

# Test 3

## PAPER 1 READING (1 hour 15 minutes)

### Part 1

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

Mark your answers on the separate answer sheet.

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## Decision making in business: Gordon Bethune

Having decided that Continental Airlines was worth saving, the question for Gordon Bethune – brought in to rescue the struggling company in 1994 – was how to do it. He and consultant Greg Brenneman mapped out a turnaround strategy.

In retrospect their plan seems commonsensical and obvious, but at the time the opposite appeared closer to the truth, for two reasons. First, the company was in the midst of a crisis. (At one of its darkest moments, it was less than six weeks away from not having enough cash to meet the payroll.) And the second point is this: straightforward as the strategy might have been, no one had ever come up with, nor implemented, such a plan. (The airline had gone through 10 presidents in 10 years.)

‘The first step was to figure out exactly what we wanted to do,’ Bethune says. ‘We needed to develop a simple clear strategy, one that everyone could understand, and once it was in place, one that we weren’t going to deviate from.’

Easier said than done. When you are in the middle of an emergency – and trying to save an airline that is desperately short of cash certainly qualified as an emergency – there is a natural tendency to grasp at straws, to go after whatever will bring in money to keep you solvent for another week or two. Bethune understood the temptation and fought it off.

1 The writer believes that when Bethune and Brenneman produced their plan,

- A it seemed unlikely to achieve its objectives.
- B it was the best way to raise money quickly.
- C it was likely to cost too much to implement.
- D it seemed too similar to previous strategies.

2 What does the writer imply about Bethune?

- A He understood the importance of being flexible.
- B He had considerable experience of dealing with crises.
- C He faced opposition from within the company.
- D He took a long-term view of the situation.

## Extract from a novel

### Children's toys

Left to himself, Eustace fell into a day-dream. He thought of his toys and tried to decide which of them he should give to his sister Barbara; he had been told he must part with some of them, and indeed it would not make much difference if they were hers by right, since she already treated them as such. Whenever he went to take them from her she resisted with loud screams. Eustace realised that she wanted them but he did not think she ought to have them. She could not use them intelligently, and besides, they belonged to him. He might be too old to play with them but they brought back the past in a way that nothing else did. Certain moments in the past were like buried treasure to Eustace, living relics of a golden age which it was an ecstasy to contemplate. His toys put him in touch with these secret jewels of experience; they could not perform the miracle if they belonged to someone else. But on the single occasion when he had asserted his ownership and removed the toy rabbit from Barbara, who was sucking its ears, nearly everyone had been against him and there was a terrible scene.

- 3 In this extract the writer focuses on Eustace's
- A desire to improve his relationship with his sister.
  - B efforts to find a solution to a dilemma.
  - C wish to increase the number of his possessions.
  - D sense of being different from other people.
- 4 Eustace liked his toys because of
- A incidents associated with them.
  - B the people who had given them to him.
  - C what he could do with them.
  - D their rare and valuable nature.

## Children's involvement in family decision making

In Britain, as children's rights to citizenship have strengthened over recent years, a strong presumption in favour of involving children in decisions on matters that directly affect them has developed in a number of areas of law, public policy and professional practice (for example, school councils). Yet surprisingly little is known about how far children's participation extends to their home lives and the routine business of everyday life. A recent study, based on group discussions and in-depth interviews with 117 children aged between eight and ten, examined how and to what extent the children were involved in shaping their own and their families' domestic lives.

Many of the findings were illuminating.

The ways in which families made decisions involved a subtle, complex and dynamic set of processes in which children could exert a decisive influence. Most families operated democratically but children accepted the ultimate authority of their parents, provided that they felt their parents acted 'fairly'. For children, 'fairness' had more to do with being treated equitably than simply having the decision made in their favour. Children could use claims to fairness as a moral lever in negotiations with parents. Family precedent, especially that set by older brothers and sisters, was an influential factor in 'good decision making' and was a more common point of reference than the experience of peers and other families.

- 5 In the first paragraph, the writer implies that
- A the involvement of children is damaging the quality of public decision making.
  - B greater understanding of domestic decision making involving children would be beneficial.
  - C children would make better decisions if they understood the decision-making process better.
  - D children are keen to become more involved in domestic decision making.
- 6 According to the second paragraph, children tended to accept decisions that
- A were similar to decisions made by other families.
  - B were made in a way that conformed with their sense of justice.
  - C were more favourable to them than to their brothers and sisters.
  - D were made by giving the child as much authority as their parents.

