

Teachers' planning

2015~2016

CELEBRATING
25
Years
1991-2016

PROFICIENCY

 **Objetivo:**
Cambridge Exams

**CAMBRIDGE ENGLISH
ASSESSMENT**

ADULTS

TEACHERS' PLANNING: CPE 2015-2016

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INTRODUCTION

The main aim of this guide is to help us all through the first few weeks before we get the course books, and it's also to ensure that all the groups are working on more or less the same things. Students have joined these groups in order to prepare the PROFICIENCY (C2) exam so we want to make sure our students feel that they are focusing on things related to the exam from the very first day. However **we must stress that C2 is an incredibly high level and the exam very demanding so students must be very aware that it is a huge jump from C1 and therefore they should be realistic with their objectives.**

In the first few weeks we aim to give them an overview of the main parts of the exam and do a sample exam.

It's also important to set them homework as soon as possible so they realise they have to commit themselves to working a lot on their own as well as in class. Encourage them to read widely, listen to the radio and watch TV / films in English as often as possible.

In this guide you will find a series of worksheets and activities to do with your students. If you use any supplementary material of your own which would be useful to other groups, please make it available to all the teachers.

Any introductory exercises should be done as a class and the exam practice individually. PLEASE KEEP A RECORD OF STUDENTS' RESULTS from this sample exam.

*Don't forget that on the CL website, Teachers' corner: Cambridge ESOL Exams you have a copy of all the Teachers' handbooks.

WORKSHEETS –Getting to know you: 1. “the dating game” OR 2. “How special am I?”

1. Give a copy of the chosen worksheet to each student and ask them to complete the sentences with as much detail/humour/sarcasm as possible!

Students then ask each other the questions and swap information, find out how much they have in common, so they will have to be prepared to ask further questions.

E.g. I can't stand people speaking on their mobile phones really loudly on the bus! Follow up question: Do you think this should be banned? Does this get on your nerves?

Try to use phrasal verbs and idioms whenever possible. E.g. in number 8 (both worksheets), “I really **look up to** people who...”

Feedback as a class and talk about the different topics raised.

WORKSHEETS 3 & 4: HOLIDAYS AND TRAVELLING / IDIOMS

As we are just back from summer, the topic of travelling should be fresh in our minds!

3: Start with the question bubbles, either as a class question and answer session or in pairs or small groups. There are two bubbles for students to write their own questions to ask. Remind students that we want to hear a wide range of structures!!

4: IDIOMS & PRESENTATION - Brainstorm any idioms students may know and talk about the idioms and expressions given.

In the speaking part of the Proficiency exam students will have to speak for two minutes on a topic. This activity is good practice to start working towards this. Insist that students work together to come up with more ideas and when they speak under pressure they can help each other out! Get the other students to listen carefully and ask a question / challenge after the others have spoken.

WORKSHEET 5 - Colourful holiday collocations.

This is a long activity but good collocation practice. Full instructions are on the worksheet and the activity can be followed by the role play, so that students can try and use some of the collocations.

WORKSHEET 6 - ROLE PLAY - Students read instructions and plan their presentation. Encourage them to include as many idioms, expressions and collocations as possible!!

WORKSHEET 7 - CPE QUIZ – How much do you know about the exam?

Students work in pairs to try and match the numbers to the facts about the exam. Correct together and hand out a copy of the outline of the Proficiency exam for students to keep as a reference.
Answers:

| | | | | | | |
|-------|---------|---------|----------|---------|---------|--------|
| 1. 4 | 2. 25 | 3. 1 | 4. 7 | 5. 4 | 6. 5 | 7. 53 |
| 8. 90 | 9. 2 | 10. 2 | 11. 2 | 12. 240 | 13. 280 | 14. 4 |
| 15. 1 | 16. 280 | 17. 320 | 18. 90 | 19. 3 | 20. 4 | 21. 30 |
| 22. 2 | 23. 40 | 24. 4 | 25. 1or2 | 26. 2 | 27. 3 | 28. 16 |

WORKSHEET 8. OUTLINE OF PROFICIENCY EXAM for students to keep as a reference.

.WORKSHEET 9 - READING AND USE OF ENGLISH SAMPLE TEST

The idea of doing a sample exam in class is to get students familiar with the kind of exercises that appear in the official exam. You can obviously decide to do the sections in any order and combine it with other activities so as to ensure a variety of activities. When it comes to the reading parts, it would be advisable to do a couple of questions of each part together so students know what to expect but then let them do the rest of the reading at home. In this way you can use the lesson time for more productive work like speaking, vocabulary and listening.

Reading and Use of English Part one – multiple choice cloze.

This part tests the candidates' control and range of vocabulary.

Part 1 consists of a text with eight gaps. Students choose correct answer from four options (A,B,C,D)

Each correct answer receives 1 mark.

Students look at the information and preliminary exercises and do them together. (ANSWERS: C leaking, A interested, B being, C Much as, C out)

Then they try the exam task.

Reading and Use of English Part two – open cloze.

This part tests the candidates' awareness and control of grammar, with some focus on vocabulary.

Part 2 consists of a text in which there are 8 gaps (plus one gap as an example).
Candidates have to think of a word which will fill the gap correctly.

The answer will always be a single word. In some cases, there may be more than one possible answer and this is allowed for in the mark scheme. It is important that students write only one word for each space. The same word does not occur twice.

The absence or misuse of punctuation is ignored, although **spelling, as in all parts of the Reading and Use of English paper, must be correct.**

Each correct answer receives 1 mark.

Students do the sample task individually or in pairs.

Reading and Use of English Part three – word formation.

The focus of this task is primarily lexical, though an understanding of structure is also required. (for example paying attention to the verb tense or whether a noun is plural or singular, or if the word needed is positive or negative)

Part 3 consists of a text containing 8 gaps (plus one gap as an example).

At the end of some of the lines, and separated from the text, there is a stem word in capital letters.

Students need to form an appropriate word from given stem words to fill each gap.

Reading and Use of English Part four.

Check they know what is expected of them in this part of the exam:

- **How many questions are there in Part 4?** *(six questions plus an example).*
- **What is written on the question paper for each question?** *(there are three parts: a lead-in sentence, a key word, and a second sentence, of which only the beginning and end are given.)*
- **What do you have to do?** *(Candidates have to fill the gap in the second sentence so that the completed sentence is similar in meaning to the lead-in sentence.)*

- **How many words can you use to fill the gap?** (*between three and eight words, one of which must be the key word.*)
- **Can you change the key word you're given?** (*No, the key word must not be changed in any way.*)
- **What should you write on the answer sheet?** (*Candidates only write the words which complete the gap on the answer sheet, not the whole sentence.*)

Also point out that:

- Handwriting must be clear on the answer sheet (paper based exams!)
- Each answer is divided into two parts for marking so candidates may get 0, 1 or 2 marks depending on the accuracy of their answer.

Reading and Use of English Part five – multiple choice reading comprehension.

Warm up:

Check that students are familiar with basic facts about Part 5 by asking the following questions:

- a) What types of text are there?**
- b) What types of question are there?**
- c) How many questions are there?**
- d) How many marks are there?**
- e) What is tested in this part?**
- f) Can you write on the question paper? (paper based exams!)**

Answers:

- a) The texts are from newspapers, magazines, novels, non-fiction
- b) Multiple- choice questions, four options (A,B,C,D), one correct option to be chosen
- c) Six
- d) There are two marks for each question
- f) The questions test detail, opinion, attitude, tone, purpose, main idea, implication, text organisation features such as exemplification and reference
- g) Yes, you can mark the question paper in any way you like (underlining, highlighting, etc.) but you must transfer your answers to the answer sheet within the time limit. (paper exams only! Computer exams you just select your answer.)

Get students to read the first two questions and underline key ideas in the questions, then read the relevant part of the text and try and answer them.

Answers and explanations at the end in the answer section.

Reading and Use of English Part six – gapped text

Check students are familiar with the task: They must put the missing paragraphs back into the text. There is one paragraph they will not need. There are two points for each question.

Procedure: Give out the main text and ask students to make brief notes about the main points in each paragraph. Underline key points, grammatical and lexical links, trying to predict what might come next etc.

Next give out the missing paragraphs and ask students to do the task.

Answers and explanations at the end in the answer section.

Reading and Use of English Part seven – multiple matching exercise.

Remind students that **words they read in the statements paraphrase words in the text.** Encourage them to underline the key words and expressions when they find the answers in the text.

Students then do the reading task individually.

One point for each question.

Answers and explanations at the end in the answer section.

WORKSHEET 10 - WRITING Parts 1 and 2.

Give out the student's worksheet and sample task. Ask students to complete the key facts.

Remind students that part one writing always has a summarizing and evaluating focus. There will always be two texts in the input, the points of which students are expected to address in their essay adding their own views and opinions.

Ask students to spend some time in pairs brainstorming ideas and ask them to try and summarise the texts without using too much of the wording from the question.

Read the options for part two as a class and spend some time brainstorming ideas and asking students to come up with ideas and vocabulary which could be useful for each part. You could focus on the "favourite" option of the class so that your students all have a go at the same piece of writing for homework. There is a sample report at the end of the answer section if you want to look at it with your students.

Students write an essay and the common choice from part 2 for homework.

WORKSHEET 11 – LISTENING SAMPLE EXAM

This is a complete listening test, you could do it in one lesson or spread out over two, whichever suits you and your students best.

You will find the audio in Teachers corner on the CL website, CPE Oxford Practice tests Test 2.

Make sure you spend time going through the questions before they listen to help with tactics, and also afterwards go carefully through the answers. The students usually appreciate a copy of the audio script to underline key phrases. You will find a copy of the audio script at the end after the answer section.

WORKSHEET 12 – SPEAKING SAMPLE TEST - Parts 1 and 2.

Part 1 of the speaking exam lasts just two minutes and the examiner will ask a few personal information questions to each candidate.

Part 2 consists of a collaborative task. Candidates are asked to look at a set of photos. The first part of the task they have to look at two of them (as stipulated by the examiner) and discuss something for a minute. Then they are told to look at all the pictures. They are given a hypothetical situation and then given three minutes to discuss together, using the pictures to help them with ideas.

This part two topic is **ambition** so you could spend some time talking about how important it is to have ambitions, aims, targets etc in life, how easy it is to achieve / fulfil our dreams and ambitions, etc.

Students carry out the speaking tasks in pairs (or threes if necessary) Don't be too strict on the time limit as its much better to encourage fluency at this early stage of the course!

WORKSHEET 13 – SPEAKING – Part 3.

(This information appears on the worksheet for students too so they can read it as a class.)

In part three of the speaking exam candidates are expected to speak on their own for about two minutes. Each student will be given a card with a question written on it with three bullet points as ideas to use if they like. Once they have finished, their partner will be asked to comment and then will be given their card.

When both candidates have completed their individual turn, they will have a discussion with each other to explore the topics further. The examiner will use questions to help the discussion.

Part 3 Speaking activity instructions:

Put students into pairs and give one student an A card and the other a B card. Let them brainstorm some ideas together on both topics for a few minutes, help them with ideas if necessary.

Then tell them they are going to try to speak on their topic for two minutes. Tell students A to start. Keep a track of the time. When they have finished, their partner has to comment on what they have said by adding their opinion / agreement / disagreement. Then students B speak for their two minutes.

For more practice, get students to change cards with another pair.

The part 3 in the sample speaking test is on the topic of truth and dishonesty. To break it up a bit, the following worksheets will help produce some good vocabulary.

WORKSHEET 14 – TELLING LIES word formation.

Students read the instructions and do the exercise in pairs, making a note of any good expressions connected to truth and dishonesty (lies, fibs, “porkies”, fake, fraud, untruth, etc. brainstorm any more expressions they may know.)

ANSWERS: 1. Barely 2.assumption 3.dangerous 4. psychologist 5.dishonest 6.illegal 7.unfortunately 8.simply 9.director 10.ignorance 11.organisation 12.misconception 13.untruth 14.harmless

WORKSHEET 15 – TELLING LIES vocabulary gap fill.

Instructions on the worksheet. Make sure students make the appropriate changes so that each sentence is grammatically coherent.

WORKSHEET 15 – Sample task Part 3 speaking.

Having done the previous exercises, students should have a good collection of expressions to use in this speaking task. Follow the instructions from the previous part 3 activity, Listen carefully as students speak and feedback with any error correction.

WORKSHEET 16 – PHRASAL VERBS RACE

Students may well have seen this worksheet before, but this is a quick race to test their memory and a game to play. Part 1: First give each student a copy of the worksheet and then, in pairs or groups of three tell them it's a race to complete all the phrasal verbs. When the first pair shouts “stop!” Everyone has to stop writing. Check the phrasal verbs are correct. If they have made a mistake, then everyone can continue!

(ANSWERS: Hurry up, go up /down, find out, break down, run out of, look forward to, try on, turn up/ down, turn on/ off , be over, get on with, take off, see (someone) off or set

off, put on, throw away, look out, look up, give up, look up to, give out, write down, cross out, get on /off, get into/ out of)

Now the second part to the race is an activity where , still in pairs, students have to write two things for each phrasal verb. You could just read the following out and get them to write down their answers. Alternatively, give out the worksheet and it's a race to complete it.

