

Test 2

PAPER 1 READING (1 hour 30 minutes)

Part 1

For questions 1–18, read the three texts below and decide which answer (A, B, C or D) best fits each gap.

Mark your answers on the separate answer sheet.

Paul Simon

Rock and roll in the 1950s was primarily a youth cult, but its lasting importance (1) in the seismic impact it had on the middle class and the middle-aged. It also (2) the way for the next generation of rock idols, who listened to it awestruck and aware that this strange, unsettling sound would somehow, irrevocably, be (3) with their destinies.

For Paul Simon, as for other youngsters in the US, the chief (4) for hearing this new and invigorating type of music that was sweeping the country was courtesy of Alan Freed's radio show, *Moondog Rock 'n' Roll Party*. Freed's show was (5) listening for a whole generation of fledgling rock idols. Like the young John Lennon, 3,000 miles away in Liverpool, with his ear (6) to Radio Luxembourg – the only European outlet for the new rock and roll – Paul Simon was fascinated by the sounds pouring from Freed's show, and prepared himself for the next big step for a rock and roll obsessed teenager, the switch from listening to others' music to making his own.

- | | | | |
|-----------------|-------------|-------------|--------------|
| 1 A stood | B stayed | C held | D lay |
| 2 A paved | B fashioned | C generated | D grounded |
| 3 A fastened | B joined | C linked | D related |
| 4 A opportunity | B chance | C way | D access |
| 5 A needed | B obliged | C demanded | D required |
| 6 A engrossed | B glued | C sealed | D enthralled |

Snow

No path was visible, but I thought that I would be all right if I walked with due caution. The wind hammered down from the heights, knocking me over as I slid and (7) on the slippery ice. Suddenly the innocent-looking snow (8) way beneath me. I dropped, startled, into a hole some four feet deep. The snow had formed a roof over the gap between two rocks, melting away to leave nothing but a thin (9) through which I had plunged. I (10) myself out, shaken and unnerved, wondering what I would have done if the hole had been thirty feet deep. I sat back against the top of a pine tree that protruded from the snow to take (11) of the situation. In an hour I had covered about half a mile. It was perfectly clear that I would have to (12) my plan.

- | | | | |
|---------------|-----------|-----------|-----------|
| 7 A slithered | B swooped | C skipped | D swept |
| 8 A sank | B gave | C opened | D fell |
| 9 A lining | B fabric | C crust | D cloak |
| 10 A hauled | B handed | C carted | D trailed |
| 11 A issue | B thought | C stock | D gist |
| 12 A abandon | B neglect | C desist | D refute |

Qualitative Research

There are now numerous books which attempt to give guidance to researchers about qualitative research. While much has been written about the collection of data, the books are often (13) about the processes and procedures associated with data analysis. Indeed, much mystery surrounds the way researchers analyse their data. (14), we invited a range of social scientists who have (15) in qualitative projects to discuss the (16) that they used. The idea was to share insight and understanding of the process of qualitative data analysis rather than to produce a guidebook for the intending researcher. Such a task involves a process of demystification, of (17) implicit procedures more explicit. While this may sound straightforward, we have found it far from simple. We have therefore given our contributors the opportunity to (18) their work in a range of styles, which include autobiographical narratives and more impersonal forms.

- | | | | |
|---------------|---------------|--------------|--------------|
| 13 A silent | B dark | C blank | D dumb |
| 14 A However | B Accordingly | C Even so | D In essence |
| 15 A employed | B engaged | C exploited | D entered |
| 16 A accounts | B manners | C approaches | D modes |
| 17 A turning | B making | C putting | D getting |
| 18 A propose | B render | C extend | D present |

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 O F

Louis Pasteur (1822–1895)

Of the legions (0).....^{of}..... twentieth century scientists, only a handful won worldwide recognition. Even (1)..... have won the greatest prize of all, the Nobel Prize, and rarer still are those who have won two. So (2)....., only three people have succeeded in achieving this, but there is one scientist whose achievements would have merited four at the (3)..... least. (4)..... he died a few years (5)..... soon to receive the first Nobel Prize, Louis Pasteur is arguably the most celebrated of any scientist, (6)..... name appearing (7)..... countless products in homes, shops and supermarkets (8)..... this day.

Pioneer scientist, conqueror of disease and saviour of industries, Pasteur combined soaring intellectual powers (9)..... down-to-earth pragmatism, a combination which allowed him, to (10)..... intents and purposes, to dispose of centuries of pseudo-science. In the year 1822 when he was born, the life sciences were based on (11)..... more than medieval fairy tales. The underlying causes of many diseases were quite unknown. What explanations (12)..... exist were utterly bizarre. For instance, malaria was said to have (13)..... origins in 'miasmas' emanating from swamps, whereas influenza was linked to the 'influence' of celestial events, (14)..... as the passage of comets. Pasteur exploded (15)..... and many other myths.

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 C O M P A R A T I V E L Y

Rain making

When it rains, it doesn't always pour. During a typical storm, a (0) *comparatively* small amount of the locked up moisture in each cloud reaches the ground as rain. So the idea that human (16) – a rain dance, perhaps – might encourage the sky to give up a little (17) water has been around since prehistoric times. More recently, would-be rain makers have used a more direct (18) – that of throwing various chemicals out of aeroplanes in an effort to wring more rain from the clouds, a practice known as 'cloud seeding'.

