

Test 1

PAPER 1 READING (1 hour 15 minutes)

Part 1

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

Mark your answers on the separate answer sheet.

Extract from a Book Review

Why do vast flocks of birds, driven as much by some irrepressible genetic impulse as by the dictates of seasonal change, migrate thousands of miles every year? And why do people, torn between 'the known and the new', so often oscillate between the prospect of the journey and the draw of home? Under the pretext of exploring the first question, *The Snow Geese*, William Fiennes's quirky and autobiographical first book, takes us to the heart of the second.

The story begins with Fiennes confined to a hospital bed, stricken by a curious and psychologically debilitating illness, dreaming of the comforts and protection of his family home. But when he returns to the familiarity of the old ironstone house, restlessness soon replaces homesickness. He longs to be jolted out of his introspection. Paul Gallico's novel *The Snow Goose* becomes an unlikely inspiration, and Fiennes resolves to follow the migratory path of real-life snow geese as they fly from Texas to the Canadian Arctic Circle on their annual spring voyage. It is emotional healing through the power of bird-watching, allowing him to put the past behind him. The result is an original blend of travel writing, autobiography and reportage.

- 1 In the first paragraph, the reviewer suggests that Fiennes' book
 - A seeks to understand people's mixed feelings about travel.
 - B throws new light on the migratory habits of birds.
 - C rejects comparisons between human and bird behaviour.
 - D fails to answer satisfactorily either of the questions it poses.

- 2 What do we learn about Fiennes in the second paragraph?
 - A His state of health prevents him from travelling.
 - B He has been inspired by a book he read in hospital.
 - C He is looking for something to occupy his mind positively.
 - D He has written his book as a way of overcoming his illness.

Tools

Anthropologists often say that what distinguishes humans from other primates is the ability to use tools. Unfortunately, they don't tell us how, while using those tools, the human in question – in this case yours truly – is supposed not to mislay them continually. As a qualified bricklayer, I should say at the outset that I never have a problem with my bricklaying tools. It was drummed into me that, when not in my hand, my trowel would be stuck in the pile of mortar on the spot board, my tape would be in my left-hand pocket, my spirit level would be leaning against the brick stack and my pencil behind my right ear. If I have even the slightest temptation to put these items anywhere else, then my instructor's voice jumps out from the recesses of my memory and gives me a loud ticking-off. So these tools are always to hand.

But, with other jobs, I've never been able to get into the same kind of habit. Screwdrivers, pincers, spanners – one minute I'm using them, the next they've disappeared. I can spend more time looking for a screwdriver than actually using it. Really tidy people hang their tools on hooks fixed to a pegboard on the wall of their workshop, and draw the outline of each tool with a felt-tipped pen, so they can see where everything belongs and spot if something is missing. I admire these people immensely, but something in my character prevents me ever doing this myself. I did once get as far as buying a sheet of pegboard, but then I mislaid it.

- 3** The writer attributes his tidiness with his bricklaying tools to
- A** his need to use them on a regular basis.
 - B** the fact that he has a good memory.
 - C** his years of experience in the trade.
 - D** the effectiveness of his training.
- 4** In the piece as a whole, the writer is
- A** casting doubt on an academic theory.
 - B** acknowledging his own shortcomings.
 - C** making fun of people who are too tidy.
 - D** explaining how tools should be maintained.

Book Crossing

My heart was thumping. Surreptitiously, I scanned the carriage. The train coasted into the platform, and the briefcase-clutching, umbrella-wielding crowd made its way towards the door. I slid my book – Hanif Kureishi’s *Love in a Blue Time* – between two seats. A quick glance at my fellow passengers: no one saw. Off the train, and up the escalator – I increased my pace and pulled down my hat. Almost out of the station. I had done it! I had ‘released’ my first book. As my smile spread, I noticed rapidly approaching footsteps from behind. A tap on my shoulder: ‘Excuse me, Miss,’ said a kindly man, ‘I think you left this behind.’ Bother!

The Book Crossing organisation – nay, movement – claims, with 250,000 members globally, to be the largest book group in the world. Here’s how it works. You register with the site (www.bookercrossing.com), tag one of your books with a special Book Crossing number generated by the website, and then ‘release it to the wild’. With any luck, your book will then be rescued – or, as they say, captured. The book-catcher is invited, via use of the Book Crossing code number and website, to update the travels of the book, read and exchange their impressions of it and then, in true Book Crossing spirit, pass it on.