## Part 2

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

Mark your answers on the separate answer sheet.

## Plugging in the home

*Georgina McGuinness had taken a long career break from journalism and she felt out of touch with the changes brought about by technology. She recounts here how she was able to transform the family home into an efficient workplace.*

Last year I turned 37 and realised that time was running out if I wanted to resurrect a career in journalism.

smug in the knowledge that I have the best of two worlds.

A quick glance at my curriculum vitae showed that I was shamefully stuck in the 1980s, when a piece of carbon wedged in between several sheets of paper in a typewriter was the state of the art. It seemed that only a madman would let me loose on a computer in his newsroom. And why did most of the jobs advertised ask for experience in desktop publishing – which I didn't have?

So how has the computer helped me? Since my schooldays I have always worked at a desk that can only be described as a chaotic mess.

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Clearly, there was a gaping hole in what was left of my career and I had to act quickly. Leaving home before the children did would be fraught with obstacles, or so I thought until I entered a competition in a local newspaper. Like a success story you read or hear about that only ever happens to other people, my family and I won a computer package.

Spreadsheets help keep a record of income and expenses and the Internet means I can research stories, ask for further information on the bulletin board in the journalism or publishing forums and even discuss the pros and cons of working from home with people from all over the world.

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I had everything I would need for working from home – and I could still manage to take the children to school. They were confident with computers from the start, already well versed in them from school. I was much more hesitant, convinced that all my work would disappear without trace if I pressed the wrong button. I could not have been more wrong.

However, there is a growing band of people who have recently bought multi-media PCs, not just for the educational, leisure and entertainment facilities. In my street alone there appears to be a cottage industry evolving from the sheer convenience of not having to join the commuter struggle into the city each day. So what characterises modern-day home workers?

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I recently began freelancing for a magazine, contributing about two articles a month, and I have become

Taking this into account, I seem to fit in well. And who knows, one day I will be emailing a column to a newspaper in Melbourne or, better still, publishing my own magazine from home. It seems the sky, or should I say cyberspace, is the limit.

- A** Consequently, I was always losing scraps of paper containing vital bits of information. The computer has transformed me into an organised worker, particularly when it comes to office administration.
- B** If all this sounds too good to be true, there is a dark side to computing from home. You can be in isolation from physical human contact and also there are the distractions of putting urgent jobs about the house first.
- C** To get an idea of the speed and convenience with which someone based at home can send their work back to the office, this article will be sent in a matter of minutes via a modem straight into the editor's computer.
- D** I thought I had a better chance of hosting a seminar in nuclear physics than attempting to lay out a page on a computer. I was the family technophobe; even pocket calculators were a mystery to me and I still don't know how to use the timer on the DVD.
- E** A recent report was unable to give an exact profile. Home-office workers comprise both males and females, aged between 25 and 55. However, they are usually well educated and more likely to be working in sales, marketing or technology.
- F** Though far from being adroit, I did manage to learn the basic skills I needed – it was all so logical, easy and idiot-proof. And, like everything that you persevere with, you learn a little more each day.
- G** Supplied with a laptop computer to free my husband from his desk, and a personal computer for us all, we dived in at the deep end. The children forsook the television and I set up a mini-office in a corner of the kitchen with my computer linking me to the information superhighway.

## Part 3

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

## Solar Survivor

### Charles Clover ventures inside Britain's most environmentally friendly home.

Southwell in Nottinghamshire is full of surprises. The first is Britain's least-known ancient cathedral, Southwell Minster, celebrated by writers of an environmental disposition for the pagan figures of 'green' men which medieval craftsmen carved into the decorations in its thirteenth-century chapter house. The second, appropriately enough, is Britain's greenest dwelling, the 'autonomous house', designed and built by Robert and Brenda Vale.

The Vales use rainwater for washing and drinking, recycle their sewage into garden compost and heat their house with waste heat from electrical appliances and their own body heat, together with that of their three teenage children and their two cats, Edison and Faraday. You could easily miss the traditional-looking house, roofed with clay pantiles, on a verdant corner plot 300 metres from the Minster. It was designed to echo the burnt-orange brick of the town's nineteenth-century buildings and won approval from the planners even though it is in a conservation area.

Ring the solar-powered doorbell and there is total silence. The house is super-insulated, with krypton-filled triple-glazed windows, which means that you do not hear a sound inside. Once inside and with your shoes off (at Robert's insistence), there is a monastic stillness. It is a sunny summer's day, the windows are closed and the conservatory is doing its normal job of warming the air before it ventilates the house. Vale apologises and moves through the house, opening ingenious ventilation shafts and windows. You need to create draughts because draught-proofing is everywhere: even Edison and Faraday have their own air-locked miniature door.

