

# Practice Tests

Virginia Evans



for the revised  
**CPE**

# 2

**Teacher's Book**



Express Publishing

# Practice Tests for the revised CPE

2

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Teacher's Book



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# Introduction

*CPE Practice Tests* contains six complete tests designed to help students to prepare for the University of Cambridge Local Examinations Syndicate (UCLES) Certificate of Proficiency in English (CPE) examination. The tests offer comprehensive practice in all five papers of the examination and reflect the revised exam which will be introduced from December 2002, thus providing students with the tools to develop the skills required to succeed in this examination and obtain the CPE qualification.

*CPE Practice Tests* includes a wide range of stimulating, authentic texts in examination format, listening texts with authenticated recordings and a variety of accents, and full-colour visual material for the Speaking Test.

The *Student's Book* provides a detailed overview of the CPE examination, with a description of all the sections of each paper.

The *Teacher's Book* contains all the *Student's Book* material, together with over-printed answers, model written answers for Paper 2 - Writing and summaries for Paper 3 - Use of English, tapescripts of the recorded material for the Listening paper, and guidelines for the Speaking Test. It also provides exam guidance sections and guidelines on assessing and marking each paper.

## About CPE

CPE is at the fifth level in the UCLES five-level series of examinations and is designed to offer an advanced qualification, suitable for those who want to use English for professional or academic study purposes. At this level, the learner is approaching the linguistic competence of an educated native speaker and is able to use the language in a wide range of culturally appropriate ways. CPE is recognised by the majority of British universities for English language entrance requirements. It is also widely recognised throughout the world by universities, institutes of higher education, professional bodies as well as in commerce and industry as an indication of a very high level of competence in English.

### Cambridge Level Five

Certificate of Proficiency in English (CPE)

### Cambridge Level Four

Certificate in Advanced English (CAE)

### Cambridge Level Three

First Certificate in English (FCE)

### Cambridge Level Two

Preliminary English Test (PET)

### Cambridge Level One

Key English Test (KET)

In CPE there are **five** Papers as shown below:

<b>Paper 1</b>	<i>(1 hour 30 mins)</i>		
Reading	4 parts	<b>40 marks</b>	
<b>Paper 2</b>	<i>(2 hours)</i>		
Writing	2 parts	<b>40 marks</b>	
<b>Paper 3</b>	<i>(1 hour 30 mins)</i>		
Use of English	5 parts	<b>40 marks</b>	
<b>Paper 4</b>	<i>(approximately 40 mins)</i>		
Listening	4 parts	<b>40 marks</b>	
<b>Paper 5</b>	<i>(approximately 20 mins)</i>		
Speaking	3 parts	<b>40 marks</b>	
<b>TOTAL</b>		<b>200 marks</b>	

# PRACTICE TEST 1

## Paper 1 - Reading (1 hour 30 minutes)

### Part 1

For questions 1-18, read the three texts below and decide which answer (A, B, C or D) best fits each gap. Mark your answers on the separate answer sheet.

## Australian Cinema

Thirty years ago, the New Australian cinema (1) ..... the attention of the world with heroic stories set in the late-nineteenth and early-twentieth centuries. They were tales of the formation of a national identity, of the recent European settlers' transactions with their strange

new world and its frighteningly mystical inhabitants. When this vein was (2) ....., local film makers left home or turned to the problematic present of people living lives of noisy desperation in the (3) ..... suburbs of the big coastal cities, home to most Australians. As television series, these cosy, unheroic stories (4) ..... worldwide popularity, but relatively few films of this sort have found success elsewhere,

except for a small handful, among which are these, (5) ..... accomplished and calculatedly theatrical films. They are loving assemblages of conventions and clichés from musicals of the past, produced with an exuberance that (6) ..... the audience up in uncritical enjoyment.

- |   |  |   |   |  |
|---|--|---|---|--|
| 1 | A appropriated                               | <input checked="" type="radio"/> B captured | C annexed                                 | D mastered                                   |
| 2 | <input checked="" type="radio"/> A exhausted | B drained                                   | C emptied                                 | D squandered                                 |
| 3 | A lounging                                   | B stooping                                  | C stretching                              | <input checked="" type="radio"/> D sprawling |
| 4 | A reached                                    | <input checked="" type="radio"/> B achieved | C fulfilled                               | D managed                                    |
| 5 | A deeply                                     | B heavily                                   | <input checked="" type="radio"/> C highly | D widely                                     |
| 6 | <input checked="" type="radio"/> A sweeps    | B lifts                                     | C brushes                                 | D carries                                    |

## EUREKA!

Recent archeological studies of the isolated region have (7) ..... astounding evidence of Mesolithic hunter-gatherers, Neolithic farmers and even an aristocratic dynasty which populated the area during the late Bronze (8) ..... The few centuries before the time of Christ saw the area at its most remarkable. Artefacts, relics and the remains of dwellings, bear (9) ..... to

its importance. An extraordinary sequence of buildings (10) ..... in the erection of a gigantic wooden structure, at least 40 metres in diameter, which was probably used for ceremonial (11) ..... before it was eventually burnt to the (12) ..... and subsequently covered over with turf to create the huge mound which is still visible today.

- |    |              |   |   |  |
|----|--------------|---|---|--|
| 7  | A unburied   | <input checked="" type="radio"/> B uncovered  | C unfolded                                  | D unmasked                             |
| 8  | A Years      | B Period                                      | C Era                                       | <input checked="" type="radio"/> D Age |
| 9  | A testimony  | B evidence                                    | <input checked="" type="radio"/> C witness  | D proof                                |
| 10 | A terminated | <input checked="" type="radio"/> B culminated | C finalised                                 | D ceased                               |
| 11 | A aims       | B intentions                                  | <input checked="" type="radio"/> C purposes | D targets                              |
| 12 | A surface    | <input checked="" type="radio"/> B ground     | C earth                                     | D field                                |

## AT LIMITED RISK

We believe that there are two types of people who will take the time and (13) ..... to read this advertisement. In

the first category are those unbelievers who, in all likelihood, will think to themselves, 'sounds good, but I don't think this is for me. I could never manage to do that'. They then go back to doing the same (14) ..... job that they have (15) ..... been doing for the past decade or so. Then, there is the second category. This

group is made up of those people who believe in taking (16) ..... but not at the expense of peace of mind. These individuals carefully (17) ..... the advantages against the disadvantages. You know, those people who look before making the proverbial (18) .....

- |    |                                    |               |                                    |             |                                    |              |                                    |              |
|----|------------------------------------|---------------|------------------------------------|-------------|------------------------------------|--------------|------------------------------------|--------------|
| 13 | A                                  | exertion      | <input checked="" type="radio"/> B | effort      | C                                  | struggle     | D                                  | stress       |
| 14 | A                                  | substandard   | B                                  | unreliable  | C                                  | insufficient | <input checked="" type="radio"/> D | unfulfilling |
| 15 | A                                  | distastefully | <input checked="" type="radio"/> B | reluctantly | C                                  | hesitantly   | D                                  | adversely    |
| 16 | <input checked="" type="radio"/> A | risks         | B                                  | dangers     | C                                  | hazards      | D                                  | stakes       |
| 17 | A                                  | measure       | <input checked="" type="radio"/> B | weigh       | C                                  | compare      | D                                  | count        |
| 18 | A                                  | jump          | B                                  | vault       | <input checked="" type="radio"/> C | leap         | D                                  | spring       |

## Part 2

You are going to read four extracts which are all concerned in some way with exploration and discovery. For questions 19-26, 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.

## Travelling Across the Desert

Crossing the Sahara is a dangerous business. George-Marie Haardt needed no reminder of this. During the desert leg of his 1924 expedition's 15,000 mile trip, the expedition's eight trucks travelled for 330 miles without finding a drop of water. 'Any breeze there is, becomes a torment,' the team reported. 'We are suffocated, saturated with dust; we could almost believe ourselves to be like men turned into red brick.' Writer Donovan Webster confirms this. 'People die all the time,' he says. 'That's why you go with someone you trust.'

Don reckoned a little technology wouldn't hurt, though. 'When I mentioned to my guide, a Tuareg tribesman from Niger, that I had a GPS (global positioning system) receiver to help us navigate, he said he didn't need it,' says Don. 'I've got TPS,' he told me — 'Tuareg positioning system.' And he did! He could find his way anywhere just by seeing ripples in the sand. He was as interested in my world as I was in his,' Don recalls. 'When I showed him a photo of my kids at Niagara Falls, he wanted to keep it. He thought the kids were sweet — but couldn't imagine that much water in the world.'

19 According to the passage, it would seem that local guides

- A could not find water.
- B were not to be trusted.
- C didn't need technological aids.
- D were affected by the climate.

20 The writer suggests that his guide

- A was indifferent to other cultures.
- B wanted to visit Niagara Falls.
- C was fascinated by the immense waterfall.
- D wanted to keep a souvenir of his children.

## The Lady of the Lines

Maria Reiche, a German mathematician, devoted fifty years of her life to protecting and studying the Nazca lines of the Inca. Born in Dresden in 1903, she arrived in Peru, became fascinated by the Inca culture and initially found archaeological work. It was when, however, she overheard someone discussing giant figures carved into the ground, south of Lima that she found what was to become her life's work. Instantly mesmerised by these strange objects, she began to study them alone. 'I walked along them to understand their meaning,' she said. 'I noticed that they formed figures, a spider, a monkey, a bird.' After surveying around 1,000 lines, she wrote her book *Mystery of the Desert*, published in 1949.

In order to spend more time with the geoglyphs, she set up home on the edge of the desert, living off fruit and nuts and sleeping under the stars. If vandals dared to set foot near

the lines, she shooed them away, so determined that the lines should be preserved that when plans were made to flood the area for agricultural use, she successfully blocked the move.

Her tireless work has now resulted in the Nazca lines having been declared a World Heritage Site and she is regarded by some as a national heroine; she is Saint Maria, 'Lady of the Lines'. When she died in 1998 aged 95, the question arose of who would now protect the lines, which were becoming increasingly threatened by vandals, looters, irresponsible tourists and changing weather patterns. Fortunately, however, the UN's cultural agency has recently donated a substantial amount for their long-term conservation.

21 The Nazca lines are

- A immense shapes cut into the earth.
- B a form of rock art found in the desert.
- C vast and mysterious Peruvian statues.
- D paths left by the Incas.

22 The writer implies that

- A the Nazca lines are uninteresting.
- B Maria Reiche belonged to a religious order.
- C in the past the lines were not valued.
- D Maria Reiche's work was not continued.



# Marine Research

The World Centre for Exploration has been running since 1904. Our international, professional society has been a meeting point and unifying force for explorers and scientists worldwide. The Explorers Club is dedicated to the advancement of field research, scientific exploration, and the ideal that it is vital to preserve the instinct to explore. We foster these goals by providing research grants, educational lectures and publications, expedition planning assistance, exciting adventure travel programmes, and a forum where experts in all the diverse fields of science and exploration can meet to exchange ideas. March will mark the fifth year of the running of the Kosa Reef Protection Project.

The project is a joint effort by Kosa Marine resources, an international group of volunteer divers, and island support staff. Divers prepare fish inventories, photo and video records, and take scientific measurements documenting reef status. For the first time, this year's team will employ protocols developed by the international organisation 'Reef Check'.

The Explorers Club also offers modest expedition grants for expeditions that forge links between space and earth exploration. Expeditions working in extreme environments or using satellite and space related technologies should contact us at the following address.

- 23 The main aim of the Explorers Club is
- A to provide somewhere to meet.
  - B to record the world's resources.
  - C to promote on-site investigations.
  - D to support explorers financially.
- 24 Participants in the Kosa Marine Project are
- A intending to ask for international aid.
  - B trying to increase marine resources.
  - C taking action to prevent damage.
  - D observing the condition of the reef.

## Bahariya's Tombs

After 2,600 years, a desert oasis yields the long-sought tombs of its legendary governor and his family. The streets of El Bawiti, the largest town in Bahariya Oasis, are busier now. Hotels have been built since more than 200 Graeco-Roman mummies were discovered nearby. Yet, El Bawiti hid an older secret. The tombs of Bahariya's legendary governor, Zed-Khons-uef-ankh, his father, and his wife were discovered in a maze of chambers beneath local homes. Archaeologists had been looking for Zed-Khons-uef-ankh ever since the tombs of three of the governor's relatives were discovered in 1938. Zed-Khons-uef-ankh ruled Bahariya during Egypt's 26th dynasty, a time when the isolated oases of the Western Desert were strategically important buffers against invaders. Bahariya, with governors who were wealthy men with connections to the throne, flourished at the crossroads of caravan routes. Zed-Khons-uef-ankh, a man whose power to move men and material is most evident in the two mammoth stone sarcophagi that were transported across miles of sand and wasteland to his oasis tomb, had a chapel built in a temple nearby, with a relief depicting him as large as the pharaoh, a bold assertion from a powerful man we now know better.

- 25 In antiquity, the Bahariya Oasis was of crucial importance to Egypt's pharaohs because
- A many Graeco-Romans were buried there.
  - B it was well located on a prime trade route.
  - C it was the seat of a powerful man.
  - D many rich administrators were posted there.
- 26 The author suggests that Zed-Khons-uef-ankh's portrayal of himself in the chapel indicates he was
- A extremely confident.
  - B remarkably impious.
  - C hugely wealthy.
  - D very impertinent.

## Part 3

You are going to read an extract from a novel. Seven paragraphs have been removed from the extract. Choose from the paragraphs A-H the one which fits each gap (27-33). There is one extra paragraph which you do not need to use. **Mark your answers on the separate answer sheet.**

## Summer

The small, bright lawn stretched away smoothly to the big, bright sea. The turf was hemmed with an edge of scarlet geranium and coleus, and cast-iron vases painted in a chocolate colour, standing at intervals along the winding path that led to the sea, looped their garlands of petunia and ivy geranium above the neatly raked gravel.

27

G

A number of ladies in summer dresses and gentlemen in grey frock-coats and tall hats stood on the lawn or sat upon the benches. Every now and then, a slender girl in starched muslin would step from the tent, bow in hand, and speed her shaft at one of the targets, while the spectators interrupted their talk to watch the result.

28

D

The Newbury Archery Club always held its August meeting at the Beauforts'. The sport, which had hitherto known no rival but croquet, was beginning to be discarded in favour of lawn-tennis. However, the latter game was still considered too rough and inelegant for social occasions, and as an opportunity to show off pretty dresses and graceful attitudes, the bow and arrow held their own.

29

E

In New York, during the previous winter, after he and May had settled down in the new, greenish-yellow house with the bow-window and the Pompeian vestibule, he had dropped back with relief into the old routine of the office. The renewal of his daily activities had served as a link with his former self.

30

B

At the Century, he had found Winsett again, and at the Knickerbocker, the fashionable young men

of his own set. And what with hours dedicated to the law and those given to dining out or entertaining friends at home, with an occasional evening at the opera or the theatre, the life he was living had still seemed a fairly real and inevitable sort of business.

31

H

But the Wellands always went to Newport, where they owned one of the square boxes on the cliffs, and their son-in-law could adduce no good reason why he and May should not join them there. As Mrs. Welland rather tartly pointed out, it was hardly worthwhile for May to have worn herself out trying on summer clothes in Paris, if she was not to be allowed to wear them; and this argument was of a kind to which Archer had as yet found no answer.

32

A

It was not May's fault, poor dear. If, now and then, during their travels, they had fallen slightly out of step, harmony had been restored by their return to conditions she was used to. He had always foreseen that she would not disappoint him; and he had been right. No, the time and place had been perfect for his marriage.

33

F

He could not say that he had been mistaken in his choice, for she fulfilled all that he had expected. It was undoubtedly gratifying to be the husband of one of the handsomest and most popular young married women in New York, especially when she was also one of the sweetest-tempered and most reasonable of wives; and Archer had not been insensible to such advantages.

- A** May herself could not understand his obscure reluctance to fall in with so reasonable and pleasant a way of spending the summer. She reminded him that he had always liked Newport in his bachelor days, and as this was indisputable, he could only profess that he was sure he was going to like it better than ever now that they were to be there together. But as he stood on the Beaufort verandah and looked out on the brightly peopled lawn, it came home to him with a shiver that he was not going to like it at all.
- B** In addition, there had been the pleasurable excitement of choosing a showy grey horse for May's brougham (the Wellands had given the carriage). Then, there was the abiding occupation and interest of arranging his new library, which, in spite of family doubts and disapproval, had been carried out as he had dreamed, with a dark-embossed paper, an Eastlake book-case and "sincere" armchairs and tables.
- C** The next morning Archer scoured the town in vain for more yellow roses. In consequence of this search, he arrived late at the office, perceived that his doing so made no difference whatever to anyone, and was filled with sudden exasperation at the elaborate futility of his life. Why should he not be, at that moment, on the sands of St. Augustine with May Welland?
- D** Newland Archer, standing on the verandah of the Beaufort house, looked curiously down upon this scene. On each side of the shiny painted steps, was a large, blue china flowerpot on a bright yellow china stand. A spiky, green plant filled each pot, and below the verandah ran a wide border of blue hydrangeas edged with more red geraniums. Behind him, the French windows of the drawing rooms through which he had passed gave glimpses, between swaying lace curtains, of glassy parquet floors islanded with chintz pouffes, dwarf armchairs, and velvet tables covered with trifles of silver.
- E** Archer looked down with wonder at the familiar spectacle. It surprised him that life should be going on in the old way when his own reactions to it had so completely changed. It was Newport that had first brought home to him the extent of the change.
- F** Archer had married (as most young men did) because he had met a perfectly charming girl at the moment when a series of rather aimless sentimental adventures were ending in a premature disgust; and she had represented peace, stability, comradeship, and the steadying sense of an inescapable duty.
- G** Half-way between the edge of the cliff and the square wooden house (which was also chocolate-coloured, but with the tin roof of the verandah striped in yellow and brown to represent an awning), two large targets had been placed against a background of shrubbery. On the other side of the lawn, facing the targets, was pitched a real tent, with benches and garden-seats about it.
- H** Newport, on the other hand, represented the escape from duty into an atmosphere of unmitigated holiday-making. Archer had tried to persuade May to spend the summer on a remote island off the coast of Maine (called, appropriately enough, Mount Desert) where a few hardy Bostonians and Philadelphians were camping in native cottages, and whence came reports of enchanting scenery and a wild, almost trapper-like existence amid woods and waters.

## Part 4

You are going to read an extract from an article. For questions 34-40, choose the answer (A, B, C or D) which you think fits best according to the text.

**Leakey's Achievement**

Although he made his name with his archeological finds of early humans, Richard Leakey became famous as the conservationist who turned the tide against elephant poaching. Bringing the slaughter of Kenya's elephants under control required a military solution, and Leakey was not afraid to apply it. Many poachers were killed, giving Leakey a reputation for being a cold-blooded obsessive who put animals before people. Moreover, his efforts to eradicate corruption in Kenya's wildlife management system won him many enemies.

But the birth of the Kenya Wildlife Service (KWS), the eradication of elephant poaching and the ban on the international trade in ivory are his legacy, and they form the basis of *Wildlife Wars*. This surprisingly personal memoir has much to tell about the fragile relationships between conservationists and governments. It is a story not only of Kenya, but of the continuing cost of trying to save the world's wildlife from extinction.

Life for the average person in Africa is tough, and basic needs are far from being met. This is the background against which Leakey fought his war, and he constantly refers to the threat poverty poses to the preservation of Africa's spectacular wildlife. Leakey's argument, here and in recent lectures, is that national parks managed exclusively for biodiversity protection must be created, and that this protection of our wildlife heritage should be funded by international sources.

However, in the early 1990s the development agencies favoured "community-based" conservation. Leakey's stand on protection of parks was seen as a lack of respect for local communities, and used against him when he resigned as head of the KWS in 1994. Recently donors and conservationists have come to recognise the limitations of purely local conservation programmes; there is a growing consensus that the poor are unlikely to manage wildlife resources wisely for the long term because their needs are immediate.

*Wildlife Wars* continues where Leakey's memoir *One Life* left off. It spans a 13-year period, beginning in 1989 when Leakey became head of the KWS. Then the elephant slaughter was at its height across Africa; it is estimated that between 1975 and 1989 the international markets for ivory in Europe, the United States and Asia led to the death of 1.2 m elephants, slaughtered for their ivory to make piano keys, games and fashion accessories. Kenya's herds were reduced by more than 85% by armed poachers, who turned their guns on anything and anyone. To stop this killing required changing the perceptions of ivory users so as to eliminate the markets, as well as mounting an armed force against the poachers.

With both humour and seriousness, Leakey explains the sacrifices he had to make in order to see his vision succeed. Despite the gravity of the situation, Leakey makes light of the sometimes comical circumstances, although it is clear that his life was at risk many times and he worked under tremendous pressure. For many, however, the real question is why this paleoanthropologist should risk his life for wildlife. The answer may lie in Leakey's own depiction of himself, although obviously aggressive and driven while running KWS, as essentially reflective. Presenting in moving terms his introduction to elephant emotions and society, he describes his outrage at the moral and ethical implications of poaching and culling for ivory, arguing that elephants, apes, whales and dolphins have emotions so like those of humans that they deserve to be treated as such.

Hard-core wildlife groups sniggered at his 'bunny-hugging' tendencies, but they underestimated his impact. It is impossible to put a value on Leakey's work during those years. As the elephant population began to recover, Kenya's tourist industry revived to become the country's main source of revenue. An international awareness campaign centred on an ivory bonfire, which led to the ban on ivory trade and the collapse of ivory prices.

- 34 Richard Leakey is most well-known for
- A increasing wildlife budgets.
  - B successfully stopping illegal hunting.
  - C removing the ban on the ivory trade.
  - D helping to identify man's origins.
- 35 In paragraph 3, Leakey makes the point that
- A conservation should be a global responsibility.
  - B a war must be fought against poverty.
  - C Africa's wildlife is an international attraction.
  - D there is insufficient money to establish parks.
- 36 It is now becoming accepted that
- A Leakey had no regard for local communities.
  - B conservation programmes should be under local control.
  - C donors have not yet received sufficient recognition.
  - D poverty makes regional conservation programmes unreliable.
- 37 The writer says that between 1975 and 1989
- A the perceptions of the use of ivory changed.
  - B elephants were used to make piano keys.
  - C the elephant population was decimated.
  - D demand for ivory began to decrease.
- 38 Leakey considers himself
- A amusing.
  - B sentimental.
  - C contemplative.
  - D obsessive.
- 39 What does the writer imply in the last paragraph?
- A A disease had affected elephants.
  - B Leakey's views are overly sentimental.
  - C Leakey's success is in doubt.
  - D Leakey's work had wide-ranging effects.
- 40 This passage is taken from
- A an article about endangered species.
  - B a book about Richard Leakey.
  - C an article about Kenya.
  - D a book review.

## Part 1

You **must** answer this question. Write your answer in **300-350** words in an appropriate style.

- 1 You have read the extract below as part of a newspaper article on teaching foreign languages in secondary schools. Readers were asked to send in their opinions. You decide to write a **letter** responding to the points raised and expressing your own views.

"It isn't enough that our teenagers are constantly bombarded with hours of lectures and reams of homework. Now, they want to make learning a second language compulsory for secondary school students. Some of these children will never visit a foreign country or mix with foreigners, so why should they be forced to pile this extra course onto their academic plates? Whatever happened to teaching the basics and preparing our children for the future?"

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

---

**Part 2**

Write an answer to **one** of the questions **2-4** in this part. Write your answer in **300-350** words in an appropriate style.

---

- 2** A national TV channel has just begun the broadcast of a new soap opera. You have been asked to write a review of the show for a local magazine. Write a review and say why these shows are so popular with some people and unpopular with others.

Write your **review**.

- 3** Your local town council has announced plans to upgrade the town centre. They have invited proposals from interested citizens on how to do this. In your proposal, comment on the present condition of the area and make suggestions as to how to improve it.

Write your **proposal**.

- 4** A business magazine has invited readers to contribute an article entitled *Why It's Good To Be Your Own Boss*. Write an article describing what kind of company you would like to set up and the advantages and disadvantages of running your own business.

Write your **article**.



## Part 1

For questions 1-15, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0). Write your answers **on the separate answer sheet**.

Example:

0

in

## AN INFLUENTIAL MAN

Born (0) .....in..... Switzerland in 1875, Karl Gustav Jung's early life was (1) .....far..... from conventional. The (2) .....only..... child of a country pastor with waning religious convictions and a spiritualist mother (3) .....who..... conversed with ghosts, Jung felt alienated and lonely (4) .....as..... a child. He spent his life trying to understand (5) .....the..... nature of the human psyche, to probe the human mind to see what lurked beneath. (6) .....what..... he found helped form the foundations of modern psychology, identifying such familiar concepts as introversion and extroversion, as (7) .....well..... as complexes. Jung went (8) .....further..... than the mainstream of science. (9) .....Regardless..... of accepted scientific opinion, he delved into ancient myths and religions and the esoteric literature of alchemy and astrology. (10) .....During..... his research, he discovered recurrent images that he argued revealed the existence of a 'collective unconscious', which we (11) .....all..... share. Such findings have made Jung's work influential in fields well (12) .....beyond..... psychology, permeating literature, religion and culture.

Jung completed his final work just months before his death in 1961. Today, Jungian analysis thrives (13) .....in..... psychological circles, attracting a steady stream of patients seeking solace from the personal difficulties in their lives. With more people than (14) .....ever..... before discovering that 'success' often (15) .....fails..... to bring happiness, the importance of Jung's efforts to find contentment have never been clearer.

## Part 2

For questions 16-25, read the text below. Use the word given in **capital**s at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers on the separate answer sheet.

Example:

0

establishment

# Coffee

Today's café is a small eating and drinking (0) <i>establishment</i> , yet, was	<b>ESTABLISH</b>
historically a coffee house which served only coffee. The English term café,	
borrowed from the French, is ultimately a (16) <i>derivative</i> of the Turkish	<b>DERIVE</b>
<i>kahve</i> , meaning coffee. The (17) <i>introduction</i> of coffee and coffee drinking to	<b>INTRODUCE</b>
Europe provided a much-needed focus for the social (18) <i>activities</i> of the	<b>ACT</b>
middle classes. The first café is said to have opened in 1550 in Constantinople;	
during the 17th century, cafés opened throughout Europe. During the 200 years	
after the mid-17th century, the most (19) <i>prosperous</i> coffee houses of Europe	<b>PROSPER</b>
flourished in London as meeting points for (20) <i>endless</i> discussion about the	<b>END</b>
latest news and for bitter (21) <i>disagreements</i> . During this time, the lucrative	<b>AGREE</b>
business of buying and selling insurance, ships, stock and commodities was	
disposed of in coffee houses. They became informal stations for the collection	
and distribution of packets and letters. By the 19th century, the (22) <i>daily</i>	<b>DAY</b>
newspaper and the postal service had displaced these functions. About the same	
time, the French café and restaurant were at their zenith as (23) <i>gathering</i>	<b>GATHER</b>
places for artists and (24) <i>intellectuals</i> . The café continued to be an	<b>INTELLECT</b>
important social institution in France throughout the 20th century. During the late	
20th century, as espresso and other various coffees became popular, many	
outlets (25) <i>specialising</i> in coffee opened.	<b>SPECIAL</b>

## Part 3

For questions 26-31, think of **one** word only which can be used appropriately in all three sentences. Here is an example (0).

Example:

0 There's a(n) ..... chance that he'll win.

He's not particularly ..... at chess, but he'll improve.

After reading his report, we have a fairly ..... idea of what went on at the meeting.

0	good
---	------

Write **only** the missing word on the separate answer sheet.

26 Roger agreed that it was a(n) .....*step*..... in the right direction, but said more progress was needed.

Seeing a friend in the distance, she quickened her .....*step*..... to catch up with him.

The next .....*step*..... in the process involves exposing the metal to high temperatures.

27 He was the first to discover a new type of lily, which he ...*named*.. after his daughter.

Mark was ..*named*.. as the successor to the team's previous coach.

The authorities have not yet ...*named*.. those responsible for the accident.

28 A good *primary* school gives a child solid basis for his further education.

The book's *primary* aim is to amuse, not to inform.

Children tend to like bright *primary* colours.

29 The Prime Minister has been fully *backed* by the opposition on this issue.

Since it *backed* onto a disused factory, I was reluctant to buy the house.

Simon put the car into reverse by mistake and *backed* into the car behind.

30 One of the special features of the new railway stations is the artefacts on *view* there.

Their *view* is that you should not interfere in this matter.

Jane's father held her up so she could get a better *view*.

31 The government was not able to *provide* details of its plans for new road construction.

They had to *provide* for a possible emergency by stocking up with food and other supplies.

The new bill attempted to *provide* consumers with the means to fight back against unscrupulous retailers.

## Part 4

For questions 32-39, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Here is an example (0).

Example:

0 We are able to afford a holiday because I was promoted.

result

As ....., we are able to afford a holiday.

0 a result of my promotion

Write **only** the missing words **on the separate answer sheet.**

32 Louise should have been given more time to complete her thesis.

insufficient

Louise *...was given insufficient time to complete her...* thesis.

33 We have to think carefully about our other expenses before we decide to buy a new car.

taken

Our other expenses *...must be taken into careful consideration...* before we decide to buy a new car.

34 She believed she was very likely to win the scholarship.

chance

She believed *...she had/stood a good chance of winning...* the scholarship.

- 35 Don't take Tim too seriously; he often exaggerates minor problems.

**tendency**

Don't take Tim too seriously; *he has a tendency to exaggerate*... minor problems.

- 36 Yesterday, I seemed to do nothing but answer the phone.

**spend**

Yesterday, I seemed *to spend the whole day/all day answering*... the phone.

- 37 The new teacher was so nervous that the class reacted mischievously.

**drew**

The new teacher's *manner drew a mischievous response/reaction from*... the class.

- 38 It seems that Amy was offended by what you said.

**offence**

Amy *seems to have taken offence at*... what you said.

- 39 We are unlikely to have clear weather for our picnic tomorrow.

**prospect**

There is *little prospect that we will have/of our having clear weather*... for our picnic tomorrow.

## Part 5

For questions 40-44, read the following texts about zoos and conservation. For questions 40-43, answer with a word or short phrase. You do not need to write complete sentences. For question 44, write a summary according to the instructions given.

Write your answers to questions 40-44 on the separate answer sheet.

The role of the traditional zoo, inherited from the 19th century, has undergone a dramatic shift. A growing recognition that zoos ought to be in the vanguard of the fight against the devastation of our natural world has begun a zoological revolution. The change occurred in the 1960s, when the Jersey zoo was set up to breed endangered species. As a result, the breeding of animals in captivity has become a complex science, with zoos around the world co-ordinating their efforts to avoid the genetic dangers of in-breeding small populations.

line 2

The answer to the question of whether zoos can have very much impact on the preservation of endangered species is, probably, minimal. Zoos do not focus their education efforts on those people in the strongest positions to affect the future of the wildlife exhibited. For the most part, conservation education is targeted at children and other non-decision makers in a process too slow or too far away to address the extinction crisis which exists now. Furthermore, the efforts of zoos to inform lawmakers and government authorities are usually low-key or non-existent. Campaigns are more likely to be for an animal exhibit rather than for the existence of the animal itself.

Nevertheless, it does not do to address the future from a foundation of pessimism. A vision of the future is embraced in which the human population has levelled off at about 8.8 billion and wherein human effects upon the environment have been tethered and considerable wildlife remains. It certainly will not be as rich or abundant as today's wildlife, but with substantial diversity and numbers of more or less wild ecosystems, and the zoos' work, this vision can become reality.

line 14

- 40 Explain what, according to the writer, zoos have 'a growing recognition' of (line 2).

that they should be the first to try to save wildlife.....

- 41 Explain in your own words what the writer means by 'address the future from a foundation of pessimism,' (line 14).

to expect the worst.....

When did you last go to a zoo? It's a fair bet that many people will reply 'not since I was a child'. Why do so many people stop going to zoos when they reach adulthood, or at least until they have children of their own? Maybe it's unease about, or opposition to all those bars.

Organisations such as Zoo Check have campaigned vociferously in response to some blatant examples of poor animal welfare. The group's doggedness has achieved positive results, with zoos in the 21st century taking stock and questioning what their purpose is. Such pressure has generated a much greater awareness of the need for good animal welfare and a role in conservation. Animals are now kept in as natural conditions as possible and with as much space as possible. line 6

Improving animal welfare is one aspect of work driving zoos into the 21st century. But what about their conservation role? Clearly, education is an area to which zoos are ideally suited. An extensive collection of the most popular animals ensures a healthy flow of visitors, while a large presence of less well-known but endangered species aims to provide conservation education.

More direct involvement in conservation involves the captive breeding of endangered species, ranging from snails right up to tigers. Unfortunately, the way things are going, with rapid loss of wild habitats, widespread re-release of zoo-bred animals is not going to happen. The aim for now is to maintain stocks of endangered species, breeding them in a co-ordinated way with other zoos so as to maintain their numbers and minimise in-breeding.

Some would prefer zoos to drop their captive breeding and to pour their resources back into the protection of wild habitats. Captive breeding incurs huge costs and encounters massive problems with re-introduction. In protecting the natural habitat, the animal, its environment and everything that lives with it is protected. Thankfully, in-situ, or habitat protection, looks set to become a major component of many zoos' work.

- 42 What does the writer mean by the phrase 'taking stock' in line 6?

*pausing to examine a situation*

- 43 Explain in your own words the problems with captive breeding expressed in the last paragraph.

*It's expensive and difficult to put animals back into the wild.*

- 44 In a paragraph of between **50 and 70** words, summarise **in your own words as far as possible**, the information given in the two texts on how effective the modern zoo is likely to be in conserving endangered species.

Write your summary **on the separate answer sheet**.

*The two texts differ on how effective zoos can be. In the first text, the writer thinks that zoos do not aim their efforts at the right people and often fail to emphasise conservation in their activities. However, the second text is more positive and states that zoos can teach people about conservation, while at the same time breeding endangered species and starting to protect animals' original environments.*



## Part 1

You will hear four different extracts. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

## Extract One

You hear a gardening expert talking about her latest project.

1 What does the expert say about foliage plants?

- A They are very versatile.
- B They need little attention.
- C They are cheap and attractive.

A	1
---	---

2 The broadcast is aimed at people

- A who suffer from allergies.
- B who want background plants.
- C who neglect their gardens.

B	2
---	---

## Extract Two

You hear a couple talking about their house.

3 The couple bought the farmhouse because they thought

- A it was reasonably priced.
- B it was in bad condition.
- C it could be improved.

C	3
---	---

4 Using recycled wood made the kitchen look

- A warm and sunny.
- B more established.
- C ultra modern.

B	4
---	---

**Extract Three**

You hear a woman talking about her business.

- 5 What does the speaker do?
- A She supplies props for TV productions.
  - B She writes scenarios for TV serials.
  - C She sells items of stationery.

A	5
---	---

- 6 Her new enterprise turned out to be both
- A engaging and meaningful.
  - B appealing and profitable.
  - C exciting and constructive.

B	6
---	---

**Extract Four**

You hear part of a programme on well-known sports.

- 7 How did volleyball get its name?
- A From a mixture of sources.
  - B From the way it is played.
  - C From its inventor.

B	7
---	---

- 8 Volleyball's introduction into Europe was
- A gradual.
  - B unintentional.
  - C circumstantial.

C	8
---	---

## Part 2

You will hear a report on how English has become a global language. For questions 9-17, complete the sentences with a word or short phrase.

The spread of English around the globe means it is now termed a

*world language*

9

English first started to spread when explorers made

*voyages of discovery*

10

to the other side of the world.

The influence of Britain in the past and the influence of American businesses are the

*two factors*

11

which give English its present significance.

The number of people whose

*mother tongue*

12

is English is

significantly greater in the USA than in the UK.

It is difficult to

*determine*

13

the communicative functions of

English in some countries.

It is sometimes suggested that English is

*inherently*

14

superior

to other languages.

People tend to judge languages using subjective rather than

*objective standards*

15

English sentence structure is

*complex*

16

Language success is

*dependent*

17

on a variety of different things.

## Part 3

You will hear an interview with Maria Stefanovich, co-founder of a creativity group which organises workshops for executives. For questions 18-22, choose the answer (A, B, C or D) which fits best according to what you hear.

18 Corporations appreciate mask-making workshops because

- A no one wants negative faces at the office.
- B unhappy employees won't come to work.
- C they realise how their employees see them.
- D their employees change their approach.

D	18
---	----

19 Companies are turning to creative workshops because they have acknowledged that

- A unproductive employees are a financial burden.
- B the traditional work environment has its limitations.
- C there is an increase in absenteeism.
- D employees are working too hard without enjoying it.

B	19
---	----

20 The employees at the firm 'Play'

- A change positions frequently to lessen boredom.
- B have business cards indicating their jobs.
- C dress up like comic book characters.
- D do not have stereotyped ideas about their jobs.

D	20
---	----

21 The companies that show most interest in creative workshops are surprising because

- A they usually have creative employees to begin with.
- B their employees are the ones who have to present regularly.
- C there are many other exciting workshops they would prefer.
- D their employees should be used to being funny.

A	21
---	----

22 Maria mentions the traditional companies that have held workshops in order to

- A boast about the clients her company has helped.
- B show that they have a narrow list of clients.
- C downplay the serious reputations of the firms.
- D point out the diversity of those trying different approaches.

D	22
---	----

## Part 4

You will hear two writers, Susan and Edward, talking about the best way to deal with luggage when travelling. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree.

Write **S** for Susan  
**E** for Edward  
or **B** for Both

23 It is important not to take too much.

**B** 23

24 Packing efficiently is not as straightforward as it seems.

**E** 24

25 A lot of luggage hampers you.

**B** 25

26 Taking luggage onto the plane makes travelling easier.

**S** 26

27 Most travellers will need to check in their baggage.

**E** 27

28 Time spent at airports is part of the pleasure of travelling.

**E** 28

## Paper 5 - Speaking (approx. 20 minutes)

The speaking test involves two candidates and two examiners. One examiner, the Interlocutor, will speak to you while the other, the Assessor, will just listen.

### Part 1 (3 minutes)

You will be asked questions in turn about certain aspects of your personal life; where you are from, what you do for a living, where you go to school, your hobbies and your general opinion on certain topics.

### Part 2 (4 minutes)

You will be asked to discuss the photographs on page 163 together. There are two stages in this part.

#### Stage 1

Here are some photographs depicting people with different lifestyles. Look at pictures 2 and 4 on page 163 and talk together about the different ways of life the people shown here might have.

#### Stage 2

Now look at all the pictures. Imagine these photographs will be part of an advertising campaign for a new product. Talk together about the kind of product each of these photographs could be used to promote and select the best photograph for an advertising campaign.

### Part 3 (12 minutes)

You will be asked to talk on your own, comment on what your partner says and join in a three-way discussion with your partner and the Interlocutor around a certain theme.

#### Tourism

One candidate will be asked to look at **prompt card (a)** and talk about it for two minutes.

There are also some ideas for the candidate to use if he/she wishes.

The other candidate will then be asked if he/she has anything to add.

Then the Interlocutor will ask both candidates a question such as:

- *To what extent is tourism promoted in your country?*

The second candidate is then given **prompt card (b)** and asked to discuss it for two minutes.

The other candidate will then be asked if he/she has anything to add.

Then both candidates will be asked a question on the subject, such as:

- *What could be done to attract more tourists?*

#### Prompt Card (a)

Why is tourism important today?

- international understanding
- national economies
- improvement of facilities

#### Prompt Card (b)

Why do tourists come to your country?

- natural beauty
- entertainment
- history

The test will then be concluded with a number of general questions about the topic:

- *What negative effects might an increase in tourism produce?*
- *How has tourism affected the diet of local people?*
- *How successful would eco-tourism be in your country?*
- *What features could make an area attractive to visitors?*

# PRACTICE TEST 2

## Paper 1 - Reading (1 hour 30 minutes)

### Part 1

For questions 1-18, read the three texts below and decide which answer (A, B, C or D) best fits each gap. Mark your answers on the separate answer sheet.

## NEW DEVELOPMENTS

After the war designers could experiment more (1) ..... with materials once regarded as substitutes – in particular plastics, acrylics and nylon. In 1948, American architect Charles Eames (2) ..... knowledge gained during the war to design the

now ubiquitous Dar chair – a one-piece moulded plastic seat, (3) ..... by wire legs. However, in this era of optimism there were a few casualties. The BBC had extended its service with outside broadcasts of major sporting events, plays, gardening and children's programmes. With such delights on (4) ..... in their homes, people were increasingly (5) ..... to

visit the cinema and as a result the film industry was struggling. By contrast, the music industry was on the up. 'Micro-groove' seven-inch records, made of unbreakable vinylite, had begun to be produced and for the first time, consumers could choose from a (6) ..... range of equipment on which to play them.

- |   |  |   |  |  |
|---|--|---|--|--|
| 1 | A copiously                              | <input checked="" type="radio"/> B freely | C loosely                                    | D wildly                                       |
| 2 | A exerted                                | B allotted                                | <input checked="" type="radio"/> C applied   | D practised                                    |
| 3 | A held                                   | B shouldered                              | <input checked="" type="radio"/> C supported | D sustained                                    |
| 4 | <input checked="" type="radio"/> A offer | B show                                    | C sale                                       | D approval                                     |
| 5 | A disappointed                           | B displeased                              | C disconnected                               | <input checked="" type="radio"/> D disinclined |
| 6 | <input checked="" type="radio"/> A wide  | B lavish                                  | C plentiful                                  | D excessive                                    |

## MAKING THE MAGNIFICENT SEVEN

Akira Kurosawa's 1954 classic *Seven Samurai* is about a bunch of down-on-their-luck warriors who agree to defend a small village from a band of thieves in (7) ..... for three meals a day and much honour. Since Kurosawa's (8) ..... influence was the epic Westerns of John Ford, it is ironic that in 1959 Hollywood thought *Samurai* would make a good cowboy film – and *The Magnificent Seven* appeared on the screen. Originally, Yul Brynner was to direct the remake but

after much (9) ....., director John Sturges took the helm. Aside from Broadway actor, Eli Wallach, Brynner was the only famous name in the movie; Charles Bronson, Robert Vaughan and James Coburn got their career changing roles by (10) ..... of mouth. Now, in this digitally rejigged (11) ....., you can find out what happened on the action – filled set via an exclusive new documentary and see how the film nearly did not become the (12) ..... classic it is today.

- |    |   |  |   |  |
|----|---|--|---|--|
| 7  | A reciprocity                               | B trade                                    | <input checked="" type="radio"/> C exchange | D substitute                               |
| 8  | A deep                                      | <input checked="" type="radio"/> B major   | C large                                     | D most                                     |
| 9  | <input checked="" type="radio"/> A argument | B combat                                   | C brawling                                  | D jostling                                 |
| 10 | A talk                                      | B speech                                   | <input checked="" type="radio"/> C word     | D claim                                    |
| 11 | A edition                                   | B recital                                  | C variety                                   | <input checked="" type="radio"/> D version |
| 12 | A idolised                                  | <input checked="" type="radio"/> B revered | C sacred                                    | D worshipped                               |

## UNUSUAL INSPIRATION

When I was a teenager studying literature, I used to be annoyed by the way my father, a doctor, would (13) ..... the inspiration for great literature to various illnesses.

Leontes in Shakespeare's *The Winter's Tale* was a 'case study' in pathological jealousy. Monet and Turner achieved their great work because of (14) ..... eyesight, making things (15) ..... blurred, and so on. I realise now that such thinking is characteristic of the (16) ..... that doctors have for

their subject. Thomas Dormandy, a consultant pathologist is no exception to the (17) ..... . He argues in his very (18) ..... book that during the 19th and much of the 20th century, tuberculosis was a formative influence on art, music and literature.

- |    |                                    |             |                                    |               |   |           |                                    |            |
|----|------------------------------------|-------------|------------------------------------|---------------|---|-----------|------------------------------------|------------|
| 13 | A                                  | credit      | <input checked="" type="radio"/> B | ascribe       | C | account   | D                                  | suggest    |
| 14 | A                                  | contracting | <input checked="" type="radio"/> B | failing       | C | deficient | D                                  | short      |
| 15 | A                                  | hardly      | <input checked="" type="radio"/> B | slightly      | C | barely    | D                                  | narrowly   |
| 16 | <input checked="" type="radio"/> A | passion     | B                                  | vigour        | C | fury      | D                                  | emotion    |
| 17 | A                                  | law         | B                                  | principle     | C | ethic     | <input checked="" type="radio"/> D | rule       |
| 18 | <input checked="" type="radio"/> A | informative | B                                  | knowledgeable | C | informed  | D                                  | instructed |



## Part 2

You are going to read four extracts which are all concerned in some way with marriage and weddings. For questions 19-26, 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.**

### Wedding Arrangements

Royal Lily Weddings exists to provide you and your dear ones with a professional wedding co-ordination service.

- 1 We can attend to all aspects of the event. Rest assured no detail will be disregarded by us.
- 2 Not everyone gets married in church these days. Even the traditional sometimes choose other venues they consider more romantic or fitting – a beautiful garden for instance, or a beach, or a mountain top - even a bus shelter.
- 3 Choice regarding the dress too, has become far wider. If you don't want to be married in white, dare to be bold. We offer advice and access to select couturiers and fashion designers.

4 When it comes to the ceremony itself, and depending on who officiates, you can more or less write the book. The traditional Christian vow made by a wife to her husband has largely been abandoned, and in its wake, personalised vows have come to the fore.

5 Seating at the reception, as at the church, can be a problem. We will liaise between you and any unintentionally difficult family members or friends using tact and discretion to preserve the harmony on the day as well as in the years to follow.

Whatever format you choose, do come to Royal Lily Weddings to make sure it all adds up to a day you will remember for the rest of your lives.

19 This advertisement seeks to attract clients who

- A wish to preserve customary styles.
- B lack knowledge of wedding procedures.
- C only want something different.
- D want their wedding day to be perfect.

20 Which of these words best describes the attitude of the wedding co-ordination service to its clients?

- A accommodating
- B forbearing
- C patronising
- D demanding

An important role of the church is to remind us of the moral concerns confronting society. Recently we have been reminded of that role in a speech given by the archbishop, who lamented the high rate of divorce and linked falling fertility rates to the collapse of traditional family life. He predicted that the lower birth rate would have serious social consequences in the future and suggested that the tax system be used to reward couples who stay together and have children.

It is unlikely, however, that imposing a 'divorce tax' on separating couples, or reintroducing fault as an element in determining custody and property settlements, as he suggested, will do much

to keep families together. Using the tax system or custody laws to discipline couples whose marriages fail, will only add

to the stress and hardship of those contemplating divorce. Marriage is not 'the only contract that people can walk away from without a penalty' as he suggested, because divorce itself can be a great penalty for those affected by it. Keeping couples together by duress is not the best way to strengthen marriage.

How to nurture the individual desire for growth and fulfilment, while strengthening family life is a great challenge for all of society. The archbishop is to be congratulated for re-opening the debate.

## THE STATE OF FAMILY LIFE

21 In contrast to the writer, the archbishop thinks treatment of people whose marriages fail should be

- A contractual.
- B punitive.
- C rewarding.
- D understanding.

22 The writer suggests that the archbishop

- A exceeded his role.
- B overemphasised the individual.
- C acted in accordance with his position.
- D paid too much attention to divorce.

## Mehndi

*Mehndi* is deeply ingrained in the Indian tradition. Although applied on other occasions as well, it is an integral part of the wedding ceremony and is almost synonymous with marriage. A special time is set aside for the application of *mehndi* to the hands and feet of the bride-to-be, and the ceremony generally takes place on the night before the actual wedding. In the past, when almost all the women in any given household were proficient in this art, the most talented relative or friend was usually designated to perform this duty. Now that this art is getting lost in the race for urbanisation, special beauticians or artists have to be hired for the purpose and *mehndi* parlours are springing up in large cities.

The *mehndi* ceremony is a special one for the bride. She is surrounded by all the female members of the household, as well as the friends she has grown up with and close relatives who have come to attend the wedding. There will be much singing and dancing interspersed with bouts of teasing the bride. They have a captive audience in her, since she has to sit still for at least five to six hours while the *mehndi* is being applied. Like most customs and traditions that surround a wedding, there is an atmosphere of joviality and nostalgia, with a tinge of sadness.

- 23 The writer implies that
- A the *mehndi* ceremony may replace the marriage ceremony.
  - B the growth of big cities is causing all traditional practices to disappear.
  - C changes in living patterns have caused new types of businesses to appear.
  - D the art of applying *mehndi* is learnt by the majority of women.
- 24 The writer gives the impression that, on the whole, the *mehndi* ceremony is
- A a chance to review the past.
  - B a time of regret.
  - C a time for celebration.
  - D a daunting experience.

## Outside the Registry Office

And then she saw the Registry Office and a small crowd chatting on the pavement in front of the entrance. Like a visitor from another planet, she saw her publisher and her agent and her poor father's crazy vegetarian cousin and several of her friends and quite a few neighbours. And she saw Penelope, animated, her red hat attracting the attention of one or two of the photographers, conversing with the best man and Geoffrey. And then she saw, in a flash, but for all time, the totality of his mouse-like seemliness.

Leaning forward, in a condition of extreme calm, she said to the driver, "Would you take me on a little further please? I've changed my mind."

"Certainly, Madam he replied, thinking she was one of the guests. "Where would you like to go?"

"Perhaps round the park?" she suggested.

As the car proceeded smoothly past the Registry Office, Edith saw, as if in a still photograph, Penelope and Geoffrey, staring, their mouths open in horror. Then the scene became slightly more animated, as the crowd began to straggle down the steps, reminding her of a sequence in some early masterpiece of the cinema, now preserved as archive material.

- 25 From the whole text, we can assume Edith is expected at
- A the wedding of a friend.
  - B a relative's house.
  - C her own wedding.
  - D an official reception.
- 26 Through the comparison with a cinema sequence, the writer implies that Edith feels
- A cut off from the scene.
  - B disturbed by what she sees.
  - C impressed by the immobility of the people.
  - D the onset of old age.

## Part 3

You are going to read an extract from a book about India. Seven paragraphs have been removed from the extract. Choose from paragraphs A-H the one which fits each gap (27-33). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

## RAJASTHAN

One evening, by the light of an electric bulb we sat out with the villagers in the main street of a 'model village' of the command area. The street was unpaved, and the villagers, welcoming us, had quickly spread cotton rugs on the ground that had been softened by the morning's rain, half hardened by the afternoon's heat, and then trampled and manured by the village cattle returning at dusk. The women had withdrawn, we were left with the men and, until the rain came roaring in again, we talked.

27 C

The problems of the irrigation project the commissioner was directing were not only those of salinity or the ravines or land levelling. The problem as he saw it, was the remaking of men. And this was not simply making men want something; it meant in the first place, bringing them back from the self-wounding and the special waste that come with an established destitution.

28 A

But if in this model village – near Kotah Town, which was fast industrialising – there had been some movement, Bundi, the next day, seemed to take us backward. Bundi and Kotah; to me, until this trip, they had only been beautiful names, the names of related but distinct schools of Rajasthan painting. The artistic glory of Bundi had come first in the late seventeenth century.

29 G

Old wars; bravely fought but usually little more had been at stake other than the honour and local glory of one particular prince. The fortifications were now useless, the palace was empty. One dark, dusty room had old photographs and remnants of Victorian bric-a-brac. The small formal garden in the courtyard was in decay; and the mechanical, decorative nineteenth-century Bundi murals around the courtyard had faded to blues and yellows and greens. In the inner rooms, hidden from the sun, brighter colours survived, and some panels were exquisite. But it all awaited ruin.

30 D

Their mock aggressiveness and mock exasperation held little of real despair or rebellion. It was a ritual show of deference to authority, a demonstration of their complete dependence on authority. The commissioner smiled and listened and heard them all; and their passion faded.

31 H

They were far removed from the commissioner's anxieties, from his vision of what could be done with their land. They were, really, at peace with the world they knew. Like the woman in whose yard we sat. She was friendly, she had dragged out string beds for us from her little brick hut; but her manner was slightly supercilious. There was a reason. She was happy, she considered herself blessed. She had had three sons, and she glowed with that achievement.

