

# O'clock

## idiomas

### SUMMER HOMEWORK

Level B2

Name: \_\_\_\_\_

# *Test 1*



## PAPER 1 READING (1 hour)

## Part 1

You are going to read a magazine article about an artist who paints flowers. For questions 1–8, 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

## An eye for detail

Artist Susan Shepherd is best known for her flower paintings, and the large garden that surrounds her house is the source of many of her subjects. It is full of her favourite flowers, most especially varieties of tulips and poppies. Some of the plants are unruly and seed themselves all over the garden. There is a harmony of colour, shape and structure in the two long flower borders that line the paved path which crosses the garden from east to west. Much of this is due to the previous owners who were keen gardeners, and who left plants that appealed to Susan. She also inherited the gardener, Danny. 'In fact, it was really his garden,' she says. 'We got on very well. At first he would say, "Oh, it's not worth it" to some of the things I wanted to put in, but when I said I wanted to paint them, he recognised what I had in mind.'

Susan prefers to focus on detailed studies of individual plants rather than on the garden as a whole, though she will occasionally paint a group of plants where they are. More usually, she picks them and then takes them up to her studio. 'I don't set the whole thing up at once,' she says. 'I take one flower out and paint it, which might take a few days, and then I bring in another one and build up the painting that way. Sometimes it takes a couple of years to finish.'

Her busiest time of year is spring and early summer, when the tulips are out, followed by the poppies. 'They all come out together, and you're so busy,' she says. But the gradual decaying process is also part of the fascination for her. With

tulips, for example, 'you bring them in and put them in water, then leave them for perhaps a day and they each form themselves into different shapes. They open out and are fantastic. When you first put them in a vase, you think they are boring, but they change all the time with twists and turns.'

Susan has always been interested in plants: 'I did botany at school and used to collect wild flowers from all around the countryside,' she says. 'I wasn't particularly interested in gardening then; in fact, I didn't like garden flowers. I thought they looked like the ones made of silk or plastic that were sold in some florists' shops – to me, the only real ones were wild. I was intrigued by the way they managed to flower in really awkward places, like cracks in rocks or on cliff tops.' Nowadays, the garden owes much to plants that originated in far-off lands, though they seem as much at home in her garden as they did in China or the Himalayas. She has a come-what-may attitude to the garden, rather like an affectionate aunt who is quite happy for children to run about undisciplined as long as they don't do any serious damage.

With two forthcoming exhibitions to prepare for, and a ready supply of subject material at her back door, finding time to work in the garden has been difficult recently. She now employs an extra gardener but, despite the need to paint, she knows that, to maintain her connection with her subject matter, 'you have to get your hands dirty'.

- 1 In the first paragraph, the writer describes Susan's garden as
  - A having caused problems for the previous owners.
  - B having a path lined with flowers.
  - C needing a lot of work to keep it looking attractive
  - D being only partly finished.
- 2 What does 'this' in line 12 refer to?
  - A the position of the path
  - B the number of wild plants
  - C the position of the garden
  - D the harmony of the planting
- 3 What does Susan say about Danny?
  - A He felt she was interfering in his work.
  - B He immediately understood her feelings.
  - C He was recommended by the previous owners.
  - D He was slow to see the point of some of her ideas.
- 4 What is Susan's approach to painting?
  - A She will wait until a flower is ready to be picked before painting it.
  - B She likes to do research on a plant before she paints it.
  - C She spends all day painting an individual flower.
  - D She creates her paintings in several stages.
- 5 Susan thinks that tulips
  - A are more colourful and better shaped than other flowers.
  - B are not easy to paint because they change so quickly.
  - C look best some time after they have been cut.
  - D should be kept in the house for as long as possible.
- 6 Why did Susan enjoy studying wild flowers at school?
  - A She found the way they adapted to their surroundings fascinating.
  - B She used the lessons as a good excuse to get out of school.
  - C She was attracted by their different colours and shapes.
  - D She wanted to learn how to make copies of them in material.
- 7 How does the writer describe Susan's attitude to her garden?
  - A She thinks children should be allowed to enjoy it.
  - B She prefers planting flowers from overseas.
  - C She likes a certain amount of disorder.
  - D She dislikes criticism of her planting methods.
- 8 What point is Susan making in the final paragraph?
  - A It's essential to find the time to paint even if there is gardening to be done.
  - B It's important not to leave the gardening entirely to other people.
  - C It's good to have expert help when you grow plants.
  - D It's hard to do exhibitions if there are not enough plants ready in the garden.

Part 2

You are going to read a magazine article about letter writing. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

# Drop me a line!



In our fast world of phones, emails and computers, the old-fashioned art of letter writing is at risk of disappearing altogether. Yet, to me, there is something about receiving a letter that cannot be matched by any other form of communication. There is the excitement of its arrival, the pleasure of seeing who it is from and, finally, the enjoyment of the contents.

Letter writing has been part of my life for as long as I can remember. It probably began with the little notes I would write to my mother. My mother, also, always insisted I write my own thank-you letters for Christmas and birthday presents. **9**

When I left home at 18 to train as a doctor in London, I would write once a week, and so would my mother. Occasionally my father would write and it was always a joy to receive his long, amusing letters. **10** Of course, we also made phone calls but it is the letters I remember most.

There were also letters from my boyfriends. In my youth I seemed to attract people who had to work on study away at some time and I was only able to stay in touch by correspondence. **11** I found that I could often express myself more easily in writing than by talking.

I love the letters that come with birthday or Christmas cards. **12** And it's even nicer

when it's an airmail envelope with beautiful stamps. My overseas letters arrive from Mangala in Sri Lanka, from someone I trained with over 20 years ago, and I have a penfriend in Australia and another in Vancouver.

Then there's the lady who writes to me from France. If we hadn't started talking in a restaurant on the way home from holiday, if my husband hadn't taken her photo and if I hadn't asked her for her address, I would never have been able to write to her. **13** As it is, we now have a regular correspondence. I can improve my French (she speaks no English); we have stayed at her home twice and she has stayed with us.

My biggest letter-writing success, however, came this summer, when my family and I stayed with my American penfriend in Texas. **14** Everyone was amazed that a correspondence could last so long. The local press even considered the correspondence worth reporting on the front page.

I am pleased that my children are carrying on the tradition. Like my mother before me, I insist they write their own thank-you letters. My daughter writes me little letters, just as I did to my mother. **15** However convenient communicating by email may appear to be, I strongly urge readers not to allow letter writing to become another 'lost art'.

- A** Most of the letters from home contained just everyday events concerning my parents and their friends.
- B** We had been corresponding for 29 years but had never met.
- C** It didn't matter how short or untidy they were as long as they were letters.
- D** Notes are appreciated, but how much better to have a year's supply of news!
- E** Poor handwriting can spoil your enjoyment of a letter.
- F** But instead of harming the relationships, letter writing seemed to improve them.
- G** She and my son have penfriends of their own in Texas, organised by my penfriend.
- H** More important, if she hadn't replied, we would be the poorer for it.

Part 3

You are going to read a magazine article in which five people talk about railway journeys. For questions 16–30, choose from the people (A–E). The people may be chosen more than once. When more than one answer is required, these may be given in any order.

Mark your answers on the separate answer sheet.

Which person or people

found on returning years later that nothing had changed?

was unsure of the number of passengers on the train?

enjoyed the company of fellow passengers?

found the views from the train dramatic?

welcomed a chance to relax on the trip?

was never disappointed by the journey?

has a reason for feeling grateful to one special train?

travelled on a railway which is no longer in regular service?

regretted not going on a particular train trip?

used to travel on the railway whenever possible?

learnt an interesting piece of information on a train journey?

took a train which travelled from one country to another?

says that the railway had been looked after by unpaid helpers?

was once considered not old enough to travel by train?

- 16
- 17
- 18
- 19  20
- 21
- 22
- 23
- 24
- 25
- 26
- 27
- 28
- 29
- 30

# On the rails

Five celebrities tell Andrew Morgan their favourite memories of railway journeys.

**A** Andrea Thompson – Newsreader

I fell in love with the south of France a long time ago and try to get back there as often as I can. There's a local train from Cannes along the coast which crosses the border with Italy. It takes you past some of the most amazing seascapes. It never matters what the weather is like, or what time of the year it is, it is always enchanting. Out of the other windows are some of the best back gardens and residences in the whole of France. You feel like someone peeping into the property of the rich and famous. The travellers themselves are always lively because there is an interesting mix of tourists and locals, all with different itineraries, but all admirers of the breathtaking journey.

**B** Raj Patel – Explorer

I have enjoyed so many rail journeys through the years, but if I had to pick a favourite it would be the Nile Valley Express, which runs across the desert of northern Sudan. The one misfortune in my youth, growing up in South Africa, was missing out on a family train journey from Cape Town to the Kruger National Park. I was regarded as being too young and troublesome and was sent off to an aunt. When I came to live in England as a teenager, I still hadn't travelled by train. London Waterloo was the first real station I ever saw and its great glass dome filled me with wonder.

**C** Betty Cooper – Novelist

I am indebted to one train in particular: the Blue Train, which took my husband and me on our honeymoon across France to catch a boat to Egypt. It was on the train that my husband gave me a pink dress, which I thought was absolutely wonderful. Someone happened to mention that pink was good for the brain, and I've never stopped wearing the colour since. What I

remember about the journey itself, however, is how lovely it was to travel through France and then by boat up the Nile to Luxor. It was, without a doubt, the perfect way to wind down after all the wedding preparations.

**D** Martin Brown – Journalist

We were working on a series of articles based on a round-the-world trip and had to cross a desert in an African country. There wasn't a road, so the only way we could continue our journey was to take what was affectionately known as the Desert Express. The timetable was unreliable – we were just given a day. We also heard that, in any case, the driver would often wait for days to depart if he knew there were people still on their way. When it appeared, there was a sudden charge of what seemed like hundreds of people climbing into and onto the carriages – people were even allowed to travel on the roof free. During the night, the train crossed some of the most beautiful landscapes I have ever seen. It was like a dream, like travelling across the moon.

**E** Ariau Mezuki – Actress

I imagine most people's favourite impressions of trains and railways are formed when they are young children, but that's not my case. I was brought up in Singapore and Cyprus, where I saw very few trains, let alone travelled on them. It wasn't until I was a teenager that trains began to dominate my life. I made a film which featured a railway in Yorkshire. Most of the filming took place on an old, disused stretch of the line which had been lovingly maintained by volunteers. That's where my passion for steam trains began. When we weren't filming, we took every opportunity to have a ride on the train, and when I went back last year, it was as if time had stood still. Everything was still in place, even the gas lights on the station platform!

**PAPER 3 USE OF ENGLISH (45 minutes)**

**Part 1**

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

Mark your answers on the separate answer sheet.

**Example:**

0 A joined B held C were D took

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

**Thomas Edison**

On the night of 21 October 1931, millions of Americans (0) ..... part in a coast-to-coast ceremony to commemorate the passing of a great man. Lights (1) ..... in homes and offices from New York to California. The ceremony (2) ..... the death of arguably the most important inventor of (3) ..... time' Thomas Alva Edison.

