies to maintain interaction at an appropriate level throughout the test so that the tasks can be fulfilled.

### GLOBAL ACHIEVEMENT

This refers to the candidate's overall effectiveness in dealing with the tasks in the four separate parts of the CAE Speaking test. The global mark is an independent impression mark which reflects the assessment of the candidate's performance from the interlocutor's perspective.

## Paper 5: Speaking

### PART 2

- What might each TV series be about?
- What might the characters be like?



- Why do these things annoy people?
- What can be done about them?

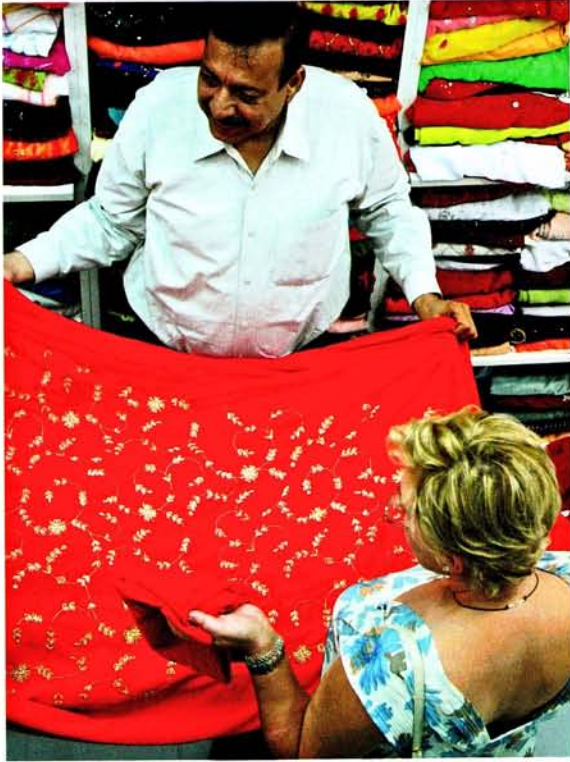




## Paper 5: Speaking

### PART 3

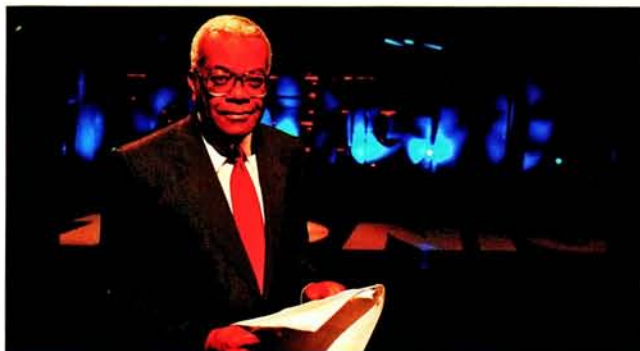
- Which aspects of tourism do these pictures show?
- Which pictures present the most positive and negative images of tourism?



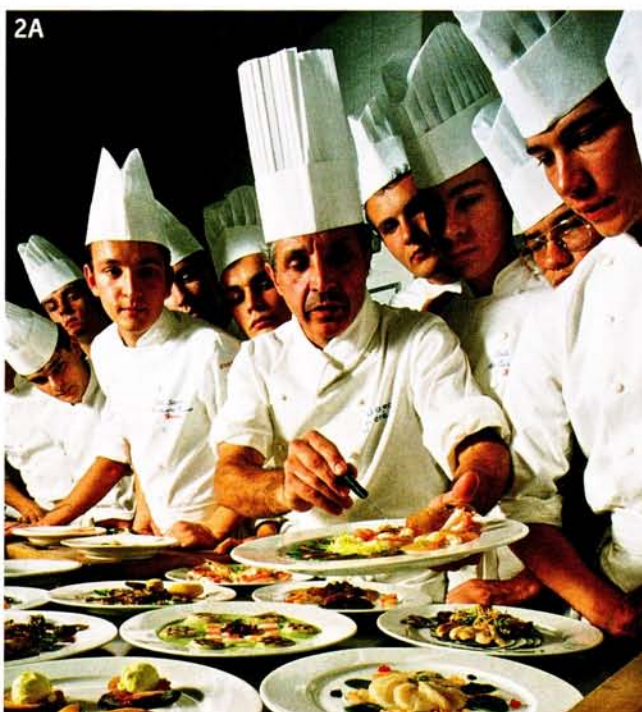
## Paper 5: Speaking

### PART 2

- What do you think the people's lives are like?
- What do you think the people's personalities are like?