The Vales, who teach architecture at Nottingham University, were serious about the environment long before it hit the political agenda. They wrote a book on green architecture back in the 1970s, *The Autonomous House*. They began by designing a building which emitted no carbon dioxide. Then they got carried away and decided to do without mains water as well. They designed composting earth closets, lowered rainwater tanks into the cellar, and specified copper gutters to protect the drinking water, which they pass through two filters before use. Water from washing runs into the garden (the Vales don't have a dishwasher because they believe it is morally unacceptable to use strong

detergents). Most details have a similar statement in mind.

'We wanted people to see that it was possible to design a house which would be far less detrimental to the environment, without having to live in the dark,' says Robert. 'It would not be medieval.' The house's only medieval aspect is aesthetic: the hall, which includes the hearth and the staircase, rises the full height of the building.

The Vales pay no water bills. And last winter the house used only nine units of electricity a day costing about 70p – which is roughly what other four-bedroomed houses use on top of heating. Soon it will use even less, when £20,000 worth of solar water heating panels and generating equipment arrive and are erected in the garden. The house will draw electricity from the mains supply for cooking and running the appliances, but will generate a surplus of electricity. There will even be enough, one day, to charge an electric car. The only heating is a small wood-burning stove in the hall, which the Vales claim not to use except in the very coldest weather.

So is it warm in winter? One night in February when I happened to call on him, Robert was sitting reading. It was too warm to light the fire, he said. The room temperature on the first floor was 18°C, less than the generally expected temperature of living areas, but entirely comfortable, he claimed, because there are no draughts, no radiant heat loss, since everything you touch is at the same temperature. Perceived temperature depends on these factors. An Edwardian lady in the early years of the twentieth century was entirely comfortable at 12.5°C, he says, because of the insulation provided by her clothing. Those people who live in pre-1900 housing, he suggests, should simply go back to living as people did then. Somehow, it is difficult to think of this idea catching on.

The house's secret is that it is low-tech and there is little to go wrong. Almost everything was obtained from a builder's merchant and installed by local craftsmen. This made the house cheap to build – it cost the same price per square metre as low-cost housing for rent. Not surprisingly, the commercial building companies are determinedly resisting this idea.

- 13 According to the writer, the exterior of the Vales' house is
- A unique.
  - B unattractive.
  - C controversial.
  - D unremarkable.
- 14 Why did Robert Vale apologise to the writer on his arrival?
- A The ventilation system had failed.
  - B The temperature was uncomfortable.
  - C The conservatory was not functioning properly.
  - D The draughts were unwelcome.
- 15 What does the writer suggest about environmental issues in the fourth paragraph?
- A They have always been a difficult topic.
  - B They have become a subject of political debate.
  - C The Vales have changed their views in recent years.
  - D The Vales have begun to take a political interest in the subject.
- 16 What does the writer imply about the decision not to use mains water in the Vales' house?
- A It was impractical.
  - B It was later regretted.
  - C It was an extreme choice.
  - D It caused unexpected problems.
- 17 In Robert Vale's opinion, his home challenges the idea that houses designed with the environment in mind must be
- A draughty.
  - B primitive.
  - C small.
  - D ugly.
- 18 The planned changes to the house's electrical system will mean that
- A the house will produce more electricity than it uses.
  - B the Vales will not use electricity from the mains supply.
  - C the house will use more electricity than it does now.
  - D the Vales' electricity bills will remain at their current level.
- 19 According to Robert Vale, the house was comfortable in February because
- A no variations in temperature could be noticed.
  - B 18°C was acceptable for ordinary houses.
  - C it was not a particularly cold winter.
  - D he had got used to the temperature.

**Part 4**

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

Mark your answers **on the separate answer sheet**.

**Which publisher(s)**

say that some books succeed whether they are reviewed or not?	20		21	
mentions reviewers taking the opportunity to display their own expertise?	22			
describes how good reviews can contribute to the commercial failure of a book?	23			
says that writers and publishers do not react to negative reviews in the same way?	24			
feels that certain books are frequently overlooked by reviewers?	25			
talks about the sales of some books being stimulated by mixed reviews?	26			
suggest that the length of a review may be more important to publishers than what it actually says?	27		28	
refer to the influence of reviews written by well-known people?	29		30	
says the effect of reviews on sales does not have a regular pattern?	31			
mention reviews being a crucial form of promotion?	32		33	
believes there has been an improvement in the standard of book reviews?	34			

## DO REVIEWS SELL BOOKS?

We asked five leading British publishers about the effect of the reviews of a book on its commercial success. Here is what they said.