32 E

Men had retreated to their last, impregnable defences: their knowledge of who they were, their unshakeable place in the scheme of things; and this knowledge was like their knowledge of the seasons. Rituals marked the passage of each day, rituals marked every stage of a man's life. Life itself had been turned to ritual; and everything beyond this complete and sanctified world was vain and phantasmal.

33 B

But to those who embraced its philosophy of distress, India also offered an enduring security, its equilibrium. Only India with its great past, its civilisation, its philosophy, and its almost holy poverty, offered this truth; India was the truth. And India, for all its surface terrors, could be proclaimed, without disingenuousness or cruelty, as perfect. Not only by pauper but by prince.

- A** We were, as the commissioner said, among men who until recently, cut only the very tops of sugar cane and left the rest of the plant, the substance of the crop, to rot. So the present concern, here in the model village, about fertilisers and yields was an immeasurable advance.
- B** Kingdoms, empires, projects like the commissioner's; they had come and gone. The monuments of ambition and restlessness littered the land, so many of them abandoned or destroyed, so many unfinished, the work of dynasties suddenly supplanted. India taught the vanity of all action; and the visitor could be appalled by the waste, and by all that now appeared to threaten the commissioner's enterprise.
- C** So handsome, these men of Rajasthan, so self-possessed; it took time to understand that their concerns were limited. The fields, water, crops, cattle: that was where concern began and ended. They were a model village, and so they considered themselves. There was little more that they needed, and I began to see my own ideas of village improvement as fantasies. Nothing beyond food – and survival – had, as yet, become an object of ambition.
- D** All vitality had been sucked up into that palace on the hill; and now vitality had gone out of Bundi. It showed in the rundown town on the hillside below the palace; it showed in the fields; it showed in the people, more beaten down than at Kotah Town just sixty miles away, less amenable to the commissioner's ideas, and more full of complaints. They complained even when they had no cause; and it seemed that they complained because they felt it was expected of them.
- E** All the chivalry of Rajasthan had been reduced here to nothing. The palace was empty; the petty wars of princes had been absorbed into legend and could no longer be dated. All that remained was what the visitor could see: small poor fields, ragged men, huts, monsoon mud. But in that very abjectness lay security. Where the world had shrunk, and ideas of human possibility had become extinct, the world could be seen as complete.
- F** The Prince's state, or what had been his state, was wretched; just the palace and the peasants. The developments in which he had invested hadn't yet begun to show. In the morning, in the rain, I saw young child labourers using their hands alone to shovel gravel onto a waterlogged path. Groundnuts were the only source of protein here; but the peasants preferred to sell their crop, and the children were stunted.
- G** And after the flat waterlogged fields, pallid paddy thinning out at times to marshland, after the desolation of the road from Kotah, the flooded ditches, the occasional cycle-rickshaw, the damp groups of bright-turbaned peasants waiting for the bus, Bundi Castle on its hill was startling, its great walls like the work of giants, the extravagant creation of men who had once had much to defend.
- H** Later we sat with the 'village level' workers in the shade of a small tree in a woman's yard. These officials were the last in the chain of command; on them much of the success of the scheme depended. There had been evidence during the morning's tour that they hadn't all been doing their jobs. But they were not abashed; instead, sitting in a line on a string bed, dressed like officials in trousers and shirts, they spoke of their need for promotion and status.

## Part 4

You are going to read an extract from an article on Marco Polo. For questions 34-40, 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.

## Marco Polo

"Here begins the introduction of this book, which is called *'The Description of the World.'* Lords, Emperors, and Kings, Dukes, and Marquesses, Counts, Knights, and Burgesses, and all people who wish to know the different generations of men and the diversities of the different regions of the world, then take this book and have it read and here you will find all the greatest marvels and the great diversities ..."

So begins Marco Polo's book, *'The Description of the World,'* as presented in Arthur Christopher Moule's masterful English translation of a version of Marco Polo's book known to scholars as the 'F' text. The storied Venetian trader escaped bandits, pirates, rampaging rivers and sandstorms on his epic eastbound journey. Sailing the treacherous coasts of Southeast Asia and India, Marco Polo returned to Venice in 1295, after 24 years, rich in gems, and wild tales of unimagined lands. Shortly after his return to Venice, Marco Polo was captured at sea, possibly by pirates. One tradition suggests he was imprisoned in Genoa's Palazzo and that he devoted his prison time to composing his book. On his deathbed in 1324, the legendary adventurer reflected that he had many more stories to tell.

*'The Description of the World,'* the original product of Marco Polo's collaboration with a romance writer named Rustichello has been lost, and so scholars are left to sift through the some 150 versions known to exist, no two exactly alike. Scholars divide the 150 versions into two groups, labeled 'A' and 'B'. The 'F' text, which falls into the 'A' group, is housed in the Bibliothèque Nationale in Paris. Considered one of the best and very close to the original, it is written in a Franco-Italian language described by one scholar as 'uncouth French much mingled with Italian.'

Some of these 'A' texts are notorious for variations that show the biases, mistakes and editorial judgments of their copiers. For example, when some translators were presented with the news that the three Magi were buried at Saveh in Persia rather than in Cologne, they inserted that the people of Saveh tell many lies. As these books

were translated from language to language, the opportunities for error multiplied; one text from the early 16th century is a Tuscan translation of a Latin translation of an earlier Tuscan translation of the original Franco-Italian language. Although we have no confirmation of the Marco-Rustichello collaboration other than the book itself, Marco Polo seems to have approved of at least some of its versions, for in 1307 he presented a French translation of it to an envoy of Charles of Valois.

The second group of manuscripts, known as the 'B' group, provides some provocative material not found in the 'A' texts. From this 'B' group, for example, we learn that the people around Yarkand in western China suffer from goitre – a problem for them even today. Until the 1930s the only examples of 'B' texts were a few odd bits of manuscript and a printed text by Giambattista Ramusio that appeared in 1559, two years after his death. Ramusio tells his readers that his Italian version was produced 'with the help of different copies.' The foundation of his work appears to be a Latin text dating from before 1320, with influences from other identifiable versions. What is distinctive about Ramusio's work is that about twenty per cent of it was, until 1932, considered unique. That twenty per cent is thought to have come from another early Latin text, which may have been destroyed in a 1557 fire. In any event, the source has never been found.

A second version containing much of Ramusio's original material surfaced in Toledo, Spain in 1932. Most of this Latin manuscript agrees with the 'F' manuscript, but it also contains some 200 passages not found in 'F'. About 120 of those, however, are found in Ramusio's book. Because the remaining 80 offer valuable historical and geographical material and even help to clarify some obscure passages of 'F', this manuscript is thought to be a copy of something that was very close to an original.

In sorting this out, scholars have come to conclude that Marco Polo probably wrote two versions of his book. The second version, represented by the 'B' texts, may have been a revision and expansion done for a select group of readers who had already made their way through the first book. It is unlikely that we will ever know exactly what form the first book took, but the versions we have still make for a very good read.


- 34 According to the introduction to the book, readers can expect to
- A learn about Marco Polo's life.
  - B learn about differences among generations.
  - C travel to far regions of the world.
  - D read descriptions of places.
- 35 According to the second paragraph, stories about Marco Polo's life
- A are well-supported.
  - B are all imaginary.
  - C take place at sea.
  - D are sometimes unreliable.
- 36 What is the 'F' text?
- A The authentic text written by Marco Polo and Rustichello.
  - B The script with the greatest affinity to the original source.
  - C Not one of the 150 versions of Marco's original book.
  - D A good version of the 'B' texts written in Franco-Italian.
- 37 What is one of the main problems with the 'A' texts?
- A All translators manipulated the truth.
  - B Editing is now difficult and unreliable.
  - C The early versions were remote from the original text.
  - D Later translations distorted the original.
- 38 The 'B' group of manuscripts
- A contained previously undocumented information.
  - B were compilations of manuscripts printed by Ramusio.
  - C dealt with health and culture in China.
  - D were published two years after Ramusio's death.
- 39 What was found in Spain in 1932?
- A A Latin version containing valuable information about Ramusio.
  - B A text which was very close to the 'F' manuscript.
  - C A manuscript of 200 passages that do not appear in the 'F' text.
  - D The original book written by Marco Polo.
- 40 In relation to the book, *'The Description of the World,'* the author suggests that
- A despite its uncertain origins, it is a fascinating piece of literature.
  - B scholars should discover who the true author was.
  - C Marco Polo wrote many versions of the same book.
  - D Marco Polo intended his original book for an elite readership.



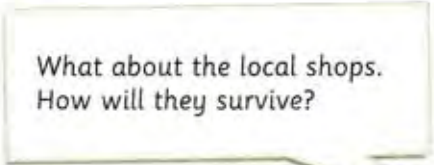
## Part 1

You **must** answer this question. Write your answer in **300-350** words in an appropriate style.

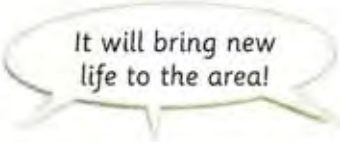
- 1 A proposal has been made by an international retail group of companies to build a large shopping complex, complete with restaurants and leisure facilities in a country area close to your town. This is likely to cause disruption to the area with new road and rail links and relocation of local residents. The following comments were made at a public meeting to discuss the situation.



What about the noise  
and pollution from  
the traffic?



What about the local shops.  
How will they survive?



It will bring new  
life to the area!

Your local newspaper has published an editorial and invited readers to express their views, to be brought up at the next public meeting. You decide to write a letter to the editor to state your point of view. Write your **letter**. Do not write any postal addresses.

## Part 2

Write an answer to **one** of the questions 2-5 in this part. Write your answer in **300-350** words in an appropriate style.

---

- 2** You are employed by a local magazine and have been asked by your editor to write a review of a new hotel which has recently opened in the town. Describe the facilities available. Give your impression of the interior decorations, courtesy of the staff, and value for money and say whether you would recommend it or not.

Write your **review**.

- 3** You are a member of a group that is involved in a campaign to encourage people to help the environment. You have been asked to contribute an article for a local magazine, describing how you became interested in protecting the environment and explaining how groups such as yours can help.

Write your **article**.

- 4** The company for which you work is planning to renovate and expand its present premises. Staff have been asked to give in proposals on how this can best be done. In your proposal, comment on the present premises and make proposals for improving and extending them.

Write your **proposal**.

## Part 1

For questions 1-15, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0). Write your answers **on the separate answer sheet**.

Example:

0

long

## IQ TESTS

Psychologists have (0) .....long..... been interested in (1) .....how..... we judge intelligence in strangers. Now scientists have designed tests (2) .....that/which..... try to discover which cues help people to judge IQ accurately, and which cause them to get (3) .....it..... wrong. High school pupils were videotaped answering thought-provoking questions and the videos were (4) .....then..... shown to groups of 'judges' who were asked to assess the students' physical type and monitor a variety of behavioural cues. Next the judges were asked to rate the students' intelligence. At the (5) .....same..... time, each student was (6) .....also..... required to sit a standard IQ test.

Certain cues matched the (7) .....results..... of the IQ tests more closely than others. (8) .....While..... speaking quickly, using a lot of words or displaying ease (9) .....of..... understanding caused the judges to rate the students' intelligence highly, (10) .....and..... was reflected in the IQ tests, (11) .....other..... cues seemed to give the judges an entirely false impression of intelligence (12) .....as..... measured by the IQ test. (13) .....Amongst/among..... the cues that led judges to assess students as dull were factors (14) .....such..... as using halting speech or slang. Cues that led judges to view students as bright included talking loudly and using proper English. (15) .....None..... of these traits correlated with measured IQ, however.

## Part 2

For questions 16-25, read the texts below. Use the word given in **capital**s at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers **on the separate answer sheet**.

Example:

0

appearance

## El Nino

Over the years the (0) ..... <i>appearance</i> ..... of La Nina has been more	<b>APPEAR</b>
(16) ..... <i>unpredictable</i> ..... than that of El Nino; its patterns are not yet fully	<b>PREDICT</b>
known and fewer of its effects have been recorded. But both	
patterns are (17) ..... <i>considerably</i> ..... better understood than ever before.	<b>CONSIDER</b>
That is because the most recent El Nino will be the first to be	
remembered for more than just a litany of disasters. The 1997-98	
El Nino marked a (18) ..... <i>historic</i> ..... breakthrough in that for the	<b>HISTORY</b>
first time scientists were able to predict (19) ..... <i>abnormal</i> ..... flooding	<b>NORMAL</b>
and droughts months in advance, allowing time for (20) ..... <i>threatened</i> .....	<b>THREAT</b>
populations to prepare. At the very least, preparation can save	
lives. Even in regions affected by (21) ..... <i>poverty</i> ....., constructing	<b>POOR</b>
(22) ..... <i>drainage</i> ..... systems and stockpiling emergency supplies saved	<b>DRAIN</b>
hundreds of lives. Forewarning brought (23) ..... <i>timely</i> ..... international	<b>TIME</b>
aid to such places as Papua, New Guinea, where highland populations	
were faced with (24) ..... <i>starvation</i> ..... after frost and drought combined	<b>STARVE</b>
to destroy (25) ..... <i>subsistence</i> ..... crops.	<b>SUBSIST</b>

## Part 3

For questions 26-31, think of **one** word only which can be used appropriately in all three sentences. Here is an example (0).

**Example:**

0 There's a(n) ..... chance that he'll win.

He's not particularly ..... at chess, but he'll improve.

After reading his report, we have a fairly ..... idea of what went on at the meeting.

0	good
---	------

Write **only** the missing word **on the separate answer sheet**.

26 Ceramics have to be ....*fired*.... at very high temperatures in special ovens.

The recent economic downturn has meant that more workers can expect to be ....*fired*.... in the next few months.

Susan returned from the meeting ....*fired*.... with new enthusiasm to do what she could to protect the environment.

27 After the dust had ....*settled*.... they were able to see how much damage had been done.

They travelled for many years and eventually ....*settled*.... in Italy.

Tim ....*settled*.... the bill for the meal at the end of the evening.

28 Nobody can really *argue* with his great talent as a musician, it's his honesty that's in doubt.

You may disagree, but I would *argue* that this is a cause worth supporting.

The children *argue* about which TV channel to watch all the time. It's driving their mother mad!

29 All households will need to *draw* water from the well in the neighbouring village.

A member of the audience was chosen to *draw* the winning ticket.

It's not a clear-cut question. You will have to *draw* your own conclusions from the debate.

30 They gave us a full *account* of their experiences in India.

Jane asked the grocer to put the goods on her *account* and she would pay later.

The residents' opinions on the new road were not taken into *account*.

31 After the earthquake, *relief* was immediately sent to the stricken village.

It was such a(n) *relief* to know that he had returned safely.

It is hoped that the new drug will bring *relief* to arthritis sufferers.

## Part 4

For questions 32-39, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Here is an example (0).

## Example:

0 We are able to afford a holiday, because I was promoted.

result

As ....., we are able to afford a holiday.

0	<i>a result of my promotion</i>
---	---------------------------------

Write **only** the missing words **on the separate answer sheet.**

---

32 I doubt if we will go fishing this weekend.

likelihood

There is *... little likelihood that we will go/of our going ...* fishing this weekend.

33 Dawn's boss is constantly criticising her work.

fault

Dawn's boss *... is constantly finding fault with ...* her work.

34 Peter is really looking forward to starting his sky-diving course.

hardly

Peter *... can hardly wait to start ...* his sky-diving course.

35 For the contract to be a valid legal document, both parties must sign it.

**binding**

For the contract .....*to be legally binding, it must be signed by*..... both parties.

36 My neighbour assumes that he can use my lawnmower whenever he likes.

**granted**

My neighbour .....*takes it for granted (that) I will allow/permit*..... him to use my lawnmower whenever he likes.

37 If he hadn't encouraged me, I would never have entered the competition.

**thanks**

It was .....*thanks to him that I*..... entered the competition.

38 Accepting retirement is often difficult.

**terms**

It is often .....*difficult to come to terms with*..... retirement.

39 Michael has made the decision not to move again.

**intention**

Michael .....*has no intention of moving*..... again.



## Part 5

For questions 40-44, read the following texts on office technology and ergonomics. For questions 40-43, answer with a word or short phrase. You do not need to write complete sentences. For question 44, write a summary according to the instructions given.

Write your answers to questions 40-44, on the separate answer sheet.

Thirty years ago, the TV series UFO envisioned 1999 as an era when space fighters were launched from submarines, the world was under threat from alien invaders - and everyone carried a slide rule in a holster on their belts.

Even as the programme was being made, pocket calculators were coming onto the market. There was a lesson about the future: it will overtake your wildest imaginings. If you focus on how existing technologies will develop, you miss the real changes - and threats. This autumn sees the changeover from keyboards and mice to using the human voice to dictate directly onto the screen, and to command the computer. Wonderful, you may think. A cure for repetitive strain injury (RSI), caused by repeated physical actions. Except that it will not be. It will transfer RSI from the wrist to the throat. The voice box is a very delicate instrument and we are not used to speaking all the time. Even 200 words (taking a little over a minute to say) leaves us clearing our throats and sipping a drink. There will be catastrophes unless we learn how to use our voices safely. Students who get up on the morning of an essay deadline to compose 4,000 words on a voice-operated computer could permanently damage their voices.

Each new technological development tends to bring problems with it. Nobody had heard of RSI until word processors exploded onto the market. Long hours spent staring into a computer monitor led to complaints of eyestrain, backache and even worries about radiation leaks from the screen. Repetitive computer related tasks are such a common feature of modern work that many companies are calling in ergonomic consultants to recommend ways to avoid RSI conditions such as carpal tunnel syndrome, a wrist condition commonly found in people who use keyboards. Companies found that by following their advice, claims for injury or illnesses suffered by employees were greatly diminished.

- 40 Explain in your own words what the writer means by, 'It will transfer RSI from the wrist to the throat.'

the same problem will affect the throat

- 41 Why did employers feel the need to bring in ergonomic specialists?

to cut down on work related injuries

Certain characteristics of the work setting have been associated with injury. These characteristics are known as task physical, or primarily, interaction between the worker and the work setting, and environmental, or primarily, interaction between the worker and the environment. Task physical characteristics in a workplace such as a modern office are likely to be related to posture, repetition, duration and recovery time. Environmental characteristics may be related to heat or cold stress, lighting and more rarely, noise.

Posture is the position of the body while performing work activities. Awkward posture is associated with an increased risk of injury. It is generally considered that the moment a joint deviates from the natural position, the greater the risk of injury and there are specific postures which have been associated with certain types of injury, for example, to the wrist while bending it up and down or from side to side. The neck can be injured by bending it forward or to the back, or side bending as when holding a telephone to the shoulder. Back injuries may occur when bending at the waist or twisting. With industrialisation, the trend regarding lighting has been to provide higher lighting levels. This has proven hazardous within certain work settings such as in offices in which problems of glare and sight problems have been associated with bright lighting. The current recommended trend is for low-level background light coupled with non-glare task lighting which can be controlled.

Noise is unwanted sound and can cause many problems in an industrial setting. In an office, however, noise levels that are well below thresholds that cause hearing loss may interfere with the ability of some people to concentrate, as indeed, can other factors such as mental loading, decision making or invariability of tasks.

Ergonomic solutions to these problems may include providing chairs with wrist and foot rests, moving work stations to minimise glare without shutting out daylight and providing window coatings and blinds to further reduce glare in some areas. These are only a few of the ways to ensure that workers can be more comfortable at their jobs and will be able to spend more time at their workstations. Injuries would be reduced and there would be a commensurate reduction in workers' compensation costs.

- 42 What does the writer mean by 'task physical' and 'environmental' characteristics.

*environmental characteristics refer to the surroundings, task physical refer to things like the way you have to sit or stand at work*

- 43 In your own words explain what the writer suggests is the problem with noise in the office.

*it can make it difficult to focus on a task*

- 44 In a paragraph of between 50 and 70 words, summarise in your own words as far as possible, the ways given in the texts in which employers and employees could solve the problems brought about by technological advances in modern offices.

Write your summary on the separate answer sheet.

*Employees will need to learn not to speak for too long when using their voices to operate the computer to avoid damaging their throats. Employers could seek the advice of specialists to avoid injuries caused by overuse of computers. This might involve shifting computers and special lighting arrangements to avoid glare. Providing specially designed furniture with supports for the wrists and the feet could help too.*

## Paper 4 - Listening (approx. 40 minutes)

## Part 1

You will hear four different extracts. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

## Extract One

You hear a man talking about his childhood on a council estate.

- 1 How does he feel about the estate where he lived?
- A He thinks too much importance was attached to housing needs.  
 B He feels fortunate to have grown up there.  
 C He resents the lack of play facilities for children.
- 2 How did he and his friends feel about having to make their own entertainment?
- A They didn't like being left to their own devices.  
 B They went ahead and enjoyed themselves anyway.  
 C They were too busy working to think about it.

B 1

B 2

## Extract Two

You hear two people discussing a young man's absence from school.

- 3 What do they disagree about?
- A That it is the parents' responsibility to ensure regular attendance at school.  
 B That it is better to stay at school to gain qualifications.  
 C That the young man is at least getting work experience.
- 4 What is the woman's opinion regarding her son's truancy?
- A She fully supports her son since he works for himself.  
 B She doesn't condone it, but feels powerless to stop it.  
 C She doesn't want to be prosecuted because of her son.

B 3

B 4

**Extract Three**

You hear a man talking about bird-watching and the best ways to attract wild birds.

5 The speaker says that many different birds can be persuaded to come if you

- A put out water for wild birds.
- B visit an area regularly.
- C provide a variety of foodstuffs.

C	5
---	---

6 The speaker says that in order to choose an observation point you should

- A visit it as often and as regularly as possible.
- B find somewhere in your neighbourhood.
- C look for an area that has everything birds need.

C	6
---	---

**Extract Four**

You hear part of a sports programme on the radio.

7 What was the 'disastrous start' referred to by the speaker?

- A accidents involving two horses
- B riders having to abandon their horses
- C the bad condition of the course

A	7
---	---

8 What do show organisers hold responsible for the poor conditions?

- A the limited amount of water lying on the surface
- B the building materials used in making the course
- C the extremely muddy ground

B	8
---	---

## Part 2

You will hear a radio programme about a family who gave up their suburban lifestyle for a life in the country. For questions 9-17, complete the sentences with a word or short phrase.

Moving away from the town was made possible when Evan received his

*redundancy money*

9

Their house has *spectacular* views of the countryside.

10

Their main priority is to make themselves *self-sufficient*

11

before putting their own produce on the market.

Until they can live off the profits of the land the couple are looking for

*part-time employment*

12

For the time being Nina is starting to make a(n) *(extensive) garden*

13

Many people like them, who are *disillusioned* with their jobs,

14

have moved to the country.

They invested in a TV set for the *sake* of their daughter.

15

The couple find their new way of life extremely *satisfying*

16

This kind of life is demanding so it is important to be

*resilient*

17

to make it work.

**Part 3**

You will hear an interview with Haile Gebrselassie who recently won an Olympic gold medal. For questions 18-22, choose the answer (A, B, C or D) which best fits what you hear.

18 Runners from Ethiopia and other Rift Valley countries have an advantage because

- A Ethiopians like running for its own sake.
- B they train from an early age.
- C their bodies have adapted to their environment.
- D they were born with unusual physical attributes.

C	18
---	----

19 Runners from other countries may suffer

- A during training in the mountains.
- B due to bad circulation.
- C when they leave high altitudes.
- D due to insufficient training.

C	19
---	----

20 Haile is particularly good at distances of 10 kilometres because

- A he was obliged to run to school and back.
- B he was taught to run at school.
- C school in Asela had many long-distance athletes.
- D his running style was influenced by carrying books.

A	20
---	----

21 Altitude plays a part in producing top athletes, but another factor involved is

- A that children are encouraged to run by their parents.
- B that running is their only means of getting around.
- C the influence of the Ethiopian attitude to life.
- D the long distances between places.

B	21
---	----

22 Haile and his equipment sponsor established the Global Adidas running club because

- A they wanted to recruit more athletes in Ethiopia.
- B they wanted to invest money in the sport in Ethiopia.
- C they wanted to see more runners in the hills.
- D they wanted to bring athletes from Asela to Addis Ababa.

B	22
---	----

## Part 4

You will hear two critics, Pam and Oliver, talking about an actress who has recently died. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree.

Write **P** for Pam  
**O** for Oliver  
or **B** for Both

23 Imogen's fame stemmed from her natural comic ability.

P	23
---	----

24 Satire was one of her greatest talents.

B	24
---	----

25 The strength of her personality was the main reason for Imogen's success.

O	25
---	----

26 Imogen had some frustrating years in the beginning.

B	26
---	----

27 Having children would not have helped the actress' early career.

B	27
---	----

28 Of all Imogen's characters, Mrs Hickenlooper was the funniest.

O	28
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## Paper 5 - Speaking (approx. 20 minutes)

The speaking test involves two candidates and two examiners. One examiner, the Interlocutor, will speak to you while the other, the Assessor, will just listen.

### Part 1 (3 minutes)

You will be asked questions in turn about where you live and where you are from, your work, studies and interests, and your views on certain things.

### Part 2 (4 minutes)

You will be asked to discuss the photographs on page 164 together. There are two stages in this part.

#### Stage 1

Here are some photographs which show animals in the wild and in some form of captivity. Look at pictures 1 and 2 on page 164 and discuss the differences in the ways the animals live.

#### Stage 2

You belong to a group which wishes to promote better treatment of animals. Discuss how these images might help in their campaign. Select two pictures which show two strongly contrasting images of animals.

### Part 3 (12 minutes)

You will be asked to talk on your own, comment on what your partner says and join in a three-way discussion with your partner and the Interlocutor around a certain theme.

#### People

One candidate will be asked to look at **prompt card (a)** and talk about it for two minutes.

There are also some ideas for the candidate to use if he/she wishes.

The other candidate will then be asked if he/she has anything to add.

Then the Interlocutor will ask both candidates a question such as:

- How much stress are people in the country likely to suffer from compared to those who live in cities?

#### Prompt Card (a)

How important is social status to people today?

- increased demands
- the mass media
- money

The second candidate is then given **prompt card (b)** and asked to discuss it for two minutes.

The other candidate will then be asked if he/she has anything to add.

Then both candidates will be asked a question on the subject, such as:

- To what extent do you feel an only child will grow up spoiled and lacking in social skills?

#### Prompt Card (b)

To what extent were your grandparents happier in their everyday lives than your parents?

- the rat race
- health and education
- materialism and greed

The test will then be concluded with a number of general questions about the topic:

- What are the advantages of rejecting the modern lifestyle and returning to the past?
- Have people sacrificed personal happiness in their fight to 'keep up with the Joneses'?
- To what extent do you think people get what they want in life?
- What are the advantages and disadvantages of living in an extended family environment?



**Part 1**

For questions 1-18, read the three texts below and decide which answer (A, B, C or D) best fits each gap. Mark your answers on the separate answer sheet.

**THE ROTHSCHILDS**

When, in the 18th century, Mayer Anscher Rothschild (1) ..... his studies to join a banking firm in his native Frankfurt, he took the first steps towards creating one of the most successful, and most influential banks.

For nearly two centuries, the

fortunes of the British Government and those of the bank were fundamentally (2) ..... . Thanks to the Rothschilds, the Duke of Wellington was able to pay his army in 1814-15 (the bank received a two per cent commission on the deal). Ten years later, the Rothschilds again came to the (3) ..... when 145 British banks failed, helping prevent the (4) ..... of the whole UK banking system.

The 19th century Prime Minister, Benjamin Disraeli (5) ..... one of his great coups as buying enough shares in the Suez Canal to secure Britain a controlling interest – again thanks to a £4 million Rothschild loan. Today, the company (6) ..... among the world's largest privately-owned banks, with 40 offices in 30 different countries.

- |   |                                    |             |                                    |           |                                    |           |                                    |            |
|---|------------------------------------|-------------|------------------------------------|-----------|------------------------------------|-----------|------------------------------------|------------|
| 1 | A                                  | abdicated   | <input checked="" type="radio"/> B | abandoned | C                                  | absconded | D                                  | discarded  |
| 2 | A                                  | bound       | B                                  | fastened  | C                                  | bonded    | <input checked="" type="radio"/> D | linked     |
| 3 | A                                  | deliverance | <input checked="" type="radio"/> B | rescue    | C                                  | salvation | D                                  | relief     |
| 4 | A                                  | subsidence  | B                                  | descent   | <input checked="" type="radio"/> C | collapse  | D                                  | demolition |
| 5 | A                                  | observed    | B                                  | beheld    | <input checked="" type="radio"/> C | saw       | D                                  | watched    |
| 6 | <input checked="" type="radio"/> A | ranks       | B                                  | classes   | C                                  | ranges    | D                                  | positions  |

**AN ENGLISH VILLAGE**

**D**own by the river lie the currant and gooseberry bushes – literally the fruit of the potter's field – for the loam there is (7) ..... with Roman pottery. Just above, the bit of straight – or the army path as the Saxon farmers called it – (8) ..... past towards the coast. The heights are crowned with mill sites and within the village proper there exists an empty secondary horse village, a deserted (9) ..... of packways, stables, harness rooms and tackle. Nothing has contributed more to the swift destruction of the old

pattern of life in Suffolk than the death of the horse. It (10) ..... with it a quite different conception of time. The old farmsteads ride high on the hills. They must remain remote unless some huge (11) ..... project thrusts up to meet them. And this is not likely. Akenfield itself has no development plans and even if Ipswich's overspill ever threatened it, it is doubtful if any preservationist society would launch an (12) ..... to save it. It is not that kind of village.

- |    |                                    |           |                                    |              |                                    |               |                                    |           |
|----|------------------------------------|-----------|------------------------------------|--------------|------------------------------------|---------------|------------------------------------|-----------|
| 7  | A                                  | splashed  | B                                  | spattered    | <input checked="" type="radio"/> C | littered      | D                                  | dispersed |
| 8  | <input checked="" type="radio"/> A | shoots    | B                                  | bolts        | C                                  | dashes        | D                                  | hurls     |
| 9  | A                                  | scheme    | B                                  | collectivity | C                                  | entirety      | <input checked="" type="radio"/> D | complex   |
| 10 | A                                  | drew away | <input checked="" type="radio"/> B | carried away | C                                  | made away     | D                                  | ran away  |
| 11 | <input checked="" type="radio"/> A | housing   | B                                  | sheltering   | C                                  | accommodating | D                                  | dwelling  |
| 12 | A                                  | attack    | B                                  | effort       | <input checked="" type="radio"/> C | appeal        | D                                  | order     |

## NOTHING BUT STYLE

Style is now more important than substance or at least more important than skills; that is the message of a report (13) ..... last month in Britain that questions the (14) .....

employees project and how it compares to the one a would-be employer wants to promote. It is now more important to employers that their employees (15) ..... the lifestyle being sold by the restaurant, café or shop in which they work, than have technical skills. The idea that workers personify a company has long been an

(16) ..... part of management-level jobs, but this concept has (17) ..... to jobs such as shop assistants and waiters. Employers now rely more on appearance and accent than on qualifications. So is getting a job all a (18) ..... of style? At many coffee houses and restaurant chains, the answer would seem to be yes.

- |    |   |             |   |              |   |               |   |             |
|----|---|-------------|---|--------------|---|---------------|---|-------------|
| 13 | A | taken out   | B | caught out   | C | worked out    | D | brought out |
| 14 | A | impression  | B | image        | C | picture       | D | notion      |
| 15 | A | reflect     | B | expose       | C | feature       | D | flaunt      |
| 16 | A | exceptional | B | accepted     | C | expressed     | D | observed    |
| 17 | A | soaked down | B | dripped down | C | filtered down | D | leaked down |
| 18 | A | business    | B | subject      | C | concern       | D | matter      |

## Part 2

You are going to read four extracts which are all concerned in some way with children and their development. For questions 19-26, 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.

## Tears and Fears

Like many parents I had not fully appreciated the emotional upheaval going to school for the first time involves for a child. I had tended to focus on my own feelings, and notwithstanding my awareness that this was a major step in my daughter's life, my own reluctant acceptance of this as a rite of passage which signalled the end of babyhood, had preoccupied me to the exclusion of all else. Never once did I imagine she would have any objections. To be fair to myself, this was partly because, having gone back to work relatively soon after she was born, I had had to leave her at home in the care of a childminder from a very early age, so she was

quite a sociable child. What I had failed to appreciate, though, was the strong sense of place young children possess. To my daughter, what mattered, perhaps more than anything else, was the shift to a new, possibly threatening environment. Perhaps it is impossible for adults, with our acceptance of the transience of everything in the modern world, to understand how primitive small children still are in their reactions to the world around them. The world is unchanging, permanent and any alteration represents an enormous tragedy. At any rate, my attempts to leave her at nursery school were greeted with heart-rending screams which left me shaken and shamefaced as I slunk away to my office.

19 What had the writer **not** expected her child to do on the first day of school?

- A Go willingly to school.
- B Feel comfortable in new surroundings.
- C Get on with the other children.
- D Rebel at her new situation.

20 On leaving her child at school, the parent felt

- A guilty.
- B relieved.
- C startled.
- D unconcerned.

## Early Literacy Development

This great resource gives the latest information on emerging reading and writing skills. You will get facts and background information to help you identify the stages of literacy development as well as strategies to facilitate them for future academic success. Learn about the characteristics and factors that promote or inhibit reading acquisition and writing development. This resource covers:

- stages in early reading and writing
- characteristics of delay and 'at risk' factors
- reading and writing facilitation strategies
- literacy activities
- suggestions for working with parents and families
- lists of picture books

21 What does the text imply about literacy skills?

- A They are now appearing at a later stage.
- B They slow later progress at school.
- C They are not always easy to acquire.
- D Parents should not be involved in developing them.

22 This advertisement is aimed at

- A parents.
- B educators.
- C booksellers.
- D children.

# Growing up

My friends were quite envious of my having famous parents. That set me apart in a strange way. At other times though, I could be terribly embarrassed by the fact that my parents weren't the same as everyone else's parents. I think that when you are growing up you want to fit into some pattern, but you don't see a big enough picture to know what that pattern really is. You just see a very narrow social pattern into which you have been put and if you are spilling out over that in some way, it can be very embarrassing for a child.

I would love childhood to mean a sort of free growing, but in reality it never is because all children, no matter what their background, have dark corners which they

keep to themselves. There is never that openness – it's just the nature of the beasts, both parents and children. The one cannot actually see life from the perspective of the other, and so the 'dark corners' become caverns of misunderstanding at times. It's only when you're grown up that you can actually come to terms with those misunderstandings and see your parents as they really are. Similarly, parents looking at children see them as people they love, people they have to protect from the world (probably quite wrongly) and people for whom they have *their* particular expectations. There are of course marvellous moments of great happiness; but there are also inescapable pains and disappointments.

23 In the first paragraph, the writer implies that children are usually

- A ashamed of their parents.
- B jealous of each other.
- C conformists.
- D adventurous.

24 According to the writer, children

- A are in need of parental protection.
- B cannot regard their parents as individuals.
- C need to be open with their parents.
- D have high expectations of their parents.

## Post-Traumatic Stress

Child maltreatment is a major health problem in the United States, with, according to the U.S. Department of Health and Human Services, more than 1 million cases of child abuse documented in 1994. It is well established that exposure to trauma greatly increases an individual's long-term vulnerability to psychiatric problems. Besides being linked to the development of post-traumatic stress disorder, it has been found that a high level of adult patients suffering from major depression, panic disorder and personality disorder were abused, either physically or psychologically, as children. Clarifying what follows from trauma and classifying the various types of abuse may provide pertinent information which could lead to better means of treatment for those individuals who were maltreated as children.

- 25 The writer says that victims of child abuse
- A can no longer be properly helped.
  - B are likely to have mental problems in later life.
  - C will all need psychiatric help when they grow up.
  - D will be depressed a great deal of the time.
- 26 The writer says that the best treatment is determined
- A when the victim has reached adulthood.
  - B after it is learned how the child suffered.
  - C by giving the victim certain facts.
  - D by the sufferer's personality type.

## Part 3

You are going to read an article about the Spanish treasure fleets. Seven paragraphs have been removed from the extract. Choose from paragraphs A-H the one which fits each gap (27-33). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

## Spanish Treasure

Gold earrings hung with pearls sank with a Spanish galleon west of Havana, one of the many wrecked by pirates, storms and treacherous reefs. These and other artefacts offer a wealth of clues about the history of Cuba's golden past. A glittering fortune in gold and silver has been recovered from the sea floor. Treasures including luxuries such as rare wood and exotic feathers were shipped from the New World to Seville by way of Cuba.

27 F

In a typical year, the first of the two annual treasure fleets left Spain in spring and entered the Caribbean near the island of Margarita, off Venezuela — a source of pearls and a frequent target of pirates. Here the flotilla usually split in two, following courses that touched much of the Spanish New World. One convoy stopped at ports along the Spanish Main, as the English called the northern coast of South America and the Caribbean islands. Colonists, forbidden to manufacture anything, had to buy even such ordinary items as cutlery, tools and religious medals from the convoy.

28 D

In late summer, the merchant ships and war ships sailed to Havana's well-fortified harbour to form the treasure fleet. Theoretically, the captain general and his warships defended all the merchantmen against pirates. In reality, storms frequently scattered the flotilla making individual ships vulnerable. Pirates chose these loners to attack and loot. But Piet Heyn, to the Spanish a pirate, to the Dutch a fabled admiral, was not satisfied with picking off the stragglers. He wanted the whole treasure.

29 G

Officials in Havana, who feared this legendary figure more than any other foe, kept watch for him, especially when a treasure fleet was about to sail for Spain. On August 4, 1628, Heyn and his ships lay off Cuba, not sure whether the treasure fleet's Mexican component (the Dutch called it the silver fleet) had

left for Havana to link up with the rest of the flotilla. Spanish scout vessels spotted the Dutch and sent swift courier ships to Veracruz to warn Juan de Benavides, captain general of the treasure fleet. But, unknown to the Spanish, Heyn had captured one of the courier ships. Now aware that his prey would soon arrive off Cuba, Heyn waited to pounce.

30 H

Finally in August, he set sail again. As he neared Matanzas Bay, about 50 miles east of Havana, he saw more than 30 Dutch warships bearing down on him. 'I continued my course, resolved to die,' Benavides bravely wrote in a letter to the king. But another officer later testified that Benavides had foolishly led the fleet into the bay. In his panic, he grounded his own ship and all that followed.

31 A

'I jumped into a boat,' Benavides later recounted, claiming he had arranged in vain for his ship to be set afire in his absence. Leoz, seeing his ship boarded by the Dutchmen, ran below, changed into the clothes of an ordinary sailor, and slipped in among the crewmen who already had laid down their muskets.

32 E

That done, Heyn put his men aboard the six looted galleons, along with three others, and sent them off to the Netherlands in the wake of the nine he had captured earlier. Benavides' flagship, so jammed with cargo that the cannon ports were obstructed, had 29 guns; Leoz's had 22. Neither had fired a shot.

33 C

The story of Heyn's triumph and Benavides' death is preserved in the General Archives of the Indies in Seville, Spain. Treasure searchers begin here, sifting through the voluminous records that officials kept on every flotilla, on every ship and every cargo. Even though the locations are sometimes imprecise, the searchers press on, going from document to hunch, from the shelves in Seville to the waters off Havana.

- A** Their pursuers rapidly closed in, anchored or grounded their ships, boarded boats manned with musketeers and headed for the hapless Spanish ships. The Dutch swarmed aboard Benavides' ship and the ship of Admiral Don Juan de Leoz, second in command of the flotilla.
- B** Spain's long reign in the New World is chronicled in archives, tucked away in endless shelves in the vaulted, echoing halls of a stately 17th century building. Included in these archival treasures are intriguing charts and maps from the 16th and 17th century, vividly portraying the harbour of Havana. Here historians and treasure hunters plough through documents which bear witness to Spain's and Cuba's turbulent marine history.
- C** The Netherlands hailed Heyn as a hero and cast a commemorative medal from the silver. Long afterward children sang a song – 'He has won the Silver Fleet, hurrah, hurrah, hurrah!' Benavides and Leoz returned to Spain in disgrace. Leoz was imprisoned for life. Benavides was tried, not for loss of the treasure fleet but for cowardice, and later executed. Heyn did not last long as a hero. In 1629, while attacking pirates in the English Channel, he was killed by a cannonball.
- D** Other ships carrying similar cargoes sailed into Cartagena, Colombia, and then west to Portobelo, Panama, the collecting point for the silver that flowed in from the mines of Peru. One day, a Dominican friar in Portobelo counted 200 mules laden with silver, which was stacked in the marketplace 'like heaps of stones in the street.'
- E** Flushed with a previous success – they had already captured nine ships of the silver fleet – Heyn and his men seized half a dozen Spanish ships and put the Spaniards ashore. In the days that followed, the Dutch sailors inventoried and transferred the 'large amount of plunder present,' which included 46 tons of silver.
- F** Hundreds of ships sank in Cuban waters, victims of pirates, war, storms or bad navigation. These are the ships sought today in the hope of finding the richest prize in the Cuban seas: ships of the Spanish treasure fleets, the flotillas which carried New World gold, silver and gems to the royal court of Spain. The flotillas, first sailed into history in the 16th century when Spain's powerful Casa de Contratacion (House of Trade) ordered merchant ships to travel in convoy, guarded by armed warships.
- G** As a young privateer in Spanish waters, he had been captured and sentenced to be a galley slave. Freed in a prisoner exchange, he returned to sea and sought vengeance. In 1623 and 1626, as a Dutch admiral fighting against Spain for his homeland, he led rampages against Spanish America, sacking the Cuban port of Matanzas and capturing many ships.
- H** Scion of a wealthy family of shipbuilders, Juan de Benavides was an admiral who had never fought a sea battle. He got his appointment through influence, not skill. Benavides, shepherding about 20 ships, had left Veracruz for Havana in July, but was forced back to port because of what he described as 'an emergency' that had dismasted his flagship.



## Part 4

You are going to read an article about lenses used in painting. For questions 34-40, 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.

### Photography and Old Masters

David Hockney's breakthrough work on the use made by the old masters of mirrors and lenses is becoming well known. Though there are carpers and hecklers, it has leapt from hunch, through theory, to accepted fact, in a remarkably short time. His basic idea, that the use of lenses – effectively photography without the chemical fixing – spread throughout European painting from the Renaissance onwards, alters forever our own perception of some of the greatest artists in history.

Two years ago, Hockney was at the National Gallery's Ingres show in London. He was gripped with curiosity at the speed, accuracy and odd certainties of Ingres' extraordinarily fast portrait sketches done in Rome and thought Ingres might have used an optical device called a camera lucida. Hockney obtained one and, with its help, was soon also doing very fast, accurate pencil portraits. The more paintings Hockney studied, the more evidence he found that lenses were used. This is not to say that the great names in Western art were cheating. Why is using a lens cheating, any more than using a plumb line? But they were certainly being helped ... with photography.

When I met Hockney in his London studio, he was flinging out ideas. 'The photograph is far, far older than we think. It's just that they didn't have the chemical fixative until the nineteenth century,' he says. 'It frees us. It makes the artists of the past much closer. They were marvellous artists and their techniques have a great deal to teach the artists of today.'

Hockney created a massive gallery of photos and postcards of paintings on a wall of his Californian studio, running from the 1300s to the last century, divided into Northern and Southern European, along which breakthroughs in realism become strikingly obvious. Each, he thinks, corresponds to a new technological breakthrough in lens making, with the first around 1420. That is well known and much discussed. But why did it happen? Hockney chuckles in derision; 'Oh, they say, suddenly in 1420 everyone could draw better. From that moment you never see a badly drawn basket again in Western art. They are suddenly all perfectly woven, in

perfect perspective. The answer is in fact the new lenses that spread from the Low Countries to Florence and then the rest of Italy.'

Lenses show movement; the projections, hundreds of years ago, are far better than high-definition television. In clarity and colour, they are amazing, but they could not be preserved, except by drawing. They were living projections. There is no doubt that painters saw colour images, optical projections which look like paintings, and they made paintings which look like optical projections. The old masters saw moving colour pictures.

Hockney pursued the theory with art historians and friends. From everywhere, the evidence accumulated. A mere artist, a hand, brush and pencil man, seemed to have spotted what the combined intellects of academic art history had missed. It sounds, at first hearing, a complex theory. But here is the simple version. Think of three periods of art history, all defined by photography. First, the use of lenses from the Renaissance to the mid-nineteenth century. A trick of the artist's trade, not much talked about to laymen. Second, the arrival of chemically fixed photography, which immediately threatens the painters' trade. Artists respond by either trying to turn back to the pre-lens era or by emphasising an anti-photographic style of painting. The third phase, through which we are living today, is that of the computer.

The computer allows the manipulation of the photographic image. Chemical photography gives way to digital technology, which can be infinitely manipulated and manipulation means drawing. Since photographs are going to be increasingly made by drawing, the photograph has really lost its veracity.

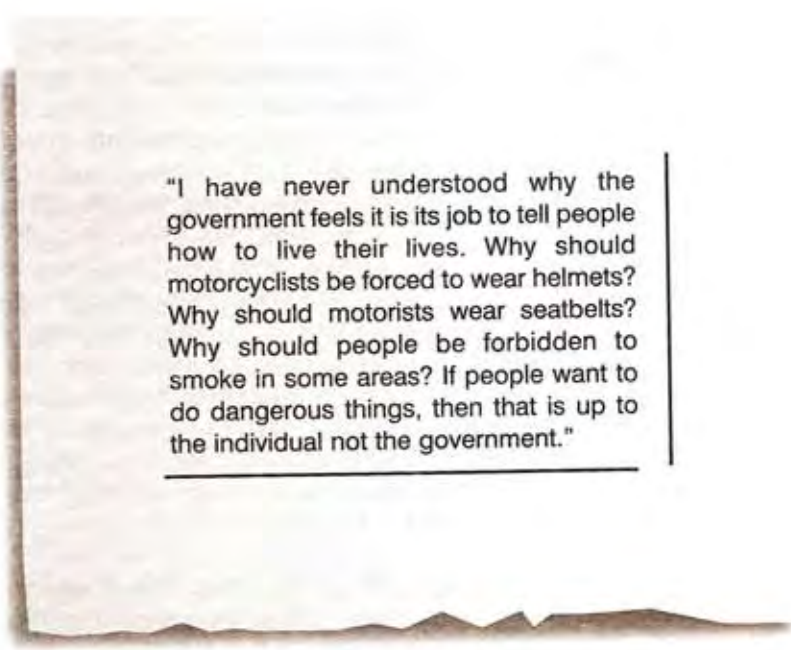
Here, triumphantly, the Hockney case that the great masters used lenses comes full circle, returning us in 2001 to the revival of drawing, another life-long passion. 'For 400, nearly 500 years, the hand was involved with the camera. Artists were using the lens. Then for 160 years, you had chemical photography. But that has now come to an end, and with digital photography, you have got the hand back in the camera. This is why photography is changing and actually moving back towards drawing and painting.' And Hockney leans back and laughs. As well he might.

- 34 The result of David Hockney's work is that
- A the theory has been accepted too quickly.
  - B it is no longer understood how these artists painted.
  - C the work of well-known artists has been discredited.
  - D the artists' works must be viewed differently.
- 35 The writer takes pains not to suggest that the painters were cheating because
- A Hockney could do fast, accurate pencil drawings using lenses.
  - B he considers the use of lenses an acceptable technique.
  - C as the paintings were studied, it became clear that lenses were used.
  - D modern day artists use photography to help them.
- 36 Hockney considers that drawing became better in 1420 because
- A the improvement corresponded with the first improvement in lensmaking.
  - B the depiction of objects suddenly gained greater importance in art.
  - C each breakthrough in realism corresponded with a breakthrough in lens making.
  - D new types of lenses spread across Italy from then onwards.
- 37 The old masters used lenses to
- A copy paintings.
  - B keep a record of the image.
  - C see coloured images.
  - D improve on their abilities.
- 38 How did artists react when fixed photography was introduced?
- A They attempted to paint their subjects more realistically.
  - B They responded by using lenses themselves to paint.
  - C They turned to a more abstract style.
  - D They began using computers instead of a camera.
- 39 What does the writer mean when he says that photography has 'lost its veracity'?
- A Digital technology is increasingly being used in photography.
  - B Artists are using computers to produce their work instead of brushes.
  - C Photographs cannot be relied upon to produce a true image.
  - D Digital technology allows images to be changed by hand.
- 40 What does the writer mean in paragraph 7 by 'the Hockney case ... comes full circle'?
- A Artists are reverting to an older style of painting.
  - B Photography now involves earlier techniques.
  - C Artists are increasingly using lenses again.
  - D Painting and drawing have been superseded by photography.

## Part 1

You **must** answer this question. Write your answer in **300-350** words in an appropriate style.

- 1 You have read the extract below as part of a newspaper article on recent legislation intended to ensure citizens' safety. Write a letter to the newspaper in response to the article, commenting on the points raised and giving your views.

A piece of aged, yellowed paper with a torn bottom edge, containing a quote. The paper is set against a light background.

"I have never understood why the government feels it is its job to tell people how to live their lives. Why should motorcyclists be forced to wear helmets? Why should motorists wear seatbelts? Why should people be forbidden to smoke in some areas? If people want to do dangerous things, then that is up to the individual not the government."

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

**Part 2**

Write an answer to **one** of the questions **2-4** in this part. Write your answer in **300-350** words in an appropriate style.

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- 2** You are employed as the activities co-ordinator at the local leisure centre. Your manager has asked you to write a proposal on how to attract more people in the community to the centre. In your proposal you should include ideas on what activities may be organised and how they would be beneficial to the community.

Write your **proposal**.

- 3** Your school or university magazine is running a series of articles on how film and/or TV can influence attitudes. Write an article for the magazine briefly describing an appropriate film and/or TV programme and explain to what extent your own attitudes have been influenced.

Write your **article**.

- 4** Several schools in your area have closed recently as they were no longer needed. You have been asked to write a proposal on what should be done with the sports fields that are now redundant. In your proposal you should include ideas that would benefit the local community.

Write your **proposal**.

## Part 1

For questions 1-15, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0). Write your answers **on the separate answer sheet**.

Example:

0

of

## BAZAARS

A bazaar was originally a public market district (0) .....of..... a Persian town. From Persia the term spread to Arabia, Turkey, and North Africa. In India it came to (1) .....be..... applied to a single shop; and in current English usage it refers to (2) .....both..... a single shop or concession selling miscellaneous articles and to a fair at (3) .....which..... such miscellany is sold, often for charity.

The familiar bazaar of the ancient Islamic nations is vividly described (4) .....in..... the traditional folktales of 'The Thousand and One Nights'. (5) .....It..... is a distinct quarter of the town, access (6) .....to..... which is forbidden after sundown, bustling and noisy by day, (7) .....unlike..... the quieter residential quarters. Such a bazaar may be divided into districts, (8) .....with..... all the purveyors of one type of merchandise grouped together. (9) .....While..... the bazaar in smaller towns is (10) composed/comprised of a single narrow street of stalls, in larger cities such as Istanbul it is by (11) .....no..... means simple, consisting of many miles of such passageways. Some bazaars, such as the (12) .....ones..... built at Sashan and Isfahan in Iran in the 17th century, were designed with great architectural integrity. They were usually roofed for protection (13) .....against..... the hot desert sun, (14) .....either..... with a single roof of individual vaulted domes or with awnings. Most of these ancient bazaars have gradually been modernized (15) .....over..... the centuries.

## Part 2

For questions 16-25, read the text below. Use the word given in **capital letters** at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers on the separate answer sheet.