Few inventors have (4) ..... such an impact on everyday life, and many of his inventions played a crucial (5) ..... in the development of modern technology. One should never (6) ..... how revolutionary some of Edison's inventions were.

In many ways, Edison is the perfect example of an inventor – that is, not just someone who (7) ..... up clever gadgets, but someone whose products transform the lives of millions. He possessed the key characteristics that an inventor needs to (8) ..... a success of inventions, notably sheer determination. Edison famously tried thousands of materials while working on a new type of battery, reacting to failure by cheerfully (9) ..... to his colleagues: 'Well, (10) ..... we know 8,000 things that don't work.' Knowing when to take no (11) ..... of experts is also important. Edison's proposal for electric lighting circuitry was (12) ..... with total disbelief by eminent scientists, until he lit up whole streets with his lights.

- |    |   |               |   |               |   |             |   |           |
|----|---|---------------|---|---------------|---|-------------|---|-----------|
| 1  | A | turned out    | B | came off      | C | went out    | D | put off   |
| 2  | A | marked        | B | distinguished | C | noted       | D | indicated |
| 3  | A | whole         | B | full          | C | entire      | D | all       |
| 4  | A | put           | B | had           | C | served      | D | set       |
| 5  | A | effect        | B | place         | C | role        | D | share     |
| 6  | A | underestimate | B | lower         | C | decrease    | D | mislead   |
| 7  | A | creates       | B | shapes        | C | dreams      | D | forms     |
| 8  | A | gain          | B | make          | C | achieve     | D | get       |
| 9  | A | announcing    | B | informing     | C | instructing | D | notifying |
| 10 | A | by far        | B | at least      | C | even though | D | for all   |
| 11 | A | notice        | B | regard        | C | attention   | D | view      |
| 12 | A | gathered      | B | caught        | C | drawn       | D | received  |

Part 2

For questions 13–24, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers in CAPITAL LETTERS on the separate answer sheet.

Example: 0 A F T E R

Vancouver

Vancouver in western Canada is named (0) *after* Captain George Vancouver of the British Royal Navy. However, Captain Vancouver was not the first European (13) ..... visit the area – the coast (14) ..... already been explored by the Spanish. Nor did Captain Vancouver spend many days there, even (15) ..... the scenery amazed him and everyone else (16) ..... was travelling with him.

The scenery still amazes visitors to (17) ..... city of Vancouver today. First-time visitors who are (18) ..... search of breathtaking views are usually directed to a beach about ten minutes (19) ..... the city centre. There, looking out over the sailing boats racing across the blue water, visitors see Vancouver's towering skyline backed by the magnificent Coast Mountains.

The city is regularly picked by international travel associations (20) ..... one of the world's best tourist destinations. They are only confirming what the two million residents and eight million tourists visiting Greater Vancouver (21) ..... single year are always saying: there is simply (22) ..... other place on earth quite (23) ..... it. It's not just the gorgeous setting that appeals to people, (24) ..... also Vancouver's wide range of sporting, cultural and entertainment facilities.

Part 3

For questions 25–34, 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 A M A Z E M E N T

A job with risks

Have you ever got really caught up in the excitement and emotion of a good action film, and wondered in (0) *amazement* how film stars manage to perform (25) ..... acts like jumping off buildings or driving at great speed? Of course, it is only a momentary feeling as it is no secret that the great (26) ..... are almost invariably stunt men or women, who can earn a very good (27) ..... by standing in for the stars when necessary. The work is (28) ..... demanding, and before qualifying for this job they have to undergo a rigorous training programme and (29) ..... their ability in a number of sports including skiing, riding and gymnastics.

Naturally, the (30) ..... of the stunt performer is of the utmost importance. Much depends on the performer getting the timing exactly right so everything is planned down to the (31) ..... detail. In a scene which involves a complicated series of actions, there is no time for (32) ..... mistakes. A stunt man or woman often has only one chance of getting things right, (33) ..... film stars, who can, if necessary, film a scene (34) ..... until it gains the director's approval.

Part 4

For questions 35–42, 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 two and five words, including the word given.

Example:

0 A very friendly taxi driver drove us into town.

**DRIVEN**

We \_\_\_\_\_ a very friendly taxi driver.

The gap can be filled by the words 'were driven into town' by', so you write:

Example: 0 WERE DRIVEN INTO TOWN BY

Write only the missing words in CAPITAL LETTERS on the separate answer sheet.

35 'Don't sit in front of the computer for too long,' our teacher told us.

**WARNED**

Our teacher \_\_\_\_\_ in front of the computer for too long.

36 We got lost coming home from the leisure centre.

**WAY**

We couldn't \_\_\_\_\_ from the leisure centre.

37 Mary didn't find it difficult to pass her driving test

**DIFFICULTY**

Mary had \_\_\_\_\_ her driving test.

38 I always trust Carla's advice.

**SOMEBODY**

Carla \_\_\_\_\_ advice I always trust.

39 We appear to have been given the wrong address.

**AS**

It \_\_\_\_\_ we have been given the wrong address.

40 I couldn't understand the instructions for my new DVD player.

**SENSE**

The instructions for my new DVD player didn't \_\_\_\_\_ me.

41 It's a pity we didn't do more sport when I was at school.

**COULD**

I wish that \_\_\_\_\_ more sport when I was at school.

42 He described the hotel to us in detail.

**DETAILED**

He \_\_\_\_\_ of the hotel.

Part 2

Write an answer to one of the questions 2-5 in this part. Write your answer in 120-180 words in an appropriate style.

2 You recently saw this notice in an English language computer magazine.

**Reviews needed!**

Do you play computer games? Write us a review of a computer game that you enjoy. Describe the game's good and bad points and say how easy or difficult it is to play. Also say what age group it is suitable for.

A free game for the best review!

Write your review.

3 Your teacher has asked you to write a story for the college English language magazine. The story must begin with the following words:

*It was only a small mistake but it changed my life for ever.*

Write your story.

4 You have seen the following notice in an international magazine.

**COMPETITION**

Is it better to live in a flat, a modern house or an old house?  
Write us an article giving your opinions.  
The best article will be published and the writer will receive £500.

Write your article.

5 Answer one of the following two questions based on one of the titles below.

(a) *Officially Dead* by Richard Prescott

This is part of a letter from your friend Matthew.

*In the book 'Officially Dead', Colin Fenton doesn't behave very well, does he? Do you hate' any sympathy for him or not?  
Write and tell me what you think Matthew*

Write your letter to Matthew. Do not write any postal addresses.

(b) *Pride and Prejudice* by Jane Austen

Your English teacher has given you this essay for homework.

*Compare the characters of Mr and Mrs Bennett and say whether you think they have a good marriage or not.*

Write your essay.

## *Test 2*

## PAPER 1 READING (1 hour)

## Part 1

You are going to read an extract from a novel. For questions 1–8, 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.

Miss Rita Cohen, a tiny pale-skinned girl who looked half the age of Seymour's daughter, Mane, but who claimed to be some six years older, came to his factory one day. She was dressed in overalls and ugly big shoes, and a bush of wavy hair framed her pretty face. She was so tiny, so young that he could barely believe that she was at the University of Pennsylvania, doing research into the leather industry in New Jersey for her Master's degree.

Three or four times a year someone either phoned Seymour or wrote to him to ask permission to see his factory, and occasionally he would assist a student by answering questions over the phone or, if the student struck him as especially serious, by offering a brief tour.

Rita Cohen was nearly as small, he thought, as the children from Mane's third-year class, who'd been brought the 50 kilometres from their rural schoolhouse one day, all those years ago, so that Mane's daddy could show them how he made gloves, show them especially Mane's favourite spot, the laying-off table, where, at the end of the process, the men shaped and pressed each and every glove by pulling it carefully down over steam-heated brass hands. The hands were dangerously hot and they were shiny and they stuck straight up from the table in a row, thin looking, like hands that had been flattened. As a little girl, Mane was captivated by their strangeness and called them the 'pancake hands'.

He heard Rita asking, 'How many pieces come in a shipment?' 'How many? Between twenty and twenty-five thousand.' She continued taking notes as she asked, 'They come direct to your shipping department?'

He liked finding that she was interested in every last detail. 'They come to the tannery. The tannery is a contractor. We buy the material and they make it into the right kind of leather for us to work with. My grandfather and father worked in the tannery right here in town. So did I, for six months, when I started working in the business. Ever been inside a tannery?' 'Not yet.' 'Well, you've got to go to a tannery if you're going to write about leather. I'll set that up for you if you'd like. They're primitive places. The technology has improved things, but what you'll see isn't that different from what you'd have seen four or five years ago. Awful work. It's said to be the oldest industry of which remains have been found anywhere. Six thousand year-old robes of tanning found somewhere in Turkey. I believe. The first clothing was just skins that were tanned by smoking them. I told you it was an interesting subject once you get into it. My father is the leather wholser; he's the one you should be talking to. Start my father off about gloves and he'll talk for two days. That's typical, by the way: glove-makers love the trade and everything about it. Tell me, have you ever seen anything being manufactured, Miss Cohen?' 'I can't say I have.' 'Never seen anything made?' 'Saw my mother make a cake when I was a child.'

He laughed. She had made him laugh. An innocent with spirit, eager to learn. His daughter was rarely shorter than Rita Cohen, fair where she was dark, but otherwise Rita Cohen had begun to remind him of Mane. The good, common intelligence that would just wait out of her and into the house when she came home from school, full of what she'd learned in class. How she remembered everything. Everything neatly taken down in her notebook and memorised overnight.

'I'll tell you what we're going to do. We're going to bring you right through the whole process. Come on. We're going to make you a pair of gloves, and you're going to watch them being made from start to finish. What size do you wear?'

- 1 What was Seymour's first impression of Rita Cohen?
  - A She reminded him of his daughter.
  - B She was rather unattractive.
  - C She did not look like a research student.
  - D She hadn't given much thought to her appearance.
- 2 Seymour would show students round his factory if
  - A he thought they were genuinely interested.
  - B they telephoned for permission.
  - C they wrote him an interesting letter.
  - D their questions were hard to answer by phone.
- 3 What did Seymour's daughter like most about visiting the factory?
  - A watching her father make gloves
  - B helping to shape the gloves
  - C making gloves for her schoolfriends
  - D seeing the brass hands
- 4 The word 'shiny' in line 13 describes
  - A the look of the hands.
  - B the size of the hands.
  - C the feel of the hands.
  - D the temperature of the hands.
- 5 What does 'that' in line 23 refer to?
  - A the tannery business
  - B a visit to a tannery
  - C writing about leather
  - D working with leather
- 6 Seymour says that most tanneries today
  - A have been running for over a hundred years.
  - B are located in very old buildings.
  - C are dependent on older workers.
  - D still use traditional methods.
- 7 What does Seymour admire about his father?
  - A his educational background
  - B his knowledge of history
  - C his enthusiasm for the business
  - D his skill as a glove-maker
- 8 When she was a schoolgirl, Mane
  - A made her parents laugh.
  - B was intelligent but lazy.
  - C easily forgot what she had learned.
  - D was hard-working and keen.