- 5 In the first paragraph, the writer describes a situation in which she
- A felt short-lived satisfaction in an achievement.
 - B was embarrassed when her intentions were uncovered.
 - C became resigned to her inability to do something successfully.
 - D had feelings of frustration towards someone who intended to spoil her plans.
- 6 The organisation described in the second paragraph aims to
- A promote the work of certain authors.
 - B encourage people to read online novels.
 - C provoke discussion of certain published works.
 - D persuade people to buy more books.

Part 2

You are going to read an extract from a magazine article. 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.

The Magic Lute

Four hundred years ago, the royal courts of Europe resounded to strains of the lute. Then the instrument did a mysterious vanishing act. Arthur Robb is one of a small band of craftsmen bringing the instrument back from the past.

Arthur Robb has been marching to a different tune all his life. When the youth of Europe was listening to the Beatles and the Rolling Stones, he went to Paris and Amsterdam as part of a classical choir. And then in swinging London, he discovered even earlier music. It has all been good training, though. Now in his fifties, he is recognised as a leading expert in one of contemporary music's most fashionable offshoots – the revival of interest in the ancient string instrument, the lute.



of old paintings gives clues as to the details of the instrument's design. The lute has certainly altered over time, evolving from an elongated oval to a deep pear-shape. The stringing and the sound produced must also have changed as a result. 'The lute is like a time machine,' says Robb. 'Its history goes back into antiquity, possibly to ancient Egypt.'

7

Yet lutes were once produced in astonishing numbers. When the celebrated Italian lute maker Laux Mahler died in 1552, an inventory of his workshop revealed more than a thousand lutes in various stages of construction. The instrument's disappearance was so dramatic, however, that very few early examples survive.

8

What happened to all the others is a mystery. Robb's theory is that the lute was killed off by the development of keyboard instruments like the pianoforte. But the end must have come suddenly. Some of the last music for solo lute was written by J.S. Bach. Within years of his death in 1750, the instrument which had dominated Europe's musical repertoire for centuries had all but vanished.

9

Digging into literature and old manuscripts, such as early musical scores, has allowed him to discover how the music might have sounded, whilst the examination

10

Lute music is considered rather quiet compared with the volume of today's orchestration. But centuries ago, when music was being written for the instrument, people's ears were better attuned to quieter sounds.

11

Despite his enthusiasm, his initial efforts did not meet with immediate approval. A novice carpenter, he practised for a year, making wooden toys and household items to improve his basic skills, before joining an adult education class in musical instrument making. After months of meticulous work, he proudly offered a completed lute to a music shop in Bristol.

12

Far from being discouraged, Robb set about putting things to rights. Modern-day lute makers have problems their craftsmen forebears could never have imagined. Worldwide concern about the use of rare timber, for example, has meant that he has had to adapt his methods to the materials that are most readily available. He has, however, gone on to make dozens of lutes, each finer than the last, and repaired many more.

- A** Those that do are now priceless museum pieces, and even these treasured relics have been damaged or altered so much during their life that copying them doesn't guarantee historical accuracy.
- B** What's more, no authentic plan of a genuine fifteenth- or sixteenth-century lute has ever been found, and so no one knows what tools were used to make the instruments. Robb, alongside fellow enthusiasts in Britain and the USA, has been spearheading the lute's revival. This means unearthing fragments of information from surrounding strata like archaeologists hunting a fossil.
- C** In turning it down, they left him in no doubt as to the shortcomings of his creation. It was the wrong shape, the wrong weight, the strings were too long to achieve the right pitch and the pegs which tightened the strings were too bulky for comfort.
- D** But so little factual evidence remains, even from more recent times, that Robb has to think himself back in time in order to begin to see how they should be made. Only by appreciating the way people lived, how they behaved and the technology they used, can he begin to piece together the complete picture.
- E** 'Appreciating small nuances like that is vital to an appreciation of how the instrument might have been played,' Robb says. As one of a small band of professional lute makers who keep in touch via the internet, Robb can share these impressions, as well as swapping problems and possible solutions. No such forum existed when Robb began to construct his first lute 25 years ago, however. He had to work things out on his own.
- F** Robb's enquiries have, however, punctured one other popular myth – that of the lute player as a wandering minstrel. Almost from its introduction into Europe, the lute was a wealthy person's instrument, the players attaining a status comparable to modern-day concert pianists.
- G** From a tiny attic workshop in the English countryside, Robb makes exquisite examples of this forgotten instrument. Piecing together the few remaining clues to the instrument's construction and musical characteristics has demanded all his single-minded concentration.