When you go through the possibilities, a pair can score points for an answer that nobody else has thought of. Here are the prompts should you choose to read them out:

Two reasons why you might have to hurry up

Two things that can go up and go down

Two things that you may want to find out before going on holiday

Two things that can break down

Two things that you can run out of

Two things that you may look forward to

Two things that can be over

Two things that you can turn down

Two things that can take off

Two things that you usually put on every day

Two things that you may need to throw away after a party

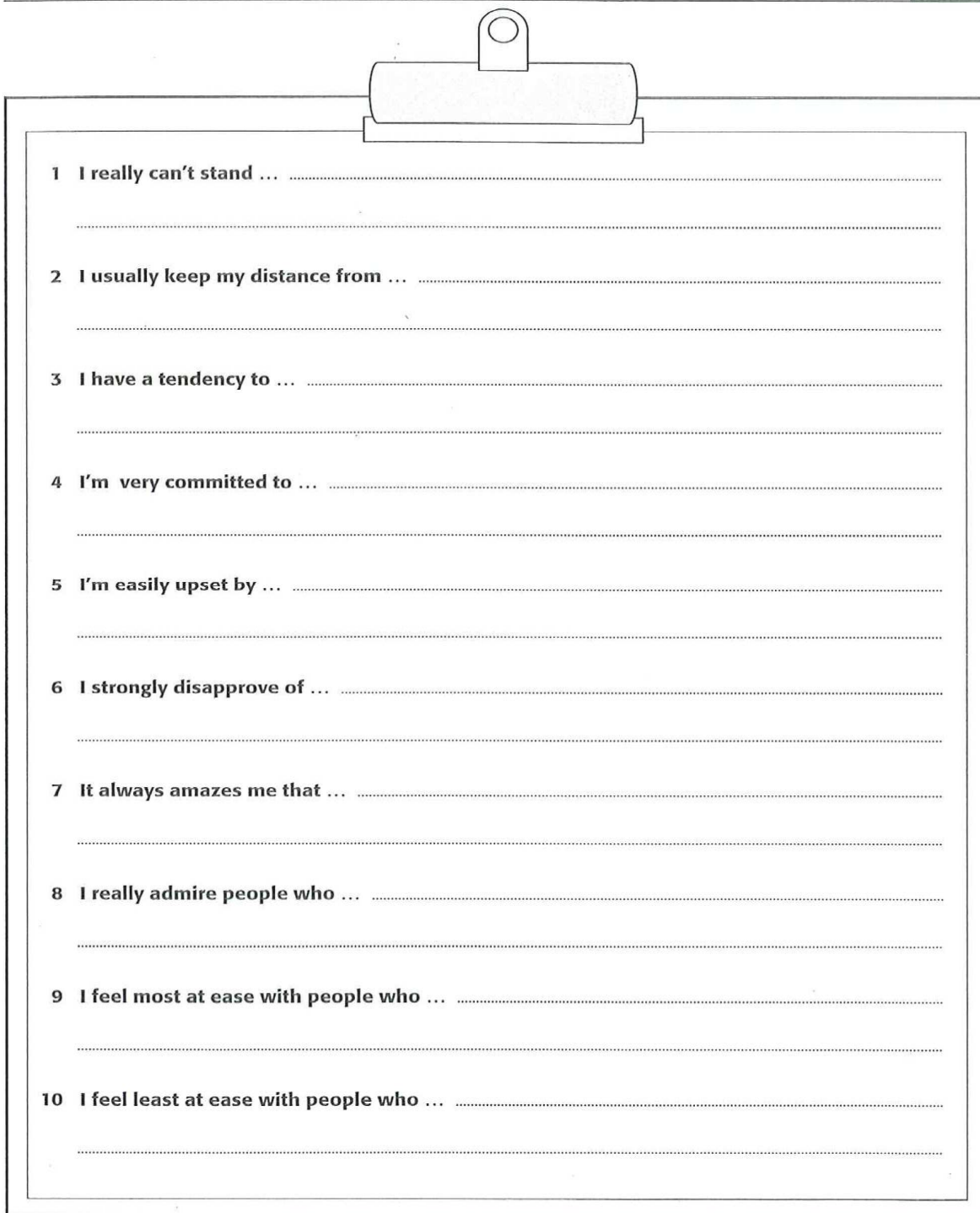
Two things that you may look up on the Internet

Two things that people may want to give up

WORKSHEET 17. ANSWER AND EXPLANATIONS SECTION.

WORKSHEET 1.GETTING TO KNOW YOU

The dating game 1.3



- 1 I really can't stand ...
- 2 I usually keep my distance from ...
- 3 I have a tendency to ...
- 4 I'm very committed to ...
- 5 I'm easily upset by ...
- 6 I strongly disapprove of ...
- 7 It always amazes me that ...
- 8 I really admire people who ...
- 9 I feel most at ease with people who ...
- 10 I feel least at ease with people who ...

WORKSHEET 2: How special am I?

- 1 Three adjectives that describe me (positive or negative)
.....
- 2 My favourite season of the year
.....
- 3 Something I am very good at
.....
- 4 Something I have done which I am proud of
.....
- 5 Something I would like to be famous for
.....
- 6 Something I would do if I had enough money
.....
- 7 A year when something significant happened to me
.....
- 8 A person who has influenced me a lot
.....
- 9 A place where I would like to spend a holiday
.....
- 10 A colour that makes me feel good
.....
- 11 My ideal dinner guest or guests
.....
- 12 My most treasured possession
.....

3. HOLIDAYS & TRAVELLING

What's the most unusual holiday you've ever had?

Do you prefer to be active on holiday or just relax?

Have you ever had to make a complaint while on holiday?

Would you rather go on holiday with a few friends or in a large group? (Why?)

Have you ever been to a famous sight and thought it was overrated?

How important is it to speak the language of the country you are visiting?

Do you think we should get to know our own country before travelling abroad?

Do you enjoy roughing it or do you prefer a bit of luxury?!

Do you usually travel on a budget? (and stick to it?!)

How do you like to remember holidays: taking photographs or buying souvenirs?

4. IDIOMS & PRESENTATION

Do you know any idioms connected to travelling??



What do you understand by these expressions:

Let's **hit the road**!

Paul's **got itchy feet**....

My sister's got **the travel bug**.

You should try to **travel light**.

To **head off** bright and early.

The **world is your oyster**!

To go **off the beaten track**.

Bad news travels fast.

"Take only photographs and leave only footprints" – to what extent do you agree with this statement?

Task: Presentation (1-2 minutes)

Your task is to talk on the subject:

'DOES TRAVEL BROADEN THE MIND?'

Planning: In pairs, spend 1 minute making notes. If it helps consider the following issues:

- Culture
- Mutual understanding
- Leisure opportunities

Use some of this vocabulary to help you...

Topic vocabulary

To see the world
To go globetrotting
To develop cultural awareness/cross cultural understanding
To become more open minded
To break down barriers
Cultural/national stereotypes
To have fixed opinions
To become more tolerant
To experience something first hand
Mass tourism
Effect on the local population/indigenous population
Tourist trap

Expressions to offer

examples

For example
For instance
Take ... for example
To give you an example
By way of example
A case in point is
To illustrate this
To show you what I mean

When you're ready, give your presentation to the class, try to speak for 1-2 minutes between you. The rest of the class can follow up with questions or comments once you have finished.

WORKSHEET 5: COLOURFUL HOLIDAY COLLOCATIONS

Level

Upper-intermediate
to advanced

Time

40–45 minutes

Aim

To encourage students to create
their own colourful collocations
of the kind used in tourist
brochures to describe attractive
holiday destinations

Materials

One set of Adjective and Noun
cards, cut up, for each group of
three to four students

Dictionaries may be useful

For Homework B, a copy of the
sheet, not cut up, for each
student

Key vocabulary

Suggested collocations:

cobbled/hidden/winding alleys
abandoned/isolated/sandy
beaches
craggy/precipitous/towering
cliffs
dramatic/rocky/rugged
coastline
parched/rain-soaked/
undulating countryside
barren/parched/sun-drenched
deserts
dense/lush/verdant forests
dusky/windswept/wooded hills
dusky/remote/shimmering
horizons
grassy/leafy/lush meadows
breathhtaking/dramatic/
spectacular panoramas
jagged/snow-capped/towering
peaks
barren/craggy/crumbling rocks
grassy/undulating/wooded
slopes
ice-cool/meandering/
shimmering streams
cobbled/tree-lined/winding
streets
hidden/picturesque/plunging
valleys
abundant/lush/overgrown
vegetation
breathhtaking/dramatic/
spectacular views
ancient/crumbling/remote
villages

Warm-up

- 1 Dictate the list of features listed in bold in the Key vocabulary (i.e. *alleys, beaches, cliffs, etc.*). Tell the students to write these nouns in a list down one side of a piece of paper. Check that they understand each of the words.
- 2 Ask students to think of adjectives which are used, for example in holiday brochures, to describe these different features of the landscape, e.g. *stunning/spectacular beaches*. There is no need to elicit the exact vocabulary used in the activity because this will emerge during the activity.
- 3 Ask students which adjectives could collocate with which nouns, e.g. *spectacular cliffs/panoramas/coastline, etc.*

Main activity

- 1 Divide the students into groups of three to four.
- 2 Give each group a set of Adjective and Noun cards and ask them to find appropriate adjective-noun collocations. There is a range of possible collocations, so encourage students to see how many different collocations they can find, using dictionaries if necessary. There are at least three possible adjectives for each noun. Check some collocations with the class and write any difficult vocabulary on the board.
- 3 When students are familiar with all the vocabulary, ask them to sort the cards back into nouns and adjectives. Then ask students to turn the cards face down and spread them on the table, the nouns on one half, the adjectives on the other.
- 4 Students take turns to play. The first student turns over two cards – one adjective and one noun – and places them on the table so that the others can see. The student says whether they think the two words collocate successfully. If they say 'no', they put the cards back in the same places, face down. If they say 'yes', the student has to produce a sentence using the collocation correctly. The rest of the group judges whether the sentence is acceptable, and if it is, the student keeps the two cards.
- 5 Students should try to remember where the cards are so that they can pick correct pairs. The students continue, until all the noun cards have been taken. Monitor and help as necessary.
- 6 The student with the most cards at the end is the winner.

Variation

For a quicker game, students play in groups of three to four and begin by selecting just one Adjective card to match each of the twenty Noun cards. They then play with those forty cards and put the unwanted cards aside. They place the forty cards face down on the table. Players take it in turns to turn over two cards. If they find a collocating pair, they keep the cards and have another turn. If they do not find a pair, they put back the two cards in the same places. The winner is the player with most cards at the end of the game.

Follow-up

Discuss with the class which of the possible collocations for each noun would be most appropriate for the area where they are.

Homework

- A Write the text for a tourist brochure based either on a picture, or their memory of a place they know well.
- B Choose ten adjectives from the lesson and find one new noun which collocates with each of them, e.g. *snow-capped mountains*.

Adjectives

| | | | |
|--------------|-------------|--------------|-------------|
| windswept | barren | sun-drenched | meandering |
| breathtaking | jagged | dusky | rocky |
| snow-capped | winding | verdant | parched |
| rugged | precipitous | craggy | isolated |
| dense | spectacular | abundant | picturesque |
| cobbled | lush | plunging | dramatic |
| undulating | sandy | hidden | leafy |
| grassy | ice-cool | ancient | crumbling |
| towering | remote | overgrown | abandoned |
| wooded | rain-soaked | tree-lined | shimmering |

Nouns

| | | | |
|-----------|-------------|-----------|------------|
| horizons | slopes | villages | vegetation |
| streams | cliffs | alleys | valleys |
| beaches | meadows | rocks | peaks |
| forests | countryside | deserts | views |
| panoramas | streets | coastline | hills |

WORKSHEET 6: HOLIDAY ROLE PLAY

Task: Role Play

You've been asked to come up with a one-day programme of visits for tourists who are visiting your local town/city for the first time. Work in small groups on a programme that would give your visitors a positive experience of the local area.

Avoid making the discussion a battle of ideas! Offer your suggestions in language that shows sensitivity to other people's point of view. Offer examples to support your suggestions in order to make your point as clear as possible.

When your group has come up with the programme for tourists, you are ready to present it to the rest of the class!

Try to use some of the idioms and collocations from the previous exercises in making your presentation interesting! When each group had made their presentation, the class votes for the best one!

WORKSHEET 7 - CPE QUIZ

– How much do you know about the format of the exam?

The numbers game... Match the numbers to the information about the CPE exam.

| | | | | | | | | | |
|----|----|----|----|-----|-----|-----|-----|----|----|
| 1 | 1 | 1 | 2 | 2 | 2 | 2 | 2 | 3 | 3 |
| 3 | 4 | 4 | 4 | 4 | 5 | 7 | 16 | 25 | 30 |
| 40 | 53 | 90 | 90 | 240 | 280 | 280 | 320 | | |

Work with a partner to complete the information with the correct number!

The CPE (*Certificate of Proficiency in English*) exam consists of (1) ___ papers, or tests, and each test carries (2) ___ percent of the total score for the exam.

Paper (3) ___ is the *Reading and Use of English* test. This test is divided into (4) ___ parts. Of these, (5) ___ test your command of grammar and vocabulary (the *Use of English* questions), and (6) ___ test your reading comprehension skills (the *Reading* questions). Altogether, this test has (7) ___ questions, and you have (8) ___ minutes to do the whole test.

Paper (9) ___ is the *Writing* test. This is divided into (10) ___ parts. In the first part, you must write an essay based on (11) ___ short texts which are related in some way. Your essay should be between about (12) ___ and (13) ___ words long. In the second part, you are given a choice of (14) ___ tasks (an essay, a letter, a report, a review or something based on a set book), and you must answer (15) ___ of these. Your answer for this part should be between (16) ___ and (17) ___ words long. As with the *Reading and Use of English* paper, you have a total of (18) ___ minutes to do this test.

Paper (19) ___ is the *Listening* test, which is divided into (20) ___ main parts, with a total of (21) ___ questions. You hear each part (22) ___ times, and the whole test lasts for approximately (23) ___ minutes.

The final test is Paper (24) ___, which is the *Speaking* test. You usually do this with (25) ___ other candidate(s). There will also be (26) ___ examiners in the room with you, one of whom will ask you questions and set you tasks. This part of the exam is divided into (27) ___ main parts. Sometimes you will answer questions on your own, and sometimes you will work with your partner(s). The *Speaking* test lasts for approximately (28) ___ minutes in total.

WORKSHEET 8. OUTLINE OF THE PROFICIENCY EXAM

PAPER ONE – READING & USE of ENGLISH 1 hour 30 mins

- **Part 1** – four-option multiple choice cloze (8 questions)
- **Part 2** – open cloze (8 questions)
- **Part 3** – Word formation (8 questions)
- **Part 4** – Key word transformations (6 questions)
- **Part 5** – four-option multiple choice reading comprehension (6 questions)
- **Part 6** – Gapped text (7 questions)
- **Part 7** – Multiple matching texts (10)

PAPER TWO – WRITING 1 hour 30 mins

- **Part 1** – Essay summarising and evaluating key ideas contained in two texts. 240-280 words.
- **Part 2** – choice of between five questions (choices may include an essay, review, article, letter, report) 280-320 words.

PAPER THREE – LISTENING approx. 40mins

- **Part 1** – multiple choice (6 questions)
- **Part 2** – Sentence completion (9 questions)
- **Part 3** – Multiple choice (5 questions)
- **Part 4** – Multiple matching (10 questions)

PAPER FOUR – SPEAKING 16 minutes

- **Part 1** – Each candidate answers personal information questions. (2 mins)
- **Part 2** – Candidates interact with each other in a decision-making task. (4 mins)
- **Part 3** – Each candidate talks about a different topic for two minutes, and is asked to comment after their partner has spoken. This is followed by a further discussion of the topics the candidates have spoken about. (10 mins total part 3)

Paper based exams: In Paper One **Reading and Writing**, students are expected to transfer their answers onto the answer sheet **within** the time limit of the exam.