- A We must have some programmed upper limit.
- B As they benefit from the changes in agriculture, people expect to have this wide variety of foods available.
- C In fact, we are returning to what we were like as cavemen.
- D This poor diet has had a disastrous effect on human health and physique.
- E Since the climate warmed, we appear to have got slightly thinner and smaller, even when properly fed.
- F Nevertheless, from then on agriculture spread because a piece of farmed land could support ten times the number of people who had previously lived off it as hunter-gatherers.
- G One research study found that they based their diet on 85 different wild plants, for example.
- H Herpits may have risen, but the world has not moved on, it seems.

Part 2

You are going to read a newspaper article about human beings getting taller. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

**It's true -- we're all getting too big for our boots**

Chris Greener was fourteen when he told his career teacher he wanted to join the navy when he left school. 'What do you want to be?' asked the teacher. 'The flapjoke on a ship!' The teacher had a point because Chris, though still only fourteen, was already almost two metres tall. Today, at 2.28 cm, he is Britain's tallest man.

Every decade, the average height of people in Europe grows another centimetre. Every year, more and more truly big people are born. Interestingly, this does not mean humanity is producing a new super race. 'Only now are we losing the effects of generations of poor diet with dramatic effects. We are only now beginning to fulfil our proper potential', says palaeontologist Professor Chris Stringer. 'We are becoming Cro-Magnons again: the people who lived on this planet 40,000 years ago.'

For most of human history, our ancestors got their food from a wide variety of sources: women gathered herbs, fruits and berries, while men supplemented these with occasional kills of animals (a way of life still adopted by the world's few remaining tribes of hunter-gatherers). [9] Then about 9,000 years ago, agriculture was invented with devastating consequences. Most of the planet's green places have been gradually taken over by farmers, with the result that just three carbohydrate-rich plants - wheat, rice and maize - provide more than half of the calories consumed by the human race today.

[10] Over the centuries we have lived on soups, porridges and breads that have left us underfed and underdeveloped. In one study in China, scientists discovered that when they began to grow corn, healthy hunter-gatherers were turned into sickly, underweight farmers. Tooth decay increased,

and diseases, far from being one of the blessings of the New World, corn was a public health disaster, according to some anthropologists.

[11] The fact that most people relying on this system are poorly nourished and stunted has only recently been tackled, even by the world's wealthier nations. Only in Europe, the US and Japan are diets again reflecting the richness of our ancestors' diets.

As a result, the average man in the US is now 179 cm, in Holland 180 cm, and in Japan 177 cm. It is a welcome trend, though not without its own problems. [12] A standard bed-length has remained at 190 cm since 1800. Even worse, leg-room in planes and trains seems to have shrunk rather than grown, while clothes manufacturers are constantly having to revise their range of products.

The question is, where will it all end? We cannot grow for ever. [13] But what is it? According to Robert Fogel, of Chicago University, it could be as much as 193 cm - and we are likely to reach it some time this century.

However, scientists add one note of qualification: individuals may be growing taller because of improved nutrition, but as a species we are actually shrinking. During the last ice age, 10,000 years ago, members of the human race were slightly rounder and taller - an evolutionary response to the cold. Change, and as the planet continues to heat up, we may shrink even further. In other words, the growth of human beings could be offset by global warming.

Part 3

You are going to read an article about guidebooks to London. For questions 16-30, choose from the guidebooks (A-F). The guidebooks may be chosen more than once. When more than one answer is required, these may be given in any order.

Mark your answers on the separate answer sheet.

Of which guidebook(s) is the following stated?

- It is frequently revised. 16
- It is quite expensive. 17
- Its appearance is similar to other books by the same publisher. 18
- It contains some errors. 19
- It is reasonably priced. 20
- It shows great enthusiasm for the city. 21
- It has always been produced with a particular market in mind. 22
- It is written by people who have all the latest information. 23
- It is written in a friendly style. 24 25
- It is part of the first series of its kind to be published. 26
- It omits some sights which should be included. 27
- It contains more information than other guides. 28
- It might appeal to London residents. 29
- Its information about places to eat is enjoyable to read. 30

# London Guidebooks

Visitors to London, which has so much to offer, need all the help they can get. Alastair Bickley takes his pick of the capital's guidebooks.

## Guidebook A

Informal and familiar in tone, this valuable book has much to offer. Produced by the same people who put together London's principal listings magazine, this is right up to date with what's happening in the city - very much its home ground. It is concise enough to cater for those staying for just a couple of days, yet covers all areas of interest to visitors in an admirably condensed and approachable way. On balance, this is the single most handy book to have with you in London.

## Guidebook B

This book is beautifully illustrated, with cutaway diagrams of buildings and bird's-eye-view itineraries rather than plain maps. This is a model of the clear, professional design that is the recognisable trademark of this series. Its coverage of the main sights is strong, and visually it's a real treat - a delight to own as a practical guide. It's a bit pricey but well worth a look when you visit the bookshop.

## Guidebook E

This is the latest in the longest-standing series of budget guides and, unlike its competitors, it is still definitely aimed at young backpackers. Its description of the sights is less detailed than most and the accuracy of some of the information is surprisingly poor for such a regularly updated publication. However, it manages to cram in everything of significance, and is strongly weighted towards practicalities and entertainment.

## Guidebook C

Probably the best-suited for a longish stay in the city. This guide surpasses its competitors in its sheer depth of knowledge and in the detail it provides. It's particularly handy for the thorough stroller with plenty of time on his or her hands, covering virtually every building or monument of any interest - and with well-drawn maps of each area. Its coverage of all types of restaurants, which encourages you to go out and try them, can also be appreciated from the comfort of your armchair.

## Guidebook D

It is astonishing - and perhaps the greatest tribute one can pay to London as a city - that it's

## Guidebook F

Here is a guide which comes with a distinct personality rather than following the style of the series to which it belongs. It is chatty, companionable, opinionated, crammed full of history and anecdotes as well as practical information. I can best describe the experience (for that's what it is) of reading this book as follows: imagine arriving in town and being taken in hand by a local who is determined to show you the best of everything and to give you the benefit of their considerable experience of a city for which they obviously hold a passion. It's a real delight.

**PAPER 3 USE OF ENGLISH (45 minutes)**

**Part 1**

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

Mark your answers on the separate answer sheet

Example:

- 0 A face B outline C surface D top

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

**Under the city streets**

While skyscraper offices and elegant apartment blocks remain the public (0) ... of most major cities, these cities also have a mass of secret tunnels and hidden pipes below ground which keep everything working. This other world exists, forgotten or neglected by all but a tiny (1) ... of engineers and historians

For example, there are more than 150 kilometres of rivers under the streets of London. Most have been (2) ... over and, sadly, all that (3) ... is their names. Perhaps the greatest (4) ... to the city is the River Fleet, a (5) ... great river which previously had beautiful houses on its (6) ... It now goes underground in the north of the city and (7) ... into the River Thames by Blackfriars Bridge.

The London Underground (8) ... 1,000 kilometres of underground railway track winding under the capital and more than 100 stations below street level. Along some underground railway lines, commuters can sometimes catch a (9) ... glimpse of the platforms of more than 10 closed stations which have been left under the city. (10) ... some are used as film sets, most (11) ... forgotten. Some have had their entrances on the street turned into restaurants and shops, but most entrances have been (12) ... down.

- 1 A number B amount C total D few
- 2 A covered B protected C hidden D sheltered
- 3 A stays B stops C remains D keeps
- 4 A rings B absence C waste D loss
- 5 A once B past C then D prior
- 6 A borders B coasts C banks D rims
- 7 A gets B flows C leaks D lets
- 8 A holds B contains C has D consists
- 9 A rapid B brief C fast D sharp
- 10 A Despite B Unless C Although D Since
- 11 A lie B last C live D lay
- 12 A pulled B broken C brought D cut

Part 2

For questions 13–24, 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

My home town

I was born in one of (0) ..... most interesting cities in Malaysia. It has a rich, colourful history and many parts of the city have hardly changed at (13) ..... during the last five centuries. However, nowadays, it is (14) ..... longer the trade centre that it once (15) ..... It is difficult to imagine that at one time its harbour (16) ..... to be visited by over 2,000 ships a week, and that the huge warehouses along the quayside would have (17) ..... full of spices and silks, jewels and tea.

The old city centre is small, which (18) ..... it very easy to explore (19) ..... foot. A river neatly divides the town, (20) ..... only physically but in spirit too. On one side, you find many grand houses, but on crossing the river, you find yourself in ancient Chinatown, where you really (21) ..... a step back into the past.

It is great fun to wander through the colourful, noisy backstreets. As (22) ..... as having shops that sell a wide range of clothes and shoes, some of these streets are also famous (23) ..... high-quality antiques. Unfortunately, most of the bargains disappeared many years ago. However, (24) ..... you look around carefully, you can still come across an interesting souvenir.

Part 3

For questions 25–34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers in CAPITAL LETTERS on the separate answer sheet.

Example: 0 E X I S T E N C E

Bigfoot

There are some people who believe in the (0) ..... existence of Bigfoot, a (25) ..... ape-like creature that is supposed to live in the mountains in MYSTERY the USA. In 1967 some hunters claimed to have (26) ..... filmed such ACCIDENT a creature. The brief film, showing a huge creature walking slowly through the undergrowth, was broadcast worldwide and caused quite a sensation. Many people saw this as firm (27) ..... that Bigfoot is real. PROVE

But now researchers have come to the (28) ..... that the film is merely a CONCLUDE trick. After conducting a close (29) ..... of it, they claim to have ANALYSE identified a man-made fastener at the creature's waist. Bigfoot is, therefore, (30) ..... to be anything more than a very large man dressed LIKELY up in an animal suit.

Some Bigfoot fans remain unconvinced by the (31) ..... , though. They SCIENCE claim it is extremely (32) ..... that something as small as a zip fastener DOUBT could be reliably identified on such an old film. In (33) ..... , they say ADD that the creature caught on camera does not move like a human and that it is therefore (34) ..... a wild creature of nature. The debate goes on. TRUE

Part 4

For questions 35-42, 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 two and five words, including the word given.

Example:

0 A very friendly taxi driver drove us into town.

**DRIVEN**

We \_\_\_\_\_ a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

Example: 0 WERE DRIVEN INTO TOWN BY

Write only the missing words IN CAPITAL LETTERS on the separate answer sheet

- 35 The TV programme was so complicated that nearly all the children could understand it.  
**TOO**  
The TV programme was \_\_\_\_\_ the children to understand
- 36 Luke knocked over the old lady's bicycle by accident.  
**MEAN**  
Luke \_\_\_\_\_ knock over the old lady's bicycle
- 37 I've already planned my next holiday.  
**ARRANGEMENTS**  
I've already \_\_\_\_\_ my next holiday.
- 38 They say the ice in Antarctica is getting thinner all the time.  
**SAID**  
The ice in Antarctica \_\_\_\_\_ getting thinner all the time

39 We didn't enjoy our walk along the seafront because it was so windy.

**PREVENTED**

The strong wind \_\_\_\_\_ our walk along the seafront.