### Publisher A

Reviews are absolutely key for publishers – the first part of the newspaper we turn to. The Book Marketing Council found some years ago that when questioned on why they had bought a particular book, more people cited reviews than any other prompting influence (advertisements, word of mouth, bookshop display, etc.).

Authors' responses to reviews are slightly different from publishers'. Both are devastated by no reviews, but publishers are usually more equable about the bad reviews, judging that column inches are what matter and that a combination of denunciation and ecstatic praise can actually create sales as readers decide to judge for themselves.

Publishers probably get the most pleasure from a review which precisely echoes their own response to a book – they are often the first 'reader'.

### Publisher B

While publishers and the press fairly obviously have a common interest in the nature of book review pages, one also needs to remember that their requirements substantially differ: a newspaper or magazine needs to provide its readers with appropriately entertaining material; a publishing house wants to see books, preferably its own, reviewed, preferably favourably.

Without any question, book reviewing is 'better' – more diverse, less elitist – than 40 years ago, when I began reading review pages. That said, there is still a long-grumbled-about tendency to neglect the book medium read by a majority – namely paperbacks. The weekly roundups aren't really adequate even if conscientiously done. And even original paperbacks only rarely receive serious coverage.

But publishers shouldn't complain too much. Reviews are an economical way of getting a book and an author known. There is no question that a lively account of a new book by a trusted name can generate sales – even more if there are several of them.

### Publisher C

Reviews are the oxygen of literary publishing; without them, we would be cut off from an essential life-source. Because the books we publish are generally not by 'brand-name' authors, whose books sell with or without reviews, and because we seldom advertise, we depend on the space given to our books by literary editors.

When the reviews are favourable, of course, they are worth infinitely more than any advertisement. The reader knows that the good review is not influenced by the publisher's marketing budget: it is the voice of reason, and there is no doubt that it helps to sell books. Publishers themselves often claim that they look for size rather than content in reviews.

The actual effect of reviews on sales is the inscrutable heart of the whole business. Good reviews can launch a book and a career and occasionally lift sales into the stratosphere: but never entirely on their own. There has to be some fusion with other elements – a word-of-mouth network of recommendation, a robust response from the book trade, clever marketing.

### Publisher D

The relationship in Britain between publishing and reviewing? I wish I knew! In the United States it's simple: the *New York Times* can make or break a book with a single review. Here, though, the people in the bookshops often don't appear to take much notice of them.

It sometimes takes 20 years of consistently outstanding reviews for people to start reading a good writer's work. Yet some of the most dismally received books, or books not yet reviewed, are the biggest sellers of all. So it's all very unpredictable, though non-fiction is less so.

Mind you, non-fiction does allow reviewers to indulge themselves by telling us what they know about the subject of the book under review rather than about the book itself.

### Publisher E

Of course, all publishers and all writers dream of long, uniformly laudatory reviews. But do they sell books? I once published a biography. The reviews were everything I could have craved. The book was a flop – because everyone thought that, by reading the lengthy reviews, they need not buy the book.

Does the name of the reviewer make a difference? Thirty years ago, if certain reviewers praised a book, the public seemed to take note and obey their recommendations. These days, it is as much the choice of an unexpected reviewer, or the sheer power or wit or originality of the review, which urges the prospective buyer into the bookshop.

## PAPER 2 WRITING (1 hour 30 minutes)

### Part 1

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

- 1 You are a member of the college students' committee at an international language college in New Zealand. A TV producer, Kira Linehan, is planning to make a programme about language colleges, including yours. She has asked you for a proposal about what aspects of your college should be included in the programme.

Read the extract from Ms Linehan's email below. Then, **using the information appropriately**, write a proposal to her, outlining what the programme should include and explaining why, and saying why your ideas would work best.

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**From:** kira@acetv.co.nz  
**Subject:** TV programme

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I hope you can help me with this programme. We'd like viewers to get a real feel for what student life is like. But we've only got space to include two or three ideas. We're considering these:

- History of your college
- Students
- Different departments
- Social life
- Accommodation

Which of these ideas would work best?

Kira Linehan

Interviews

Language class  
- interesting?