Part 3

You are going to read a magazine 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.

P.D. James

Barbara Michaels meets the acclaimed crime writer, whose innocent exterior hides a complex and brilliant imagination.

Best-selling crime writer P.D. James – the initials stand for Phyllis Dorothy – exudes an air of quiet authority. It is easy to envisage her, had she not become a creator of detective stories with more twists and turns than a spiral staircase, as a headmistress of a girls' school. But it is soon apparent from what she says that the authoritative mien is, in fact, a cloak for shyness. She reluctantly admits that Adam Dalgliesh, the detective in her novels, 'is, I suppose, modelled on myself – or rather, the way I would have turned out if I had been a man'. Dalgliesh prefers to unravel the complexities of crimes solo, as does his creator. 'I need time on my own, particularly when I am writing. I can write more or less anywhere as long as I have total privacy.'

She is too modest to concur with the view that she is Britain's best-known crime writer, even though her books – 12 major detective novels – are read avidly by millions all over the world. She herself is a great fan of the works of close friend Ruth Rendell. 'I particularly enjoy her psychological works, written under the name of Barbara Vine.' Books beside her bed are most likely to be by women writers such as Iris Murdoch, Anita Brookner and Penelope Lively, although not to the total exclusion of male authors like Graham Greene and Evelyn Waugh, whom she considers to have been the greatest novelists of their generation.

Success came to P.D. James late in life. Now in her seventies, she was 42 when her first crime novel, *Cover Her Face*, was published. Born in Oxford, the eldest of three children, Phyllis grew up mainly in Cambridge, where her family moved when she was 11 years old. 'I met my husband there – he was a student at the university, and I have always loved the place. That is why I chose it as the setting for *An Unsuitable Job For A Woman*.'

Reluctantly, she reveals that from a promising start, life has been hard, even tragic at times. Her

Irish doctor husband, Connor Bantry White, returned from the Second World War, during which he served with the Royal Army Medical Corps, a very sick man. 'I had to work long hours to support him and our two young daughters, Clare and Jane. The ideas were teeming in my head, but I could do practically nothing about it – I simply hadn't the time. My husband's parents, however, were marvellous, and took my daughters under their wing, giving them a sense of security throughout those difficult years.'

While working full-time in administration for the National Health Service, she made good use of her enviable organisational skills. At one point, five psychiatric outpatients' clinics came under her jurisdiction. Then followed 11 years at the Home Office, first in the Police Department, doing administration for forensic science research, and then in the Criminal Law section, in the juvenile crime division. It was while working in forensic science that she became 'quite accustomed' to the sight of corpses. But it was not fascination with death itself that inspired her. 'It was, rather, the shape and construction involved in the writing of a crime novel that appealed. I have always enjoyed reading detective stories, and I always knew that I wanted to be a writer.'

'I didn't want to use the traumatic events of my own life in a work of fiction. The writing of a detective story appealed as a wonderful apprenticeship for someone setting out to be a serious novelist, and it was suitably removed from my own experience. As I went on, I became increasingly aware that one could stay within the constraints and indeed within the so-called formula of the classic detective story and still write a good, serious and revealing novel about human beings. 'Writing detective stories', she says, 'is a way of bringing order out of disorder. The solution of a crime confirms the sanctity of life – even if that life is unlovable. Nobody really likes violence.'