Example:

0

domesticated

# The Cat

The (0) <i>domesticated</i> cat, more commonly referred to as the house cat,	<b>DOMESTIC</b>
is the smallest member of the (16) <i>extensive</i> feline family. Like their wild	<b>EXTEND</b>
cousins, house cats (17) <i>characteristically</i> have streamlined bodies,	<b>CHARACTER</b>
classically shaped skulls, elongated tails and specially evolved teeth and claws.	
All of these physical attributes contribute to the (18) <i>potency</i> of the cat as	<b>POTENT</b>
a carnivorous predator. House cats, like their larger relatives found in the	
wild, are renowned for their acute sense of balance, amazing (19) <i>agility</i>	<b>AGILE</b>
and lithe, (20) <i>graceful</i> movements.	<b>GRACE</b>
In contrast to man's best friend the dog, cats are not considered to be social	
animals in the sense that they have never (21) <i>habitually</i> travelled in packs	<b>HABIT</b>
or adopted leaders. Dogs, on the other hand, which have always been social	
(22) <i>creatures</i> , seem to have been better suited for the fireside hearth as they	<b>CREATE</b>
(23) <i>readily</i> transferred their allegiance from the leader of the canine pack	<b>READY</b>
to their human master. This interesting fact may offer an answer as to why cats	
appear to be so much more (24) <i>independent</i> and self-reliant than dogs. Dog	<b>DEPEND</b>
owners often cite the cat's innate aloofness as adequate reason for their own	
personal pet (25) <i>preference</i> .	<b>PREFER</b>

## Part 3

For questions 26-31, think of **one** word only which can be used appropriately in all three sentences. Here is an example (0).

## Example:

0 There's a(n) ..... chance that he'll win.

He's not particularly ..... at chess, but he'll improve.

After reading his report, we have a fairly ..... idea of what went on at the meeting.

0	good
---	------

Write **only** the missing word on the separate answer sheet.

26 If business does not improve soon, we will ....*face*..... serious problems.

Since my living room windows ....*face*..... west, my plants get direct sunlight most of the day.

Margaret found it difficult to ....*face*..... her colleagues after letting them down so badly.

27 The government's new policy ..*raised*.. standards of education throughout the country.

The school concert ..*raised*.. enough money to build a new library.

Her grandfather ..*raised*.. horses for many years.

- 28 The city's two football *grounds* are in need of new turf, so they will be closed for the weekend.

Although the castle buildings are closed during the week, the *grounds* are open to the public from 9 to 5 every day.

Since all possible problems have been foreseen, there should be no *grounds* for any complaint.

- 29 Tina was employed two years ago on a *casual* basis and has since found a permanent position in the marketing department.

Such a(n) *casual* style of dress is not acceptable in such a professional working environment.

Unless you become less *casual* in your attitude to money, we shall soon be in debt.

- 30 After a month's holiday, she seems more *alive* and looks forward to life's challenges.

The government is fully *alive* to any dangers the country might encounter in the coming period.

The injured victim was still *alive* when the ambulance brought her to hospital.

- 31 Supermarkets face prosecution if *spoil/spoiled* food is put on sale.

A *spoil/spoiled* child will eventually become a self-centred adult.

At the polling station, more than half the voters had cast *spoil/spoiled* ballots.



## Part 4

For questions 32-39, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Here is an example (0).

Example:

0 We are able to afford a holiday, because I was promoted.

result

As ....., we are able to afford a holiday.

0 a result of my promotion

Write **only** the missing words **on the separate answer sheet.**

32 I expected the book to be far better because it had been written by such a good novelist.

short

The book fell short of my expectations even though it had been written by such a good novelist.

33 Your rude behaviour is becoming intolerable.

longer

I can no longer tolerate your rude behaviour.

34 He doesn't have to go to school on Tuesday because it is a holiday.

off

He is off school on Tuesday because it is a holiday.

- 35 Such rudeness to a stranger cannot possibly be justified.

**excuse**

There *is no excuse for being so* rude to a stranger.

- 36 If anyone can get lost, he will.

**depended**

He *can be depended on to* get lost.

- 37 Philip rarely bothers about what other people think.

**takes**

Philip *rarely takes any notice of* what other people think.

- 38 Protective clothing must be worn when entering this area.

**forbidden**

It *is forbidden to enter this area unless wearing/without* protective clothing.

- 39 There will be no progress until we have fully understood the problem.

**full**

Not until there is *a full understanding of the problem will there* be any progress.

## Part 5

or questions 40-44, read the following texts about comedy. For questions 40-43, answer with a word or short phrase. You do not need to write complete sentences. For question 44, write a summary according to the instructions given.

Write your answers to questions 40-44 on the separate answer sheet.

The American public has never been quite comfortable in the presence of comedy. The calculated ridicule and the relentless exposure often seem cruel or unfair to a democratic public. If all men are created equal, then it ill becomes anyone to laugh at follies that are likely to be shared, given the common background of social opportunity and experience of the general public. There is an insecurity in the mass audience that is not compatible with the high self-assurance of comedy as it judges between the wise and the foolish of the world. The critical spirit of comedy has never been welcome in American literature; in both fiction and drama, humour, not comedy, has raised the laughter. American literature can boast an honourable tradition of humorists, from Mark Twain to James Thurber, but has produced no genuinely comic writer. As American social and moral tenets were subjected to increasing critical scrutiny from the late 1960s onward, however, there were some striking achievements in comedy in various media: Edward Albee's *American Dream* and *Who's Afraid of Virginia Woolf?* on the stage; novels such as those of Saul Bellow and Joseph Heller's *Catch-22*; and films such as *Dr. Strangelove*.

line 6

This last example is remarkable, because comedy in the medium of film in America had been conceived as entertainment and not much more. That is not to say that film comedies lacked style. The best of them always displayed verve and poise and a thoroughly professional knowledge of how to amuse the public without troubling it.

line 17

- 40 Explain in your own words what the writer means by 'the critical spirit of comedy' in line 6?

its mocking element.....

- 41 In line 17, what image of the American public is suggested by the writer's use of 'troubling it'?

the American public does not like to be disturbed/have to think.....

European film makers produced comedies of considerable stature owing to the old and intellectual tradition of comedy available to them. Among French directors, Jean Renoir, in his *The Rules of the Game*, conveyed a moving human drama and a profoundly serious vision of French life on the eve of World War II in a form, deriving from the theatre, that blends the comic and the tragic. Though not generally regarded as a comic artist, the Swedish film maker Ingmar Bergman produced a masterpiece of film comedy in *Smiles of a Summer Night*, a wise, wry account of the indignities that must sometimes be endured by those who have exaggerated notions of their wisdom or virtue. The films of the Italian director and writer Fellini represent a comic vision worthy of Pirandello. *La Dolce Vita* is a luridly satiric vision of modern decadence, where ideals are travestied by reality, and everything is illusion and disillusionment. *8½* and *Juliet of the Spirits* are Fellini's most brilliantly inventive films, but their technical exuberance is controlled by a profoundly serious comic purpose. The principals in both films are seeking – through the phantasmagoria of their past and present, of their dreams and their delusions, all of which seem hopelessly mixed with their real aspirations – to know themselves.

line 11

- 42 According to the writer, how were European film makers helped in producing comedies?

they have a tradition of comedy

- 43 What word in the first text echoes the writer's use of 'exuberance' in line 11?

verve (line 16)

- 44 In a paragraph of between **50 and 70** words, summarise **in your own words as far as possible**, how American and European attitudes to comedy differ.  
Write your summary **on the separate answer sheet**.

Americans have tended to prefer just to make people laugh without any other intention. They have avoided comedy because it makes fun of people's weaknesses and because it does not seem right to laugh at faults we all share. On the other hand, Europeans have a long history of comedy and satire and use them to comment on people and the world around them...

## Part 1

You will hear four different extracts. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

## Extract One

You will hear a teacher talking about a form of poetry known as haiku.

1 The teacher says that haiku

- A has a deceptively simple form.
- B is limited because of its length.
- C contains two similar ideas.

A	1
---	---

2 The teacher describes haiku as 'active' because

- A it has a strong rhythm.
- B it makes the reader work.
- C it is still a popular art form.

B	2
---	---

## Extract Two

You hear a husband and wife talking about their child's education.

3 The couple agree

- A on their son's ability to make good decisions.
- B that their son should be self-sufficient.
- C on their son's need for formal qualifications.

B	3
---	---

4 Compared to the man, the woman is

- A conservative.
- B realistic.
- C naive.

B	4
---	---

**Extract Three**

You hear a specialist discussing colour blindness.

## 5 Total colour blindness

- A is more common in men than in women.
- B is a hereditary condition.
- C affects fewer people than partial colour blindness.

C	5
---	---

## 6 Colour blindness

- A can exempt the sufferer from some types of employment.
- B affects many aspects of the sufferer's life.
- C means sufferers are obliged to undergo tests.

A	6
---	---

**Extract Four**

You hear part of a lecture by a sociologist.

## 7 According to the lecture many people left their homes due to

- A the large number of roads and railways.
- B their inability to find work.
- C the lack of land available.

B	7
---	---

## 8 The speaker believes that people's attitudes to work were based on

- A their backgrounds.
- B a desire for profit.
- C market forces.

A	8
---	---

## Part 2

You will hear a radio report about a species of shark called a Great White. For questions 9-17, complete the sentences with a word or short phrase.

In order to film the sharks, Ralf Kiefer had to sit in a  **9** near Seal Island.

Sharks need deep water to give them  **10** to attack a seal.

Jumping out of the water is possibly a way of  **11** seals.

Sharks turn over when they breach because their  **12** at the front.

Sharks have been  **13** the same for millions of years.

The number of sharks has  **14** enormously recently.

The shark's  **15** is a prized ingredient for certain dishes.

A shark produces very few young when it  **16**

We should learn to regard sharks as  **17** that require help to survive.

## Part 3

You will hear an interview with Marion D'Souza about homes exchanged for holidays. For questions 18-22, choose the answer (A, B, C or D) which best fits what you hear.

18 Marion feels that 'Houseswaps UK' provides safeguards

- A by its mere existence.
- B by carefully vetting its clients.
- C by finding out about a client's home.
- D by checking available accommodation.

B	18
---	----

19 Subscription charges are not considered to be too high because

- A subscribers do not have to pay for the exchange.
- B of the cost of keeping records up to date.
- C damage insurance is included in the price.
- D they issue three catalogues per year.

C	19
---	----

20 Marion believes that the areas visited will gain because

- A people will spend more money on accommodation.
- B families generally prefer home exchanges.
- C people will have more money to spend when on holiday.
- D home exchanges are popular with professional people.

C	20
---	----

21 Marion says that Ana from Spain was

- A extremely envious.
- B always enthusiastic.
- C never satisfied.
- D initially dubious.

D	21
---	----

22 Marion thinks that prospects for 'Houseswaps' are

- A getting better all the time.
- B not very good in Spain.
- C better in Europe than elsewhere.
- D poor in tourist areas.

A	22
---	----



## Part 4

You will hear two doctors, Simon and Liz, talking about a new theory of autism. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree.

Write **S** for Simon  
**L** for Liz  
or **B** for Both

23 Asperger's syndrome is more complex than classic autism.

S 23

24 People suffering from Asperger's syndrome do not mix easily.

B 24

25 It is not necessary for people with autism to conform to social expectations.

B 25

26 People with autism could not integrate into every working environment.

L 26

27 The majority of people with Asperger's syndrome choose a methodical type of work.

S 27

28 People with Asperger's syndrome can be an asset in the workplace.

B 28

## Paper 5 - Speaking (approx. 20 minutes)

The speaking test involves two candidates and two examiners. One examiner, the Interlocutor, will speak to you while the other, the Assessor, will just listen.

### Part 1 (3 minutes)

You will be asked questions in turn about certain aspects of your personal life; where you are from, what you do for a living, where you go to school, your hobbies and your general opinion on certain topics.

### Part 2 (4 minutes)

You will be asked to discuss the photographs on page 165 together. There are two stages in this part.

#### Stage 1

Here are some photographs of different types of technological advances. Look at pictures 1 and 3 on page 165 and talk together about what life was like before these existed.

#### Stage 2

Now look at all the pictures. Imagine you are a member of a government committee appointed to invest money in one of the aspects of progress shown. Talk together about which would be the best investment and why the others would be less advantageous.

### Part 3 (12 minutes)

You will be asked to talk on your own, comment on what your partner says and join in a three-way discussion with your partner and the Interlocutor around a certain theme.

#### Work and the workplace

One candidate will be asked to look at **prompt card (a)** and talk about it for two minutes.

There are also some ideas for the candidate to use if he/she wishes.

The other candidate will then be asked if he/she has anything to add.

Then the Interlocutor will ask both candidates a question such as:

- *Should people be forced to retire at a certain age?*

The second candidate is then given **prompt card (b)** and asked to discuss it for two minutes.

The other candidate will then be asked if he/she has anything to add.

Then both candidates will be asked a question on the subject, such as:

- *How far would you agree that new fathers should be granted paternity leave from their jobs?*

#### Prompt Card (a)

How do you think the work place will change in the next 50 years?

- working week
- robotics
- gender roles

#### Prompt Card (b)

To what extent do you think people are fairly paid for the jobs they do?

- athletes/entertainers
- the developing world
- qualifications

The test will then be concluded with a number of general questions about the topic:

- *Should people be free to cross international borders in search of employment?*
- *To what extent should the state provide employment for people who have been made redundant?*
- *Should the state provide pensions for all?*
- *How great a threat is unemployment?*

Part 1

For questions 1-18, read the three texts below and decide which answer (A, B, C or D) best fits each gap. Mark your answers on the separate answer sheet.

## FARADAY AND LIGHTHOUSES

Faraday was (1) ..... adviser to Trinity House in 1836, a job he held for almost 30 years. By the 1830s, he had already made the greatest (2) ..... of his career

- including the principle of the electric motor, the transformer and the dynamo, work that (3) ..... the way for the development of technologies based on electricity. The research he did for Trinity House was far less exciting. Over the years, he experimented with different oils, looking for one that would burn brighter and more (4) ..... He checked out new designs of lamps and made

improvements to the optics. Lighthouse keepers had a lot of problems with water. One which constantly arose was the amount of condensation that ran down the windows of the room at the top of the tower that (5) ..... the oil lamps. Condensation reduced the intensity of the light beam and in cold weather the water froze, (6) ..... the light still more.

- |   |                                    |               |                                    |             |                                    |           |                                    |              |
|---|------------------------------------|---------------|------------------------------------|-------------|------------------------------------|-----------|------------------------------------|--------------|
| 1 | A                                  | applied       | B                                  | positioned  | <input checked="" type="radio"/> C | appointed | D                                  | allotted     |
| 2 | <input checked="" type="radio"/> A | breakthroughs | B                                  | breakdowns  | C                                  | breakouts | D                                  | breakaways   |
| 3 | A                                  | set           | B                                  | established | C                                  | made      | <input checked="" type="radio"/> D | paved        |
| 4 | <input checked="" type="radio"/> A | efficiently   | B                                  | competently | C                                  | capably   | D                                  | effectually  |
| 5 | A                                  | encased       | <input checked="" type="radio"/> B | housed      | C                                  | sheltered | D                                  | accommodated |
| 6 | A                                  | fading        | B                                  | lessening   | <input checked="" type="radio"/> C | dimming   | D                                  | shading      |

## HOW OCEANS MAY HAVE FORMED

Astronomers may have taken a step towards understanding the origins of Earth's oceans - thanks to a (7) ..... comet.

All the evidence suggests that when the Earth was formed it was too hot to (8) ..... water. So, astronomers (9) ..... that the oceans came from comets bombarding Earth shortly after its formation. However, (10) ..... show that these icy celestial objects contained too much 'heavy' water (one hydrogen

atom in the water molecule contains an additional neutron) to be (11) ..... for Earth's oceans. Further progress was not made until comet Linear fell to pieces during late July, 2000 and released more than three billion kilograms of water into space. Chemical analyses suggest this comet probably contained the right elements for Earth's oceans. Astronomers are now searching for more comets like Linear to (12) ..... their ideas.

- |    |                                    |              |                                    |                |   |               |                                    |               |
|----|------------------------------------|--------------|------------------------------------|----------------|---|---------------|------------------------------------|---------------|
| 7  | A                                  | decomposing  | <input checked="" type="radio"/> B | disintegrating | C | dismantling   | D                                  | disentangling |
| 8  | A                                  | enclose      | <input checked="" type="radio"/> B | hold           | C | embody        | D                                  | carry         |
| 9  | <input checked="" type="radio"/> A | proposed     | B                                  | recommended    | C | stipulated    | D                                  | specified     |
| 10 | A                                  | examinations | B                                  | reviews        | C | dissertations | <input checked="" type="radio"/> D | studies       |
| 11 | <input checked="" type="radio"/> A | responsible  | B                                  | liable         | C | answerable    | D                                  | accountable   |
| 12 | A                                  | ratify       | <input checked="" type="radio"/> B | confirm        | C | certify       | D                                  | resolve       |

## CADET SCHOOL

The Director nodded, 'Yes. Well, we've (13) ..... our system over a long period of time, and we've found that home visits just don't fit into the picture until the cadet is thoroughly oriented

to our (14) ..... of doing things. We say a year merely as a general guide. Sometimes it's longer than that. Parents can visit here at (15) ..... times.' The Director (16) ..... enquiringly at Mr Holston, who tried to think of some more questions but could not. 'Actually,' the Director continued,

'the cadets seem to prefer it this way, once they get started. What we're (17) ....., Mr Holston, is to motivate them to achieve success, which means success in becoming a fully oriented member of this community and you can see how home visits might cause a little (18) ..... in the process.'

- |    |                                    |              |                                    |                 |                                    |                |   |                |
|----|------------------------------------|--------------|------------------------------------|-----------------|------------------------------------|----------------|---|----------------|
| 13 | A                                  | written out  | <input checked="" type="radio"/> B | worked out      | C                                  | phased out     | D | brought out    |
| 14 | A                                  | usage        | B                                  | process         | <input checked="" type="radio"/> C | way            | D | custom         |
| 15 | <input checked="" type="radio"/> A | specific     | B                                  | distinctive     | C                                  | characteristic | D | distinguishing |
| 16 | A                                  | leered       | <input checked="" type="radio"/> B | gazed           | C                                  | ogled          | D | gaped          |
| 17 | A                                  | standing for | <input checked="" type="radio"/> B | looking for     | C                                  | hunting for    | D | making for     |
| 18 | A                                  | distortion   | B                                  | disorganisation | <input checked="" type="radio"/> C | disruption     | D | distinction    |

## Part 2

You are going to read four extracts which are all concerned in some way with precious stones. For questions 19-26, 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.

## What is a Diamond?

It is perhaps difficult to believe that diamond, like graphite and charcoal, is a form of carbon. Diamond crystallises in cubic form, at enormous pressures and high temperatures over the course of millions of years (much diamond occurs as well-formed crystals, most commonly as octahedral or eight-sided crystal). The process has been imitated under laboratory conditions and then applied industrially to create artificial diamonds. These have proven to be mainly of either industrial, plain quality or very small in size. The diamond's exceptional properties arise from the crystal structure, in which the bonding between the carbon atoms is immensely strong and uniform.

First, a diamond possesses extraordinary powers of light reflection. When properly cut, it gathers light within itself, reflecting it back in a shower of fire and brilliance. Second, it is the only gem mineral composed of a single, unadulterated element, making it the purest of earth's gemstones. Thirdly, it is the hardest transparent substance known to man. Steel, for example, of which most machine tools are made, cannot cut diamond. The only material that can cut diamond is... another diamond! Therefore, for that purpose, the industry uses, 'industrial grade', usually black, diamonds.

It is fitting that the purest and most brilliant of all the world's stones should also be the most enduring one. These qualities make a diamond the perfect symbol of engagement and love.

- 19 A diamond's uniqueness derives from
- A its ability to withstand division.
  - B the fact that it consists of carbon.
  - C its inherent composition.
  - D the way it is cut.
- 20 In the writer's view, diamonds are a romantic symbol because of
- A their physical characteristics.
  - B the fact that they are natural stones.
  - C the fact that they cannot be easily changed.
  - D their being difficult to make.

# Jade

The track leads down to a small encampment. As the sun's first glow appears, its aura illuminates a Yunnan trader preparing for the day ahead. With a watchmaker's precision, all the possessions in his earthly world are gathered together and placed into burlap sacks. These are then strapped onto a mule's saddle, a stone picked up from the nearby river helping to balance the load.

He sets off in the misty light just before dawn, slowly working his way alongside a small river snaking through the valley bottom. The surrounding jungle pushes in everywhere, clothing all in a sticky green glow. Each step a mark of patience – down the track, into the sunlight... into history... into immortality... for the rock on the mule's back is no ordinary stone. Burma's jade mines are on the brink of discovery.

In the same remote corner of the planet, yesteryear's idyll is today broken. Across the naked earth crawl thousands of human ants, prying boulders loose from the compact brown soil. As a boulder is turned over, it is quickly examined, then discarded, along with the mounds of dirt that surround it. The operation is a study in patience. The construction of Egypt's Great Pyramids was a similar study in patience but with one important difference. That in Upper Burma consists of deconstruction, the dismantling of entire mountains, one pebble at a time. All involved share a single-minded devotion to the task. Patience, patience – those who hurry lose, they miss something, they don't go to heaven. Those who hurry don't find jade.

25 It is implied that jade's initial discovery was

- A entirely unintentional.
- B a historical event.
- C a difficult achievement.
- D shrouded in greed.

26 The writer says that the excavation of jade

- A is a laborious process.
- B leads to a virtuous life.
- C jeopardises the workers' lives.
- D is a spiritual experience.

## Part 3

You are going to read an extract from an article about rock paintings. Seven paragraphs have been removed from the extract. Choose from paragraphs A-H the one which fits each gap (27-33). There is one extra paragraph which you do not need to use.

Mark your answers on the separate answer sheet.

## Spellbound

All eyes are on the shaman: arms outstretched, head back, her face hidden behind a mask. She wears a long, tapering cap, and clutches a short wand in each hand. There are tassels at her hips and elbows, and these jump as she begins to move. The crowd around her watches, spellbound, as she embarks upon her journey to the spirit world.

27 H

The suggestion that this rock art may be the oldest known depiction of a shamanistic ritual comes from a group of researchers led by Per Michaelsen, a geologist at James Cook University in Queensland. They argue that these ancient paintings may represent not only early religious practices but perhaps also a cultural heritage common to all humans. Such daring new theories do not go down well with the rock art establishment. But regardless of which ideas prevail, the controversy is certain to attract attention to an astonishing record of a vanished people.

28 B

Michaelsen estimates that there may be as many as 100,000 Bradshaw 'galleries' tucked under rock overhangs along the region's major river systems. Many of the paintings have never been studied. But observations made by other researchers over the past few decades reveal several distinct artistic styles. Researchers recognise at least four major periods which they can place in chronological order by looking at patterns of weathering and instances where one style is superimposed upon another.

29 G

The subjects' dress changes over time, as does the style of the paintings themselves. The next oldest figures are notable for the sashes around their midribs. These sash figures still have armbands, but not the prominent tassels.

30 C

There are also so-called elegant action figures of people running and hunting, which are difficult to date because none is superimposed on a painting from another period. However, the abstract style suggests that they were created some time after the tassel and sash figures.

31 F

In 1997, a group led by Richard Roberts, now at the University of Melbourne, used a technique known as luminescence dating to assign a minimum age of 17,000 years to one of the younger paintings. The second study, also published in 1997, used radiocarbon dating and came up with a much younger estimate: about 4,000 years. Its author, Alan Watchman, believes the Bradshaw culture might date back from between 5,000 and 6,000 years, but rejects the idea that it could be 17,000 years old or more.

32 A

Either way, the Bradshaw people were not the original inhabitants of the Kimberley. Their paintings have little in common with the crudely rendered animals of the region's oldest art. Archaeological evidence suggests the first settlers of the Kimberley arrived at least 40,000 years ago. They would have found a region of open tropical forest and woodlands where they seem to have flourished for 10,000 years. Then things began to change.

33 D

Intriguingly, one of the Bradshaw paintings shows a boat with upswept prow and stern, and multiple paddlers. It raises the possibility that the artists were originally a seafaring people. The idea that the Bradshaw people came from Indonesia or further afield has a long pedigree in Australian anthropology, but there is no hard evidence to support it.

- A** Both researchers stand by their results. Roberts suspects that Watchman's radiocarbon samples might have been contaminated by traces of younger carbon. Watchman thinks that the painting dated by Roberts was, in fact, pre-Bradshaw. Despite their differences of opinion, the two are currently working together and expect to present new results before the end of the year.
- B** The Bradshaws, as the paintings are collectively known, were first noted by Europeans in 1891 and take their name from Joseph Bradshaw, the rancher who described them. They are found in a region known as the Kimberley, a remote place even by Australian standards. It is a rugged sandstone landscape of plunging canyons and treacherous swamps.
- C** Younger than the sash and tasseled figures, the clothes-peg figures are much more highly stylised. The older paintings tend to show profiles, but these are frontal portraits. Gone is the anatomical detail, and many figures assume aggressive stances and carry multi-barbed spears and spear throwers.
- D** The Ice Age brought cooler temperatures, strong winds and lower rainfall to northern Australia. The sea level dropped, and at times, during the glacial maximum, it was up to 140 metres below its present level. The coastline was as much as 400 kilometres further to the north-west. Australia was connected by land to New Guinea and separated from Southeast Asia by just a narrow channel. Could the Bradshaw culture have arrived in Australia at this time?
- E** The others are skeptical. Grahame Walsh, author of the most comprehensive book on the Bradshaws to date, is critical of the newcomers' lack of experience. He says that there are many people beginning to enter the Kimberley rock art scene and set themselves up as experts. He has so far found nothing that indicates shamanism and warns that one has to be extremely cautious in attempting to link such prehistoric art with comparatively modern art in distant countries.
- F** All these paintings provide a wealth of detail about the material culture of the Bradshaw people. Yet, despite this, nobody knows when the Bradshaw culture developed or where it came from. Only two groups have attempted to date the paintings directly, and their results are widely different.
- G** The oldest and largest paintings, which are up to 1.7 metres tall, are known as the tasseled figures. They are the most realistic of the images and show figures in static poses in what appears to be ceremonial dress. The figures are characterised by tassels attached to the upper arms, elbows, hips and knees.
- H** That is one possible interpretation of a scene recorded thousands of years ago on a remote rocky outcrop in north-west Australia. The painting is part of a vast collection that opens a window on an ancient, hunter-gatherer society that may date back to the last ice age. Despite the quality and extent of this record, much about the paintings remains a mystery. Who were the artists? When were the paintings done – and what do they mean?



## Part 4

You are going to read part of an article on advertising. For questions 34-40, 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.

## Advertising Shifts Focus

The average citizen is bombarded with TV commercials, posters and newspaper advertisements wherever he goes. Not only this, but promotional material is constantly on view, with every available public space from shop to petrol station covered with advertising of some kind. People who are foolish enough to drive with their windows open are likely to have leaflets advertising everything and anything thrust in at them. The amount of advertising to which we are exposed is phenomenal, yet advertisers are being hurt by their industry's worst recession in a decade and a conviction that is in many respects more frightening than the booms and busts of capitalism: the belief that advertising can go no further. Despite the ingenuity of the advertisers, who, in their need to make their advertisements as visually attractive as possible, often totally obscure the message, the consumer has become increasingly cynical and simply blanks out all but the subtlest messages. The advertising industry has therefore turned to a more vulnerable target: the young.

The messages specifically aimed at children are for toys and games – whose promotional budgets increased fivefold in the 1990s – and fast food, which dominates the children's advertising market. However, the main thrust of advertising in this area is no longer towards traditional children's products. Advertisers acknowledge that the commercial pressures of the 1990s had an extraordinary effect on childhood: it is now generally believed that the cut-off point for buying toys has been falling by one year every five years. Research suggests that while not so many years ago children were happy with Lego or similar construction games at ten or eleven, most of today's children abandon them at six or seven. In effect, the result is the premature ageing of children.

There is nowhere where the advertising industry's latest preoccupation with the young is so evident as in schools. Increasingly low budgets have left schools vulnerable to corporate funding and sponsorship schemes in order to provide much needed equipment, such as computers, or to enable them to run literacy schemes. While on the face of it this would seem to be

a purely philanthropic gesture on the part of the companies concerned, the other side of the coin is a pervasive commercial presence in the classroom, where textbooks and resource books are increasingly likely to bear a company logo.

This marked shift in advertising perceptions also means that a great deal of supposedly adult advertising has an infantile appeal, inasmuch as adult products can be presented within an anecdote or narrative, thus making the message more accessible to young teenagers and smaller children. Children obviously cannot buy these things for themselves; what is behind these advertisements is more subtle. Advertisers have come to recognize that if children can successfully pester their parents to buy them the latest line in trainers, then they can also influence their parent's choice of car or credit card, and so children become an advertising tool in themselves.

There are many, on all sides of the ideological spectrum, who would argue that advertising has little influence on children, who are exposed to such a huge variety of visual images that advertisements simply become lost in the crowd. Rather, they would argue that it is the indulgent parents, who do not wish their children to lack for anything, who boost sales figures. While there may be a great deal of truth in this, it would seem that to deny that advertising influences at all because there is so much of it, while accepting that other aspects of life do have an effect, is a little disingenuous. In fact, the advertising industry itself admits that since peer pressure plays such an important role in children's lives, they are not difficult to persuade. And of course, their minds are not yet subject to the advertising overload their parents suffer from. The question that arises is whether indeed, we as a society can accept that children, far from being in some sense protected from the myriad of pressures, decisions and choices which impinge on an adult's life, should now be exposed to this influence in all aspects of their lives, in ways that we as adults have no control over. Or do we take the attitude that, as with everything else from crossing city streets to the intense competition of the modern world, children will have to learn to cope, so the sooner they are exposed the better?

What does the writer say about advertising in the first paragraph?

- A Capitalism has led to the demise of advertising.
- B We should have a cynical view of advertisers.
- C Advertising is facing new challenges these days.
- D The industry has run out of new ideas.

The bombardment of advertisements has led to

- A children taking more notice of them.
- B greater difficulty in attracting consumers' attention.
- C more appealing advertisements.
- D people being less likely to spend money.

How have children changed during the past decade?

- A They have become consumers.
- B They are growing up more quickly.
- C They are becoming cleverer.
- D They are not playing as much.

What does the writer imply in the third paragraph?

- A Advertising agencies need to preserve their reputations.
- B Schools welcome aid from big business.
- C There are restrictions on how financial aid may be used.
- D Companies expect nothing in return for their help.

How have children changed the face of advertising?

- A Children are influencing the purchases of adult products.
- B They are now the advertising industry's sole market.
- C More products have to be sold to children.
- D Children have become more selective in their choices.

What does the writer suggest in the last paragraph?

- A Adults feel increasingly threatened by advertising.
- B Children are unlikely to be influenced by their friends.
- C Parents avoid spending too much money on their children.
- D Children have a less sheltered existence than they used to.

In the text as a whole, the writer's purpose is to

- A explain the inspiration for advertisements.
- B expose the exploitation of children.
- C deter parents from giving in to advertisers.
- D prevent advertisers from infiltrating schools.

## Part 1

You **must** answer this question. Write your answer in **300-350** words in an appropriate style .

- 1 Your school or college has been allocated a large grant from the government. It has unveiled a plan to use the money to renovate the library. However, the following remarks were made at the last student council meeting to discuss this plan.

What about the condition of the buildings? Bring them into the 21st century!

The old library is still perfectly suited to our needs. What our school/college really needs is better sports facilities.

It's a disgrace that there is no properly equipped auditorium for music and drama performances.

The student council has asked people to submit proposals in which they express their views on the school/college's plan and comment on other people's suggestions.

Write your **proposal**.

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## Part 2

Write an answer to **one** of the questions 2-4 in this part. Write your answer in **300-350** words in an appropriate style.

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- 2** A magazine has asked its readers to contribute to a special edition it is bringing out entitled 'Childhood to Adulthood'. Readers are invited to send in articles in which they describe childhood experiences which had a great influence on their lives.

Write your **article**.

- 3** You work for the newly set up local tourist board of a previously undeveloped part of your country. The board is trying to promote the area as a destination for summer and winter holidays. You have been asked to visit some local places of interest to assess their value in attracting tourists.

Write your **report**.

- 4** The restaurant of a successful chain has just received a new area supervisor. As manager of the restaurant, you are aware of the main problems of its employees. Write a report for the new supervisor summarising the complaints, identifying the most urgently needed changes and making recommendations for achieving these.

Write your **report**.

## Part 1

For questions 1-15, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0). Write your answers **on the separate answer sheet**.

Example:

0

in

## ALL WORK AND NO PLAY

Universally, work has been a central focus point (0) .....in..... society. As old as the idea of work (1) .....itself..... is the question of what constitutes 'real work'. This is, in fact, a very subjective question indeed. (2) .....Were..... you to ask a miner, or any labourer for that matter, what real work is, he would probably reply that real work entails working (3) .....with..... your hands and, in the process, getting them dirty. To the average blue-collar worker, white-collar workers are those people who sit in their offices day (4) .....after..... day doing little or (5) .....nothing..... in the line of actual work. By (6) .....contrast....., if you approached a white-collar worker or a professional of (7) .....some..... sort with the same question, you can rest assured that they (8) .....would..... adamantly maintain that the world would stop revolving (9) .....without..... their invaluable intellectual contribution to the scheme (10) .....of..... things.

This idea is reflected (11) .....in..... the vocabulary used to describe work and its related subjects. Words (12) .....like..... career, vocation and profession carry a (13) .....more..... elevated connotation than the simple term 'job'. The (14) .....former..... three lexical items convey the idea of learned persons sitting at desks and using their grey matter to solve matters involving financial, legal or medical matters, (15) .....while..... the humble slave away at some mundane work station or assembly line task.

## Part 2

For questions 16-25, read the text below. Use the word given in **capital**s at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers on the separate answer sheet.

Example: 

0	compositions
---	--------------

# Pop Musicals

Lord Andrew Lloyd Webber, a man whose (0) *compositions*, eclectic rock based **COMPOSE** works, helped (16) *revitalise* British and American (17) *musical* theatre **VITAL / MUSIC** in the late 20th century. As a student at Oxford University, a (18) *partnership* **PARTNER** was founded between Webber and Timothy Rice to put on dramatic productions. Their first (19) *notable* successful venture was 'Joseph and The Amazing **NOTE** Technicolor Dreamcoat', a pop oratorio for children that earned world-wide acclaim. It was followed by the rock opera, 'Jesus Christ Superstar', an extremely popular, though (20) *controversial* work that blended classical forms to tell the story of **CONTROVERSY** Jesus' life. This show ran longer than any other similar show in British (21) *theatrical* history. Lloyd Webber's last (22) *artistic* collaboration **THEATRE / ART** with Rice was on 'Evita'. 'Cats' was his next major production, in which he set to music verses from a children's book by T.S. Eliot. With two (23) *lyricists* **LYRIC** Charles Hart and Richard Stilgoe, he then composed a hugely successful version of 'The Phantom of the Opera'.

Lloyd Webber's best works were flashy spectacles that featured vivid melodies and forceful and dramatic staging. He was able to blend such varied and (24) *dissimilar* genres as rock and roll, English music-hall song, and **SIMILAR** (25) *operatic* forms into music that had a wide mass appeal. **OPERA**

## Part 3

For questions 26-31, think of **one** word only which can be used appropriately in all three sentences. Here is an example (0).

## Example:

0 There's a(n) ..... chance that he'll win.

He's not particularly ..... at chess, but he'll improve.

After reading his report, we have a fairly ..... idea of what went on at the meeting.

0

good

Write **only** the missing word on the separate answer sheet.

26 Doctors report that this eating ..... *disorder* ..... is becoming more prevalent amongst young people.

Stephen blamed the ..... *disorder* ..... in his flat on the fact that he could find no one to help with the housework.

The boys were brought up on charges of loitering and public ..... *disorder* ..

27 As Sue ..... *fed* ..... paper into the printer, I made photocopies of the tests.

Since he was constantly ..... *fed* ..... misinformation by those around him, he was never aware of the real situation.

Children ..... *fed* ..... on plenty of fresh fruit and vegetables are generally healthier than those who are not.

28 After years of study, Matthew is a recognised authority in his .....**field**..... .

The horses were put out to grass in the .....**field**..... nearest the house.

Some animals' eyes are formed so as to give them an extremely wide .....**field**..... of vision.

29 Brian deals mainly with the company's clients, while Mary handles the financial .....**end**..... of things.

We managed to open the box by pushing the .....**end**..... of a knife under the lid.

The government called for a(n) .....**end**..... to the fighting and a return to normal.

30 I am not exactly sure what the rate of unemployment is, though it is certain to be in double .....**figures**..... .

Mary could just make out some dim .....**figures**..... standing in the doorway.

Since key .....**figures**..... in the government are challenging the motion, it is unlikely to pass.

31 Tired of having to .....**fight**..... her way onto buses at rush hour, Jane bought a car.

She vowed to .....**fight**..... the court's decision to give custody of her children to their father.

Julie had to .....**fight**..... the impulse to answer back when she was reprimanded for her behaviour.



## Part 4

For questions 32-39, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Here is an example (0).

## Example:

0 We are able to afford a holiday, because I was promoted.

**result**

As ....., we are able to afford a holiday.

0 a result of my promotion

Write **only** the missing words on the separate answer sheet.

32 The council is unlikely to accept the plans for a new sports centre unless the cost is reduced.

**meet**

The plans for a new sports centre are *unlikely to meet with approval from the council/the council's approval* unless the cost is reduced.

33 Lack of adequate collateral may mean that the bank will have to refuse his loan.

**impossible**

Lack of adequate collateral may *make it impossible for the bank to grant/give* him a loan.

34 I will see to it that the goods are delivered immediately.

**arrange**

I will *arrange (for) the immediate delivery of* the goods.

- 35 Fewer people are buying fresh food since convenience foods have become available.

**demand**

Fresh food is *less in demand due to/because of the availability* of convenience food.

- 36 I am not certain whether his version of the accident can be believed.

**doubts**

I *have doubts about* his version of the accident.

- 37 You must remember to pay the phone bill today whatever you do.

**account**

On *no account must you forget* to pay the phone bill today.

- 38 The owner's mismanagement was directly responsible for the company failing to succeed.

**consequence**

The company's *failure to succeed was a direct consequence of* the owner's mismanagement.

- 39 He said he had nothing to do with causing the accident.

**blame**

He refused to *accept/take the blame for* the accident.

## Part 5

For questions 40-44, read the following texts on dyslexia. For questions 40-43, answer with a word or short phrase. You do not need to write complete sentences. For question 44, write a summary according to the instructions given.

Write your answers to questions 40-44 on the separate answer sheet.

There is no avoiding the fact that in today's institutes of learning, from primary to tertiary level, it is impossible to absorb and interpret the bulk of the subject matter taught without competent reading skills. Modern schooling assumes literacy and numeracy skills and children need to be able to read and spell correctly, and also to communicate clearly in writing. In this educational climate, dyslexic children are at a huge disadvantage.

line 4

Dyslexia is a condition which can affect much more than merely the ability to read: there may be difficulties in problem solving or in organising work and time, there may also be problems with concentration or remembering pieces of information long enough to use them. If the child is allowed to work at his own pace and level, then results can be achieved, but if the condition is not picked up it is not unusual for the dyslexic child to find that school is a peculiarly hostile environment, since such a child is all too often labelled, by peers and teachers alike, as lazy and uncooperative or simply of low intelligence. This perception of the child will almost certainly result in it rejecting the institution, and disruptive behaviour and an enduring sense of failure are the most common results. It is therefore vital that the teacher should be aware of what constitutes dyslexia and should be able to counter any feeling in the child that it is inadequate. The teacher must be able to provide a classroom situation in which all the children, whatever their difficulty, should feel secure, and through positive reinforcement make it possible for the dyslexic child to understand that he or she can do as well as his or her peers.

line 11

line 12

- 40 In your own words explain what the writer means by the phrase 'in this educational climate' (line 4).

*in this learning situation/with these attitudes to learning*.....

- 41 In your own words explain what makes teachers think that dyslexic children are 'lazy' or 'of low intelligence' (lines 11 and 12).

*they are disorganised, forget or lose focus easily*.....

Dyslexia is a disorder that affects millions of people all over the world. It is one type of specific learning disability that affects literacy and which can manifest itself in a number of ways.

line 2

In adults, dyslexia may not have been identified and individuals often believe they have a literacy problem or related difficulties which make it hard for them to function efficiently in the workplace. An indication of whether these problems are due to dyslexia or to other reasons can be gained by running through an adult dyslexia checklist, followed by an initial interview to gain background information about the individuals and their educational history. If an adult is assessed as dyslexic, a report would then provide a full description of the individual's strengths and weaknesses and offer recommendations for action. The concrete evidence of the presence of dyslexia provided in the report can be used in a variety of ways, for example, when applying for support on courses and receiving appropriate support within the workplace.

line 9

Experience suggests that the majority of dyslexic adults are relieved to discover their dyslexia. It enables dyslexic adults to understand their educational history and put past experiences into context; this relieves some of the frustration they will inevitably have felt. When dyslexic adults understand their dyslexia, they are able to participate in continuing education and succeed in the areas of their choice; some people will need specific details about dyslexia and advice on how they can improve their skills effectively. In a sympathetic environment, dyslexic adults are able to fulfil their potential.

- 42 Explain in your own words what the writer means by 'learning disability' (line 2).

*problems in understanding and remembering information*

- 43 In what way is a report 'concrete evidence' (line 9)?

*written results of a test*

- 44 In a paragraph of between **50 and 70** words, summarise **in your own words as far as possible**, how, according to the passage, adults and children can benefit from recognition of their problem.

*Once their dyslexia has been recognised, children can be fitted into an environment that allows them to make progress and realise they are able to achieve at school. Adults find the diagnosis of their dyslexia to be helpful because it means they can put their literacy problems into perspective and more importantly, address these problems in a positive way.*

## Paper 4 - Listening (approx. 40 minutes)

## Part 1

You will hear four different extracts. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

## Extract One

You hear a woman talking about her years as a university student.

1 How does she feel about most of her fellow students?

- A Scornful.
- B Nostalgic.
- C Charitable.

A	1
---	---

2 The woman's job at the book-binding company was

- A exceedingly boring.
- B potentially dangerous.
- C intellectually challenging.

B	2
---	---

## Extract Two

You hear two marriage guidance counsellors talking about quarrelling.

3 The quarrel described in the text begins because

- A the husband has had a stressful day.
- B his wife is a bad cook.
- C the couple can't agree on financial matters.

A	3
---	---

4 Quarrelling

- A is often prevented early.
- B leads to further bitterness.
- C can be humorous.

B	4
---	---

## Part 2

You will hear part of a radio talk about an ancient Mesoamerican city and the discoveries that were made there. For questions 9-17, complete the sentences with a word or short phrase.

The Aztecs believed that Teotihuacán had been constructed by *supernatural beings* 9.

Teotihuacán *in its heyday* 10 was bigger than many other ancient cities.

Our inability to read the *inscriptions* 11 limits our knowledge of how people lived in the city.

Bones discovered in 1989 seem to have belonged to *soldiers* 12 buried with their weapons.

The archeologist compares the construction of Mesoamerican pyramids to that of an *onion* 13.

The way the pyramids were built makes it *slow and expensive* 14 to gain access to the central room.

The objects discovered make this the most important *burial* 15 found at Teotihuacán.

If the skeleton had sharpened teeth and precious jewellery, this would indicate *high status* 16.

In order to shed more light on the city and its civilization, further *digging* 17 must be done.

## Part 3

You will hear an interview with Jack Brown, the creator of the very popular cartoon character, Arthur. For questions 18-22, choose the answer (A, B, C or D) which best fits what you hear.

- 18 Jack is bemused by his character's popularity because
- A he never thought Arthur would be attractive to adults.
  - B aardvarks aren't particularly lovable.
  - C Arthur has drawn so many families closer together.
  - D Arthur is rather old.

B	18
---	----

- 19 According to Jack, Arthur's character
- A came to him, as he was reading to his child.
  - B developed slowly over a period of time.
  - C was meant to cheer up his recuperating son.
  - D was meant to mirror an actual person.

B	19
---	----

- 20 According to Jack, Arthur
- A made him wealthy when he first appeared.
  - B has appeared in children's theatre.
  - C is still important in his son's life.
  - D was so popular that he continued creating stories.

D	20
---	----

- 21 Jack says he stopped touring when
- A a book was written about Arthur.
  - B he met Carol Greenwold after a TV broadcast.
  - C Arthur happened to be discovered.
  - D he was asked to appear on a TV programme.

C	21
---	----

- 22 The Arthur cartoon series seems to have
- A enjoyed incredible success from the outset.
  - B exhausted its possibilities.
  - C not done very well in a popularity poll.
  - D been used as a vehicle for advertising goods.

A	22
---	----

## Part 4

You will hear two theatre critics talking about modern theatres. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree.

Write **S** for Stephen  
**L** for Lucy  
or **B** for Both

- 
- 23 Theatres have never stopped being commercial ventures. **B 23**
- 24 Certain groups will always avoid the theatre. **S 24**
- 25 Theatre administrators are right in attempting to attract a wider audience. **B 25**
- 26 Adding other entertainment areas will probably prove successful. **L 26**
- 27 Theatres do not need special marketing methods. **L 27**
- 28 Making it less expensive to go to the theatre is the way to draw an audience. **S 28**



## Paper 5 - Speaking (approx. 20 minutes)

The speaking test involves two candidates and two examiners. One examiner, the Interlocutor, will speak to you while the other, the Assessor, will just listen.

### Part 1 (3 minutes)

You will be asked questions in turn about where you live and where you are from, your work, studies and interests, and your views on certain things.

### Part 2 (4 minutes)

You will be asked to discuss the photographs on page 166 together. There are two stages in this part.

#### Stage 1

Here are some photographs which show the way in which today's young people express themselves. Look at photographs 1 and 2 on page 166 and discuss how the images relate to the lifestyle of young people today.

#### Stage 2

Now look at all the pictures. Imagine these photographs are being used by parents' groups to demonstrate to the authorities the need for more facilities and activities for the youth of your town. Discuss what each image shows and talk about how young people's energies can be channelled in a positive way.

### Part 3 (12 minutes)

You will be asked to talk on your own, comment on what your partner says and join in a three-way discussion with your partner and the Interlocutor around a certain theme.

#### Fashion

One candidate will be asked to look at **prompt card (a)** and talk about it for two minutes.

There are also some ideas for the candidate to use if he/she wishes.

The other candidate will then be asked if he/she has anything to add.

Then the interlocutor will ask both candidates a question such as:

- To what extent does fashion play a role in your daily lives?

The second candidate is then given **prompt card (b)** and asked to discuss it for two minutes.

The other candidate will then be asked if he/she has anything to add.

Then both candidates will be asked a question on the subject, such as:

- Why do people feel the need to conform to the standards set by society?

#### Prompt Card (a)

Can you judge a person by what they wear?

- first impressions
- dress code
- money

#### Prompt Card (b)

Is modern life more demanding than it used to be?

- fear of rejection
- peer pressure
- image enhancement

The test will then be concluded with a number of general questions about the topic:

- How does the media influence our ideas on fashion?
- Has society got the right to dictate what people wear?
- In what other areas of life does fashion play a role?
- How far do you think people should be followers of fashion?

**Part 1**

For questions 1-18, read the three texts below and decide which answer (A, B, C or D) best fits each gap. Mark your answers on the separate answer sheet.

# FOLKLORE

Folktales have always been a (1) ..... of the social and cultural life of American Indian and Inuit peoples regardless of whether they were sedentary agriculturalists or nomadic hunters. As they (2) ..... around a

fire at night, the hard-working Indians could be transported to another world through the talent of a good storyteller. The effect was not only (3) ..... from the novelty of the tale itself but also from the imaginative skill of the narrator, who often added gestures and songs and occasionally adapted a particular tale to (4) ..... a specific culture. One adaptation frequently

used by the storyteller was the repetition of incidents. The description of an incident would be repeated a (5) ..... number of times. This type of repetition was very effective in oral communication, for it firmly (6) ..... the incident in the minds of the listeners, much in the same manner that repetition is used today in radio and television advertising.

- |   |  |  |   |            |
|---|--|--|---|------------|
| 1 | A section                                  | <input checked="" type="radio"/> B part    | C portion                                   | D piece    |
| 2 | A joined                                   | B merged                                   | <input checked="" type="radio"/> C gathered | D united   |
| 3 | <input checked="" type="radio"/> A derived | B issued                                   | C stemmed                                   | D ensued   |
| 4 | A connect                                  | B blend                                    | <input checked="" type="radio"/> C suit     | D compare  |
| 5 | A peculiar                                 | <input checked="" type="radio"/> B certain | C typical                                   | D positive |
| 6 | <input checked="" type="radio"/> A planted | B allocated                                | C assigned                                  | D trapped  |

# GOLD

Almost every culture throughout history has valued gold in its various (7) ..... and sought it as a precious material, either to worship or (8) ..... in. A symbol of power and success, the desire to own it tends to provoke greed and lust. Its very presence can make or break a nation. The esteem associated with it has (9) ..... mankind to great lengths to obtain it and the great gold rushes of the 19<sup>th</sup> century saw hundreds of thousands die in their

attempt to (10) ..... it rich. Despite declining gold prices and uncertainties in the market, as countries such as Australia and the UK sell off large (11) ..... of their gold reserves, the desire to find gold is as strong as ever. In the US, panning for gold has become a huge leisure industry, where once men (12) ..... and slaved for the glitter of gold, families now take their gold pans and picnics for a day out. However, for most, gold is still only the stuff of dreams.

- |    |            |   |   |   |
|----|------------|---|---|---|
| 7  | A kinds    | <input checked="" type="radio"/> B forms  | C states                                    | D designs                                 |
| 8  | A bargain  | B engage                                  | <input checked="" type="radio"/> C trade    | D handle                                  |
| 9  | A sent     | B thrown                                  | C forced                                    | <input checked="" type="radio"/> D driven |
| 10 | A hit      | B discover                                | <input checked="" type="radio"/> C strike   | D make                                    |
| 11 | A helpings | B fractions                               | <input checked="" type="radio"/> C portions | D servings                                |
| 12 | A exerted  | <input checked="" type="radio"/> B toiled | C strained                                  | D ground                                  |

## BEARS

Bears are famous for waking up with sore heads, at least according to popular (13) ..... . Someone who'd disagree with this (14) ..... is Professor Hank Harlow of the University of

Wyoming . He has found that bears wake up raring to go after their winter sleep. 'After 130 days of hibernation, a bear can come (15) ..... out of its den and climb a mountain,' he says. His team is investigating how bears manage to (16) ..... this trick, in the hope of helping humans with muscle-wasting conditions. There are a number

of possible explanations of how bears (17) ..... their strength during hibernation. One possibility is that bears sacrifice their less essential muscles to keep 'fight or flight' muscles up to (18) ..... which is a useful idea for anyone trying to get back to normal after a plaster cast is removed.

- |    |   |   |  |   |
|----|---|---|--|---|
| 13 | A knowledge                                 | <input checked="" type="radio"/> B belief   | C judgement                              | D awareness                                 |
| 14 | A pledge                                    | B fallacy                                   | <input checked="" type="radio"/> C claim | D avowal                                    |
| 15 | A away                                      | B far                                       | C clear                                  | <input checked="" type="radio"/> D straight |
| 16 | <input checked="" type="radio"/> A pull off | B set off                                   | C take off                               | D start off                                 |
| 17 | A keep                                      | <input checked="" type="radio"/> B maintain | C hoard                                  | D uphold                                    |
| 18 | <input checked="" type="radio"/> A scratch  | B level                                     | C score                                  | D mark                                      |

## Part 2

You are going to read four extracts which are all concerned in some way with labour-saving devices. For questions 19-26, 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.

## Men with Ideas

Jim Kirby was an inventor for most of his adult life. After seeing his father work too hard for too little, he decided early on that he would not spend his life as a salaried worker. Instead, he started his own business designing gadgets for a fee. Best known for the vacuum cleaner that bears his name, his goal in life was to reduce or eliminate drudgery wherever it existed.

