

# Test 4

## 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.

#### Goat Racing

I was about to witness goat racing. Easter Monday in Buccoo Village. I was fighting my way through ice-cream vans, (1) .... of people, food stalls and hot music singeing my eardrums. Even though the general movement was towards the racecourse, I (2) .... my way through the crowds in an effort to get a good pitch. An area had been (3) .... to make a course for competitors. Not quite on a (4) .... with established racecourses, but on the similar assumption that spectators were to line either side of a (5) .... of ground along which the participants would travel. An attempt was being made to keep a handful of select goats in order. No mean feat when dealing with an animal fabled to eat almost anything it can get (6) .... of.

- |                  |             |             |               |
|------------------|-------------|-------------|---------------|
| 1 A flocks       | B shoals    | C hordes    | D herds       |
| 2 A handed       | B thumbed   | C fingered  | D elbowed     |
| 3 A cordoned off | B shut away | C penned in | D closed down |
| 4 A standard     | B rule      | C par       | D norm        |
| 5 A spread       | B stretch   | C space     | D span        |
| 6 A grip         | B hold      | C hang      | D grasp       |

#### Canoe Trip

As the day (7) .... to a close, I started to think about the night ahead, and I (8) .... with fear. The canoe was too wet to sleep in, there was nowhere to stop, and we hadn't seen any villages or huts since early morning. In the dim moonlight, and with the (9) .... of our torch we could just make out the line of the cliffs; the torch batteries were (10) ...., so we put in new ones, but they didn't work. Obviously we weren't going to be able to spot a camping place. A couple of miles later, Lesley called

out that she had seen a distant flickering light and our hopes (11) .... : the light turned out to be moonlight glinting on waves; soon we could hear the roaring noise of fast-rushing water, though we couldn't see what was happening. Time (12) .... still, and we moved on.

- |              |            |            |             |
|--------------|------------|------------|-------------|
| 7 A led      | B pulled   | C drew     | D headed    |
| 8 A thumped  | B beat     | C throbbed | D shuddered |
| 9 A support  | B means    | C backing  | D aid       |
| 10 A dimming | B failing  | C sinking  | D fainting  |
| 11 A soared  | B expanded | C reared   | D ascended  |
| 12 A kept    | B waited   | C stood    | D remained  |

### How to be Presentation Perfect – we answer your questions

*I am not a natural at making presentations, yet in my role as managing director I am increasingly required to present internally to my colleagues, (13) .... externally to the major shareholders. How can I improve my presentational techniques and my confidence?*

You are not the only one. Making a presentation involves completely different skills from those you need to run a company, yet more and more senior executives are (14) .... to be accomplished at it.

If you are trying to convince your audience of something, you have to be convinced yourself. Demonstrate your conviction in the passion and enthusiasm you (15) .... to the presentation. That means you must do your homework. Test your proposition carefully in advance. Ask colleagues to identify the 'hard questions' your audience might (16) .... to you. You also need to build a positive climate from the (17) .... Begin with an area of (18) .... ground that people can identify with and build gradually towards the conclusion you want to reach.

- |                |                  |            |             |
|----------------|------------------|------------|-------------|
| 13 A let alone | B not to mention | C besides  | D alongside |
| 14 A demanded  | B called         | C expected | D desired   |
| 15 A bring     | B bear           | C convey   | D deliver   |
| 16 A make      | B request        | C propose  | D put       |
| 17 A outset    | B outcome        | C outlook  | D output    |
| 18 A mutual    | B common         | C shared   | D similar   |

# **PAPER 3 USE OF ENGLISH (1 hour 30 minutes)**

## **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 in CAPITAL LETTERS on the separate answer sheet.

Example: 0 F U L L

### **Letter from a Genius**

In 1912, the world's top mathematicians began to receive letters which were (0).....<sup>full</sup> of incredibly complex formulae. They came from Madras, in India, (1)..... a 23-year-old accounts clerk named Srinivasa Ramanujan had seemingly (2)..... up with hundreds of new solutions to known mathematical problems (3)..... any form of assistance or training.

