

# Succeed in LanguageCert

Formerly known as City & Guilds exams

CEFR  
Level C1

IESOL & ISESOL

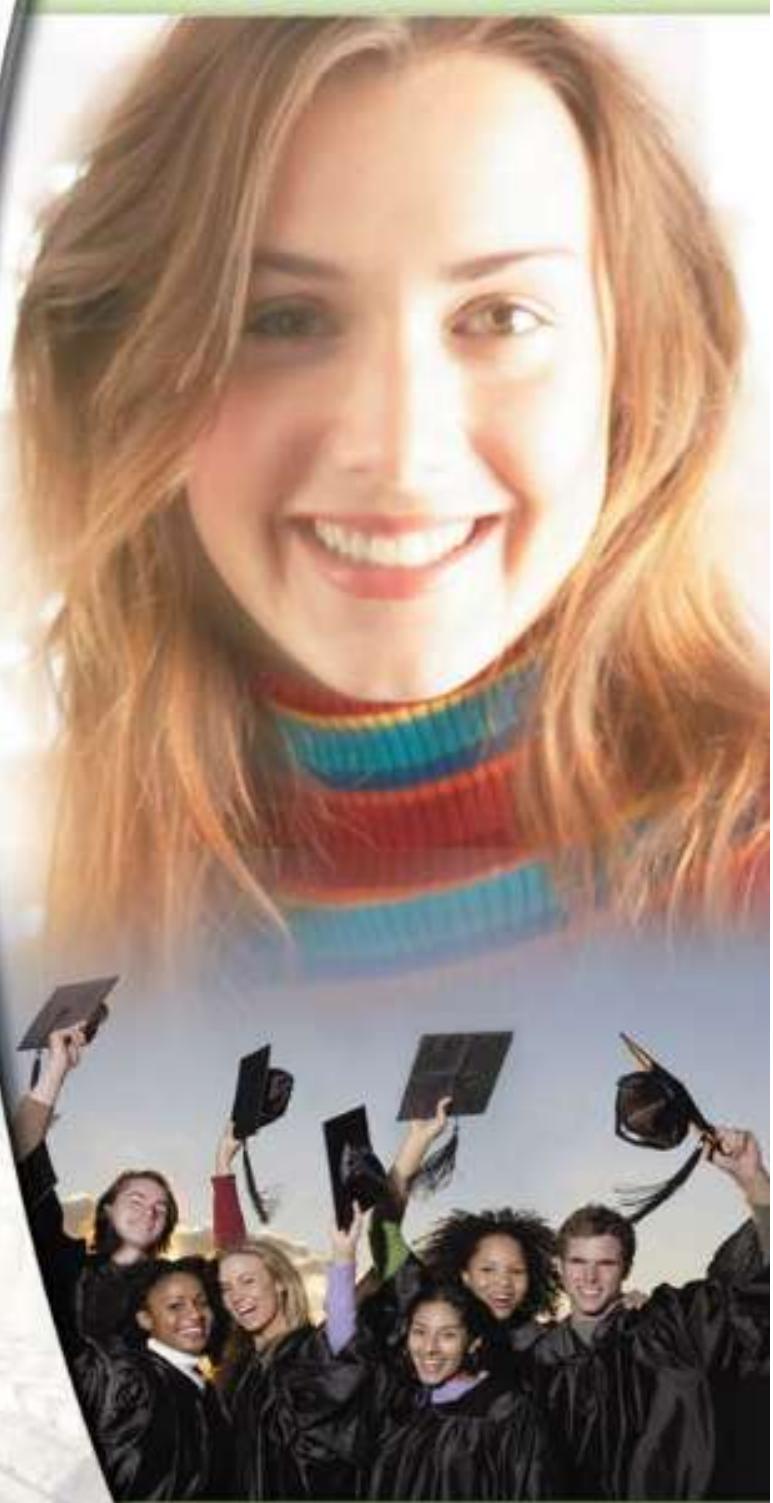
Practice Tests

TELEPHONE



**Student's Book**

Andrew Betsis  
Lawrence Mamas



  
**GlobalELT**  
ENGLISH LANGUAGE TEACHING MATERIALS

# *Succeed in LanguageCert*

## Level C1

### 6 Complete Practice Tests

#### **Key Features:**

- 6 Practice Tests for the IESOL and 5 Practice Tests for the ISESOL Level C1 exam, that help candidates become familiar with the format of the exam and at the same time practise examination techniques.
- Self-Study Edition available, that includes:
  - Audioscripts & Key
  - All 5 Listening Tests, in 1 MP3 Audio CD
- The Audio CDs contain the listening material in the same format as the actual exam.

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#### **Components:**

- Succeed in LanguageCert - Level C1 - Student's Book - ISBN: 9781781643877
- Succeed in LanguageCert - Level C1 - Teacher's Book - ISBN: 9781781643907

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# Test 1

## LISTENING

### Part 1

You will hear six short, unfinished conversations. Choose the best reply to continue each conversation. Put a circle round the letter of the best reply. Look at the example. You will hear each conversation twice.

**Example:**

Speaker 1: Is this the right size?

Speaker 2: I think it's OK.

Speaker 1: We should have checked the size before we had bought it.

Speaker 2: .....

- a) Why do you ask?
- b) You are right, but it's too late now.
- c) I've checked the shop.

1. a) What do you mean? Like what?  
b) But really, isn't it always?  
c) I am not acting.

2. a) I had no idea.  
b) I thought the shops were closed.  
c) Maybe I will go shopping later.

3. a) Inside out.  
b) My parents' house.  
c) I bought the aspirin at the pharmacy.

4. a) It isn't here.  
b) I doubt it.  
c) It's an awful colour.

5. a) I will if you do, too.  
b) Must you though?  
c) Do you really?

6. a) I have no idea.  
b) You know where she is now?  
c) It's no use wandering around.

### Part 2

You will hear three conversations. Listen to the conversations and answer the questions. Put a circle round the letter of the correct answer. You will hear each conversation twice. Look at the questions for Conversation One.

#### Conversation 1

1. Why was the woman in America?

- a) to work
- b) to travel
- c) to meet friends

2. The man has

- a) travelled a lot.
- b) lived in one place for a long time.
- c) never been out of his country.

#### Conversation 2

3. The woman is

- a) a school advisor.
- b) a student.
- c) a politician.

4. What does the man want?

- a) school credit
- b) to find a band
- c) to be called back by Friday

#### Conversation 3

5. The relationship between the man and the woman is

- a) husband and wife.
- b) computer technician and client.
- c) salesperson and customer.

6. The woman

- a) does not have a DVD playing programme on her computer.
- b) doesn't like the DVD programme the man wants to sell her.
- c) doesn't like her current DVD programme.

Total: 6 marks

Total: 6 marks

**Part 3**

Listen to the person talking and complete the information on the notepad. Write **short** answers of one to five words. You will hear the person **twice**. At the end you will have two minutes to read through and check your answers. You have one minute to look at the notepad. The first one is an example.

**DO NOT WRITE MORE THAN 5 WORDS FOR EACH QUESTION.**



### **"Processing the Work of The Secret Government"**

**Example:** Film informs people of:

**U.S. government's operations**

**1. The 2 enemies in the proxy war:**

**2. Country the Contras were expected to fight:**

**3. Name of group formed by private donors:**

**4. Focus of the documentary:**

**5. Political fact in Guatemala documentary:**

**6. What the US dominated in the Caribbean:**

**7. A scandal the film deals with:**

**Total: 7 marks**

## Part 4

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. You will hear the conversation twice.

**Example:** What has the woman just finished?

- a) writing her first book
- b) writing a new book
- c) reading a new book

1. For what age groups has Judy Blume written books?
  - a) only for children
  - b) mostly for teenagers
  - c) for all age groups
  
2. What is the main character, in Judy Blume's new novel, obsessed with?
  - a) money
  - b) time
  - c) friends
  
3. The name of Judy Blume's grandson is
  - a) Peter.
  - b) Howie.
  - c) Elliot.
  
4. How does Judy Blume feel about being a grandmother?
  - a) It helps her remember childhood.
  - b) It gives her a new way to look at childhood.
  - c) It helps her stay in touch with young people.
  
5. How does Judy Blume start writing a book?
  - a) She writes a first draft very quickly.
  - b) She keeps a notebook with ideas in it
  - c) She writes several drafts very slowly.
  
6. Before Judy sends her books to her editor,
  - a) she reads it aloud.
  - b) she asks the opinion of her editor.
  - c) she asks her family's opinion.
  