His first cleaner, invented in 1906, used water for dirt separation. In 1907, displeased with the unpleasant task of disposing of dirty water, he went back to work and designed a system that used a spinning action and cloth to filter the dirt. Over the years, he developed numerous innovative vacuum cleaner designs. Over 200 patents, along with a host of products being used today, are a tribute to Jim Kirby's success.

In 1907, another man, James Murray Spangler also built a machine for cleaning carpets. The device grew

out of his own need, for he was employed as a janitor in a department store and used a broom and carpet sweeper in his daily work. Spangler was apparently familiar with the then new idea of using suction to remove dust and dirt from carpets. It occurred to him that carpets could be more easily cleaned with the sweeping action used in the carpet sweeper.

Using tin and wood as materials and a pillow case for a dust bag, he combined the two ideas in a single machine and although it was a crude and clumsy device, it worked. Spangler lacked the capital, manufacturing capacity and merchandising experience to market his new machine, so he contacted a boyhood friend, William H. Hoover to try to interest him in the project. Hoover perceived the possibilities of the new device, and a company was formed in 1908 to begin the manufacture of the machine. Three years later, the company started trading under the name of 'Hoover', which remains even today a household word for vacuum cleaners.

19 According to the article, the inventors' reason for designing their machines was to

- A become prosperous businessmen.
- B make manual labour easier.
- C become famous designers.
- D to experiment with new ideas.

20 The writer states that the original cleaners

- A bore the inventors' names.
- B were not an instant success.
- C removed grime from carpets.
- D worked on the same principle.

## 'State of the Art'

Until the 1920s, domestic servants were common in Europe and any easing of their lot was frowned on. It was not until after the First World War, which drained economies and temporarily obstructed affluent society, that domestic life in Europe started to change. Women were emancipated, domestic labour less easily available and items previously reserved only for the wealthy were now available to all. In America, however, things had been different; the rapidly expanding western frontier had meant hard work and long hours.

Combined with high wages and a labour shortage, this had presented a particularly receptive market for mass produced labour saving devices of all kinds.

When the Second World War came, it crippled Europe but left the American economy relatively unscathed, with the result that America took the lead in the production and marketing of household appliances. By the latter part of the century though, the rest of the world had caught up. Since then, consumers' expectations have risen as technological improvements have resulted in a bewildering array of products. 'State of the Art' is now a 21st century catchphrase.

- 21 The need for labour saving devices was brought about in America by
- (A) less time being available for housework.
  - (B) the women's liberation movement.
  - (C) the extravagant lifestyle in Europe.
  - (D) people's unwillingness to do household chores.
- 22 The writer says that luxury goods became available to Europeans
- (A) when technology advanced.
  - (B) prior to their availability in the US.
  - (C) in the early part of the 21<sup>st</sup> century.
  - (D) comparatively late.

## WRINKLES AND CREASES

For centuries, ironing garments and household linen to free them of wrinkles and creases has been an ever-present chore, and still is even in today's societies where ironed garments continue to be a standard desired in many parts of the world.

In the past before ironing boards, irons and ironing machines, the Chinese stretched their garments across bamboo poles as a way of smoothing their garments free of wrinkles. The Greeks folded their garments in chests devised with weights, to free them of creases. The Romans used wooden mallets in order to beat garments into smoothness and later invented the first press to serve that purpose. Other devices were undoubtedly used, all of which certainly employed weight or friction as a method of reducing the wrinkles found in linen and other fabrics after washing.

In the Middle Ages, it was discovered that cloth pressed while being steamed would hold the shape into which it was moulded. Numerous devices were invented by which heat and pressure could be applied to moistened garments. Iron was the heaviest material

available at that time and was a good conductor of heat without being destroyed by its application. Hence the name we still use today. Triangles of various shapes and sizes which were heated from the outside were used for the purpose of smoothing linens. Many of these triangular irons were wrought in artistic styles, even being veneered on the outside with embossed silver, making them heavy and cumbersome. By the end of the eleventh century, smoothing irons were part of French household equipment. It was soon recognised that if the irons could be heated from the inside then the labour involved in heating the iron would be reduced. Accordingly, some irons were invented which were heated by placing burning charcoal or a piece of red hot iron inside the iron. A much later model was heated by gas, and eventually around the 1900s, an iron was developed using an electric current which heated the iron from the inside. This type of iron can still be found today in many homes around the world.

- 23 To make cloth smooth, it was
- A stretched before being ironed.
  - B weighed down and then washed.
  - C ironed while still damp.
  - D smoothed out with an electric iron.
- 24 According to the text, iron was used to smooth out materials because it
- A was made in attractive forms.
  - B could easily pass heat from one surface to another.
  - C did not destroy the delicate clothing materials.
  - D could hold heated material.

# Washing Day

I remember when I was young how laborious washing days were for my mother. In those days we had no running water, and even the simplest handwashing used staggering amounts of time and labour. She used to fill buckets from a communal pump in the village square and haul them back to the house where each one was heated in a tub over a gas stove. My mother spent what seemed like an eternity on rubbing, wringing and lifting water-laden clothes into a second tub to be rinsed. Large articles like sheets, table cloths and my father's heavy work clothes played havoc with her arms and wrists, and the whole process exposed them to the caustic soap then used.

How my mother would envy those neighbours who were lucky enough to have running water and electricity, not to mention the privileged few who owned what was then known as a clothes washer. She consoled herself with something she'd read somewhere, that this type of washer was a death trap. She might have been right, too; the motor which rotated the tub in the machines was completely unprotected, so water often dripped into it, causing short circuits and jolting shocks. Apart from possibly electrocuting the user, it very often left the clothes in shreds.

All this made me determined to buy my mother a clothes washer, the performance of which had greatly improved, of course, and which bore very little relation to the original, being now fully automatic with different speeds for different textiles, as well as being equipped with what seemed like a thousand different buttons to control water temperature, rinsing, spinning, and whatever else the manufacturers could imagine could be done to clean one's clothes!

This model, the ultimate of its kind, was the one I eventually longed to buy. The only trouble was, my mother's chicks had all flown the nest and the need for this modern contraption was now beyond her comprehension. She declined the offer graciously, although I can't imagine life without it.

25 When the writer was young, she

- A resented those who had modern appliances.
- B was less well off than some others.
- C helped her mother with household chores.
- D had never heard of a washing machine.

26 Having grown up, the writer

- A has no need of a clothes washer.
- B has bought her mother a washing machine.
- C has fulfilled her childhood dream.
- D does not have to wash by hand.

## Part 3

You are going to read an extract from an article about 19th century London. Seven paragraphs have been removed from the extract. Choose from paragraphs A-H the one which fits each gap (27-33). There is one extra paragraph which you do not need to use. Mark your answers on the separate answer sheet.

## A Pioneering Study

When Booth conducted his survey, he had no precedents to guide him except occasional reports from factory inspectors, royal commissions, the census and other statistical surveys. There had been no inquiry into poverty in general, no breakdown of income and classes. In attempting to deal with just these problems through his own observations, Booth, despite the defects of his methods, was a pioneer.

27 D

There is an openness to reality, a willingness to look at squalor without coating it over with moralistic language, and a humility before the plight of some of the poor, which give the writing a literary distinctiveness truly reminiscent of Orwell's own efforts to assert decency. It is journalistic without seeming callous and sensationalist. 'Here in Ferdinand Street,' he writes of one packed block of houses, 'not an inch was lost, and the fingers of any one passer-by might have tapped at any window or door as he passed along.'

28 A

He has a remarkably good ear for common speech and an eye for telling details. One pictures him tall, stooped, notebook in hand, intent upon his subject, asking frequent questions, at times a trifle self-deprecating, but never so aware of his posture as to lose sight of his inquiry. Booth was, apparently, courteous almost to a fault, and his prose is a perfectly unaffected vehicle for such decorum. Sometimes we are hardly conscious of the intrusion of his style. To judge from his frequently tortured letters of self-doubt to his wife and other collaborators, his control was a carefully contrived persona, yet the ease with which Booth is able to maintain the illusion is striking.

29 B

Whether Booth's manner, which lends so much dignity to the poor without special pleading, would be as appropriate to writing about them today is worth considering. Nowadays the writer about poverty is likely to make much of his own motivations, to assert his involvement, or to agonise

over it, even attempting to de-class himself, and always questioning his relatedness because of the strain of trying to relate.

30 H

Yet once he encountered the poor, his compassion was never tidy or priggish; it was what motivated him to keep on learning and writing. Booth did not attempt to render poverty in its most existential terms. Probably he would have found such efforts contemptible, for he truly believed that between himself and the poor there was an unbridgeable gap of class and culture. But by forcing himself to live among the poor, to make a confrontation with their lives, he achieved a human recognition. His writing is never so opinionated that it does not reflect this.

31 G

Booth's study of the poor also achieved its first objective: it gave the public some idea of the dimensions and meaning of poverty in London. Never before had the middle classes been told in such harrowing detail about the effects of moral decay and destitution, about the domestic lives of the poor, about the oppression of work, the condition of women workers, the practice of sweating, about the new immigrants.

32 F

He now found that the proportion in East London was close to thirty-five per cent; that of the 900,000 people in the district, 314,000 were poor; that of these far more than half (185,000) belonged to families earning less than eighteen shillings a week; and that more than half of these in turn (over 100,000) suffered from acute 'distress'.

33 C

Booth's evidence thus demolished the middle-class myth that poverty resulted from personal failure, vice or improvidence. Despite himself, he implicitly lent support to the argument that poverty was a collective, not an individual, responsibility.



- A** Booth uses metaphor and figurative language sparingly. There is a deliberate no-nonsense quality to the prose which may be a trifle off-putting to those accustomed to learning of poverty through the lyricism of a James Agee or the rhetorical indignation of James Baldwin. But, though Booth's primary aim was not to create literature but to describe reality, it is difficult to read his writings today without reflecting on the literary strengths of such a method.
- B** And if the writing, like the thought, never manages to encompass the total reality behind London poverty, it does manage to convey strength, resilience, patience, and a certain toughness of observation which seems wholly pertinent to the harsh realities he was called upon to observe. He is hardly ever censorious, never contemptuous and often gently humorous.
- C** Booth made a second important discovery. On the basis of information received from 4,000 poor people, he concluded that the cause of poverty in about eighty-five per cent of the cases was either 'employment' (both lack of work and low pay) or 'circumstances' (large family and sickness). 'Habit' ('idleness, and thriftlessness') accounted for only about fifteen per cent.
- D** Booth's wanderings among the habitations of the poor on Chester, Eldon, Ferdinand and Dutton streets, his tough-minded, empirical descriptions of housing, styles of dress, eating habits, shops and employment, may recall George Orwell's visits nearly fifty years later among the poor of Wigan Pier.
- E** Politically and administratively, London had scarcely advanced beyond the Middle Ages. In the 1880s with a population of over four million, it still lacked a water, sanitation and public health system; it still suffered from periodic plagues of typhus and cholera; and its poor laws were as archaic and oppressive as ever. There was no central government to speak of. Not until 1888 was a County Council established to assume overall responsibility for education, sewage disposal, housing and hospitals.
- F** Booth's dry statistical data furnished incontestable proof that previous writers had been in error: they had actually seen only a fraction of London poverty. In the *Pall Mall Gazette* of 1885, the Social Democratic Federation had contended that twenty-five per cent of the working class was poor, a statistic that Booth had then condemned as shockingly high.
- G** Stripped of abstractions, except for an occasional epithet which temper or compassion provokes, it describes a reality only to be found on the streets of London. As Booth himself pointed out in a letter to his assistant Ernest Aves, 'I am afraid we are sure to shock very many good people in the conclusions — the danger of hurting is rather to be found in the details necessary to support these conclusions. It cannot be entirely avoided, but must never be wanton.'
- H** Booth's prose shows none of the strains of such an engagement. No doubt he was inspired to begin his researches chiefly because — like many other Englishmen of his class and era — he felt vaguely threatened by the presence of so much poverty and wished to specify the problem in hopes of finding the most appropriate solutions to it.

## Part 4

You are going to read part of an autobiography. For questions 34-40, 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.

## Autobiography

It was true I read a lot, but by now I had graduated to adult reading. Dickens had my full attention, for surely in those novels he was telling the same story of travail and triumph. The additional benefit, apart from the eccentric characters with their eccentric names, was that many of these travails were undertaken by young men of peerless disposition. This was welcome proof that such life experiences were universal, and, more important, could be, and usually were, brought about while suffering an initial handicap – wicked step-parents, or an indigent family – which the hero (for David Copperfield and Nicholas Nickleby were undoubted heroes) could manage with little more than his own blamelessness to guide him. This struck me as entirely beautiful and convinced me that one must emulate their efforts, that one must never be discouraged by the unhelpfulness of others. Not that I had ever experienced such an obstacle at close quarters; what I took for wickedness was in fact worldliness, as my mother explained to me.

The unapologetic presence of our visitors, their peculiar blend of restlessness and complacency, which was discordant, was essentially harmless, though it occasionally sought relief in imprecations, in disapproval of others, principally of my mother and myself. I saw – in Nancy's hoarse smoker's laugh, in Millicent's delicate hand smoothing her hair – a quality that was alien to our own lives, faintly undesirable. Sometimes my mother's eyes had a look of tiredness, and she was obliged to turn her head away for a brief moment, as suggestions for improvement, or rather self-improvement, came her way. These visits, which I now see were undertaken for more merciful reasons than mere curiosity, were in essence a form of female solidarity before that condition had been politicised. They were concerned for any woman, living on her own with only a child for company. At the same time, they were fearful that such ivory tower isolation might be catching. They wanted my mother to be reinstated in society for their sakes as much as her own. They

genuinely pitied a woman who had no status, but they also translated this lack of status as failure in the world's terms.

What distinguished my mother was a form of guilelessness which they had, regretfully, laid aside. This is what I saw: they had exchanged one position for another and may not have been entirely compensated. My mother was their crusade; they also usefully saw her as a pupil. When they rose to leave, the frowns disappeared from their faces, the concern evaporated, and their embraces were genuine. They were glad to get back to their own orbit, with its comprehensible distractions, glad to have done their social duty, even if the results were so sadly lacking. My mother, shaking cushions after their departure, would be more silent than usual, and I somehow knew I should not intrude on her thoughts. I reflected that Nancy and Millie were characters, no less and no more, and that any confrontation – but none had taken place nor would take place – would be unequal: my mother was bound to succeed, for she was untainted by the world's corruption and thus qualified for remission. I comforted myself that even David Copperfield had had moments of downheartedness.

On the whole, I was happy. I liked my school, I liked my friends; I liked the shabby charm of my flat from which a light shone out in winter to guide me home. I liked our silent streets, the big windows of the houses in which artists had once lived. I liked its emanations of the nineteenth century. That we were somewhat on the margin of things did not disturb me, although the girls making their way by car from Kensington, complained of the distance, as if they had been obliged to cross a frontier, or to go back in time. It is true that our surroundings were a little mournful, perhaps unnaturally so to those habitual shoppers. I, on the other hand, cherished them as a place of safety. The street lamp that shone outside my bedroom window I accepted as a benign gesture on behalf of the town council, the man who swept the leaves in autumn as a guardian of our decency. I was hardly aware of the sound of cars, for fewer people drove then. Even footfalls sounded discreet and distant.

- 34 What does the writer say about Dickens' novels?
- A She has always found them to be intriguing.
  - B They often portrayed hard work and success.
  - C They were unequalled by other novels of that time.
  - D The main characters were invariably impoverished orphans.
- 35 The writer's mother seemed to
- A enjoy Nancy and Millicent's visits.
  - B disapprove of Nancy and Millicent.
  - C tolerate the remarks they made.
  - D become visibly angry when they spoke.
- 36 According to the writer the visitors were
- A persistently critical.
  - B extremely sensitive.
  - C fundamentally supportive.
  - D utterly contemptuous.
- 37 Nancy and Millicent regarded the writer's mother as
- A someone to be envied.
  - B someone they could confide in.
  - C someone who could give them status.
  - D someone who disregarded their advice.
- 38 In paragraph 3, how does the writer react after the visitors leave?
- A She feels happy the visit was brief.
  - B She tries to lift her mother's spirits.
  - C She hopes they will not visit again.
  - D She reflects that others have felt the same.
- 39 To the writer, her neighbourhood is
- A a place where artists gather.
  - B too far away from her friends.
  - C a refuge from the world.
  - D a depressing, rundown area.
- 40 The writer gives the impression of having been
- A always happy during childhood.
  - B lonely because she was an only child.
  - C protected from the outside world.
  - D thankful to have overcome life's hardships.

## Part 1

You **must** answer this question. Write your answer in **300-350** words in an appropriate style.

- 1 You have read the extract below as part of an article on the employment situation. Readers were asked to send in their opinions. You decide to send in a **letter** responding to the points raised and giving your own views.

The job market has become so competitive that applicants are even being asked to sing, dance, or act out a sketch when they go for an interview. There are now so many well-qualified people looking for jobs and so few positions available that soon there will be thousands of young people hanging around doing nothing. What effect will this have on the future? How can young people today think of settling down if they can't earn a living? Surely, this must be one of the biggest problems we face today?

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

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## Part 2

Write an answer to **one** of the questions **2-4** in this part. Write your answer in **300-350** words in an appropriate style.

---

- 2** You belong to a group responsible for collecting money to support voluntary organisations such as aid organisations of various kinds. You and your colleagues have collected a large amount of money and distributed it. Write a report saying how the money was collected and which organisations it was given to. Give reasons for your choice.

Write your **report**.

- 3** Your local museum is holding an exhibition entitled 'The Way We Used To Live', depicting scenes and displaying artifacts from the early 19th century. Write an article describing how our lives are different with the modern conveniences we take for granted nowadays and how your life would change without these.

Write your **article**.

- 4** Recently, you took advantage of a package holiday that was being offered by a well-known tourist agency. The trip was not what you had expected and although you feel that the company was not to blame, you consider that holiday makers need to be aware of potential problems. Write a letter to the newspaper that had advertised the holiday describing the problems you encountered, saying how these could be dealt with or avoided.

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

## Part 1

For questions 1-15, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0). Write your answers **on the separate answer sheet**.

Example:

0

between

## THEATRE DESIGN

Built (0) *between* c. 350 and c. 330 BC, the semi-circular theatre at Epidaurus has (1) *never* been bettered. Its acoustics are near perfect, its design and natural setting breathtaking. Yet, has theatre design really got anywhere since Epidaurus?

In today's world, (2) *there* remains a divide between the expectations of traditionally-minded audiences and (3) *those* of inventive theatrical companies, with no one seeming to know quite (4) *what* a theatre (5) *ought* to be – a group of wandering players or permanently housed in magnificent buildings?

In the (6) *latter* case, going to see a play is (7) *like* going to the cinema: actors play on a distant stage framed by heavy curtains. There is (8) *no* similarity between this and the audience participation promoted by other theatre groups; the two experiences are quite (9) *unlike* each other, require different architectural settings and, (10) *to* date, have appealed to different audiences.

Finding an ideal architectural setting (11) *for* theatre has been a quixotic quest for centuries. (12) *As* a mirror of the culture of the relatively homogenous society that created it, Epidaurus was perfect in its time. In today's far (13) *less* inclusive societies, though, directors can hardly expect to find easy solutions to something that (14) *their* predecessors have struggled with (15) *ever* since ancient audiences abandoned the stone seats of Epidaurus.

## Part 2

For questions 16-25, read the text below. Use the word given in **capital**s at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers on the separate answer sheet.

Example:

0

assistance

# With Many Thanks

Many people have given (0) *assistance* to me during the writing of this **ASSIST**  
 book, but it is to Miss Leigh Keith, senior editor of Ramsay and Brown  
 that I am most deeply (16) *indebted* for her loyalty and **DEBT**  
 (17) *devotion* during the four years the project lasted. She gave her time **DEVOTE**  
 and advice (18) *unstintingly* in order for this work to be completed, giving **STINT**  
 both moral and (19) *practical* support for the lengthy research into social **PRACTICE**  
 conditions the project (20) *necessitated*. Her assurance and encouragement **NECESSARY**  
 sustained me in my (21) *belief* that this was valuable work and it was **BELIEVE**  
 (22) *undoubtedly* what enabled me to continue in the face of often **DOUBT**  
 discouraging circumstances.

I must also thank my father, who has been a (23) *willing* collaborator **WILL**  
 in all my efforts and who spent long hours in libraries and on trains to distant  
 parts of the country in search of material. I know that he will say that he enjoyed  
 it, but without his (24) *unflagging* enthusiasm this book would never have **FLAG**  
 been written. Finally, I would like to thank my friends and family, who have  
 had to put up with what must have seemed to them an (25) *exceptionally* **EXCEPT**  
 long drawn out piece of writing. Thank you, all of you, very much.

## Part 3

For questions 26-31, think of **one** word only which can be used appropriately in all three sentences. Here is an example (0).

Example:

0 There's a(n) ..... chance that he'll win.

He's not particularly ..... at chess, but he'll improve.

After reading his report, we have a fairly ..... idea of what went on at the meeting.

0 

0	<i>good</i>
---	-------------

Write **only** the missing word on the separate answer sheet.

6 She tends to look older than her age because of deep .....*lines*..... around her face and neck.

Due to a technical fault on the tracks, two commuter .....*lines*..... were temporarily closed.

She was offered a part in the school play if she could learn her .....*lines*..... by the following day.

7 All young men are obliged to .....*serve*..... in the army for two years.

A small post office was opened to .....*serve*..... the rural community.

I fail to see what purpose an extension to the house would .....*serve*....., so I've decided against it.



28 The youngsters were rooted to the .....spot..... with fear when they were caught trespassing.

I decided to try a .....spot..... of sailing while holidaying in the Lake District.

James only had a small .....spot..... in the TV show, but he hoped it would lead to better things.

29 The speaker didn't deal satisfactorily with the .....point..... I raised at the meeting.

Janet could see no .....point..... in trying to explain; they would never understand.

There will have to be a meeting at some .....point.....; it's just difficult to say when.

30 The water is very .....clear..... which makes it ideal for snorkelling.

He explained to me rather hurriedly, so I still don't have a .....clear..... picture of what he wants.

The corridors have to be kept .....clear..... of clutter in case of fire.

31 We are both .....keen..... birdwatchers and spend most weekends in the country.

Even though she left the area many years ago, she still has a .....keen..... interest in what goes on here.

He is a professional photographer with a .....keen..... eye for detail.

## Part 4

For questions 32-39, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given. Here is an example (0).

Example:

0 We are able to afford a holiday, because I was promoted.

result

As ....., we are able to afford a holiday.

0 a result of my promotion

Write only the missing words on the separate answer sheet.

32 Marcia was the only one who refused to come.

apart

Everyone agreed to come apart from Marcia.

33 He really wants to see animals living in the wild.

intent

He is intent on seeing animals living in the wild.

34 Roger insisted he knew nothing about the recent scandal.

knowledge

Roger insisted he had no knowledge of the recent scandal.

35 Her friends still hadn't arrived by 9 o'clock so Helen went to the party alone.

**sign**

There *was still no sign of her friends by* 9 o'clock, so Helen went to the party alone.

36 It doesn't look as though John wants to buy that house after all.

**decided**

John *seems to have decided against* buying that house after all.

37 More spices would make this dish taste much better.

**greatly**

More spices *would greatly improve* this dish.

38 She's not very good at arranging flowers.

**flair**

She *doesn't have much (of a) flair for* arranging flowers.

39 My salary never lasts beyond the end of the month.

**short**

I *am always short of money by* the end of the month.

## Part 5

For questions 40-44, read the following texts on homes and housing. For questions 40-43, answer with a word or short phrase. You do not need to write complete sentences. For question 44, write a summary according to the instructions given. Write your answers to questions 40-44 on the separate answer sheet.

Have you talked to your neighbour today? This week? People disenchanted with isolated homes could consider co-housing, a concept of collaborative housing designed and run by residents who want their own private space, but wish to operate as a community that works better when looking after dependants, for example.

line 1

This kind of living emphasises community care and welfare. It relies on a participatory process in which the residents design the community, which is built on a neighbourhood model: there are private houses or flats for families or individuals, but also communal facilities such as lounges, meeting rooms and childcare areas. The facilities are run by local people and there is a non-hierarchical organisation: different individuals lead on different areas of activity, but there is no overall leader. It is not a commune, however, and operates on a sound financial and legal basis, enabling residents to buy large properties whose value quickly appreciates, and which they could not otherwise have afforded.

One successful scheme in Britain is the Community Project in East Sussex. Three large buildings have been converted into 17 family houses, and four new houses are to be built there shortly. Some 23 acres of land and other buildings provide communal facilities for the adults and children in the group. The project is a company which owns the freehold of all land and buildings, and community members purchase individual properties on a leasehold basis, giving them rights to the property according to the terms of the lease. Each leaseholder then becomes a director of the company. This structure optimises the financial position for the company and gives it legal sanctions against any community member failing to meet community obligations – a standard procedure for co-housing groups.

line 18

line 19

- 40 What does the writer seem to be implying about life in 'isolated homes' (line 1)?

*You rarely have any contact with the people living around you.*

- 41 What does 'this structure' (line 18-19) describe?

*The way the housing project is organised.*

The whole ethos of social housing, which was once to provide pleasant thriving communities for people who had been marginalised by the high-earning house-buying populace, is finally coming to fruition. Social housing has finally started to challenge the traditional stereotypes and is seeking to restore a human scale and a sense of place to council owned properties. It is typified by contemporary design, energy efficiency and 'flexible living' (the buzzwords of modern architecture) within a high quality environment. The change is social as well as architectural; social housing is no longer segregated off on estates and council houses are dotted in among private homes.

At the Greenwich Millennium Village, social housing will eventually make up 20% of the properties. Inside the houses, everything is built around an open plan design to accommodate tenants' changing needs throughout their lives. There are wide corridors and doorways to allow for wheelchairs, and a rubber-floored toilet downstairs, plumbed to take a shower if the ground floor needs to be converted to include a bedroom. Heating bills are low, thanks to good insulation, energy efficient appliances and low cost electricity from a combined heat and power plant. On London estates, tenants consulted about new building plans rejected more dense, high rise designs and voted for less open space but more houses, and so the tower blocks are gradually being replaced by low rise homes and apartments in a variety of styles, going back to the old concept of a close-knit neighbourhood. Perhaps some of the post-war mistakes on council estates are finally being corrected.

- 42 Why does the writer place the phrase 'flexible living' in inverted commas?

*Because it is a phrase which architects use frequently.*

- 43 In what way is the change the writer describes in the first paragraph 'social'?

*Because people of all income groups are now mixed together.*

- 44 In a paragraph of between 50 and 70 words, summarise in your own words as far as possible, the ways in which people can benefit from the types of housing described in the text.

Write your summary on the separate answer sheet.

*According to the first text people can benefit from having help with some of their responsibilities and from making a good financial investment, which would have been impossible alone. In the second text the houses are built to give inhabitants a sense of being part of a group, while their interiors are planned so they can be adapted to the different stages in a resident's life.*

## Paper 4 - Listening (approx. 40 minutes)

## Part 1

You will hear four different extracts. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

## Extract One

You hear a woman talking about her humanitarian work in a remote area.

1 The woman decided to work with victims of leprosy because

- A she was running away from her previous life.
- B she happened to be in the valley.
- C she was moved by their plight.

C 1

2 People who get the disease often delay treatment

- A because they think they will be shunned.
- B they think leprosy is incurable.
- C because treatment is too expensive for them.

A 2

## Extract Two

You hear two people talking about education in a young offenders institution.

3 According to the woman,

- A education and training is part of the rehabilitation process.
- B the young people need to be treated more harshly.
- C the young people do not need to be educated.

B 3

4 The man expresses the opinion that

- A the young people brought misfortune upon themselves.
- B the young people need to be given a sense of self-esteem.
- C the young people should be punished more.

B 4

<b>Extract Three</b>
----------------------

You hear a man talking about his new computer.

- 5 According to the man he
- A was impressed by the capabilities of the machine.
  - B was baffled by the complexity of the machine.
  - C needed a computer for his work.
- 6 The man gave up using the computer
- A because his daughter wanted the machine for herself.
  - B because he did not know how to connect all the components.
  - C because he believed his typewriter was more reliable.

B	5
---	---

C	6
---	---

<b>Extract Four</b>
---------------------

You hear an archaeologist being interviewed about Egyptian archaeology.

- 7 What does the archaeologist say about the existence of the ancient cities up till now?
- A It was widely believed that they existed.
  - B There was not much concrete proof that they existed.
  - C Some ruins proved that they existed.
- 8 What does the archaeologist say about the discoveries beneath the sea?
- A They are well preserved due to their location.
  - B Water pollution has caused them some damage.
  - C It is difficult to remove them without damaging them.

B	7
---	---

A	8
---	---

## Part 2

You will hear a radio documentary about myths. For questions 9-17, complete the sentences with a word or short phrase.

Myths were created as a means of explaining 

<i>living things</i>	9
----------------------	---

.

Man expressed his feelings about himself and his world in stories with

<i>symbolic content</i>	10
-------------------------	----

 that we call myths.

The first Greek myths were stories 

<i>passed down (orally)</i>	11
-----------------------------	----

 from parent to child.

Man's fate was controlled by a group of 

<i>supreme beings</i>	12
-----------------------	----

.

The Greeks used the behaviour of the gods to show them the way to have a

<i>virtuous life</i>	13
----------------------	----

.

The 

<i>earliest inhabitants</i>	14
-----------------------------	----

 of the world thought nothing existed beyond the earth.

Because of its ability to give life, Earth was represented as

<i>female (deity)</i>	15
-----------------------	----

.

Only later did 

<i>male</i>	16
-------------	----

 gods appear.

Names of mythological figures still familiar today were discovered written on

<i>clay tablets</i>	17
---------------------	----

.



**Part 3**

You will hear an interview with Margery Paige, a specialist in alternative medicine. For questions 18-22, choose the answer (A, B, C or D) which best fits what you hear.

- 18 Margery tells us that the convention was held because
- A previous events had been too informal.
  - B more illnesses had come to light in the recent past.
  - C an international meeting was long overdue.
  - D alternative medicine had been slow to catch on among lay people.
- 19 According to Margery, what was different about this particular event?
- A It was more widely advertised.
  - B Members of the public were able to attend.
  - C People from opposing schools of thought were welcome.
  - D Medical practitioners were barred.
- 20 The fact that non-specialists were present meant that
- A more money was collected in registration fees.
  - B no one could be recognised as being an expert.
  - C the proceedings were more interesting.
  - D clarity became indispensable.
- 21 The response received by the ideas presented at the convention was
- A too enthusiastic.
  - B rather subdued.
  - C generally favourable.
  - D very sceptical.
- 22 Margery's conclusion was that the convention had been
- A an indication of a smaller gap between traditional and alternative views.
  - B a way of improving the professional standing of alternative healers.
  - C an exercise in public relations.
  - D important in strengthening international collaboration.

C 18

B 19

D 20

C 21

A 22

## Part 3

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- A an indication of a smaller gap between traditional and alternative views.
  - B a way of improving the professional standing of alternative healers.
  - C an exercise in public relations.
  - D important in strengthening international collaboration.
- A 22**

## Part 4

You will hear two self-employed people discussing changes in employment patterns. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree.

Write **C** for Cecilia  
**W** for Will  
or **B** for Both

- 
- 23 In the past, people's occupations defined their whole existence. **B 23**
- 24 Today, people have to adapt to changing employment needs of industry. **B 24**
- 25 Economic factors are only partially to blame for current patterns of work. **W 25**
- 26 It is a luxury to be able to follow a career path that provides personal satisfaction. **W 26**
- 27 Opting out of the traditional employment scene is not as easy as it seems. **C 27**
- 28 Nowadays, it is better to be in a low-prestige job. **W 28**

## Paper 5 - Speaking (approx. 20 minutes)

The speaking test involves two candidates and two examiners. One examiner, the Interlocutor, will speak to you while the other, the Assessor, will just listen.

### Part 1 (3 minutes)

You will be asked questions in turn about where you live and where you are from, your work, studies and interests, and your views on certain things.

### Part 2 (4 minutes)

You will be asked to discuss the photographs on page 167 together. There are two stages in this part.

#### Stage 1

Here are some photographs which show different forms of success. Look at photographs 1 and 3 on page 167 and discuss what difficulties these people might have had to face on their road to success.

#### Stage 2

Now look at all the pictures. Imagine these photographs are illustrating a lecture on how to achieve success. Discuss how the attitudes of the people shown might lead to their success or failure.

### Part 3 (12 minutes)

You will be asked to talk on your own, comment on what your partner says and join in a three-way discussion with your partner and the Interlocutor around a certain theme.

#### Change

One candidate will be asked to look at **prompt card (a)** and talk about it for two minutes.

There are also some ideas for the candidate to use if he/she wishes.

The other candidate will then be asked if he/she has anything to add.

Then the Interlocutor will ask both candidates a question such as:

- How has change affected your own life?

The second candidate is then given **prompt card (b)** and asked to discuss it for two minutes.

The other candidate will then be asked if he/she has anything to add.

Then both candidates will be asked a question on the subject such as:

- How do you think learning a foreign language can help bring about changes?

#### Prompt Card (a)

How important are traditions and continuity in your culture?

- identity
- history
- religion

#### Prompt Card (b)

What role do you think technological advances have played in changing society?

- gender roles
- information
- the family

The test will then be concluded with a number of general questions about the topic:

- To what extent is it important to avoid change?
- Do you think that there is a place for tradition in today's ever-changing world?
- What have been the most significant changes in recent years?
- How can one balance cultural values with the challenges of the future?

# PRACTICE TEST 6

Paper 1 - Reading (1 hour 30 minutes)

## Part 1

For questions 1-18, read the three texts below and decide which answer (A, B, C or D) best fits each gap. Mark your answers on the separate answer sheet.

### HI-TECH HITS CRICKET

A new system has recently been installed which should make a great deal of (1) ..... to future test cricket matches. The system has been dubbed 'Hawkeye' and is a good example of how military technology has been used for

peaceful purposes. Based on missile tracking technology, six digital cameras placed around the (2) ..... will track the path of the ball and help the umpire when he makes lbw decisions, (for non cricketers lbw = leg before wicket, when the umpire must (3) ..... whether the ball would have hit the stumps had the batsman's leg not got in the way). Modern bowlers deliver the ball at such incredible speeds that umpires

have difficulty following the ball with the (4) ..... eye. New software predicts with an accuracy of 5mm whether the ball would have gone on to hit the stumps. At the same time, the system collects statistical data, including the height it (5) ..... and the speed it travelled at. Since lbw decisions are often (6) ..... disputed, this system will greatly help umpires.

- |   |  |   |  |  |
|---|--|---|--|--|
| 1 | A contrast                               | <input checked="" type="radio"/> B difference | C variance                                 | D diversity                                  |
| 2 | A land                                   | <input checked="" type="radio"/> B ground     | C soil                                     | D earth                                      |
| 3 | A describe                               | B infer                                       | C evaluate                                 | <input checked="" type="radio"/> D determine |
| 4 | <input checked="" type="radio"/> A naked | B exposed                                     | C bare                                     | D uncovered                                  |
| 5 | A managed                                | B increased                                   | <input checked="" type="radio"/> C reached | D ranged                                     |
| 6 | A fiercely                               | B smoulderingly                               | C blazingly                                | <input checked="" type="radio"/> D hotly     |

### A MOUNTAIN HOME

In the household of the Notch he found warmth and simplicity of feeling and the wisdom of New England, which the family had gathered from the mountains and valleys and brought to the very (7) ..... of their home. He had travelled far and wide. His whole life, indeed, had been a lonely path; for with the pride of his (8) ....., he had (9) ..... himself apart from those who might otherwise have been his

companions. The family, too, though so kind and friendly, had a feeling of (10) ..... among themselves and separation from the world. But this evening, the refined and educated youth (11) ..... out his heart before the simple mountaineers. The secret of the young man's character was a (12) ..... ambition. He could have borne to live an ordinary life, but not to be forgotten in his grave.

- |    |   |           |   |  |
|----|---|-----------|---|--|
| 7  | A root                                    | B kernel  | C essence                               | <input checked="" type="radio"/> D heart   |
| 8  | <input checked="" type="radio"/> A nature | B trend   | C mood                                  | D temper                                   |
| 9  | A shut                                    | B taken   | <input checked="" type="radio"/> C kept | D backed                                   |
| 10 | A individuality                           | B entity  | C personality                           | <input checked="" type="radio"/> D unity   |
| 11 | <input checked="" type="radio"/> A poured | B drained | C streamed                              | D flowed                                   |
| 12 | A glowing                                 | B swollen | C inflamed                              | <input checked="" type="radio"/> D burning |

## A SPECIAL BREED OF DOG

The Greenland dogs are a (13) ..... version of the Inuit dog, the original working dog of the North. Though not fast, they are true cargo dogs – good at pulling sleds over vast distances in (14) ..... conditions. They are the (15) ..... type of dog

for Arctic exploration, but they became increasingly hard to get, as the expeditions of the 'Heroic' Age' (roughly 1850 - 1910) (16) ..... supplies.

The Greenland dog has been described as 'a wolf in dog's clothing' and in fact, purists believe this sled dog is a descendant of the wolf. Today the dogs are to be found only in designated sled-dog regions in

Eastern and North Western Greenland where the (17) ..... of the breed is protected by law. It is (18) ..... to import, or keep dog breeds other than police dogs in those districts. A measure of the value placed on the dogs can be found in statistics. The population of Greenland is currently 60,000 people (mostly Inuit) and 30,000 sled dogs!

- |    |                                    |            |                                    |            |                                    |            |                                    |             |
|----|------------------------------------|------------|------------------------------------|------------|------------------------------------|------------|------------------------------------|-------------|
| 13 | A                                  | healthy    | <input checked="" type="radio"/> B | powerful   | C                                  | potent     | D                                  | resolute    |
| 14 | A                                  | profound   | B                                  | excessive  | <input checked="" type="radio"/> C | extreme    | D                                  | unnatural   |
| 15 | A                                  | flawless   | <input checked="" type="radio"/> B | ideal      | C                                  | sound      | D                                  | impeccable  |
| 16 | <input checked="" type="radio"/> A | depleted   | B                                  | dissipated | C                                  | consumed   | D                                  | spent       |
| 17 | <input checked="" type="radio"/> A | purity     | B                                  | clarity    | C                                  | innocence  | D                                  | cleanliness |
| 18 | A                                  | disallowed | B                                  | proscribed | C                                  | restricted | <input checked="" type="radio"/> D | prohibited  |

## Part 2

You are going to read four extracts which are all concerned in some way with food and cooking. For questions 19-26, 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.

### Monosodium Glutamate

Good food is one of life's pleasures and more than 1,200 years ago, oriental cooks knew that certain foods tasted better when prepared with a soup stock made from a type of seaweed. But it was only in 1908 that Japanese scientists identified the ingredient responsible for enhancing flavour.

That ingredient is best known today by its scientific name, monosodium glutamate. It is often referred to as MSG and is an amino acid found in both its forms, free and bound, in virtually all foods. The bound form is linked to other amino acids in proteins and is manufactured in the human body. The free form of glutamate (not linked to protein) in foods enhances food flavours. Tomatoes, cheese

and mushrooms are just some free-glutamate rich foods, long prized for their taste and flavour enhancing qualities. Free glutamate content increases during ripening, bringing out a fuller taste in many foods and is made as a flavour enhancer by a fermentation process, commonly using sugar beet or sugar cane, similar to that used for making soy sauce and vinegar.

People have long known about the four basic tastes - sweet, sour, salty and bitter. But now a fifth basic taste called umami has been recognised. This is imparted to foods by glutamate and is responsible for the savoury taste of many foods, such as tomatoes and cheese, broccoli and other vegetables, as well as milk. If it didn't taste good, babies would not want to feed.

- 19 Monosodium glutamate as an additive is usually made
- A from mature fruit and vegetables.
  - B from fermenting soy sauce and vinegar.
  - C from sugar beet or sugar cane.
  - D from a type of Japanese seaweed.
- 20 What does the writer imply about monosodium glutamate?
- A All food would be tasteless and bland without it.
  - B It should be added to all foods to improve the taste.
  - C It is a basic food taste.
  - D It is an entirely natural ingredient.

## Organic Food & Business!

Organic farmers pride themselves on fostering Earth-friendly sustainable agriculture, but it remains to be seen if the organic food industry's rapid growth is equally sustainable.

One challenge facing the industry is to bring the price of organic products more in line with those of conventional food products. The price of organic ingredients is improving over time, but demand still outpaces supply in many cases. However, supply issues are overshadowed by the fact that the organic foods segment continues to grow faster than the food industry as a whole, fundamentally due to the natural alliance between organic crops and processed foods. For one thing, organic fruit and vegetables earmarked for processing do not have to be as cosmetically perfect as their fresh counterparts. In addition, freezing or tinning organic products reduces many of the shelf-life problems associated with fresh produce. It was only a question of time before mainstream food companies woke up to these synergies.

The pioneers of the organic food industry view the growing presence of major food companies in their markets as a mixed blessing. Many smaller companies fear that the philosophical ideals of organic agriculture will be compromised by business interests. Others think major food companies will only help the organic cause; many consumers who are reluctant to buy organic products may be tempted to actually try them if they see a name they trust.

21 Through the example of organic fruits and vegetables, the writer shows that

- A organic products last longer than processed foods.
- B the range of processed foods is still limited.
- C the appearance of food used in processing is unimportant.
- D fraud has entered the organic food industry.

22 According to the article, what factor may help expand the market?

- A Brand loyalty.
- B An idealistic attitude.
- C Consumer awareness.
- D Larger farms.



# CHILLI

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Capsicums, commonly known as chillis, come in all dimensions and colours from the tiny, pointed, extremely hot, bird's eye chilli, to the large, mild, fleshy peppers like the Anaheim. Indigenous to Central and South America and the West Indies, they were cultivated there long before the Spanish conquest, which eventually was the cause of their introduction to Europe, where, along with tomatoes, avocados, vanilla and chocolate, they changed the flavours of the known world. Today, there are in all likelihood 400 different varieties of chillis grown. They are as easy to cultivate as tomatoes and are one of the world's most widely distributed crops, available for sale at most food outlets.

In 1902, a method was developed for measuring the strength of a given variety of capsicum, giving it a ranking on a predetermined scale. This originally meant tasting the peppers, but nowadays it can be done more accurately with the help of computers to rate the peppers in units to indicate parts per million of capsaicin. This potent chemical not only causes the fiery sensation, but also triggers the brain to produce endorphins, natural painkillers that promote a sense of well-being.

## 23 Chillis

- A are closely related to tomatoes and other fruit.
- B all have a hot, burning taste.
- C seem to be adaptable plants.
- D will only grow in selected areas.

## 24 According to the text, chillis

- A contain a pain-killing ingredient.
- B are automatically graded by strength.
- C cause a physical reaction when eaten.
- D are measured according to variety.

## Writing about Cooking

Two cookery writers are often credited with the present revival of interest in food and cooking. Elizabeth David discovered her taste for good food when she lived with a French family for two years. After returning to England she learnt to cook so that she could reproduce some of the food that she had come to appreciate in France. Her first book appeared when rationing was still in force after the war and most of the ingredients she had so lovingly described were not available. At the time her book was read rather than used, and created in its readers a yearning both for good ingredients and for a way of life that saw more in food and cooking than mere sustenance, but her later books confirmed her position as the most inspirational and influential cookery writer in the English language. She shared with Jane Grigson, an equally influential writer, an absorbing interest in the literature of cookery, as well as the practical side.

Jane Grigson was brought up in the north-east of England, where there is a strong tradition of good eating, but it was not until she began to spend three months of each year in France that she became really interested in food. She was renowned for her fine writing on food and cookery, often catching the imagination with a deftly chosen fragment of history or poetry, but never failing to explain the 'why' as well as the 'how' of cookery, winning herself a wide audience because she was, above all, a friendly writer.

### 25 The writers' books

- A were written in France.
- B were enjoyable to read.
- C contained basic, wholesome recipes.
- D gave them instant recognition.

### 26 The article suggests that these writers have

- A simplified the art of cooking.
- B combined their ideas on French cooking.
- C improved people's ability to cook.
- D altered the way we eat today.

## Part 3

You are going to read an extract from a novel. Seven paragraphs have been removed from the extract. Choose from paragraphs A-H the one which fits each gap (27-33). There is one extra paragraph which you do not need to use. Mark your answers on the separate answer sheet.

## Running Away

'I'm sorry,' said Oliver dryly. 'I suppose she goes back to school shortly?'

'No, she was – we were asked to remove her. She ran away from school, you know, last term. Not in this direction.'

'Who enticed her? Where did she go?'

'I don't know,' said Henry.

'You should find out. What will she do now?'

Henry looked vague and began to move away from the gate.

'Nobody seems to know. I believe she's quite clever. The school seemed to think so, before all this trouble.'

'Isn't it time,' said Oliver professionally, 'she was making her mind up?'

27

F

One gets sore. Of course, she thought, hating her father now, too, for betraying her too casually; of course, I'm silly. I know I'm silly, I know this stage will pass. But meanwhile, until I'm not silly, there's nothing. One is trapped in one's own silliness, quite as much as in love. Probably more.

28

H

Here she went out into the city to look at it, there was nothing she could do that day, it was Sunday, nothing was ever done on a Sunday. She climbed up onto the walls, with her suitcase knocking against her knees, and walked briskly round them, looking out brightly at roofs and sloping grass ramparts. Just not to be at school was a release, to be doing something on her own, was to be light and singing.

29

B

She walked a long way in this indecision, and in the end, when it was already dark, she came back to the station and sat on her suitcase, staring miserably at the bulk of the Station Hotel. She was very tired and there was a fine rain falling.

30

G

Finally, she walked into the first house she came to – a small Victorian tenement house, painted an uneven chocolate brown, with narrow, dirty windows and a hand painted notice in red ink. Bed and Breakfast. Her room was horrid – a sloping attic with frosted glass at the window, and grey, limp curtains and sheets, which seemed slightly greasy to the touch. The bed was cast iron and rattled. There was no mirror, only a huge wash stand with a bowl of water, filmed over with dust.

31

E

And then failure set in. Looking back, Anna could still not understand it, and jibbed, so painful was the remembering, at trying to do so. She hadn't known, when she got there, quite what she meant to do, but there seemed, from the garden, to have been so many things.

32

A

At first, she had been filling a putative 'waiting time' and later she could not think of anything else to do. When she had visited all the cinemas, and her money was running out, she packed her suitcase, paid the landlady and spent her last shillings on a ticket back to school.

33

D

When she arrived late at night, she was hustled crossly into the sick-room, isolated and allowed to speak to no one. In a day's time, Henry appeared and told her she was to go and pack her trunk, they were going home, now. Anna, who had spent her period of isolation sitting on the bed and looking out of the window, had not got up when he came in; now she looked up at him and said, 'Why? When'm I coming back?'

'You aren't,' Henry said. 'I've been asked to remove you.'

- A** She could have got a job. She could have sat, alternatively, in the Minster, which was beautiful, and have thought out what she wanted. She could have worked all day and written the novel at night. But she had gone to the pictures, afternoon and evening, sitting in the red warmth, in the cheapest seats, sometimes seeing the whole programme through twice.
- B** In the evening she began walking from hotel to hotel, hesitating at every front door, afraid to go in. She felt that inside, under bright lights, porters and receptionists would immediately see that she was in some way a fraud. They would know she was out without leave from somewhere where she should have been shut up, and they would find out from her where it was, and make telephone calls.
- C** 'I don't want to,' said Anna. She added, unwillingly, exposing herself, 'It's not as though it made any real difference to anyone whether I was there or not.'  
'Ah, I see,' said Oliver, as though she had offered him an important confidence. He seemed to think that she had given him the right to settle in; at least, he drew forward one of Jeremy's boxes from the wall, dusted it, and sat on it, facing her.
- D** She had been quite calm over all this at the time, as though mesmerised by her daily routine, cold breakfast, cold early lunch, the cinema, supper, the cinema and cold bed, into thinking not that this course of action was inevitable, it was nothing as forceful as that, but that all her actions had no weight and no importance, that she was living in a vacuum, and might as well do any one thing as any other. It had been a running down, an unwinding, and when her mind was moving slowly enough, she saw, in blinkers, no road except this. So, with this curious calmness, she went back.
- E** She felt suddenly and finally trapped – when she pushed up the window with a great deal of effort to look at the sky, she was confronted by a blank wall and a dark window. Once up, the window would not close again, and the draught sucked directly across the bed. Anna slept badly.
- F** Anna saw them for a moment and then heard them weaving back as they had come, between the trees, one behind the other. They said something indistinguishable and then Henry's voice reached her for a moment, 'She'll grow out of it,' and then she heard the creak of the gate into the garden. Grow out of it, she thought. Of course I'll grow out of it. I'm growing out of it now, that's what hurts. I'm growing out of everything, all the time, too quickly.
- G** Looking back at this time from the garden Anna told herself that there was no reason to be afraid, no reason at all, that she had behaved extremely stupidly – and, nevertheless, she shuddered, remembering the heavy street, and the cold gas lamps, the sudden grim and oppressive northernness of the city that had been by day so lightly poised, and carved, and clean.
- H** And they had broken her mood, obtruding things she was deliberately not thinking of, her future and, worse, her abortive attempt to escape, which she would have preferred to forget altogether. She had left quietly one Sunday morning whilst the other girls were putting on their Sunday hats for church and had taken the train north as far as the largest city, which was York.

## Part 4

You are going to read part of the introduction to a book of Welsh short stories. For questions 34-40, 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.

## Welsh Stories

It was an American wit who listed one of man's greatest virtues as the art of making the long story short, but he was saying nothing about the short story, which has its own necessary length, neither too long nor too short, and is at its best when it presents a revealing insight into a person in a particular situation. What interests me most is being at the core of another life, seeing new light thrown upon it through the mind and world of the central character. It is a help if I am so involved at the outset that my attention does not wander and that my sympathies are immediately engaged, but ultimately, I must know more at the end than I did at the beginning. Now and again, let it also be stated, I can certainly do with a smile.

These stories have been chosen to fulfil such requirements where they can be met, but they are in addition, of a place and a time. The place is Wales and the time is the twentieth century, since the short story is a comparatively new arrival here. They reflect Wales, not always flatteringly, as it is and has been. English writers, it has been said, are often refugees from society, but almost all the stories in this book written by Welsh men and women show a concern for a particular landscape or community. It is as if Welsh writers cannot escape this involvement, and often there is also a sense of characters off stage, present but unseen at the storyteller's elbow. Perhaps the reason for this awareness of others is that so many of us have lived in crowded places, and, while it is not always healthy, it is a part of the Welsh experience which is very different from that of our neighbours.

I have not otherwise been able to define a specific characteristic of the Welsh story which makes it immediately identifiable, save for the nationality or place of residence of the writer, but it should be pointed out that some Welsh writers writing in English have faced particular difficulties when they have felt the need to emphasise their difference from English counterparts. Often this need has led to stereotyped patterns of speech, the whimsicality of which often gives a false impression. At the back of it, one suspects the seductive pressures of those who like to see their Welshmen as clowns or 'characters', but it should also be said that many Welshmen have woven myths about themselves and their country with mischievous delight, and one doubts if they needed much encouragement. Of course, this forced use

of language can be detected in other literatures, some of them colonialist, and it is perhaps the inevitable consequence of the dominance of a distant metropolis. Having said that, it is only fair to note that many of the short story writers who write in English received their first encouragement in England, and indeed some of them, like Alun Lewis, represented here by an almost unknown story of army life, are at their best away from home. In his case, he was probably more searching as an observer with a foreign eye and his stories dealing with English life were perhaps more acutely observed than those dealing with his native South Wales. There is an abundance of riches from which the anthologist may choose and my task has been made easier by the selections of other editors whose choices I have tried not to duplicate where possible.