40 It looks as if Susan has left her jacket behind.

**SEEMS**

Susan \_\_\_\_\_ her jacket behind.

41 A newly qualified dentist took out Mr Dupont's tooth.

**HAD**

Mr Dupont \_\_\_\_\_ by a newly qualified dentist.

42 Antonio only lost the 100-metre race because he fell.

**NOT**

If Antonio had \_\_\_\_\_ won the 100-metre race.

Part 2

Write an answer to one of the questions 2–5 in this part. Write your answer in 120–180 words in an appropriate style.

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

**MUSIC ON THE RADIO**

Our readers tell us they love listening to music on the radio! What would your ideal evening music programme be? Write us an article:

- telling us what type of music you'd like to hear
- giving your suggestions for making the programme popular.

The writer with the best ideas will win \$1,000.

Write your article.

3 You have had a class discussion on being rich and famous. Your teacher has now asked you to write an essay on the following statement:

*Everybody would like to be rich and famous.*

Write your essay.

4 This is part of a letter from an English friend, Jo.

*I leave school this summer and have a year free before university. I want to come to your country. First I'd like to spend some time travelling. Then I'd like to find a job for three months. Please give me some advice on travelling and working in your country.*

Thanks, Jo

Write your letter to Jo. Do not write any postal addresses.

5 Answer one of the following two questions based on one of the titles below.

(a) *Officially Dead* by Richard Prescott

You receive this letter from your English friend Jaimie.

*There are some very unpleasant characters in 'Officially Dead', aren't there? Which person do you dislike most and why? Write and tell me.*

Jaimie.

Write a letter to Jaimie.

(b) *Pride and Prejudice* by Jane Austen

Your English teacher has given you this question for homework:

*What future do you imagine for the marriages of the Wickhams and the Darcys?*

Write your essay.



*Test 3*



## PAPER 1 READING (1 hour)

## Part 1

You are going to read a magazine article in which a father describes his relationship with his son. For questions 1–8, 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.

## Gary and Me

*The restaurant owner John Moore writes about his relationship with his son Gary, the famous TV chef.*

I believe everyone's given a chance in life. My son, Gary, was given his chance with cooking, and my chance was to run a restaurant. When I heard about the opportunity, I rushed over to look at the place. It was in a really bad state. It was perfect for what I had in mind.

Coming into this business made me recall my childhood. I can remember my mother going out to work in a factory and me being so upset because I was left alone. With that in mind, I thought, 'We want time for family life.' My wife dedicated herself to looking after the children and did all my accounts, while I ran the business. We lived over the restaurant in those days, and we always put a lot of emphasis on having meals together. It's paid dividends with our children, Gary and Joe. They're both very confident. Also, from a very early age they would come down and talk to our regular customers. It's given both of them a great start in life.

Gary was quite a lively child when he was really small. We had a corner bath, and when he was about seven he thought he'd jump into it like a swimming pool, and he knocked himself out. When he was older he had to work for pocket money. He started off doing odd jobs and by the age of about ten he was in the kitchen every weekend, so he always had loads of money at school. He had discipline. He used to be up even before me in the morning. If you run a family business, it's for the family, and it was nice to see him helping out.

Gary wasn't very academic, but he shone so much in the kitchen. By the age of 15 he was as good as any of the men working there, and sometimes he was even left in charge. He would

produce over a hundred meals, and from then I knew he'd go into catering because he had that flair. So when he came to me and said, 'Dad, I've got to do work experience as part of my course at school,' I sent him to a friend of mine who's got a restaurant.

Gary recently took up playing the drums and now he has his own band. Goodness knows what will happen to the cooking if the music takes off. My advice to Gary would be: if you start chasing two hares, you end up catching neither, so chase the hare you know you're going to catch. He understood when I said to him, 'Gary, if you're going to get anywhere in life, you've got to do it by the age of 30. If you haven't done it by then, it's too late.'

line 52

Gary went to catering college at the age of 17, and on his first day he and the other new students – they're normally complete beginners – were given what's supposed to be a morning's work. But within an hour Gary had chopped all his vegetables, sliced all his meats. He'd prepared everything. That's my son for you! In the end, he was helping other people out.

None of us can believe how successful Gary's TV cookery series has become. I'm extremely proud of him. I've always tried to tell him that if you want something, you've got to work really hard for it, because no one gives you anything. He's seen the opportunity he's been given and grabbed hold of it with both hands. You know, you talk to your children as they grow up, and if they only take in ten per cent of what you've told them, you've got to be happy with that. The things Gary says, the things he does, I think, well, he must have listened sometimes.

- How did the writer react to his own big chance?
  - He worried about the problems.
  - He saw what could be done.
  - He thought the family would suffer.
  - He wondered if he should take it.
- How did the writer's childhood influence his own family life?
  - He realised that the pattern was repeating itself.
  - He encouraged his children to talk to him.
  - He made sure there was plenty of personal contact.
  - He asked his wife to stay at home.
- What does the writer mean by 'paid dividends' in line 16?
  - brought financial reward
  - produced benefits
  - was worth the suffering
  - allowed money to be saved
- As a young boy, Gary
  - showed how determined he could be.
  - was always in trouble.
  - was motivated by money.
  - demonstrated a variety of talents.
- What is Gary's father's attitude to Gary playing in a band?
  - pleased that he has a hobby he enjoys
  - interested in how he can introduce music into the restaurant
  - concerned that music may interfere with his career
  - doubtful whether he will have time to improve his technique
- What does 'done it' refer to in line 52?
  - chosen a profession
  - achieved success
  - caught a hare
  - lived your life
- According to his father, what was typical about Gary's behaviour on his first day at college?
  - He helped other people.
  - He impressed those in charge.
  - He tried to make his father proud.
  - He performed the task efficiently.
- How does his father regard Gary's upbringing?
  - His encouragement has caused Gary's success.
  - The family influence on Gary was too strong.
  - Gary has forgotten important lessons.
  - Gary has learnt some essential things.



Part 2

You are going to read an extract from a magazine article about underwater exploration. Seven sentences have been removed from the extract. Choose from the sentences A-H the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

**IN HOT WATER**

Rachel Mills is a scientist who spends as much time as she can at the bottom of the Atlantic Ocean.

Rachel Mills teaches and does research into marine geochemistry, which means she studies the chemical processes happening in the sea. She is a lecturer at the Oceanography Centre at Southampton University. When she isn't teaching, she lowers herself into a steel vehicle, a vessel for underwater exploration the size of a small car, and dives three kilometres down into the Atlantic Ocean to study underwater volcanoes.

'Inside,' she says, 'space is so limited that I can reach out and touch the two pilots.' [12] A dive can last for 16 hours - three hours to reach the ocean floor, ten hours gathering samples of rock and water and then three hours to get back up to the surface again.

'If anything happens, and you have a problem and have to get to the top quickly, you can hit a panic button.' The outside drops away leaving a small circular escape vessel that gets released, and it's like letting go of a ping-pong ball in the bath - it goes rapidly to the surface. [10]

'I didn't know how I was going to react the first time I climbed into the vehicle. It was on the deck of a ship and I got in with an instructor. [11] They were testing me to see how I would react to being in such a small place.'

Now Rachel has made six dives. Last year she dived with a Russian crew. 'We went to a site

which was a five-day sail west of the Canary Islands in the Atlantic. [12] It is where the Atlantic Ocean comes alive. The Russian team were dropping off some scientific equipment there to discover the effect of a multi-national programme that would make a hole 150 metres through a volcano.'

When she isn't at sea, Rachel is in her office at the Oceanography Centre, Southampton. 'Two thirds of my salary comes from teaching, which I love, but I do it so I can get on with my research into the "black smokers".' This is just another name for underwater volcanoes - water comes out of the rock and turns into what looks like black smoke. [13]

'The only time I've been frightened is when I first went down with the Americans. We were towing equipment on a 50-metre rope when suddenly there was an explosion. There was this immense bang as the shock waves hit our vehicle and I thought, "I'm going to die." We stared at each other in silence, waiting. [14]

The relief was incredible - we were still alive!

'It's such an adventure diving down to the deepest part of the ocean. Every time I look out of the porthole and see those chimneys, there is such a sense of wonder. [15] I had studied the black smokers for three years for my PhD. When I got down there and saw them for real, it was such an amazing feeling.'

- A Here, on the ocean floor, is a huge area of underwater volcanoes, their chimneys all blowing out black smoke.
- B Here I am on the bottom of the sea, and no one else on this planet has ever before seen them.
- C 'No one's tested it yet, but I don't think it would be a very pleasant journey.'
- D He then talked me through the emergency procedures, including what to do if the pilot had a heart attack!
- E They are used to these conditions, which mean they can't stand up or move, and they must stay inside until someone opens the door from the outside.
- F When it didn't happen, we couldn't believe it.
- G This pours out at a rate of one metre per second and at a temperature of 350 degrees.
- H After that, as you get really deep, it's near freezing point so you need a sweater, thick socks, gloves and a woolly hat.



Part 3

You are going to read an article about the effect of advertising on children. For questions 16–30, choose from the sections of the article (A–F). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

Which section of the article mentions

- the kind of shop in which TV advertising expects to see results?
- the influence a parent has had over their child's views?
- the fact that children do not understand why their parents refuse their demands?
- a parent who understands why children make demands?
- a family who rarely argue while shopping?
- someone who feels children ought to find out for themselves how to make decisions about what to buy?
- the fact that parents can be mistaken about what food is good for you?
- an unexpected benefit for shops?
- a parent who regrets buying what their children have asked for?
- a parent who has different rules for themselves and their children?
- a parent who feels annoyed even before the children ask for anything?
- the fact that parents blame the advertisers for the difficult situation they find themselves in?
- the regularity of children's demands?
- the need for parents to discuss food with their children?
- a TV advertising rule which has little effect?