7. What part of writing does Judy Blume find difficult?
  - a) developing characters
  - b) her last draft
  - c) her first draft

Total: 7 marks  
Total marks for Listening: 26

## Part 1

## READING

Total: 5 marks

Read the following text, then read the five statements. Some of these statements are true according to the text, some of them are false. Write T for True or F for False in the box next to each statement.

In the simple example of a college graduation ceremony, the liminal phase can actually be extended to include the period of time between when the last assignment was finished (and graduation was assured) all the way through reception of the diploma. That no man's land represents the limbo associated with liminality. The stress of accomplishing tasks for college has been lifted. Yet, the individual has not transitioned to a new stage in life (psychologically or physically). The result is a unique perspective on what has come before, and what may come next.



When Western cultures use mistletoe, the plant is placed in a threshold (the "limen"), at the time of the winter solstice. The act that occurs under the mistletoe (the kiss) breaks the boundaries between two people. Because what happens under the mistletoe is occurring in ritual time/space, the people kissing are not breaking taboos imposed under normal circumstances by their marriages to (or relationships with) other people. When a marriage proposal is initiated, there is a liminal stage between the question and the answer during which the social arrangements of both parties involved are subject to transformation and inversion; a sort of "life stage limbo" so to speak, in that the affirmation or denial can result in multiple and diverse outcomes.

Twilight serves as a liminal time, between day and night. The name of the television fiction series *The Twilight Zone* makes reference to this, describing it as "the middle ground between light and shadow, between science and superstition" in one variant of the original series' opening. The name is from an actual zone observable from space in the place where daylight or shadow advances or retreats about the Earth. Noon and, more often, midnight can be considered liminal, the first transitioning between morning and afternoon, the latter between days.

1. Liminality is a word used to describe certain stages in life.
2. Liminality is a transitional period.
3. People kissing is representative of liminality.
4. Rejection of a marriage proposal can lead to depression.
5. The television show *The Twilight Zone* coined the term "liminality".

## Part 2

Total: 6 marks

Read the text and fill the gaps with the correct sentences A-H. Write the letter of the missing sentence in the box in the gap. There are two extra sentences you will not need.

## Marwell Zoo



Marwell Zoological Park, or Marwell Zoo, is situated in Hampshire, England, near Winchester. **1** It is best known for its large collection of ungulates and unique style of enclosures. Marwell Zoological Park is owned and operated by the Marwell Preservation Trust, a registered charity.

The zoo's logo is a silhouetted oryx. The oryx was one of the first species kept at Marwell and more than 200 calves have been born and reared there since 1972. London, Whipsnade and Edinburgh Zoos cooperate with Marwell's oryx breeding programme, which aims to reintroduce the animal to its natural habitat. **2** In the eight years preceding their arrival an area of 24 square kilometres had been kept free from habitation, grazing and cultivation, resulting in a dramatic recovery of vegetation, and provision of a perfect reintroduction site for the captive-born oryx. **3**

The Zoological Park exists in the manor of Marwell. Marwell Hall is a Grade I listed building and was once the residence of Sir Henry Seymour (brother of Jane Seymour, Henry VIII's third wife) so it is likely that Henry visited on several occasions. **4**

In 1977, a giraffe called Victor collapsed on his stomach, and was unable to get up. **5** All attempts to get him on his feet failed, and his plight became a major international news story. The Royal Navy were brought in, and made a sling to winch him onto his feet. He died of a heart attack very shortly afterwards. The publicity turned Marwell into a major tourist attraction, and interest was revived the following summer, when Victor's mate, Dribbles, gave birth to a female calf, Victoria.

In 1999, the zoo lost all 26 of its Jackass and Macaroni Penguins to avian malaria. **6** After consulting with various experts, the exhibit was restocked with Humboldt Penguins, which are present in greater numbers in captivity (although endangered in the wild).

- A. In December 1985 ten yearling oryx were transferred from Marwell to the Bou-Hedma National Park in Tunisia (part of the former range of their ancestors).
- B. The press claimed that he had slipped while trying to mate.
- C. Since 1985, the herd has settled in well, has started to breed, and has become increasingly wary of humans.
- D. There were other cases in the UK but Marwell was the only zoo to lose its entire colony, which had arrived only two and a half years before.
- E. Though no major exhibits will be opening in 2018, the zoo is opening a new Giant Anteater house and enclosure to form part of the new South American biome in 2019.
- F. Following a replacement, the first cub born to the new pair escaped into the male's enclosure through a partition and was killed.
- G. There is a local tale that they were married in a private ceremony, either at the hall, or in nearby Owslebury, very soon after news arrived from London confirming the death of Anne Boleyn.
- H. Opened in 1972, it was one of the earliest zoos in Europe to place an emphasis on animal conservation and is considered one of the leading institutions in that field.

## Part 3

Read the four texts below. There are eight questions about the texts. Decide which text (A, B, C or D) tells you the answer to the question. The first one is done for you.

**A.** The idea that bars will be forced to close because of the smoking ban is utterly unconvincing. In other cities where smoking bans were enacted, post-ban bar profits went up. There are more people unwilling to go into the smoke-filled bars as they exist today than there are smokers unwilling to go into smoke-free areas.



It is also foolhardy to assert that smokers who light up in bars would choose not to frequent the smokeless bars. Smoking, like television, is an activity that can be done at home, at any time. Listening to live music is the real draw of the bar scene - not ubiquitous cigarettes - and someone who'd miss out on listening to Austin's live music because they'd rather stay home and light up a cigarette is a pretty sad sack.

**C.**

I genuinely believe that over the past few years, smokers have become more understanding and considerate to our rightly health-conscious society and the question "do you mind if I light up?" is more prominent than ever.



As a student, much of my social life is spent with friends in both bars and restaurants. Those of my friends who do smoke have become more accustomed to 'smoke free' or 'smoking areas' within these establishments. The non-smokers amongst us have also become used to these disciplines.

I believe that by being tolerant of each other's rights to enjoy a relaxing social life, we should be able to avoid the need of an unfair ban that affects smokers and non-smokers alike.

**B.**

*As a non-smoker, when the smoking ban was first proposed, the prospect of being able to eat a meal or have a drink with some friends without being drowned in the off-putting smell of smoke was wonderful. It was only when I started to look at the specifics that I realised that perhaps this ban wasn't entirely ethical and good willed.*

**D.**

I feel that this impinges upon people's rights and no one should be forced to give up something they don't want to. Personal health and safety has to do with the individual - not the public.



Passive smoking is the same as car-fume inhalation, just a little lighter on the lungs, but the long-term effects are just as prominent; it is just so idiotic and not sensible. Ancient Indians smoked the pipe as do the modern eastern Islamic countries and is part of a tradition and yet, why aren't they being banned when they equally contain just as many powerful toxins that are inhaled and exhaled as regular cigarettes?

In which text does the writer:

Example: argue that smoking is a tradition that shouldn't be banned?

1. claim smokers have recently become more respectful?
2. hint a smoking ban may lack moral basis?
3. argue that bars won't be affected by a smoking ban?

D


Which text is saying the following?

4. An individual's well-being is private.
5. Smokers and non-smokers need to respect each other.
6. In some places, establishments made more money after a smoking ban was passed.
7. At first the thought of a smoking ban was nice.


Total: 7 marks

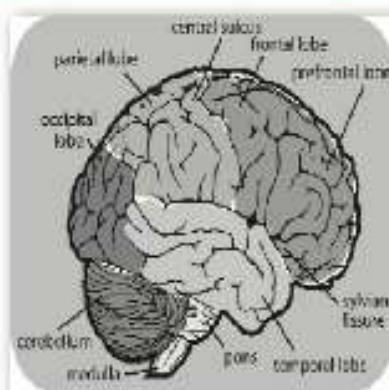
## Part 4

Read the article and answer the questions. Write a maximum of five words for each answer. An example is done for you.

## Intelligence

While showing an impressive growth prenatally, the human brain is not fully formed at birth. There is considerable brain growth during childhood with dynamic changes taking place in the human brain throughout life, probably for adaptation to our environment.

Defining intelligence is highly problematic. Is there an 'intelligence' that equips us to solve all kinds of problems and answer all questions, regardless of their nature? Or are there different intelligences that help us deal with particular problems and solutions? The scientific community is divided on the issue.



One of the main tenets underpinning the idea of a single entity of 'intelligence' is the concept of 'General Intelligence', or 'g'. Devised by English Psychologist, Charles Spearman, in the early 20th century, 'g' was a statistical measure of performance across a variety of tests.

Spearman found that the same people who did well in a variety of mental tests tended to use a part in their brains that he termed 'g'. This 'g' laid the foundation for the notion of a single intelligence, which enables us to undertake everyday mental tasks.