Yet such techniques, which were first developed in the 1940s, are (19) difficult to evaluate. It is hard to (20) , for example, how much rain would have fallen anyway. So, despite much anecdotal evidence of the advantages of cloud seeding, which has led to its adoption in more than 40 countries around the world, as far as scientists are concerned, results are still (21) That could be about to change. For the past three years (22) have been carrying out the most extensive and (23) evaluation to date of a revolutionary new technique which will substantially boost the volume of (24)

The preliminary (25) of their experiments indicate that solid evidence of the technique's effectiveness is now within the scientists' grasp.

COMPARE

INTERVENE

ADD

PROCEED

NOTORIETY

CERTAIN

CONCLUSIVE

RESEARCH

RIGOUR

RAIN

FIND

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?

0

have any objection to my watching

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

32 Chess is a much more skilful game than backgammon.

deal

Playing chess requires playing backgammon.

33 John's comments on the new film were not well received.

go

John's comments on the new film well.

34 It was never explained why Gregor decided to leave.

given

No of Gregor's decision to leave.

- 35 Nobody expected Lucy to resign.

came

Lucy's everyone.

- 36 I was just about to leave the house when I heard the phone ring.

verge

I was the house when I heard the phone ring.

- 37 Stefano decided to stay on at the hotel for two more weeks.

extend

Stefano decided two weeks.

- 38 I'm sorry, I didn't mean to interrupt the meeting.

intention

I'm sorry, I the meeting.

- 39 I wonder what's happened to Hans; he's normally on time for an important meeting.

unlike

I wonder what's happened to Hans; it's most
for an important meeting.

Test 2 Key

Paper 1 Reading (1 hour 30 minutes)

Part 1 (one mark for each correct answer)

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

Part 2 (two marks for each correct answer)

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

Part 3 (two marks for each correct answer)

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

Part 4 (two marks for each correct answer)

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

Paper 2 Writing (2 hours)

Task-specific mark schemes

Question 1: Children's freedom

Content

Degree of freedom given to children.

Major points for discussion:

- children gain from being given freedom
- it is irresponsible to give young people freedom

Further relevant point:

- many children get freedom from an early age

Range

Language for expressing and supporting opinions.

Appropriacy of register and format

Consistently appropriate for letter to newspaper.

Organisation and cohesion

Adequately organised in paragraphs. Clear introduction and conclusion.
Introductory and concluding conventions.

Target reader

Would understand writer's opinions.

Appropriacy of register and format

Consistent register for article suitable for inclusion in magazine.

Organisation and cohesion

Suitable introduction – reason for writing. Well organised, moving from description/narration to evaluation/analysis.

Target reader

Would have some understanding of the characters and how their relationship develops.

Question 5(c): The Accidental Tourist

Content

Macon's character:

- evidence from the way he organises his life
- the way he writes about travel
- the way he controls emotions and lets himself be controlled by what happens to him

Muriel's character:

- chaotic lifestyle
- chaotic house, but full of people
- over-protective and careful about Alexander
- open about her emotions

(Underlined points must be included – bulleted points are suggested relevant information.)

Range

Language of discussion, narration and evaluation.

Appropriacy of register and format

Consistent and appropriate for essay for tutor.

Organisation and cohesion

Clear presentation of ideas; well organised and paragraphed.

Target reader

Would have a clear understanding of the writer's view.

Paper 3 Use of English (1 hour 30 minutes)

Part 1 (one mark for each correct answer)

- 1 fewer 2 far 3 very 4 though / although / while / whilst 5 too
6 his 7 on / upon 8 to 9 with 10 all
11 little / no / nothing 12 did 13 its 14 such 15 these / those

Part 2 (one mark for each correct answer)

- 16 intervention 17 additional 18 procedure 19 notoriously
20 ascertain 21 inconclusive 22 researchers 23 rigorous
24 rainfall 25 findings

Test 2 Key

Part 3 (two marks for each correct answer)

- 26 imitation 27 apply 28 term 29 human 30 review
31 seek

Part 4 (one mark for each correct section)

- 32 a good / great deal more (1) + skill than (1)
33 did not / didn't go (1) + down (so / particularly / all that / very) (1)
34 explanation (1) + was ever given (1) OR explanations (1) + were ever given (1)
35 resignation / resigning / decision to resign came (1) + as a (total / complete) surprise / shock to (1)
36 on the verge (1) + of leaving / going out of (1)
37 to extend his / her (1) + stay at the hotel by (1)
38 did not / didn't have any / had no intention (1) + of interrupting (1)
39 unlike him (1) + to be / arrive / come / turn up / late (1) OR not to be in / on time (1)

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

- 40 (They, and all the other characters, are) stock figures
41 stories are (only) believed because details / information (e.g. times and places) are not known / not specified / left vague OR stories would not be believed if details / information (e.g. times and places) were known / specified
42 adults say that (all) people are good but children know that they (themselves) are not always good OR (because) children know they behave differently from how they are told they should behave
43 (what) adults / parents / society / community (say / think / believe) OR the (leading) beliefs / values / customs (of the time)
44 The paragraph should include the following points:
i the stories include practical details
ii the virtues and rewards in the stories are real
iii they reflect the social conditions / details of the times when the stories were first told
iv the stories show that life has problems
v with effort obstacles / difficulties can be overcome

Paper 4 Listening (40 minutes approximately)

Part 1 (one mark for each correct answer)

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

Part 2 (one mark for each correct answer)

- 9 (different) colour(s) / color(s) 10 (huge) barrel 11 (sponge)(-)farming
12 dry / dried / dried(-)out (specimens / sponges) 13 horn 14 love and commitment (in either order) 15 (as) hard as (a) rock / rock(-)hard NOT hard alone 16 cell(-)to(-)cell 17 (new) (kinds of / types of) drug(s) / medicine(s)