- 13 What does the writer suggest about P.D. James's outward manner?
- A It is an attempt to discourage curiosity.
 - B It points to a lack of self-confidence.
 - C It conceals the true nature of her personality.
 - D It comes as a surprise to her readers.
- 14 When questioned about Adam Dalgliesh, P.D. James
- A concedes that the detective resembles her.
 - B admits that his behaviour is unusual.
 - C accepts that he does not enjoy company.
 - D recognises a weakness in the detective's character.
- 15 What is revealed about P.D. James's tastes in reading?
- A She prefers books with lots of action.
 - B She is less keen on male than female writers.
 - C She believes that men write better books than women.
 - D She thinks that women writers are not given enough credit.
- 16 According to P.D. James, her early writing career suffered from lack of
- A support.
 - B commitment.
 - C confidence.
 - D opportunity.
- 17 What characterised P.D. James's work in the National Health Service?
- A It was well-suited to her talents.
 - B It was not a satisfying experience.
 - C It was useful for her future writing.
 - D It was not sufficiently demanding.
- 18 P.D. James was drawn to writing crime novels because
- A they were her favourite sort of reading.
 - B they would be useful to her in her career.
 - C she liked the technical challenge they offered.
 - D she had experienced the effects of crime at first hand.
- 19 What realisation did P.D. James come to while working on her detective stories?
- A It was not necessary to pay attention to established patterns.
 - B The conventions did not adversely affect the quality of her writing.
 - C It was inevitable that she would become emotionally involved.
 - D The subject matter was more limiting than she had expected.

Part 4

You are going to read an introduction to a book about how to organise local events. For questions 20–34, choose from the sections of the introduction (A–E). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

In which section(s) of the text are the following mentioned?

the importance of making it clear to people that you value them

20	
----	--

the writer's natural instinct to want to do everything herself

21	
----	--

times when the writer has felt she may become unable to cope

22	
----	--

a way in which the writer's situation has been different from that of people she has worked with

23	
----	--

people who get involved in organising events but don't really want to do any work

24	
----	--

some people preferring others to be in charge

25	
----	--

the assistance provided by people who are physically strong

26	
----	--

people who get involved because of their strongly-held views

27	
----	--

28	
----	--

a situation in which you are free to concentrate only on the most important aspects of organising an event

29	
----	--

the willingness of people to try things they may not have done before

30	
----	--

the feeling that you really are in control, not just pretending to be

31	
----	--

the writer's belief that she cannot tell readers everything they need to know

32	
----	--

the difference that may exist between the way events are planned and the way they turn out

33	
----	--

a situation when it is desirable to have someone else checking what you are doing

34	
----	--

Organising local events

Are you thinking of setting up a fundraising event for your local school or community?

Sarah Passingham, a professional fundraiser, offers advice.

A

I have had a lot of fun from running events; it has been hard work but I have always done it in the knowledge that I was being paid for my many hours of toil. There are hundreds, probably thousands, of volunteers who work just as hard for no financial remuneration at all, and I have enormous admiration for them. I have worked with a good many groups and individuals who have had a burning ambition to do something for a particular community, remaining enthusiastic even in the face of adversity. When things go wrong, it is desperately disappointing and disheartening. Perhaps by looking at some of my suggestions and learning from my mistakes, most of those disappointing times can be averted. However, this guide is not meant as the definitive work on organising events; rather it is meant as a framework on which to hang your own ideas and methods of doing things.

B

A very important piece of advice is: Don't panic! Organising events can be a fraught business and I have myself come close to falling apart on occasions, but it achieved nothing and did not inspire my colleagues. I hope this book will act as a buffer – to be used before you go off the rails! – and that it will allow you not only to appear calm and well organised, but genuinely to be those things. In nearly 10 years of working with every type of professional and amateur, indoors and out, when plans have moved from A to B and sometimes to C due to bad weather or other reasons too numerous to mention, I don't think the general public have ever realised what was going on behind the scenes. Sometimes what they were experiencing was far removed from the original concept but nobody minded and, more often than not, nobody knew.

C

Even if you have unlimited spare time and resources to set an event up, it is almost impossible to organise the day itself with only one person. You physically cannot be in two or more places at once. Committees can be tiresome, unwieldy groups of people who may have come out for the evening just to enjoy some social chit-chat. However, if you have a committee that operates efficiently and decisively, it can relieve you of much of the time-

consuming but necessary work, and allow you to get to grips with the real nitty-gritty and keep a good overview without getting bogged down by details. And when you are dealing with money from the public, it is always worth having at least a cashier or treasurer as a second person to keep an eye on your balance or banking. You never want to be put in the position of having the finger of doubt or suspicion pointed at you, even if you know that you are entirely innocent.