A recent study seems to endorse Spearman's theory. Research has found that a part of the brain called the 'lateral prefrontal cortex' is the only area of the brain to increase in blood flow when volunteers tackle complicated puzzles.

Spearman's concept, however, is still highly controversial with many people questioning both the statistical process and the simplistic nature of 'g'. There is also a body of research that states that our mental ability is a function of social factors such as education and not one's inherent biological make-up.

The early Greeks thought the brain was the seat of your soul, rather than your intellect. They believed that thinking happened somewhere around the lungs! Not until the seventeenth century was the brain seen as an organ of intelligence and thought, when the concept of the mind emerged.

There are a number of different methods which purport to measure intelligence, the most famous of which is perhaps the IQ, or 'Intelligence Quotient' test. The 'Stanford-Binet Intelligence Scale' began life in early 20th-century Paris, as part of Alfred Binet's efforts to educate children with learning difficulties. Those that obtained a score below their age were considered "retarded".

IQ is a 'psychometric' test, meaning it measures mental ability. However, defining intelligence is far from simple. There are two main schools of thought. The first believes in an inherited, genetically determined intellect that can be measured. The second group of psychologists believe in many intelligences, the development of which may be the result of our social background. They also think that measuring these intelligences is also problematic. This issue is ongoing and will be studied for years to come, but for now there is no clear way to truly measure intelligence.

**Example:** Why does the human brain change dynamically throughout life? ..... **for adaptation to our environment**

1. How does the author initially describe the process of defining intelligence?

2. On what research was Spearman's theory based?

3. Which is the only area of the brain that increases in blood flow when volunteers tackle complicated puzzles?

4. What aspect of our mental ability cannot be explained by Spearman's theory?

5. When was the brain seen as an organ of intelligence and thought?

6. For what category of children was the 'Stanford-Binet Intelligence Scale' first devised?

7. What do IQ tests measure?

8. Where is the progress of our intelligence based on, according to the second group of psychologists?

Total: 8 marks

Total marks for Reading: 26

# WRITING

## Part 1

You are the Principal of a secondary school and are concerned about the increase of obesity in your students. A local fitness group, called 'Fighting Fit' has offered to conduct a course of fitness classes at your school at a discounted rate for student groups. Using the results of the survey write a letter to parents to highlight the need for students to take part in the classes and explain how students will benefit from so doing.

Write between 150 and 200 words.

### Fighting Fit!

*Classes for kids who don't 'do' fitness.*

*We make exercise fun for children. If your child is a bit overweight we can make him or her, fit and healthy! Your child will love our fitness classes and adventure assault courses! Don't delay, subscribe today!*

### Survey into rates of child obesity

(shown as a percentage of the population in the UK)

Age of child	Year 1981-84	Year 2015-16
2-5 years	5% obese	13.9% obese
6-11 years	4% obese	18.8% obese
12-19 years	6.1% obese	17.4% obese

#### Report showing consequences of child obesity:

- \* 24% of children who are obese report experiencing low self-esteem
- \* 17% of obese children are at risk of developing Type II diabetes as adults
- \* 63% of children who are obese, experience bullying at school
- \* 76% of obese children report experiencing stigma for being obese

## Part 2

Write a composition describing how someone has changed your life, for better or for worse, and how this will affect your life and attitude to this person.

Write between 250 and 300 words.

# Test 2

## LISTENING

### Part 1

You will hear six short, unfinished conversations. Choose the best reply to continue each conversation. Put a circle round the letter of the best reply. Look at the example. You will hear each conversation twice.

**Example:**

Speaker 1: Is this the right size?

Speaker 2: I think it's OK.

Speaker 1: We should have checked the size before we had bought it.

Speaker 2: .....

- a) Why do you ask?
- b) You are right, but it's too late now.
- c) I've checked the shop.

1. a) I can't tell you anything.  
b) Why on earth not?  
c) Will you? How's that?

2. a) I hadn't figured it out.  
b) Sometimes I want to arrive early.  
c) Of course! We all did.

3. a) We like you more than you think.  
b) It was fun to see you, too.  
c) Not so great these days.

4. a) It isn't here; I've already checked.  
b) In the bin, I reckon.  
c) It looks OK now.

5. a) I'll check if it's out of stock.  
b) But of course there is! Don't worry!  
c) There might not be; you never know.

6. a) I can't now. It's too late.  
b) It doesn't have to.  
c) I left you some presents.

Total: 6 marks

### Part 2

You will hear three conversations. Listen to the conversations and answer the questions. Put a circle round the letter of the correct answer. You will hear each conversation twice. Look at the questions for Conversation One.

#### Conversation 1

1. What does the man want the woman to do?
  - a) get her work published
  - b) start writing a journal
  - c) read a paper
  
2. The woman is the man's
  - a) student.
  - b) friend.
  - c) teacher.

#### Conversation 2

3. The woman changed her mind about
  - a) her husband opening his own pub.
  - b) working in a pub.
  - c) investing in another pub.
  
4. The woman wants
  - a) the man to be happy.
  - b) to work in the pub.
  - c) to run the pub herself.

#### Conversation 3

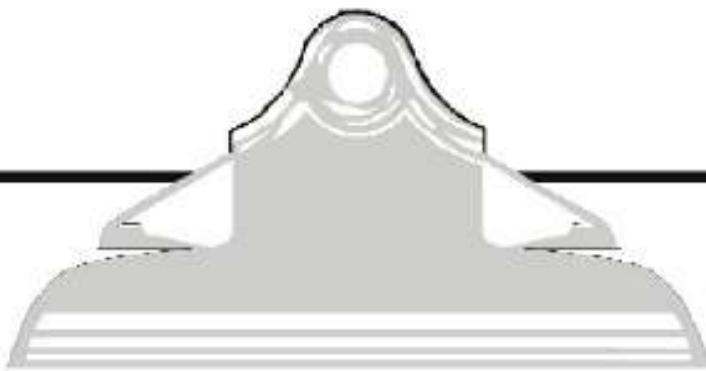
5. Why is the man angry?
  - a) His professor didn't give him back his test.
  - b) He couldn't study hard for a test.
  - c) He didn't do well on a test.
  
6. The woman suggests the man
  - a) study harder.
  - b) talk to his professor.
  - c) do better on the next test.

Total: 6 marks

## Part 3

Listen to the person talking and complete the information on the notepad. Write **short** answers of one to five words. You will hear the person **twice**. At the end you will have two minutes to read through and check your answers. You have one minute to look at the notepad. The first one is an example.

**DO NOT WRITE MORE THAN 5 WORDS FOR EACH QUESTION.**



**NOTES on Flower Gifting**

*Example:*

Guest: Caitlin Butler

**1. Reasons for the existence of variations in flower-gifting:**

..... a) tradition ..... b) .....

**2. Two festivals for flower gifting:**

.....

**3. One formal occasion flowers are appropriate as a gift:**

.....

**4. Peonies - popular wedding gift in:**

.....

**5. Inappropriate gifts in Asia:**

.....

**6. Flowers signifying death in England:**

.....

**7. Number meaning bad luck in Italy:**

Total: 7 marks

## Part 4

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. You will hear the conversation twice.

**Example:** Why doesn't the woman understand global warming?

- a) It is too much to process
- b) It is too scientific
- c) She is taking a class on it

1. What is the relationship between El Nino and global warming?

- a) They are the same thing.
- b) They are interrelated.
- c) They have nothing to do with each other.

2. What does the man think about global warming?

- a) It is a real problem and we must take action.
- b) It is a problem for the future generations to solve.
- c) Only scientists believe it is real.

3. When will the effects of today's pollution be evident in the atmosphere?

- a) in 10 years
- b) in 20 years
- c) now

4. The main cause of global warming is

- a) the burning of fossil fuels.
- b) deforestation.
- c) urbanisation.

5. What needs to be done according to UN's scientists?

- a) to cut CO<sub>2</sub> emissions by 60% at once
- b) to cut CO<sub>2</sub> emissions gradually by 60%
- c) to cut CO<sub>2</sub> emissions by at least 7%

6. The US has agreed to

- a) to reduce CO<sub>2</sub> emissions by 70% from 1990 levels.
- b) to reduce CO<sub>2</sub> emissions by 7% from 1990 levels.
- c) to reduce CO<sub>2</sub> emissions by 60% from 1990 levels.

7. What planet has a "runaway green house effect"?

- a) Earth
- b) Venus
- c) Mars

Total: 7 marks  
Total marks for Listening: 26

## Part 1

## READING

Total: 5 marks

Read the following text, then read the five statements. Some of these statements are true according to the text, some of them are false. Write T for True or F for False in the box next to each statement.