Sports,  
music,  
drama, etc

Now write your **proposal** to Ms Linehan, as outlined above. You should use your own words as far as possible.

## Part 2

Choose **one** of the following writing tasks. Your answer should follow exactly the instructions given. Write approximately **220–260** words.

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- 2 You see the following announcement in a magazine called *Tourism Today*.

Pop stars, sports personalities and film stars are often the most famous representatives of their countries. Who is the best-known representative of your country? Write an article:

- telling us about this person
- explaining why he or she attracts so much interest
- giving your opinion about the image he or she presents.

Write your **article**.

- 3 You have been asked to write an information sheet on healthy living for new students from other countries who are attending your college. The information sheet should:
- warn of the possible dangers of an unhealthy lifestyle
  - persuade new students that living healthily can be enjoyable
  - give advice on how to eat healthily as well as suggestions for how to lead a healthy lifestyle.

Write the **information sheet**.

- 4 You have been asked to write a report for an international survey about attitudes to jobs in your country. You should:
- describe the ways in which some jobs have gained or lost respect during the past twenty years
  - explain why you think this has occurred
  - say what other changes in job status may take place in the future.

Write your **report**.

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

(a) Adriana Trigiani: *Big Stone Gap*

A local English language club has asked you to write a review of *Big Stone Gap* for its magazine. The club has male and female members of all ages and your review should comment on which group of club members you feel the story is most likely to appeal to, giving reasons for your opinions.

Write your **review**.

(b) Dick Francis: *In the Frame*

You decide to write an article on *In the Frame* for a cinema website. Your article should comment on why you feel the story would make a good film and should explain whether the English, the Australian or the New Zealand scenes would provide the most interesting part of the film.

Write your **article**.

**PAPER 3 USE OF ENGLISH (1 hour)**

**Part 1**

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

Mark your answers on the separate answer sheet.

Example:

0 A stand    B keep    C hold    D fix

0	A <input type="checkbox"/>	B <input checked="" type="checkbox"/>	C <input type="checkbox"/>	D <input type="checkbox"/>
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**Holidays in South Carolina**

Roaring across the bay in a motorised rubber boat, we were told by the captain to (0) ..... our eyes open. With the engine turned off, it wasn't long before half a dozen dolphins came swimming around us. Eventually, two came up (1) ..... beside the boat and popped their heads out of the water to give us a wide grin.

Dolphin watching is just one of the many unexpected attractions of a holiday in South Carolina, in the USA. The state has long been popular with golfers and, with dozens of (2) ..... in the area, it is (3) ..... a golfer's paradise. But even the keenest golfer needs other diversions and we soon found the resorts had plenty to (4) ..... .

In fact, Charleston, which is midway along the (5) ..... , is one of the most interesting cities in the USA. and is where the first shots in the Civil War were (6) ..... . Taking a guided horse and carriage tour through the quiet back streets you get a real (7) ..... of the city's past. Strict regulations (8) ..... to buildings so that original (9) ..... are preserved.

South of Charleston lies Hilton Head, an island resort about 18 km long and (10) ..... like a foot. It has a fantastic sandy beach (11) ..... the length of the island and this is perfect for all manner of water sports. Alternatively, if you feel like doing nothing, (12) ..... a chair and umbrella, head for an open space and just sit back and watch the pelicans diving for fish.

- |    |                |              |            |                 |
|----|----------------|--------------|------------|-----------------|
| 1  | A direct       | B right      | C precise  | D exact         |
| 2  | A courses      | B pitches    | C grounds  | D courts        |
| 3  | A fully        | B truly      | C honestly | D purely        |
| 4  | A show         | B provide    | C offer    | D supply        |
| 5  | A beach        | B coast      | C sea      | D shore         |
| 6  | A thrown       | B aimed      | C pulled   | D fired         |
| 7  | A significance | B meaning    | C sense    | D comprehension |
| 8  | A apply        | B happen     | C agree    | D occur         |
| 9  | A points       | B characters | C factors  | D features      |
| 10 | A formed       | B shaped     | C made     | D moulded       |
| 11 | A lying        | B running    | C going    | D following     |
| 12 | A charge       | B lend       | C hire     | D loan          |