D

When I first started, my critics would say that one of my failings was an unwillingness to delegate. I hope that is no longer true, as in time I have come to realise the value of help, especially from the volunteer. Help can come in many forms apart from the obvious muscle and brawn. Support, encouragement and an infectious enthusiasm all come from working with people who have chosen to give their time and sometimes their belongings for a cause they care passionately about. But what can you expect from volunteers? There is one rule of thumb here. Let volunteers know exactly what job it is that they are volunteering for. They can then make the choice to put themselves forward or not. But don't expect anyone to do anything you would not be prepared to tackle yourself!

E

In my experience, as long as they are prepared beforehand, people will have a go at almost anything. Of course, you have to be able to rely on your volunteers once they have offered their services. You need commitment from them, and if they can't make it on a particular day or are going to be late, you need to know well in advance so that you can make alternative arrangements. Now, what's in it for them? Fun, companionship, a sense of responsibility or, conversely, allowing someone else to hold responsibility, or simply an opportunity to get out of the house. But, above all, we all need to feel needed and you will often find that the more you show that you need your volunteers, the more they will be prepared to commit their time and energy to you, often time and time again. If you, as leader, keep the atmosphere as light as possible by sharing the decisions and being flexible, they will manage to get what they want out of the work and you will get a job well done.

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 the secretary of the Sports Club at an international college in New Zealand. The club would like to make some improvements and needs financial help from the college. The college Principal, Dr Parker, has asked you to write a report on the club. Some of the students have given you their views.

Read the advertisement for the club and comments from the students below. Then, **using the information appropriately**, write a report for the Principal, suggesting what changes you would like to make and why and persuading him to contribute some money towards these changes.

RIVERDALE COLLEGE SPORTS CLUB

Badminton
Squash
Climbing Wall
Fitness Room

Social Events

Mon – Fri 5pm–10pm

Nowhere to have
a drink + relax

Fitness room always
overcrowded

Showers
always broken!

I can only come
at weekends

Organised
classes?

Now write your **report** for the Principal, 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.

- 2 You see the announcement below in *Modern World*, an international magazine.

NEW TECHNOLOGY AND YOU

We invite you, our readers, to submit an article on new technology and how it affects your life. We will publish one article from each country. Your article should outline the impact of new technology on your life now. You should also explain what further changes are likely to take place in the near future and how these could affect you.

Write your **article**.

- 3 You see this competition in an English language magazine.

If you really want to learn English you should get a job in an English-speaking country, speak to the people and travel around.

Do you agree with this opinion? Give us your reasons why or why not. The best answer will win a ticket to London.

Write your **competition entry**, giving your views.

- 4 You have been discussing sports sponsorship in class, and your teacher has asked you to write an essay on the following subject.

Many sports teams and sporting events depend on sponsorship from the world of business. Does this link between sport and business have a positive or negative effect on sport?

Write your **essay**.

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

(a) Adriana Trigiani: *Big Stone Gap*

Your local college library wants to extend its collection of humorous novels. The librarian has heard *Big Stone Gap* described as 'hilarious'. She has asked you to write a report on *Big Stone Gap*, describing the two scenes which you found most amusing and explaining why.

Write your **report**.

(b) Dick Francis: *In the Frame*

You have been asked to write a review of *In the Frame* for your college magazine. In your review you should describe Charles Todd and comment on whether you think the story would appeal to students at your college, giving reasons for your opinions.

Write your **review**.

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 deals B handles C runs D controls

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

Secretaries

What's in a name? In the case of the secretary, or Personal Assistant (PA), it can be something rather surprising. The dictionary calls a secretary 'anyone who (0) correspondence, keeps records and does clerical work for others'. But while this particular job (1) looks a bit (2), the word's original meaning is a hundred times more exotic and perhaps more (3), . The word itself has been with us since the 14th century and comes from the mediaeval Latin word *secretarius* meaning 'something hidden'. Secretaries started out as those members of staff with knowledge hidden from others, the silent ones mysteriously (4) the secret machinery of organisations.

Some years ago 'something hidden' probably meant (5) out of sight, tucked away with all the other secretaries and typists. A good secretary was an unremarkable one, efficiently (6) orders, and then returning mouse-like to his or her station behind the typewriter, but, with the (7) of new office technology, the job (8) upgraded itself and the role has changed to one closer to the original meaning. The skills required are more demanding and more technical. Companies are (9) that secretarial staff should already be (10) trained in, and accustomed to working with, a (11) of word processing packages. Professionals in the (12) business point out that nowadays secretarial staff may even need some management skills to take on administration, personnel work and research.