In Japan, because the school year begins in April, the graduation ceremony usually occurs in early March. Third-year Senior High School students (equivalent to 12<sup>th</sup> grade in Canada and the United States) take their finals in early February, so they are able to pass entrance examinations in universities prior to graduation. This break may contribute to the emotional charge of the event.



Although Japanese schools differ greatly in size (from a mere dozen to thousands of students), the nature of the graduation ceremony itself remains similar. It usually takes place in the school auditorium or agora, or for poorer schools, in the gymnasium. Special drapes, curtains and scrolls are hung to the walls and doors. A certain number of chairs are reserved for parents (usually mothers) to come, as well as local officials. The students do not wear robes or mortarboards. Depending on the school, they might have to buy and wear a one-time only graduation uniform. Most of the time they simply wear their regular school uniform.

At first, all students from the 1<sup>st</sup> and 2<sup>nd</sup> grades (equivalent to 10<sup>th</sup> or 11<sup>th</sup> grade) wait. Then the graduates march in to the sound of a classical march, often rendered by the school's brass band. A complex series of announcements are made, which cue the students to stand up, bow, sit down. The homeroom teacher for each class calls out the names of his or her students in the usual gender-split alphabetical order. This means that boys are called out in alphabetical order first, then the girls. Upon hearing their names, the students say "Hai" or "Yes" and remain at attention until all students have been called. Recently some schools have discontinued splitting the class by gender. Both the national anthem and school song are sung by everyone. The head of the student council reads a short congratulatory address to the graduates. This is different from a valedictorian speech. Unlike a valedictorian's speech, it is somewhat pre-set and heavily edited by the teachers responsible for the ceremony.

Afterwards, the principal launches into a long-winded speech as is the tradition in most schools. Perseverance, hard work and patience are the most common themes brought up on the occasion. The principal might wear a full tuxedo, complete with handkerchief and white gloves. The student's ID number and name are read out loud, the diploma is handed over in full size (not rolled-up). The student receives it with both hands, raises it up in the air and bows to the principal before leaving the stage. There can be background music playing in the meantime, either from tape or CD, or provided by the school's brass band.

1. Japanese students take their finals early in the calendar year.
2. Japanese graduation ceremonies always take place in gymnasiums.
3. Often boys have their names called out before girls.
4. The principal sings the school song alone.
5. The principal usually dresses casually at Japanese graduation ceremonies.


## Part 2

Total: 6 marks

Read the text and fill the gaps with the correct sentences A-H. Write the letter of the missing sentence in the box in the gap. There are two extra sentences you will not need.

## Ska

In 1962, a time when Jamaica was copying the musical style of America, Cecil Bustamente Campbell, later known as Prince Buster, felt that something new was needed. He had his guitarist Jah Jerry emphasise the afterbeat instead of the downbeat. To present day, the afterbeat is essential to Jamaican syncopation. Another artist, Rosco Gordon, is credited with the development of Ska. **1** So, Ska was born.



**2** One day he was trying to get the guitars to play something, and he started saying 'make the guitars go Ska!, Ska!, Ska!' And that's the way the ska name was used for the first time.

**3** At the same time portable dance music operators running 'Sound Systems' competed for public popularity. The sound system war escalated to the point that people were sent to competitor sound system parties to cause problems and fight. **4**

Throughout the 1960s the ghetto areas of Jamaica were filling up with youths looking for work that did not exist.

**5** These youths drew group identity as "Rude Boys". The way the Rude Boys danced the ska was different as well: slower with a menacing posture. The Rude Boys connected with the underworld, those who lived outside the law, and this was reflected in the lyrics of the music. Ska music once again changed to reflect the mood of the rude with more tension in the bass, as opposed to the previous free-walking bass style.

Ska went to England with the immigrants of the early 1960's and was initially known as 'Bluebeat'. This was considered the second wave of Ska. **6** It was recorded in England in 1964 for *Island Records* and featured a young English Mod, Rod Stewart, just beginning his own music career on *Harmonica*. Ska gained popularity amongst the Mod scene.

Recently ska has enjoyed another wave of popularity. The third wave exists in many forms and combines many different styles of rock with ska rhythms and instrumentation.

- A. These people were known as "Dance Hall Crashers".
- B. Soon, growing radio audiences led to the birth of the Jamaican recording industry.
- C. Despite such primitive recording facility, ska became the national music of Jamaica.
- D. They felt excluded and did not share the optimism of early Ska roots.
- E. The first person to record this 'ska' rhythm was Ernest Ranglin when performing with Cluet Johnson and the Blues Busters.
- F. Around 1966 the beat of ska was slowed and rocksteady was born.
- G. He heavily stressed the second and fourth beats of each bar.
- H. The first international ska hit was 'My Boy Lollipop' by Millie Small.

## Part 3

Read the four texts below. There are eight questions about the texts. Decide which text (A, B, C or D) tells you the answer to the question. The first one is done for you.

**A.** Yes, mobile phones are a big distraction while driving, but I don't think that banning them will change much. First off, many people will still use them while driving because it would be very difficult to stop every person who talks on their phone. Secondly, there are many more things that distract people while driving just as much as phones do. A good example of this now would be MP3 players. So many people use them in the car and are constantly looking at the screen to find a song to play. Or take food as another example. I mean, how many people eat while they drive every day? So, to become a safer driving society, banning mobile phones isn't really the answer. I don't really know what the answer is, but mobile phones are just one issue on the list of deadly distractions in the car.

**B.**

*People should only use mobile phones for emergencies while driving. Earpieces are definitely a good thing to have because then you can keep both hands on the wheel while talking on the phone. You should only use a mobile phone in the car for business and emergency purposes. It is as simple as that.*

**C.**

*I don't think mobile phones should be banned. I won't lie about it; I'm guilty of being distracted while driving due to talking on my mobile phone, but it's a personal decision. It kind of upsets me that they've banned mobile phone usage for teens in some places. Teens are not the only ones that get distracted.*

**D.**

I'm pretty sure if the cop sees you eating or putting make up on, if appropriate, would caution you or give you a ticket. It's dangerous driving.

The big thing about banning using your handheld phone while driving, is that giving big fines is not enough. There has to be social pressure saying "It's not cool". Just like as it is with drunk-driving. In the UK you get 3 points on your licence (12 disqualifies) and a £30 fine. Apparently that wasn't a big enough deterrent, and now they are talking about an £1,000 fine, but people use their mobile phones less because other drivers look at you with scorn.

If you are important enough, people can wait for you to call them back when you arrive, or pull the hell over while you have to talk. One life is already too many to lose because someone "had to" make that call.

**In which text does the writer**

**Example:** argue just giving fines for talking on mobile phones while driving is not enough?

1. express that talking on the phone while driving should be a decision made by the individual?
2. argue that ear pieces are a good idea?
3. claim that there are other electronic devices, too, that distract people while driving?

**D****Which text is saying the following?**

4. There needs to be a social change to deter people from talking on mobile phones while driving.
5. It is unfair that some people are specifically targeted by the law.
6. Banning mobile phones in cars won't make a big difference.
7. People should use mobile phones when driving only when it is absolutely necessary.


**Total: 7 marks**

**Part 4**

Read the article and answer the questions. Write a maximum of five words for each answer.  
An example is done for you.

### Band Hero

What is the hottest thing in music right now? A pair of video games: *Guitar Hero Live* and *Top Band*. Anyone can play. The games allow you to become a member of the band. Each game offers a range of pop music hits on game controllers that look and feel like guitars and drums. What makes these video games so much more impressive than "air guitar" is that through the use of something called the Instrument Game Controller the player actually experiences the visceral feeling of performing music. You can even improve if you practise.

So, why not Band Hero? What if I could "play" the horn solo in "Till Eulenspiegel's Merry Pranks" on a "controller horn" or the bassoon solo at the opening of "The Rite of Spring" on a "controller bassoon"? What if I could bang out the timpani part in the first movement of Beethoven's Fifth Symphony or the clarinet solo at the beginning of "Rhapsody in Blue"? What if I could stand in front of the entire orchestra and conduct Mahler's Ninth Symphony? The possibilities are astounding.

The period from the early 1700s through the mid 1930s boasted a rich palate for the Western orchestra. From the Baroque composers such as Bach and Vivaldi through to the transformative Beethoven symphonies and onward to the huge works of Mahler and Shostakovich, the orchestra evolved into a massive vehicle for musical expression. This is when big statements were made - statements that impacted the cultural and political dialogues of the West. Unfortunately, this is a claim the orchestral world can no longer make. Competing now with movies, television, the Internet and popular music, the orchestra no longer has the platform for cultural dialogue that it once held.