**Part 2**

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

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

**Example:**

0	M	O	S	T														
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**The Sahara marathon**

One of the **(0)** ..... amazing marathon races in the world is the Marathon of the Sands. It takes place every April in the Sahara Desert in the south of Morocco, a part of the world **(13)** ..... temperatures can reach fifty degrees centigrade. The standard length of a marathon is 42.5 kilometres but **(14)** ..... one is 240 kilometres long and takes seven days to complete. It began in 1986 and now attracts about two hundred runners, the majority of **(15)** ..... ages range from seventeen to forty-seven. About half of **(16)** ..... come from France and the rest from all over the world. From Britain it costs £2,500 to enter, **(17)** ..... includes return air fares. The race is rapidly **(18)** ..... more and more popular **(19)** ..... , or perhaps because of, the harsh conditions that runners must endure. They have to carry food and **(20)** ..... else they need **(21)** ..... seven days in a rucksack weighing no more than twelve kilograms. In **(22)** ..... to this, they are given a litre and a half of water every ten kilometres. Incredibly, nearly **(23)** ..... the runners finish the course. **(24)** ..... man, Ibrahim El Joual, took part in every race from 1986 to 2004. Runners do suffer terrible physical hardships. Sometimes they lose toenails and skin peels **(25)** ..... their feet. However, doctors are always on hand to deal **(26)** ..... minor injuries and to make sure that runners do not push **(27)** ..... too far.

## Part 3

For questions 28–37, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

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

Example: 

0	A	R	C	H	A	E	O	L	O	G	I	S	T						
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### Thor Heyerdahl and the *Kon-Tiki* expedition

The Norwegian explorer and (0) ....., Thor Heyerdahl, accomplished many things during his life but his name has become (28) ..... linked with the *Kon-Tiki* voyage. In 1937, while doing research in the western Pacific, Heyerdahl became (29) ..... interested in how the Polynesian islands had become populated. He made the observation that ocean currents flowed across the Pacific from east to west. Since there were cultural (30) ..... to be found on either side of this ocean, he was convinced that South Americans had sailed westwards to populate these islands before the eleventh century.

ARCHAEOLOGY

SEPARABLE

INCREASE

SIMILAR

The (31) ..... argument against Heyerdahl's theory was lack of evidence that, at that time, boats existed with the (32) ..... to cross such an (33) ..... of ocean. So a determined Heyerdahl built a primitive raft of balsa wood, named it *Kon-Tiki*, and on April 28th, 1947, left Peru with a crew of five. Moved along by the ocean currents, the fragile raft *Kon-Tiki* sailed a steady 70 kilometres a day.

CENTRE

CAPABLE

EXPAND

Despite heavy storms, failure never crossed the crew's minds. After 97 days, they caught (34) ..... of one of the islands. However, due to unusually high winds they could not land and, realising that a reef presented an (35) ..... obstacle, they prepared for the inevitable (36) ..... . Amazingly, they all survived the crash, and Heyerdahl had his (37) ..... .

SEE

AVOID

COLLIDE

PROVE

**Part 4**

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

**Example:**

**0** The committee decided to ..... the money equally between the two charities.

I can't believe that John and Maggie have decided to ..... up after 20 years of marriage.

To serve a watermelon you need to ..... it down the centre with a sharp knife.

**Example:**

0	S	P	L	I	T													
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Write **only** the missing word **IN CAPITAL LETTERS** on the separate answer sheet.

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**38** Although Melissa accepted the invitation, she failed to ..... up on the evening of the party.

After three hours of battling against the blizzard, the hikers decided to ..... back and head for home.

Whenever she needed help with her maths homework, Chloe would ..... to her grandfather, who had taught the subject in his youth.

**39** Shall I ..... you another cup of tea?

Just look at those black clouds – it's going to ..... very soon.

Molly was able to ..... out all her troubles to her best friend.

**40** Paul is always ..... of money by the end of the month.

The boss had to cut ..... his holiday in order to sort out the crisis in the factory.

After one of the forwards was sent off, the team were one player ..... for the rest of the match.

**41** When I call my sister in Australia the ..... is so clear I can hardly believe she's on the other side of the world.

Everyone joined in the first ..... of the chorus of the song but nobody knew how it went after that.

Do you know what ..... of business Charles is in?

**42** Eddie is hoping to get a part in the new ..... of the musical *Cats*.

They are increasing the ..... of ice cream because of greater demand during the hot weather.

Students should note that ..... of a current student card entitles them to a 10% discount.

**Part 5**

For questions **43–50**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **six** words, including the word given. Here is an example (0).

**Example:**

0 Fernanda refused to wear her sister's old dress.

**NOT**

Fernanda said that ..... her sister's old dress.