- | | | | | |
|-----------|-------------------------|------------------------|----------------------|-------------------------|
| 1 | A explanation | B detail | C definition | D characteristic |
| 2 | A elderly | B unfashionable | C outdated | D aged |
| 3 | A characteristic | B related | C likely | D appropriate |
| 4 | A operating | B pushing | C functioning | D effecting |
| 5 | A kept | B covered | C packed | D held |
| 6 | A satisfying | B obeying | C completing | D minding |
| 7 | A advent | B approach | C entrance | D opening |
| 8 | A truly | B validly | C correctly | D effectively |
| 9 | A insisting | B ordering | C claiming | D pressing |
| 10 | A considerably | B highly | C vastly | D supremely |
| 11 | A group | B collection | C cluster | D range |
| 12 | A appointment | B hiring | C recruitment | D engagement |

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	T	H	E															
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Changing cities

What will the city of **(0)** future look like? This question has been asked **(13)** many times in recent history – and answered inconclusively **(14)** equal number of times – that we **(15)** be sure of **(16)** thing only: no one can predict with **(17)** degree of accuracy how cities will look 50 or 500 years from now.

The reason is simple – cities are **(18)** a continual state of change. Over the **(19)** fifty years they have changed so rapidly that the oldest residents will remember a time **(20)** their city seemed to belong not just to another era **(21)** to a different dimension.

(22) is true both of planned and unplanned cities. Planned cities such as New York and Paris, **(23)** are closely organised on a grid or diagram of streets and avenues, have effectively burst at the seams this century, while unplanned cities such as Tokyo and Los Angeles have grown just **(24)** dramatically. Although their centres might remain much as they were many years **(25)** , their suburbs have spread **(26)** the tentacles of an octopus.

Some economists argue that expansion is a sign of a healthy economy **(27)** that it is expanding cities that attract international investment.

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	S	T	R	A	I	G	H	T	F	O	R	W	A	R	D				
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--

Snow-kiting: an alternative form of skiing?

Skiing is one of the most (0) forms of exercise there is. It offers the participant, whether a novice or an old hand at the sport, a great deal of excitement and (28) , plus lots of fresh air. But skiing does have its various (29) When it comes to guaranteeing a profitable day's downhill skiing, there are two essential ingredients. You need hills, or (30) mountains, in order to get the most out of this (31) ; then you need a fairly generous covering of snow. (32) , there are usually snow machines to supplement any natural (33) in the supply of this second (34) , and help may now be at hand too for those lacking in the first, through the sport of snow-kiting.

STRAIGHT

PLEASE

ADVANTAGE

PREFER

PURSUE

FORTUNE

DEFICIENT

REQUIRE

Snow-kiting is a wintry offshoot of kite-surfing, an established watersport. By harnessing their skis to an inflated kite, snow-kiters can move at speed across even the very flattest of landscapes. All they need is a (35) wind, then they can enjoy all the exhilaration of a fast downhill ski run. In fact, partly because of (36) objects such as electricity pylons and trees, the best location for snow-kiting is not a ski resort at all – but a vast (37) plain. Skiing may never be the same again.

REASON

HAZARD

INTERRUPT

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													
---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--

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

38 Throughout the match, Philip the ball much harder than his opponent did.

Consumers were badly by price increases during the last economic crisis.

It suddenly him that today was a public holiday and all the shops would be shut.

39 The lake is rather this winter – we need more rain.

The critics seem to have a pretty opinion of his acting skills.

The manager's personal assistant came in to the meeting and spoke to him in a voice.

40 In the future we will be obtaining an increasing amount of from wind and water.

He did everything in his to find us somewhere to live.

Leaders are often unwilling to give up , even when they are very old.

41 The book about wildlife in the Antarctic me very deeply and I've been involved in conservation issues ever since I read it.

The politician's speech on several topics, but he mainly talked about inner city development.

When Sally the painting in the art gallery, all the alarms went off.

42 I wanted to study IT but there wasn't a on any of the courses.

The young Kenyan runner stumbled during the race and had to make do with second

I wish Nina would tidy up; she leaves her clothes all over the

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 He's likely to lose his job if he keeps disagreeing with his boss.

DANGER

If he keeps disagreeing with his boss, he's
from his job.