But for me, as a composer, the orchestra still holds a sonic power that is hard to beat. One simple reason is that the orchestra has all the best toys. Some of my favourites include the contra-bassoon, standing five feet tall and covered with knobs and gadgets. It howls deep and dark grumbly tones. The French horn is a conch-like curl of silvery metal plumbing that blasts a clear pure tone; and can be like an angel singing above the choir. The glistening sleek trombones with their sliding tubes are the go-to power machines. When they get boisterous they can easily shake the audience to their core. Another reason, for me, is the magic in the synchronicity of the ensemble - the whole orchestra acting together. A hundred instrumentalists can, with exact accuracy, divide a second into 16 micro-parts and play an off-beat note on any one of those 16<sup>th</sup> notes. In fact, they do this as a matter of course.

Perhaps the most interesting interaction with classical music that I've had was a commission from the Beethoven Festival in Bonn, Germany, to write a new piece for orchestra that referenced Beethoven in some way. It was a challenging request and for a while I wasn't sure how to proceed. In the end, I decided to take one theme from each movement of Beethoven's Seventh Symphony and work with them as if they were my own. The audience at the premiere of "Rewriting Beethoven's Seventh Symphony," was one of the most musically conservative I've ever faced. I fully realised that what I set out to compose was going to be controversial, especially to Beethoven purists. When the music was over, the audience was decidedly mixed. I was booed and I was called a prophet. But this was one of its successes. It engaged a new audience that usually turns off when new music is presented. The piece built a bridge from the new to the old as it drew from a music that the audience revered. At the opposite end, perhaps, could Band Hero be a bridge for those who are versed in video games but barely know that classical music exists? Controller bassoon, anyone?

**Example:** Who can play Guitar Hero Live and Top Band?

anybody

1. What is impressive about the video games?

2. In which period was the Western orchestra developed as a music expression?

3. What is the claim the orchestral world can no longer make?

4. Which instrument is well-known for its clear and pure tone?

5. For what reason does the author consider classical music magical?

6. How does the author describe the audience at the premiere of "Rewriting Beethoven's Seventh Symphony"?

7. How does the author characterise his own music?

8. What positive result could come from a fresh approach?

Total: 8 marks

Total marks for Reading: 26

# WRITING

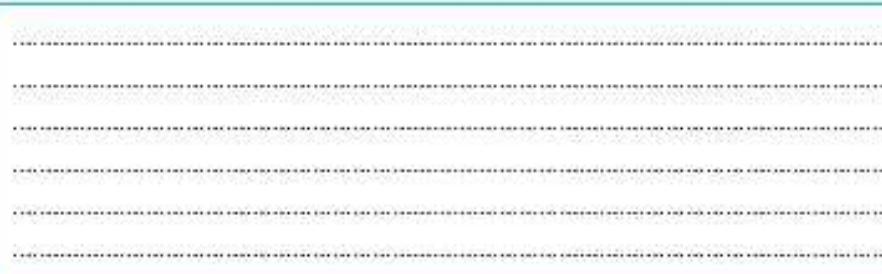
## Part 1

You are a school principal and, recently, students at your school complained about the facilities at your school. The students submitted a survey conducted on fellow students into what facilities they would like to be improved. The results of the survey, are as set out below. Study the survey and write a report recommending two of the most necessary improvements that must be made.

### Survey results:

- \* 57% want the library to be re-stocked with new books
- \* 82% of students want better equipment in the school gym
- \* 14% would like the school cafeteria to be enlarged with more seating
- \* 27% would like the school science labs to be modernised with modern equipment
- \* 22% want the school playing field to have an area designated as a football pitch

Write between 150 and 200 words.



## Part 2

Write a **composition** describing how you think children have changed, compared to previous generations. Refer to changes in attitudes, opinions and interests with regard to fashion, socialising, hobbies etc.

Write between 250 and 300 words.



# Test 3

## LISTENING

### Part 1

You will hear six short, unfinished conversations. Choose the best reply to continue each conversation. Put a circle round the letter of the best reply. Look at the example. You will hear each conversation twice.

Example:

Speaker 1: Is this the right size?

Speaker 2: I think it's OK.

Speaker 1: We should have checked the size before we had bought it.

Speaker 2: .....

- a) Why do you ask?
- b) You are right, but it's too late now.
- c) I've checked the shop.

1. a) I rather doubt that.  
b) He went alone, in the end.  
c) What's wrong with that?

2. a) It couldn't be any worse.  
b) We shouldn't jump to conclusions.  
c) They seem to have.

3. a) It isn't clear what your plan is.  
b) It was fun to make plans with you.  
c) Just to relax for once.

4. a) I have to; no choice really.  
b) You're not really going, are you?  
c) Serves you right.

5. a) Sure; we have plenty of room.  
b) Perhaps you could've come too.  
c) Yes, it is a long time.

6. a) Yes he did. Just a bit late.  
b) He did. But he didn't deserve it.  
c) I don't think I want to.

Total: 6 marks

### Part 2

You will hear three conversations. Listen to the conversations and answer the questions. Put a circle round the letter of the correct answer. You will hear each conversation twice. Look at the questions for Conversation One.

#### Conversation 1

1. What time will the man leave?
  - a) 9 am
  - b) 3 pm
  - c) 5 pm
  
2. The woman and the man
  - a) don't see each other often.
  - b) are neighbours.
  - c) see each other once a week.

#### Conversation 2

3. Where are the man and woman?
  - a) on a bus
  - b) at a restaurant
  - c) at the beach
  
4. The man and woman decide
  - a) to go home.
  - b) to go to the beach.
  - c) to go to a restaurant.

#### Conversation 3

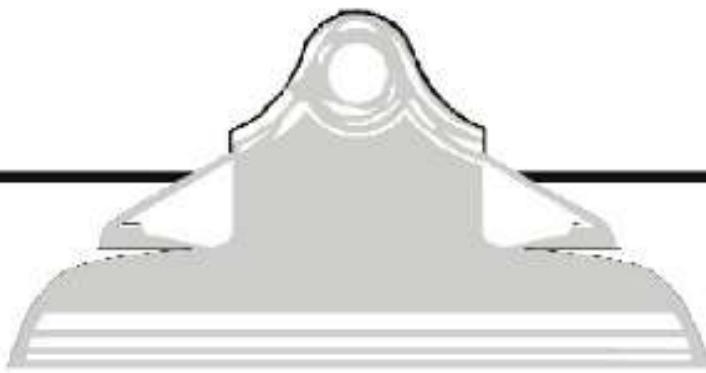
5. The man is late because
  - a) he got lost hiking.
  - b) he got lost driving.
  - c) he decided to go hiking.
  
6. The woman was
  - a) worried.
  - b) sick.
  - c) lost.

Total: 6 marks

**Part 3**

Listen to the person talking and complete the information on the notepad. Write **short** answers of one to five words. You will hear the person **twice**. At the end you will have two minutes to read through and check your answers. You have one minute to look at the notepad. The first one is an example.

**DO NOT WRITE MORE THAN 5 WORDS FOR EACH QUESTION.**



### Birthday Parties for Children

*Example:*

Name of TV presenter: *Ben*

**1. When to decorate child's door:**

.....

**2. Two things to decorate house with:**

.....

**3. Birthday morning, child taken out for:**

.....

**4. Child allowed to choose:**

.....

**5. Always congratulate child on:**

.....

**6. How to start conversation at dinner:**

.....

**7. Most suitable time to give the present:**

Total: 7 marks

## Part 4

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. You will hear the conversation twice.

Example: Where did Meryl Jones first see "Hello Mama!"?

- a) on Broadway
- b) in a local movie theatre
- c) in Greece

1. With whom did Meryl Jones went to see *Hello Mama* the first time she saw it?
  - a) her ten-year old daughter
  - b) her husband
  - c) the entire cast of the movie
2. After she saw the musical on Broadway, Meryl Jones
  - a) sent a thank-you note to the cast.
  - b) went to her daughter's birthday party.
  - c) worked as a singer singing the songs.
3. *Hello Mama* was filmed
  - a) in Greece.
  - b) in London.
  - c) in London and in Greece.
4. What did Meryl Jones feel about singing the songs?
  - a) She enjoyed it.
  - b) She disliked it.
  - c) She was dissapointed by the number of songs.
5. What did Meryl Jones think about the producers?
  - a) They were very generous.
  - b) They were hard to please.
  - c) They weren't helpful.
6. Did Meryl Jones do all the stunts herself?
  - a) Somebody replaced her in some scenes.
  - b) She danced and sang the songs herself.
  - c) She could only sing but not dance.
7. What song did Meryl Jones have the most difficult time learning?
  - a) *My Heart Goes*
  - b) all the '*The Rockies*' songs
  - c) the song of the introduction

Total: 7 marks  
Total marks for Listening: 26

## Part 1

## READING

Total: 5 marks

Read the following text, then read the five statements. Some of these statements are true according to the text, some of them are false. Write T for True or F for False in the box next to each statement.