In the **Listening** paper they will have **five minutes at the end** to transfer the answers.

The **Reading & Use of English** paper is worth **40% of the total**. **Writing, Listening and Speaking** parts are all worth **20%** each. It is not necessary to pass each part, the average of all four parts together must be **60%** or more to pass.

WORKSHEET 9 READING & USE OF ENGLISH SAMPLE EXAM

PART ONE

This task requires you to select from four options the correct word or phrase to fit in each of eight gaps in the text.

This involves choosing the answer that correctly fits the meaning within a phrase or sentence, and you may also have to take into account the broader context of the previous or following sentences or the whole text. The texts are from a variety of sources and may be formal, neutral or informal in style. Each text has a title. There is one example answer.

Preliminary exercises:

Some items focus on **the meaning of individual words in context**.

e.g. the following four options are all related to water yet only one fits in the context:

'The roof of our tent was ...'

A: pouring B: spilling C: leaking D: flowing

In other cases you may need to be aware of **how the word is used in context** this may involve, choosing the correct word not because of the meaning but because it fits in with the **grammar** of the sentence:

e.g.

'You may be ... in applying for this job'.

A: interested B: keen C: eager D:enthusiastic

This part of the paper also tests **fixed phrases, idioms and collocations** such as 'to pay attention to' and 'to take no notice of' as well as **phrasal verbs**, and **linkers** such as 'in case', 'as long as', 'even if' and 'while'.

Try the following examples:

For the time we're happy living where we are.

A: present B: being C: coming D:now

..... I'd like to help you out, I'm afraid I just haven't got any spare money at the moment.

A: Even B: Despite C: Much as D:Try as

The gym instructor told us to spread ... so that we'd have enough room to do the exercises.

A: over B: round C: out D:off

Now you're ready to do an example test part!

READING & USE OF ENGLISH 1 hour 30 minutes

PART 1

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

There is an example at the beginning (0).

Example:

0 A land B line C sort D fall

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

Travel Books of the Year

The best travel books of this year 0 D into three main categories; purely informational, narrative, and what, for 1 _____ of a better term, I'll call 'anecdotal'. Between these broad categories, however, the boundaries are 2 _____. One problem with putting travel writers into genres is that they are 3 _____ to be pigeon-holed. Many of them see their role as a 4 _____ of the documentary and the creative.

Some 5 _____ to be more like novelists, 6 _____ some of the elements of fiction writing. Others regard themselves as sociologists, exploring the customs and mores of other societies. At the end of the day, what 7 _____ is how readable or useful the book is, and in many cases, how well it is presented. However, it is quite clear that travel and books were 8 _____ for each other.

- | | | | |
|--------------|------------|-------------|--------------|
| 1 A want | B absence | C shortage | D need |
| 2 A misted | B blurred | C blended | D sketchy |
| 3 A wary | B loath | C cautious | D resistant |
| 4 A merger | B mixture | C cross | D compound |
| 5 A allege | B hold | C claim | D contend |
| 6 A engaging | B exerting | C employing | D exercising |
| 7 A counts | B reckons | C bears | D signifies |
| 8 A given | B cut | C lent | D made |

READING & USE OF ENGLISH PART TWO

PART 2

For questions 9–16, 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 | T | H | E | I | R | | | | | | | | | | |
|---|---|---|---|---|---|--|--|--|--|--|--|--|--|--|--|

THE CULT OF CELEBRITY

Once, children had ambitions to be doctors, explorers, sportsmen, artists or scientists. Now, taking 0 their lead from TV, they just 'want to be famous'. Fame is no longer a reward for gallant service or great, perhaps even selfless endeavour. It is an end in 9 _____, and the sooner it can be achieved, the sooner the lonely bedroom mirror can be replaced by the TV camera and flash gun, the 10 _____.

Celebrity is the profession of the moment, a vainglorious vocation which seems to exist largely 11 _____ that the rest of us might watch and be amazed as its members live out their lives in public, like self-regarding members of some glittering soap opera. Today, almost 12 _____ can be famous. Never has fame 13 _____ more democratic, more ordinary, more achievable. 14 _____ wonder it's a modern ambition. Modern celebrity, peopled by 15 _____ largely vain and vacuous, fills a need in our lives. It peoples talk shows, sells goods and newspapers and rewards the famous for – well, 16 _____ famous.

READING & USE OF ENGLISH PART THREE

PART 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the 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 | S | P | E | C | T | A | C | U | L | A | R | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|--|--|--|

SKIING HOLIDAYS IN COLORADO

To ski or snowboard in Colorado is to experience the pinnacle of winter sports. The state of Colorado is known for its 0 spectacular scenery and 17 _____ views, which inspire today's travellers as much as they spurred on the 18 _____ who first arrived in this part of the US over a century ago. And whether you're seeking the outdoor adventure of a 19 _____, exciting nightlife or a great family getaway, Colorado has everything you need.

SPECTACLE

BREATH

SETTLE

LIFE

November through April, snow conditions are 20 _____ and reliable, featuring Colorado's 21 _____ 'champagne powder' snow. Extensive snowmaking and grooming operations always keep trails in top shape.

CONSIST

LEGEND

The mountain destinations in the Colorado Rockies can turn your wildest ski dreams into thrilling 22 _____. There, you'll find the best skiing and snowboarding on 23 _____ slopes, as well as the finest ski schools in the US. Together, they present an 24 _____ winter paradise.

REAL

PICTURE

PARALLEL

READING & USE OF ENGLISH PART FOUR

PART 4

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given. Here is an example (0):

Example:

- 0 Dan definitely won't be able to afford a holiday this year.

possibility

There _____ to afford a holiday this year.

0 is no possibility of Dan being able

Write only the missing words on the separate answer sheet.

- 25 I always enjoy this film, no matter how often I see it.

tire

However _____ this film.

- 26 I don't know why Fred made such an extraordinary decision.

prompted

I don't know _____ a decision.

- 27 Inefficient treatment of customers creates a bad impression of the company.

reflects

Treating customers with a lack _____ the company.

- 28 The organizers planned everything as carefully as they could possibly have done.

utmost

Everything was planned _____ by the organizers.

- 29 I promised him that the situation would not be repeated in the future.

word

I _____ no repetition of the situation in the future.

- 30 Tim tried to be like one of his heroes when he was a young musician.

modelled

As _____ one of his heroes.

READING & USE OF ENGLISH PART FIVE

PART 5

You are going to read an extract from a novel. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

Parenthood

Paul watched the television above the bar. An army of turtles waddled up a beach, cumbersome helmets dragged through the fine sand to deposit a clutch of smooth, white eggs in the dunes. He saw the wriggling reptilian babies emerge sticky from the broken shells and repeat the journey in reverse, thousands of tiny helmets trundling inexorably over the moonlit dunes towards the breakers. Those who escaped being flipped over on their backs and pecked to death by wading birds were finally swallowed up in the surf. There was no pleasure involved in this reptilian cycle of birth and death. The turtles survived purely because there were so many of them, and the oceans were so vast, that one or two were bound to slip through unnoticed.

He wondered why they bothered, and presumed it could only be because they had no choice. Their genes forced them ever onwards – life would not be denied. Previous generations had imposed their will upon their distant descendants, and the descendants wearily obeyed. If, by chance, a turtle was born in whom this instinct towards multiplication was misformed or absent, a turtle whose instincts directed them not towards reproduction but towards reflection on the purpose of reproduction, say, or towards seeing how long it could stay underwater on one breath, then this instinct would die with the turtle. The turtles were condemned to multiply purely by the breeding success of their own ancestors. There was no escape for them. Multiplication, once set in motion, was unstoppable.

At the present moment, the balance of his own inclinations tilted more towards sleep, the cessation of thought, hibernation, vegetation. Had he been one of those tiny helmets, he would, at that moment, have flipped over belly-up in the sand and simply awaited the releasing beak. Parenthood had taken him by surprise. The books, the articles, the classes, had not prepared him for the intensity of it all. Snap decisions to be made, everybody looking to him for the answers, and no way of knowing if he had made the correct guess, no way of finding his way back to the main track if he took a wrong turning. Last night he had been half a couple. He had lived with others all his life. It was easy – you had rows, you had

resentments, but if they became too frequent or too boring, or if the compensations ceased to be adequate, you just left, and tried again with someone else until you found someone you could put up with. He could not remember how it had all changed. Perhaps it had been the doors of youth and liberty creaking shut behind him, or the demands that were suddenly being made of him, the faces turning towards him when a decision was required. Or perhaps it was just the steaming concoction of his emotions, his hormones, his thoughts slopping around his veins with the coffee and nicotine. Whatever it was, something had obliged him to seek out a tranquil place in order to restore some order to his metabolism.

Then there was the feeling that he had been duped – the one feeling that he hadn't been warned of – when he saw mother and baby together and realized that the reason why everyone made such a big deal of fatherhood these days was simply because it was such an implausible state. Mothers and babies were the world. Fathers were optional extras, accessories. If some strange virus colonized the Y-chromosome and poisoned all the men, the world would carry on. It would not be a very exciting world perhaps, rather bland and predictable, but women would find some way to reproduce, and within a generation or two it would be difficult to believe that there had ever been men at all. They would appear in the encyclopaedias somewhere between dinosaurs and Romans. Future generations of little girls would try, in vain, to understand what it had been that men had done, how they had contributed. What use had they been? He had suddenly seen his role exposed as that of a footnote. The books had warned him of this feeling, of jealousy, of irrelevance and superfluity. They had said it was natural, that he would get over it. What they had not said was that it was natural because it was so manifestly, poignantly true, or that he would get over it only by stopping thinking about it. Fathers deceived themselves. Mothers and babies held it all together. The men came and went, interchangeably, causing trouble and bringing presents to make up for it.

- 31 What did Paul notice about the turtles in the first paragraph?
- A their reluctance to return to the sea
 - B their behaviour with their young
 - C the effort they made to survive
 - D the tiny proportion of young who survived
- 32 Paul assumed that if a turtle did not wish to reproduce,
- A it would be punished by other turtles.
 - B it would end up doing so anyway.
 - C this attitude would not spread to other turtles.
 - D this would not come as a surprise.
- 33 His thoughts turned towards going to sleep because
- A he knew that he was unlikely to get much in the near future.
 - B he had been left mentally exhausted by becoming a parent.
 - C he had become weary of his actions being criticized.
 - D he felt that that was what many of the turtles probably wanted to do.
- 34 What did he feel he had been forced to do since last night?
- A accept that he was not really cut out for living with other people
 - B find a way of making himself feel better physically
 - C identify precisely what had caused his life to change so radically
 - D remind himself of how he had felt prior to this
- 35 In what way did he feel that he had been duped?
- A He had expected his role to be one that differed from that of most men.
 - B He had not been informed about how women changed when they became mothers.
 - C He had not been told the truth by women about how they really regarded men.
 - D He had thought fatherhood was treated as a major subject because fathers were important.
- 36 He felt that the books had failed to warn him that his feeling of irrelevance
- A would not fade away naturally.
 - B would not be shared by others.
 - C would be replaced by worse feelings.
 - D would reduce him to inactivity.

READING & USE OF ENGLISH PART SIX

PART 6

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

The football club Chairman

Bryan Richardson greeted me warmly, and ushered me into his modest office, somewhat larger than the others along the corridor, but without pretensions of any kind. He returned to his desk, which had two phones and a mobile on it, and a lot of apparently unsorted papers, offered me a chair, and said it was nice to see me again. I rather doubt he remembered me at all, but it had the effect of making me feel a little less anxious.

37

'I want to talk to you about an idea I have,' I said. 'I have supported this club since the 1970s, and I'm starting to get frustrated by watching so much and knowing so little.' He gazed at me with a degree of interest mixed with incomprehension. 'What I mean,' I added, 'is that every football fan is dying to know what it is really like, what's actually going on, yet all we get to see is what happens on the field.'

38

And I didn't wish to be fobbed off. 'They all make it worse, not better. They all purvey gossip and rumours, and most of what they say turns out to be either uninteresting or incorrect. Your average supporter ends up in the dark most of the time.'

39

'Now that,' I said, 'is just the sort of thing I want to know about. I'd like to write a book about the club this coming season, to know about the deals, the comings and goings, all the factors involved. To get to know how a Premiership football club actually works.' As I said this, I feared that it was a futile request, but I'd drawn a little hope from the fact that he had just been so open, as if he had already decided to consider the project. 'I want to know about buying and selling players, how the finances work, to go down to the training ground, travel with the team, talk to the players and the manager.'

40

So I continued with it. 'Let me tell you a little about myself.' He leaned back to make himself comfortable, sensing that this might take a while. 'By training I'm an academic. I came here from America in the 1960s, got a doctorate in English at Oxford, then taught in the English Department at Warwick University for fifteen years. Now I run my own business, dealing in rare books and manuscripts in London, and do some freelance writing. But I'm not a journalist.'

41

I was starting to babble now, and as I spoke I was aware of how foolish all this must be sounding to him. At one point he put his hands quietly on his lap, under the desk, and I had the distinct, if paranoid, impression that he was ringing some sort of hidden alarm, and that three orange-shirted stewards would shortly come in and escort me from the ground (By Order of the Chairman).

42

'But a book is certainly a good idea,' he said. 'Let me think it over and I'll get back to you.' He stood up and we shook hands. 'I'll be in touch,' he said. And a few weeks later, in mid-August, he was. 'There's a great story here,' he said. 'Go ahead and do it next season. I'll introduce you to the people up here at the club. Go everywhere, talk to everybody, you'll find it fascinating.' I was surprised, and delighted, but tried not to gush. 'Thank you,' I said. 'It's very open-minded of you.'

43

'Yes, sure,' he said. 'But I mean something more than that, something more complicated.' 'What's that?' I asked. He smiled. 'You'll see.'