44 Although the children weren't listening, the teacher didn't get angry.

ATTENTION

Although the children weren't saying, the
teacher didn't get angry.

45 Given that he has no experience, will Glyn be able to do this job?

AFFECT

Will Glyn's ability to do this job?

46 'Remember to write or phone,' Marta said as she waved goodbye to her friend.

TOUCH

'Don't ,' Marta said as she waved goodbye to her friend.

47 No changes will be made to this project.

AHEAD

This project will to plan.

48 He no longer thinks he can find a job before the end of the year.

HOPE

He has given a job before the end of the year.

49 It's difficult to know what my reaction would have been in that situation.

HOW

I'm not In that situation.

50 I don't expect the company to make a profit this year, given the economic climate.

SURPRISED

Given the economic climate, the company make a profit this year.

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.

Visual materials for the Speaking test

What responsibilities do the members of the groups have?
How might they depend on each other?

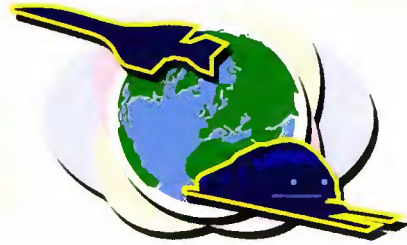
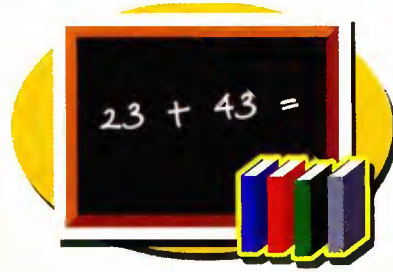


Visual materials for the Speaking test

**What significance might the pieces of paper have?
How might the people be feeling?**



How might our attitudes towards these things change at different stages of our lives?
What might be the greatest priority at each of these stages?



Visual materials for the Speaking test

How important is it for these people to be accurate?
What might happen if they were not?

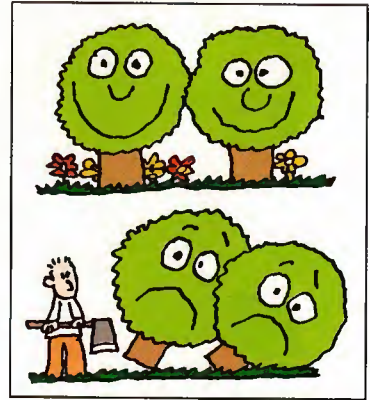


**Why might these possessions be important to these people?
How might the people feel if they no longer had them?**



Visual materials for the Speaking test

How successful might these designs be in raising awareness of the environment?
Which design would be most appropriate for the T-shirt?



**What significance might the flowers have for these people?
How might they be feeling?**

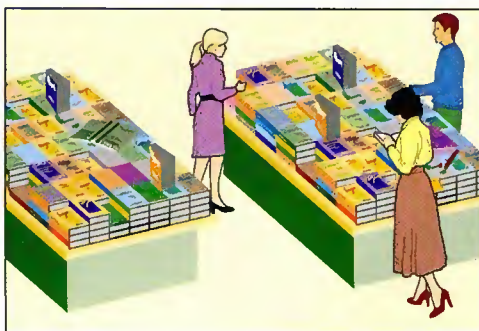


Visual materials for the Speaking test

**What might these people be observing?
Why might they be observing these things?**

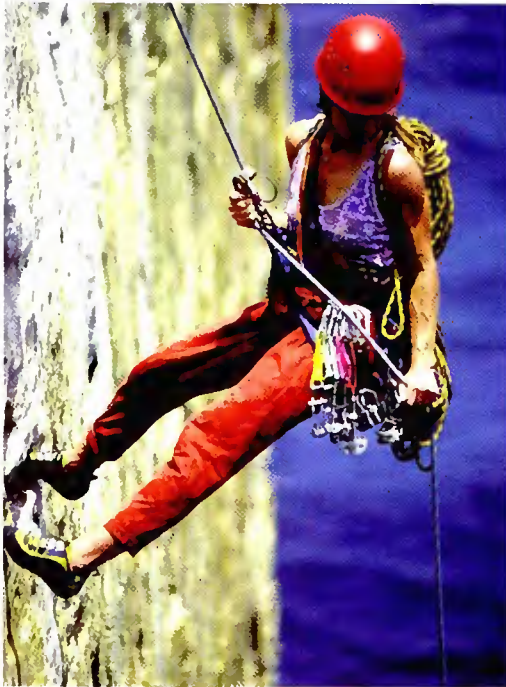


How effective might these ideas be in encouraging understanding between cultures?
Which two would be the most effective?