Nail Varnish has been around longer than you might imagine, since at least 3,000 BC. Varnish originated at that time in China. The early mixture was a hodgepodge of bees' wax, gelatin, gum arabic, and egg whites. Gum Arabic is a natural product found in the African tree of the genus Acacia. The Chinese also added the petals of flowers such as roses and orchids, and alum to their polish. During the same time period, upper class members in Egypt wore nail varnish similar in texture to lacquer paint. The paint signified money and prosperity. I wonder what colour Cleopatra preferred.



During the Chou Dynasty, around 600 BC, the royal colours were metallic gold and silver. So, the varnish colour choice for royalty was the same. It seemed that whatever the Dynasty colour was, that was the colour worn on people's nails of the Chinese upper class. If the lower class attempted to wear nail varnish, they could be punished by death. The varnish at the time was coloured with natural pigments.

Michelle Menard invented the modern nail varnish in the 1920s. Flapper girls and later, Hollywood starlets wore bright red. Pin-up girls such as Lana Turner always had on the requisite red lips and red nails for photo sessions and walks down the red carpet. Varnish is actually similar to car paint. It requires a remover made of acetone.

Colours range from black to green today. The names are just as diverse and often quite exotic - passion peach, ravishing red, and brave blue are just a few examples. Some men, such as Steven Tyler of Aerosmith, are known for wearing varnish. He seems to always have a dark colour such as black on his nails. Sally's puts out products designed to colour as well as strengthen your nails. Other companies advertise for nail growth. Modern nail varnishes are produced from nitrocellulose dissolved in a solvent. Nitrocellulose is a polymer derived from cellulose that has been treated with sulfuric and nitric acids. In Florida U.S.A, where the sandal is the shoe of choice, Nail varnish runs rampant.

Keeping your varnish in the refrigerator, as my daughter and I do, will keep the solution from getting clumpy and prolong its shelf life. If you can't put in the refrigerator, keep it away from direct heat and sunlight. Prices range from ninety-nine pence to over twenty-five pounds per bottle. Luckily for all nail varnish wearers of today, you no longer have to be a member of royalty to sport your favourite colour. So go ahead, do like Cleopatra and paint your nails.

1. Nail varnish was first used in Africa.
2. Early nail varnish had egg yolks in it.
3. In China, in 600BC, nail varnish was made of non-artificial dyes.
4. Some companies sell strengthening nail varnish.
5. Keeping nail varnish cold helps it last longer.


## Part 2

Total: 6 marks

Read the text and fill the gaps with the correct sentences A-H. Write the letter of the missing sentence in the box in the gap. There are two extra sentences you will not need.

## Early Perfume



The use of native aromatic herbs and flowers to sweeten the air had been known for a very long time. **1**  
It was common for people to wear a garland of flowers, to hang fragrant plants indoors and to add aromatic plants to sweet-smelling rushes when they were spread on a floor. (This last probably started as a Norman custom). In the making of perfumed preparations, plants were usually used as dried flowers, dried leaves, dried and crushed roots, or extracts in water (by maceration or digestion), oils or fats (and later alcohol). An association between pleasant smells and good health was very widespread so there was considerable overlap between perfumery and healing.

From the 9<sup>th</sup> century, there was great trade between Byzantium and Venice bringing perfumes into Europe.

**2** Arabian perfume arts were very highly developed; having learnt much from the Persians, they used ingredients from China, India and Africa, producing perfumes on a large scale. **3** Al-Hawi, a book by Rhazes, who lived in the late 9<sup>th</sup> or early 10<sup>th</sup> century, contained a chapter on cosmetics. **4**

Musk and floral perfumes were brought to northwest Europe in the 11<sup>th</sup> and 12<sup>th</sup> centuries from Arabia, through trade with the Islamic world and with the returning Crusaders. **5** There are records of the Pepperers Guild of London which go back to 1179; their activities include trade in spices, perfume ingredients and dyes. There are records from the reign of Edward I to show that spices and other aromatic exotic materials were traded in England.

Use of alcohol in perfumery was known in northwest Europe in the 12<sup>th</sup> century but was not widespread until later. A variant of distilled alcohol, rather than alcohol mixed with water, was known in France in the 13<sup>th</sup> century, prepared by using quicklime in the mix to remove much of the water. Alcohol-based perfume was well known in parts of mainland Europe and came into use in England in the 14<sup>th</sup> century.

A common technique was to extract essential oil into fat and use it like that or then to remove the essential oil from the fat with alcohol. **6** Beeswax was used as a base instead of fats and oils sometimes. Pot Pourri was originally made and used wet; it started as the residue of the perfume-making process.

- A. There was much trade within Arabia, bringing perfumes from Baghdad to Muslim Spain.
- B. Those who traded for these were most often also involved in trade for spices and dyestuffs.
- C. These countries had been using distillation since before the 9<sup>th</sup> century.
- D. Another was to heat the plant material in water.
- E. However, perfume was common there and in many other places where one might not expect this to be true.
- F. Perfume bottles were one of the first common uses for glass.
- G. It was translated into Latin in France in the late 12<sup>th</sup> century.
- H. The Romans had introduced many species of aromatic plants to the fringes of the Empire where they were still cultivated.

## Part 3

Read the four texts below. There are eight questions about the texts. Decide which text (A, B, C or D) tells you the answer to the question. The first one is done for you.

**A.**

Cold viruses grow mainly in the nose where they multiply in nasal cells and are present in large quantities in the nasal fluid of people with colds. The highest concentration of cold virus in nasal secretions occurs during the first three days of infection. This is when infected persons are most contagious. Cold viruses may at times be present in the droplets that are expelled in coughs and sneezes. Nasal secretions containing cold viruses contaminate the hands of people with colds as a result of nose blowing, covering sneezes, and touching the nose. Also, cold viruses may contaminate objects and surfaces in the environment of a cold sufferer.

**B.**

*Newborn children acquire temporary immunity to cold viruses from their mother. By six months, this immunity has waned, and children are then susceptible to the over 100 cold viruses. Children have close and intimate contact with their parents and other adults and children. Children are particularly at risk for virus infections which affect the lower airway such as pneumonia and bronchiolitis and to middle ear infection (otitis media). Sinus development is incomplete in young children, but they also develop viral and bacterial sinusitis.*

**C.****Schisandra Herb**

This herb is a shrub native to China. Its berries are used in traditional Chinese medicine to promote the production of body fluids and control coughing, to increase the body's resistance to a broad spectrum of adverse biological, chemical and physical effects. Take twice a day when you have a cold for immediate results.

**D.**

*With some illnesses, a child may be ready to go back to school within a day or two. For example, most viruses that cause the common cold are most contagious before symptoms appear. As a cold progresses, less of the virus is shed through mucus and the child becomes less contagious. However, young children can have quite poor hygiene. If a child is going to cough or sneeze all over classmates, delaying school attendance for a few days should be considered.*

**In which text does the writer**

**Example:** argue that parents may want to keep their sick child home from school?

1. argue for the benefits of a medicine?
2. explain how colds are spread?
3. explain why newborns do not get colds?

**D**


**Which text is saying the following?**

4. Children aren't always very clean.
5. If you consume this, you'll feel better right away.
6. The virus grows in a specific place.
7. There are quite a few types of cold viruses.

**Total: 7 marks**

## Part 4

Read the article and answer the questions. Write a maximum of five words for each answer. An example is done for you.

William Shakespeare (baptised 26<sup>th</sup> April 1564 – died 23<sup>rd</sup> April 1616) was an English poet and playwright, widely regarded as the greatest writer in the English language and the world's preeminent dramatist. He is often referred to as England's national poet and the "Bard of Avon" (or simply "The Bard"). His surviving works consist of 38 plays, 154 sonnets, two long narrative poems, and several other poems. His plays have been translated into every major living language, and are performed more often than those of any other playwright.



Shakespeare was born and raised in Stratford-upon-Avon. At the age of 18 he married Anne Hathaway, who bore him three children: Susanna, and twins Hamnet and Judith. Between 1585 and 1592 he began a successful career in London as an actor, writer, and part owner of the playing company, *The Lord Chamberlain's Men*, later known as the *King's Men*. He appears to have retired to Stratford around 1613, where he died three years later. Few records of Shakespeare's private life survive, and there has been considerable speculation about such matters as his sexuality, religious beliefs, and whether the works attributed to him were written by others.