# Young Shoppers

- A** Supermarket shopping with children, one mother says, is absolute murder. "They want everything they see. If it's not the latest sugar-coated breakfast cereal, it's a Disney video or a comic. Usually all three. I can't afford all this stuff and, anyway, if I agree to their demands I feel I've been persuaded against my better judgement and I feel guilty about buying and feeding them rubbish. Yet I hate myself for saying no all the time, and I get cross and defensive in anticipation as we leave home. I do my best to avoid taking them shopping but then I worry that I'm not allowing them to have the experience they need in order to make their own choices. I can't win."
- B** Research has found that children taken on a supermarket trip make a purchase request every two minutes. More than £150 million a year is now spent on advertising directly to children, most of it on television. That figure is likely to increase and it is in the supermarket aisles that the investment is most likely to be successful. For children, the reasons behind their parents' decisions about what they can and cannot afford are often unclear, and arguments about how bad sugar is for your teeth are unconvincing when compared with the attractive and emotionally persuasive advertising campaigns.
- C** According to Susan Dibb of the National Food Alliance, "Most parents are concerned about what they give their children to eat and have ideas about what food is healthy – although those ideas are not always accurate. Obviously, such a dialogue between parents and children is a good thing, because if the only information children are getting about products is from TV advertising, they are getting a very one-sided view. Parents resent the fact that they are competing with the advertising industry and are forced into the position of repeatedly disappointing their children." The Independent Television Commission, which regulates TV advertising, prohibits advertisers from telling children to ask their parents to buy products. But, as
- Dibb points out, "The whole purpose of advertising is to persuade the viewer to buy something. So even if they cannot say, 'Tell your mum to buy this product,' the intended effect is precisely that."
- D** A major source of stress for some parents shopping with children is the mental energy required to decide which demands should be agreed to and which should be refused. One mother says she has patience when it comes to discussing food with her children, but she still feels unhappy about the way she manages their shopping demands: "My son does pay attention to advertisements but he is critical of them. We talk a lot about different products and spend time looking at labels. I've talked about it so much that I've brainwashed him into thinking all adverts are rubbish. We have very little conflict in the supermarket now because the children don't ask for things I won't want to buy."
- E** Parents also admit they are inconsistent, even hypocritical, in their responses to their children's purchasing requests. Mike, father of a son of seven and a daughter of three, says, "We refuse to buy him the sweets he wants on the grounds that it's bad for him while we are busy loading the trolley with double cream and chocolate for ourselves. It's enjoyable to buy nice things, and it's quite reasonable that children should want to share that, I suppose. But I still find myself being irritated by their demands. It partly depends on how I feel. If I'm feeling generous and things are going well in my life, I'm more likely to say yes. It's hard to be consistent."
- F** Supermarkets themselves could do a lot more to ease parent-child conflict by removing sweets from checkout areas or even by providing supervised play areas. Although parents might spend less because their children are not with them, the thought of shopping without your six-year-old's demands would surely attract enough extra customers to more than make up the difference.



**PAPER 3 USE OF ENGLISH (45 minutes)**

**Part 1**

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

Mark your answers on the separate answer sheet.

Example:

0 A catch B pick C find D gain

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

**A good start to a holiday**

I had never been to Denmark before, and when I set out to (0) ..... the ferry in early May, I little (1) ..... that by the end of the trip I'd have made such lasting friendships.

I wanted to (2) ..... my time well, so I had planned a route which would (3) ..... several small islands and various parts of the countryside. I arrived at Esbjerg, a (4) ..... port for a cyclist's arrival, where tourist information can be obtained and money changed. A cycle track (5) ..... out of town and down to Ribe, where I spent my first night.

In my (6) ..... , a person travelling alone sometimes meets with unexpected hospitality, and this trip was no (7) ..... . In Ribe, I got into conversation with a cheerful man who turned (8) ..... to be the local baker. He insisted that I should (9) ..... his family for lunch, and, while we were eating, he contacted his daughter in Odense. Within minutes, he had (10) ..... for me to visit her and her family. Then I was (11) ..... on my way with a fresh loaf of bread to keep me (12) ..... , and the feeling that this would turn out to be a wonderful holiday.

- |                |             |               |               |
|----------------|-------------|---------------|---------------|
| 1 A wondered   | B suspected | C doubted     | D judged      |
| 2 A take       | B serve     | C exercise    | D use         |
| 3 A include    | B contain   | C enclose     | D consist     |
| 4 A capable    | B ready     | C favourable  | D convenient  |
| 5 A leads      | B rides     | C moves       | D connects    |
| 6 A experience | B knowledge | C observation | D information |
| 7 A difference | B change    | C exception   | D contrast    |
| 8 A up         | B out       | C in          | D over        |
| 9 A greet      | B see       | C join        | D approach    |
| 10 A arranged  | B fixed     | C settled     | D ordered     |
| 11 A passed    | B sent      | C begun       | D put         |
| 12 A doing     | B making    | C being       | D going       |



Part 2

For questions 13–24, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

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

Example: 0 A W A Y

Dealing with waste plastic

Every year people throw (0) ..... millions of tonnes of plastic bottles, boxes and wrapping. These create huge mountains of waste that are extremely hard to get (13) ..... of. Now a new recycling process promises to reduce this problem by turning old plastic (14) ..... new.

Scientists have taken (15) ..... long time to develop their ideas because waste plastic has always been a bigger problem (16) ..... substances like waste paper. You can bury plastic, but it takes many years to break down. If you burn it, it just becomes another form of pollution. A (17) ..... products, for example bottles, can be re-used, but it is expensive or difficult to do this (18) ..... a lot of plastic products.

Now a group of companies has developed a new method (19) ..... recycling that could save almost (20) ..... plastic waste. Nearly every type of waste plastic can be used; it does (21) ..... have to be sorted. In addition, labels and ink may be left (22) ..... the products. Everything is simply mixed together (23) ..... heated to more than 400 degrees centigrade (24) ..... that it melts. It is then cooled, producing a waxy substance that can be used to make new plastic products, including computer hardware.

Part 3

For questions 25–34, 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 A S L E E P

An unusual swimming club

While most sensible people are still fast (0) ..... *asleep* members of a special club in Britain (25) ..... leave the warmth of their beds for an (26) ..... swim in water with a temperature struggling to get beyond seven degrees centigrade. This behaviour may seem rather odd to you – indeed, it may sound like complete (27) ..... – but these swimmers firmly believe that it is (28) ..... to take exercise in this way, even in the depth of winter.

(29) ..... of the club requires daily swimming outdoors in a nearby lake. When members are asked why they do it, the common (30) ..... is that it makes them feel wonderful. The swimmers claim that immersing their bodies (31) ..... in very cold water eventually makes them more resistant to illness, especially coughs and colds. And there is certainly evidence to suggest that an (32) ..... in blood circulation can be achieved. However, such behaviour may not be such a good idea for people who are not used to large and sudden (33) ..... in temperature. For many people, swimming in icy water would actually be (34) ..... HARM



Part 4

For questions 35--42, 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 two and five words, including the word given.

Example:

0 You must do exactly what the manager tells you.

CARRY

You must ..... instructions exactly.

The gap can be filled by the words 'carry out the manager's', so you write:

Example: 0 CARRY OUT THE MANAGER'S

Write only the missing words in CAPITAL LETTERS on the separate answer sheet.

35 The teacher postponed the theatre trip until the summer term.

OFF

The theatre trip ..... the teacher until the summer term.

36 'What is the width of this cupboard?' Rebecca asked her sister.

WIDE

Rebecca asked her sister ..... was.

37 George spent ages tidying up his room.

TOOK

It ..... up his room.

38 A famous architect designed Dr Schneider's house for her.

HAD

Dr Schneider ..... a famous architect.

39 'Peter, you've eaten all the ice cream!' said his mother.

ACCUSED

Peter's mother ..... all the ice cream.

40 Jim fell off his bike because he wasn't looking where he was going.

PAYING

If Jim ..... to where he was going, he wouldn't have fallen off his bike.

41 We might not find it easy to book a seat at the last minute.

COULD

It ..... us to book a seat at the last minute.

42 It was wrong of you to borrow my jacket without asking.

OUGHT

You ..... before you borrowed my jacket.



Part 2

Write an answer to one of the questions 2–5 in this part. Write your answer in 120–180 words in an appropriate style.

2 Your teacher has asked you to write an essay giving your opinions on the following statement:

*Your teenage years are the best years of your life!*

Write your essay.

3 You see the following notice in an international magazine.

**Be someone famous for a day**

If you could change places for 24 hours with a famous person alive today, who would you choose, and why?

The best article will be published in our magazine next month.

Write your article.

4 You recently attended a music festival. When you visited the organiser's website afterwards, you saw they were asking for reviews of the event. You decide to write a review for the website. In your review say what kind of music you heard at the festival and whether you would recommend the festival to other people in future years.

Write your review.

5 Answer one of the following two questions based on one of the titles below.

(a) *Officially Dead* by Richard Prescott

This is part of a letter from your English friend Emily.

*The characters in 'Officially Dead' seem to be either very weak or very strong. Which character do you think is the strongest and which one is the weakest? Write and tell me. Emily*

Write your letter to Emily.

(b) *Pride and Prejudice* by Jane Austen

Your English teacher has given you this question for homework:

*Which part of 'Pride and Prejudice' do you think is the most interesting, and why?*

Write your essay.



# Test 4



**PAPER 1 READING (1 hour)**

**Part 1**

You are going to read an article about the actress Harriet Waller. For questions 1–8, 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.

- 1 Harriet Waller decided to write her book because she
- A was tired of answering people's questions about acting.
  - B knew people liked to read about show business gossip.
  - C wanted to entertain people through her writing.
  - D wanted to satisfy people's curiosity about acting in the theatre.

- 2 In paragraph two, we learn that Harriet's book aims to
- A correct some of the impressions people have of the theatre.
  - B relate important details about her own life story.
  - C analyse the difficulties of a career in the theatre.
  - D tell the truth about some of the actors she has worked with.

- 3 What problem do actors have with newspaper publicity?
- A It never focuses on the actors who deserve it.
  - B It often does more harm than good.
  - C It never reports what actors have actually said.
  - D It often makes mistakes when reporting facts.

- 4 Harriet uses the example of the car journey to show that
- A acting can be boring as well as rewarding.
  - B actors do not find it easy to try new ideas.
  - C actors do not deserve the praise they receive.
  - D acting shares characteristics with other repetitive activities.

- 5 What does 'it' refer to in line 50?
- A facing a different challenge
  - B taking a familiar car journey
  - C acting in the same play every night
  - D working with fellow actors

- 6 Harriet criticises theatre reviewers because they
- A do not give enough recognition to the art of character acting.
  - B do not realise that some parts are more difficult to act than others.
  - C choose the wrong kinds of plays to review.
  - D suggest that certain actors have an easy job.

- 7 Harriet says that after actors have played a particular character, they
- A may be asked to play other similar characters.
  - B may become a bit like the character.
  - C will never want to play the part again.
  - D will never forget how to play the part.

- 8 What does Harriet say about her early work?
- A It has been a valuable influence on the work she has done since.
  - B It was completely different from the kind of work she does now.
  - C She finds it embarrassing to recall that period of her life.
  - D She is annoyed when people criticise the work she did then.

**Acting minus the drama**

Harriet Waller has written a fascinating book about her profession.  
Benedicte Page reports.

It is not often that an experienced actor with a high public profile will sit down to answer in depth the ordinary theatregoer's questions: how do you put together a character which isn't your own?; what is it like to perform the same play night after night?; or simply, why do you do it? Harriet Waller was prompted to write *Other People's Shoes: Thoughts on Acting* by a sense that many people's interest in theatre extended beyond the scope of entertainment chat-chat. 'I was asked very intelligent, probing questions by people who weren't in the profession, from taxi drivers to dinner-party hosts to people in shopping queues. It made me realise that people have an interest in what we do which goes beyond show business gossip,' she says.