- A The disappointment must have registered on my face, because he quickly added: 'I came to all this relatively late in my career, and it's a fascinating business. I find it more so all the time, and I don't have any doubt that people would be interested to read an account of it.'
- B 'We've got nothing to hide,' he said, 'but you'll be surprised by what you learn. It's an amazingly emotional business.' 'It must be,' I said, 'the supporters can see that. So many of the games are like an emotional rollercoaster. Sometimes the whole season is.'
- C He nodded gently. 'Good,' he said firmly. 'That's part of the point,' I went on. 'I want to write about the club from the point of view of the supporters, a sort of fan's eye view. Getting behind the scenes is every fan's dream – whether it's here or somewhere else. I've never written anything like this, although I have written a couple of books. And I am trained, as an academic, in habits of analysis, in trying to figure out how things work. And I'm a supporter of the club, so I don't think there is anything to fear.'
- D As I was speaking, the mobile phone rang, and he answered it with an apologetic shrug. A brief and cryptic one-sided conversation ensued, with obscure references to hotels and phone numbers. When he hung up, he explained: 'We're trying to sign a full-back. Good player. But there are three agents involved, and two continental sides want to sign him, so we've got him hidden in a hotel. If we can keep them away from him for another couple of days, he'll sign.'
- E He considered this for a moment. 'Well,' he said, 'there is the ClubCall line, the match-day programmes, and the articles in the local and national papers. There's lots of information about.' He sounded like a politician trying to claim for his party the moral authority of open government, while at the same time giving nothing away.
- F Not at all. 'It's funny you should ask,' he said, 'because you're the second person this week who has come in with a request to write a book about the club. And I've just been approached by the BBC with a proposal to do a six-part documentary about the club. 'Are you going to let them do it?' I asked. 'I don't think,' he said wryly, 'that a six-part series on what a nice club Coventry City is would make good television.'
- G 'So, what can I do for you?' He made it sound as if he were interested. Poised and well dressed, though without foppishness, he had that indefinable polish that one often observes in people of wealth or celebrity. By polish I do not mean good manners, though that frequently accompanies it, but something more tangible: a kind of glow, as if the rich and famous applied some mysterious ointment (available only to themselves) every morning, and then buffed their faces to a healthy sheen.
- H There, I'd done it. The worst that he could do was to tell me to get lost. Part of me, to tell the truth, would have been just a little relieved. But he didn't do anything. He sat quite still, listening, letting me make my pitch.

READING & USE OF ENGLISH PART SEVEN

PART 7

You are going to read an extract from an article about the relationship between movement and health. For questions 44–53, choose from the sections (A–D). The sections may be chosen more than once. Mark your answers on the separate answer sheet.

In which section are the following mentioned?

- | | |
|--|--------------------------------|
| a cautious reaction to some information | 44 <input type="text"/> |
| the reason for the decrease in the amount of movement made by people | 45 <input type="text"/> |
| the solution to a problem in carrying out some research | 46 <input type="text"/> |
| information from which it was initially hard to draw a conclusion | 47 <input type="text"/> |
| a gradual acceptance of the connection between movement and health | 48 <input type="text"/> |
| something widely acknowledged but not acted upon | 49 <input type="text"/> |
| proof that not everyone regarded an idea as ridiculous | 50 <input type="text"/> |
| a finding that pleased the person who made it | 51 <input type="text"/> |
| a history of taking an unusual approach to research | 52 <input type="text"/> |
| a view that could be regarded as too extreme | 53 <input type="text"/> |

Keep Moving

A In 2006, James Levine, a scientist based at the Mayo Clinic in Minnesota, conducted a very strange experiment. He wanted to measure something which goes by the cumbersome title of Non-Exercise Activity Thermogenesis - or NEAT. Essentially, this examines how people move about during an average day - not when they're exercising, but when they're making no special effort to keep fit. The big question was just how to do the measuring - and here Levine hit upon a radical plan. He decided to put his volunteers into specially sensed underwear. This would measure their every waking and sleeping moment. Levine, incidentally, is no stranger to weird experiments. Aged 10, he'd placed 15 pond snails in a glass tank and tracked their movements every hour across a piece of wax paper. Twelve months and 200 wax paper trials later, he came to the same conclusion that he reached 23 years later in his sensed underwear experiment. All creatures have a biological imperative to move - and movement, perhaps more than anything else, is good for us.

B By the same token, lack of movement is very bad indeed. The NEAT experiment revealed that lean people burn around 350 more calories a day just by fidgeting, pacing about, or walking to the coffee machine. As for the non-lean ones, they just sat there, getting ever more bloated and unfit. Sitting down, Levine concluded, is not just bad for people - it's a killer. This may

seem a bit drastic, but Levine isn't the only scientist who reckons that being sedentary offers an accelerated route to an early grave. However, the vast majority of us move about less and less. As labour-intensive jobs disappear, we live in an increasingly sedentary world, spending our working lives stuck in a chair and ever larger amounts of our leisure time too. We know that exercise is good for us and that sitting down all day isn't - we just choose to ignore it.

C Soon after the end of the Second World War, a British health researcher called Jerry Morris set up a study to examine why record numbers of people were dying of heart attacks. The first results Morris got in were from London busmen. Immediately, he saw that there was a striking difference: drivers were twice as likely to suffer a heart attack as conductors. To begin with, this didn't make sense. After all, they were much the same age, ate much the same food and so on. There was only one key difference. Whereas the drivers spent their days behind the wheel, conductors spent theirs running up and down the stairs. Morris thought he might be on to something, but it was still too early to say: he had to wait for other data to arrive. Then came the figures for postal workers. These were strikingly similar to the bus drivers: the postmen who delivered the mail by bike and on foot had markedly fewer heart attacks than the ones who served behind counters. His paper, 'Coronary Heart-disease and Physical Activity of Work',

was published in 1953 - and greeted with hoots of derision by his peers. But Morris, as people slowly began to concede, was onto something.

D Two hundred years ago, people may have led much less sedentary lives, but they still had an inkling that sitting down wasn't doing them any good. No one seems to know exactly when the standing desk was invented, but by the mid 19th century, they were a regular fixture in the offices and homes of the rich. But if people could get used to working standing up, could they go one step further? One evening in 2007, Levine was in his office thinking about the relationship between exercise and fitness when he had an idea. Instead of people nipping off to the gym and then coming back to slump at their desks, maybe they could exercise at the same time as working. Sliding a hospital tray on top of a treadmill, Levine set it to a modest 2mph. To his surprise, he found he could work perfectly easily while he was walking along. He could type, make phone calls and do almost everything that he normally did sitting down. Yet after an hour, he'd burned off more than 100 calories. It was, as he admits, an eccentric invention. 'There was a notion floating about that I had completely flipped.' But television stations began doing news reports, and all at once people didn't think he was so nutty after all. Soon, the treadmill desk, or Walkstation as it was called, had gone into commercial production.

WORKSHEET 10. WRITING SAMPLE EXAM

WRITING 1 hour 30 minutes

PART 1

Read the two texts below.

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

Write your answer in 240–280 words.

1

The birth of 'youth culture'

In the early 1960s, a new wave of romantic enthusiasm and innovation – political, spiritual and cultural, or rather, countercultural – broke over the Western world. At first, only a few social and aesthetic radicals were involved in what presently came to be called the Youth Culture. The majority of right-thinking persons were offended or bored by the new music, the new art and the new politics, but a shrewd student of fashion, observing what was being worn on the streets of Europe and America, might have predicted that in a few years youth would be adored and emulated everywhere; that, indeed, simply to be under 30 would be accounted a virtue.

What is 'youth culture'?

It has been argued that the 'youth culture' that began in the 1960s was the product of manipulation of impressionable young people by commercial interests, that youth culture is really no more than the range of products available specifically for the young. Others have tried to explain youth subcultures, not in terms of mindless consumption but in terms of genuine style innovation, and the generation of styles which 'say' something about the social and economic conditions in which those young people live, their experiences and their aspirations.

Write your essay.

PART 2

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

- 2 You are employed as a researcher by a television company that is preparing a documentary about the social problems in your area or country. You have been told to write a report on the problems that you think the programme should cover. Write your report, listing the problems and describing the causes and consequences of them which you think the programme should highlight.

Write your report.

- 3 An arts magazine has invited readers to send in reviews of a concert, show or play which pleasantly surprised, or disappointed them. Write a review, describing the concert, show or play and saying how it differed from your expectations of it and what had caused you to have those expectations.

Write your review.

- 4 You are staying in another country where you have read an article in a magazine about a custom there that the writer considers strange. Write a letter to the magazine, describing a custom or customs in your own country that may be considered strange by outsiders and giving your own views and those of others in your country about it.

Write your letter.

- 5 Set book questions – a choice from three questions.

WORKSHEET 11. LISTENING SAMPLE TEST

LISTENING approx. 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 courses for women.

- 1 The presenter says that the car maintenance course
 - A is chiefly aimed at women with cars in bad condition.
 - B may not produce the same results for everyone who takes it.
 - C is essential for women who get upset if their cars do not work properly.
- 2 Helen says that one result of taking the course is that
 - A she can repair most faults with her car herself.
 - B she no longer runs the risk of being cheated by mechanics.
 - C she can prevent certain problems with her car from occurring.

Extract Two

You hear a receptionist talking about callers she has to deal with.

- 3 When people tell her that she is unlikely to be able to help them, she
 - A criticizes them for their attitude.
 - B tells them that they may well be right.
 - C promises to make a special effort on their behalf.
- 4 When callers continue a conversation with someone else, she
 - A is tempted to do something that might be considered rude.
 - B finds some of the things they say quite amusing.
 - C knows they are unlikely to have a sensible question for her.

Extract Three

You hear the introduction to a radio programme about food in Britain.

- 5 The speaker says that it is typical of English people to
 - A look for unusual places to have picnics.
 - B have picnics they do not appear to enjoy.
 - C take the wrong kind of food for picnics.
- 6 While describing the history of picnics, the speaker
 - A refers to the image that the sandwich has acquired.
 - B expresses surprise that they became traditional in Britain.
 - C points out that they have increased in popularity over the ages.

PART 2

*You will hear part of a radio interview with a diver.
For questions 7–15, complete the sentences with a word or short phrase.*

John's first experience of diving involved putting a **7** round his body.

He says that years ago, diving could be compared with **8**.

The diving equipment he had in the Army had previously been used for **9**.

John is not comfortable when he is near to **10**.

John's worst mistake happened when he was trying to recover a very old **11**.

When he got to the surface on that occasion, he had problems with his and his **12**.

Another bad experience happened when he was trying to lift a **13** that was stuck in mud.

While testing a device in Florida, he crashed into the **14**.

These days, he is very keen on the **15** aspect of diving.

PART 3

You will hear part of a radio phone-in programme about consumer competitions that appear in magazines or are run by shops, in which advice is given to people who regularly enter them.

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

-
- 16 Diana has phoned because she
- A feels that she is the victim of an injustice.
 - B is reluctant to consult a lawyer yet.
 - C fears she misunderstood an agreement she made.
 - D wants to avoid falling out with her best friend.
- 17 Kathy tells Diana that
- A her problem is a rather unusual one.
 - B she should have been more careful when dealing with her friend.
 - C it is unfortunate that her friend has the attitude that she has.
 - D she would regret taking legal action.
- 18 What does Kathy tell Ron about using different names when entering competitions?
- A People who do so are regularly caught out.
 - B It may affect the quality of a competitor's entries.
 - C There are rarely occasions when it might be justified.
 - D It is unusual for competitors to decide to do so.
- 19 What has led Stan to phone in?
- A an inadequate response to a complaint he has made
 - B a feeling of confusion as to the rules of a competition
 - C a belief that he has been sent inaccurate information
 - D a desire for more openness about the results of competitions
- 20 What does Kathy tell Stan about the competition he entered?
- A Some of the phrasing of the instructions is ambiguous.
 - B The rules allow for results that may appear unfair.
 - C A deliberate attempt has been made to mislead competitors.
 - D It is the sort of competition that it is best not to enter.

PART 4

You will hear five short extracts in which people are talking about their day at work.
You will hear the recording twice.

TASK ONE

For questions 21–25, choose from the list (A–H) what happened at work.

TASK TWO

For questions 26–30, choose from the list (A–H) each speaker's feeling about what happened.

While you listen, you must complete both tasks.

| | | | | | |
|-----------------------------------|-----------|-----------------------------|--------------|-----------|-----------------------------|
| A an unexpected problem | Speaker 1 | <input type="checkbox"/> 21 | A furious | Speaker 1 | <input type="checkbox"/> 26 |
| B an appraisal | Speaker 2 | <input type="checkbox"/> 22 | B worried | Speaker 2 | <input type="checkbox"/> 27 |
| C a disagreement with a colleague | Speaker 3 | <input type="checkbox"/> 23 | C impressed | Speaker 3 | <input type="checkbox"/> 28 |
| D an unexpected opportunity | Speaker 4 | <input type="checkbox"/> 24 | D confused | Speaker 4 | <input type="checkbox"/> 29 |
| E a successful meeting | Speaker 5 | <input type="checkbox"/> 25 | E guilty | Speaker 5 | <input type="checkbox"/> 30 |
| F a bad mistake | | | F relaxed | | |
| G wasted effort | | | G suspicious | | |
| H criticism from a manager | | | H optimistic | | |

WORKSHEET 12. SPEAKING PARTS 1 & 2

PART 1 (2 minutes)

Questions that may be addressed to either candidate.

- Where are you from?
- Are you working or studying at the moment?
- Why is English an important language to learn these days?
- What is the attitude to learning foreign languages in general in your country?
- What have you found most difficult about learning English?
- What have you enjoyed most about learning English?
- What forms of entertainment do you prefer (TV, cinema, music, reading, etc.)?
- Describe briefly your favourite film.
- What kind(s) of TV programme do you enjoy watching?

PART 2 (4 minutes)

Ambition

(Pictures are on page 44)

For both candidates

Here are some pictures of people who have achieved their ambitions. Look at pictures A and B and talk together about the different ambitions that they illustrate.
(Candidates A and B: 1 minute)

Now look at all the pictures.

Imagine that you have been asked to write an article for a website about the kind of ambitions that young people have today. These pictures are being considered as illustrations of your main point in the article.

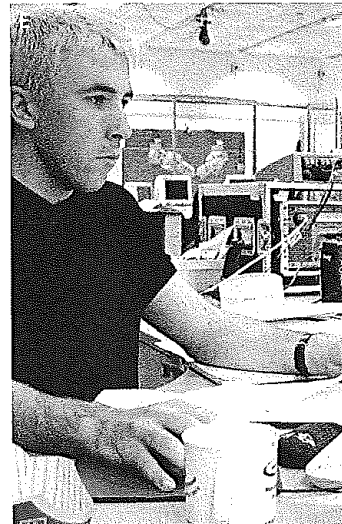
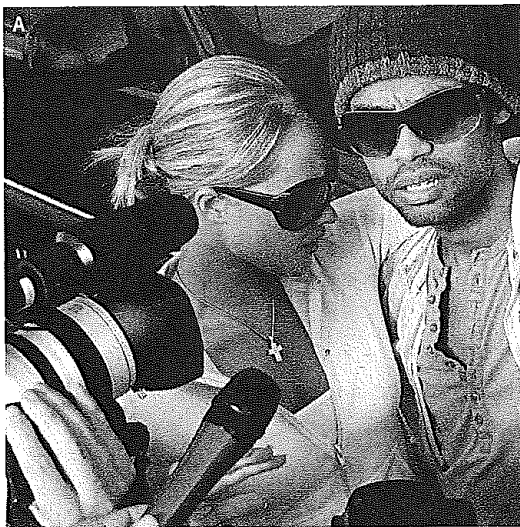
Talk together about how common the ambitions shown in the pictures are for young people today. Then decide which picture illustrates the most common ambition of young people today.
(Candidates A and B: 3 minutes)

SPEAKING 16 minutes

Note: Assessment criteria are on page 93.