The gap can be filled with the words 'she would not wear', so you write:

**Example:**

0

SHE WOULD NOT WEAR

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

---

**43** Most of the children ignored what the teacher had told them.

**NOTICE**

Few of the children ..... what the teacher had told them.

**44** I didn't realise how short the singer was until I saw him onstage.

**MADE**

It was only ..... me realise how short the singer was.

**45** It's so difficult to create new ideas for the festival every year!

**COME**

How difficult ..... with new ideas for the festival every year!

46 The company has a good reputation in the local area.

**HIGHLY**

The company ..... of In the local area.

47 I'm sure Jemma is going to become a famous model one day.

**MATTER**

I think it's only ..... Jemma becomes a famous model.

48 Everyone will enjoy this exhibition because there are no fewer than twenty dinosaurs on display.

**MANY**

This exhibition will appeal ..... as twenty dinosaurs are on display.

49 At the beginning of the programme the panel of experts discussed the media and its importance in education.

**DISCUSSION**

The panel of experts started the programme ..... the media and its importance in education.

50 Barbara's parents were certain that she would be a great tennis player.

**DOUBT**

Barbara's parents were ..... that she would be a great tennis player.

## **PAPER 5 SPEAKING (15 minutes)**

There are two examiners. One (the interlocutor) conducts the test, providing you with the necessary materials and explaining what you have to do. The other examiner (the assessor) is introduced to you, but then takes no further part in the interaction.

### **Part 1 (3 minutes)**

The interlocutor first asks you and your partner a few questions. The interlocutor asks candidates for some information about themselves, then widens the scope of the questions by asking about, e.g. candidates' leisure activities, studies, travel and daily life. Candidates are expected to respond to the interlocutor's questions, and listen to what their partner has to say.

### **Part 2 (a one-minute 'long turn' for each candidate, plus 30-second response from the second candidate)**

You are each given the opportunity to talk for about a minute, and to comment briefly after your partner has spoken.

The interlocutor gives you a set of pictures and asks you to talk about them for about one minute. It is important to listen carefully to the interlocutor's instructions. The interlocutor then asks your partner a question about your pictures and your partner responds briefly.

You are then given another set of pictures to look at. Your partner talks about these pictures for about one minute. This time the interlocutor asks you a question about your partner's pictures and you respond briefly.

### **Part 3 (approximately 4 minutes)**

In this part of the test you and your partner are asked to talk together. The interlocutor places a new set of pictures on the table between you. This stimulus provides the basis for a discussion. The interlocutor explains what you have to do.

### **Part 4 (approximately 4 minutes)**

The interlocutor asks some further questions, which leads to a more general discussion of what you have talked about in Part 3. You may comment on your partner's answers if you wish.



# NACHHILFE & SPRACHKURSE

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## Nachhilfe notwendig? Sprachkurs erwünscht?

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Die über 850 Learning Institute Lehrkräfte unterrichten gerne bei Ihnen zu Hause, an Ihrer Schule oder an Ihrem Arbeitsplatz. Bildung ist Vertrauenssache: Dementsprechend gestalten wir unsere Beziehung zu den Lernenden.



### Nachhilfe in der Grundschule

Sie wollen für Ihr Kind individuelle, professionelle Nachhilfe?  
**Unsere Grundschul-Nachhilfe...**



### Nachhilfe in der Berufsschule

Probleme in der Lehre, BMS oder Berufsschule? Wir helfen Ihnen.  
**Unsere Berufsschul-Nachhilfe...**



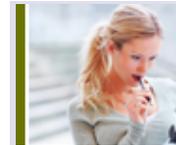
### Nachhilfe im Gymnasium

Du bist im Gymnasium oder willst die Gymi-Prüfung machen?  
**Unsere Gymnasium-Nachhilfe...**



### Nachhilfe für Universität, FH

Stehen strenge Universitäts- oder FH-Prüfungen vor der Tür?  
**Unsere Uni- und FH-Nachhilfe...**



### Nachhilfe Erwachsenenbildung

Professionelle Unterstützung für Ihren Job od. Ihre Weiterbildung?  
**Zur Nachhilfe für Erwachsene...**



### Warum beim Learning Institute?

Weil unsere Methodik und unsere kompetenten Lehrkräfte top sind.  
**Bildung ist Vertrauenssache.**

# Test 3 Key

## Paper 1 Reading (1 hour 15 minutes)

### Part 1

1 A    2 D    3 B    4 A    5 B    6 B

### Part 2

7 D    8 G    9 F    10 A    11 B    12 E

### Part 3

13 D    14 B    15 B    16 C    17 B    18 A    19 A

### Part 4

20 C/D    21 D/C    22 D    23 E    24 A    25 B    26 A    27 A/C    28 C/A  
29 B/E    30 E/B    31 D    32 A/C    33 C/A    34 B

## Paper 2 Writing (1 hour 30 minutes)

### Task-specific Mark Schemes

#### Part 1

##### Question 1

###### *Content (points covered)*

For Band 3 or above, the candidate's proposal must:

- outline what the programme should include
- explain why
- explain why candidate's ideas would work best.