Shakespeare produced most of his known work between 1590 and 1613. His early plays were mainly comedies and histories, genres he raised to the peak of sophistication and artistry by the end of the sixteenth century. Next he wrote mainly tragedies until about 1608, including *Hamlet*, *King Lear* and *Macbeth*, which are considered some of the finest examples in the English language. In his last phase, he wrote tragicomedies, also known as romances, and collaborated with other playwrights. Many of his plays were published in editions of varying quality and accuracy during his lifetime, and in 1623 two of his former theatrical colleagues published the *First Folio*, a collected edition of his dramatic works that included all but two of the plays now recognised as Shakespeare's.

Shakespeare was a respected poet and playwright in his own day, but his reputation did not rise to its present heights until the nineteenth century. The Romantics and the Victorians admired him. The Romantics, in particular, acclaimed Shakespeare's genius, and the Victorians hero-worshipped Shakespeare with a reverence that George Bernard Shaw called "bardolatry". In the twentieth century, his work was repeatedly adopted and rediscovered by new movements in scholarship and performance. His plays remain highly popular today and are consistently performed and reinterpreted in diverse cultural and political contexts throughout the world.

Between the Restoration of the monarchy in 1660 and the end of the seventeenth century, classical ideas were in vogue. As a result, critics of the time mostly rated Shakespeare below John Fletcher and Ben Jonson. Thomas Rymer, for example, condemned Shakespeare for mixing the comic with the tragic. Nevertheless, poet and critic John Dryden rated Shakespeare highly, saying of Jonson, "I admire him, but I love Shakespeare". For several decades, Rymer's view held sway; but during the eighteenth century, critics began to respond to Shakespeare on his own terms and acclaim what they termed his natural genius. A series of scholarly editions of his work, notably those of Samuel Johnson in 1765 and Edmond Malone in 1790, added to his growing reputation. By 1800, he was firmly enshrined as the national poet. In the eighteenth and nineteenth centuries, his reputation also spread abroad. Among those who championed him were the writers Voltaire, Goethe, Stendhal and Victor Hugo.

The modernist revolution in the arts during the early twentieth century, far from discarding Shakespeare, eagerly enlisted his work in the service of the Avant Garde. The Expressionists in Germany and the Futurists in Moscow mounted productions of his plays. Marxist playwright and director Bertolt Brecht devised an epic theatre under the influence of Shakespeare. The poet and critic T. S. Eliot argued against Shaw that Shakespeare's "primitiveness" in fact made him truly modern. Eliot, along with G. Wilson Knight and the school of New Criticism, led a movement towards a closer reading of Shakespeare's imagery. In the 1950s, a wave of new critical approaches replaced modernism and paved the way for "post-modern" studies of Shakespeare. By the eighties, Shakespeare studies were open to movements such as Structuralism, Feminism and African-American studies.

**Example:** How old was Shakespeare when he got married?

eighteen years old

1. Where did Shakespeare start his career?

2. Why is the legitimacy of the plays still unknown?

3. How did Shakespeare's work become renowned even after his death?

4. What does the author suggest benefitted his work in recent centuries?

5. What kind of diversity characterises Shakespeare's works?

6. Why did Thomas Rymer condemn Shakespeare?

7. Why did critics disregard the quality of Shakespeare's work?

8. What makes Shakespeare so modern according to George Bernard Shaw and T. S. Eliot?

Total: 8 marks

Total marks for Reading: 26

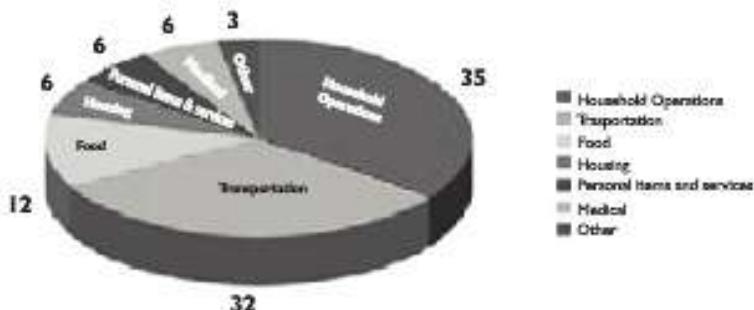
# WRITING

## Part 1

You have been asked to write a **report** for an environmental group in order to heighten public awareness about the impact of individual households on global warming. Look at the pie chart below and base your report on the findings of the survey and write what recommendations you would make to the public in order to reduce global warming.

**Write between 150 and 200 words.**

**Greenhouse Gas Emissions per Household  
(by percent)**



## Part 2

A friend of yours owns a foreign school and is interested in starting an exchange programme with a school in the UK. He would like, however, to find out more about your hometown, from a resident's point of view.

**Write an email to your friend, detailing the tourist attractions in your city, including cultural and historical sites, in addition to other facilities such as shops, museums, bars etc.**

**Write between 250 and 300 words.**

# Test 4

## LISTENING

### Part 1

You will hear six short, unfinished conversations. Choose the best reply to continue each conversation. Put a circle round the letter of the best reply. Look at the example. You will hear each conversation twice.

Example:

Speaker 1: Is this the right size?

Speaker 2: I think it's OK.

Speaker 1: We should have checked the size before we had bought it.

Speaker 2: .....

- a) Why do you ask?
- b) You are right, but it's too late now.
- c) I've checked the shop.

1. a) About what? Can't you tell me?  
b) Why? Am I deaf?  
c) I can't hear very well any more.

2. a) I thought I didn't make it.  
b) Sometimes I am.  
c) I wouldn't miss it.

3. a) At least 10 times in each room.  
b) Just a few. The room is small.  
c) There's plenty of room for us.

4. a) I'm aware of it.  
b) Don't try so hard.  
c) I'm considering it, though.

5. a) That's nice of you to say.  
b) Excuse me! What did you say you think?  
c) I thought so, but don't take my word for it.

6. a) Recently, I'm told.  
b) Quite far away.  
c) In two days, the latest.

Total: 6 marks

### Part 2

You will hear three conversations. Listen to the conversations and answer the questions. Put a circle round the letter of the correct answer. You will hear each conversation twice. Look at the questions for Conversation One.

#### Conversation 1

1. The woman is a  
a) helpful friend.  
b) ferry operator.  
c) travel agent.
2. The man  
a) chooses the first ferry the woman suggests.  
b) isn't as flexible as he thinks.  
c) won't take an overnight ferry.

#### Conversation 2

3. Where are the man and woman?  
a) in a pub  
b) at a hotel restaurant  
c) at home
4. The man orders  
a) steak.  
b) lobster.  
c) scallops.

#### Conversation 3

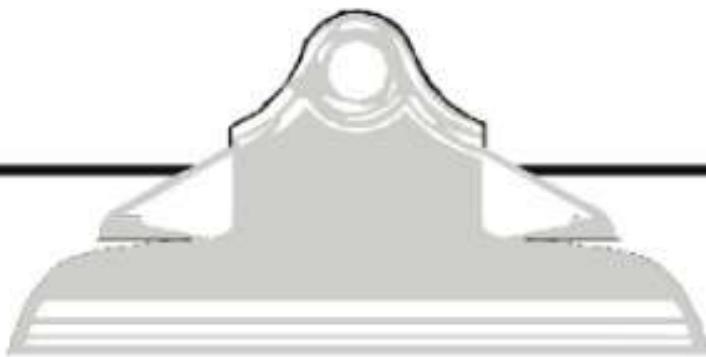
5. Where does this conversation take place?  
a) at a sporting goods store  
b) at a campsite  
c) in a grocery store
6. The man decides  
a) to buy two tents.  
b) to buy a very tall tent.  
c) not to buy a tent at all.

Total: 6 marks

**Part 3**

Listen to the person talking and complete the information on the notepad. Write **short** answers of one to five words. You will hear the person **twice**. At the end you will have two minutes to read through and check your answers. You have one minute to look at the notepad. The first one is an example.

**DO NOT WRITE MORE THAN 5 WORDS FOR EACH QUESTION.**



### The Great Outdoors

*Example:*

Illness caused by bad camping equipment: pneumonia

**1. Name of product advertised:**

.....

**2. Type of tent:**

.....

**3. Weight:**

.....

**4. More space than the:**

.....

**5. Lowest temperature window is tested for:**

.....

**6. Ideal extra component:**

.....

**7. Where you can buy the tent:**

.....

Total: 7 marks

## Part 4

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. You will hear the conversation twice.