*Other People's Shoes* avoids insider gossip and, mostly, autobiography. 'If events in my life had had a huge direct influence, I would have put them in, but they didn't,' Harriet says, though she does explain how her parents' divorce was a factor in her career. But the focus of the book is to share – remarkably openly – the inside experience of the stage and the rehearsal room, aiming to replace the false sense of mystery with a more realistic understanding and respect for the profession.

'There's a certain double edge to the publicity an actor can get in the newspapers: it gives you attention but, by giving it to you, simultaneously criticises you,' Harriet says. 'People ask you to talk about yourself and then say, "Oh, actors are so self-centred." And the "sound-bite" variety of journalism, which touches on many things but never allows you to go into them in depth, leaves you with a sort of shorthand which reinforces prejudices and myths.'

Harriet's career began in the 1970s and has included theatre performances with the Royal

Shakespeare Company and television and film roles. She writes wittily about the embarrassments of the rehearsal room, as actors try out their half-formed ideas. And she is at pains to demystify the theatre: the question 'How do you do the same play every night?' is answered by a simple comparison with the familiar car journey you take every day, which presents a slightly different challenge each time. 'I was trying to get everyone to understand it isn't this extraordinary mystery and you're not visited by some spiritual inspiration every night.'

Harriet's own acting style is to build up a character piece by piece. She says that this process is not widely understood: 'There's no intelligent vocabulary out there for discussing the craft of building characters. Reviews of an actor's performance which appear in the newspapers are generally based on whether the reviewer likes the actors or not. It's not about whether they are being skilful or not, or how intelligent their choices are.'

There remains something mysterious about slipping into 'other people's shoes': 'It's something like falling in love,' Harriet says. 'When you're in love with someone, you go in and out of separateness and togetherness. It's similar with acting and you can slip in and out of a character. Once a character has been built, it remains with you, at the end of a phone line, as it were, waiting for your call.'

Harriet includes her early work in *Other People's Shoes* – 'I wanted to separate myself from those who say, "What an idiot I was, what a load of nonsense we all talked in those days!" It wasn't all rubbish, and it has affected how I approach my work and my audiences.' And she retains from those days her belief in the vital role of the theatre.

line 50



Part 2

You are going to read a magazine article about a girl and the job she does. Seven sentences have been removed from the article. Choose from the sentences A-H the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

**Keeping the holiday-makers happy**

*A chalet girl's work is never done, Sarah Sutherland-Pflich tells Veronica Lee - in between making beds and delicious dinners.*

This is the second year as a chalet girl for Sarah Sutherland-Pflich, a 24-year-old from West Sussex. Known by her nickname, Pflich, Sarah works for a company in Val d'Isère, France, cooking and cleaning for visitors who come to ski and stay in the wooden houses, known as chalets, that are characteristic of the area. Sarah graduated in French and History of Art from Oxford Brookes University last summer. Being a chalet girl isn't a career, she says, but an enjoyable way to spend a year or two before settling down. 'It's a good way to make contacts. I meet successful people every week.'

Sarah does not 'live in'. She has her own breakfast before preparing that of the guests. 'They get the works - porridge, eggs, cereals, fruit and croissants.' When the last of the guests has had breakfast, by about 9.30 a.m., Sarah clears up and either makes the afternoon tea, which is left for the guests to help themselves to, or cleans the rooms - the worst part of the job,' she says.

By about 11 a.m. she is ready to go on the slopes herself. She skis as much as possible. Sarah returns to the chalet in time to prepare dinner and takes a shower before doing so, but does not sleep. 'It's fatal if you do,' she says. Dinner, a three-course affair, is served at 8 p.m. and coffee is usually on the table by

10 p.m. Sarah clears away the dinner things and fills the dishwasher. Sometimes she will stay and chat with the guests, other times they are content to be left alone. 'Good guests can make a week brilliant - breakfast this morning was great fun - but some weeks, for whatever reason, don't go quite so well.'

Sarah meets her friends in the chalet where she lives - and they go out at about 11 p.m. 'We usually start off in *Bananas*, might go to *G.Jay's* and perhaps *Dick's T-Bar* at the end of the evening,' she says. But Sarah never stays out too late on Saturday night as Sunday is her busiest time of the week.

Work begins earlier than usual on Sunday, since breakfast for guests who are leaving has to be on the table by 7 a.m. 'We just blitz the place - clear the breakfast, strip the beds, get everything ready.' If she hasn't already done the week's shop on Saturday, Sarah does it now.

'They get here at around 4.30 p.m. Sometimes they are disorientated and full of questions. I'm sure it's the mountain air that does something to them.'

Between tea and dinner, Sarah takes any guests needing boots or skis down to the ski shop and then gets a lift back to the chalet from one of the ski shop staff. 'Sometimes I'm so tired I just have an early night,' she says.

- A At around 3 p.m., the cleaning work done, Sarah then prepares tea for the new guests.
- B Sarah enjoys cooking and, after leaving school, supported herself during holidays by working as a cook.
- C 'There's nothing worse than coming in to a messy kitchen the next morning.'
- D As soon as the guests are gone, Sarah starts cleaning madly.
- E 'On a good day we can be up there until 4.30 p.m.'
- F 'A frightful day,' she says, 'when you certainly don't want to be cooking breakfast feeling exhausted.'
- G She gets up at 7 a.m. to walk the mile or so to the chalet, which sleeps up to 18 guests each week.
- H It is soon time for dinner duty again and perhaps a chat with friends, but not always.



Part 3

You are going to read an article about people who changed their jobs. For questions 16–30, choose from the people (A–D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Which person mentions

- enjoying their pastime more than the job they used to do?
- enjoying being in charge of their own life?
- being surprised by suddenly losing their previous job?
- not having other people depending on them financially?
- missing working with other people?
- undergoing training in order to take up their new job?
- a contact being useful in promoting their new business?
- not being interested in possible promotion in their old job?
- disliking the amount of time they used to have to work?
- surprising someone else by the decision they made?
- a prediction that hasn't come true?
- consulting other people about their businesses?
- the similarities between their new job and their old one?
- working to a strict timetable?
- needing time to choose a new career?

# A NEW LIFE

**A The Farmer**

Matt Froggatt used to be an insurance agent in the City of London but now runs a sheep farm.

'After 14 years in business, I found that the City had gone from a place which was exciting to work in to a grind – no one was having fun any more. But I hadn't planned to leave for another five or ten years when I was made redundant. It came out of the blue. I didn't get a particularly good pay-off but it was enough to set up the farm with. My break came when I got to know the head chef of a local hotel with one of the top 20 hotel restaurants in the country. Through supplying them, my reputation spread and now I also supply meat through mail order. I'm glad I'm no longer stuck in the office but it's astonishing how little things have changed for me: the same 80- to 90-hour week and still selling a product.'

**B The Painter**

Ron Ablewhite was a manager in advertising but now makes a living as an artist.

'My painting began as a hobby but I realised I was getting far more excitement out of it than out of working. The decision to take redundancy and to become an artist seemed logical. The career counsellor I talked to was very helpful. I think I was the first person who had ever told him, "I don't want to go back to where I've been." He was astonished because the majority of people in their mid-forties need to get back to work immediately – they need the money. But we had married young and our children didn't need our support. It was a leap into the unknown. We went to the north of England, where we didn't know a soul. It meant leaving all our friends, but we've been lucky in that our friendships have survived the distance – plenty of them come up and visit us now.'

**C The Hatmaker**

After working for five years as a company lawyer, Katherine Goodison set up her own business in her London flat, making hats for private clients.

'My job as a lawyer was fun. It was stimulating and I earned a lot of money, but the hours were terrible. I realised I didn't want to become a senior partner in the company, working more and more hours, so I left. A lot of people said I'd get bored, but that has never happened. The secret is to have deadlines. Since it's a fashion-related business, you have the collections, next year's shapes, the season – there's always too much to do, so you have to run a very regimented diary. I feel happier now, and definitely less stressed. There are things I really long for, though, like the social interaction with colleagues. What I love about this job is that I'm totally responsible for the product. If I do a rubbish job, then I'm the one who takes the blame. Of course, you care when you're working for a company, but when your name is all over the promotional material, you care that little bit more.'

**D The Masseuse**

Paul Drinkwater worked in finance for 16 years before becoming a masseuse at the Life Centre in London.

'I had been in financial markets from the age of 22, setting up deals. I liked the adrenaline but I never found the work rewarding. I was nearly made redundant in 1989, but I escaped by resigning and travelling for a year. I spent that year trying to work out what I wanted to do. I was interested in health, so I visited some of the world's best gyms and talked to the owners about how they started up. I knew that to change career I had to get qualifications so I did various courses in massage. Then I was offered part-time work at the Life Centre. I have no regrets. I never used to feel in control, but now I have peace of mind and control of my destiny. That's best of all.'



**PAPER 3 USE OF ENGLISH (45 minutes)**

**Part 1**

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

Mark your answers on the separate answer sheet.

**Example:**

0 A priceless B rewarding C precious D prized



**Mountain climbing**

One of the most difficult but (0) ..... of pastimes is mountain climbing. The modern climber must (1) ..... many different skills. Rock climbing (2) ..... a combination of gymnastic ability, imagination and observation, but perhaps the most necessary skill is being able to (3) ..... out how much weight a particular rock will (4) ..... . Mountaineers climb in groups of three or four, each climber at a distance of approximately six metres from the next. Usually one person climbs while the other climbers (5) ..... hold of the rope. The most experienced climber goes first and (6) ..... the other climbers which way to go, making the rope secure so that it is (7) ..... for the others to follow.

With much mountain climbing, snow skills (8) ..... a very important part. Ice axes are used for (9) ..... steps into the snow and for testing the ground. Climbers always tie themselves together so that, if the leader falls, he or she can be held by the others and (10) ..... back to safety. The number of dangers (11) ..... by climbers is almost endless. And the (12) ..... of oxygen at high altitudes makes life even more difficult for mountaineers.

- |    |             |           |              |             |
|----|-------------|-----------|--------------|-------------|
| 1  | A own       | B hold    | C control    | D possess   |
| 2  | A requires  | B insists | C calls      | D orders    |
| 3  | A work      | B try     | C stand      | D set       |
| 4  | A supply    | B provide | C support    | D offer     |
| 5  | A keep      | B stay    | C continue   | D maintain  |
| 6  | A indicates | B signals | C points     | D shows     |
| 7  | A safe      | B sure    | C dependable | D reliable  |
| 8  | A act       | B do      | C play       | D make      |
| 9  | A cutting   | B tearing | C breaking   | D splitting |
| 10 | A given     | B pulled  | C put        | D sent      |
| 11 | A marked    | B touched | C felt       | D faced     |
| 12 | A need      | B gap     | C lack       | D demand    |



Part 2

For questions 13–24, read the text below and think of the word which best fills 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 O F

A new cruise ship

One (0) ..... the biggest passenger ships in history, the *Island Princess*, carries people on cruises around the Caribbean. More than double (13) ..... weight of the *Titanic* (the large passenger ship which sank in 1912), it was (14) ..... large to be built in (15) ..... piece. Instead, 48 sections (16) ..... total were made in different places. The ship was then put together at a shipbuilding yard in Italy.