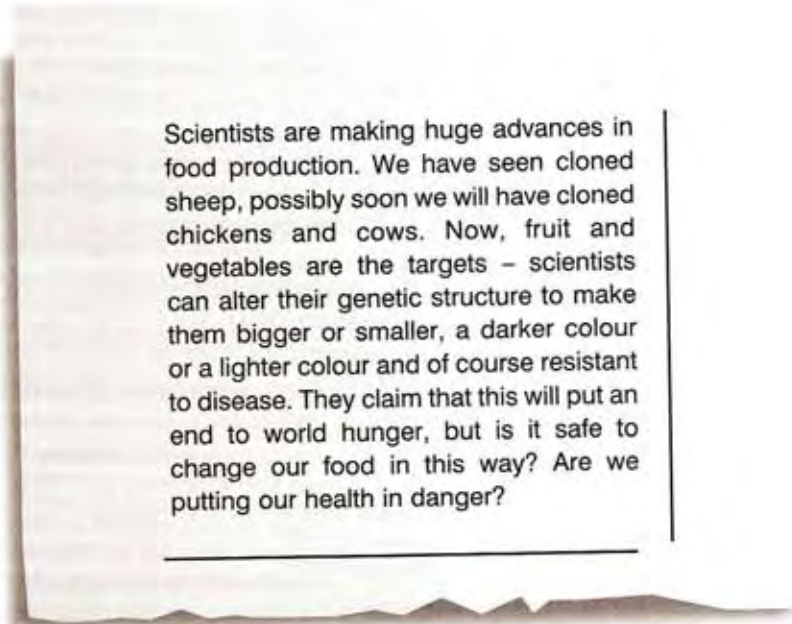
I have said that these stories were chosen because they please one reader and are of a place and time, but I have also had a number of other considerations in mind and I have tried to represent all Welsh writers, including those whose work belies the concept of Wales as a homogeneous society, some who write in English and others who write exclusively in Welsh and for whom Welsh is the first language. All arguments about degrees of Welshness I find to be fruitless; for me, the story is the thing, although on re-reading so many stories in preparing this volume, I could not help but detect the security of so many writers in the Welsh language, which has freed them from painful attempts to emphasise their nationality, a strain which affected the work of their counterparts writing in English for a time. Ironically, this freedom seems to be in danger of ending and, judging by some of the stories made available in translation, appears to have been replaced by the aim of political conversion, to the detriment, in my view, of the storyteller's art. However, the representation of writers in the Welsh language, translated here, is varied enough to warrant a further anthology comprised solely of stories translated from the original. It is my hope that the Wales of the past and the present is well represented in this volume, together with the world of work and workmen in some of our more ravaged terrains, an aspect which has tended to be neglected in the past.

- 34 What does the writer say is essential when he reads a short story?
- A It should be the correct length for a short story.
  - B The story should be an amusing one.
  - C It should deepen his understanding of human nature.
  - D It should hold his attention from the start.
- 35 In the second paragraph the writer says the stories show
- A how English writers resort to escapism.
  - B real life in Wales in the past and in the present.
  - C a new form of writing.
  - D the best aspects of Welsh life.
- 36 The writer suggests that, unlike English writers, Welsh writers
- A have a strong sense of place.
  - B become closely involved with the characters they write about.
  - C only write about densely populated areas.
  - D avoid writing about specific people or places.
- 37 Some writers in English make their stories identifiable as Welsh by
- A portraying Welsh characters in a comical way.
  - B deliberately using dialect forms.
  - C observing life in England from a Welsh point of view.
  - D bowing to pressure from their Welsh readers.
- 38 What does the writer say helped him choose the stories in the book?
- A He could initially ignore a number of stories.
  - B The large number of Welsh stories to choose from.
  - C Many writers lived outside Wales.
  - D Their popularity with the reading public.
- 39 The stories in the book
- A are all translations from the original Welsh language.
  - B put across the idea that all Welsh people are the same.
  - C represent a wide variety of Welsh authors.
  - D have a tendency to accentuate the author's origins.
- 40 What does the writer say about the writers who write in Welsh today?
- A They represent Wales throughout its history.
  - B Writing a good story may not be their main purpose.
  - C They have less skill than writers using English.
  - D The translations of their work are not always accurate.

## Part 1

You **must** answer this question. Write your answer in **300-350** words in an appropriate style.

- 1 You have read the extract below as part of a newspaper article about genetically modified foods. Readers were asked to send in their opinions. You decide to write a letter responding to the points raised and expressing your own views.



Scientists are making huge advances in food production. We have seen cloned sheep, possibly soon we will have cloned chickens and cows. Now, fruit and vegetables are the targets – scientists can alter their genetic structure to make them bigger or smaller, a darker colour or a lighter colour and of course resistant to disease. They claim that this will put an end to world hunger, but is it safe to change our food in this way? Are we putting our health in danger?

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

---

## Part 2

Write an answer to **one** of the questions 2-5 in this part. Write your answer in **300-350** words in an appropriate style.

---

- 2** You are a member of a town planning committee. You have been asked to write a proposal on what to do with a disused factory site in your town. The options include:
- turning the site into a park.
  - using the site as an adventure playground.
  - renovating the building and converting it to small workshops for rent.
- In your proposal you should include the advantages and disadvantages of each option and recommend the option that will be most suitable.

Write your **proposal**.

- 3** A magazine has asked its readers to exchange information about the kind of films and books they like most and least. Write a review of two books you have read, or two films you have seen, giving reasons why the one appeals to you and the other does not.

Write your **review**.

- 4** There has been a proposal that a zoo and an aquarium should be established in your town or city and a large area of land has been set aside for this purpose. Regular shows for the public have been suggested as a means of funding these, with some of the animals, such as seals, dolphins and tigers, being trained to take part. A local newspaper has invited readers to contribute articles on their experiences of zoos and aquariums and their views on animals being used for entertainment.

Write your **article**.



## Part 1

For questions 1-15, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0). Write your answers on the separate answer sheet.

Example:

0

as

## CHANGING SEASONS

If we measure the seasons, (0) .....*as*..... in the past they have (1) .....*been*....., by ordinary natural events such as the departure of migrating birds or the appearance of the first flower, (2) .....*then*..... spring now begins in November and autumn ends in December. (3) .....*This*..... may seem an unlikely situation to us, but in (4) .....*actual*..... fact, data shows that spring now occurs ten to thirty days earlier than it did, while recent research bears (5) .....*out*..... that autumn is arriving (6) .....*later*..... .

Traditional data on phenology - the study of the timing of natural events - goes (7) .....*back*..... to 1736 in Britain. Taken (8) .....*in*..... isolation, phenological data may not mean (9) .....*much*....., but the received wisdom from ecology is about interconnectedness. (10) .....*Consequently*....., with higher temperatures in winter, some species will breed earlier and then find that their food source has been destroyed (11) .....*when*..... winter finally arrives. Competition for winter food will probably increase too, as birds stop migrating south in winter, as has (12) .....*already*..... happened in a (13) .....*number*..... of cases.

(14) .....*Although*..... it is often difficult to be certain that seasonal trends are progressive and not cyclical, those involved in analysing the information see the fingerprints of global warming (15) .....*in*..... this blurring of the seasons' edges.

## Part 2

For questions 16-25, read the text below. Use the word given in **capitals** at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers on the separate answer sheet.

Example:

0

traditional

## Winter Walking in Britain

Nowadays, there is a huge range of clothing designed for winter outdoor pursuits.

The (0) *traditional* wax jacket and rubber boots have largely been superseded by man-made fabrics such as 'Gortex' and designer hiking boots.

TRADITION

(16) *Irrespective* of your preference in clothing on your winter walks, the main

RESPECT

(17) *priority* is to keep you warm and dry. To this end, the old adage

PRIOR

to use the (18) *layering* technique still applies. Thermal underwear and socks,

LAYER

topped with an outer shell of jackets and overtrousers in (19) *impermeable* fabrics

PERMEATE

which keep out the wind and (20) *moisture* and are also 'breathable', keep you

MOIST

warm and dry. For wet weather or shore walking, rubber boots are best, but these

are (21) *unsuitable* for real walking. This will require proper hiking boots, which

SUIT

these days are sturdy and light. Boots designed (22) *specifically* for hiking have a

SPECIFIC

stiff insole and provide good ankle support as well as giving good traction on

(23) *slippery* surfaces. A small rucksack of 15-25 litre capacity is suitable for short

SLIP

walks, but the more intrepid hiker will probably need a (24) *substantially* larger

SUBSTANCE

backpack of around 25 - 40 litres. Hiker's rucksacks have been considerably

(25) *lightened* over the last few years and new fabric technology will make them

LIGHT

even lighter.

## Part 3

For questions 26-31, think of **one** word only which can be used appropriately in all three sentences. Here is an example (0).

## Example:

0 There's a(n) ..... chance that he'll win.

He's not particularly ..... at chess, but he'll improve.

After reading his report, we have a fairly ..... idea of what went on at the meeting.

0	<i>good</i>
---	-------------

Write **only** the missing word **on the separate answer sheet**.

26 The cottage was remote, situated on the .....*edge*..... of a cliff overlooking the Atlantic Ocean.

The Siberian tiger has been driven to the .....*edge*..... of extinction because of illegal hunting.

His superior speed and agility gave him the .....*edge*..... over the other competitors.

27 You should .....*keep*..... a record of all income and expenses from now on.

It had always been Derek's ambition to .....*keep*..... a corner grocery shop.

Some dairy products do not .....*keep*..... in good condition for long without refrigeration.

28 The house was completely surrounded by a .....*high*..... stone wall.

Claire's colleagues were irritated by her .....*high*..... voice.

Many trees were brought down by .....*high*..... winds during the hurricane.

29 There have been complaints by residents living on the outskirts of the city of attacks by a .....*pack*..... of stray dogs.

You should be a bit more suspicious! That story is obviously a .....*pack*..... of lies from start to finish.

James found it difficult to climb because of the heavy .....*pack*..... he was carrying on his back.

30 James graduated in the summer and has already .....*applied*..... for jobs abroad.

A clean dressing should be .....*applied*..... directly onto the wound.

The new law .....*applied*..... only to temporary residents of the country.

31 Antibiotics are often the only effective way of .....*treating*..... infections.

If you try .....*treating*..... your daughter like an adult, you may find she is easier to deal with.

Jane enjoys .....*treating*..... herself to an expensive dinner out every now and then.

## Part 4

For questions 32-39, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given. Here is an example (0).

**Example:**

0 We are able to afford a holiday, because I was promoted.

**result**

As ....., we are able to afford a holiday.

0 *a result of my promotion*

Write **only** the missing words **on the separate answer sheet.**

32 I tried to explain to her what the problem was, but she wasn't interested.

**indifferent**

She was *indifferent to my explanation of* the problem.

33 Whether open-air events at this time of year succeed or not, largely depends on the weather.

**role**

The weather *plays an (important) role in the success* of open-air events at this time of year.

34 When neither side accepted the proposals to solve the crisis, negotiations collapsed.

**proposed**

The failure of *either side to accept/agree on the proposed solutions* to the crisis meant negotiations collapsed.

35 My dog hurt itself when it tried to jump the fence.

**due**

My dog's injury was due to trying..... to jump the fence.

36 The new motorway will involve demolishing a lot of old houses.

**way**

A lot of old houses will have to be demolished to make way..... for the new motorway.

37 If you remember, I was the one who started this project in 1995.

**cast**

If you cast your mind back, (you will remember)... I was the one who started this project in 1995.

38 He protested that he had always kept his promises to me.

**gone**

He protested that he had never gone back on his promises to me.

39 A contract between the two parties was drawn up by a local solicitor.

**responsible**

A local solicitor was responsible for drawing up a contract between... the two parties.

## Part 5

For questions 40-44, read the following texts about 'dangerous sports'. For questions 40-43, answer with a word or short phrase. You do not need to write complete sentences. For question 44, write a summary according to the instructions given.

Write your answers to questions 40-44 on the separate answer sheet.

Hang gliding and hang gliders have been portrayed by the media as a dangerous occupation whose practitioners have a death wish. Nothing is further from the truth. What is true is that you are taking far greater risks driving to a flying site than in flying.

When flying a hang glider, pilots are more in control of their fate than at any other time that they are in motion. Hang glider pilots' constant refrain is that they love life far more than the earth-bound can even start to appreciate, and they can state that they will not have an accident flying a hang glider with the same certainty that they can say they will not break their necks walking down the stairs.

There are only five criteria that must be met if there is to be a safe flight, however. Having good equipment is one, along with the following learned skills: the pilot can launch perfectly and can make the glider go where he or she wants it to, the conditions are well within an envelope of safety (learned with guidance and caution) and he or she can land safely. That's it. There is no mysticism, no magic, just solid learned skills and the wisdom to fly in predictably safe, carefully controlled conditions.

Good instruction, a lot of flying and work are the key ingredients in learning to fly safely. A good instructor is an active hang glider pilot. His or her rating is not as important as the ability to 'get inside your head' and find the best words for the most complete understanding of what you are supposed to do and why you are supposed to do it. A good instructor is a cost effective investment.

Finally, fear of heights and of falling is natural. Hang gliders fly and the pilot is in control. Falling is not an issue and altitude is a friend. Paradoxically, the higher you go, the safer it gets and should you make a mistake, you will have more time to correct it.

Bear in mind that today's hang glider has fantastic potential. There is one 400 foot site that regularly allows pilots to reach cloud base and, not long ago, a pilot reached 12,000 feet in New York. In many places, pilots fly with oxygen as altitude gains regularly put them very high indeed. Hang gliders are not toys, they are really neat, sophisticated aircraft.

- 40 What exactly does the writer mean in line 10 when he refers to 'an envelope of safety'?

*limits beyond which it is dangerous*

- 41 Why does the writer say that altitude is a friend?

*there is enough time to put errors right*

The inspiration for bungee jumping has its roots, so to speak, in the South Pacific village of Bunlap on Pentecost Island. Legend has it that a village man named Tamalie treated his wife so badly that she ran away and climbed a banyan tree, then tied liana vines to her ankles. When Tamalie climbed after her, she jumped and so did he, except that he wasn't attached to any vines. He died and she lived, and the men of Bunlap began to practice land diving so that if the situation arose again, they would be ready. Eventually, the sport evolved into a ritual, from which women were excluded, meant to ensure a rich harvest of yams and later a rich harvest of tourists. Just before they launch themselves, the men stand on 80 foot tall wooden platforms and make speeches complaining about their wives. Then they swan dive onto a softened landing-area where their heads thump the dirt just as the carefully measured vines become taut.

As far as anyone can tell, the high-tech evolution of the leash-diving concept was realised on April Fool's Day 1979 by the Oxford Dangerous Sports Club, a group of British daredevils who clipped themselves to elastic bungee cords and stepped off the 245 foot high Clifton Bridge in Bristol, not for yams and not in memory of a fallen comrade, but for pure excitement. The same men leapt off the Golden Gate Bridge and then, in 1980, jumped over Colorado's Royal Gorge, one of them falling 800 feet on a 415 foot bungee cord and setting a record that was only to be broken much later.

None of this is as deadly as it sounds. In all the years that they have been carrying on this custom, not one of the land divers of Pentecost Island has ever been killed. Bungee jumping cannot claim quite the same spotless record, but done with the right, experienced people, it too, is a lot safer than it looks.

line 7

- 42 What exactly does the phrase 'a rich harvest of tourists' in line 7 mean?

*a lot of tourists who will spend money.*

- 43 In what way does bungee jumping differ from the practice of land diving?

*The islanders jump as a ritual, bungee jumpers do it for fun.*

- 44 In a paragraph of between **50 and 70** words, summarise **in your own words as far as possible**, how bungee jumping and hang gliding can be practised safely.

Write your summary **on the separate answer sheet**.

*in hang gliding, the machine must be in good condition and the pilot must be trained by a good instructor to learn when it is safe to fly. This requires hard work and practice. Similarly, bungee jumping is safe when certain precautions are taken. The length of the cord (or vines) must be exactly calculated, and jumps should only be made with experts.*



## Part 1

You will hear four different extracts. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

## Extract One

You hear a restaurant critic reviewing two Indian restaurants.

- 1 What does the speaker say about the names of Indian restaurants?
- A Most names are unique.  
 B There is a limited choice of traditional names.  
 C Confusion of names can easily occur.
- 2 How does the speaker feel about the food served at the two restaurants?
- A It represents the full range of Indian cooking.  
 B Indian cuisine has been simplified.  
 C He thought it could have been cooked better.

B 1

B 2

## Extract Two

You hear a discussion on a book about film directors.

- 3 What conclusion about success does the book suggest?
- A Talent is enough to secure a directing job.  
 B Most directors lack the necessary dedication.  
 C Directors run into difficulties along the way.
- 4 It is implied that inexperienced directors are
- A arrogant.  
 B dependent.  
 C creative.

C 3

A 4

**Extract Three**

You hear a traveller talking about an encounter with a tortoise.

5 The speaker values the turns in the road because they

- A make the journey enjoyable.
- B are full of interesting surprises.
- C warrant cautious driving.

B	5
---	---

6 Why does the speaker compare the appearance of the tortoise to a privilege?

- A It was unexpected.
- B It was touching.
- C It was rare.

B	6
---	---

**Extract Four**

You hear a man talking about his experiences on a motorcycle.

7 He became a 'born again biker' because

- A he wanted to travel to Africa.
- B it reminded him of his youth.
- C his children thought he was going through a mid-life crisis.

B	7
---	---

8 When he entered Spain, he was surprised that

- A car number plates had changed.
- B he had become tired of his motorcycle.
- C he was not stopped at the border.

C	8
---	---

## Part 2

You will hear a radio feature where a woman talks about how she copes with her migraine attacks. For questions 9-17, complete the sentences with a word or short phrase.

The two most usual kinds of migraine are known as *common and classical* **9** migraine.

The moment the signs of an approaching migraine appear *medication* **10** should be used.

Headaches are not the only indication of migraine; these are very often preceded by *visual disturbances* **11**.

The speaker feels *very confused* **12** during an attack and has problems expressing herself clearly.

The signs that indicate migraine may make people think you are having a *stroke* **13**.

It is an upsetting and *excruciatingly painful* **14** experience.

A variety of things can *trigger* **15** a migraine.

Slump migraine can occur when a source of anxiety is *relieved* **16**.

The speaker's attacks are less *ferocious* **17** now than before.

## Part 3

You will hear an interview with Dr Timothy Cowey, a prominent paleontologist, who is discussing a forthcoming expedition. For questions 18-22, choose the answer (A, B, C or D) which best fits what you hear.

18 Which of the following facts about the Gobi Desert is false?

- A The desert is located in Mongolia.
- B Many mines can be found there.
- C It contains areas rich in fossils.
- D It is home to the Nemetat Basin.

B	18
---	----

19 When are 'The Flaming Cliffs' at their most beautiful?

- A During the night.
- B In the light of the rising sun.
- C Anytime during the day.
- D When they catch the setting sun.

D	19
---	----

20 According to Dr Cowey,

- A there are more dinosaur eggs to be found.
- B there is nothing more to be learnt about birds.
- C animals developed flight to survive.
- D fossils show birds in flight.

C	20
---	----

21 The excavation

- A is not restricted to experts.
- B is only for professionals.
- C is the best in the world.
- D is difficult to find.

A	21
---	----

22 Hongoryn Els

- A was the site of one previous excavation.
- B is close to the sea.
- C is a potentially valuable site.
- D is of no particular interest.

C	22
---	----

## Part 4

You will hear two computer analysts talking about problems buying computers. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree.

Write **W** for Wendy  
**M** for Mark  
or **B** for Both

23 Buying a computer need not be beyond your means.

W 23

24 You are better off buying software with the computer.

B 24

25 Computers can date very quickly.

M 25

26 Upgrading an existing computer may prove more costly.

W 26

27 It's important to know what you want for your exact needs.

B 27

28 Get expert information before buying a computer.

M 28

**Paper 5 - Speaking** (approx. 20 minutes)

The speaking test involves two candidates and two examiners. One examiner, the Interlocutor, will speak to you while the other, the Assessor, will just listen.

**Part 1 (3 minutes)**

You will be asked questions in turn about where you live and where you are from, your work, studies and interests, and your views on certain things.

**Part 2 (4 minutes)**

You will be asked to discuss the photographs on page 168 together. There are two stages in this part.

**Stage 1**

Here are some photographs which show situations which could be stressful. Look at photographs 1 and 3 on page 168 and discuss to what degree you would find these situations stressful.

**Stage 2**

Now look at all the pictures. Imagine you are giving a talk concerning the effects of stress on our everyday lives. Discuss what advice you would give these people to help them control the pressures in their own lives.

**Part 3 (12 minutes)**

You will be asked to talk on your own, comment on what your partner says and join in a three-way discussion with your partner and the Interlocutor around a certain theme.

**Education**

One candidate will be asked to look at **prompt card (a)** and talk about it for two minutes.

There are also some ideas for the candidate to use if he/she wishes.

The other candidate will then be asked if he/she has anything to add.

Then the Interlocutor will ask both candidates a question such as:

- How well do you think your educational choices have prepared you for life?

The second candidate is then given **prompt card (b)** and asked to discuss it for two minutes.

The other candidate will then be asked if he/she has anything to add.

Then both candidates will be asked a question on the subject, such as:

- What programme should parents who are teaching their own children at home use?

**Prompt Card (a)**

What have been some of the greatest influences on your educational choices?

- family
- friends
- job prospects

**Prompt Card (b)**

How do you think being educated at home by his/her parents, as opposed to being sent to a traditional school, would affect a child?

- qualifications
- socialisation
- academic achievement

The test will then be concluded with a number of general questions about the topic:

- In what ways do you think school facilities can be improved?
- Do you think that schools should be accountable for the fact that children fail to learn?
- What kind of subjects should be compulsory?
- Should schools offer a general education or concentrate on preparing children for a career?

# Practice Tests for the revised CPE

# 2

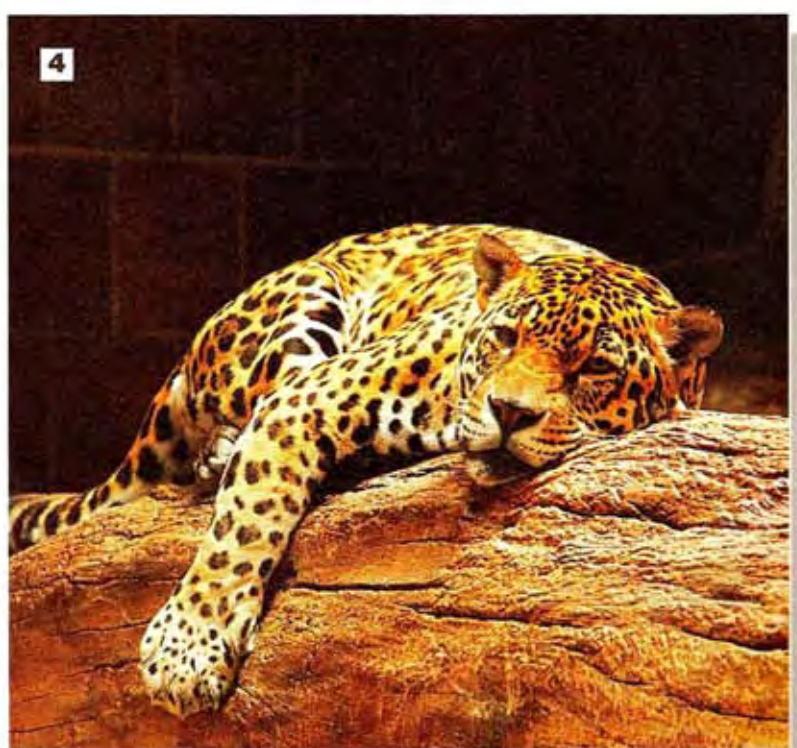
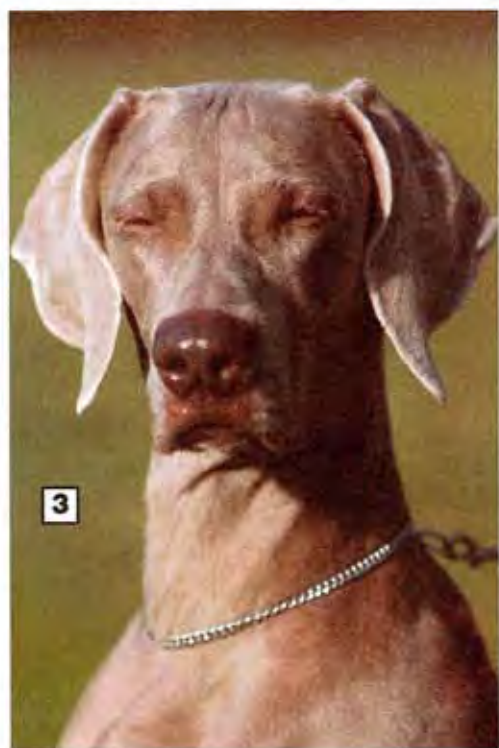
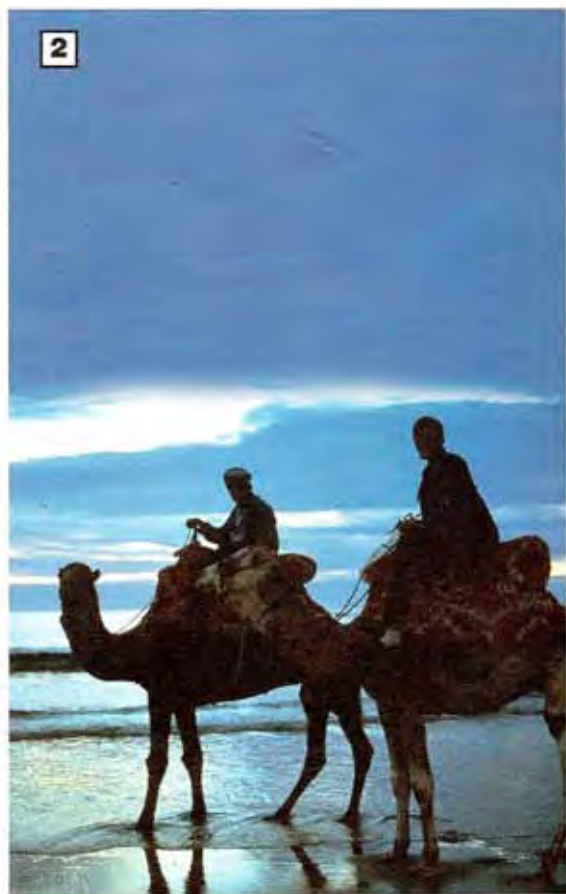
Visual Material for the Speaking Paper





## Practice Test 2

### Paper 5 — Speaking





# Practice Test 4

## Paper 5 – Speaking





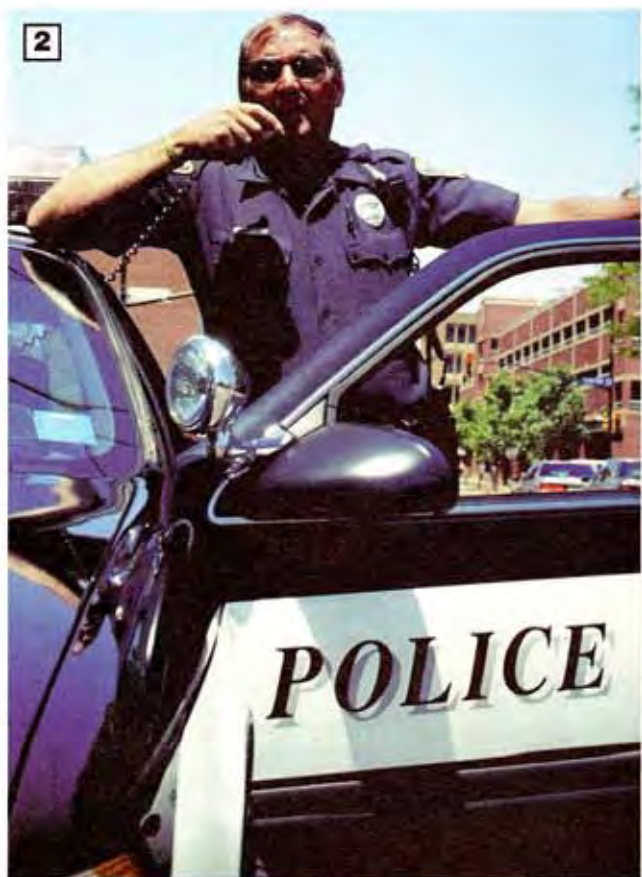
## Practice Test 6

### Paper 5 – Speaking

1



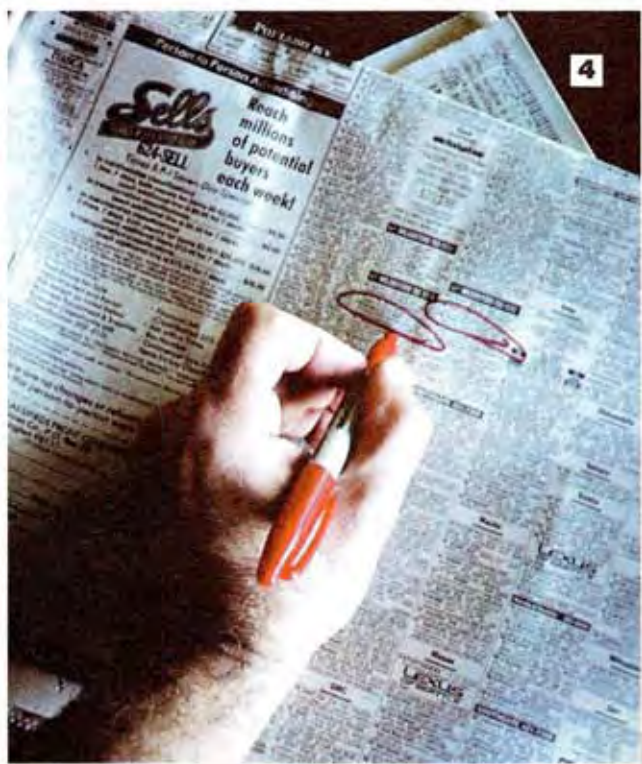
2



3



4



## Practice Test 1 – Paper 2 Writing

## Part 2 - 2

## Part 1

Dear Sir,

I was very interested to read your article about the proposed addition of second language teaching to the school curriculum in high schools. It was extremely interesting and raised some good questions, but I feel I must challenge some of the points made.

Firstly, I do not agree that our teenagers are overloaded with homework, there is ample evidence that this is not the case when one can observe in any town, on any evening, the scores of youngsters milling around with obviously nothing better to do. Secondly, in your article you state that some of these children will never visit a foreign country or mingle with foreigners. It takes little imagination to realise that without some additional language skills, they may never be able to.

The acquisition of a second language, however rudimentary, can only benefit our young people. As part of the second language learning process, there is an automatic gain in knowledge of the culture of the people whose language they are being taught. Better understanding of other cultures leads to less xenophobia. In addition, being able to speak and understand different languages broadens horizons and gives young people the opportunity to live and work in a variety of countries. The best time to learn is when you are young; it is a much more difficult task when you are older.

As regards what you refer to as the basics, I do not think anyone has suggested that they should be abandoned. A second language will be added as a supplement, not a replacement. As for preparing our children for the future, this is exactly what learning a second language will do. Employers nowadays require their employees to have some knowledge of at least one language, as well as their other qualifications.

In my view, the compulsory learning of another language at secondary school level can only be a benefit. In fact, I would go further and advocate extending this to primary schools. The earlier children start, the better.

Yours faithfully,  
Christine Teale

In the last few days, a new soap opera, 'Wintron Downs', has been added to the long list of similar shows that appear on our screens on a daily basis. Most soap operas seem to fall into one of three categories: hospital dramas, teenage shows and the lives of the rich and famous. This particular one falls into the last category. Like many shows of its kind, it depicts the life of a rich family who run their own business. The parents and their seven children are constantly involved in feuds, business deals and romantic entanglements. There is nothing particularly new in the storyline of this new series; we have seen it all before, the beautiful girls, handsome men, gorgeous clothes and exotic locations. However, this series does differ in one respect; unlike other soap operas of this type, it tries to make a social comment, and each episode brings up a common problem. This is made easier by the fact that the ages of the seven children range from six to twenty-five, so there is plenty of scope for the writers here.

For many people, these shows are an essential part of their daily lives. They will alter social arrangements in order to be at home to watch the series they prefer, and discuss the characters and the events in their lives as if they were real people and real events. For them, it is pure escapism; there is always some unlikely, exaggerated event and the characters' lives are so far removed from the troubles of their own lives that they take on a fairy-tale glamour. For others, however, these programmes are silly nonsense with no merit, artistic or otherwise. They see the bad acting and the very elementary story, which takes weeks to reach a conclusion, as exploitation of the viewing public.

There are arguments on both sides, but it has to be said that this particular show is trying to strike a balance between the two. It provides escapist entertainment, while at the same time commenting on social realities. And it does this quite successfully.

---

Part 2 - 3

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To: Mark Herning, Redevelopment Officer  
From: Richard Morris  
Subject: Town Centre Upgrade  
Date: 6th December

**Purpose**

The purpose of this proposal is to suggest possible ways in which the town centre could be improved upon and upgraded to the same standards as those of other nearby towns.

**Background**

Over the years, the character of Blaysdale town centre has changed. Jewellery shops, estate agents and insurance brokers now far outnumber other types of business. The area has become congested with traffic, partly due to the daily open-air market in the town square.

**Present Situation**

The recent opening of Saxburg's supermarket in the High Street has exacerbated the traffic congestion. Many of the older buildings, in particular the Corn Exchange, are in poor condition. St. Luke's chapel, for instance, has become virtually derelict since it closed, and is the target of vandals. Commercial rents have soared and traders complain that they are unable to compete on an equal footing with the daily open-air market.

**Suggestions**

Building a by-pass along the route of the old railway line with a road leading directly into Saxburg's car park could solve the traffic problem and the High Street could then be pedestrianised. Traditional shops would be encouraged to return by reducing the commercial rents to a more acceptable level, and restricting market days to Tuesday and Saturday. The Council should also make sure that they allow only certain types of business to open in the centre. If there is a wide variety of shops, people will be encouraged to use the centre of town to do their shopping. Finally, with respect to the two buildings mentioned above, St. Luke's should be demolished and the site made available for other uses, while the Corn Exchange needs urgent renovation in order for this historic building to be saved. It is a large building and after

renovation could be re-opened as a shopping mall.

**Conclusion**

I hope that my suggestions will be treated seriously by the Council. The predominance of certain trades over others is unacceptable, as is the high cost of running a high street business. If these proposals are put into effect, the town centre should become the lively, busy place it once was.

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Part 2 - 4

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**Why It's Good To Be Your Own Boss!**

With large businesses reducing the size of their workforce and contracting a lot of their work out to other smaller companies, many people are becoming interested in setting up their own businesses. There are many advantages to doing this, but there are also pitfalls for the unwary.

I would like to set up and run a taxi business. There are large firms in my area and many of them require daily taxis to the airport, which is 30 miles away. The taxi trade is mostly a cash business; consequently, there is no waiting for payday to come around. If you have good takings one day, if you feel like it, you can have the next day off. Conversely, if you have a bad day, you can always work an extra day to make up the shortfall. I also like the idea of being out all day, meeting all kinds of interesting people and chatting with them. There are some disadvantages, however. The taxi has to be in very good condition to ensure public safety; no car used as a taxi can be more than three years old which means a great deal of expense every three years.

Running your own business can be very rewarding. You get out of it what you put into it; when things are going well you have the pleasure of watching your ideas succeed and seeing your plans come to fruition. It is not a good idea to disregard the difficulties, though. These include starting out with too little capital and those who are self-employed or running a small business are responsible for their own tax, insurance and value added tax, so detailed records need to be kept. This is part of the working day, but without earning any money while you do the books!

Most people who are their own boss find they have the strictest boss they have ever met and often work

far harder than they would for someone else. Nevertheless, although it would not suit everyone, the advantages of running your own business far outweigh the disadvantages and the satisfaction gained can be tremendous.

In conclusion, I feel that no action should be taken without a full inquiry into the effects it is likely to have on the town and its residents.

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### Part 2 - 2

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## Practice Test 2 – Paper 2 Writing

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### Part 1

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Dear Sir,

I would like to take the opportunity to respond to your editorial about the proposed new shopping complex and add to the controversy by giving my comments and views.

It was said at the last public meeting that new life would be brought to the area. However, in my view the area does not need 'new life'. For many years, Cretchley Common has been a greenbelt area, a place of natural beauty and an oasis of calm. Building the complex there would be a tragedy and a loss to us all, as well as destroying wildlife habitats; the common, for example, is one of the few habitats left in the country for some rare birds. It would be an even greater tragedy for the people who would lose their homes. The thatched cottages that line the lane into the common have been there for at least two centuries and some of the people in them have lived there all their lives. What will happen to them when the road is widened, as has been proposed?

Then there is the heavy traffic that would certainly follow. I am not just referring to the traffic associated with building the complex. Apart from the shoppers' cars, huge delivery lorries would thunder through our quiet town in the early hours polluting the air with their fumes. Several houses in the town have suffered vibration damage already from the few lorries that pass through the town now. Their problems do not seem to have been taken into account when the proposal was made.

I would also like to point out that other towns that have similar complexes on their outskirts have experienced the problem of town centre decay. Shops in the town would not be able to compete, leading to closure and loss of facilities for the people who actually live here. All for the sake of people who would be attracted to the complex from other districts.

My first impression of Thatcher's Hotel was mixed. At first I was struck by the sumptuous decorations and furniture, the thick carpets and the sheer size of the foyer which doubles as a conference room. Approaching the reception desk, in contrast, I thought the receptionist looked scruffy and he barely looked up when I spoke to him.

The poor start to my stay, however, was made up for by the pleasant young man who brought my heavy luggage up to my room and politely enquired whether I would be eating in the dining room or if I would prefer something to be sent up by room service. The room was exactly as I'd specified when I made the booking, with large south-facing windows overlooking the golf course. Like the foyer, it was comfortably furnished, with a large, comfortable bed, a TV with numerous satellite channels, and several easy chairs.

Having chosen not to make use of room service, I made my way to the dining room for dinner. The menu was not particularly exciting, but the food when it arrived was hot, well-presented and the servings were more than ample. In contrast to the limited choice of hot dishes, the cold buffet was exceptional. There was a huge variety of different dishes available. The service was good and despite the large number of diners present, prompt and efficient.

Apart from my initial encounter with the desk clerk (who was, apparently, a last minute stand-in from an agency), I found the staff to be polite, prompt and anxious to please. Facilities at Thatcher's Hotel include an indoor swimming pool, a small gymnasium, several lounges, all but one non-smoking, and a hotel shop, well-stocked with luxury goods such as perfumes, silk scarves, and souvenirs emblazoned with the hotel logo. On the whole, my stay there was comfortable and relaxing and I was made to feel welcome. I would certainly recommend the hotel for short and long stays and consider it excellent value for money.



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Part 2 - 3

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As a keen gardener, I first became aware that something was happening when I realised that I was picking tomatoes later in the year. Ten years ago, the season was over by the end of September, now it had extended to halfway through October.

In an attempt to find out why, I spotted a poster in my local library, advertising a group called Planet Watch, which I am now involved with. They explained how exhaust emissions, fossil fuel burning and refrigerant gases were being released into the atmosphere and causing a phenomenon called global warming. I became aware, through them, that having a longer growing season was only a short-term advantage. Even a tiny increase in temperature can cause major environmental changes worldwide. Polar ice shelves are beginning to melt and if left unchecked, could lead to a rise in sea levels threatening floods in lowland countries. Birds that normally migrate are being tricked into spending the winter at home, thus increasing competition for food. Pests such as rats, instead of being kept under control by the cold winter, are proliferating and native plants, which have spent millennia adapting to the climate, are unable to compete with newly introduced species.

The group exists, like others, to raise public awareness of the problem and possible solutions. This includes recycling programmes; materials such as glass aluminium and plastic can all be recycled, thus less fuel is consumed in manufacturing processes leading to lowered emissions into the atmosphere. Even biodegradable products release methane, one of the harmful gases mentioned, as they decompose in landfill sites. Other methods that will make a difference are to encourage people to make more use of public transport. By alerting the public, pressure will be put on governments, who will in turn exert themselves to regulate industrial emissions.

New sustainable sources of power, such as wind and wave power, that do not involve fossil fuel burning need to be explored. The environment needs to be protected and letting people know how, is one of the ways in which groups like Planet Watch can help to do so.

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Part 2 - 4

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To: Penelope Spenders, Managing Director  
From: John Hollam  
Subject: Office Premises Expansion  
Date: 6th September, 2001

**Purpose**

The purpose of this proposal is to explore various ways in which our offices can be expanded and renovated with a minimum amount of disruption while the work takes place.

**Background**

In the ten years this company has operated, it has steadily expanded, necessitating more staff to handle the workload. Consequently, the office space we occupy is no longer suitable for our needs. Paradoxically, the staff canteen has become grossly underused; our staff either eat at local cafes or bring packed lunches.

**Present Situation**

The premises in current use are quite large but divided into many small rooms which occupy four floors of the building. Project teams consist of three operators plus a co-ordinator for each team. Team members need to liaise on a regular basis, but the meeting room on the ground floor is too small for more than one team at a time.

**Suggestions**

Renovation work has been planned for some time and this would be a good time to make the necessary alterations. Offices need to be large enough for at least four people, so many internal walls will need to be removed. Most of the internal walls are not structural and these partition walls should be removed first. This should be on a staged basis with a maximum of four offices at any one time being worked on. The displaced employees could work from the old canteen while the work is in progress. As soon as each pair of offices is completed, they would move in, making space in the canteen for the next pair of project teams. When all the offices are prepared and occupied, the canteen could become the meeting room, utilising the former meeting room at staggered times as the new canteen.

**Conclusion**

I hope my suggestions will be of help to the Board of Directors. Completing the work in stages will have the effect of allowing the staff to continue with their projects with their usual efficiency and a minimum of disruption to their work.

right. There should, therefore, be some form of compromise which tries to find a middle road which we can all accept.

Yours faithfully,  
Charles Barley

**Practice Test 3 – Paper 2 Writing****Part 2 - 2****Part 1**

Dear Sir,

There have often been comments of the sort found in your article, and the controversy over to what extent the government should control individual choices by law continues.

It is a fact that, left to their own devices, people often do dangerous things and not only do they risk their own lives, but often others', too. These people need such legislation for their own protection as well as for ours. Why are helmets and seatbelts compulsory? The answer is glaringly obvious. In the event of a road accident and serious injury, someone else has to cope with the aftermath. From the ambulance to the casualty department and then to the hospital ward, somebody has to pay for these services. Road accident victims often need years of specialist care. It does not seem fair that the taxpayer should be forced to pay for other people's desire to be exempt from the rules. I know at least one hospital consultant who refuses to give free treatment to people with injured limbs resulting from 'fun' parachute and bungee jumping.

As for it being forbidden to smoke in some areas, there are serious reasons for this being so, on a petrol station forecourt for instance. Or, if I wanted to eat out at a restaurant, I would not want to be forced to inhale the fumes from the cigar being smoked at the next table. Apart from being nauseous, unpleasant and antisocial, it would have the same health risks for me as the smoker. Surely, it is not the freedom to smoke in enclosed public places that is being infringed upon, but the freedom of the rest of us to enjoy a smoke-free environment.

To conclude, I agree that people should be free to take risks if they want to, but not when other people are involved. Their freedom limits the freedom of the people around them, and this certainly cannot be

To: William Hicks, Manager, South Park Leisure Centre  
From: Simon Blair, Activities Co-ordinator  
Subject: Leisure Centre Improvement  
Date: 23rd May

**Introduction**

As requested, I am submitting a proposal outlining possible suggestions with regard to attracting more people in the community to the centre. In addition, I would like to propose possible new ideas and organised events, which would be beneficial to the community.

**Advertising**

The centre has not been greatly advertised since we first opened eighteen months ago. Apart from the people living in close proximity to the centre, it is not being used to its full potential. Leaflets could be sent out to all schools and youth centres within the town and also outlying villages. Posters could be displayed in the town centre advertising the many activities and events that are available for everyone to take part in.

**Organised Events**

Schools and youth centres could be given special concessions to use the centre during the day when it is less busy. It could also be used for organised events such as badminton tournaments, swimming galas and basketball matches, which would attract many spectators as well as those taking part in the events.

**Senior Citizens**

Special transport could be laid on to encourage senior citizens to use the centre as a meeting place and a variety of activities could be organised for them. These could include such things as keep fit classes, modern and old-time ballroom dancing or even supervised swimming lessons.

### **New Attractions**

Existing space at the centre could be used for a gymnasium, which is very popular with young people, nowadays. Included in this, there could be classes for yoga, aerobics, and possibly line-dancing. A cafeteria would enhance the image of the centre, as it would encourage people to come along and see what the centre has to offer.

### **Conclusion**

In conclusion, I believe the centre would be an attraction to the town if we concentrated on a wider variety of activities for people of all ages. I believe that a constant effort on our part will undoubtedly improve the current situation.

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### **Part 2 - 3**

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#### **A Film Which Has Influenced Me**

Not long ago, I watched a video of a film especially made for TV called 'Threads'. Although the film was made nearly twenty years ago, the message it puts across remains valid today. Most people who have seen the video agree that it has caused changes in their attitude towards conflict in the world today.

The story is about a pre-emptive nuclear strike against an unknown country and its aftermath. It begins by showing the increasing tension between governments, which culminates in a nuclear attack. Ordinary people are at first unable to understand what is happening and their first reaction is one of disbelief and rejection of the idea that anyone would do such a thing. The reality is soon brought home to them as the film graphically portrays the devastation that such an attack would cause.

Survivors of the initial attack are shown trapped in their homes, without food or water and ill with radiation poisoning. Anarchy becomes the reality, as the rule of law breaks down and people become looters, scavenging for food, water and essential supplies. The breakdown of society is depicted as an inevitable result of this sort of warfare – communications are destroyed, water supplies disrupted, food in short supply, desperate people doing their best to survive and becoming savages in the process.

Although I have always been aware that war is a bad thing, war is often used as a subject in films to

entertain us. There are battles that the hero always comes through unscathed and after which he goes back to his family, overcoming whatever obstacles might stand in his way. This film, however, with its utterly unemotional, unromantic portrayal of events made me realise that war is a grim affair, and it should not be romanticised.

I am no longer able to watch Hollywood war movies in the same way and cannot read about the many struggles around the world without sympathy for the suffering of the people caught in the firing line, something I would not have felt so deeply without having seen this film.

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### **Part 2 - 4**

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To: Trevor Michaels, Properties Co-ordinator  
From: Russell Hickey  
Subject: School Playing Fields  
Date: 23rd May

#### **Introduction**

As requested, I am submitting a proposal outlining possible suggestions as to the future use of the sports fields now vacant following the closure of John Watkin High School, Springfield Junior and Senior schools, and Palmersbury High School.

#### **Background**

The above schools have been forced to close due to the dwindling number of school-age children within their catchment areas. This is partly caused by the new access road onto the motorway making the area attractive to city commuters. Statistics suggest that these are mainly young couples without children at present.

#### **Information**

The largest site is what used to be Springfield's sports ground with six acres of land. John Watkin and Palmersbury each have four acres. Palmersbury school buildings have been selected for conversion as an adult learning centre, while John Watkin School is already being used as a community centre and proving to be a useful facility for the town.

**Suggestions**

The influx of people moving into the area has caused a great deal of pressure on the housing market. I would suggest therefore that consideration should be given to using the Springfield land for a privately built housing estate on the site, comprising 72 dwellings. The site at John Watkin, in the town centre, would be ideal for the municipal swimming pool already discussed. The Palmersbury site has been used as an unofficial park by local residents since the school closed. I believe this should officially be designated a 'green' area for the continued use and enjoyment of town residents. As a result, gardens could be planned and planted, benches and walks for adults provided, as well as play areas for children.

**Conclusion**

I hope that the suggestions outlined will receive your serious consideration. The income from the sale of the land to a private developer would come to several million pounds, which would cover the cost of the new pool. The Palmersbury site would require very little landscaping and should, I believe, be retained as a park. The area is already popular, albeit unofficially, and would be a valuable asset to the town.

**Practice Test 4 – Paper 2 Writing**


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**Part 1**


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To: Alan Stiles, President of Student Council  
 From: Margaret Forsyth  
 Subject: Using Government Grant

**Introduction**

As requested, I am submitting a proposal outlining possible suggestions for making the best use of the substantial government grant we have been given and attempting to incorporate various individuals' thoughts on the allocation of the money.

**Previous Plan**

The school's plan to use all the money to renovate the library would seem to me to be wasting an opportunity to improve other areas of the school. The library may be a little dark, but it has an excellent selection of books and ample space for people to study. The library needs repainting, it is true, and perhaps some small repairs

should be made, but this is not particularly expensive.

**Renovation of Existing Buildings**

The remarks about the condition of the buildings, however, deserve consideration. It is unfortunately true that classrooms are freezing cold in the cooler months and uncomfortably warm in summer. The walls and the ceilings should be insulated to prevent this. The classrooms must be modernised; better-equipped laboratories and computer rooms are required. Classroom equipment is old fashioned – good lighting, whiteboards and projectors would make teaching and learning more effective.

**Improving The Existing Sports Facilities**

I would not regard this as a high priority. The college sports facilities are adequate, the only thing we lack is an Olympic-sized pool. Apart from the costs involved in building a pool, the ongoing maintenance costs would make this impossible. As an alternative, the school could agree to run subsidised classes at the nearby sports and leisure centre for those students who choose swimming as part of their physical education course.

**Auditorium**

No college of our size should be without an auditorium. We have a thriving music and drama department, but students are forced to rent halls to give their performances. The main allocation of the money should be to build a fully-equipped auditorium for theatrical and musical performances.

**Conclusion**

To sum up, my proposal is that a small amount of money should be spent on redecorating the library, while the bulk of the money should be used to improve classroom facilities and to build an auditorium.

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**Part 2 - 2**


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Childhood is a wonderful time for us all, crammed full of learning, adventure and magic. We experience many things during this time and some of them are bound to have an influence on our lives.

I can remember something happening to me once when I was very young. My mother was very busy, so she sent me outside to play in the care of another

child, who was two or three years older than I was. We spent a happy morning playing together, and then we were called back into our houses to have our lunch. My mother had been baking and she gave me some of the dough to play with. This was a great thrill and I went rushing off outside to show my friend of the morning. But she had found some children of her own age to play with and did not want anything to do with me or my pieces of dough. What a sense of betrayal and abandonment! I howled and cried and went running back to my mother for comfort. I got over it, of course, but I have never forgotten the experience, which has contributed to my shyness as an adult.

On a more positive note, another experience which has had a great effect on me is the fact that due to my father's job, we used to move to another area, or even another country, every three years or so. This meant that my brother and sister and I went to a variety of schools and saw many different parts of the world. It meant, as far as I was concerned, that despite my shyness, I became very adaptable. I am now able to get along with all kinds of people and tend to be very tolerant of other ideas and beliefs. To this aspect of my upbringing, I owe the fact that I enjoy change and love travelling.

These are two very different childhood experiences and they have had different influences on me, both good and bad. Yet, even from the most negative experiences something positive can be taken.

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Part 2 - 3

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**Introduction**

The purpose of this report is to inform members of the tourist board of the potential for tourist development of the Wye River area, located on the south-western coast of Australia.

**Natural Features**

The area affords breathtaking views of the sea from an almost untouched natural setting. It has long stretches of open sandy beach, which are excellent for surfing, though the water is probably too rough for swimming. However, there are occasional rocky areas with natural rock pools deep enough to swim in. The coastal plain is backed by high mountains, which are snow-covered in winter.

**Existing Facilities**

The Wye River reaches the sea at the small fishing port of Settingham. This is a very picturesque town clustered around an old harbour, with its old wooden houses rising to the hills behind. At present, there is very little tourism, with only a few summer visitors, mainly fishermen, currently catered for by one small hotel and a restaurant which is open only in summer.

**Mountain Areas**

As already stated the area is backed by high mountains, which receive heavy snowfalls in winter. The mountains are extremely beautiful, and easily accessible both from the town and the small village of Marlow, which is situated in the foothills. During the summer, there are pleasant walks in the forests at the foot of the mountains and there are easy hikes along the river to waterfalls and pools. The water is cool and clear and ideal for swimming. Local climbing clubs have already marked out climbs to the summits and, during the winter, many locals ski on the natural slopes.