PART 2 (4 minutes)

Ambition



WORKSHEET 13. SPEAKING PART 3 ACTIVITIES

In part three of the speaking exam you are expected to speak on your own for about two minutes. You are given a card with a question written on it with three bullet points as ideas for you to use if you like. Once you have finished, your partner will be asked to comment on what you have said and then will be given their card.

When you have both finished, you will have a discussion with your partner to explore the topics further. The examiner will use questions to help the discussion.

Activity.

Work in pairs. Look at the cards and talk together for a few minutes to generate some ideas. (In the real exam you do not have any time to prepare your talk)

Also try to brainstorm some linking expressions which will help you organize your talk.

When your teacher tells you to start, try to talk for approximately two minutes on your topic. Then swap cards with another pair.

| | |
|---|--|
| <p>A. How has life changed in the past hundred years?</p> <ul style="list-style-type: none"> • work • education • family life | <p>B. What changes do you foresee in the future?</p> <ul style="list-style-type: none"> • accommodation • fashion • transport |
| <p>A. To what extent does a successful career depend on a good education?</p> <ul style="list-style-type: none"> • aptitude • qualifications | <p>B. How important is it to choose the right career?</p> <ul style="list-style-type: none"> • job satisfaction • financial considerations • lifestyle |

| | |
|---|---|
| <ul style="list-style-type: none"> • economic conditions | |
| | |
| <p>A. When a new product is launched, what things make it a success?</p> <ul style="list-style-type: none"> • advertising • price and packaging • product quality | <p>B. What should a shop or supermarket do to ensure customer satisfaction?</p> <ul style="list-style-type: none"> • staff attitudes • prices • range of products |

Once everyone has spoken, ask some general questions on the topics,

e.g.

Which is more important in a career, a high salary or an interesting job?

Do you think that staying in the same job all your life is a good or a bad thing?

What are the most important qualities you should show at a job interview?

What can we do to make the world a better place to live in?

Are we losing touch with the natural world?

Are people becoming less important than machines?

How is the way people shop today changing?

Is shopping nowadays more pleasurable than it was 50 years ago?

Do customers have greater expectations of products and services nowadays?

What kind of things makes customers angry these days?

WORKSHEET 14. LIES & DISHONESTY USE OF ENGLISH & COLLOCATIONS

The part 3 exam task we are going to look at is on the topic of truth and dishonesty.

Here we look at some vocabulary connected to this topic and a text written in the style of Use of English part 3 word formation: Fill the gaps with a word formed from the base word below the text. Now, be honest! Most of us, in the course of our working day, tell the odd little fib. We may pretend we've nearly finished something when we've(1)..... started it or say someone is in a meeting when they don't want to take the call. But it's very easy for white lies to turn into something more serious and the(2)..... that little porkies are a necessary part of a secretary's role is a(3)..... one. "Most secretaries are used to telling white lies for the boss," says Ros Taylor, business(4)..... "If he asks you to do something that is slightly more(5)....., the easy thing is to assume that it's OK, that he wouldn't ask you to do something(6).....(7)....., that isn't always the case." Last month, a PA to a chief executive who was being tried for fraud admitted in court that she had faked documents to smooth the passage of a huge deal. She argued that lying was standard practice in the city and that she was(8)..... trying to protect her boss. But must secretaries sign up to a culture of dishonesty? What happens if you want to tell the truth?

"I've done things that I know are dishonest," says Kate Matheson, PA to the(9)..... of a large property company. "It's easy to feign(10)..... I've shredded things that, deep down, I know I should be kept, and been asked to change figures on documents that, if I really thought about it, I'd know shouldn't be changed, but my boss is top dog in a huge(11)..... and I'm not about to say no to him. I've always assumed that since I'm doing what I'm asked, it couldn't get me into trouble."

This is a common(12)..... The fact is that any(13)....., even a seemingly(14)..... white lie, can lead to trouble, and the best policy is to try to avoid dishonesty from the start.

1. BARE
2. ASSUME
3. DANGER
4. PSYCHOLOGY
5. HONEST
6. LEGAL

7. FORTUNE
8. SIMPLE
9. DIRECT
10. IGNORE
11. ORGANISE
12. CONCEIVE

13. TRUTH

14. HARM

Now make a note of the words and expressions related to telling lies:

Choose a word or expression to complete the gaps in the following sentences. Be sure to write the correct tense!

lie through one's teeth
tall stories
catch someone out
be economical with the truth
(not) trust someone an inch
white lie
compulsive liar

barefaced lie
pull someone's leg
straight
be taken in
have someone on
pack of lies

1. "Jack told me he had had dinner with the president!"
"And you believe him? I think he was!"
2. I asked him three times where he'd been that evening and he wouldn't give me a answer.
3. The police officers were convinced the suspect was but they just couldn't
4. There is something a bit strange about the new boss, I don't!
5. I'm basically a very honest person but I suppose I tell a little from time to time.
6. Kate's parents realised that she hadn't been honest about where she had been. She had told them a whole
7. You can't trust a word Jack says, he's a
8. In the media, instead of accusing journalists of writing a, we can be more diplomatic and say they are being !
9. Julie's story about her holiday romance sounded so convincing I was completely She laughed so much when she finally told me that she'd been.....!
10. The teacher was fed up of Billy's about being abducted by aliens !

Discuss these questions as a class:

- When is it acceptable to lie? And to what extent?
- Is it possible to go through life only telling the truth?
- Are you a good liar?
- Is it inevitable that public figures lie at some time or other?

WORKSHEET 15. SAMPLE SPEAKING PART 3

Now look at a real task part 3:

PART 3 (10 minutes)

Truth and Dishonesty

Task (a)

- Candidate A** (2 minutes) **Can it ever be justifiable to tell a lie to friends / family?**
- circumstances in which people most often lie
 - what kind of lies they tell
 - good / bad results of lying
- Candidate B** (1 minute)
- What were you told as a child about lying?
 - In what circumstances would you never lie?
 - What kind of lies do you think are not serious/bad ones?
- Candidate A: Do you agree?/What do you think?/How about you?*

Task (b)

- Candidate B** (2 minutes) **What kinds of people are the most dishonest in society?**
- jobs that involve lying
 - the effects on society of this dishonesty
 - how much people believe these lies
- Candidate A** (1 minute)
- In what circumstances might you say something dishonest?
 - What kind of problems can honesty cause?
 - Do you think you are good at lying? (Why? / Why not?)
- Candidate A: Do you agree?/What do you think?/How about you?*

Discussion

- What kinds of lies cause the most trouble for other people? (Why?)
- Would you tell a lie in order to help someone else? (Why? / Why not?)
- What indications do people give that they are lying?
- What is your attitude towards people who cheat in games?
- Why might someone want to believe something that is not true?
- What can people gain from telling lies?

(Candidate A and B: 4 minutes)

WORKSHEET 16: PHRASAL VERB RACE !!

| | | | |
|-------------|-------------|-------------|-------------|
| 1 h | 2 g | 3 f | 4 b |
| 5 r | 6 l | 7 t | 8 t |
| 9 t | 10 b | 11 g | 12 t |
| 13 s | 14 p | 15 t | 16 l |
| 17 l | 18 g | 19 l | 20 g |
| 21 w | 22 c | 23 g | 24 g |

WORKSHEET 16: PHRASAL VERB RACE PART TWO

Two reasons why you might have to hurry up.....

Two things that can go up and go down.....

Two things that you may want to find out before going on holiday.....

Two things that can break down.....

Two things that you can run out of.....

Two things that you may look forward to.....

Two things that can be over.....

Two things that you can turn down.....

Two things that can take off.....

Two things that you may look up on the Internet....

Two things that people may want to give up.....

WORKSHEET 17: SAMPLE EXAM ANSWER KEY WITH EXPLANATIONS

- swap (exchange) positions – instead of them not supporting her, she won't support them. Her point therefore is that because of the nature of politics, in the future there will be times when she does not support the same people who did not support her at that time.
- 20 C She says that she is not at all surprised that some colleagues thought she was *barkers* (mad, crazy), because there are some politicians who think that you (by this she means politicians in general) should never *rock the boat* (do something that causes problems because it upsets the established situation or way of doing things), and should *always put yourself first* (consider your own interests more important than anything else), and she had done the opposite of both those things. She is therefore saying that she was considered mad because she had not conformed with common notions of what politicians should do.
- 21 H The speaker wanted to find out more about the subject, which was the history of the period of time when the speaker was very young. Adults in his family had talked about various matters but he was too young to *engage with it all then*. Now he wants to *find out more about what was going on then*.
- 22 G The speaker bought the book in an airport because she thought it *would pass the journey in an easy enough way* – give her something to do during the flight.
- 23 B The speaker bought the book because he wanted to *break the habit of not reading 'serious' books*.
- 24 E The speaker says that she *got given the book* – it was a present. She only read it because the person who had given it to her might ask her what she thought of it.
- 25 C The speaker wanted to see *what all the fuss was about* – why the book attracted so much praise. He had read reviews which *made big claims for it as a major and important work* and he wanted to find out if the reviews were accurate.
- 26 B The speaker says that the book was lively and not at all dry (it was entertaining rather than too serious and factual). It *made the events and changes of that period come to life* – it made them seem real and was interesting and enjoyable to read.
- 27 D The speaker says that the story is *very complicated* and that the reader has to *concentrate hard to follow what's going on*. It wasn't a *light read* – something that can be read easily and without much thought, and she had to *keep going back to check things* – look at earlier parts of the book in order to be clear about what she was reading further on.
- 28 H The speaker says that the book has become a *surprise best-seller* and has a *cult following* (it is loved by a large group of people who are passionate about it).
- 29 A The speaker says that the book isn't good and her doubts about it were accurate. She thinks the book and the writer are given too much praise that they do not deserve and it is *beyond me* (she cannot understand at all) how such a poor book gets published or why it is *critically acclaimed* (praised a lot by critics).
- 30 G The speaker says that the writer presents some *interesting points of view which make you question your assumptions and look at the issues from a very different angle*.

TEST 2

Reading & Use of English

PART 1 1 MARK PER QUESTION (TOTAL 8)

- 1 (A) For want of = because there is a lack of, because of the absence of. The writer is saying that he cannot think of a better word to describe the third category of books than 'anecdotal' (based on amusing or interesting short accounts of things that happen to people).
- B In the absence of = because something does not exist or is not present.
- C If there is a shortage of something, there is not as much of it as is required.
- D If there is a need for something, it is lacking but necessary.
- 2 (B) If the difference between things is blurred, it is difficult to be certain what the difference is because they seem similar in some ways. The writer is saying that it is hard to separate travel books into clearly different categories because they often have the features of more than one category.
- A If a piece of glass, such as a window, someone's glasses or a car windscreen *mists up/over*, it becomes covered in mist so that it is difficult or impossible to see through it.
- C If one thing *blends with* another, for example ingredients in a dish, sounds, colours, etc, it goes together with it to form an effective or attractive mixture.
- D If something, for example a description or some information, is *sketchy*, it is not clear because it

- 16 being
If something *rewards someone for something/doing something*, it gives them something good in return for something they have done.
- PART 3. 1 MARK PER QUESTION (TOTAL 8)
- 17 **breathtaking**
If something is *brehtaking*, it is so extraordinary that it surprises or excites someone seeing or experiencing it enormously.
- 18 **settlers**
Settlers are the first people to go and live in a certain place when it has been discovered.
- 19 **lifetime**
Someone's *lifetime* is the whole of their life. The phrase *the + noun + of a lifetime* means 'a unique or exceptional thing' or 'something that will never happen or be available again'.
- 20 **consistent**
In this context, this means 'always there and always the same'. The advert is saying that snow conditions in Colorado never change.
- 21 **legendary**
In this context, this means 'extremely well-known' or 'very strongly associated with a person or place'.
- 22 **reality**
If something *turns into/becomes (a) reality*, it actually happens or is experienced, rather than remaining something that is only wished for or that is only a possibility.
- 23 **picturesque**
This means 'very attractive to look at'. It is most commonly used to describe scenery or buildings in places that people might visit and that they may wish to photograph.
- 24 **unparalleled**
If something is *unparalleled*, it has no equal because it is better or worse than any other.
- PART 4. 2 MARKS PER QUESTION (TOTAL 12)
- 25 **often I see it (1 mark)**
I never tire of (1 mark)
The structure *however + adjective/adverb* means 'no matter how/it doesn't matter how/it makes no difference how + adjective/adverb'.
If you *tire of something/doing something*, you stop being interested in or wanting to do it and you begin to find it boring because you have done or experienced it a great many times.
- 26 **what prompted Fred to make (1 mark)**
so extraordinary (1 mark)
If something *prompts someone to do something*, it causes them to do it by giving them the idea that they should do it. In this sentence, 'why' has to be changed
- to the pronoun 'what' (meaning 'the thing which') to provide a subject for the verb 'prompted'.
The structure *such + a/an + adjective + noun* can also be expressed, more emphatically, by the structure *so + adjective + a/an + noun*.
27 **of efficiency (1 mark)**
reflects badly on (1 mark)
The phrase *(a) lack of + uncountable noun = not enough of / complete absence of something*. The negative adjective 'inefficient' has to be changed into the positive noun 'efficiency'.
If something *reflects well/badly on someone/something*, it gives a good/bad impression of them or makes them appear good/bad.
28 **with the utmost (1 mark)**
care (1 mark)
The phrase *the utmost + uncountable noun* means 'the greatest possible amount of something'.
If something is done *carefully*, it is done with care. The structure *with + noun* is used to describe how something is done.
29 **gave him my word (1 mark)**
(that) there would be (1 mark)
If you *give someone your word* that something will be the case, you promise them that it will be the case. In the second part of the sentence, *there must be* used to provide a subject because the subject 'the situation' in the first sentence is not a subject in this sentence. The negative 'would not be' has to be changed to the positive 'would be' because the negative is now supplied by the phrase 'no repetition'.
30 **a young musician (1 mark)**
Tim modelled himself on (1 mark)
In this context, *As* means 'when he was' and simply replaces that phrase.
If you *model yourself on someone*, you try to copy them or be like them because you admire them or consider that they are a very good example of something you are trying to be.
- PART 5. 2 MARKS PER QUESTION (TOTAL 12)
- 31 **D**
Paul saw the baby turtles going across the beach and back into the sea, where the ones who *escaped being flipped over* (turned over quickly) *on their backs and poked to death* (killed by being bitten) *by wading birds* (birds with long legs that feed in shallow water) *were finally swallowed up in the surf* (waves). That the vast majority did not manage to get into the sea and disappear but were killed is made clear by the fact that we are told that *one or two were bound to slip through* (it was inevitable that one or two turtles would get through and disappear away into the sea without the wading birds noticing