The huge weight of the *Island Princess* is partly due to her enormous height, (17) ..... is an incredible 41 metres. When compared with the *Titanic*, she is also a much broader ship. As (18) ..... as length is concerned, there's little difference – the *Island Princess* is over 250 metres long, similar to the length of the *Titanic*.

The *Island Princess* can carry (19) ..... to 2,600 passengers and has 1,321 cabins, including 25 specially designed (20) ..... use by disabled passengers. There is entertainment on board to suit (21) ..... age and interest, from dancing to good drama. The *Island Princess* seems very likely to be a popular holiday choice for many years to (22) ..... , even though most people will (23) ..... to save up in order to be (24) ..... to afford the trip.

Part 3

For questions 25–34, 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 A N X I E T Y

Float your troubles away

Nowadays, anyone who is trying to ease pain or reduce their level of (0) ..... can try a treatment which is known as flotation therapy. Experts have claimed that this can (25) ..... a significant number of medical conditions. The patient is asked to lie (26) ..... in a large tank, which is filled with warm, salty water. When the patient is in the water, it is so (27) ..... that he or she becomes (28) ..... relaxed.

As well as being of (29) ..... value in dealing with the patient's mental state, flotation is said to lead to a reduction in high blood (30) ..... and to ease long-term physical pain. Even people whose level of

(31) ..... is said to be good are certain to find that it is worth taking the time to float. Studies have shown that the therapy can be of

considerable (32) ..... in giving up smoking, losing weight and finding effective (33) ..... to difficult problems. All of this is achieved by the simple method of freeing the patient's brain from the many

(34) ..... aspects of everyday life. In future years, this may become a standard method of dealing with stress-related problems.

ANXIOUS

RELIEF

MOTION

PEACE

EXTREME

PRACTICE

PRESS

FIT

ASSIST

SOLVE

PLEASANT



Part 4

For questions 35–42, 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 two and five words, including the word given.

Example:

0 You must do exactly what the manager tells you.

**CARRY**

You must ..... instructions exactly.  
 The gap can be filled by the words 'carry out the manager's', so you write:

Example: 0 **CARRY OUT THE MANAGER'S**

Write only the missing words in CAPITAL LETTERS on the separate answer sheet.

35 As a result of the strong wind last night, several tiles came off the roof.

**BECAUSE**

Several tiles came off the roof ..... so strong last night.

36 Simona last wrote to me seven months ago.

**HEARD**

I ..... Simona for seven months.

37 I don't recommend hiring skis at this shop.

**ADVISABLE**

It's ..... skis at this shop.

38 Mike's father started the company that Mike now runs.

**SET**

The company that Mike now runs ..... his father.

39 The number of car owners has risen over the past five years.

**RISE**

Over the past five years, there ..... in the number of car owners.

40 Naomi said that she would never talk to anyone else about the matter.

**DISCUSS**

Naomi promised never ..... anyone else.

41 'This is the best hotel I've ever stayed in,' my colleague said.

**NEVER**

'I've ..... hotel than this,' my colleague said.

42 There were very few people at the concert last night.

**CAME**

Hardly ..... the concert last night.



Part 2

Write an answer to one of the questions 2–5 in this part. Write your answer in 120–180 words in an appropriate style.

2 Your teacher has asked you for a report on transport in your local area. Mention the main means of transport used and suggest how transport facilities could be improved.

Write your report.

3 You see this notice on your school noticeboard.

**SPECIAL PEOPLE**

- Who is the most important person in your life?
- Why is this person special to you?

Write us an article for the school magazine answering these questions.

Write your article.

4 Your teacher has asked you to write a story for the school's English language magazine. The story must begin with the following words:

*My day started badly, but it got better and better.*

Write your story.

5 Answer one of the following two questions based on one of the titles below.

(a) *Officially Dead* by Richard Prescott

You have discussed the character of Julie Fenton in your English class. Now your teacher has asked you to write an essay answering these questions:

*How does Julie Fenton feel at the end of the book, and why?*

Write your essay.

(b) *Pride and Prejudice* by Jane Austen

This is part of a letter you have received from your friend Nathan.

*I really enjoyed the book but I don't understand why it is called 'Pride and Prejudice'.  
What do you think? Write and tell me.*  
Nathan

Write your letter to Nathan.



# Test 1 Key

## Paper 1 Reading (1 hour)

### Part 1

1 B 2 D 3 D 4 D 5 C 6 A 7 C 8 B

### Part 2

9 C 10 A 11 F 12 D 13 H 14 B 15 G

### Part 3

16 E 17 D 18 A 19/20 A/D (in either order) 21 C 22 A  
23 C 24 E 25 B 26 E 27 C 28 A 29 E 30 B

## Paper 2 Writing (1 hour 20 minutes)

### Task-specific Mark Schemes

#### Part 1

##### Question 1

##### Content

The letter must include all the points in the notes:

- 1) comment positively on Bill's chapter
- 2) give information about parking in city centre
- 3) give information about museum opening times
- 4) give details of / describe nightlife.

##### Organisation and cohesion

Letter format, with early reference to why the person is writing. Clear organisation of points.

##### Range

Language appropriate to the functions above.  
Vocabulary relating to city and nightlife.

##### Appropriacy of register and format

Consistent register suitable for the situation and target reader.

##### Target reader

Would be informed.

#### Part 2

##### Question 2

##### Content

The review should describe the good and bad points of the game, say how easy or difficult it is to play and which age group it is suitable for.

##### Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

##### Range

Language of description, explanation and opinion.

##### Appropriacy of register and format

Consistent register suitable for the situation and target reader.

##### Target reader

Would be informed.

#### Question 3

##### Content

The story should continue from the prompt sentence.

##### Organisation and cohesion

Could be minimally paragraphed. Story should reach a definite ending, even if that ending is somewhat open-ended.

##### Range

Narrative tenses.

Vocabulary appropriate to the chosen topic of the story.

##### Appropriacy of register and format

Consistent register suitable for the situation.

##### Target reader

Would be able to follow the storyline.

#### Question 4

##### Content

The article should give opinion(s) about the choice of housing. Acceptable to discuss one type of housing only.

##### Organisation and cohesion

Clear development of viewpoint, with appropriate paragraphing and linking of ideas.

##### Range

Language of opinion and explanation.

##### Appropriacy of register and format

Register could range from informal to formal, but must be consistent throughout.

##### Target reader

Would be informed.



**Question 5(a)**

**Content**

The letter should describe Colin Fenton's behaviour and say whether the writer has any sympathy for him.

**Organisation and cohesion**

Clear development of ideas, with appropriate paragraphing and linking.

**Range**

Language of description, explanation and opinion.

**Appropriacy of register and format**

Consistent register appropriate to the situation and target reader.

**Target reader**

Would be informed.

**Question 5(b)**

**Content**

The essay should compare the characters of Mr and Mrs Bennett and give opinion on whether they have a good marriage.

**Organisation and cohesion**

Clear development of ideas, with appropriate paragraphing and linking.

**Range**

Language of comparison, description and opinion.

**Appropriacy of register and format**

Neutral composition.

**Target reader**

Would be informed.

**Part 4**

- 35 warned us | not to sit
- 36 find out / the | way home
- 37 little / no difficulty | (in) passing
- 38 is somebody | whose
- 39 seems / appears / looks | as if / though
- 40 make (any / much) | sense to
- 41 we could have | done
- 42 gave us | a detailed description

**Paper 4 Listening** (approximately 40 minutes)

**Part 1**

- 1 C
- 2 B
- 3 B
- 4 C
- 5 C
- 6 B
- 7 A
- 8 A

**Part 2**

- 9 tunnels
- 10 space (and) fresh air
- 11 Wales
- 12 climbing
- 13 (hard) hat
- 14 lamp
- 15 (strong) boots
- 16 all ages
- 17 special interest
- 18 competitions

**Part 3**

- 19 C
- 20 D
- 21 B
- 22 F
- 23 A

**Part 4**

- 24 B
- 25 A
- 26 C
- 27 A
- 28 B
- 29 A
- 30 A

**Transcript**

This is the Cambridge First Certificate in English Listening Test. Test One. 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]

Now open your question paper and look at Part One.

[pause]

**Question 5(a)**

**Content**

The letter should describe Colin Fenton's behaviour and say whether the writer has any sympathy for him.

**Organisation and cohesion**

Clear development of ideas, with appropriate paragraphing and linking.

**Range**

Language of description, explanation and opinion.

**Appropriacy of register and format**

Consistent register appropriate to the situation and target reader.

**Target reader**

Would be informed.

**Question 5(b)**

**Content**

The essay should compare the characters of Mr and Mrs Bennett and give opinion on whether they have a good marriage.

**Organisation and cohesion**

Clear development of ideas, with appropriate paragraphing and linking.

**Range**

Language of comparison, description and opinion.

**Appropriacy of register and format**

Neutral composition.

**Target reader**

Would be informed.

**Paper 3 Use of English** (45 minutes)

**Part 1**

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

**Part 2**

- 13 to
- 14 had
- 15 though
- 16 who / that
- 17 the
- 18 in
- 19 from
- 20 as
- 21 every
- 22 no
- 23 like
- 24 but

**Part 3**

- 25 dangerous
- 26 performers
- 27 living
- 28 incredibly
- 29 prove
- 30 safety
- 31 tiniest
- 32 careless
- 33 unlike
- 34 repeatedly



# Test 2 Key

## Paper 1 Reading (1 hour)

### Part 1

1 C 2 A 3 D 4 A 5 B 6 D 7 C 8 D

### Part 2

9 C 10 G 11 D 12 F 13 H 14 A 15 E

### Part 3

16 E 17 B 18 B 19 E 20 D 21 F 22 E 23 A  
24/25 A/F (in either order) 26 E 27 D 28 C 29 D 30 C

## Paper 2 Writing (1 hour 20 minutes)

### Task-specific mark schemes

#### Part 1

##### Question 1

###### Content

The email must include all the points in the notes:

- 1) explain dates are good because of festival
- 2) give information and/or opinion about the hotel
- 3) suggest a shop or shops
- 4) describe sports facilities.

###### Organisation and cohesion

Email format, with early reference to why the person is writing. Clear organisation of points.

###### Range

Language appropriate to the functions above.  
Vocabulary of leisure activities.

###### Appropriacy of register and format

Consistent register suitable for the situation and target reader.

###### Target reader

Would be informed.

### Part 2

#### Question 2

##### Content

The article should give information about writer's taste in music and at least one suggestion for making the music programme popular.