For the most (4)..... , the professional mathematicians' response was the usual one (5)..... faced with eccentric letters: they consigned them straight (6)..... the bin. But in 1913, some reached G. H. Hardy, a leading authority in number theory at Cambridge University. He, too, initially dismissed the letters (7)..... the work of an eccentric, but unable to (8)..... them out of his head, he eventually subjected them to closer scrutiny. After a few hours, Hardy arrived (9)..... the conclusion that what he had (10)..... him was the work of a mathematical genius, a view confirmed by colleagues with (11)..... he shared his discovery.

Before very (12)..... , Ramanujan had received an invitation to Cambridge and, once there, he soon proved (13)..... worth. A fruitful collaboration with Hardy (14)..... in the opening up of vast areas of mathematical research, still being worked on to (15)..... day.

## 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 in CAPITAL LETTERS on the separate answer sheet.

Example: 0 V E G E T A T I O N

### Lack of pastures new

Human activity made its mark on land use and (0)..... in coastal regions of southern Europe long before the first (16)..... holidays arrived. By classical times, these areas had already seen extensive (17)..... by natural and human activity, and the process continues today.

VEGETATE

PACK

ERODE

The hospitable climate of the area, long appreciated in literature as well as holiday brochures, produces seasonal variations in levels of soil (18)..... and consequently in plant growth. In an area where (19)..... occur frequently, there was a distinctive soil type at one time, with plants which had adapted to it. Nowadays though, this soil cover is no longer in (20)..... anywhere in the region.

MOIST

DRY

EXIST

The early years of the 1980s were (21)..... dry and this exacerbated problems brought about by the (22)..... growth of industry in rural areas and the intensification of agriculture. Pollution and insufficient water supplies have become problems to which the landscape is increasingly (23)..... . The more recently this type of land has fallen out of use, the longer it takes for plant cover to reestablish itself.

EXCEPT

SUBSTANCE

SENSE

The European Union has set up a programme of (24)..... into land degradation in southern Europe, involving forty-four universities in the (25)..... of data which can be used to inform the policy decisions needed to deal with the issue.

SEARCH

GATHER

**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** Do you mind if I watch you while you paint?

**objection**

Do you ..... you while you paint?

<b>0</b>	<i>have any objection to my watching</i>
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Write **only** the missing words **on the separate answer sheet.**

**32** There are fewer geese on the nature reserve than there were ten years ago.

**declined**

The number of geese on the nature reserve .....  
ten years.

**33** I asked Sally to write us a short letter to let us know that she's arrived safely.

**drop**

I asked Sally ..... to let us know that  
she's arrived safely.

**34** Alan felt that it was unforgivable that Jane hadn't replied to his invitation.

**failure**

Alan felt that ..... was unforgivable.



- 35 Marisa thought it would be possible for someone to turn the old vase into a plant pot.

**made**

Marisa thought that ..... a plant pot.

- 36 Jeremy usually plays football on Saturdays.

**habit**

Jeremy is ..... football on Saturdays.

- 37 When he was at his most successful, the president had enormous influence.

**height**

At ..... , the president had enormous influence.

- 38 Shula is one of the few students to use the library extensively.

**majority**

Unlike ..... extensive use of the library.

- 39 For me, his skill as a negotiator was most impressive.

**how**

I was most ..... negotiator he was.

# Test 4 Key

## Paper 1 Reading (1 hour 30 minutes)

*Part 1* (one mark for each correct answer)

1 C    2 D    3 A    4 C    5 B    6 B    7 C    8 D    9 D  
10 B    11 A    12 C    13 B    14 C    15 A    16 D    17 A  
18 B

*Part 2* (two marks for each correct answer)

19 D    20 B    21 A    22 B    23 A    24 C    25 D    26 B

*Part 3* (two marks for each correct answer)

27 E    28 H    29 B    30 G    31 A    32 F    33 C

*Part 4* (two marks for each correct answer)

34 A    35 B    36 C    37 C    38 B    39 D    40 A

## Paper 2 Writing (2 hours)

*Task-specific mark schemes*

*Question 1: Consumer choice*

*Content*

Writer's own opinions on the following three influences of consumer choice.