- B If you reckon with something, you take it into consideration.
C If something *bears on something*, it relates to or affects it.
D If something *signifies something*, it is an indication of it.
8 **D**
If two things or people are *made for each other*, the two go together perfectly and are completely suited to each other.
A If someone is *given to something/doing something*, they do it habitually, particularly when such a habit is considered strange or unacceptable.
B If you are *cut out for* to do something, for example a certain kind of work or a certain role in something, they are well suited to it because of the personality, skills, etc. that they have.
C If something *lends itself to something*, it is suitable for a particular use or purpose, which may not be its original or intended use or purpose.
- PART 2. 1 MARK PER QUESTION (TOTAL 8)
- 9 **itself**
If something is *an end in itself*, it is an aim on its own and not because of its connection with anything else.
- 10 **better**
The structure *the + comparative adjective ... the + comparative adjective ...* is used for talking about two things that are related, with the second being the result of the first.
- 11 **so**
The linking phrase *so that* links an action or situation with its purpose or result.
- 12 **anyone/anybody/everyone/everybody**
The writer's point in the next sentence is that it's not difficult to become famous, and here that point is introduced.
- 13 **been/seemed/appeared**
The structure here, an inversion because the sentence begins with 'Never', is *Never + auxiliary + subject + past participle*. In a simpler way, it could be expressed as 'Fame has never been/seemed/appeared more democratic' but the use of 'Never' at the beginning makes the point more emphatic.
- 14 **No/Small/Little**
The phrase *No/Small/Little wonder* means 'it is not at all surprising that ...'. The writer is saying that, because of what is stated in the previous sentence, it is not surprising that in the modern age, becoming famous is a common ambition.
- 15 **the**
The structure *the + adjective* means 'people who are + adjective'.
- 3 **B**
If you are loath to do something, you don't want to do it, you are reluctant to do it. The writer is saying that travel writers do not want to be put into rigid and narrow categories.
A If you are wary of something or someone, you are suspicious of them, do not trust them and feel that they may do you some harm if you are not careful.
C If you are cautious about something, you are careful with regard to it because you do not want to make a mistake or allow it to result in bad consequences.
D If you are resistant to something, you oppose it and try to prevent it from happening.
4 **B**
A mixture of one thing and another is a combination of the two things, something that is formed by the different things.
A A merger is when two or more companies or organizations join together to form one company or organization.
C If something is a **cross between** two things, it is a mixture of the two things. This would be correct if the sentence said 'a cross between the documentary and the creative'.
D A compound is a substance or chemical that is formed by mixing two or more substances or chemicals together.
- 5 **C**
If someone *claims to be something or claims that something is the case*, they say that this is the case but they are not necessarily telling the truth and others may doubt what they say.
A If you *allege that something is the case* or if something is *alleged to be the case*, you say that something unpleasant or unacceptable about someone else is the case but do not or cannot prove this.
B If you hold a certain view, you have a certain opinion or belief. If you hold that something is the case, you believe or say that it is the case.
D If you *contend that something is the case*, you say or argue that it is the case, particularly when others have different views.
6 **C**
If someone *employs something in order to do something*, they use it for that purpose.
A If someone *engages with something*, they focus on it and give their attention to it.
B If someone *exerts influence on something*, they use their influence to affect something.
D If someone *exercises influence/authority*, they use their influence or authority in order to do something.
7 **A**
If something *counts*, it matters or is important in terms of a particular situation.

PART 1 1 MARK PER QUESTION (TOTAL 10)

- 44 C When Morris got the information from his study of people who worked on buses, he thought he might be on to something (thought he might have discovered something important) but it was still too early to say he had to wait for other data to arrive. So he was cautious about what he could conclude from the first set of information and people to see if it matched the other data.
- 45 B People move less because labour-intensive jobs have disappeared and they live in an increasingly sedentary world (life involves more and more sitting down). This is true both at work and in leisure time.
- 46 A Levine was not sure how he could measure people's movements during an average day and then he hit upon a radical plan (he suddenly thought of an unconventional way of doing it) – he gave specially sensorised underwear to his volunteers. This underwear had sensors in it that measured all of their movements.
- 47 C When Morris got the information about bus workers, to begin with, this didn't make sense. At first, he could see no reason for the difference between drivers and conductors because they were the same age and ate the same food. Then he realized that the conductors moved a lot more than the drivers.
- 48 C People slowly began to concede that Morris really was onto something – he really had made an important discovery about the relationship between exercise and health. At first his peers responded to his paper with hoots of derision (they laughed at it and thought his conclusions were ridiculous) but gradually people began to accept that his conclusions were correct.
- 49 B The writer says that people in general know that exercise is good for us and that sitting down all day isn't but they choose to ignore it – they know they should do exercise but they don't actually do it.
- 50 D When Levine invented his device that would enable people to work and exercise at the same time, some people thought he had completely flipped (gone totally mad). But television stations did reports on it, and this caused people to think he was not nutty (mad). So the television stations did not think the idea was mad, although some other people did at first.
- 51 D When Levine put a tray on top of a treadmill, and set the treadmill to move at a slow speed, he was surprised to find that he could work perfectly easily while he was walking along and that he could do almost everything that he normally did
- 39 D At the beginning of D, the writer is interrupted by the chairman's mobile phone ringing. The beginning of the first sentence *As I was speaking* refers to his speech about sources of information about clubs in the paragraph before the gap. Immediately after the gap, *that* refers to the information about the club's attempt to buy a player that the chairman has revealed to the writer in D. He says that he has a little hope that the chairman will agree to this proposal because he has just been so open – this refers back to him giving what might have been considered private information about the attempt to buy a player in D.
- 40 H The writer clearly feels at this point that the chairman might consider his idea unacceptable. The first sentence of H means 'I had said what I came to say' and refers back to what he says he wants to be allowed to do for his book in the paragraph before the gap. In the first sentence after the gap, it refers to the pitch mentioned at the end of H.
- 41 C At the beginning of C, the chairman reacts to the information given by the writer in the previous paragraph. At the start of the paragraph after the gap, the writer fears that he is starting to babble (talk incoherently talk quickly and in a way that it is hard to understand or follow) – this refers back to the many things he tells the chairman, one after the other without the chairman saying anything himself, in C.
- 42 F At the beginning of F, *Not at all* refers back to what he feared might happen in the paragraph before the gap, and the writer is saying that he certainly wasn't thrown out by the chairman. Immediately after the gap, the chairman says that a book about the club is a good idea. This refers back to and contrasts with what he says at the end of F – he is saying that although a TV series is not a good idea, a book is.
- 43 B In B, the chairman responds to what the writer says at the end of the paragraph before the gap – that he is being 'open-minded' – by saying that he is taking this attitude because the club has nothing to hide. In the final paragraph, the chairman responds to the writer's comment that supporters know how emotional football is by telling him that he means something more than that. In this phrase, *that* refers to the emotions that supporters have, as mentioned in B. The chairman is saying that the writer will find out that football is an amazingly emotional business in a way that is more complicated than simply the emotions of supporters.

- they made a big deal of it because it was totally unimportant and so they wanted to make it seem important.
- 36 A We are told that the books had warned him that he would feel that his role as a father was nothing more than a footnote (in this context, an unimportant detail) and that he would have a feeling of irrelevance (unimportance in relation to the subject) and *superfluity* (being additional and not required). The books had told him that he would get over this feeling but he had realized that this feeling was natural because it was indeed *monifexity* (very clearly), *poignantly* (in a way that causes a feeling of sadness) true that fathers were irrelevant and that he would only get over it if he stopped thinking about it. He therefore felt that it was not something that he would come to believe over a period of time was not true, it was something that would always be true and that the only way he could deal with it was by deliberately not giving any thought to it.
- PART 6 2 MARKS PER QUESTION (TOTAL 14)
- 37 G At the beginning of G, the conversation between the two begins with the chairman asking the writer what he can do for him, in other words what the purpose of the writer's visit is. The writer then describes the chairman, saying that he had an indefinable polish (sophistication that is hard to describe precisely) that only rich and famous people have. The paragraph after the gap begins with the writer's reply to the question asked by the chairman at the beginning of G.
- 38 E In the first sentence of E, this refers to what the writer has said about wanting more information about the club in the paragraph before the gap. The chairman, having considered it, says that there are several sources of information about the club and lists some. The writer then says that when he says this, the chairman sounds like a politician saying he believes in open government (a government that is honest with the people and gives them information rather than keeping it secret) but in fact giving nothing away (revealing no secrets, not providing information). In the first sentence after the gap, the writer says that he didn't want to be fobbed off (given an answer that is not adequate in order to get rid of him) and this links with his view at the end of E that the chairman was giving nothing away. In the paragraph after the gap, they mentioned twice, refers back to the sources of information the chairman lists in E.

- and killing them), because there were so many baby turtles and the sea was so big that it was inevitable that some would not be killed. We are therefore told that a large number of baby turtles were born but that only one or two were not killed.
- 32 C Paul felt that if there was a turtle whose *instinct* (natural feeling) towards *multiplication* (reproduction) was *miformed* (not formed in the normal way) or absent, or whose instincts were not to reproduce but to think about the purpose of reproduction or to find out how long it could stay underwater on one breath (without breathing again), this instinct would die with the turtle. Such a turtle, he therefore thought, would be an exception and its instincts would cease to exist when it died because it would be the only turtle to have those instincts.
- 33 B We are told that parenthood had taken Paul by surprise and that despite all the books and articles he had read on the subject and the classes he had attended to prepare people for it, he had not been ready for the intensity of it all. Becoming a parent had therefore been such an intense experience that he just wanted to go to sleep so that he could achieve the *cessation* (ending) of thought. If he didn't want to think any more, this must have been because he was mentally exhausted as a result of all the thoughts he had had on becoming a parent. Him feel he must seek out (find) a tranquil (peaceful) place in order to restore some order to his metabolism (the chemical processes of the body). He wasn't sure why he felt physically ill and thought it may have been the result of the *steaming concoction* (mixture of things that don't go well together) of his emotions, his hormones, his thoughts and the coffee and cigarettes he had had, but he felt that he was forced to find a quiet place where he could start to feel better physically. He felt that he had been *dipped* (tricked, deceived) and therefore made to appear foolish) when he had seen mother and baby together because he had realized then that people made such a big deal of fatherhood (made it seem like something really important) simply because it was such an implausible (hard to believe) state, and he had realized that fathers were in fact optional extras, accessories (things which you can choose to have to accompany something but which do not have to be additions to them if you don't want them). In other words, he had previously thought that people made a big deal of fatherhood because it was in fact important, but he now realized that

means that this is not polite but that it is what she would like to do.

- 5 B The speaker says that it is *particularly English* (especially true of English people) to eat outdoors on *high days and holidays* (special occasions) *whatever the weather* (even if the weather is bad). Her question beginning *Who has not seen* means 'It is very common to see and she says that it is typical to see English people in macs (raincoats) sitting *bizarrely* (doing something that is very strange and very hard to understand) *under dripping trees* (with rain falling in drops from them), *glumly* (with serious and unhappy expressions on their faces) sharing tea and crisps. She therefore says that English people looking unhappy while having picnics is a common sight. The speaker says that the sandwich, which is the essential basis of a picnic and was invented by and named after a member of the aristocracy, is an *evocative* (producing strong images, memories or feelings) and *much-maligned* (frequently spoken of with great dislike and disapproval) *food icon* (symbol, thing considered of great significance by many people). Her point therefore is that people see the sandwich as an important kind of food, and even though many people don't like it, it has powerful associations for many people.

PART 2 1 MARK PER QUESTION (TOTAL 9)

- 7 **sack of bricks**
In his first experiment, he tied a sack of bricks round his waist and he was also attached to a rope, but he does not say that the rope was round his waist.
- 8 **going to the moon**
He says that when he started diving, it was not common for people to go underwater and that going into a different environment (under water) was a challenge in the same way that going to the moon was.
- 9 **fire-fighting**
In the Army, the equipment he used for diving was modified (changed, adapted for a different purpose) fire-fighting equipment.
- 10 **sharks**
He says that he has *always felt uneasy* (nervous, anxious) *around* (when close to) *sharks*.
- 11 **marble slab**
He says that he made his worst mistake when he was diving near Cyprus and saw an ancient *marble* (a kind of hard stone used often for buildings and statues and often considered impressive) *slab* (large, thick, flat piece of stone), which he then tried to bring to the surface.

would have a clear understanding of what the custom or customs involve, and what be clear as to why it might be considered strange and what people actually think of it.

Organization
Brief introduction, explaining reason for writing letter and specifying custom or customs chosen. Brief conclusion for impact. Appropriate paragraphing, with clear linking between description of custom and both possible and real attitudes to it.

Language
Language of description and narration, and possibly comparison, together with language appropriate for expressing and supporting views.

Listening

PART 1 1 MARK PER QUESTION (TOTAL 6)

- 1 C The presenter says that if you *freak* (react strongly, in this case become very upset or angry) when your car won't start and if you are *tired of having* (annoyed by) *having to ask your boyfriend for help* *every time the engine splutters* (makes a noise suggesting it is not working properly), the course mentioned is *a must* (something that has to be done, something essential). She is clearly addressing women.
- 2 B She says that the mechanic was impressed when she told him about the course and that, as a result of taking it, *they* (mechanics) *can't rip me off now* (cheat her financially, deliberately overcharge her).
- 3 B The receptionist says that she replies with *heavy sarcasm* (saying emphatically the opposite of what she means in order to express annoyance or criticism) that she and her colleagues are *fairly useless* but *you never know* (you can't be absolutely sure), *it's a long shot* (something unlikely to happen but worth trying anyway), *but give it a whirl* (try it as an experiment, because it might succeed). In other words, she agrees with these people that she probably can't help them, but tells them that it's worth them asking if she can, although she is being sarcastic when she says this.
- 4 A She gives the example of someone phoning her and at the same time telling someone else a story, with the result that they can't remember who it is they have phoned. She says that in situations like that, it is polite to wait until *they've got a grip* (got the situation under control so that they know what they are doing) before continuing the conversation. However, she says that it is *far more satisfying to ring off* (end the call by putting the phone down) before that person has managed to remember why they have phoned. She clearly

QUESTION 2

Content

- Report should include:
- list of social problems to be covered in the programme
 - causes of those problems
 - consequences of those problems
- Communicative Achievement**
Formal or neutral register, as appropriate for report by employee for employer. Report format, with clear sections and headings for them. Reader would understand fully and clearly what the writer believes should be included in the programme and how the items on the list should be presented.