##### Organisation and cohesion

Clear organisation of ideas, with appropriate paragraphing and linking.

##### Range

Language of giving information and making suggestions.  
Vocabulary relating to music and the radio.

##### Appropriacy of register and format

Consistent register suitable for the situation and target reader.

##### Target reader

Would be informed.

#### Question 3

##### Content

The essay could agree or disagree with the statement, or discuss both sides.

##### Organisation and cohesion

Clear organisation of ideas, with appropriate paragraphing and linking.

##### Range

Language of opinion and explanation.

##### Appropriacy of register and format

Neutral essay.

##### Target reader

Would be able to understand the writer's point of view.

#### Question 4

##### Content

The letter should advise Jo about travelling and working in the writer's country.

##### Organisation and cohesion

Clear organisation of ideas, with appropriate paragraphing and linking.

##### Range

Language of giving advice.

##### Appropriacy of register and format

Consistent register suitable for the situation and target reader.

##### Target reader

Would be informed.



**Question 5(a)**

**Content**

The letter should explain which character the writer dislikes most in *Officially Dead* and explain why.

**Organisation and cohesion**

Clear development of ideas, with appropriate paragraphing and linking.

**Range**

Language of narration, description and explanation.

**Appropriacy of register and format**

Consistent register appropriate to the situation and target reader.

**Target reader**

Would be informed.

**Question 5(b)**

**Content**

The essay should give the writer's opinion of what will happen to the marriages of the Wickhams and the Darceys.

**Organisation and cohesion**

Clear development of ideas, with appropriate paragraphing and linking.

**Range**

Language of description and opinion.

**Appropriacy of register and format**

Consistent register appropriate to the situation and target reader.

**Target reader**

Would be informed.

**Paper 3 Use of English (4.5 minutes)**

**Part 1**

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

**Part 2**

- 13 all 14 no 15 was 16 used 17 been 18 makes 19 on
- 20 not 21 take 22 well 23 for 24 if

**Part 3**

- 25 mysterious 26 accidentally 27 proof 28 conclusion 29 analysis
- 30 unlikely 31 scientists 32 doubtful 33 addition 34 truly

**Part 4**

- 35 too complicated | for (any of) 36 didn't | mean to 37 made (the / my) arrangements | for 38 is said | to be 39 prevented us | (from) enjoying OR prevented / our | enjoying / enjoyment of 40 seems to | have left 41 had his tooth | taken out / extracted 42 not fallen | he would have

**Paper 4 Listening (approximately 40 minutes)**

**Part 1**

- 1 A 2 C 3 B 4 B 5 C 6 A 7 A 8 A

**Part 2**

- 9 travel agency 10 High Adventure 11 mending/repairing 12 6 days
- 13 local 14 bored 15 (enormous) storms 16 (World) Sailing Club
- 17 (other) ships 18 diaries

**Part 3**

- 19 D 20 C 21 F 22 B 23 A

**Part 4**

- 24 B 25 C 26 A 27 B 28 B 29 C 30 A

**Transcript**

This is the Cambridge First Certificate in English Listening Test. Test Two. 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]

Now open your question paper and look at Part One.

[pause]



# Test 3 Key

## Part 1 Reading (1 hour)

Question 1

1 B 2 C 3 B 4 A 5 C 6 B 7 D 8 D

Question 2

9 E 10 C 11 D 12 A 13 G 14 F 15 B

Question 3

16 B 17 D 18 B 19 E 20 D 21 A 22 C 23 F 24 A  
25 E 26 A 27 C 28 B 29 C 30 C

## Part 2 Writing (1 hour 20 minutes)

Task-specific mark schemes

Question 1

Content

Range

The email must include all the points in the notes: explain why the journey home from the airport took three hours describe the photo the writer likes best say where the watch was found say where the writer would like to stay and why.

Appropriacy of register and format

Clear organisation of ideas, with early reference to why the person is writing. Clear organisation of points. Language appropriate to the functions above.

Appropriacy of register and format

Consistent register suitable for the situation and target reader.

Target reader

Would be informed.

## Test 3 Key

### Part 2

#### Question 2

Content

The essay could agree or disagree with the statement, or discuss both sides of the argument.

Organisation and cohesion

Clear development of viewpoint, with appropriate paragraphing and linking of ideas.

Range

Language of opinion and explanation.

Appropriacy of register and format

Neutral essay.

Target reader

Would be able to understand the writer's point of view.

#### Question 3

Content

The article should give information about who the writer would choose to be for 24 hours, and why.

Organisation and cohesion

Clear organisation of ideas, with appropriate paragraphing and linking.

Range

Language of information and explanation.

Appropriacy of register and format

Consistent register suitable for the situation and target reader.

Target reader

Would be informed.

#### Question 4

Content

The review should describe the festival and say whether the writer recommends it.

Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

Range

Language of description, explanation and opinion.

Appropriacy of register and format

Consistent register suitable for the situation and target reader.

Target reader

Would be informed.



**Question 5(a)**

**Content**

The letter should explain which character in *Officially Dead* is the strongest, and which is the weakest.

**Organisation and cohesion**

Clear development of ideas, with appropriate paragraphing and linking.

**Range**

Language of description and explanation.

**Appropriacy of register and format**

Consistent register suitable for the situation and target reader.

**Target reader**

Would be informed.

**Question 5(b)**

**Content**

The essay should explain which part of *Pride and Prejudice* the writer thinks is the most interesting, and why.

**Organisation and cohesion**

Clear development of ideas, with appropriate paragraphing and linking.

**Range**

Language of description, explanation and opinion.

**Appropriacy of register and format**

Neutral essay.

**Target reader**

Would be informed.

**Paper 3 Use of English (45 minutes)**

**Part 1**

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

**Part 2**

- 13 rid 14 into 15 a 16 than 17 few 18 with 19 of / for  
20 all / any 21 not 22 on 23 and / then 24 so

**Part 3**

- 25 cheerfully 26 energetic 27 madness 28 healthy 29 Membership  
30 response 31 regularly 32 improvement 33 differences 34 harmful

**Part 4**

- 35 was / put off by 36 how / wide the / this cupboard 37 took George / him  
ages / too tidy 38 had her house / designed by 39 accused him of / eating 40 had  
been paying / (more) attention 41 could be difficult / hard / for 42 ought to / have  
asked (me / permission)

**Paper 4 Listening (approximately 40 minutes)**

**Part 1**

- 1 B 2 B 3 C 4 A 5 A 6 C 7 B 8 A

**Part 2**

- 9 British Airways / BA 10 cabin 11 motorbike 12 Australia  
13 helpers 14 fuel 15 9 months 16 sea 17 accurate 18 tired

**Part 3**

- 19 D 20 F 21 E 22 A 23 C

**Part 4**

- 24 B 25 A 26 C 27 A 28 C 29 B 30 B

**Transcript**

*This is the Cambridge First Certificate in English Listening Test. Test Three. 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]

*Now open your question paper and look at Part One.*

[pause]



## Test 4 Key

### aper 1 Reading (1 hour)

art 1

D 2 A 3 B 4 D 5 C 6 A 7 D 8 A

art 2

G 10 E 11 C 12 F 13 D 14 A 15 H

art 3

6 B 17 D 18 A 19 B 20 C 21 D 22 A 23 C  
4 C 25 B 26 C 27 D 28 A 29 C 30 D

### aper 2 Writing (1 hour 20 minutes)

Task-specific mark schemes

Part 1

Question 1

Content

The email must include all the points in the notes:

- 1) agree to go to the concert with Alex
- 2) give Alex information about the band
- 3) explain whether writer prefers to sit or stand at concert
- 4) suggest what writer would like to do.

Organisation and cohesion

Email format, with early reference to why the person is writing. Clear organisation of points.

Range

Language appropriate to the functions above.  
Vocabulary of music and concerts.

Appropriacy of register and format

Consistent register appropriate to the situation and target reader.

Target reader

Would be informed.

Test 4 Key

Part 2

Question 2

Content

The report should describe the main means of transport in the writer's local area and suggest how the transport facilities could be improved.

Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking. Sub-headings an advantage.

Range

Language of description, explanation and suggestion.  
Vocabulary relating to transport.

Appropriacy of register and format

Consistent register suitable for the situation and target reader. Report layout not essential.

Target reader

Would be informed.

Question 3

Content

The article should name an important person in the writer's life and explain why that person is special.

Organisation and cohesion

Clear development of ideas, with appropriate paragraphing and linking.

Range

Language of description and explanation.

Appropriacy of register and format

Consistent register appropriate to the situation and target reader.

Target reader

Would be informed.

Question 4

Content

The story should continue from the prompt line.

Organisation and cohesion

Could be minimally paragraphed. Story should reach definite ending, even if that ending is somewhat open-ended.

Range

Narrative tenses.

Vocabulary appropriate to chosen topic of story.

Appropriacy of register and format

Consistent register suitable for the situation.



**Target reader**

Would be able to follow the storyline.

**Question 5(a)**

**Content**

The essay should describe how Julie Fenton feels at the end of *Officially Dead*, and why.

**Organisation and cohesion**

Clear development of ideas, with appropriate paragraphing and linking.

**Range**

Language of description, narration and explanation.

**Appropriacy of register and format**

Neutral essay.

**Target reader**

Would be informed.

**Question 5(b)**

**Content**

The letter should give the writer's opinion of why the book is called *Pride and Prejudice*.

**Organisation and cohesion**

Clear development of ideas, with appropriate paragraphing and linking.

**Range**

Language of explanation and opinion.

**Appropriacy of register and format**

Consistent register suitable for the situation and target reader.

**Target reader**

Would be informed.

**Paper 3 Use of English (45 minutes)**

**Part 1**

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

**Part 2**

- 13 the 14 too 15 one 16 in 17 which 18 far 19 up
- 20 for 21 every / any 22 come 23 have / need 24 able

**Test 4 Key**

**Part 3**

- 25 relieve 26 motionless 27 peaceful 28 extremely 29 practical /
- practicable 30 pressure 31 fitness 32 assistance 33 solutions
- 34 unpleasant

**Part 4**

- 35 because the wind | was 36 have not / haven't heard (anything) | from
- 37 not advisable / advisable not | to hire (your) 38 was set | up by
- 39 has been | a rise 40 to discuss | the matter with 41 never stayed in | a better
- 42 anybody / anyone | came to

**Paper 4 Listening (approximately 40 minutes)**

**Part 1**

- 1 A 2 A 3 B 4 C 5 B 6 A 7 A 8 C

**Part 2**

- 9 German (and) Spanish 10 (tour) guide 11 World Travel 12 4 months
- 13 advertising 14 journalists 15 adventure holidays 16 home town
- 17 presenter 18 conference

**Part 3**

- 19 C 20 D 21 F 22 B 23 A

**Part 4**

- 24 A 25 B 26 B 27 C 28 B 29 C 30 B

**Transcript**

This is the Cambridge First Certificate in English Listening Test. Test Four. 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:

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[pause]