**Conclusion**

Local people are very enthusiastic about an increase in tourism and as can be seen, this part of the country has plenty of potential for development as both a summer and winter resort area, due to the combination of its natural beauty and the possibilities offered by the town and the mountains. The beaches are suitable for surfing, there is good fishing and in winter the area could be developed for winter sports.

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Part 2 - 4

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To: Area Supervisor  
From: Albert Gibbons, Manager, Eatwell,  
Chieveley Branch  
Subject: Staff Complaints  
Date: 18th May

**Introduction**

As requested, the intention of this report is to bring to the attention of the area supervisor, the complaints and problems facing the employees of the Chieveley Cross branch of Eatwell and to point out the most urgently needed changes, along with recommendations for achieving these.

## Practice Test 5 – Paper 2 Writing

## Part 1

**Staff Complaints**

The main areas of concern amongst staff are old-fashioned kitchen equipment and utensils and the compulsory dress code. In addition, there are further complaints regarding transportation for evening staff and the need for a designated smoking area.

**Kitchen Staff**

Complaints have been received from chefs and kitchen staff regarding the outdated ovens and utensils. These make it difficult for them to carry out their jobs to the best of their ability. The kitchen area needs to be refurbished completely in order for the members of staff to produce the high standard of cooking that we aim to provide.

**Dress Code**

Waitresses in the dining area object to the uniform they have been supplied with. Apart from the fact that trousers and short waistcoats do not suit everyone, this style of dress is more suited to a fast food restaurant. A more traditional uniform, such as black skirts and white blouses, has been suggested.

**Staff Transportation**

This is a major problem for night staff who finish their shift around midnight. There is only one driver to accommodate them, which means that many of them have to wait around for at least an hour for transport home. If a mini-bus were at their disposal, they feel it would deal with the problem effectively.

**Non-Smoking Area**

Many patrons are filing complaints regarding the absence of a designated area for smokers. At the moment, the whole dining room is non-smoking and I, as the manager, feel that we are losing custom because of it. The alcove area at the back of the restaurant could be allocated to those patrons who wish to smoke.

**Conclusion**

To conclude, it would seem that there are solutions to most of the problems and we hope that they will be given consideration by the management. In the meantime, we will continue to offer our patrons the service for which we are renowned.

Dear Sir,

In response to your article, I would like to make a few comments of my own. It is true that the employment market has become much more competitive than in the past, but whether this is leading to unemployment is not so clear.

We are right to worry about long-term unemployment among young people and it is true that if young people cannot work, then there is an immediate impact on society. People who cannot work, cannot earn and so cannot establish families of their own and contribute to an ordered society. Instead, there is a rise in anti-social behaviour of all kinds. However, it could be true to say that in this case competition for jobs is a direct consequence of having such a well-educated workforce. Successive governments have continually stressed the need for youngsters to embark on training courses, further education and university degree courses, the effect of which has naturally been for them to have higher expectations of a career when their studies are over. This has led to large numbers of over-qualified young people, all competing for the same jobs in the same places.

Despite this rather gloomy picture, in my view it is a myth that the job market is dwindling, on the contrary, it is expanding, but in a different way. There are job opportunities but not necessarily at home, and many national borders are now open to those who seek work in countries other than their own. This gives young people the opportunity to find work that is suited to their qualifications – provided that they are prepared to re-locate.

In the future, given mobility, we will see young people able to work and contribute to society. However, attitudes have to change and we must adapt to a more flexible market. I envisage a time when the world becomes a global village, so to speak, with youngsters free to pick and choose employment wherever they like, anywhere in the world. This will bring its own problems of course, but not related to unemployment.

Yours faithfully,  
Pauline Clark

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Part 2 - 2

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To: James Grant, Chairperson  
From: Owen Garside  
Subject: Distribution of Money Raised  
Date: 18th August

**Introduction**

This report has been compiled in order to bring our members up to date with the current situation regarding our recent fund raising efforts and the manner in which the proceeds have been distributed.

**Background**

The recent news reports of the hardships suffered, following the floods and severe weather conditions in Egrianda have aroused much sympathy from the general public. We set out to raise money to help the work of aid organisations operating in the area.

**Methods**

We have organised a number of bazaars in collaboration with local schools, with contributions from members, and these have been highly successful in raising money. In addition, there has been a major fund raising event. This was a hugely successful Christmas ball attended by nearly a thousand people. The venue and buffet supper were provided free and a local disc jockey gave his services without charge. The proceeds from the tickets went into the fund. The final method we used was to approach the Managing Directors of several large companies to seek their help, either with cash donations or assistance of a practical kind. They were very generous and, in addition to money, gave us the use of four trucks loaded with dry food, blankets and plastic materials to be used for temporary shelters. The total amount of money collected was £25,000.

**Aid Organisations Selected**

The trucks and supplies were given to Egrianda Refugee Aid since they have already established refugee camps inside the country and therefore can distribute the items quickly and efficiently. They also received £5,000. Similarly, the Egrianda Blue Cross is already established and in great need of emergency medical supplies and equipment to deal with the growing likelihood of an epidemic due to lack of clean water in the area. £10,000 was allocated to them.

Finally, Cross Border Aid who are involved in setting up temporary shelters and feeding schemes for the homeless, was allocated £10,000.

**Conclusion**

It is believed that the contributions we have all made will significantly alleviate the sufferings of the people of Egrianda.

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Part 2 - 3

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**The Way We Used To Live**

Looking round my home the other day, I was struck by the number of gadgets I have accumulated over the years and wondered how, as a working mother, I would ever be able to live without them.

It is difficult to imagine, for example, what life would have been like without electricity. Nowadays, our homes are run at the flick of a switch. We go to bed when we feel tired, we read or study late into the night if we want to, rather than being obliged to stop most of our activities and go to bed simply because night has fallen, and then having to get up with the sun in order to have enough time to complete all our work when there is enough light. We heat our homes and cook effortlessly – there is no lighting of fires and endless cleaning of fireplaces, unless we feel like doing it for fun, of course. Neither do we have to deal with smoke-filled rooms and sooty furniture.

However hot the outside temperature may get, we never suffer the effects of spoiled food since we have refrigerators and deep freezes. This also means that housewives are relieved of the necessity of cooking every day, they can buy enough food for a week and cook only once if they choose to. We have running hot water, there is no longer any need to boil huge containers of water, we simply turn on the tap and the tasks are done with ease and efficiency. Finally, the telephone gives us rapid communication wherever we are.

Working and looking after a family would be impossible without these things. If I worked, then I would spend hours into the night on domestic chores, or as happened to women in the past, I would not be able to work at anything that could not be done at home.

We often do not recognise the freedom that has been given to women by the invention of domestic

appliances. Perhaps, the washing machine should go down in history as the greatest invention of all time!

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Part 2 - 4

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Dear Sir,

I recently took advantage of the holiday to the Algarve in Portugal which your newspaper advertised on Monday, 16th May. The trip did not come up to my expectations and although I believe that Flyaway travel was not solely responsible for this, I feel it is my duty to inform other holidaymakers of my experience.

The problems started the moment we set foot in Portugal. We were informed that a coach would be at our disposal to transport us to our destination, but after a three-hour wait and numerous telephone calls by our representative we had to arrange for individual taxis to take us to the hotel. By this time we had missed the evening meal and the hotel management refused to supply us with any food until the following morning.

My wife and I had paid extra for a balcony with a sea view, so as can be imagined we were extremely surprised to wake up and find we were overlooking a ceramics factory. I demanded that our room be changed only to be informed that the hotel was fully-booked and no other room of any kind was available. Another advertised feature, an Olympic-sized swimming pool in a tropical garden setting, turned out to be far from the truth. The pool, although quite large, was full of leaves and rubbish and the tropical gardens were a few dried up pot plants.

We were promised nightly entertainment within the hotel but on most nights it was cancelled, which meant we had to make our way into town to find something to do. The food was adequate, no more than that, and the restaurant staff were sullen and uncooperative.

The tourist agency claims it was not aware that the hotel had recently changed hands, which had led to a drop in standards. However, I am sure you can understand that the holiday was a bitter disappointment to us, and while, I accept that Flyaway Travel was not to blame on this occasion, I hope that in the future they will always vet a hotel before advertising the holiday. I therefore feel it is my duty to warn readers who may be tempted to snatch up a holiday bargain that turns out to be a nightmare

Yours faithfully,  
Steven Milton

## Practice Test 6 – Paper 2 Writing

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Part 1

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Dear Sir,

In response to your article in which you raise some doubts about the safety of using genetic engineering techniques to alter the form of the animals and plants that we use for food, I would like to make the following points.

At present, scientists are able to clone animals, and what is more, to produce plants which can be altered to suit different climatic conditions, or which can resist different diseases. Consequently, animals used for food can be replaced quickly, and farmers become less dependent on accidents caused by the weather or the spread of disease. The crops grown by farmers around the world can be changed to suit their particular conditions; farmers in areas stricken by drought can plant drought resistant crops, which should eventually mean that the population of these areas will be able to grow enough food to eat. Farmers in other areas are helped because their crops are not so vulnerable to plant diseases and pests, consequently farming is less financially risky. Thus, food can be produced quickly and easily, and farming itself can be seen as a more profitable profession.

It would seem that everyone has something to gain here. This may well mean that countries which at present cannot grow enough food for their populations will be able to produce as much as they need. It could mean that there will be no more starvation in the world. However, it must not be forgotten that genetic engineering is relatively new and we do not know much about its long-term effects. There may indeed be a health danger involved in eating meat from cloned animals or genetically altered plants. There is certainly a danger that many pests will simply adapt themselves to the new plants and the same problems will continue to exist.

To sum up, it would seem at first glance that cloning and genetic engineering can do nothing but good, but the fact remains that we still do not know enough. We should not rush ahead with these techniques until proper tests have been done.

Yours faithfully,  
Christopher Johnson



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Part 2 - 2

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To: Iris Robertson, Redevelopment Officer  
From: Blanche Griffiths  
Subject: Aluproducts' Factory Site  
Date: 20th June

**Introduction**

The purpose of this proposal is to suggest ways in which the old Aluproducts factory could be utilised and to explore the options open to us.

**Background**

Since Aluproducts closed down, no buyer has been found for the site. Consequently, it has been acquired by the Council. The building itself now requires substantial repairs and the area around the factory has been the target of vandals.

**Information**

The factory is a two-storey building with a floor area of approximately 18,000 square feet, comprising small offices around an open central area which used to be the factory floor. It stands in three acres of land, very close to the city centre. It was built in the 1920s and has some interesting architectural features. However, neglect and vandalism have taken their toll on the building.

**Suggestions**

There are several options. The building could be demolished and the area landscaped to serve as a park. This would add to the town's somewhat meagre green spaces. The disadvantage though, is there would be no return on our investment. Another option that has been suggested is to turn it into an adventure playground, which would help reduce vandalism by giving children somewhere to play under supervision. Although this would not cost a great deal to set up, in the long term it is likely to be an expensive option as the Council would have to employ play leaders. The third option is to renovate the building and convert it into small factory units and workshops. This would have the advantage of allowing us to move the small businesses currently operating from the railway arches, which have long been overdue for demolition. The disadvantage, though, would be the high initial cost of the renovation work.

**Conclusion**

Having carefully studied the three options, I recommend converting the building for use as workshops. Although it will be necessary to considerably increase our investment, rents and rates from the property will mean that the total outlay will be recovered in less than 30 years. The landscaped grounds will have the additional benefit of being a green area open to the public.

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Part 2 - 3

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Reading is a pleasure to most people and everyone has favourites that they will pick up again and again and equally books that they will only read once.

I recently read a book entitled 'Mr. Darwin's Shooter', by James Bradbury. Butcher's boy, Syms Covington, is pressed into the navy at the age of eleven, and sails to the Americas. Four years later, Covington returns and re-enlists on The Beagle. 'Cobby' Covington becomes the servant of Charles Darwin, after Darwin notices Cobby's sketching abilities.

Cobby accompanies Darwin on his voyages and becomes indispensable. He learns to shoot and collects specimens for Darwin, helping him to catalogue his collection. He remains Darwin's servant for two years after their return to England before emigrating to Australia on leaving Darwin's service.

In complete contrast to this was another book, a crime novel involving a tough detective, who tracks down a murderer in a series of supposedly spine-chilling adventures across the United States. In the end, the case is solved and the detective, who is constantly criticised by his boss, is able to prove his worth.

I usually enjoy detective stories because of the cleverness of the plot and the slightly eccentric, but well-drawn characters they depict. This particular story, though, was a too predictable. It was quite clear what was going to happen and the characters were merely wooden stereotypes, while the writer seemed to find it hard to find new twists to his story to fill the thousand pages it took him to tell it! The first book, on the other hand, is about a real person and has been carefully researched and beautifully written. Bradbury depicts Covington as a fierce, proud, pious man, sorely tried by conflicts of faith. It is a truly moving

biography of a man who never really received the recognition he craved. What makes it so enjoyable is that it is a true story, told in a lively and interesting way that holds your attention throughout. Unlike the crime novel, it is hard to put down.

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**Part 2 - 4**

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Recently I found myself responsible for looking after and entertaining two ten-year-old children, my twin nieces, for a few days while my sister was away on business. Looking for ways to entertain them, I took them to the zoo, which I had not visited since I was a child myself.

When I last went, the animals were all behind bars, kept in unnatural conditions in order to entertain the public. Things have certainly changed for the better. The animals we saw that day were exhibited in surroundings much closer to their natural environments and habitats than they used to be. Bears, baboons and chimpanzees each had large enclosures, within which they were free to act out their lives much as they would in the wild, but with one crucial difference. They were not at risk from predators as they would normally be, so the lifespan of these captive-bred animals was considerably increased. The emphasis at zoos now, of course, is on education about these animals and their environments, and the protection of endangered species. The children, I think, learnt a lot from the pictures and illustrations around the enclosure.

We stayed on at 'Seaworld', the adjacent aquarium and watched a show featuring dolphins and seals, which we all enjoyed. However, it is important to say that it was not just entertainment, nor did it in any way make these animals perform silly tricks or appear ridiculous. On the contrary, while the show is entertaining, it also teaches the audience a lot about the power, beauty and intelligence of these animals and makes children understand how sad it would be to live in a world without the variety of animal life we have now.

Zoos and aquariums fulfil a valuable function by helping to save many endangered species with their captive breeding programmes, and educating the public at the same time. Using animals to entertain the public is only a small part of their role and, done properly, it is completely justifiable.

## Practice Test 1 – Paper 5 Speaking

### Part 2

#### Stage 1

- A:** Let's start with picture 2. He looks like a very affectionate father doesn't he?
- B:** Yes, he does. They're probably going out somewhere, so he's making sure his little son is nice and warm. Maybe the little boy wants to go to the playground or a park?
- A:** It's quite likely, you know how children love running around outdoors. It looks like they live in a city, no trees, no lawn. It's not exactly the best environment for children to play in.
- B:** I agree, city living is a problem, especially for little children. Locked up in small apartments with no gardens, or a tiny yard. Playing out in the fresh air is very important for children. It seems that Dad already knows this. So that's why he's braving the cold. But on the other hand, maybe Dad is taking the little one to a day care centre. With both parents working nowadays, children start their schooling very young.
- A:** Yes, that's right. This could be part of their daily routine. Let's move on to picture 4. Doesn't the old lady look happy?
- B:** She certainly does. She seems very happy and content crocheting or knitting something. I'm not sure what it is, a shawl? But it's a nice, bright yellow. She's probably making something for herself or her grandchildren, or maybe for a school fair.
- A:** Yes. Who knows? Of course her way of life would depend on where she lives. If she's living in an old people's home then I suppose her life will be fairly regimented. Meals at certain times and organized activities and that sort of thing.
- B:** True. I don't think I'd like to have my life organized to that extent, but perhaps when you're her age it's a relief not to have to deal with things like shopping and cooking. And what's more important is that she'd be living in a community. If she's living on her own she may not be able to get out and about very much and may find herself becoming more and more isolated. That's often the case with old people.
- A:** Well, yes, but judging from her expression I'd imagine that this lady isn't one of those! She could

quite possibly be living with her family and helping to look after her grandchildren. I know that it's less and less the case nowadays, but it's a possibility ...

**B:** Mmmm. Maybe.

#### Stage 2

- A:** Well, I'm not an expert on advertising, but I think that the first photo would make a very effective advertisement for sunglasses. The stylish businessman has an image that many young professionals like; a tailored suit, a newspaper to keep up with the times and, of course, trendy sunglasses.
- B:** Yes, selling an image is a very important part of advertising. And that photograph certainly combines being fashionable with idea of being a top professional. You know the financial high flyer! Lots of young people aim for that image.
- A:** True. What about the second photo? It's closer to ordinary people, it's more realistic. So it could be used by the government or welfare organisations to advertise assistance for families with young children. For example, day care or immunization.
- B:** Yes, nowadays advertising is not only used to sell products but to help educate and inform people. More and more social welfare organizations and environmentalists are using advertising to get their messages across. But on a more banal note, don't you think it could be used to advertise outdoor clothing. They are both wearing anoraks and could be setting off on some activity together. You know how advertising plays on people's emotions, all parents want to be close to their children so the advertisers could exploit that with a caption such as 'Like father like son!'
- A:** Good idea! Now, obviously the third picture can be directed at young women who are interested in fashionable clothes. Or anything else related to looking good, any kind of beauty product really. You know, top model Mara Silk relies on the extra shine a certain shampoo gives her hair!
- B:** Or a particular brand of make-up. Now the last picture would probably be ideal for promoting private pension funds. The old lady is happy and financially secure. Money is the last thing she has to worry about in her old age. I tend to think this would be the best one for a campaign. The elderly lady has a very expressive face, the setting is natural and I like the contrast of the bold red and yellow. I think she could persuade some of us to plan ahead. Isn't that right?

**A:** Well, yes it's a good photograph, but I think I'd go for the first one. If the advertisers want to sell their product. I think it presents just the image that young people would go for. And don't forget that it is the young that have the spending power these days.

**B:** Mmm. You're probably right. O.K I'll go along with that. Let's agree on the first one.

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### Part 3

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#### Prompt card (a)

**Candidate A:** I think that tourism has become an important part of a country's economy. In the last few decades the tourist industry has increased hugely, mainly due to the fact that the cost of travel has decreased to such an extent that more and more people around the world are able to travel. The result is that it has become a flourishing industry which provides employment for large numbers of people, which is one reason why it's important since unemployment is always a problem. The cash tourists bring into a country also helps to boost revenues, especially in some countries where there is very little other form of income. It produces other good effects too, for example, once a country starts to develop a tourist industry, it means that certain facilities have to be provided to encourage the tourists to come, so transport and roads tend to be improved, as well as airports of course. This, in turn, leads to the provision of things like health care facilities and other services such as banking and shops. Of course, there are other benefits of tourism, too. Travel broadens people's minds, it's a very effective way to understand other cultures and have fun in the process. When people come into direct contact, they can exchange ideas or learn about the customs of that country. In that way they may begin to understand different ways of life, and maybe then other customs don't seem so strange. Tourism can definitely help international understanding because nowhere is isolated any longer. I think that is one of its most important functions.

**Candidate B:** Yes, the tourist industry offers exciting jobs in hotels, restaurants or as a tour guide, in which you can meet people from all different parts of the world. And I agree with you about the financial benefits. If it weren't for tourism many isolated villages and small towns wouldn't be able to survive.

#### Both Candidates

**B:** Tourism is very important in my country and it's well advertised and promoted through the media and official channels. The government also offers funding for people who want to take up careers in the tourist business or to provide accommodation for tourists. My village is a case in point. About 30 years ago, nearly everybody left to find work in the cities. Many traditional stone houses were left in ruins because no one could afford to maintain them. So now, with help from the government, people have been able to restore these old homes and turn them into quaint guest rooms. And little shops and restaurants have started opening up close to the sea. So now the village has come to life again!

**A:** Yes, lately there's been a trend to get remote areas involved in the tourist industry. There's also an increase in travel media; lots of glossy travel magazines and TV travel shows telling people about places off the beaten track. I think tourism is being promoted within the country too, and not only to international travellers.

#### Prompt Card (b)

**Candidate B:** There are various reasons why tourists come to my country but I think probably the main ones are history and natural beauty. My country is well known for its natural beauty, not only because of its beaches and crystal blue waters, but the landscape is so varied that people can go walking, mountaineering and canoeing, too. For example in the winter, tourists come to ski on mountain slopes, and stay in traditional villages. In the spring people are attracted to the wildlife and enjoy taking long walks through the forests of the country's national parks. We have a very rich history, and there are countless historical sites, from ancient temples to medieval castles, which attract those people who are not necessarily interested in lying on a beach or taking part in a sport. So we tend to have tourists who are interested in the culture and fascinated by the past, as well as those who simply want to relax in beautiful surroundings. It's also a country which is well known for its folklore, so there are countless traditional festivals for those who are interested in that, as well as open-air concerts and performances of various kinds. And because we are a very sociable people there is always something going on and there is plenty for the tourists to do, they never have to feel bored!

**Candidate A:** Yes, I agree. Tourists come from neighbouring countries because they also enjoy a cheap holiday, especially since they can camp practically anywhere. So they're close to the sea and can spend time relaxing in the sun. Also, it's easy to get around, especially by train. In that way tourists can visit more than one place.

### Both candidates

**A:** Well, I think that the media is probably the best way to promote and attract more tourists. TV advertisements, posters, brochures and a good advertising campaign.

**B:** Yes, good advertising is probably the best way to promote internationally and attract attention. But, what about getting new people involved in tourism? New people bring in new ideas.

**A:** True. You have to keep up with the times. Tourism is a big market and everyone wants a piece of it. I think more should be done to exploit winter tourism rather than just sun and sea! There's enormous potential in things like walking and cycling tours or sports like white water rafting.

**B:** You're absolutely right. We're not doing enough to attract winter tourists. After all, it's no longer a good idea to stay in the sun for very long, so we should be investigating all other angles.

**These questions may be answered as monologues by each student individually or may develop into a discussion between both students (see answers to Test 3).**

- Mass tourism can be a problem, especially for small places. Many villages or towns lose their character since huge, ugly hotel complexes spring up everywhere to cater for large numbers of package tourists and the whole area is given over to shops, bars and restaurants only for the tourists. Then, the natural beauty of the landscape and beaches is often ruined by uncontrolled building. I think the worst thing is that, as it is today, tourism is a seasonal occupation, so that people try to make a living for a whole year in just a few short months, which means that more traditional occupations, such as farming, are abandoned. Then if something happens and for some reason there are no tourists, people have nothing to fall back on.
- Well I suppose you could say that because hotels try to cater for the tourists' every need they tend to provide the kind of food that tourists are used to

eating, or at least a kind of bland international food. So, in a sense, I suppose that all food ends up tasting and looking much the same. But that only applies to the big hotels. The biggest effect has been fast food restaurants, but I'm not sure whether they are a result of tourism really, or whether they would have come anyway. What is true is that tourists feel more comfortable eating food they are familiar with, and since everyone is familiar with fast food, they tend to eat it. That might be a reason for the large numbers of sandwich bars and fast food outlets we have, which of course we go to as well. So perhaps tourism has influenced our diet a bit.

- Well, as we've said before, there are opportunities for exploiting the natural beauty of the landscape for tourism, and the country side is ideal for some form of eco tourism such as walking tours in the spring and early summer, or even in the winter. There's also great potential for botanists, or for anyone interested in birds or wildlife since there are many wildlife sanctuaries and protected areas to preserve certain environments, such as wetlands. I think it could be a very successful way of expanding the tourist industry and deserves looking into.
- It very much depends on what a visitor is looking for, but I'd say probably a combination of natural beauty and historical interest. Most people want the place they are staying in to be attractive; nobody wants to go on holiday and look at something ugly. So if they are going to stay in a seaside town or village they'll want it to be picturesque, with small houses grouped around a pretty harbour, for example, rather than full of huge high rises. And they will want the natural surroundings to be unspoilt, they don't want to find themselves encircled by factories! Then, most people, however uninterested they might generally be in history, enjoy visiting some place of local interest, so that would also be a draw. So if the people in an area want to attract visitors they should be careful to retain the local colour!

## Practice Test 2 – Paper 5 Speaking

## Part 2

## Stage 1

- A:** Let's start with picture 1, shall we? They're penguins, aren't they?
- B:** Mmm, they're very sweet and obviously in their natural habitat. Look at them, I don't know if you can say birds look happy but it certainly looks to me as if they're enjoying themselves. I wonder what's making them dive into the water like that?
- A:** Well, at a guess, I'd say they're diving for fish ... Or, I suppose they could be trying to escape some form of predator, another animal or something like that.
- B:** Or a human! We're probably the biggest danger to animals living in the wild. Which brings us to picture 2. What do you think of this, it's very different isn't it, two camels and their riders, quite heavily loaded too, and what are they doing? It looks as if they are walking along the beach. It could almost have been taken from a tourist brochure.
- A:** Yes, in fact it probably has, but it does show something quite different from the first picture doesn't it. These animals work for a living. They're not like the penguins who are free to do whatever they want, they are obliged to obey their masters. If they don't they may be mistreated in some way. It's not unusual for people to regard animals that work for them as needing less care and attention than their tools do!
- B:** Yes, I know what you mean, but don't forget that an animal living in the wild is just as likely to suffer hardships. What if there's a spell of really bad weather? Huge numbers of animals die of starvation or are hunted for their meat or their skins. At least an animal that is used on a farm or for transport like these camels gets food and shelter. I don't think we ought to forget that.
- A:** Yes, it's easy to have a romantic view of animals roaming wild, isn't it? Of course, reality isn't quite like that.

## Stage 2

- A:** A group wishing to promote better treatment of animals? Shall we start by talking about what sort of things we'd like to improve?

- B:** Right. Well first of all there's the whole question of endangered species and the fact that due to our actions many species will soon die out! I'm sure that's something we should be promoting; a ban on hunting as a sport, for instance, or the killing of thousands of animals just to provide fur coats, which is what happens to the seals in the Arctic.
- A:** Don't forget about elephants. Their numbers are decreasing all the time because poachers kill them for ivory. You're right, that is certainly something we should be paying attention to. Trying to make people more aware of the fact that there are not endless numbers of animals in the world and if we go on killing them just to provide ourselves with luxuries, then we shall find ourselves living in a world with no animals in it at all! The picture of the penguins conveys a sense of happiness and freedom and that could help make people see that we shouldn't destroy them. It also helps because they are such sweet-looking animals, not threatening at all.
- B:** That's not all, though, because the whole question links into the one of the environment. It's not just a question of our killing wild animals. We also destroy their habitats by building roads and houses or cutting down forests. We have to learn to live with them.
- A:** Well, we do in many cases, don't we? We have pets like the dog in picture 3! He looks like a very contented animal.
- B:** He certainly does, and he's a good advertisement for a well-treated animal. A lot of people don't really treat their pets very well, though I don't think it's deliberate. They just don't realize that an animal needs to live in certain conditions. A big dog shouldn't be kept locked out on a small balcony for instance. And, of course, it needs quite a lot of food!
- A:** And that's just where the trouble comes in. People don't realize that the sweet little puppy they buy for their child is going to grow into a large dog with a large appetite, that's why you see so many stray dogs around. Their owners just weren't prepared for the responsibility. It's a matter of giving out proper information, really, which this photograph could help to do. You know. A happy contented pet needs ...
- B:** Yes, you're quite right. What about picture 4? I suppose keeping an animal as a pet is one form of captivity, while keeping it in a zoo is another.

- A:** Yes, though I'm not sure that in the end there's any harm in zoos. I know they get a bad press, but actually they do very good work in protecting and conserving animal species.
- B:** Well, there are some pretty bad zoos around where animals are kept in tiny cages with hardly any room to move and there is no real attempt to do anything except provide a rather depressing show for bored children. But generally speaking, yes, I'd agree with you that zoos do quite a good job, and without them there wouldn't be so much awareness of treating animals well. Look at this tiger, you could say he was bored, I suppose, but he might just be sleepy and contented after his meal. He even looks quite friendly, he certainly doesn't look badly treated. It's not the ideal situation, obviously, but at least he's safe. I think this picture shows that animals don't have to be regarded as something we should be afraid of, that we can all coexist!
- A:** Yes, perhaps, which brings us back to the working animals in picture 2. It's a very attractive picture isn't it, with the camels moving along the beach in the evening light. I think it's a very positive picture of working animals, it conveys a sense of dignity and pride, so I think it would be a good illustration of how animals should be treated. In fact all the pictures are quite positive aren't they? But at the same time even though they show animals which appear to be happy and contented, we all know that there is another side to things, so I think they would help the campaign by showing happy animals and sending out the message that this is how animals should look and behave if conditions are right.
- B:** Absolutely. And obviously the two most strongly contrasting pictures are 1 and 4. Animals in the wild and animals in captivity, but again getting the message across that neither situation has to be a negative one.
- B:** Yes, I agree with that. So we've chosen pictures 1 and 4.

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Part 3

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**Prompt Card (a)**

**Candidate A:** I think social status is very important to people today, particularly because the world is changing so much, so quickly. In the past, when social

levels were much more static, it didn't seem to matter so much. People had a particular status which came from their family or their job and that was more or less fixed. People knew who they were. Nowadays, you need to earn your status, it doesn't automatically come with your family or your job. New professions are becoming prestigious, like jobs in information technology or to do with the stock exchange, because they are highly paid. That's the key element today, really; social status depends on money, so everyone needs to make more and more of it so that they feel that they have some position in society. If you don't have any money, or you have a job which doesn't pay very much, then you can't expect much status. There are many people who don't let this bother them, of course, but for the majority, status has become very important, partly because of media like TV or magazines, which keep presenting us with the lifestyle that they think we should be having, or the car we should be driving and so on. We start to feel inferior if we don't have these because of the way that we link our position in society to how many things we can afford. It becomes very difficult to resist these pressures to achieve more and more and to show off what you have. It's just the old saying: keeping up with the Joneses, really, but there are many more pressures on people today to have everything, not to fall behind or be seen to be old-fashioned. To achieve and not be considered a failure.

**Candidate B:** Yes I'd certainly agree that people are feeling driven to achieve nowadays. There don't seem to be so many people going in for alternative lifestyles as there were in the sixties and seventies.

**Both Candidates**

- B:** I suppose people living in the cities have to suffer much more from stress than people in the country do. The lifestyle is completely different isn't it? I mean unless you are a commuter, you are likely to live within walking distance of your job, or at least only a short drive away, so you'll avoid that terrible, crowded rush hour journey to work!
- A:** That's true. And the pace of life is much slower. Perhaps, because, as you say, the distances are not so great. Everything is close by, so it's much less trouble to do things like pay bills or go to the bank. You don't have to queue up for hours and so there's not that feeling of anxiety that comes with the sense that you've got so many things to do and you're never going to find the time to do them.

**B:** Then there's not the anonymity of the city. Everyone knows each other.

**A:** Well, that has got its disadvantages, but at least you feel part of something, you're not just one stranger among many strangers, if you know what I mean. It does make a difference to be smiled at and greeted by people you know. It makes you feel better.

### Prompt Card ( b )

**Candidate B:** I don't really think it's possible to look back to the past and say that our grandparents were happier or unhappier than our parents are today. There are many different things that can make people feel happy, or anxious or sad. What is true, though, is that life now is very different in some ways, though I suppose it is still the same in many others, after all human nature doesn't really change, does it! I don't suppose that our parents are really any more materialistic or greedy than people were in my grandparents' time, it's just that there are more things at prices that most of us can afford, so I suppose we want them. I don't really think that would have been any different in the past, if consumer goods had been so easily available as they are now. Of course, life in my grandparents' time moved at a much more leisurely pace, there wasn't the frantic rush to get everything done that we suffer from, or the desperate need to climb to the top of the business ladder and be the best at everything we do, so they were probably happier in the sense that they didn't suffer so much from stress. On the other hand, if they had suffered from it, they certainly wouldn't have had so many cures for it. Health care was very basic in comparison with now, which would have been very worrying and of course education wasn't always free, or even everybody's right. So those two aspects of life must have caused a lot of people a great deal of anxiety. In those respects our parents probably feel much happier in their everyday lives than our grandparents' did.

**Candidate A:** I don't know, I think people were happier in the past. Life was simpler then and there weren't so many things to worry about all the time. My grandparents lived on a farm and while they had their troubles, their life was very calm and easy compared to my parents' life.

### Both Candidates

**A:** I don't think it's absolutely necessary for an only child to grow up spoiled. Of course there are many

only children who are spoilt, but really it depends on the parents. If they are careful not to give in to everything the child wants, then it needn't happen.

**B:** Yes, but if you have more than one child, then it's much more difficult to spoil them. There isn't enough money to get everything the children want and each child needs your attention, so you can't give it all to one. It's not really something the parent has to think about. It just happens that way.

**A:** Yes, I see what you mean. Parents actually want their children to be happy and to buy them things and give them lots of attention, and if there is only one child then it's much easier to do. Maybe it's unavoidable that an only child will be spoiled! But what about lacking in social skills? Most of the only children I know are quite the opposite.

**B:** Yes, they tend to want to make friends, because they haven't got brothers and sisters at home to play with.

**These questions may be answered as monologues by each student individually or may develop into a discussion between both students (see answers to Test 3).**

- That's difficult to say. I know there are many people who look back to the past and say that things were better then but I'm not sure that there would be any advantage in returning to the past. We'd have much less stress I suppose because life would be slower, but at the same time we'd have far less time to ourselves. I have a friend who does try to reject the modern lifestyle, in fact. He won't have electricity in his house, for example. That makes everything very pretty in the evenings because he just has oil lamps, but you can't read a book or study, and to get hot water for any kind of domestic chore you have gather wood and then chop it. Every small domestic task takes longer and by the end of the day there isn't much time left for anything else. And you're physically exhausted. I think we probably have to look at combining what is good and practical about our modern lifestyle with what was good about the past. Try to find a way of having the labour saving conveniences we use in our daily lives, but not having the stress, for instance.
- You could probably say that 'keeping up with the Joneses' is a way of keeping some people happy! Some people really enjoy it! A lot of people don't, though, and it can put people under



incredible strain trying to earn enough money so that they can have the same number of material things that they think everyone else has. It's something that we hear a lot about, although I'm really not convinced that everyone is busy buying videos and cars just because they see an advertisement on TV, and then persuading themselves that they'll be left out if they don't have them. I think the majority of people just do what people have always done, which is get on with their lives in a fairly quiet and modest way, try to provide for their families and be as happy as they can. And for most people personal happiness isn't found in material possessions, but in personal relationships or achievements. So, no, I don't think that people have sacrificed personal happiness to keeping up with the Joneses.

- I don't really know. I don't think many people know what they want from life. At least when they are very young, a lot of people just drift along from day to day and take what comes along. These people can be lucky and find that what they end up with is something that they really like, or if they're not so fortunate they find that it's not what they want to be doing in their lives, which makes them feel frustrated and dissatisfied. But perhaps the discovery that this is not what they want to be doing is enough to make them focus on what they do want and get out and find it, which if they look hard enough they probably will. On the other hand, I think that those people who know what they want from an early age are very lucky and actually, because they are so focused, they usually do end up getting what they want out of life. Maybe not exactly as they had planned it, but near enough. So it depends. The trick is to decide what you want and go for it!
- I think the advantages far outweigh the disadvantages. I've always wanted to live with all my aunts and uncles and cousins close by, not necessarily in the same house, that would be a bit claustrophobic, but in the houses around. It would mean that you could always have a change of environment; your cousins would be like extra brothers and sisters and your aunts and uncles like extra parents. There would be grandparents to spoil you, too. It would also mean that individual families would not have to carry the whole burden of responsibility for dependants, as happens now.

Everybody would be there to help with young children or elderly relatives who needed care. There would be no need for anyone to feel lonely either, especially in the case of old people, who often feel useless and shut out. I realize, of course, that there are disadvantages, like quarrels, which are inevitable in a family, and the fact that along with increased help and companionship would go an almost complete lack of privacy and solitude, but I think that is a small price to pay for the advantages it could bring.

## Practice Test 3 – Paper 5 Speaking

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### Part 2

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#### Stage 1

- A:** Picture 1 looks like some sort of solar panel, doesn't it?
- B:** Yes, but whether it's for generating electricity from solar power or some sort of heat exchanger, it's hard to tell.
- A:** I think it's probably for electricity because I can't see any water tank. It's in a forest somewhere quite remote by the look of it. Living in such a place would have been quite difficult without power.
- B:** Yes, I can imagine. People would have had to burn wood to provide heat and rely on candles or oil lamps at night. It would have made life much slower and more tiring.
- A:** Right. It's a good thing for the environment to use solar power. It's free for a start, and doesn't use up any natural resources such as wood or fossil fuels. It can also power things that are essential for communication such as telephones.
- B:** Absolutely. With a solar panel and a satellite dish you can talk to anyone in the world wherever you are. Can you imagine what it must have been like to be cut off and not able to communicate?
- A:** It must have been very difficult, I would think. Nowadays, it's almost impossible to be completely cut off from the rest of the world.
- B:** Unless of course you deliberately want to be isolated. The satellite dish in picture 3 looks like a communications antenna. I've heard that those satellites can determine somebody's exact position, anywhere in the world.

- A:** That's right. In the past, sailors had to rely on a compass to navigate but with this system it's impossible to get lost!
- B:** The same goes for aviation too. Even with sophisticated instruments, pilots used to get lost, didn't they? Now everyone can be found! And it means we have very rapid communications which certainly wasn't possible in the past!

## Stage 2

- A:** I think we should invest money in new technologies that will help to improve people's lives. Satellite communications as in picture 3 have made the world a smaller and more peaceful place. I think we should put more money into developing even more efficient communications.
- B:** I don't agree, I'm afraid. The private sector has more or less tied up global communication. Look at the Internet. That's almost entirely self-supporting. It's become unstoppable! I'm more inclined to think our money would be better spent on improving roads like those in picture 4. The bypass has eased the congestion, I suppose but there is still much to be done.
- A:** I agree with you on that but we have already spent millions of pounds. The better the roads get, the more people use them so it is a bottomless pit.
- B:** We could invest in better ways of producing power. By that I mean more sustainable sources such as solar or wind power like that in picture 1. I think we should try to educate the public not to use fossil fuels in order to improve the environment and reduce pollution.
- A:** The trouble with wind farms and solar panels though, is that they take up so much space. They might not pollute the atmosphere, I agree, but they are a bit of an eyesore aren't they. That's a kind of pollution too. I agree with you about communications though. Private companies are investing billions of pounds every year, so there is no need for governments to intervene.
- B:** Well, we've looked at alternative sources of power, the road system and communications. The only area we haven't discussed yet is public health which is the subject of picture 2. I believe that investing in research into diseases and treatment would be a far better way to spend our money.
- A:** You may well be right. There are lots of diseases that are making a comeback because of resistance to antibiotics. Research takes a lot of money but

it's important that it continues. We need to find new drugs to combat these diseases, some of which are killers.

- B:** You're right, but prevention is better than cure so I think it would be more appropriate to develop new vaccines to eradicate these diseases at source. After all, look at smallpox. It's now been officially announced that there is no more smallpox, anywhere in the world. The long-term benefits of the original research have been enormous.
- A:** That's true but I still think we need new drugs to combat diseases like malaria. If we were to invest in research to find a way to get rid of malaria, it would improve people's lives tremendously. If scientists had the money they could either find a new drug or a vaccine. They might one day even use genetic engineering to stop the mosquitoes from carrying the malaria parasite.
- B:** Well, we don't get much malaria around here, but I see your point.
- A:** So, let's recap. Solar energy is largely a matter for individual investment. I don't think that tearing up even more of the countryside to make way for roads is a good idea, either, really. What do you think?
- B:** No, perhaps not. We agree that the communications industry have enough money from private investors and companies, so that only leaves the health issue.
- A:** So we both agree then that we should invest money in medical and scientific research?
- B:** Yes, that's right.

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## Part 3

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### Prompt Card (a)

**Candidate A:** I think the work place will be very different in fifty years time. Already there are many people who work from home, using their computers rather than working in an office. I think that other types of workplace will change too. People are already doing their shopping over the Internet; perhaps in fifty years there will be no need for traditional shops any more. Mundane work in factories will almost certainly disappear. The use of robotics has already revolutionised the automobile industry. In the future, I believe we will have robots that will design and build other robots. There has been a trend over the last fifty years for the working week to become shorter and I

## Speaking - Suggested Answers

see no reason why this trend should not continue. Fully automated factories will almost certainly give people much more leisure time.

Certain occupations in the past have always been stereotyped as being suitable for one gender or the other. Nursing, for example has been a typically female dominated profession, whereas fire fighters have tended to be male. Gender roles however, are rapidly becoming old fashioned. There are very few jobs that cannot be undertaken by either gender. People will not have to be physically strong to do any job. The use of machines will see to that, so I envisage a future where there is no distinction as to who does what. Everyone will be equal when it comes to applying for a job.

**Candidate B:** I think the working environment will change but I don't think everybody will be working and shopping from home. People will always need to interact with other people otherwise they will become isolated. I agree that people will have more leisure time as a result of automation and the use of robotics, but there are certain jobs that cannot be done by machines, well not at present anyway. It may be different in the future but I don't think anybody can be certain what the workplace will be like during the next fifty years.

### Both Candidates

**B:** Well that depends really on the occupation of the person involved. I certainly wouldn't be very happy travelling in a plane with an octogenarian pilot! Other than that, I think people should be allowed to work for as long as they want.

**A:** I don't agree. There are far too many people, who should have retired, clogging up the employment system. Young people are leaving schools and colleges to find that there is no job for them because the older workers refuse to stand aside and make way for them. In any case, it would be better for the economy. Companies wouldn't have to pay young people as much and they'd probably get more work out of them.

### Prompt Card (b)

**Candidate B:** I think that most jobs are fairly paid but there are one or two disparities. Athletes and entertainers often earn millions through their work. Who is to say that their work is more important than that of a sewage worker or a refuse collector? It could be argued that athletes and entertainers deserve their

high earnings but I don't believe they should earn so much. Nurses, for example have always been badly paid, despite working so hard.

In some countries, particularly in the developing world, people are very poorly paid for what they do. Their gross national product may be low which means they cannot afford to pay high salaries to their engineers or technicians. Then there is the question of jobs that require years of training. It seems unfair that a pop singer should earn so much more than someone who has had to struggle to gain professional qualifications. I think that if people take the time and trouble to study for qualifications, they should be fairly rewarded for their efforts.

I would tend to think that it is a question of degree, I don't think a refuse collector, for example, should be paid as much as a doctor but I don't think they should be badly paid either, after all they are doing an essential job. Similarly, I think that athletes and entertainers are paid out of all proportion to their value.

**Candidate A:** Well, I agree that most jobs are fairly paid but I think athletes and entertainers deserve every penny that they earn. After all, they bring enjoyment to millions of people and that should be reflected in their earnings. Some important jobs that require a lot of qualifications should be well paid, such as surgeons and doctors. I do think some jobs are more important than others, though.

### Both Candidates

**A:** All new fathers should be granted paternity leave. It's important that bonding between a child and its father should take place. Paternity leave would allow this to happen. Fathers should be granted the same amount of time off as new mothers have. In my country, all mothers are granted maternity leave; it's the law.

**B:** It's all a matter of rights. Men and women should be treated equally, not only the same wages for jobs but all the other things that people are entitled to. That includes paternity leave. Women have been saying for years that they are entitled to equality in the work place and the same should be good for men too. It just wouldn't be fair to grant maternity leave to women, but not paternity leave for men.

**These questions may be answered as monologues by each individual student or may develop into a discussion between both students.**

- **A:** Yes I think people should be able to go wherever they want in search of a job. It stands to reason that if there is a shortage of, say, technicians in a country, that country's government should welcome foreign labour. I think there is a danger however of actually causing unemployment when it involves people accepting very low wages for a particular job.
- B:** People should stay in their own country when it comes to jobs. I don't believe it's possible to maintain national security with an open border policy. Lots of people come to my country claiming to be refugees but really, a lot of them are economic migrants. They contribute to unemployment by taking jobs away from our own people. I don't think people should be free to cross international borders for any reason. Far too many of them arrive with a tourist visa and then just disappear into the black economy.
- **B:** Why should the state provide employment for people who have been made redundant? Workers are redundant because their services are no longer needed. It's up to them to find another job, not the state. In any case, you can't just create jobs from nothing. There has to be a genuine need for workers.
- A:** People who have been made redundant expect to receive unemployment pay from the state, but in my view they should be made to do something for the money they get. There are plenty of jobs these people could do, such as working in old peoples homes or even picking up litter or keeping state owned parks and gardens tidy.
- **A:** Yes. When people get too old to work any more, they should be entitled to a pension. In a caring society, we have to protect the weak and the infirm. A lifetime spent working should be rewarded with a pension at the end of a working life. I feel that everybody should be entitled to the same basic pension.
- B:** I don't think the state should provide pensions for all. Only people in genuine need should get one. In my view, people should be encouraged to set money aside for their own pensions, particularly if they are in the higher income groups.
- **B:** I don't think it's much of a threat at all. There are plenty of jobs available. Look at the jobs section in any newspaper; there are hundreds of jobs

advertised. People who have become unemployed only have to have the right skills and if necessary, they could retrain for a different job.

- A:** Where I come from, it's an enormous threat. It's all very well to say retrain for a different job, but that is not always practicable. Take for example someone who has become unemployed just a few years before they were due to retire. What employer would want to invest in retraining somebody for only a short-term period of employment?

## Practice Test 4 – Paper 5 Speaking

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### Part 2

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#### Stage 1

- A:** Well, I think the pictures are typical of the way young people of today express themselves, especially the picture showing graffiti. It portrays their frustration and boredom and possibly their need to express their creativity.
- B:** Mind you, it also shows their lack of respect for other people's property. I mean graffiti isn't a means of brightening up inner-city walls any longer, as it once was. It's become a trend and young people feel they can just deface any wall or building they come across. Let's face it, there's hardly anyone's house or property that doesn't display some form of it nowadays.
- A:** That's true and even the threat of being caught doing it, doesn't seem to deter them.
- B:** I think the need to make a personal statement is clearly shown in the second picture. Young people today try their hardest not to conform to society's rules. You find they dress outlandishly, probably just to be noticed or to show their indifference to their elders.
- A:** Well, there's that and possibility of the threat of rejection from their peers. I mean, when was there ever a period in time when young people didn't want to make a statement to the rest of society? If it wasn't in their choice of make-up or clothes, it was found in their music or behaviour. Personally, I like the way young people look today. They're colourful and bold and their appearance is anything but offensive. Even so, the girl in the second picture looks rather thoughtful, I think, as if she isn't truly satisfied with her lot.

**B:** Mmm. I know what you mean. The picture gives you the impression that she feels trapped despite the freedom that she very likely has. She looks deep in thought, as if she's wondering what the future holds in store for her.

**A:** Yes. I'm sure a lot of today's youth feel the same.

### Stage 2

**A:** The pictures seems to show that young people need to channel their energy into something more positive. Picture 2 and 3 most definitely show that young people are bored, that they need something more in life to motivate them. Don't you agree?

**B:** Oh yes. The boys in the third picture show this quite clearly. I mean if you have to leap off buildings to get rid of your excess energy, then that in itself shows you the need society has for more facilities and activities for young people to be involved in. Like the person in picture 4, OK, he's probably playing the kind of music that a lot of people don't approve of, but at least he has an interest in something. You know, a purpose in life.

**A:** Exactly. It doesn't really matter what the activity is as long as they are involved. Something that makes them feel they are part of the society and not just out there on their own. Like the picture showing graffiti, for example. There's a creative instinct there that needs to be channelled.

**B:** And this is where the authorities come in. Schools could be doing much more than they are. They should spend more time and effort creating fulfilling activities for young people, which involve them and help them to bring out and recognise the talents they have. Especially nowadays when there is so much unemployment. They are the first people to criticise young people's behaviour, yet they insist on turning a blind eye to the causes of it.

**A:** Yes, I must agree with you there!

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### Part 3

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#### Prompt card (a)

**Candidate A:** Well, no. I don't think you can really judge a person by what they wear. Not entirely. I mean. After all, many people don't pay much attention to their appearance. As long as they're clean and reasonably tidy, then that may be enough for them.

On the other hand there are some people who are fanatical about their appearance, you know, wouldn't be seen dead without a hair out of place. Again, this doesn't mean they are that particular about everything they do. I believe the saying, first impressions go a long way, is true, though. After all you wouldn't turn up for an interview wearing a track suit and trainers, would you? Society does expect us to conform to convention and most people comply with it, even if they don't agree. And then again, not everyone can afford to dress the way they might like to, this doesn't mean that they are not respectable members of society. I'm a follower of fashion, myself, so I can't really criticise it too much, I suppose.

**Candidate B:** I'd like to say that, while I go along with what you say, I think you can make some judgements about people from what they wear. People often use dress to make some sort of statement about themselves and their beliefs.

#### Both Candidates

**B:** Well, it doesn't play much of a role, in that I'm not an avid reader of fashion magazines and I don't rush out and buy the latest outfit every season. But, like everyone else, I like to look smart and professional and to a certain extent that means having to follow fashion. If I went to work wearing clothes that were clearly out-of-date. I might give the impression that I was old fashioned, too, and I wouldn't like to do that. So I'm very aware of changes in fashion, yes.

**A:** Actually, I don't think it's possible to be unaware of fashion. The shops stock nothing but what is in fashion every season, so it's impossible to buy something new which is not also fashionable.

#### Prompt Card (b)

**Candidate B:** Yes, I think life in these times is a lot more demanding than it used to be. In times gone by, I think there was less pressure on people to be perfect, you might say. As long as you were an honest, upstanding member of society you were accepted. Nowadays, many young people fear rejection from their peers if they fail to meet the standards they set. This is noticeably so in their appearance. In order not to stand out or be different from the masses, they go along with things that they would normally reject. There's too much pressure on young people to fit into certain moulds, and apart from anything else, it restricts them from showing their

own individual personalities. Unfortunately, that seems to be the way of life today.

**Candidate A:** Yes, and I'd also like to add that the media has a great influence on the young people of today. Magazines and TV advertisements insist on everyone being beautiful and the need to spend every last penny you have on achieving this. I feel that I do have my own individual style, but then again, I suppose I'm a victim of fashion like most of today's youth.

#### Both candidates

**B:** It relates to what I was saying before about people wanting to be accepted. It takes a very brave person to go against the standards set by his or her society because in that way you risk being ostracised. Nobody really wants to be alone, or to stand out from the crowd too much, so people tend to conform in the way they dress and behave.

**A:** You can see that in people from other cultures who go to live in another country. Within a very short time, they start to take on the behaviour patterns of the people they live among, and start to dress like them, too. For instance, if in their own countries everyone wears bright colours, but in the country they have come to live in, people tend to dress in darker colours, they will soon be doing it, too.

These questions may be answered as monologues by each student individually or may develop into a discussion between both students (see answers to Test 3).

- Both directly and indirectly. I mean, in the magazines and newspapers there are pages which are dedicated to fashion in clothes, shoes, accessories and so on. We all read these, so obviously this is a direct influence on us. If a magazine shows nothing but clothes in pale blue and white, for example, we're all going to end up thinking that these are the fashionable colours to wear. But there is another way that we are influenced, and that is through TV programmes. If you watch serials, or even current affairs programmes on TV, everyone is dressed in the latest fashion. So of course we are affected by that. In fact, in the credits at the end of the programme, there is always a list of the shops which provided the clothes.
- There are many other areas where people follow fashion – in fact, I suppose we do in virtually every area of our lives. Take food for example; now it's fashionable to eat exotic combinations with an

eastern flavour, certainly no one would dream of serving ordinary local food to guests anymore. Or cars, in the past huge American cars were fashionable, now cars are tiny. Or architecture, just by looking around the city you can see how different periods have different ideas about what was attractive. It's certainly not just a question of clothes; fashion affects all aspects of our lives.