Organization

Report should be structured so that each item listed is explained in terms of what the problem is, what causes it and the repercussions of it, with appropriate linking between these elements and perhaps between different items on the list.

Language

Language of description, analysis and suggestion.

FOR A SAMPLE ANSWER AND ASSESSMENT OF IT, SEE PAGE 121.

QUESTION 3

Content

Review should inform the reader about the event chosen, together with how it differed from the writer's expectations and what led to those expectations.

Communicative Achievement
Register should be appropriate for a review of this kind, and could be informal, formal or neutral but should be consistent throughout. Review should be appropriately paraphrased. Reader would have a clear picture of the event, the writer's expectations and views.

Organization

Clear development from description and narration of the event to comment on it, with appropriate linking between these elements.

Language

Language of narration, description and comparison, together with language appropriate for expressing views and feelings.

QUESTION 4

Content

Letter should describe one or more of the customs common in the candidate's country, together with why outsiders may consider it/them strange and views on it/them of others in the candidate's country.

Communicative Achievement

Register can be informal, formal or neutral, depending on the standpoint the candidate wishes to take to the topic. Standard letter format, but no addresses required. Reader

sitting down. This meant that his idea of creating a device that would allow people to work and exercise at the same time was a practical and reasonable one.

- 52 A The writer says that Levine is *no stranger to weird experiments* – has previously carried out other strange experiments. An example of his unusual approach is the experiment involving snails that he did when he was 10 years old.

- 53 B The writer says that the idea that sitting down is *not just bad for people – it's a killer* could be regarded as *a bit drastic* (rather extreme). However, the writer says that this isn't the case, as many scientists believe that this view is correct.

Writing

MARK SCHEMES
MARKS OUT OF 20 FOR EACH QUESTION
ASSESSMENT CRITERIA ARE ON PAGE 32.

QUESTION 1

Content

The essay should include a summary of these four key points:

- Text 1 (a) at first, the majority of people were not part of the youth culture
(b) later, youth culture and the cult of youth became dominant

Text 2 (a) youth culture involves exploiting the young for financial gain
(b) youth culture involves real innovation/is a real expression of what it is to be young

Communicative Achievement

This is an essay and so the register should be neutral or formal. The reader should be clear both as to what the key points in each text are and the candidate's own opinions and responses to those points.

Organization

The essay should be coherently organized in paragraphs, with clear linking between the summaries of the key points and the candidate's own views. An introduction and conclusion are not essential.

Language

The essay should contain an appropriate level of accurate grammar and vocabulary. Vocabulary connected with the topics of youth and fashion should be correctly used, as should grammatical structures for describing and comparing points of view/information, presenting and supporting opinions, and linking points in complex sentences.

- 12 C Ron asks whether people who run competitions keep a *blacklist* (a list of people not allowed to do something, that is kept by an organization) containing the names of people who often win competitions and who the organization will not allow to win any more competitions. He wonders whether, if they do keep such lists, people like him should use *aliases* (false names) when entering competitions. Kathy says that it is natural for people who often win competitions but then go through a period of not winning any to get *paranoid* (wrongly believing that they are being intentionally badly treated) and suspect that such lists exist. However, she says that no *reputable* (respected, considered honourable) firm would even *contemplate* (consider) such a measure (action). The only exception to this is competitions run by shops, where there is a *faint* (very small) risk of the manager of a particular shop deciding to *deliberately disregard* (intentionally ignore) an entry from someone who he knows often wins competitions. But in *mainstream* (conventional, available to people in general) competitions, she says such *worries* (that blacklists are kept) are *groundless* (without foundation, not based on good reasons), and there is no reason for someone to use false names when entering them. In other words, she is saying that it is rare for the organizers of a competition to have a blacklist and therefore it is rare for the idea of using an alias to be logical.
- 13 C San knows his answer was correct but the answer sent to him by the organizers when he sent for it (wrote to them and asked for it) was completely different from his and therefore wrong. He has phoned to ask whether he has *grounds* (good reasons) to *make a formal objection* (complain formally).
- 14 B Kathy says that in this competition, the key (most important) word is 'estimate' because people have been asked to give an approximate figure not an accurate one. She says that it is therefore likely that the answer given by the people running the competition is also a guess, not an accurate figure. Their answer is therefore factually incorrect but it has to be accepted as the right answer because the rules of the competition state that 'the judges' decision is final' (it cannot be disputed). People entering the competition have agreed to *abide by* (accept and obey) the rules and so they have to accept the answer given, even if it is wrong, as it is in this case. Her point therefore is that, although it might seem unfair that a wrong answer has to be accepted as right and therefore a correct answer
- 15 C He says that he is particularly interested in the conservation side (the aspects of diving that are concerned with taking care of natural things and creatures) and gives as an example of this his belief that killing fish results in the numbers of fish being depleted (reduced enormously so that there are not many or not enough left).
- PART 3 1 MARK PER QUESTION (TOTAL 5)
- 16 A Diana clearly feels that her friend should have honoured the agreement that they made and that her refusal to give Diana the washing machine is not fair to Diana. Her friend has broken the agreement, by which Diana used her name in order to put two entries into the competition (one with her name on it, the other with her friend's name on it) and her friend agreed to give Diana the prize if the entry with her name on it won. Diana feels that this is wrong and unfair to her. She wonders too whether it may be legally wrong and whether consulting a lawyer would result in her getting what she regards as fair treatment.
- 17 D Kathy says that if she went to a lawyer, she wouldn't have even the faintest chance of forcing her friend to give her the prize and that legally she doesn't have a leg to stand on (she is completely in the wrong, there is nothing at all to support her case). She says that the law would take a very dim view (disapprove very strongly) of her situation because she has tried to evade the rules (break them by doing something that does not conform with the official requirements) of the competition and in doing so she has acted with *premeditated fraudulent intent* (these are legal terms meaning 'the crime of deliberate, planned in advance intention to cheat for financial or material gain'). In other words, she could get into trouble if she took legal action because she has herself done something illegal.
- 18 C Ron asks whether people who run competitions keep a *blacklist* (a list of people not allowed to do something, that is kept by an organization) containing the names of people who often win competitions and who the organization will not allow to win any more competitions. He wonders whether, if they do keep such lists, people like him should use *aliases* (false names) when entering competitions. Kathy says that it is natural for people who often win competitions but then go through a period of not winning any to get *paranoid* (wrongly believing that they are being intentionally badly treated) and suspect that such lists exist. However, she says that no *reputable* (respected, considered honourable) firm would even *contemplate* (consider) such a measure (action). The only exception to this is competitions run by shops, where there is a *faint* (very small) risk of the manager of a particular shop deciding to *deliberately disregard* (intentionally ignore) an entry from someone who he knows often wins competitions. But in *mainstream* (conventional, available to people in general) competitions, she says such *worries* (that blacklists are kept) are *groundless* (without foundation, not based on good reasons), and there is no reason for someone to use false names when entering them. In other words, she is saying that it is rare for the organizers of a competition to have a blacklist and therefore it is rare for the idea of using an alias to be logical.
- 19 C San knows his answer was correct but the answer sent to him by the organizers when he sent for it (wrote to them and asked for it) was completely different from his and therefore wrong. He has phoned to ask whether he has *grounds* (good reasons) to *make a formal objection* (complain formally).
- 20 B Kathy says that in this competition, the key (most important) word is 'estimate' because people have been asked to give an approximate figure not an accurate one. She says that it is therefore likely that the answer given by the people running the competition is also a guess, not an accurate figure. Their answer is therefore factually incorrect but it has to be accepted as the right answer because the rules of the competition state that 'the judges' decision is final' (it cannot be disputed). People entering the competition have agreed to *abide by* (accept and obey) the rules and so they have to accept the answer given, even if it is wrong, as it is in this case. Her point therefore is that, although it might seem unfair that a wrong answer has to be accepted as right and therefore a correct answer
- 21 G The speaker says that he *slogged away* (worked hard over a period of time) without much of a break to get it all done to complete some work before a meeting. He thought while he was doing this that there wasn't any point doing it (it was a waste of time and effort), and this proved correct because the matter was not discussed in the meeting.
- 22 H The speaker mentions someone who thinks he can tell everyone else off (criticize them for doing the wrong things) and says that she and her colleagues have discovered to their cost (it has caused them problems) that people get in even more trouble if they argue with this person. So the speaker is talking about a manager and this manager made a big thing about how badly I'd done the work (criticized her very strongly for it). The speaker says that he has been singled out (specially chosen) to represent the company at a trade fair. He did not expect this to happen (I never thought they'd choose me) and had assumed there were far better candidates. It is a good opportunity for him – it will stand me in very good stead (be very useful to me in the future) and might lead to other things.
- 24 B The speaker describes a discussion in which the other person gave her opinion on the speaker's performance in recent times. This discussion begins with the other person asking the speaker for her own opinion of how she had been doing recently. The other person both praised her and talked about ways in which she could improve. The speaker says that everything went through smoothly (everything was agreed without a problem) and the whole thing was over in next to no time (it only lasted for a short time). So the speaker is describing a meeting in which there was no disagreement.
- 26 H The speaker feels that the work he did might very well prove to have been worth it eventually – in the future it will be valuable. He thinks that it is likely that they will go ahead with the project before too long – the project he did the work for will happen. So he is hopeful that his work will be used in the future.
- 27 F The speaker says that when the person criticizes her, never let it get to me (do not allow the criticism to affect or upset me). She says that it doesn't bother her (it does not worry or upset her). She knows what this person is like and reacts to criticism from him in a relaxed way.
- 28 B The speaker says that the thought of going to the trade fair to represent the company fills me with a certain amount of dread (makes him rather nervous, gives him a feeling of fear). He is worried about it because he thinks he may not be ready for it and he is anxious that he might mess it up (do it very badly).
- 29 C The speaker says that she thought the discussion was a very good piece of management and so she was impressed by the way that person spoke, balancing praise with reference to how the speaker could improve.
- 30 D The speaker had expected that there would be lots of arguments because the people involved usually dislike each other and he can't work out (understand or explain) why the meeting went so well (was so successful). This doesn't make sense and the speaker can't see a logical reason for it.
- TEST 3
Reading & Use of English
PART 1 1 MARK PER QUESTION (TOTAL 8)
- 1 C If someone winces, the muscles of their face twist sharply and briefly because they are experiencing pain, embarrassment or unhappiness.
- A If someone leers at someone, they look at them with an expression on the face that makes it clear that they find them sexually attractive, and the other person or someone watching finds this unpleasant.
- B If someone squints, they look at something with great effort and with the eyes partly shut, because the light in front of them is very bright or because their eyesight is poor.
- D If someone smirks, they smile in a way that is considered unpleasant by someone who sees them do it, because it indicates that the person doing it finds something ridiculous or is in some way pleased with themselves.
- 2 B If a machine or appliance is turned up full or on full, its controls have been turned to the highest setting (volume, speed, temperature, etc.) so that it is operating at its greatest capacity.
- A Up top is an informal expression meaning 'in the head' or 'on the head' and is used for talking about whether someone is intelligent or not or whether they have hair on their head or not.
- C The maximum setting, speed, volume, temperature etc. of a machine or appliance is the highest level at which it can operate.

LISTENING AUDIOSCRIPT

TEST 2

Cambridge Certificate of Proficiency in English Listening Test. Test 2. I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound:

TONE

You'll hear each piece twice. Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

PAUSE 5 seconds

Now open your question paper and look at Part 1.

PAUSE 5 seconds

(PART ONE)

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

PAUSE 15 seconds

TONE

Presenter: Do you freak when the car won't start? Are you tired of having to turn to your boyfriend every time the engine splutters? Then the car maintenance course for women at Bromley Adult Education Centre is a must. It promises to equip you – after one term – to carry out basic car maintenance and give your car a regular servicing. Not only will it give you independence, but it could save you a few quid too. Eighteen-year-old Helen Danks signed up after buying a cheap second-hand car.

Helen: I didn't have a clue about cars and I thought it might help if I ever broke down on the motorway. I found out that my car was rattling at speed because the tyres needed balancing. My car had always done that and I thought it was because it was old. I took it straight down the garage and told them what was wrong. The mechanic looked at me as if to say 'You don't know what you're talking about', but I explained to him about the course and he admitted he was quite impressed. And they can't rip me off now, either.

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

Extract Two

PAUSE 15 seconds

TONE

Female receptionist: Well, there are people who say, 'Oh hello, I don't think you'll be able to help me, but I suppose it's worth a try.' To this, I reply with heavy sarcasm: 'Yes,

well, we are fairly useless, but you never know. It's a long shot, but give it a whirl, we might surprise you.' Then there are people who carry on a conversation after you've answered. You start off: 'Hello, Enquiries, can I help you?' A distant voice says something like: 'And then he just left me standing there, like an idiot, with just one shoe on!' You say: 'Hello, Enquiries, CAN I HELP YOU?' They say something like: 'Well, I couldn't just leave ... oh, hello, sorry, yes ... er ... oh, I can't remember who I called now.' The polite thing to do is wait until they've got a grip. The far more satisfying thing to do is ring off just as they remember what they wanted to ask.

PAUSE 5 seconds

TONE

REPEAT Extract Two

PAUSE 2 seconds

EXTRACT THREE

PAUSE 15 seconds

TONE

Woman: Apart from good food and drink, the main requisite for a successful picnic is, of course, delightful surroundings. Some people ignore this rule completely and get out their folding tables and wrapped-up sandwiches on grotty grass verges by the side of major roads and busy car parks. It is a particularly English folly to want to eat out of doors on high days and holidays – whatever the weather. Who has not seen people in macs sitting bizarrely under dripping trees in parks, glumly handing round the flask of tea, and cheese and onion crisps? The obsessive picnic tradition probably originated in mediaeval times with pilgrims' wayside meals, as well as the gargantuan outdoor feasts held before hunting parties. By the 17th century, it was common entertainment for the gentry to eat out of doors 'in the rustic manner'. However, so worried were they that inclement weather might spoil their great hooped dresses and satin breeches, that they dotted little Arcadian pavilions around their grounds as a precautionary measure, to dive into if it rained. It was not until the 18th century that the essential picnic staple was invented by John Montagu, the fourth Earl of Sandwich ... that evocative and much-maligned British food icon that took his name.