###### *Organisation and cohesion*

Clearly organised, headings an advantage.

###### *Range*

Language of description, explanation and persuasion.

###### *Appropriacy of register and format*

Formal to unmarked. Must be consistent.

###### *Target reader*

Would be informed.

#### Part 2

##### Question 2

###### *Content (points covered)*

For Band 3 or above, the candidate's article must:

- name a representative of their country, (fictional/legendary character would be acceptable)
- explain why s/he attracts attention
- give an opinion about the person's image.

## Test 3 Key

### *Organisation and cohesion*

Clear organisation with appropriate paragraphing.

### *Range*

Language of description, opinion.

### *Appropriacy of register and format*

Any, as long as consistent.

### *Target reader*

Would know who the representative was and why they were famous.

## Question 3

### *Content (points covered)*

For Band 3 or above, the candidate's information sheet must:

- describe the possible danger(s) of an unhealthy lifestyle
- persuade the target reader(s) that living (more) healthily can be enjoyable
- give advice related to a healthy lifestyle.

Stronger candidates are likely to outline the dangers in a reassuring manner.

### *Organisation and cohesion*

Clear organisation with appropriate paragraphing, using some linking devices. Use of bullets/headers may be an advantage.

### *Range*

Language of description, advice, warning and persuasion.

Vocabulary related to food/nutrition and health/fitness.

### *Appropriacy of register and format*

Unmarked or informal.

### *Target reader*

Would be informed and consider the advice.

## Question 4

### *Content (points covered)*

For Band 3 or above, the candidate's report must:

- describe changes in attitude to at least one job/employment in general
- explain the reason for these changes in attitude
- predict possible future changes.

### *Organisation and cohesion*

Report format. Headings an advantage. Clearly organised into paragraphs. Memo format acceptable.

### *Range*

Vocabulary associated with work. Language of evaluation.

### *Appropriacy of register and format*

Consistently formal or unmarked.

### *Target reader*

Would be informed.

## Question 5 (a)

### *Content (points covered)*

For Band 3 or above, the candidate's review must:

- state which group of people the story is most likely to appeal to
- give reasons for the candidate's opinions.

*Organisation and cohesion*

Clearly organised into paragraphs with appropriate linking devices.

*Range*

Language of description, opinion and explanation.

Vocabulary related to description of and comment on a story.

*Appropriacy of register and format*

May mix registers if appropriate to approach taken by candidate.

*Target reader*

Would be informed.

**Question 5 (b)**

*Content (points covered)*

For Band 3 or above, the candidate's article must:

- comment on whether the candidate feels the story would make a good film or not
- explain whether the English, the Australian or the New Zealand scenes would provide the most interesting part of the film.

*Organisation and cohesion*

Clearly organised into paragraphs with appropriate linking devices.

*Range*

Language of description, opinion and explanation.

Vocabulary related to description of novels / films and comment on a story.

*Appropriacy of register and format*

May mix registers if appropriate to approach taken by candidate.

*Target reader*

Would be informed.

**Paper 3 Use of English (1 hour)**

**Part 1**

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

**Part 2**

13 where    14 this    15 whose    16 them/these    17 which    18 becoming/getting  
19 despite    20 everything/anything/whatever    21 for    22 addition    23 all    24 One  
25 off/from/on    26 with    27 themselves

**Part 3**

28 inseparably    29 increasingly    30 similarities    31 central    32 capability    33 expanse  
34 sight    35 unavoidable    36 collision    37 proof

**Part 4**

38 turn    39 pour    40 short    41 line    42 production

**Part 5**

43 took | (any/much) notice of    44 seeing him onstage | that made    45 it is/can be to | come up  
46 is highly | thought/spoken    47 a matter of time | before    48 to everyone | because as many  
49 with | a discussion on/of/about OR by holding/having | a discussion on/of/about    50 in | no doubt OR not  
in | any doubt