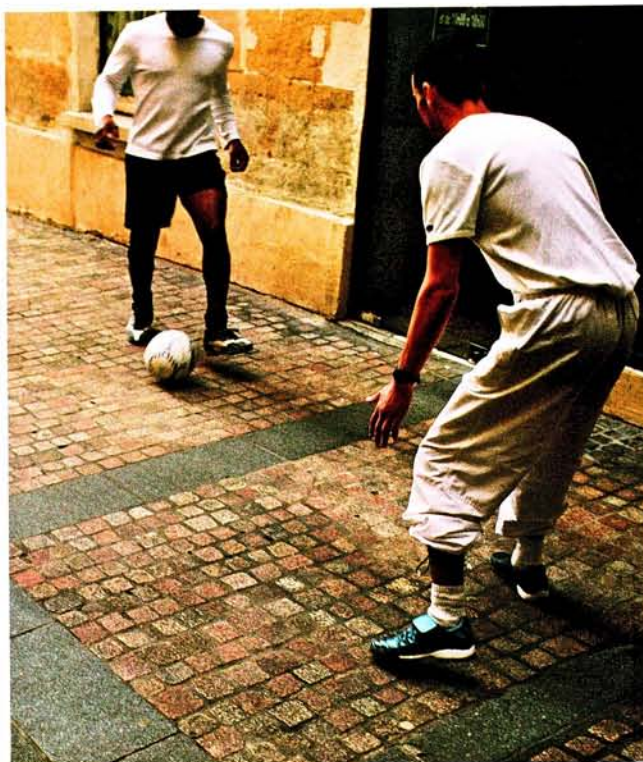
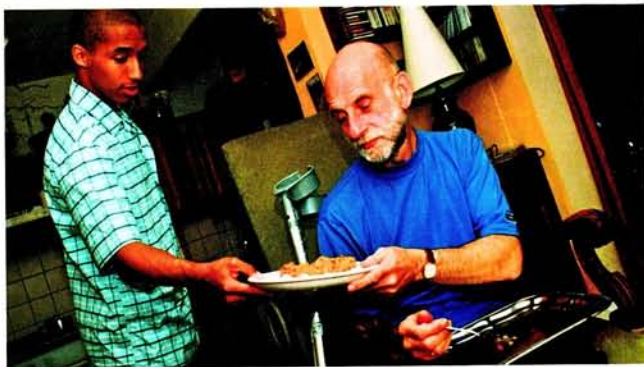
- Why might the people be taking the classes?
- What might be involved in learning each skill?



## Paper 5: Speaking

### PART 3

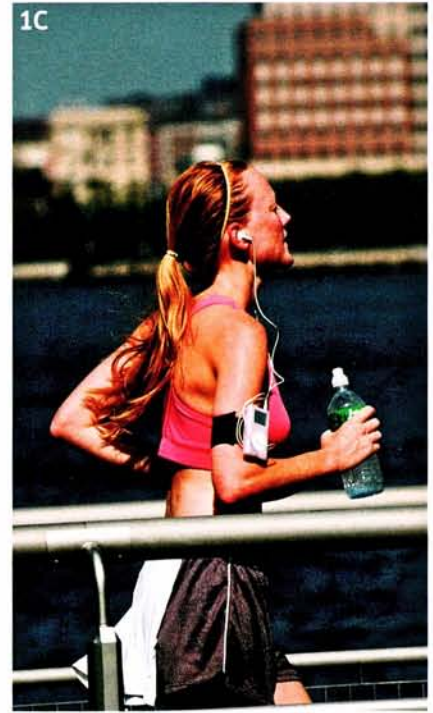
- What are the young people in the pictures doing?
- Which picture is most typical of young people today?