PAUSE 5 seconds

TONE

REPEAT Extract Three

PAUSE 2 seconds

That's the end of Part 1. Now turn to Part 2.

PAUSE 5 seconds

(PART TWO)

You will hear part a radio interview with a diver. For questions 7–15, complete the sentences with a word or short phrase. You now have forty-five seconds in which to look at Part 2.

[PAUSE THE RECORDING FOR 45 SECONDS]

TONE

Interviewer: John, how did you become interested in diving?

John: I always had a great interest in underwater adventure. When I was about 13, I experimented with a friend by converting some submarine escape apparatus we found. I tied a sack of bricks around my waist and was lowered into about 15 feet of water in the harbour. When I jerked the rope to signal that I had had enough, I saw the rope snaking down towards me. I had to haul myself up the harbour wall with the bricks weighing me down and surfaced completely blue in the face. I then joined the local sub-aqua club, the first in the British Isles, but it wasn't until I joined the Royal Engineers that I was trained properly.

Interviewer: What was so appealing?

John: It was a new frontier. In those days, people didn't go under water. Going into a different environment was a challenge – like going to the moon. Being able to move with a mere flick of a hand or foot is like flying.

Interviewer: Has the equipment changed much since you started?

John: In the Army we used modified fire-fighting apparatus. We wore cumbersome rubber drysuits over a corduroy undersuit and were completely encased. The mind boggles when you look at the advances made since then!

Interviewer: Is there anything you don't like under water?

John: I've always felt uneasy around sharks. You hear of ploys to chase them off, but if a great white is heading for you at 80 mph, you don't stand a chance. Luckily I've never been attacked by one, but some have come very close and I saw one go for a cameraman once.

Interviewer: Have you ever made any serious mistakes?

John: The worst was when I got carried away during an archaeological search off Paphos in Cyprus. I saw an ancient marble slab and was determined to bring it to the surface. As I was struggling to bring it up, I suddenly realized I was running out of air. I had to drop the slab, and surfaced too fast. I was swallowing water and I could hear rattling in my lungs. My limbs stopped working and I was being swept by a powerful current towards some jagged rocks. It was terrifying because it happened so slowly and I knew it was all my fault. Luckily a chap taking photos drew alongside in a boat, said: 'Everything all right?' and dragged me out.

Interviewer: Was that your most frightening experience?

John: I think so, although I had another bad moment while trying to raise a crane that had sunk in the mud of a harbour. Two of us were tunnelling through the mud underneath it when I felt a pressure change in my ears and realised it was sinking on top of us. We eased back through the mud, unable to see a thing, and said a few well-chosen words to each other!

Interviewer: What is the most beautiful place you have dived?

John: Roatan, which is part of Honduras. The bay is secluded and full of wrecks from aircraft to boats dating back almost to the times of Columbus. The layers of marine life go on and on into the void and the colours are more vivid than any I have seen.

Interviewer: Have you ever really hurt yourself?

John: I smashed three front teeth out while testing a human torpedo device in Florida. I hit the wrong controls by mistake and shot into the roof of a cave.

Interviewer: Have your attitudes or preferences changed?

John: I enjoy watching fish more now I've had my share of adventure. I'm also particularly interested in the conservation side. It didn't take long to realise that killing fish was a bit pointless and that if everyone did it stocks would be depleted.

Interviewer: What is the most important lesson that you have learned?

John: You can never be too careful. Familiarity breeds contempt and it's easy to forget safety checks. If you're going to learn, join a good club and learn with trained instructors. Buy the best equipment and don't dive alone. It could be your life.

Interviewer: John, thanks for talking to me today.

PAUSE 10 seconds

Now you'll hear Part 2 again.

TONE

REPEAT Part 2

PAUSE 5 seconds

That's the end of Part 2. Now turn to Part 3.

PAUSE 5 seconds

(PART THREE)

You will hear part of a radio phone-in programme about consumer competitions that appear in magazines or are run by shops, in which advice is given to people who regularly enter them. For questions 16–20, choose the answer (A, B, C or D) which fits best according to what you hear. You now have one minute in which to look at Part 3.

[PAUSE THE RECORDING FOR 1 MINUTE]

TONE

Presenter: OK, today I have with me Kathy Ford, winner of more than £500,000 worth of prizes in all sorts of consumer competitions and dubbed 'The Queen of Competitions' by the British press. She's now editor of *Competitor's World* magazine and as an expert on competitions has appeared regularly on TV. Kathy, let's go straight to our first caller, and that's Diana. Diana, what's your query?

Diana: Yes, hello Kathy. Well, in order to send in two entries to a competition where only one entry per person was allowed, I asked my best friend if I could submit an entry in her name. She agreed, and the understanding was that, if 'her' entry won, I would receive the prize, but

I would buy her a small gift for allowing me to use her name. Well, the inevitable has happened – I've won a much-needed new washing machine, but in my friend's name, and she has now refused point blank to hand the machine over. If I went to a lawyer, would I have any hope of getting my prize from her?

Kathy: Not even the faintest chance. I'm afraid that your efforts to evade the rules have not only cost you the prize, but also your best friend as well, and legally you just don't have a leg to stand on. Even if you'd drawn up some sort of legal agreement with your erstwhile friend, I think you'd find that the law would still take a very dim view of your case, since it was obviously done with premeditated fraudulent intent. It's not worth trying to evade the rules as you've just found out the hard way.

Presenter: Next, it's Ron. Ron, go ahead, you're through to Kathy.

Ron: Someone told me that some firms that run competitions keep a blacklist of frequent prizewinners, and that I should use a lot of different aliases in order to avoid being put on such a list. Is this true?

Kathy: No! Competitors can sometimes get a little paranoid, and if they start going through a winless spell (and we all get them, from time to time!) they start to imagine that they've been blacklisted. No reputable firm would even contemplate such a measure, and the only time there's even a faint risk of this sort of thing happening is with 'in store' competitions, where an individual store manager might just conceivably think 'Oh no, not him again' and deliberately disregard your entry. For mainstream competitions, however, such worries are groundless, and the use of aliases is not only unnecessary but can even prove to be pretty stupid. Think about it for a moment – what would happen if you won a holiday under a phoney name? Or were asked to prove your identity to collect a prize at a presentation ceremony? My advice is to stick with your own name and if prizes stop arriving, take a long, close look at the quality of your entries rather than trying to blame it on blacklists.

Presenter: OK, next it's Stan. Stan, what can Kathy help you with?

Stan: Well, Kathy, I recently entered a competition which asked you to estimate the distance between a store in Newcastle and its London head office, using the shortest route. In order to make my entry as accurate as possible, I used a Routemaster computer program to determine the shortest possible way and calculate the distance, quite literally, from door to door. Imagine my astonishment, therefore, when I sent for the results and found that the answer they had given as being 'correct' was fully 73 miles longer than mine. I know my answer was correct, so do I have grounds to make a formal objection?

Kathy: I'm sorry, but no, you haven't. As far as the promoter is concerned, the key word in the instructions, here, is

'estimate' – they expect you to guess, not measure the distance accurately, and it's likely that their own answer will also be based purely on an estimate. As a result, judges will always be right, even when they are wrong as in a case like this, and in entering the competition at all, you have agreed to abide by the rule that states 'the judges' decision is final'. Distance estimation competitions have always given rise to this sort of controversy, and although court cases have been brought, the entrant very seldom succeeds in having the decision changed. You have only to check the distance charts in road atlases to see how this type of problem occurs. No two ever agree, yet as far as I know, towns simply don't move around very much!

Presenter: OK, and now on to our next caller, who is ...

PAUSE 10 seconds

Now you'll hear Part 3 again.

TONE

REPEAT Part 3

PAUSE 5 seconds

That's the end of Part 3. Now turn to Part 4.

PAUSE 5 seconds

(PART 4)

Part 4 consists of two tasks. You will hear five short extracts in which people are talking about their day at work. Look at Task 1. For questions 21–25, choose from the list (A–H) what happened at work. Now look at Task 2. For questions 26–30, choose from the list (A–H) each speaker's feeling about what happened. While you listen, you must complete both tasks. You now have forty-five seconds in which to look at Part 4.

[PAUSE THE RECORDING FOR 45 SECONDS]

TONE

Speaker One

PAUSE 2 seconds

I didn't think there was any point doing it but I had to just do as I was told and get on with it. It took me ages because it all had to be ready ahead of the meeting at the end of the day, and I slogged away without much of a break to get it all done. And guess what? They didn't have time to discuss it in the meeting, which is what I'd guessed anyway. It's the sort of thing that happens quite often but I've got used to it now. In this particular case, I think that what I did might very well prove to have been worth it eventually, because I think there's a good chance they'll go ahead with the project before too long.

PAUSE 3 seconds

Speaker Two

PAUSE 2 seconds

Well, nobody's perfect, and that includes him, so I don't know why he thinks he can tell everyone else off when he's always getting things wrong himself. There's no point arguing with him, though, you just get in even more trouble, as some of my colleagues have found out

to their cost. So I just had to take it when he came and made a big thing about how badly I'd done the work. In actual fact, the problem was a trivial one that took about 10 seconds to fix. I never let it get to me, though, I know what he's like, and it doesn't bother me.

PAUSE 3 seconds

Speaker Three

PAUSE 2 seconds

It's strange to suddenly find myself singled out. I never thought they'd choose me for the trade fair, I assumed there were far better candidates. It's the sort of thing that will stand me in very good stead and might lead to other things too. I never expected such a thing to happen and if I'm honest I'm not sure I'm ready for it. The prospect of going there and being responsible for potential deals and new business fills me with a certain amount of dread. I'd hate to mess it up.

PAUSE 3 seconds

Speaker Four

PAUSE 2 seconds

I wasn't exactly looking forward to it, as I was expecting her to be very negative about my performance in recent times. I'd anticipated what she might have a go at me for, and I'd prepared my defence. And indeed, she did start off by asking me how I thought I'd been doing recently, but I was surprised to see that she was very much on my side. It was, I thought, a very good piece of management, acknowledging that there was room for improvement but balancing it with praise for the positives.

PAUSE 3 seconds

Speaker Five

PAUSE 2 seconds

I thought there would be lots of arguments and very little would be agreed, if anything, because those people simply do not get on well together and don't have any respect for each other normally. Well, that's not what happened, this time everything went through smoothly and the whole thing was over in next to no time. Quite why it all went so well is something I can't work out. It doesn't make sense that they should suddenly all agree. There must be some logical reason but I can't see it.

PAUSE 10 seconds

Now you will hear Part 4 again.

TONE

REPEAT PART 4

PAUSE 5 seconds

That's the end of Part 4. There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. Then your supervisor will collect all the question papers and answer sheets.

STUDENT SAMPLE OF A REPORT WITH COMMENTS (SOCIAL PROBLEMS)

Content

The review fully covers the requirements of the question, providing a detailed description of the chosen programme and a clear explanation of its popularity.

Range

There is a great deal of excellent use of sophisticated vocabulary and structure, for example, *welcomed warmly* (first paragraph), *diversity, fate, oneness* and the enormous number of adjectives used to describe people and personalities in the second paragraph, *no wonder, deserve appreciation and admiration, waiting eagerly, and Not to mention* (third paragraph). The second paragraph is particularly effective.

Accuracy

There are a couple of minor errors. The phrase *struck people in* (first paragraph) does not exist and something like *came to people's attention* would be appropriate. In the second paragraph *come to terms that* should be *come to terms with the fact that* because the phrase is 'come to terms with something'. In the second paragraph, *at last* should be *finally*.

Appropriacy of Register and Format

The register is appropriately informal and the format, with its clear paragraphing, appropriate for a review.

Organization and Cohesion

The review is very well-organized. It begins by talking about the success of the programme chosen, the second paragraph provides a detailed description of the characters, and the last paragraph talks about how it deserved its success. There is good linking throughout, enabling the review as a whole to flow very well.

Target Reader

The reader would be absolutely clear as to what the series was like, why it was popular and why the writer liked it so much.

Mark

An excellent and virtually fluent review, with a lot of very good and appropriate vocabulary.

Band 5

TEST 2 QUESTION 2 PART 2 REPORT

REPORT – SOCIAL PROBLEMS

I think that the programme should focus on these three main areas:

CRIME

Crime is a big problem that has been rising in recent times. There has been a big increase in the number of burglaries and also in muggings on the street. Some people seem to think that, if they haven't got as much in life as they want, they can just take it from somebody else. As a result, a lot of ordinary people are fearful and a lot of victims of these crimes are permanently affected.

YOUTH PROBLEMS

A lot of youngsters seem to feel bored, alienated from society or cynical about life. This leads some of them to turn to crime, for example in the form of hooliganism. Vandalism is widespread and we can observe the results of that in many places. Besides causing a lot of damage, this makes a lot of people worried about the future of society. The only way to turn this situation around is to try to prevent these young people to continue to have such negative attitudes by showing them how they can make a positive contribution to society. They need to realise that doing so will make them feel better about themselves.

UNEMPLOYMENT

Whether it's because of inadequate education or just unfortunate circumstances, unemployment leads to several problems, such as debts, depression, crime, etc. Unemployment creates a tense and agitated home environment. This affects children in a most destructive way. Children need to feel safe. Their schoolwork and social development will suffer.

Content

The report fully covers the areas required in the question, since it lists three social problems and discusses both the causes and the consequences of them.

Range

There is some good use of vocabulary and structure, for example *rising steadily, burglaries, muggings* and *fearful* (first section), *alienated from, cynical about, turn to, Besides causing, turn this situation around, and make a positive contribution to* (second section) and the use of *Whether* for linking, *tense, agitated* and *destructive* (third section).

Accuracy

There is only one error. In the second section *prevent these young people to continue* should be *prevent these young people from continuing*.

Appropriacy of Register and Format

The register is appropriately neutral and the format is entirely appropriate, with a heading for the report and three clear sections with clear headings.

Organization and Cohesion

The report is very well-organized, with each section providing a clear description of each problem and a brief analysis of its causes and consequences. The linking is accurate and appropriate.

Target Reader

The reader would be completely clear as to the points made by the writer.

Mark

A clear, accurate and competent report.

Band 4