- It's difficult to ignore fashion completely because it does affect many areas of our lives and we can't help being influenced by it to a certain extent, whether we like it or not. To me, though, people should try not to become fashion slaves. It makes them ridiculous. Fashion, of whatever kind it is, whether we're talking about clothes or furniture or even lifestyles, shouldn't be followed blindly, but should be adapted to suit each individual. If the fashion is for extremely tight clothes, it's no good wearing them if you are very overweight – they won't flatter you. Similarly, if the fashion in interior decoration is for minimalist, all-white furnishings, you shouldn't follow it if you have young children, who will probably spoil the look in seconds. It's just not a practical choice.

## Practice Test 5 – Paper 5 Speaking

### Part 2

#### Stage 1

- A:** Let's start with picture 1. They look very pleased with themselves. They must've just won a baseball game.
- B:** Yes, they are definitely happy. Look at them giving each other high fives. They must have had some kind of victory. They probably had to work very hard to get to that point so they must be relieved that despite the difficulties they had to face, it all paid off in the end. What do you think?
- A:** Well, being an athlete is not as glamorous or as easy as many believe. It is certainly physically exhausting. Practising every day, travelling from city-to-city and of course playing the games themselves are all physically demanding. On top of all that, many athletes get injured and still have to play.

- B:** Yes, and not only is playing sports physically gruelling, it is also emotionally trying. Imagine not being with your family and friends and missing special moments or important celebrations because you're on the road. I mean, you have to sacrifice a lot if you want to win. Anyway, let's move on to picture 3 now. It is obvious they are graduating from university. They look happy and yet they also look thoughtful.
- A:** Don't they? It's difficult to say for sure, but they might be thinking about all that they've gone through to reach that point. Obviously studying and attending classes requires great effort and determination.
- B:** That's very true. Some of the graduates might have had to support themselves and so had to work, along with attending to their studies. Having to work in order to eat and keep a roof over your head is a challenge, let alone having to pay for university tuition. It's definitely difficult trying to juggle university and work.
- A:** And let's not forget a social life. After all, we are human beings and we need social contact. The people in the picture are glad they've succeeded, there's no doubt about that, but along the way, they were not only physically and mentally exhausted, but also emotionally.

### Stage 2

- A:** Well, all of these people have achieved some sort of success and their attitudes did definitely lead to it. It goes without saying that your attitude can either lead to success or failure.
- B:** I agree with you on that. And you know, even if you have a positive outlook from the very beginning, each time you encounter an obstacle or even meet with failure, your attitude is tested. It can change for the worse. It's hard to focus on your goals when you're struggling.
- A:** Take picture A. It's highly unlikely these baseball players won every game they played. They might even have lost many consecutive games and that can be devastating not only to the individual players, but also to the whole team. When you're on a team, everybody has to constantly motivate each other and encourage each other. And that's hard to do when you yourself feel like a failure.
- B:** Right. And it's doubly hard to feel positive when you're in the public eye. We can't tell from the picture, but these players may be professional

athletes, and as such, they are constantly criticised by the media. Not only is their playing scrutinised, but sometimes their personal life is too. An athlete's success is greatly dependent on being focused on what they do. Imagine thinking about scoring, for example, when your marriage has been on the front page of the newspaper.

- A:** The woman in picture 2 might be in the very same position. We don't know for sure, but if we assume she is a politician, she has to get votes and maintain support from the public. Her attitude has to be exemplary. Her image is important to her success. She has to show her human side, but she must be careful too. She can't be arrogant or show fear or defeat in any way.
- B:** And if she does, the people and media will lash out at her. It could mean the end of her career. And it's not easy for a woman to be in politics. It's a field which is still dominated by males and society is still very sexist. She has to believe she can do it and look as if she can. Otherwise she won't succeed.
- A:** The same goes for the woman in picture 4. Unlike the one in picture 2, this woman has entered the field of medicine. This profession is also predominantly male and there are still many people who prefer to seek medical advice from a man than from a woman. In her practice, she probably has to face such views. Even during her academic studies she may have had to encounter such sexist attitudes. Studying medicine can be difficult enough without having to deal with negative opinions about your gender. Don't you agree?
- B:** Yes, and as we said before, your attitude can either make or break you. If the female doctor has succeeded, it can be attributed to her defiant attitude to various pressures and her determination to make it. If we go back to the picture we discussed before, picture 3, we can also say the same thing.
- A:** Yes, students have to adopt a positive attitude and maintain it, regardless of what pressures and difficulties they face. You have to keep on trying when you get a bad test mark and keep your head when you can't get the research material you need to write the assignment due for the next day, or else it'll bring you down. You can actually perpetuate the whole situation if you don't stop yourself from giving in to negative feelings.
- B:** You're absolutely right. Although students have to

be realistic about their weaknesses, they can't dwell on them or feel sorry for themselves because that won't help them get better. Success comes to those whose are sensible and who maintain some kind of belief that they can achieve what they are striving for.

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### Part 3

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#### Prompt card (a)

**Candidate A:** I think traditions still play a significant role in my culture and they can be experienced in various aspects of our everyday life, as well as in celebrations. It is very common, for example, to ask someone how they will be celebrating Easter, because it is expected that they observe not only the religious holiday, but all the customs and traditions that go with it. In this way, history isn't forgotten but a living part of our daily lives. Stories are passed on from generation to generation so that the past remains a part of who we are and influences how we view matters. In my view, traditions have a binding effect on the people observing them and as such give us our common identity. In this way, we keep our sense of who we are, which gives us a feeling of continuity, linking us to our ancestors. However, even though traditions play a great role in my culture, their importance and prominence is declining as we see fewer people observing holidays, or even knowing the reason why a tradition is followed.

**Candidate B:** Mmm. I'd tend to think that there is a trend back to the traditional now, people are looking for old ways of doing things, perhaps because of all the changes we are experiencing in modern life.

#### Both candidates

**B:** Well change has probably affected all our lives to some extent, because the world around us is changing so rapidly. As regards myself, I think coming from a family where my father's job meant constantly moving from place to place has affected me a great deal. I must have been to at least nine different schools, for instance That has certainly affected my education, though I tend to think that the effects were all positive, giving me a much broader view of the world around me, and certainly a sense of the world as being varied and exciting.

**A:** I can't match that, I'm afraid. I've always lived in the

same place and been to the same school with the same people, so I haven't really had much personal experience of change. I do think that a certain amount of change is a good thing, though; it wakes people up and makes them more aware by giving them a new view of things around them. So I'm looking forward to experiencing it in the future.

#### Prompt Card (b)

**Candidate B:** The world is changing so rapidly. In fact it's difficult for us to keep pace with everything that is going on. A few years ago only a few people had mobile phones and now we can't do without them to keep in touch with our friends. Soon, apparently, we'll be using them for all kinds of other things too. So the spread of information has become extremely rapid. In fact, some people say that we are suffering from too much information. I think one of the most important effects of these advances, though, has been in the workplace. Since almost all work is now computerised, there is no real need any more for heavy manual labour, which has meant that most jobs are now open to both sexes. Women can do almost everything that men used to do, because there is no longer any need for great physical strength. It has also true that having more hi-tech appliances to take care of the household tasks means that families have more time to be together, and more free time for leisure activities. Although perhaps some people would say that there is too much free time, and that too many parents and children spend their time on the Internet rather than socializing. So, it is perhaps true to say that due to technology we might have become less sociable and more likely to keep ourselves to ourselves. And certainly we have become physically less active, which is why so many of us spend time at the gym!

**Candidate A:** Yes, I think I'd agree with what you say about the role of women, especially in the workplace. That's a huge change to our society.

#### Both candidates

**A:** Knowing how to speak to someone in their own language is probably the best way of getting to understand them. If you go to a foreign country and you don't know what people are saying you can get completely the wrong impression of them as people. In this way prejudices and stereotyped ideas develop and are perpetuated. But if you can speak a foreign language, then you can



understand what people are saying to each other and you can see, for instance, that they are not being aggressive, they are being humorous. The result is that people start to communicate, start to understand each other better and so conflicts are less likely to arise.

**A:** I couldn't agree more. The more foreign languages we all speak, the better for all of us. But don't forget that speaking foreign languages also brings about economic changes. Businessmen can work more effectively if they can speak their clients' language.

**These questions may be answered as monologues by each student individually or may develop into a discussion between both students (see answers to Test 3).**

- I don't think it is really possible to avoid change. It doesn't matter how much we may dislike it, changes happen. Perhaps the only thing we can do is to take care that we don't accept change for its own sake, and try to make sure that we support the kind of change that is likely to lead to improvements rather than make our lives worse. One example of that would be something like cloning or genetic engineering, where most people are taking a cautious 'wait and see' approach, rather than either rejecting it completely or rushing to accept without thinking. So, on the whole, I'd say it's important not to avoid change, but to accept that it has to happen.
- Well, it's true that the world is changing very rapidly and that in many cases traditions are becoming forgotten as technology becomes more and more important. But I feel that perhaps, there is even more of a place for tradition now than ever before just because the world is changing so quickly. When everything around you is constantly changing, traditional ways of doing things are very comforting, in a way, and make people feel that there are some things that are permanent and that won't change. It's like a kind of security blanket! Tradition has also become something that people are using as a way of saying that a product is of high quality. When we are faced with mass produced articles, which are often shoddy, we tend to think of something made in a traditional way as having a guarantee of quality.
- The most significant changes in recent years have

probably been in communications. It's now possible, through the Internet and satellites, for all of us to know immediately what is going on in any part of the world. There's an amazing amount of information coming at us from all directions, and we are much more well-informed than previous generations were. Families and friends, for example, can now keep in daily contact wherever they are and we are really much closer to becoming citizens of the world. This is also seen in the way that national frontiers are becoming more open and people are moving all around the world to find work. So we are getting to know people from all countries much better. In the long run, this may help to decrease international tensions and make it more likely that we can achieve world peace.

- First of all, none of us really knows what the future will bring, so we may find that our cultural values coexist with new technological developments, for example. It's a difficult question to answer because there are so many things that make up a particular culture. I suppose that if enough people consider certain values important, then these are unlikely to change, whatever the future might bring, but if these people want some things to change, then they will. I think that is the key really, the number of people who adhere to a particular way of thinking or behaving. What I mean is if, say, you decide to emigrate to a country where the culture is very different from your own, then it's going to be fairly difficult to maintain your own cultural values. After a couple of generations, it's likely that your family will have become completely assimilated into the other culture. There are a lot of people on the move at present, so there should be quite a cultural mix fairly soon.

## Practice Test 6 – Paper 5 Speaking

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### Part 2

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#### Stage 1

- A:** Shall we start with picture 1? He looks furious doesn't he?
- B:** Yes he does. He's probably a businessman. It seems as though he's in a hurry to reach his

destination. He must be stuck in traffic, perhaps there's a hold up of some kind. If you were in his shoes, how would you feel?

**A:** To tell the truth, I'd find being stuck in traffic quite annoying if I was in his position. There's nothing worse than having to wait in a queue of traffic when you're in a rush. It's very frustrating to spend so much time bumper to bumper, hardly moving.

**B:** But there will always be certain times of the day when the roads are more congested because so many people leave or come home from work at roughly the same time. The rush hour is a part of everyday life for most people. I wouldn't find it so stressful because it's an unavoidable situation.

**A:** Yes, that's a good point, but traffic at a complete standstill is enough to drive anyone mad.

**B:** Yes, I suppose you're right. It's obviously a waste of time to have to wait for hours and not get anywhere, but sometimes it may be unavoidable, for example, when there's a pile-up on a dual carriageway. Perhaps that's what the policeman is doing in picture 2, calling for assistance at the scene of an accident.

**A:** Well that's a job that would cause me great stress, having to deal with problems on the roads. When there has been a bad crash, policemen have to take swift action and no doubt see horrific sights.

**B:** Hmm, that's right, but a policeman's job is rewarding. It must be gratifying to know that you have saved someone's life or helped to resolve the problem of a traffic black spot.

**A:** Yes, I agree, but there are so many fatalities on the roads nowadays and it's the task of the police force to regulate this. The policeman will have to take his problems home with him, and there is very little public sympathy for the police. I think I would find it very stressful to be constantly on the alert, and to have to deal with distressing and often frightening situations.

## Stage 2

**A:** The effects of stress on everyday life. That's a very interesting and topical subject isn't it? I'm sure that everyone would benefit from learning about that, whatever their level of stress is.

**B:** Certainly. Let's take the stress of driving all day for work. People who are out on the road, driving all day have to face all sorts of traffic and road conditions as well as having to concentrate on their driving. In order to prevent stress levels

increasing, I would say that this group of people should try really hard to relax at every available opportunity.

**A:** You mean, listening to relaxing music during traffic queues rather than worrying about meeting a client? That seems like sound advice. I would also add that people should try to organise their daily agenda to avoid being in areas at times when traffic reaches a peak.

**B:** That also applies to people who work to deadlines in offices and who constantly find themselves shouting down the phone, like the man in picture 3. Organising and prioritising workload can lead to greater efficiency and less pressure.

**A:** People should also make time for themselves during the day. This may involve not allowing any disturbances for one or two hours in the morning, for example. In this way, a person can get their work done much more productively and have more free time to deal with other tasks.

**B:** Not forgetting of course that this would make them more receptive to others and would relieve the pressure of mounting tasks. More generally though, people should take at least 5 minutes out of their day to take stock of their situation, the policeman in picture 2 should do that, for example. What's more, it's important to unwind after a hard day and to cleanse the mind of any stress or tension.

**A:** On the other hand, there are people who like to vent the frustrations of everyday life by doing something more strenuous, such as running or playing squash. This can help a person to rid themselves of all their pent up frustrations or anger and after exercising they will feel refreshed and more likely to have a restful night's sleep.

**B:** I agree with you there. Stress is a deadly killer and yet there are so many ways to avoid or control it. Regular holidays, realising that there is more to life than work, health is much more important.

**A:** For people who are not working, stress can also mount. Job seekers should try to take a positive approach to looking for a job. Many unemployed people feel worthless, yet if they were to realise that they possess many skills, it would help to create a positive attitude to jobs and even success in interviews. Job seekers should focus on their skills and aim at matching these skills to an appropriate job.

**B:** That's right. And all hope is not lost for people who feel their skills are lacking. There are many

workshops and schemes that people can attend to develop skills. At the end of the day, there are many opportunities and the unemployed should try neither to set their sights too high or too low, but instead aim for what they are best at and feel most comfortable with.

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### Part 3

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#### Prompt card (a)

**Candidate A:** As far as I'm concerned there are many influences on educational choices. Personally speaking, no one person or thing had a major influence on the decisions I made. There are some children who feel obliged to follow in the footsteps of their parents, particularly if their parents are doctors or lawyers. In my case, my parents encouraged me in all subjects, and helped me to develop an interest in all topics, through reading or explaining things to me. When it came to deciding which options or subjects to take at school, I was partly swayed by what my friends were interested in doing, but I also realised that my future was important and since I had always wanted to be a vet, I knew that Science and Mathematics were essential to fulfilling this ambition. I also happened to be good at Biology and Chemistry which helped. We also had a careers' Open Day at school, which was extremely useful. I discovered that Latin would help me considerably. Parents, peers, prospects and professional people all had their part to play in shaping my education.

**Candidate B:** I also think that our teachers have a role to play in making choices about our path of education. For example, a good teacher will bring out the best in even the weakest student who may discover hidden talents. I remember a chemistry teacher of mine who really wanted me to continue studying his subject because it came so easily to me – even though at the time I had no intention of following a career that was chemistry-related, I later found it useful in my environmental studies course.

#### Both candidates

**B:** In my case, it wasn't until I reached university level that I realised that some of the choices I had made as regards as which subjects to follow, were not entirely adequate. I feel that more emphasis

should have been put on the choices available after school than on the actual subjects. Perhaps it would have been better to fill in a questionnaire at the age of 15 or 16 to determine what type of employment children could follow and then to be advised of what subjects would be required to go into a particular profession.

**A:** I was given the opportunity to discuss my intended future career but at the age of 15 or 16, who can really decide what line of work they want to go into. I had my heart set on being an engineer so I was advised to do Maths, Physics and Chemistry. In the end though, I discovered that I enjoyed Art and foreign languages more at school, which I'm glad I took as well since I am now training to be an architectural adviser for an international firm.

#### Prompt Card (b)

**Candidate B:** There seems to be an increasing number of parents who are opting to educate their children at home. For academic purposes, this is probably extremely beneficial to a child, since he or she will receive undivided attention for all subjects, and if there are any problems in understanding, more time can be spent explaining or clarifying misunderstanding. This, of course, depends on the teaching ability of the home tutor. In a sense, though, children learn in class from interacting with others. In certain circumstances, two heads are better than one, by this I mean that working on a group project often brings out more ideas than working alone. On this note, there is also the social aspect of home tutoring to consider; whilst school children may not develop their academic skills as quickly as home tutored ones, learning is not purely academic. Social interaction is important, home tutoring may deprive children of essential skills such as team working which may affect their performance in the workplace. There is also the notion of friendship to consider. Being supportive of others and having a sense of belonging and not being lonely all have their part to play in a child's education.

**Candidate A:** I agree with what you are saying. However, in some instances, for example, in areas where school classes are over-crowded, home tutoring would have a positive effect on a child. If a child has good academic ability, being with thirty other children could have adverse affects on his or her learning and indeed be depriving him or her of a bright future. The issue of social skills would still pose a problem, though.

**Both candidates**

**A:** Parents should follow the same curriculum as the one taught in schools, since the exams that children sit are the same throughout the country. These qualifications are a measure for prospective employers. If a child is taught using a course designed by their home tutor, it could turn out that a child will fail or not perform as well as expected in the exam, due to certain topics or elements being omitted. In any case, the curriculum taught in most schools nowadays is aimed at giving a child a broader education.

**B:** I think that parents should try to incorporate as many of the subjects taught in conventional schools as possible into the home teaching course for their children. This would mean that non-academic subjects such as athletics would also need to be given attention. This could be achieved by forming groups with other home tutored children. For academic purposes, oral activities, such as those developed in foreign language classes and in presentations should not be overlooked.

**These questions may be answered as monologues by each student individually or may develop into a discussion between both students (see answers to Test 3).**

- I think that school facilities can always be improved in some way or another, but one area where I think most schools need to improve in is in non-academic facilities. Most schools only concentrate on providing classrooms and teaching aids and forget that children need room to run and play in order to be fresh for the next round of lessons after the breaks. So I think that all schools need large playgrounds. Sports facilities are important for the same reason, so schools should invest in extensive playing fields and facilities for a variety of sports. There should also be ample space for children to develop interests such as music and drama, too. The other important area where most schools are lacking in facilities is in information technology. All schools need to be equipped with computer rooms to provide children with the tools they need in the world outside. After all, not every child is able to have these things at home.

Schools have to take responsibility for that if it happens. There are always exceptions, but in most cases if a child fails to learn it is because his or her

interest hasn't been aroused and that is usually the fault of poor teaching. Or it could be because the lesson has been so badly taught that the child simply hasn't been able to understand and as time has gone on, has lost interest. There are other factors too, but they also relate to the school. Classes might be so big that the teacher is unable to make sure that all the children are following, or the school might be inefficiently run, with no proper substitution system for example, so that if a teacher is ill, no lesson takes place. So, yes, I'd say schools should be accountable.

- It's difficult to say which of all the available subjects children should be obliged to take, but I think probably their own language, a foreign language and Mathematics are fairly basic and should be mandatory. Having a good command of your own language, both written and spoken, is vital and Mathematics is another essential for daily life. I know, because I was allowed to give up mathematics quite early on, and although I was quite pleased at the time because it was a struggle for me, I have never stopped regretting it, since mathematical calculations come into all aspects of daily life. So, I tend to think that at least Mathematics should be compulsory, but with some provision made for those who are not as good at it as others.

That's a question that is quite controversial. Ideally, schools should be offering a general education, building up a child's general knowledge and producing future citizens with a well-balanced, well-rounded view of life, but in actual fact, in today's world, I don't think we can ignore the fact that the world has become very competitive. Schools have to accept that and try to prepare children to enter the world of work. I don't mean that they should stop teaching anything that is not going to lead to a career, or that children should be obliged to choose their future jobs while they are still at school, but there are some skills which schools should be teaching as a general preparation for life after school. Computer skills for example, or practical applications of science subjects. Schools can't pretend that the children will not soon be looking for jobs, so they must adapt to this reality.

**Practice Test 1 – Paper 4 Listening**

*This is the Certificate of Proficiency in English Listening Test. Test 1.*

*I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions.*

*At the start of each piece you'll hear this sound:*

TONE

*You'll hear each piece twice.*

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

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

PAUSE 5 seconds

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**Part 1**

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

PAUSE 5 seconds

*You will hear four different extracts. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.*

**Extract One**

PAUSE 15 seconds

TONE

Hello again ... today I'm working on a foliage garden ... probably the best solution for those of you who have one of those dark corners to fill up in a garden. Most of the plants I'm using will grow in light shade and for anyone who suffers from hay fever, it's an extra bonus as there's no pollen from the blooms. You can create brilliant effects using structural plants and contrasting leaf shapes and have fun threading different variegations through them in swirls. Good leafy plants come in all shapes and sizes from big trees, bamboos and evergreens to smaller grasses and perennials, and they can be put together in loads of different ways. They lend themselves to being mingled with rocks, wood or cobbles so they are great for patios, decking or gravel gardens. They make a wonderful backdrop for flowers and keep the garden going between bursts of colour. Thinking about what foliage you want in your garden is important, yet it's the one thing most people neglect.

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

**Extract Two**

PAUSE 15 seconds

TONE

**Man:** The opportunity to create our dream house arose when we were able to buy the farmhouse, a cottage and outbuildings along with 17 acres of land for the sum of

£112,000. The house itself wasn't grand, but it had potential.

**Woman:** Yes, the farmhouse was structurally sound but it had been extended unsympathetically.

**Man:** Yeah, it had been rebuilt in Victorian times, and the internal layout was just all wrong.

**Woman:** There was a long corridor running through the house with small rooms leading off. The ceilings were low, and the whole place was dark and poky; it just didn't seem to have a heart.

**Man:** I eventually found a solution to that by completely remodelling the interior ...

**Woman:** So the house is now open-plan, with access to the upstairs by a staircase we built ourselves.

**Man:** We also incorporated a lot of reclaimed timber. The entire kitchen is built from recycled wood. It's eco-friendly and it gives the interior a mature appearance, too.

**Woman:** Some of the wood we used for the doors came from the cowshed and this has a particularly smooth finish. I suppose it's the result of hundreds of years of cows' tongues licking it ... (laughter ... fade)

PAUSE 5 seconds

TONE

REPEAT Extract Two

PAUSE 2 seconds

**Extract Three**

PAUSE 15 seconds

TONE

I had a friend who worked for a TV station and when I was visiting her one day, she mentioned how difficult it was to get the details right for period dramas and things like that. I mean, you can't have a serialization of a nineteenth-century novel, for example, and when the hero wants to write something down, he pulls out a ballpoint pen! Well, looking for interesting odds and ends has always been a bit of a hobby of mine and so I offered to help her out.

went from there really. Initially, I started working on a freelance basis for one television channel, really to supplement the full-time job I had at that time, but I had so much work offered to me by others too, that I set up my own company in the end, and really it's proved very lucrative, as well as interesting. I'm one of those fortunate people whose hobby has turned into their job!

PAUSE 5 seconds

TONE

REPEAT Extract Three

PAUSE 2 seconds

#### **Extract Four**

PAUSE 15 seconds

TONE

The game of volleyball, which is more than 100 years old, was the brainchild of an American physical education director at the YMCA, who originally intended it to be played indoors by any number of players. It was a mixture of tennis and handball, not as rough as basketball, but still requiring quite a bit of physical exertion, and was known as 'Mintonette' at first, although this was quickly replaced by the more descriptive 'volleyball'.

It was quite quick to catch on and five years after its first appearance had spread out of North America to Cuba, then to Japan, China and the Philippines, finally reaching Europe towards the end of the First World War. This rather roundabout route to Europe was a result of the fact that, it was at first a game played by members of the YMCA going to the East and was taken by them to YMCA branches there. However, it was later included in the recreation programme for the armed forces and in this way was taken to Europe by American soldiers in the First World War.

PAUSE 5 seconds

TONE

REPEAT Extract Four

PAUSE 2 seconds

*That's the end of Part One.*

*Now turn to Part Two.*

PAUSE 5 seconds

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## Part 2

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*You will hear a report on how English has become a global language. For questions 9-17, complete the sentences with a word or short phrase.*

*You now have forty-five seconds in which to look at Part Two.*

PAUSE 45 seconds

TONE

Right now, English is either the dominant or official language in over 60 countries and is spoken in every continent and across the three major oceans, the Atlantic, Indian and Pacific. It is without any doubt a world language now, but this wasn't always the case. How did English achieve this extraordinarily wide representation? Well, English started to move around the world with the early voyages of discovery to the Americas, Asia and the Antipodes, and continued in the 19th century when colonies were established in Africa and the South Pacific. Then in the 20th century, it took a significant further step when many newly independent states adopted it as an official or semi-official language. Two factors make English important today; the expansion of British colonial power, which peaked towards the end of the 20th century, and the emergence of the US as the dominant economic power of the 20th century. It is this which continues to explain the position of the English language today – although there are people in Britain who find this difficult to accept! But if you look at the statistics, you'll see that the USA contains nearly four times as many English mother-tongue speakers as the UK, and although together these two countries comprise 70 per cent of all English mother-tongue speakers in the world, this dominance gives the Americans a controlling interest in the way the language is likely to develop.

But, as we've already seen, Britain and the US are not the only places where English is used as an important vehicle for communication. In countries where English is a second or foreign language, or where English is used simultaneously as a first and a second language like Canada for example, or in a country like India, where a history of language contact has produced a legacy of language conflict, it is not easy to determine how and in what situations English is used.

One reason you find people often put forward for English having achieved its worldwide status is its intrinsic linguistic features. People have claimed that it is inherently a more logical or beautiful language than others, or it's easier to pronounce, or it's simpler, or it has a larger vocabulary. This is simply not true. There are no objective standards of logic or beauty to compare different languages, and questions of phonetic, grammatical, or lexical complexity are never capable of simple answers. For example, English may not have many inflectional endings, (which is what most people are thinking of when they talk about English as grammatically simple), but it has a highly complex syntax. The number of endings actually has no bearing on whether a language becomes used worldwide. You just have to look at the success of Latin or Ancient Greek in the past to see that. There has always been one language in a particular era

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which was high in world esteem and probably always will. What gives a language this particular position is dependent on many factors — political, economic, social, religious, literary maybe, but not necessarily linguistic.

PAUSE 10 seconds

*Now you'll hear Part Two again.*

TONE

REPEAT Part Two

PAUSE 5 seconds

*That's the end of Part Two.*

*Now turn to Part Three.*

PAUSE 5 seconds

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### Part 3

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*You will hear an interview with Maria Stefanovich co-founder of a creativity group which organises workshops for executives. For questions 18-22, choose the answer (A, B, C or D) which best fits what you hear.*

*You now have one minute in which to look at Part Three.*

PAUSE 1 minute

TONE

**Interviewer:** Not long ago stressed-out executives at embattled Marks & Spencers were packed off on a training course. There's nothing unusual in that. But the team was in for a surprise. There was no time management seminar, no flashy flip-charts. Instead they were faced with cardboard, paint and glue. With us here is Maria Stefanovich, co-founder of Droll, the creativity group which ran the creative workshop for those executives. What exactly did the team do with these art supplies?

**Maria:** During the particular day-long session, each delegate was required to create a mask to show the face they presented at work. You see, mask-making is a very effective corporate tool. Often people create faces that are anxious and alienated. The process of looking inwards and transforming difficult issues helps them access their intuitive, imaginative skills.

**Interviewer:** Why do you believe such an unconventional approach to seminars has caught on?

**Maria:** Creativity has become a prized commodity, even in such professions as accountancy. Whereas once we could drag ourselves into work, safe in the expectation of doing nothing more taxing than, er, work, now bosses have other ideas. They have begun to see that if you sit in a boring

meeting in a boring conference room, you will emerge with boring ideas. All companies are hungry for new ideas, but if you push and pull in a pressured atmosphere, there's creative bankruptcy. As companies become desperate to harness creativity and lateral thinking, they are being forced to look at new ways of fostering those talents.

**Interviewer:** Where did such programmes originate from?

**Maria:** The roots of the play industry lie on the other side of the Atlantic. Ten years ago, the marketing firm, Play, pioneered the techniques now taking off here in Britain. Staff at Play invent their own superheroes and costumes. They have an office playroom and a company dog which is picked up for work even when its owner is away, and there are no conventional job titles. Instead, employees have business cards printed with peculiar slogans such as 'What if?' and 'Voice of reason'. When you turn work into a place that encourages people to be themselves, have fun and take risks, you unleash their creativity. It all comes down to employers having at last realised that a happy team is a creative one. Funnily enough, excuse the pun, most of the companies that sign up are the ones that have least need for it; young, gung-ho firms in new media and advertising. They do a lot of presentations, but their workers do them in a linear way. Creativity programmes make them think laterally. Some companies send people on adventure excursions. Creativity groups are another way of getting people focused and excited.

**Interviewer:** The Humberside Training and Enterprise Council found that storytelling workshops breed confidence. How so?

**Maria:** Storytelling workshops are particularly beneficial in confidence building. There was one woman who presented a story about how nervous she felt giving a presentation to the board. She said she felt like a rabbit caught in the headlights and her teeth felt too big for her mouth. So, we acted out a story with her as the rabbit. The humour of it allowed her to overcome that fear. These days, we are seeing everything from mime, circus skills and comedy to finger-painting. It all sounds worryingly New Age, but our company has been called in by such conservative and long-established corporations such as Smith-Kline Beecham, Hedron, Chesterton Property and government agencies. It has also worked with staff at the Industrial Society. We asked them to describe the society as if it were a landscape. At first, everyone talked about how it was a beautiful, serene place. Then someone described a bog, another a volcano about to erupt. It's all about encouraging better communication. The benefits are tangible. We've had lots of feedback about how staff bring more passion and ideas to their work. They take more risks and are more honest.

PAUSE 10 seconds

*Now you'll hear Part Three again.*

TONE

REPEAT Part Three

PAUSE 5 seconds

*That's the end of Part Three.*

*Now turn to Part Four.*

PAUSE 5 seconds

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### Part 4

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*You will hear two travel writers, Susan and Edward, talking about the best way to deal with luggage when travelling. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree. Write S for Susan, E for Edward, or B for both where they agree.*

PAUSE 30 seconds

TONE

**Interviewer:** Today, we will be talking about something that is a problem for many of us; how to travel without worries about our baggage! With me is travel writer Susan Tole, and Edward Howell, best selling author of *'The Practical Nomad'*. Susan, as a veteran of innumerable trips around the globe, what advice can you give to the less experienced?

**Susan:** Well, probably, the first thing to consider is the reason for your trip. There's a world of difference between going on a three-day business trip and setting off on a three-month expedition up the Amazon, for instance. But I think that essentially, wherever you're going and however long you're intending to stay, you should aim to travel light.

**Edward:** That's easier said than done – particularly for someone like me. But it's sound advice. I just happen to be one of those unfortunates who tends to imagine every possible eventuality and has to be persuaded not to take clothing and equipment to cope with every one of them. You know... along the lines of, 'I might need to buy a loaf of bread, so I'd better pack a bread knife!' But that said, I think that if you're not careful, you can spend a lot of your energy hauling large bags around and particularly if you are going to use buses or trains, or even worse ferries, your luggage can become a burden and restrict your movements considerably.

**Susan:** Well, I've learnt from bitter experience! In fact, I used to be one of those people lugging huge bags on and off ferries! Most people today travel by plane, though, and that can be a problem. You seem to spend enormous amounts of time queuing to check in, then hanging around at the other end to collect your baggage. Which brings me to my second piece of advice – only take what you can carry onto the plane with you!

**Edward:** How on earth can you take enough with you for a long stay abroad in one piece of hand luggage? Come on, I don't believe it's possible.

**Susan:** Well, my system is that I pack whatever is absolutely essential – personal things, a couple of changes of clothes – always lightweight, and my laptop of course, and then I buy at my destination. Anything too bulky to pack, I wear! I've found it works very well, and I simply don't have to worry about luggage, nor do I waste time at airports.

**Edward:** Personally, I wouldn't plan to take anything onto a plane. Planes are uncomfortable enough without cluttering yourself up with hand luggage. Most people, myself included, are going to have something to put in that can't be taken into the cabin, so rather than have it confiscated at the last minute it's preferable just to check everything in. There's the security angle, too. Airport security is getting much tighter and a lot of items are no longer permitted. They do random checks on passengers now, so the time you save by not waiting to collect luggage at your destination is wasted at your point of departure by having to wait while your bag is searched.

**Susan:** Oh I don't know ... I think you still gain in the end. I mean if, as it is for us, travelling is a profession, time is at an absolute premium and you have to get through the formalities, so you can get on with the real purpose of your trip, which is to see and record your experiences of the place you're in.

**Edward:** Which brings us back to packing! You need to be well-equipped to be able to go everywhere you want easily. Anyway, what's the matter with the formalities ... it's all part of experiencing somewhere new.

PAUSE 10 seconds

*Now you'll hear Part Four again.*

TONE

REPEAT Part Four

PAUSE 5 seconds

*That's the end of Part Four.*

*There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is one minute left, so that you're sure to finish in time.*

PAUSE 4 minutes

*You have one more minute left.*

PAUSE 1 minute

*That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.*



## Practice Test 2 – Paper 4 Listening

*This is the Certificate of Proficiency in English Listening Test. Test 2.*

*I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions.*

*At the start of each piece you'll hear this sound:*

TONE

*You'll hear each piece twice.*

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

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

PAUSE 5 seconds

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### Part 1

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

PAUSE 5 seconds

*You will hear four different extracts. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.*

#### **Extract One**

PAUSE 15 seconds

TONE

**Man:** Soon after my parents were demobilised from the armed forces, they were lucky enough to be allocated a council house on one of the new estates that were springing up in the early fifties.

Our house was in Essex and I look back with fond memories of a happy childhood there. As a pre-teenager I used to spend the summer holidays working on the farms surrounding our estate. A short walk and I'd be listening to the rustic Essex accents of the farm workers, instead of the estuary English of the estate. Adventure playgrounds were unknown then; homes and schools were a top priority, so we devised our own adventures. Nearby was an old abandoned army camp. That became our battleground where we re-enacted the conflicts we'd heard our parents speak about. The local gravel pit became our swimming pool. Nearby quarries, where chalk had been extracted for the cement

works, had left a series of tunnels, which became our 'caves' and we spent hours exploring them. Nobody had thought of vandalism then; we were far too busy doing other things!

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

#### **Extract Two**

PAUSE 15 seconds

TONE

**Woman:** Well, I agree but if he doesn't want to go to school, there's not a lot I can do about it. At least he's out there earning some money.

**Man:** Well, according to the law, he hasn't got a choice. He has to go or they may prosecute you. Isn't he interested in leaving school with some qualifications?

**Woman:** What's the point, there aren't any jobs around here anyway.

**Man:** You said earlier that he's out earning money. What does he do?

**Woman:** Scrap metal, mostly. At least he's getting some experience of the real world instead of leaving with the idea that a piece of paper will guarantee him a job.

**Man:** That's true I suppose. Until John turns sixteen, though, it's your responsibility to see that he attends regularly.

**Woman:** Look, it's not that I like it, but what am I supposed to do? He just flatly refuses to go. He's too big for me to go marching him off every morning.

**Man:** It might seem unfair, but that's the law. It is your responsibility whether you like it or not. Would he be interested in some sort of compromise, do you think? Perhaps the Education Authority would be prepared ...

PAUSE 5 seconds

TONE

REPEAT Extract Two

PAUSE 2 seconds

#### **Extract Three**

PAUSE 15 seconds

TONE

**Man:** If birds won't let you approach them, get them to come to you by setting up your own feeding station. Birds rely heavily on the food and water we provide, especially in winter. The key to success is to provide a good selection of

food, which will attract a wide range of species. Depending on where you live, you may get unusual visitors such as nut hatches, woodpeckers and even the exotic ringnecked parakeet. The best way to observe a wide range of species is to find a place you can visit on a regular basis. Explore the area within a couple of kilometres of your home and look for a self-contained habitat with a good range of resident species and the potential to attract passing migrants. Visit as often as you can and keep detailed records of your observations. You'll gain a real insight into the behaviour and habits of your local birds.

PAUSE 5 seconds

TONE

REPEAT Extract Three

PAUSE 2 seconds

**Extract Four**

PAUSE 15 seconds

TONE

**Reporter:** Fears are growing for the safety of horses and riders at today's Olympic show-jumping final.

Torrential rain has turned the course into a morass, days after the disastrous start to the competition, when two horses fell and no horse was able to gain a clear round inside the time. Following more heavy rain, the riders were skating around the arena on Tuesday.

Diane Rawlins, Britain's dressage coach, stated that drainage was a problem there, with surface water everywhere. Britain's Geoff Billington, riding It's Otto, attacked the state of the ground, saying that for an Olympic surface it was disgusting. Team-mate Michael Whitaker says that he will be putting studs in his horse's shoes.

Show organisers blame Olympic officials for banning the use of rubber, PVC or gel when laying the arena. Britain's Kirsty Mephram, who rides Dikkilou, said that at first she thought he would cope, but he lost confidence. She feels that this has meant their worst performance for some time.

PAUSE 5 seconds

TONE

REPEAT Extract Four

PAUSE 2 seconds

*That's the end of Part One.*

*Now turn to Part Two.*

PAUSE 5 seconds

## Part 2

*You will hear a radio programme about a family who gave up their suburban lifestyle for a life in the country. For questions 9-17, complete the sentences with a word or short phrase.*

*You now have forty-five seconds in which to look at Part Two.*

PAUSE 45 seconds

TONE

**Interviewer:** Good morning Evan, and welcome to the programme. Now, I'm sure everyone listening today envies the kind of lifestyle you have, but they probably feel that it's just too much of a risk. Tell us what made you opt for it and what advice you would give to those who may be contemplating it.

**Evan:** Well, in 1998, I found myself facing mounting job insecurity and decided to take voluntary redundancy, before I was pushed, you might say. I was a further education ecology lecturer and my wife Nina an office manager, living in suburban Guildford when we decided to move to the country. Using my redundancy money to pay off our existing mortgage we used what was left to buy our smallholding in Cornwall.

It's a moderate-sized bungalow on a considerably larger piece of land, tucked into a shallow depression in the hillside, overlooking a spectacular sweep of valley. If it's a clear day, you can see 24 kilometres to St. Austell from the lounge window. The nearest village to us is Lanner, which has a school, a church and one shop. It's two and a half kilometres from us, so you can see we're pretty isolated.

Our aims and ambitions are to first become as self-sufficient as possible in food and then to grow for local sale. I realise both of these things take time, and because our joint annual income has plummeted from £10,000, we are both seeking part-time employment until our smallholding begins to pay its way, which actually could take several years.

In the meantime, there's more than enough work to keep us busy. At the moment, I'm building fences to stop our experimental herd of six sheep getting into the neighbour's fields and building irrigation channels for the orchard we hope to plant. Nina is using knowledge she gained from a crash course in market gardening and protected cropping techniques to prepare the ground for an extensive garden. All back-breaking stuff! You see, although we want to end up as independent as possible, we don't want to be like some people who try to live outside society. We want to contribute, it's just that we've moved away from the traditional career ladder towards seeing what kind of simpler, greener life we can achieve in a rural community. We're not the only people who have opted for this way of life, we've simply joined the band of disillusioned

professionals who have left the insecurity of work to "downshift". We do feel that we are better prepared than most for life in the slow lane because we've always shared a strong streak of independence by shunning cars and only buying a TV set for Catriona, our daughter's sake. In Guildford, we also grew our own vegetables.

I suppose it's been the biggest gamble of our lives, but it doesn't feel like that although there are compromises. Our biggest has been to buy a car, which we swore we'd never do, but it's just too dangerous for our daughter to cycle to school down narrow country lanes, especially in winter. I try to combine the school run with other chores and we make our own entertainment and spend little. Although we don't grow much food yet, we already lead a more sustainable lifestyle, and leave less of a mark on the planet, which is hugely satisfying.

My advice to other would-be 'downshifters' would be not to expect miracles overnight. It can be quite isolating, so you have to be very resilient. You may miss the theatre, the cinema and even the buzz of city life, but the rewards are enormous. This way of life is a valuable contribution towards a more equitable, balanced society.

PAUSE 10 seconds

*Now you'll hear Part Two again.*

TONE

REPEAT Part Two

PAUSE 5 seconds

*That's the end of Part Two.*

*Now turn to Part Three.*

PAUSE 5 seconds

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### Part 3

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*You will hear an interview with Haile Gerselassie who recently won an Olympic gold medal. For questions 18-22, choose the answer (A, B, C or D) which best fits what you hear.*

*You now have one minute in which to look at Part Three.*

PAUSE 1 minute

TONE

**Interviewer:** Ethiopia has a vibrant, resilient side that does its best to help itself despite the odds. Of course, this more positive, less dramatic side of Ethiopia doesn't tend to make news headlines. With one exception. And his name is Haile Gebrselassie.

Haile Gebrselassie currently reigns supreme as the world's

greatest distance runner. He has set 15 world records and at the Sydney Olympics he retained the Olympic Gold medal he first won in 1996 for the 10,000m, with a breathtaking, last minute spurt of energy. Haile, you're the latest in a long line of talented runners to come out of Ethiopia, what is it that gives Ethiopians an edge when it comes to running?

**Haile:** It's not just Ethiopia. Athletes from other Rift valley countries also seem to have an advantage too. The most likely explanation is that we live and train at high altitudes. I've been told that having been born in the mountains means that our bodies have already compensated for the lack of oxygen by having bigger lungs and more red blood cells. More blood cells means more oxygen can get to the tissues. Our cells seem to work more efficiently, too, as they make better use of oxygen and glucose is burned up faster. The overall result, I suppose, is a much-improved circulation.

**Interviewer:** Couldn't other athletes just train in the mountains until they've acclimatised?

**Haile:** Other runners have tried in the past, but it isn't as simple as that. Runners who weren't born and raised in the mountains often experience altitude problems such as vomiting and giddiness, when they return to sea level.

**Interviewer:** Well that explains your incredible aerobic ability, but what can you tell us about your running style, which has been described as, well, peculiar? No offence meant.

**Haile:** None taken, I've heard that said too often to take offence. My speciality is in the 10 kilometre events and there is a good reason for that. Every day, I used to run to and from school in Asela - a distance of 10 kilometres. Even now, I still run as if I were carrying my homework, with one arm raised slightly higher and closer to my body than the other.

**Interviewer:** Asela has become a sort of breeding ground for long-distance runners hasn't it?

**Haile:** It's probably a question of circumstances as well as altitude. Other children have video games and computers, televisions and stereo systems. They have parents with two or three cars, who will drive them to school, to the movies or to their friends' houses. Where I was born we ran. We ran because we loved the sensation of running - which was fortunate, as we also ran because we had no choice.

**Interviewer:** Obviously, it worked for you. Tell me about the Global Adidas running club in Addis Ababa.

**Haile:** We set this up. My equipment sponsor and I wanted to plough some money back into the sport. We recruit between 70 and 80 young men and women who are regarded as the best athletes in Ethiopia. The best of these get a monthly allowance. Now, there are runners everywhere in the hills. As I go for my morning run, I see 50 running along the road, when before there would be only a few. We bring the best here from my home region of Asela; it's much easier to co-ordinate the training here in Addis Ababa. We are also planning a training camp at a higher altitude, in the hills above Addis.

**Interviewer:** If you come from an Ethiopian highland region and prove to be the best in your school, then go

on to beat all the others in your region, you're in for a shot at being the best in Ethiopia. And chances are, as the athletic records show, that would make you the best in the world. Thank you Haile.

PAUSE 10 seconds

*Now you'll hear Part Three again.*

TONE

REPEAT Part Three

PAUSE 5 seconds

*That's the end of Part Three.*

*Now turn to Part Four.*

PAUSE 5 seconds

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### Part 4

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*You will hear two critics, Pam and Oliver, talking about a recently deceased actress. For questions 23 - 28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree. Write O for Oliver, P for Pam or B for both, where they agree.*

*You now have thirty seconds in which to look at Part Four.*

PAUSE 30 seconds

TONE

**Interviewer:** As most of you probably already know, today marks the anniversary of the passing of one of Hollywood's best-loved actresses, Imogen Coca. Here with me today, is Pam Albright, film critic for *Entertainment Today* and Oliver Cromgood, critical voice for *Flicks of Fancy*. Pam, let's start with you. We are all aware of the incredible success that Imogen enjoyed as a leading lady on both stage and screen. Tell me, to what do you attribute Imogen's lasting popularity?  
**Pam:** Well, Sam, I think it would be pretty hard to put my finger on any one thing that made Imogen so incredible, but if I had to, I'd put it down to her almost instinctive ability to delight audiences with her over-the-top take-offs of current topics. Her ability to parody the weaknesses of almost anybody and anything is legendary, nobody escaped that sharp tongue.

**Oliver:** Well, I certainly wouldn't argue with you about her bling wit, but I don't know if I'd say that that was what endeared her to the public. I mean, the woman had this incredible energy, she could enter a room and you could almost hear the hum of electricity that she emanated. On stage, in front of the cameras, and even in her everyday life, she just exuded dynamism. People were drawn to that. I mean, they wanted a piece of it.

**Pam:** Fair enough, good point. She was an incredibly charismatic individual, but still ...

**Oliver:** And that charisma carried over into her work. Imagine, Sid Caesar himself was heard to say something like ..."um how did it go?... right, got it. He said", "the times we shared meant the world to me." Those are big words from an even bigger man. I mean, the woman was an overnight sensation. From the time she first appeared on stage, she had audiences eating out of her hand.

**Pam:** That's a bit strong, don't you think Oliver? Overnight sensation? Imogen paid her dues. She was virtually unknown until the broadcast of the "Admiral Broadway Revue" in '49. There was a long time before that spent auditioning in cold, draughty theatres and rehearsing in damp, musty dance halls. You'd have to agree with me on that one, Oliver.

**Oliver:** Well, yes ... there might have been a few years when Imogen must have felt like chucking it all in and becoming a wife and mother or something normal like that. What I mean is, at that time it wouldn't have been a particularly good career move on her part. It wasn't an image that would have gone down very well with her fans.

**Pam:** Well actually, Oliver, she not only thought about it, she did it. It was during those hungry years, I suppose we could call them, that Imogen married her first husband, Robert. You're right, though, that she never risked her career by having children. Not right then, anyway.

**Interviewer:** Oliver, what was your favourite Imogen character?

**Oliver:** Oh, that's an easy one. Everybody's favourite must be Imogen's Mrs Hickenlooper. Hilarious, simply and utterly hilarious, audiences couldn't get enough of it. People were repeating her lines to each other for days and months afterwards.

**Pam:** Hilarious yes, but come on, Oliver, what about her portrayal of Grindl in the '63 classic. That made you laugh too, but there was more to it than that. With Mrs Hickenlooper you laughed because it was very funny, but that was all. With Grindl she went much deeper than just comedy. The character was just as funny as Mrs Hickenlooper, but when you stopped laughing, you started thinking. There was a lot of social comment there, which makes Grindl much more important than Mrs Hickenlooper.

PAUSE 10 seconds

*Now you'll hear Part Four again.*

TONE

REPEAT Part Four

PAUSE 5 seconds

*That's the end of Part Four.*

*There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is one minute left, so that you're sure to finish in time.*

PAUSE 4 minutes

*You have one more minute left.*

PAUSE 1 minute

*That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.*

### **Practice Test 3 – Paper 4 Listening**

*This is the Certificate of Proficiency in English Listening Test. Test 3.*

*I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions.*

*At the start of each piece you'll hear this sound:*

TONE

*You'll hear each piece twice.*

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

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

PAUSE 5 seconds

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#### **Part 1**

---

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

PAUSE 5 seconds

*You will hear four different extracts. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.*

#### **Extract One**

PAUSE 15 seconds

TONE

**Speaker:** Now ... haiku. Haiku, as you are all well aware is a genre of poetry, and to be more precise, haiku is a form of Japanese poetry. It is most notable for two essential

elements; firstly, its compression, that is, its concise, compact structure. The entire poem consists of a mere three lines. Despite appearing uncomplicated though, it insists on a stringent syllabic rhythm. Traditionally, a haiku presents a pair of contrasting images, one suggestive of time and place, the other a vivid but fleeting observation. Working in conjunction, they evoke both mood and emotion. This is a type of active poetry in the sense that the poet never comments on the connection between the images, but instead presses the reader to see the synthesis between the two contrasting images.

In the 15th and 16th centuries, haiku was considered the private domain of Zen Buddhists. In a more modern context, the precise nature of haiku has had a strong influence on the 20th century Anglo-American poetic movement known as imagism. The writing of haiku is still practised by thousands of Japanese who annually publish outstanding examples of haiku.

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

#### **Extract Two**

PAUSE 15 seconds

TONE

**Woman:** Now, George, calm down. I know you always had high hopes for Rob, but that doesn't mean he has to follow in your footsteps. Haven't you always emphasised, and quite rightly, that he needs to be independent. What's wrong with being a professional musician anyway?

**Man:** Is that what you'd call someone playing in a rock band! He looks down his nose at me and my colleagues but imagine where we'd all be now if I hadn't knuckled down and worked hard. Where does he think the money for the music lessons came from in the first place?

**Woman:** Oh George, don't be so pompous!

**Man:** Pomposity has absolutely nothing to do with it. These days, you need credible qualifications to succeed in life.

**Woman:** Well, George, there are a great number of very well-known people who have none ...

**Man:** What does a seventeen-year-old know about life? I'm sorry but ...

**Woman:** Would you please stop this and get back to the subject! Rob has made up his mind and I think the least we can do is to back him in his choice. After all, he is a mature, well-balanced individual who doesn't act on impulse. I'm sure it was a well thought-out decision.

PAUSE 5 seconds

TONE

REPEAT Extract Two

PAUSE 2 seconds

**Extract Three**

PAUSE 15 seconds

TONE

**Speaker:** Total colour blindness, in which all hues are perceived as variations of grey, is known as achromatopsia or monochromatism. This is a far more serious defect than partial colour blindness and fortunately, extremely rare. Unlike simple colour blindness, monochromatism affects men and women equally. Partial colour blindness, called dichromatism, consists generally of the inability to differentiate between the reds and greens of the colour spectrum, or to actually be unable to perceive reds or greens. Dichromatism is the most common form of colour blindness, affecting about 7 per cent of men and less than 1 per cent of women, and is normally a hereditary characteristic. It is interesting that the vision of most colour-blind people is normal in all other respects. They can generally learn by experience to associate colours with varying sensations of brightness. Consequently, many people live their lives without even being aware that they are colour-blind! Some only discover that they have the condition when they take obligatory tests like obtaining driving licenses or when applying for certain jobs in which colour distinction is necessary.

PAUSE 5 seconds

TONE

REPEAT Extract Three

PAUSE 2 seconds

**Extract Four**

PAUSE 15 seconds

TONE

**Speaker:** If I could continue please ... As the 19th century progressed, more and more farmers who relied on the adverse terms of credit advanced by money lenders, were reduced to bankruptcy and many were ultimately forced to sell their land. The power of large land owners and merchants then drove or kept many individuals from ownership of land. By the 1840s, thousands of landless people were forced into dependent employment as farm labourers or workers on the construction of roads, canals and railways. The fact that many individuals were unsuccessful in the pursuit of employment is shown by the

high rate of migration within the country and by emigration to other countries. In their new countries, despite the fact that the lives of so many people at this time had been affected by capitalist institutions, priorities of work and life were not ordered strictly in terms of economic criteria. Cultural factors were important. Upper Canadians, for example, who mainly came from the British Isles, had been exposed in their native lands to the protestant ethic and its positive enjoyment of hard work and frugality. Thus, considerations of what was useful, rather than what could be exchanged on the market, were also important in the production of goods.