*Major points for discussion:*

- own desires
- media
- friends

*Range*

Language for expressing and supporting opinions.

*Appropriacy of register and format*

Format appropriate to an article (may have headings/sub-headings). Register consistent and appropriate for a general interest magazine.

*Organisation and cohesion*

Adequately paragraphed. Suitable conclusion.

*Target reader*

Would be interested and would understand the writer's views.

## Test 4 Key

### Range

Language of description, narration and explanation.

### Appropriacy of register and format

Format suited to magazine article. Register suited to magazine readers. Register consistent throughout.

### Organisation and cohesion

Clearly paragraphed. Balance between narration and explanation.

### Target reader

Would understand what happened during visit, the effect it had on Leo and how it changed his life.

## Paper 3 Use of English (1 hour 30 minutes)

### Part 1 (one mark for each correct answer)

- 1 where    2 come    3 without    4 part    5 when / if    6 to  
7 as    8 get    9 at    10 before    11 whom    12 long    13 his  
14 resulted / ended / culminated / climaxed    15 this

### Part 2 (one mark for each correct answer)

- 16 package    17 erosion    18 moisture    19 droughts  
20 existence    21 exceptionally    22 substantial    23 sensitive  
24 research    25 gathering

### Part 3 (two marks for each correct answer)

- 26 open    27 gathered    28 support    29 order    30 mystery  
31 stand

### Part 4 (one mark for each correct section)

- 32 has declined (1) + during / over / in the past / last (1)  
33 to drop us (1) + a line (in order) (1)  
34 Jane's failure (1) + to reply to his invitation / invite (1)  
35 the old vase could / might (possibly) be (1) + made into (1)  
36 in the habit (1) + of playing (1)  
37 the height of (1) + his success (1)  
38 the (vast) majority of (the) students (1) + Shula makes (1)  
39 impressed by / at / with (1) OR impressed to see (1) + (just) how skilled / skilful / skilful a (1)

### Part 5 (questions 40–43 two marks for each correct answer)

- 40 the work needed in order to (be able to) make predictions  
41 (he wishes to emphasise that) scientists are not just making excuses AND/OR  
scientists really do need to do more work / research  
42 (but only that their) discipline is very young



- 43 the work that scientists do (e.g. making advances, finding explanations, working out rules) is complex AND/OR based on limited information / evidence / data
- 44 The paragraph should include the following points:
- i scientific explanations are rarely final – each explanation raises new questions
  - ii some branches of science are fairly new / young (e.g. ecology / geoscience)  
Scientists find new areas / branches to study
  - iii there's a lot we don't know about the world / the world which scientists are trying to explain is extremely complex
  - iv (whenever / frequently / all the time) things (evidence / events) occur which cannot be explained by existing (scientific) theory and this leads to more activity / knowledge
  - v thousands of people are involved in scientific work / new (collaborative) ways of working produce more (complex) theories / questions / problems (for scientists to resolve)

## Paper 4 Listening (40 minutes approximately)

Part 1 (one mark for each correct answer)

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

Part 2 (one mark for each correct answer)

9 bakery / baker's 10 blankets 11 (their / the) body heat  
12 (the) skin 13 (some) shelter / shelters 14 (the) grass  
15 guest house 16 intelligence 17 humming / hum

Part 3 (one mark for each correct answer)

18 B 19 A 20 A 21 C 22 D

Part 4 (one mark for each correct answer)

23 G 24 B 25 M 26 B 27 B 28 G

### Transcript

*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]*