**Paper 5: Speaking**

**PART 2**

- Why do you think the people are running?
- What do you think the people's lives are like?



- What do you think the speakers are talking about?
- What do you think the situation is?



## Paper 5: Speaking

### PART 3

- Which environmental issues do the pictures show and how serious do you think each problem is?
- Which picture(s) show(s) a problem that is being solved or can most easily be solved? How is it being solved or how can it be solved?



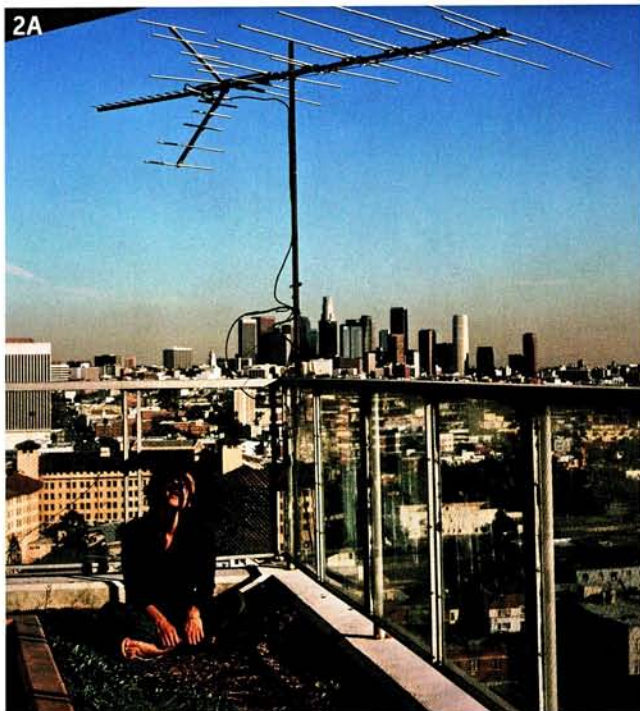
# Paper 5: Speaking

## PART 2

- What kind of people do you think they are?
- What do you think the situation might be?



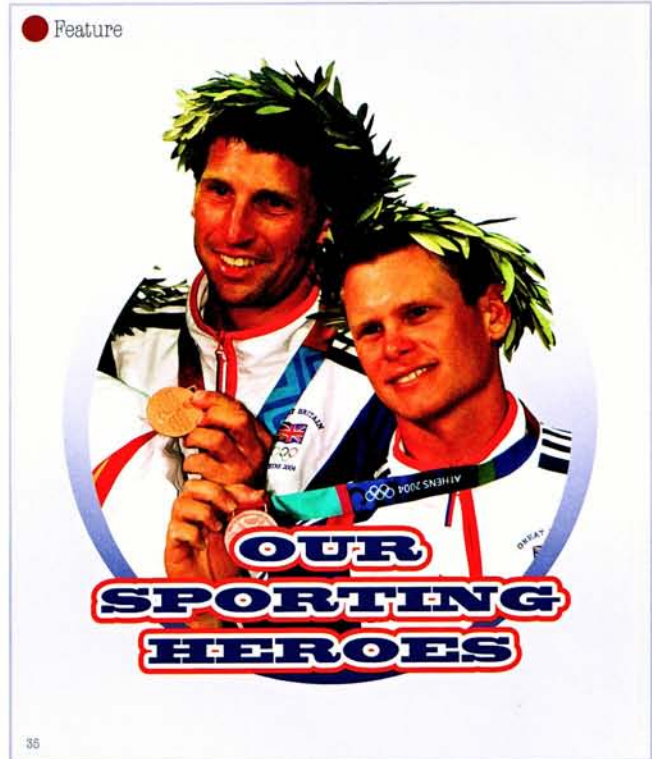
- Why do you think the people might be in these surroundings?
- What kind of people do you think they might be?



# Paper 5: Speaking

## PART 3

- How do the pictures reflect the kind of things covered by the media nowadays?
- Which picture best reflects the influence the media has on people nowadays?



**Crime Figures Rise**

**FOOD THAT'S BAD FOR YOU**

**Gloomy Economic Forecast**



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