PAUSE 5 seconds

TONE

REPEAT Extract Four

PAUSE 2 seconds

*That's the end of Part One.**Now turn to Part Two.*

PAUSE 5 seconds

---

**Part 2**


---

*You will hear a radio report about a species of shark called a Great White. For questions 9-17, complete the sentences with a word or short phrase.*

*You now have forty-five seconds in which to look at Part Two.*

PAUSE 45 seconds

TONE

**Presenter:** Few people have seen a shark breach. But in South Africa, where it is generally known as the 'blue pointer', its breaching, or leaping high out of the water, is well known enough for local fishermen to call it the 'grasshopper shark'. However, it's quite rare to see a breaching – and even rarer to capture it on film. Ralf Kiefer has done just that and spent hours of waiting in a cramped boat off Seal Island in False Bay, South Africa. Ralf, why Seal Island?

**Ralf:** Well, Seal Island is home to 64,000 South African fur seals – the Great White's favourite wintertime prey. The depth of the water around the island gives the shark enough space for a vertical rush upwards at the seals on the surface. Elsewhere, where the water is shallow, Great White typically catch seals in a horizontal rush.

The key to a successful shark attack is the element of surprise. If the chosen prey becomes aware of the shark's presence and turns to face it, the shark will not usually attempt the attack. Seals have very sharp teeth and sharks are very protective of their eyes! So the Whites may use the

breaching technique as a method of surprising the seal. I waited for some hours using a dummy seal as bait to try and trick a shark into attacking it. I was about to give up when a magnificent female Great White suddenly burst out of the water at a 45 degree angle, uncovering her body's full length in less than a second, before flipping over – this happens because their weight is concentrated around their heads – and plunging back into the sea. I could even see the five rows of razor sharp teeth. Well, the dummy seal was destroyed, but I got the pictures!

Sharks are strange creatures, you know. They evolved 200 million years before the dinosaurs and their highly sophisticated template has remained virtually unchanged for the past 70 million years.

They are all very vulnerable to exploitation, though, and a few species are critically endangered in some parts of the world. Some have declined by 90 per cent over the last few years as they've become the most valuable product in the ocean. One fin from a shark can earn £15,000. And finning is big business, especially in the Far Eastern markets, where shark fin soup is an expensive delicacy reserved for special occasions. Shark meat has little commercial value, though, so once the fin has been taken the shark is thrown overboard rather than kept for food.

You see, sharks have never evolved a defence against that sort of systematic slaughter. It takes many species 15-20 years to reach reproductive maturity. Even then, a female shark will not produce great shoals of offspring. They breed only every two years and each female gives birth to just four to six pups at a time, nowhere near enough for the population to recover from the butchery it faces.

If we are going to save these extraordinary creatures, a massive change in attitude towards them is needed. They are not brutal monsters to be feared, but vulnerable fish that have swum the world's oceans for millions of years and are now in desperate need of protection.

PAUSE 10 seconds

*Now you'll hear Part Two again.*

TONE

REPEAT Part Two

PAUSE 5 seconds

*That's the end of Part Two.*

*Now turn to Part Three.*

PAUSE 5 seconds

---

**Part 3**

---

*You will hear an interview with Marion D'Souza about homes exchanged for holidays. For 18-22, choose the answer (A, B or C) which best fits according to what you hear.*

*You now have one minute in which to look at Part Three.*

PAUSE 1 minute

TONE

**Presenter:** Our guest today is Marion D'Souza who works for a company that specialises in arranging house swaps, called strangely enough, 'Houseswaps UK'. Marion, welcome.

**Marion:** Thank you, I'm happy to be here.

**Presenter:** Now Marion, when we talk of home exchanges, it's hard to imagine allowing complete strangers to take over your home for a couple of weeks. Isn't it a bit risky?

**Marion:** That's precisely why agencies like ours have come into being. In order to get a good match, we ask potential clients to fill in a form to obtain a myriad of details; dates available, type of home, location, number of rooms and other personal details. We also require details of the owner's profession, their families and where they would prefer to go for their holiday. That way we try to ensure that people have suitable accommodation for their holidays.

**Presenter:** Does any money change hands?

**Marion:** Not between clients, but of course we have to recoup the cost of maintaining our database and the cost of producing the catalogues. These come out every four months and we charge £50.00 per copy.

**Presenter:** Isn't that a bit expensive?

**Marion:** Not really when you consider we also indemnify against any damage to homes and that's included in the cost. People are happy to pay for their peace of mind. You have to remember that we are a growing business and like any other business, we have to make a profit in order to survive and expand.

**Presenter:** What sort of people are attracted by the idea?

**Marion:** At present, it seems to be very popular with professional, middle class people, particularly the teaching profession and the world of education generally, but as it catches on, I would expect to see people from all walks of life involved. It is particularly recommended for families with young children. When on holiday, accommodation expenses comprise a relatively large part of the holiday budget – if we can succeed in attracting people to Britain on exchange schemes, I believe that local economies can only benefit in the future.

**Presenter:** What else do you do to make sure that customers are satisfied?

**Marion:** On the last page of every catalogue, there is a questionnaire. We ask people who have been on our

exchanges to fill it in and send it back to us at the end of their holiday. Take this one, for example. Let's call her Ana, from Malaga, in Spain, who has been involved in house swapping for the last four years. The first two summers she went to France, the following two summers were spent in Scotland and Holland respectively. She says that despite her initial misgivings, she now recommends it to her friends and associates. She's added that it's made her want to upgrade her own house! So, you see, we take great care to ensure that our customers are satisfied and happy with the arrangements. Her comments are from just one of the many questionnaires returned to us every season. So far, they have all been favourable and many people have suggested ways to make our service even more efficient.

**Presenter:** Is home swapping getting to be big business then?

**Marion:** Oh yes, our last catalogue contained more than 15 thousand entries! Since we started the scheme, business has increased by 20 per cent every year. We cover thirty countries in Europe and elsewhere and we are still expanding. The number of Spanish families participating in such a scheme, however, is still less than 200 so there is room for us to improve there. By the way, each client can expect to receive between 15 and 20 proposals, but not everybody wants to stay in a tourist area; often they would like to go abroad but would prefer a quiet holiday.

**Presenter:** Thank you, Marion.

PAUSE 10 seconds

*Now you'll hear Part Three again.*

TONE

REPEAT Part Three

PAUSE 5 seconds

*That's the end of Part Three.*

*Now turn to Part Four.*

PAUSE 5 seconds

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#### Part 4

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*You will hear two doctors talking about a new theory of autism. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree. Write S for Simon, L for Liz or B for both, where they agree.*

*You now have thirty seconds in which to look at Part Four.*

PAUSE 30 seconds

TONE

**Interviewer:** Today, we're discussing the condition of autism and a form of the condition, Asperger's syndrome. With me in the studio are Simon Baron – a clinical psychologist at Cambridge University and our medical reporter Dr. Liz Else. Dr. Baron leads the first team to have come up with a simple test for autism. The clinical research which shaped the test has helped to forge a new theory of autism and a fresh approach to it.

**Liz:** Are you now saying that autism isn't necessarily a disability?

**Simon:** Classic autism is a disability, because it causes social and communication difficulties and also involves learning difficulties or language delay. But with Asperger's syndrome, it's not that simple. Clearly from the parents' or teachers' perspectives, a child's odd behaviour is a disability. But that may be saying more about the environment in which that individual finds him or herself, than about the condition.

**Liz:** I believe that from the perspective of a person with Asperger's syndrome, they just seem to be different, not disabled. I know socialising isn't their strong point and they'll readily admit to it, but their social ability or lack of it, is only a problem in an environment where everyone is expected to be equally socially able, wouldn't you say?

**Simon:** Exactly. A good example of this is a recent book about Asperger's, by Liane Holliday Willey, who has the condition, called 'Pretending to be Normal.' That's how hard most people with Asperger's are trying to adapt.

**Liz:** Personally, I don't see why people with autism should change to fit society. Don't you think that society should change to suit them?

**Simon:** Well, I believe society does have to change to some extent. Society often rejects these people and children especially have a hard time of it at school. They're very often ridiculed by their classmates, they've even been asked to leave the school if they are too difficult for their teachers to manage.

**Liz:** So, I suppose that's one thing society could do, they could educate teachers and other children at school, inform them about how people with this syndrome behave. After all, they have to be accepted if they're to come into their own.

**Simon:** Well, in today's highly technological, industrial society they are certainly leaving their mark. There are niches opening up to them, especially in subjects such as computer science where attention to detail is crucial. People with Asperger's are often excellent in this respect. So in some fields, autistic traits, at a certain level, may not necessarily have a cost and could definitely be a benefit.

**Liz:** They do have a deep interest in detail, but how would you feel about them working in, say, air traffic control? It's not only a matter of technical detail here, but equally someone who can react to change. I don't think it would suit anyone with Asperger's, because the social element might make this area too unpredictable.

**Simon:** Most of these people do opt for a field that is highly



systematised and predictable but again there are some who don't panic at the unexpected, so long as they can see the logical problem. Let's say, if a light on a control panel is flashing more than it should be, they would start considering all the possibilities, whereas the rest of us are thinking, 'help'.  
**Liz:** Yes, I suppose when a new business or project is set up you need a team of people with complementary skills. Some people have to be people-centred, whereas others need to be product or system-centred, and connect with the nitty-gritty detail of the product or system. In this case, a person with Asperger's syndrome would blossom.

**Interviewer:** I must interrupt you there, I'm afraid we've run out of time. Thank you both for joining me and we look forward to a continuation of the subject in next Monday's 'Medical Opinion'.

PAUSE 10 seconds

*Now you'll hear Part Four again.*

TONE

REPEAT Part Four  
PAUSE 5 seconds

*That's the end of Part Four.*

*There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is one minute left, so that you're sure to finish in time.*

PAUSE 4 minutes

*You have one more minute left.*

PAUSE 1 minute

*That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.*

### Practice Test 4 — Paper 4 Listening

*This is the Certificate of Proficiency in English Listening Test. Test 4.*

*I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions.*

*At the start of each piece you'll hear this sound:*

TONE

*You'll hear each piece twice.*

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

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

PAUSE 5 seconds

#### Part 1

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

PAUSE 5 seconds

*You will hear four different extracts. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.*

#### Extract One

PAUSE 15 seconds

TONE

**Woman:** I love it when I hear people gushing about their experiences at university, 'Oh, they were the best years of my life'. It's all very well for those people who were born with silver spoons in their mouths to sit and reminisce and endlessly romanticise about those years spent in scholarly pursuit. Most likely, the only thing half of them were pursuing was a potential husband! I'll tell you, if they had had to work a forty-hour week and still attend lectures and seminars, they'd be singing a different tune about the good old times. I remember when I was working for a book binding company ... it must have been in my second year, I was working the afternoon shift, you know, four to twelve. Anyway, I had to read *Beowulf* for this English course. Well, because I had had so much other reading to do, I knew I'd never have the poem read for the next day. All I can say ... is thank goodness for room-mates. You see, my room-mate worked for the same company as me. I couldn't look up from what I was doing, or I might have lost a couple of fingers, whereas she was doing this mundane task where she could still look around. You know, she spent the next eight hours reading *Beowulf* aloud to me.

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

**Extract Two**

PAUSE 15 seconds

TONE

**Man:** It's so easy for couples to quarrel, though, isn't it? You know the scenario – the husband comes home a little jaded, a little on edge. So, when something trivial isn't quite right – the dinner isn't all that good, for example – he starts complaining.

**Woman:** Sounds all too familiar – the wife defends herself and brings up the ridiculously small amount of money she has to run the house on and the fact that she needs a new cooker ...

**Man:** ... and before they know what's happening, all kinds of other things are coming up. In-laws, money, broken promises from the time before they got married and since their marriage, anything in fact.

**Woman:** And, in the end nothing is settled and both sides have new ammunition to make the next quarrel even more vicious.

**Man:** Hmm ... there's really no way out of it except to break the cycle. Stopping and thinking about whether it's really worth it before launching into an offensive!

**Woman:** Yes, and very often it isn't. In fact, it's probably something you'd laugh at if you hadn't been in such a bad mood to begin with.

PAUSE 5 seconds

TONE

REPEAT Extract Two

PAUSE 2 seconds

**Extract Three**

PAUSE 15 seconds

TONE

**Man:** The fire of London was the worst fire in all of the city's history.

It began when an oven was inadvertently left unattended in the house of the King's baker in Pudding Lane, near London Bridge. A violent east wind encouraged the flames, which raged during the whole of Monday and part of Tuesday. On Wednesday, the fire slackened and on Thursday it was extinguished. However, on the evening of that day, the flames again burst forth at the Temple. Using gunpowder, some houses were blown up at once, and so the fire was finally mastered, leaving thousands homeless.

Within a few short days of the fire, three different plans were presented to the King for the rebuilding of the city, however, none of these plans to regularise the streets was ever

adopted, and, in consequence, the old street lines were in almost every case retained. Nevertheless, Wren did begin work on his greatest work, the new St. Paul's Cathedral and the many churches which ranged around it as satellites. In the 1670's, The Monument, a huge commemorative column was erected close to the source of the blaze.

PAUSE 5 seconds

TONE

REPEAT Extract Three

PAUSE 2 seconds

**Extract Four**

PAUSE 15 seconds

TONE

In the six years since its opening, the Doug Carrick-designed Angus South Course has been upgraded to Best New Golf Course of the Year to the 14th Ranked Course in Canada. In fact, since its inception in 1996, the course has been enjoying overwhelming popularity and success. An unprecedented number of new members, and an influx of weekend golfers keep the finely trained staff at the course on their toes. In fact, it was this ever-increasing membership that prompted management to open the brand new Angus Glen North Course. Angus Glen South, the existing course, is a wonderful combination of natural meadows and rolling terrain, which together have created an unsurpassed championship layout. Water comes into play strategically at several holes, as the Bruce Creek flows unencumbered across the property. Sand traps, generously filled with white Ohio sand, grace the luxurious fairways and greens, adding to the challenge of the course. Whether you choose to test out your driving skills on the South Course, or your putting abilities on the new North Course, rest assured Angus Glen will provide all you golfers with an exciting and rewarding experience.

PAUSE 5 seconds

TONE

REPEAT Extract Four

PAUSE 2 seconds

*That is the end of Part One.**Now turn to Part Two.*

PAUSE 5 seconds

---

Part 2

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*You will hear part of a radio talk on an ancient Mesoamerican city and the discoveries that were made there. For questions 9-17, complete the sentences with a word or short phrase.*

*You now have forty-five seconds in which to look at Part Two.*

PAUSE 45 seconds

TONE

I think I'll begin with a small preamble about the monumental ruins of Mesoamerica. This area has long been a humbling testimony to the complex civilisations that once flourished there. Even the names of these peoples evoke a sense of power and mystery; Aztecs, Maya, Zapotecs, Toltecs and so on. But of all the great pre-Columbian metropolises that dot the region, the most magnificent of all belonged to a people who remain nameless.

The Aztecs took over the area some, say roughly, 40 kilometres north of modern Mexico City, in as late as the 15<sup>th</sup> century. They were, of course, convinced that its city had been built by supernatural beings. The Aztec name for the city, which we still use, is Teotihuacan, which in English translates as 'Place of the Gods.'

Until the 1960s, no one realised that Teotihuacan's great Avenue of the Dead was the core of a much larger metropolis. Indeed, at 21 square kilometres and with an estimated population of 150,000, Teotihuacan was the largest city in Mesoamerica in its heyday, and one of the six largest in the world – even larger than Rome. Its political power reached all the way to Mayan city-states, with outposts as far away as Guatemala.

Unlike its Mayan counterparts, though, Teotihuacan has yielded very few inscriptions, and we have not as yet been able to decipher them. Unfortunately, the city's celebrated painted murals don't provide many clues either, so there are very few glimpses of daily life; the best information we have to date comes from a series of mass graves discovered in 1989.

Most of the 150 skeletons found there were buried facing north, suggesting some kind of ceremonial burial had taken place. Most of them had been dressed as soldiers and armed with stone tipped spears and other weapons. More skeletons were discovered within what we call the 'Pyramid of the Sun', but these discoveries only managed to raise as many questions as they answered about Teotihuacan culture. Then earlier this year, some of my colleagues and I made a fantastic find. We decided to tackle the Pyramid of the Moon. Like most Mesoamerican pyramids, this one was built like an onion; they would build a small pyramid, then build a larger one over it and then build a third one after that. This makes the interior almost solid dirt and rubble, with no distinct passageways. It makes the going slow and

expensive. It took us over three months to reach the burial chamber, which is about 27 metres inside the pyramid but it was worth the trouble. No one has ever found a burial of this richness intact at Teotihuacan before. As well as a skeleton, we found, amongst other items, statuettes, at least 15 double edged knives; some pyrite discs which served as mirrors, the remnants of a wooden cage and the skeletons of large cats and some birds.

But it was the human remains that had my attention. Once they have been fully extricated, we will try to determine the individual's age and gender. We will also look for evidence of disease, malnutrition or developmental abnormalities as well as wounds, broken limbs or signs of hard labour and such status symbols as filed teeth. Initially, we thought the individual might have been a ruler or a person of high status, but it may not turn out like that considering that the person, who was probably male, doesn't seem to have any lavish body ornaments.

The real key to unravelling the secrets of Teotihuacan is more digging – a lot more. Our team is still hard at work. Despite this impressive discovery, 95 per cent of the city is still unexcavated. We're just scratching the surface.

PAUSE 10 seconds

*Now you'll hear Part Two again.*

TONE

REPEAT Part Two

PAUSE 5 seconds

*That is the end of Part Two.*

*Now turn to Part Three.*

PAUSE 5 seconds

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Part 3

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*You will hear an interview with Jack Brown, the creator of the very popular cartoon character, Arthur. For questions 18-22, choose the answer (A, B, C or D) which best fits what you hear.*

*You now have one minute in which to look at Part Three.*

PAUSE 1 minute

TONE

**Interviewer:** Anyone surprised that a 25-year-old children's book character could suddenly be transformed into one of TV's hottest animation properties has nothing on Jack Brown, the creator of Arthur, that perennially 8-year-old, bespectacled, all-too human aardvark. Jack, welcome to the show.

**Jack:** Thanks Pat, it's a pleasure to be here. As you said before, no one is more shocked than myself at Arthur's longevity and success. It just amazes me, and puzzles me, that this unlikely character, I mean he is an aardvark after all, could have related so strongly to so many kids and their families.

**Interviewer:** Jack, where did Arthur originate from?

**Jack:** Actually, Arthur has rather humble beginnings. It all started in my son's bedroom. One evening at bedtime, my son complained that he was bored with the same old stories every night and asked me to make something up. Well, I hummed and hawed for a bit, and then just started talking about this aardvark. Arthur's personification and personality came about bit by bit, usually as something in my son's life prompted it. For example, Arthur got glasses at the same time as my boy found out that he was short-sighted. The fact that his friend Arthur wore glasses made him feel better.

**Interviewer:** Can you give us a few details about Arthur's path to success?

**Jack:** Of course. In the beginning, it looked as if Arthur was attractive and endearing only to my son. When the first Arthur book 'Arthur's Nose', was published in 1976, I made the grand total of £68 in royalties in the first six months. I was considering packing in Arthur for good, but I had a change of heart and decided to take him on the road instead. For the next ten years or so, I toured the country, visiting schools and libraries and reading Arthur stories to the children. I think it was their excitement and enjoyment of the character that made me persevere. I mean, by this time my 18-year-old son was pretty fed up with his childhood friend. It would have been strange if he hadn't been.

**Interviewer:** So when did Arthur make his big career move and decide to become a TV personality?

**Jack:** That's an interesting story in itself. You've heard of would-be stars getting their big break when they're spotted by talent scouts as they're waiting at tables or washing cars or whatever? Well, that's pretty much what happened to Arthur. One afternoon, I had just finished an appearance and I was approached by Carol Greenwood, who introduced herself as a producer. She asked me if I'd be willing to work on an animated series starring Arthur. Of course, I jumped at the chance and things took off from there.

**Interviewer:** Did you have any involvement with the actual series?... I mean besides the fact that your brainchild... er, aardvark was the star performer?

**Jack:** Definitely. I was there from the very beginning. Actually, Cinar, the production company, was incredibly open to any suggestions I offered. At our first meeting I said to them that I wanted a really good theme song that both parents and their kids were going to love. Well, I never thought they'd get somebody as big as Ziggy Marley to do the theme, but they did. The show was first broadcast in 1996 and it zoomed to the top of the pre-school ratings charts, and it has stayed there ever since.

**Interviewer:** Have you ever tired of it? I mean...

**Jack:** I must admit there have been times when I have thought about moving on to other projects. For example, after we had been doing the show for a couple of years, we were up to about 65 episodes, we sort of scratched our heads and thought 'have we done enough? Have we done it all.' I was worried that we were overdoing a good thing. The TV company disagreed and hired an independent research team who came back and basically said we should just keep plugging away. They were adamant that we had a product that nobody else had.

**Interviewer:** So is Arthur destined to go down in history?

**Jack:** Let's put it this way, in my heart, I feel that Arthur will be there long after I'm gone.

PAUSE 10 seconds

*Now you'll hear Part Three again.*

TONE

REPEAT Part Three

PAUSE 5 seconds

*That's the end of Part Three.*

*Now turn to Part Four.*

PAUSE 5 seconds

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#### Part 4

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*You will hear two theatre critics talking about modern theatre. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree. Write S for Stephen, L for Lucy or B for both.*

*You now have thirty seconds in which to look at Part Four.*

PAUSE 30 seconds

TONE

**Presenter:** Theatre directors are looking for a wider audience. Should theatres become commercial? That's the question we're looking at today and here to discuss it are two of our leading theatre critics, Lucy Matthews and Stephen Coulson. Stephen, where do you stand on this?

**Stephen:** Well, I think people's idea of the theatre has changed over the years – maybe as a result of TV – but if you really think about it, the theatre has always been very commercial. Shows that don't make money don't last very long, so the question of whether it should become more commercial is the wrong one to ask, I think. It's a question of wider appeal.

**Lucy:** If you look back to early theatre, it was entertainment for everybody and provided a livelihood for quite a few; the

same is still true today. But in the last hundred years or so the theatre has taken on the notion of high culture, somehow set aside from commerce in people's minds.

**Stephen:** It's an elitist idea, which doesn't actually reflect reality because a lot of what is shown at the theatre is very similar to what you can watch in a TV series, but which has taken a very strong hold of people's imagination. That's why there are some people, who, even though they might actually quite enjoy it, will never be persuaded to set foot in a theatre or an opera house because both of them are associated with high status, high culture and an older age range.

**Lucy:** Well, I'm not sure I'd go along with that *never*, I think there are ways, but I'd agree that there is an elitist atmosphere surrounding theatre and opera and this is what some forward-looking theatre managers are trying to break down.

**Stephen:** Which is all to the good, but it's the way in which they are trying to do it which is putting people's backs up. Some theatres are turning themselves into what I can only call 'entertainment centres' with discos, cafes and restaurants entirely unrelated to the theatre itself. You can meet a friend for coffee at the National Theatre, for example, but not go anywhere near a performance. They seem to think that the very fact that the café or disco is in a theatre will draw people in to see a performance, which quite frankly I find very unlikely.

**Lucy:** Well, is it really so unlikely? Think about the way successful shopping centres work. They rent out a large area to a supermarket, people go the shopping centre because they want to go to the supermarket, which has been placed so that in order to reach it, you have to pass as many other shops as possible. These shops, of course, get the passing trade and the whole centre ends up doing well. It works, Simon, it's a sound marketing idea, and though I'd hate to offend people by talking about supermarkets and theatres in the same breath, there's no reason why what works for a shopping centre shouldn't work for a theatre.

**Stephen:** You mean the disco will draw the crowds! Well, I'll keep an open mind on that one ... though obviously the fact that we are talking about this at all means that theatre directors are worried that they may be losing the next generation. My own feeling is that in the same way as people go to the cinema because they want to see the film, they'll go to the theatre because of the play, that's the initial draw. The second is the atmosphere, modern cinemas are comfortable and intimate, theatres are often neither. Some people are trying to change that and make theatres more like cinema complexes, with small, comfortable venues, and most of all, lower ticket prices, so that productions become accessible to all income groups. That's the answer as far as I'm concerned.

**Lucy:** Maybe.....I'm inclined to think a combination is the answer, there are certainly people who are trying every

angle. What is true is that the theatre has to find a new direction, to reinvent itself in a sense.

**Stephen:** Hmm..we'll have to wait and see what happens next season, won't we?

**Lucy:** We will indeed!

PAUSE 10 seconds

*Now you'll hear Part Four again.*

TONE

REPEAT Part Four

PAUSE 5 seconds

*That's the end of Part Four.*

*There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is one minute left, so that you're sure to finish in time.*

PAUSE 4 minutes

*You have one more minute left.*

PAUSE 1 minute

*That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.*

## Practice Test 5 — Paper 4 Listening

*This is the Certificate of Proficiency in English Listening Test. Test 5.*

*I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions.*

*At the start of each piece you'll hear this sound:*

TONE

*You'll hear each piece twice.*

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

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

PAUSE 5 seconds

---

**Part 1**


---

Now open your question paper and look at Part One.

PAUSE 5 seconds

You will hear four different extracts. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

**Extract One**

PAUSE 15 seconds

TONE

**Woman:** What brought me here in the first place? Pure chance really. After my husband died, I needed some time and space to work out my future. Running away really. I found myself in this valley, oh, fifteen years ago, now, just as a curious observer backpacking through. Seeing the poverty that was here at close quarters really made me stop and think. I really felt for these poor people and wanted to do something to help them. That's how I got involved.

Leprosy is a big problem here, and even though it's easy to treat and is curable, many people hide the signs and symptoms for fear of being ostracised. By then of course, the disease has done its damage and the lepers are reduced to begging in the streets.

I live a simple life. I will never give it up, well, not willingly, anyway.

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

**Extract Two**

PAUSE 15 seconds

TONE

**James:** Well, I think it's important that we should provide training for these young people.

**Allison:** Why should we? They all went to school didn't they? Or at least they should have done, but I expect those that slipped through the net skipped school. It was their choice!

**James:** Not always. Some of these youngsters need to feel that they are valued by society, not constantly put down. And being illiterate makes it very difficult to find employment. That's why a lot of them turned to crime in the first place.

**Allison:** Half of these kids were delinquents to start with. That's really why they missed out on their schooling.

**James:** But wouldn't it be better if we tried to put things right while they're here, ... it would give them a feeling that they had something to offer?

**Allison:** OK, but I still think you're being a bit soft on them. What they need is a short, sharp shock.

**James:** That formula has been tried but it didn't really work. We have to stop thinking that these kids are here for **more** punishment. Just being here is the punishment; they're here to be rehabilitated and education is part of that.

PAUSE 5 seconds

TONE

REPEAT Extract Two

PAUSE 2 seconds

**Extract Three**

PAUSE 15 seconds

TONE

After twenty years of bashing out my work on my trusty old manual typewriter, my colleagues persuaded me to get a computer.

'Get the most powerful one you can afford,' I was advised, 'it will change your life!' Impressed by these claims, I went out and bought one.

The salesman assured me that it would be easy to set up all the miscellaneous bits and pieces. After about four hours of trying to make it work, I gave up.

My 12-year-old daughter came to the rescue and achieved in ten minutes what I had been trying to do all afternoon. Plugged into the mains and switched on, the screen came to life. After typing in a few thousand words, I switched off the machine to go and make a cup of tea. Back in front of the machine, I switched it on and – nothing. Where was all my hard work? ... I've rescued my typewriter from the loft. I've never lost any work and it has never crashed. My daughter now owns the computer and good riddance to it!

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

**Extract Four**

PAUSE 15 seconds

TONE

**Man:** Relics and underwater video film of what are believed to be the ancient Egyptian cities of Herakleion and Menouthis, which lie in Aboukir Bay off Alexandria, were shown for the first time this month. Tell us more.

**Woman:** The cities were submerged more than 1,000 years ago, probably by seismic activity, and although classical Greek writings mention them, there had been little tangible evidence until this discovery.

**Man:** Apart from the obvious reasons, what makes this find special?

**Woman:** We are used to finding the remains of a tomb, a church or mosque. This time we are finding complete cities. The area around Alexandria is rich in land-based archaeological treasures. Millions of people live on top of the ancient remains, which are about 12 metres below street level. In fact, some relics have almost certainly been destroyed by the foundations of modern buildings. The difficulty of working on land has led archaeologists to the sea. The water is shallow and the ruins, relatively untouched, lie as little as 5 metres below the surface, covered by a thin layer of sand.

PAUSE 5 seconds

TONE

REPEAT Extract Four

PAUSE 2 seconds

*That is the end of Part One.*

*Now turn to Part Two.*

PAUSE 5 seconds

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## Part 2

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*You will hear a radio documentary about myths. For questions 9-17, complete the sentences with a word or short phrase.*

*You now have forty-five seconds in which to look at Part Two.*

PAUSE 45 seconds

TONE

**Presenter:** I can remember, as a child, being fascinated by the exploits of the many gods and demi-gods found in Greek mythology. As I grew older, I came to the realisation that myth-making was almost invariably a universal practice. Today, Dave McDuff, a professor of sociology at Trinity College, is going to talk to us on some interesting aspects of myths and mythology. Professor McDuff.

**McDuff:** The myths were the first creation of the human mind, and they were formed out of a deep need to put living things into a logical system. The awe that man

experienced when faced by the uncontrollable forces of nature, his anxieties, his awareness both of his weakness and uniqueness, and even the moral beliefs on which he based his own life and his communication with his fellow human beings – all these were expressed in narratives with a symbolic content. The myths provide us with a clear picture of how each group of people differed, of the way they thought, of their achievements and of their course through history.

The Ancient Greeks were among the earliest peoples to create myths, which they considered to be a way of understanding and interpreting anything which struck them as inexplicable and impossible to control. Their narratives were passed down orally from generation to generation, changing and becoming richer according to the needs of each era. The Greeks combined their mythological traditions with their wealth of moral concepts in order to produce a series of supreme beings, the gods, who commanded the universe and ordered human destiny. These gods were the object of their worship, and divine conduct was their guide in deciding how to live a virtuous life. The feats of the gods and heroes were a source of inspiration and creation for the Greeks, leading them on the upward path that led to the reaching of ambitious goals. Mythology stimulated the restless minds of the Greeks, and was the force that led to the creation of what today we call Greek civilisation.

The first consideration to which the Greeks – like all the other peoples of the world – gave their attention was that of how the world was created and of the powers that controlled its operation. The earliest inhabitants seemed to have identified the universe with the Earth itself. The fertility of nature and the fruitfulness both of the Earth and of mankind were seen as the ultimate mysteries, and deified. The Earth, with its creative powers, took the form of a female deity, who was responsible for fertility and reproduction. The prehistoric inhabitants of Greece worshipped this goddess in sacred places, depicted her in art and honoured her with offerings. It wasn't until the Mycenaean period, that the great Earth goddess was flanked by a whole host of new deities, most of them male. Thanks to the deciphering of the ancient texts we know that this was the time that saw the birth of the gods whose names have survived until today in ancient Greek mythology. The names of Zeus, Ares, Hermes, Dionysus and Poseidon, who were the most important gods of that period, have been read and inscribed on clay tablets found in the Mycenaean palaces.

PAUSE 10 seconds

*Now you'll hear Part Two again.*

TONE

REPEAT Part Two

PAUSE 5 seconds

*That's the end of Part Two.*

Now turn to Part Three.

PAUSE 5 seconds

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### Part 3

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You will hear an interview with Margery Paige, a specialist in alternative medicine. For questions 18-22, choose the answer (A, B, C or D) which best fits what you hear.

You now have one minute in which to look at Part Three.

PAUSE 1 minute

TONE

**Interviewer:** Someone who recently attended a rather unusual convention, which took place in Somerset last weekend, is Margery Paige, who most of us know from her weekly newspaper column on alternative therapies, and who has just returned from the first annual Alternative Mind Convention. Margery, this is the first convention of its type to be held here, can you fill us in on some of the background to the event?

**Margery:** Well, I think that among those of us who subscribe to the belief that there are more ways to treat ailments of the mind and body than the generally accepted medical methods, there had been a general feeling for some time that what was needed was some kind of formalized international forum which would be open to all those interested in alternative therapies, either as practitioners or as laymen wanting to know more. We needed to be able to meet each other and to discuss the ways in which we differ and are alike – very much like a conventional medical conference, in fact, except that in accordance with our greater transparency, if you like, we made the proceedings open to the general public as well.

**Interviewer:** And how did the public respond? Did you find that non-practitioners, or even perhaps some sceptics did attend, or were you preaching to the converted?

**Margery:** No, not at all. I must admit I was surprised to see how many people made the journey down to the conference centre just out of interest. In a sense, it made the proceedings more valuable, since if a speaker has to address a group of people who may not necessarily be familiar with what he or she does, then assumptions about what they know can't be made; one has to define terms and processes much more precisely. It avoided the fuzzy thinking of which we are often accused.

**Interviewer:** I see. Did you find that the people who attended showed particular interest in any one area?

**Margery:** Not really, I don't think so. There was the usual amount of interest shown in the Chinese idea of the Yin and Yang qualities in our lives, or the darkness and light that revolve around the 'Ch'i' or energy that surrounds us.

The idea here being that any impediment to the flow of this energy will cause an imbalance and therefore an illness of some kind. It's an idea that attracts a great many people. Oh, and surprisingly enough, a great interest in colour therapy, which is based on the notion that colours have an effect on the mind and the body; how they can be used to alter mood, for example. In fact this is something that is gaining ground through studies done by psychologists on the effects of colour in the workplace.

**Interviewer:** Yes indeed. Margery, if you had to sum the conference up, what would you say were the main gains for the world of alternative medicine?

**Margery:** Difficult one. Well, I think we are all aware that proponents of alternative medical treatments have had to struggle hard against traditional medicine's view that we were just a lot of cranks, so it was heartening to see that there is a clear common trend in alternative therapies, from whichever part of the world they come. The idea of psychological health being closely allied to physical health is a strong one, and of course the central concept of a holistic view. Still more interesting was the fact that there were a fair number of medical doctors there, which would indicate that more and more conventional medical practitioners are becoming sympathetic to many of the alternative treatments, so I think we will soon see the day when the two approaches to health will come together.

**Interviewer:** That'll be a day to look forward to. Margery Paige, thank you for coming to talk to us. If listeners would like further information on the subject they can contact ... (fade).

PAUSE 10 seconds

Now you'll hear Part Three again.

TONE

REPEAT Part Three

PAUSE 5 seconds

That's the end of Part Three.

Now turn to Part Four.

PAUSE 5 seconds

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### Part 4

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You will hear two self-employed people discussing changes in employment patterns. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree.

Write C for Cecilia  
 W for Will  
 or B for Both



You now have thirty seconds in which to look at Part Four.

PAUSE 30 seconds

TONE

**Interviewer:** Today we're going to be looking at the ever-more common phenomenon of people changing profession from what they've trained for, to something completely different. I have with me in the studio Will McDonagh, one-time Information Technology consultant turned street musician and Cecilia Cooper, who trained as a teacher and now heads an internationally known recruitment agency. And let me start by asking you Cecilia, what's the background to this trend?

**Cecilia:** In the past, you were what you did; marriage and death certificates always made sure of giving people's profession as well as their name. Moreover, surnames themselves were often derived from professions. My name, Cooper, for example, comes from the term meaning barrel maker.

**Will:** It's only comparatively recently this has started to change. Identity and occupation have gone hand in hand for a long time. You trained as an accountant and that's what you were – forever!

**Cecilia:** Indeed, and what happened was that our world got a lot faster. The needs of industry and commerce change according to events, the outcomes of which aren't always easy to predict and we have to be flexible enough to change roles to meet the changing situation. We can't expect the world to stay still long enough for there to be a constant demand for particular skills.

**Will:** I've heard it said that a teenager embarking on his or her working life today can expect to change career path at least five times before they draw their pension – not job, but career!

**Cecilia:** Add to that the effects of globalisation and the Internet and you can see why now all the world's a stage.

**Will:** Quite. But you know there's more to it than just economic forces at work. Doing the same thing the whole of your working life is mind-numbingly boring. I was willing to trade the economic security of a prestigious job for the luxury of doing what I like. Forty-five odd years of the same thing is not an exciting prospect for the average school leaver.

**Cecilia:** (laughs) ... I don't really think school leavers look that far ahead, Will, and I wouldn't have gone as far as calling it a luxury, but still I know what you're trying to say. I'd say that being your own boss sometimes carries with it more drawbacks than those in dependent employment would think. It's by no means an easy option.

**Will:** Personally, I wouldn't go back for all the tea in China. I'm happier now than I've ever been.

**Cecilia:** So am I. I was merely pointing out that it's not all plain sailing. And I think I should make the point that you and I had the good fortune to have the choice of

continuing with our boring but well-paid jobs. For those without skills or qualifications it's a very different story.

**Will:** Mmmm ... . To be quite honest, the picture I get from the people I come across is that the whole work ethic is changing. People are no longer so concerned with long-term job security because to be honest, there is none. They tend to have a "seize the day" attitude to life, and this is true of people at all levels of employment.

**Cecilia:** That's partly to do with the fact that during past periods of unemployment many people were glad to get any job they could. This had the effect of decreasing the prestige element on the employment scene; jobs that were once considered low status gradually lost their stigma.

**Will:** Perhaps it's also got something to do with the idea of work/life balance we hear so much about. People are much more willing to emphasise other aspects of their lives, rather than just concentrating on getting up that career ladder as fast as possible. So it may seem incredible, but not only have these jobs lost their stigma, but there's a kind of inverted snobbery in having a job as a window cleaner, let's say.

**Cecilia:** Well, you're in a better position than I am to detect that.

**Will:** Yes, to tell you the truth, I think I am!

PAUSE 10 seconds

Now you'll hear Part Four again.

TONE

REPEAT Part Four

PAUSE 5 seconds

That's the end of Part Four.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is one minute left, so that you're sure to finish in time.

PAUSE 4 minutes

You have one more minute left.

PAUSE 1 minute

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

## Practice Test 6 — Paper 4 Listening

This is the Certificate of Proficiency in English Listening Test. Test 6.

I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions.

At the start of each piece you'll hear this sound:

TONE

You'll hear each piece twice.

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

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

PAUSE 5 seconds

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### Part 1

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Now open your question paper and look at Part One.

PAUSE 5 seconds

You will hear four different extracts. For questions 1-8, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

#### Extract One

PAUSE 15 seconds

TONE

It is in London's Registry of Business Names that a prospective restaurateur must ascertain that the name he has chosen for a new establishment is not a repeat of one already filed by someone else. When it comes to names for Indian restaurants possible entries seldom venture beyond Bombay, India, Oven, Palace, Curry, and Tandoori. In 1999, Zahed Patel bought a restaurant named Electric Karma. However, a year later, as he drove along the city streets, he saw that the gentleman who'd sold him the restaurant had opened another one with exactly the same name.

Both restaurants play on the sacred with colourful murals of Buddha and deities, but a state of mind is the closest you'll get to any actual Indian state. Neither one of the restaurants is a place where you can appreciate the many regional differences in Indian cooking. They serve the staples but fail to demonstrate how many versions of the dishes there are in Indian cuisine. Although the cooking is perfectly good, it avoids the contrasts that can make Indian food so exciting.

PAUSE 5 seconds

TONE

REPEAT Extract One

PAUSE 2 seconds

#### Extract Two

PAUSE 15 seconds

TONE

**Man:** The 20 directors I chose as my subjects reflect a wide range of backgrounds and sensibilities. Yet no matter where one hails from, a chance to direct requires a good script, singleness of purpose bordering on monomania and more than a fair share of luck.

**Woman:** I liked the first-hand accounts. They were interesting.

**Man:** Yes, and I was touched by stories of the director overcoming a moment of such hopelessness that a weaker soul might have thrown up his hands and left the business altogether.

**Woman:** It's quite a technical book isn't it... who you think it will appeal to?

**Man:** Oh... any lover of film really, it is also well-suited to the needs of novice filmmakers and should provide them with hope and inspiration... also disabuse them of the all too prevalent notion that filmmaking is a one-person job. It is a collaborative medium and there is no shame in depending on the talent of others.

PAUSE 5 seconds

TONE

REPEAT Extract Two

PAUSE 2 seconds

#### Extract Three

PAUSE 15 seconds

TONE

**Man:** The mountainous character of the island ensures that driving is a leisurely process, as you wind through a seemingly endless series of hairpin bends. It is just as well, because the car occasionally has some unusual hazards to negotiate. Coming round the corner, we were suddenly confronted by a large rock inching its way across our path.

We stopped to inspect and found it wasn't a rock but a living fossil, a beast as old as the dinosaurs themselves, which had chosen that moment to cross our path. It felt like an honour. In fact, when the wild tortoise started to emerge from its shell, pushing paddle-like limbs down on the asphalt to renew its journey, we were moved by a double sense of privilege. It appeared to know we intended no harm, and with that sad, ancient eloquence the skeletal head turned in our direction to acknowledge our presence. Then the rock continued on its course and we were left to reflect on its message.

## Tapescripts

PAUSE 5 seconds

TONE

REPEAT Extract Three

PAUSE 2 seconds

### **Extract Four**

PAUSE 15 seconds

TONE

I'm a born again biker. You see at the age of 45 I was passing a motorcycle shop and a machine caught my eye. I just had to have it. It was a Russian bike, and just sitting astride the thing brought memories of my youth flooding back. So, I bought it.

Riding the bike home was exhilarating, but it wasn't enough – I wanted more, much more – Africa. My kids thought I was mad. 'Mid-life crisis,' they muttered to themselves, but I was undeterred. So, one morning in June I set off on my expedition. I was on my way, first stop Southampton, to the ferry across the channel. Riding across France was great; I thoroughly enjoyed myself.

Crossing the border into Spain wasn't at all what I had expected. Nobody wanted to see my passport, no customs control, no restrictions at all. I became aware that I was in Spain only because the number plates on the cars had changed.

No, I never got to Africa. By the time I'd got to southern Spain, I'd had enough of riding my bike...

PAUSE 5 seconds

TONE

REPEAT Extract Four

PAUSE 2 seconds

*That's the end of Part One.*

*Now turn to Part Two.*

PAUSE 5 seconds

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### **Part 2**

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*You will hear part of a radio feature where a woman talks about how she copes with migraine attacks. For questions 9-17, complete the sentences with a word or short phrase.*

*You now have forty-five seconds in which to look at Part Two.*

PAUSE 45 seconds

TONE

**Presenter:** In this week's 'Healthy Living' we are going to hear Sharon Stevens talking about a very common ailment called migraine and how she copes with it. Sharon, just how do you cope with migraine? I had an attack once and I was unable to work for days!

**Sharon:** Well, it all depends on the type of attacks you get. There are two main types of migraine, common and classical migraine. The common variety involves a severe one-sided headache that may last for several days. These are sometimes called 'sick headaches'. There are several very effective treatments nowadays, but the important thing is to take the medication as soon as the symptoms manifest themselves. Classical migraine, the type I have, is different and involves a variety of symptoms, not just a headache. Sometimes, long before a headache develops, there are visual disturbances. I may be watching TV when suddenly everything to the left is blotted out. Soon after, everything to the right is jumbled up, just like a kaleidoscope! ... The first time it happened, I was very frightened but I was only eight years old at the time... This lasts for about twenty minutes and during this time, I get very confused and often mix up my words. At the same time, I get a feeling of pins and needles all down one side. These symptoms are very similar to that of a stroke and of course, can easily be mistaken for one if you can't explain that it is only migraine. It's important that you let your colleagues know that you are subject to these attacks, especially if, as in my case, you don't get them that often. I'm lucky that I get such a long warning of an attack so that I am able to take medication in order to ward off the headache, which, if untreated, can be excruciatingly painful. Migraine can be quite distressing but the good thing is the benign nature of the condition. That is to say, nobody ever died from it..., but a stroke can be life threatening so it's important to know the difference. Certain things are known to trigger an attack and the 'triggers' can vary from instant coffee to certain food items such as cheese, or even lentils! If you can identify a trigger, you're lucky – just avoid that particular food and you'll avoid an attack. I've never been able to identify what my trigger is; it just seems to strike at random. Some people find that it's related to stress. Others find that when stress is relieved – that's when they get an attack. That type of attack is called slump migraine. I'm very lucky because after a year-long course of therapy, I only get one or two attacks a year, and the ones that I do get are very much attenuated and nowhere near as ferocious as they used to be. There are several self-help groups that deal with migraine and of course, there is a wealth of information on the Internet.

**Presenter:** Thank you Sharon. Next week we will be discussing accidents in the home – where most accidents happen and how they can be avoided ...

PAUSE 10 seconds

*Now you'll hear Part Two again.*

TONE

REPEAT Part Two

PAUSE 5 seconds

*That's the end of Part Two.**Now turn to Part Three.*

PAUSE 5 seconds

---

**Part 3**


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*You will hear an interview with Dr Timothy Cowey, a paleontologist, who is discussing a forthcoming excavation. For questions 18-22, choose the answer (A, B, C or D) which fits best according to what you hear.*

*You now have one minute in which to look at Part Three.*

PAUSE 1 minute

TONE

**Interviewer:** I'm proud to welcome here today the very distinguished Dr Timothy Cowey. As most of you are probably aware, Dr Cowey has recently been awarded the prestigious Bismark Prize for his work on fossils. Dr Cowey, it's a pleasure to have you with us.

**Dr Cowey:** Thank you.

**Interviewer:** I was hoping that today you could give us some information about your coming trip to Mongolia.

**Dr Cowey:** Right. I must say, I'm very excited about the excavation. I've been on many digs in my day, but for someone like myself, this is a fascinating area. As you probably know, this is our second expedition and we will be working in collaboration with leading paleontologists from Mongolia. Actually, Mongolia's Gobi desert is one of the world's most important fossil sites and we've planned excavations in two important areas; the Nemegat Basin and the 'Flaming Cliffs'.

**Interviewer:** The 'Flaming Cliffs'? That's an intriguing name. Is there any significance to it?

**Dr Cowey:** Yes, it's a name which catches the attention, isn't it? To me, it's one of the most beautiful places in the world. Very suitably named indeed. The first time I visited the area, it took my breath away. You see, the cliffs are made primarily of sandstone ... even during the day, they are a wonderful sight, but at night ... er ... in the evening ... well, I have no words to describe it. When the sun hits the cliffs, they literally glow. It's the most unimaginably brilliant orange. It only lasts for a few moments, which is part of the magic really. On another level, the Flaming Cliffs are renowned, at least by paleontologists, as one of the best sources of fossils on the face of the earth. As a

matter of fact, it was here that Roy Chapham Andrews and his expedition team discovered the first nest of dinosaur eggs that the modern world had ever seen.

**Interviewer:** Which brings us to the fossils themselves. What are you hoping to find on this trip?

**Dr Cowey:** Well ... more dinosaur eggs wouldn't go amiss! No, no ... not really ... What I'm interested in is birds and over the last few years, I've been working on the evolution of birds and what fossils can tell us about how birds became flighted creatures, which, of course, they weren't originally. Wings and feathers slowly evolved, probably as an evolutionary response to an increasingly hostile environment. From fossilised remains, we have been able to trace this development and observe the changes that occurred in small animals as they took to the air. I'm hoping that this trip will yield more information and enable us to shed more light on some as yet unresolved questions.

**Interviewer:** Fascinating. Dr Cowey, one more question. Is this expedition open to professionals only?

**Dr Cowey:** On the contrary. We're hoping with this expedition to catch the attention of would-be paleontologists from around the globe. They'll have the opportunity to work side by side with some of the best in the field. Because of the quality of the sites, you know, there were some extremely significant finds made there during the expedition in 2000, we've managed to attract a group of the world's finest scholars and professionals. This excavation has also aroused a lot of interest because we'll be digging in other areas of Mongolia which, to date, have never been explored. We've got our hopes pinned on Hongoryn Els, which is an unbelievable place with some of the highest sand dunes in the world.

**Interviewer:** Well, Dr Cowey, it's been very interesting talking to you and we wish you the best of luck in ...

PAUSE 10 seconds

*Now you'll hear Part Three again.*

TONE

REPEAT Part Three

PAUSE 5 seconds

*That's the end of Part Three.**Now turn to Part Four.*


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**Part 4**


---

*You will hear two computer analysts talking about problems when buying computers. For questions 23-28, decide whether the opinions are expressed by only one of the speakers, or whether the speakers agree.*

Write	W	for Wendy
	M	for Mark
or	B	for Both

*You now have thirty seconds in which to look at Part Four.*

PAUSE 30 seconds

TONE

**Interviewer:** Welcome once again to Buyer's guide. Today, we are talking to computer analysts Mark Davies and Wendy MacBride, who will be discussing some of the problems people face when buying a computer. Whether you are a first time buyer, a repeat purchaser or an old hand at computing, choosing the right PC can be a tricky business. There are thousands of different PC configurations available, and considering that after your home and your car, it will probably be the most expensive purchase you ever make, it is vital you make the right choice first time.

**Wendy:** Well, in my opinion, the most important question any potential computer buyer needs to ask is, 'What do I want my PC to do for me?' I mean, the person who wants to use one simply to get on the Net, needn't spend thousands of pounds on the fastest computer on the planet! Similarly, a PC to help children with their homework needn't be top of the range.

**Mark:** Oh, for a family I would suggest buying one of the PC packages that include some practical software such as a word processing program and a printer, they can prove the most cost effective solution. Nothing too elaborate!

**Wendy:** Well, systems such as Apple Mac can have you up and running on the web in minutes for only a few hundred pounds. It's well worth remembering too that popular software titles such as Microsoft Office can cost hundreds of pounds off the shelf, so it is far cheaper to buy them 'bundled' with a PC.

**Mark:** Many people prefer to upgrade their existing computers, which they find no longer fast enough or big enough for their needs. Systems that are barely 18 months old may struggle to run the latest games or applications at a satisfying speed, and with today's software demanding more and more hard-disk memory and space, your old system may simply not be able to cope.

**Wendy:** Now that computers are becoming less of a drain on our pockets, it's often more economical to replace a whole system than individual parts, and if you can afford it, there are advantages to moving to a high performance machine.

**Mark:** With the frantic pace of technological advance, it can pay to aim high. Many of the latest 3D games will work best (despite manufacturer's claims) only on a computer loaded with a fast processor, plenty of memory and a high-end graphics card.

**Wendy:** And the 'one size fits all' approach definitely does not apply when buying a PC, so beware of the commission-driven salesman who wants to railroad you into buying extras you don't need.

**Mark:** Yes, the best vendors will be able to tailor a computer to your specific requirements, so ask plenty of

questions about any prospective purchase. If they aren't able to answer them, then you're in the wrong shop.

**Wendy:** Computers all look pretty much the same, Macs apart, once you've unpacked them, so don't be misled by advertisements that print the speed of processors in huge letters. This is far from the be-all and end-all of performance.

**Mark:** Absolutely, if the manufacturer has saved a few pounds by skimping on memory or using an outdated graphics card, you will be stuck with a machine that stumbles rather than flies. To discover how fast each model is, it's worth checking with PC Pro magazine, which measures them against their own set of benchmarks. These are based on everyday programmes such as Microsoft Word, Excel and Corel-Draw, as well as 3D games to ascertain their performance rating.

**Interviewer:** Well, that's a subject we'll be looking into in more depth in next week's programme, so do join us for another edition of Buyer's Guide.

PAUSE 10 seconds

*Now you'll hear Part Four again.*

TONE

REPEAT Part Four

PAUSE 5 seconds

*That's the end of Part Four.*

*There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is one minute left, so that you're sure to finish in time.*

PAUSE 4 minutes

*You have one more minute left.*

PAUSE 1 minute

*That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.*

# Practice Tests for the revised CPE

Teacher's Book

# 2

**Proficiency Practice Tests** is a set of six complete practice tests written in line with the specifications for the revised Cambridge Proficiency examination (introduction December 2002). This set of tests, written by an experienced EFL author, provides comprehensive coverage of the type of language points and individual skills focuses targeted in the examination and, taken together, offers thorough practice in the tasks contained in each of the five papers.

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