Visual materials for the Speaking test

**How might the people be feeling?
How difficult might it have been to take the photograph?**



Why might these people have fallen asleep?
How might they feel when they wake up?



Visual materials for the Speaking test

What effect have each of these events had on the world?
Which one has had the greatest influence on people's lives?





NACHHILFE & SPRACHKURSE

www.LearningInstitute.ch

Tel: 0041 44 586 33 60
info@LearningInstitute.ch

NACHHILFE

SPRACHKURSE

FIRMENTRAINING

LEHRLINGSBETREUUNG

STELLVERTRETUNG



Learning Institute - Denn Bildung ist Vertrauenssache.

Nachhilfe

Sprachkurse

Firmentraining

Lehrlingsbetreuung

Stellvertretung

Nachhilfe notwendig? Sprachkurs erwünscht?

Das Learning Institute organisiert in der ganzen Schweiz individuelle Nachhilfe- und Sprachkurse für Privat- und Geschäftskunden: Anmeldung und Informationen unter www.LearningInstitute.ch

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 1 Key

Paper 1 Reading (1 hour 15 minutes)

Part 1

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

Part 2

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

Part 3

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

Part 4

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

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 report must:

- make suggestions for improvements/changes
- justify these changes
- persuade the Principal to contribute.

Organisation and cohesion

Clearly organised, possibly with headings.

Range

Language for describing, recommending/suggesting and justifying.

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:

- outline the impact of new technology on their lives
- comment on future changes

Test 1 Key

- explain how these changes may affect them.

Organisation and cohesion

Clearly organised into paragraphs. Early mention of topic(s).

Range

Vocabulary relating to technology, language of explanation and speculation.

Appropriacy of register and format

Appropriately unmarked, informal or formal.

Target reader

Would be informed about the impact of technology on the candidate's life.

Question 3

Content (points covered)

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

- explain why they agree or disagree with the statement
- refer to work, contact with native speakers and travel.

Organisation and cohesion

Clearly organised into paragraphs.

Range

Language of explanation and description, vocabulary relating to language learning.

Appropriacy of register and format

Consistently unmarked, informal or formal.

Target reader

Would have a clear understanding of candidate's point of view and would consider the entry.

Question 4

Content (points covered)

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

- give opinion on positive and/or negative influence of sponsorship in sport.

Organisation and cohesion

Clearly organised into paragraphs.

Range

Language of describing, explaining and commenting.

Appropriacy of register and format

Formal to unmarked. Must be consistent.

Target reader

Would be informed.

Question 5 (a)

Content (points covered)

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

- describe the two most amusing scenes
- explain why.

Organisation and cohesion

Clearly organised into paragraphs with appropriate linking devices.
Headings may be an advantage.

Range

Language of description, opinion and explanation.

Vocabulary related to description of humour 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 review must:

- describe Charles Todd
- explain why the story would or would not appeal to students at the candidate's college
- give reasons why.

Organisation and cohesion

Clearly organised into paragraphs with appropriate linking devices.

Range

Language of description, opinion and explanation.

Vocabulary related to description of character 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 C 2 C 3 D 4 A 5 A 6 B 7 A 8 D 9 A 10 B 11 D
12 C

Part 2

13 so 14 an 15 can 16 one 17 any 18 in 19 last / previous / past
20 when 21 but 22 This 23 which 24 as 25 ago / before 26 like
27 and

Part 3

28 pleasure 29 disadvantages 30 preferably 31 pursuit 32 Fortunately
33 deficiency/ies 34 requirement 35 reasonable 36 hazardous 37 uninterrupted

Part 4

38 hit 39 low 40 power 41 touched 42 place

Part 5

43 in danger | of being/getting dismissed/sacked/fired 44 paying attention to | what he/she was
45 lack of experience / inexperience | affect his 46 forget to | keep/stay in touch 47 go/be going
ahead | (exactly) according 48 up (all/any) hope | of finding/getting (himself) 49 sure/certain
how | I would/I'd have/'ve reacted 50 I will/'ll/would/'d/ be | surprised if