**Example:** Which of these things is not mentioned about Jeff Galloway?

- a) He does television reporting.
- b) He was an Olympic athlete.
- c) He's written books.

1. What race did Mr. Galloway run in the Olympics?
  - a) 10 thousand metres
  - b) 5 thousand metres
  - c) 13 thousand metres
2. As a 13-year-old boy Mr. Galloway was
  - a) not sociable.
  - b) very good at sports.
  - c) sociable and handsome.
3. How did Mr. Galloway begin running?
  - a) He wanted to lose weight.
  - b) He was forced to by his parents.
  - c) He joined a track team and liked it.
4. What is Mr. Galloway's method to teach people to run?
  - a) run quickly without breaks
  - b) run and then walk and then run again
  - c) only walk at first, do not run
5. What is the "magic mile"?
  - a) a method of running a mile at a slow pace
  - b) running a mile with a lot of breaks
  - c) running a mile at a fast pace
6. Who does Mr. Galloway think running is good for?
  - a) anyone
  - b) adults only
  - c) young people
7. Mr. Galloway mentions our ancestors because
  - a) they had great endurance.
  - b) they ran in competitions.
  - c) they had good transportation systems.

Total: 7 marks  
Total marks for Listening: 26

Part 1

**READING**

Total: 5 marks

Read the following text, then read the five statements. Some of these statements are true according to the text, some of them are false. Write T for True or F for False in the box next to each statement.

The snow leopard (*Uncia uncia*), sometimes known as the ounce, is a large cat native to the mountain ranges of Central Asia from Afghanistan, northern Pakistan, to Lake Balkal and eastern Tibet. The taxonomic position of this species has been subject to change. In the past, many taxonomists included the snow leopard in the genus *Panthera*, with several of the other largest felids, but later it was placed in its own genus, *Uncia*. The snow leopard cannot roar, despite possessing an incomplete ossification of the hyoid bone, which was thought to be essential in allowing the big cats to roar. However, new studies show that the ability to roar is due to other morphological features, especially of the larynx, which are absent in the snow leopard. Well known for its beautiful fur, the snow leopard has a whitish-tan coat with ringed spots of dark, ashy-brown and rosettes of black. Its tail is heavy with fur and the bottom of its paws are covered with fur for protection against snow and cold. The life span of a snow leopard is normally 15-18 years, but in captivity it can live up to 20 years.



Weighing usually 35 kilograms (77 lb) to 55 kilograms (121 lb), the snow leopard is slightly smaller on average than a leopard. Exceptionally large males can weigh up to 75 kilograms (165 lb), very small females weigh only 25 kilograms (55 lb). The head and body length is 39-51 in (99-130 cm), the shoulder height is about 60 cm (24 in). The tail measures 32-39 in (81-99 cm) and is proportionately longer than in any other cat species of comparable size. It helps to maintain its balance on the rugged terrain and unstable surfaces of its habitat and is used to cover its nose and mouth in very cold conditions. The head of the snow leopard is relatively small, however the male's head is usually much squarer and wider than that of the female. The big furry feet act as snowshoes, like those of the lynxes.

1. The snow leopard is now part of the "panthera" genus.
2. The snow leopard cannot roar due to an incomplete ossification of the hyoid bone.
3. The snow leopard has a different larynx compared to other similar species.
4. Snow leopards have long tails to keep them balanced.
5. Male snow leopards have wider heads than the female ones.

## Part 2

Total: 6 marks

Read the text and fill the gaps with the correct sentences A-H. Write the letter of the missing sentence in the box in the gap. There are two extra sentences you will not need.

## Vivienne Westwood

Westwood was born Vivienne Isabel Swire in the village of Tintwistle, Cheshire on April 8 1941, daughter of Dora and Gordon Swire, a storekeeper. **1** Vivienne went on to attend Trent Park College and later taught at a primary school in North London.

Vivienne's first husband was Derek Westwood, with whom she had one child, Ben. **2** She then met Malcolm McLaren, later known for being the manager for punk bands. The two lived in a council flat in Clapham and had a son named Joseph. **3** She still owns the shop, which is at 430 King's Road, and sells her *Anglomania* label from there. The shop is now known as *World's End*.

Together, Westwood and McLaren worked to revolutionise fashion, and the impact is still felt today. **4** Her latest collection was about 'gold and treasure, adventure and exploration'. Other influences in Westwood's work have included ethnic Peruvian influence, feminine figure, velvet and knitwear. **5**

**6** In September 2005, Westwood joined forces with the British civil rights group *Liberty* and launched exclusive limited design T-shirts and baby wear bearing the slogan "I AM NOT A TERRORIST, please don't arrest me". On Easter Sunday 2008, she campaigned in person at the biggest Campaign for Nuclear Disarmament demonstration in ten years, at the Atomic Weapons Establishment, Aldermaston in Berkshire, UK.

- A. Their marriage lasted three years.
- B. Most notably, she employed the services of Patrick Cox to design shoes for her Clint Eastwood collection in 1984.
- C. She attended Glossop Grammar School and studied at the Harrow School of Art for one term.
- D. Westwood worked historical factors into her collection by using 17<sup>th</sup>-18<sup>th</sup> century original cutting principles and modernising them.
- E. As a teenager in the 1950s, she customised her school uniform to emulate the fashionable pencil skirt.
- F. Westwood is also widely known as a political activist.
- G. A historical influence has always shown in her work.
- H. Westwood continued to teach until 1971, when Malcolm decided to open a shop where Westwood began to sell her outrageous designs.

## Part 3

Read the four texts below. There are eight questions about the texts. Decide which text (A, B, C or D) tells you the answer to the question. The first one is done for you.

**A.**

Chocolate comprises a number of raw and processed foods that are produced from the seed of the tropical cacao tree. Native to lowland, tropical South America, cacao has been cultivated for at least three millennia in Central America and Mexico, with its earliest documented use around 1100 BC. The majority of the Mesoamerican peoples made chocolate beverages, including the Maya and Aztecs.

**C.**

The major concern that nutritionists have is that even though eating dark chocolate may favourably affect certain biomarkers of cardiovascular disease, the amount needed to have this effect would provide a relatively large quantity of calories, which, if unused, would promote weight gain. Obesity is a significant risk factor for many diseases, including cardiovascular disease. As a consequence, consuming large quantities of dark chocolate in an attempt to protect against cardiovascular disease has been described as 'cutting off one's nose to spite one's face'.

**B.**

*Cacao trees are small, understory trees that need rich, well-drained soils. They naturally grow within 20 degrees of either side of the equator because they need about 2000 millimetres of rainfall a year, and temperatures in the range of 21 to 32 degrees Celsius. Cacao trees cannot tolerate a temperature lower than 15 degrees Celsius (59 degrees Fahrenheit).*



*The three main varieties of cacao beans used in chocolate are criollo, forastero and trinitario. Representing only five percent of all cocoa beans grown, criollo is the rarest and most expensive cocoa on the market and is native to Central America, the Caribbean islands and the northern tier of South American states.*

**D.**

*Welcome! to the Coquitlam, Port Moody, Port Coquitlam area of beautiful southwest British Columbia... where culture meets nature, and chocolate is magic! No ordinary chocolate event; our festival inspires, informs, surprises, entertains, and above all celebrates chocolate. Events can be savoured individually, or experienced successively for the ultimate chocolate experience; the indulgent little escape we all need once in a while. And as if that's not enough, your mere presence grows our mission: mentoring youth in event production and marketing, showcasing emerging artists and performers, and modelling our mindfully appreciative approach to chocolate and to life.*



**In which text does the writer****Example:** invite people to attend an event?

1. refer to ancient people?
2. discuss the balance between a health risk and a health benefit?
3. discuss types of chocolate beans?

**D**


**Which text is saying the following?**

4. Sometimes an indulgence is needed.
5. You must be careful not to overindulge while trying to be healthy.
6. A degree of heat is need for cacao trees.
7. Chocolate was consumed long ago.


**Total: 7 marks**

## Part 4

Read the article and answer the questions. Write a maximum of five words for each answer. An example is done for you.

### Federalists in America



Before the Revolutionary War, the colonies functioned as 13 different and independent governments. Eventually, the Articles of Confederation were adopted to unify the colonies, but when the war ended they were no longer needed. Though a strong central government was often looked upon by colonists as a threat, delegates were chosen to attend a Constitutional Convention to remake the Articles of Confederation into a centralised constitution.

Federalists and Anti-Federalists battled it out either for support of a united country by a federal government or to maintain the status quo.

The Federalists were primarily lawyers, merchants, planters, and other wealthy citizens. John Jay, James Madison, and Alexander Hamilton wrote some of the more fundamental Federalist papers intended to convince the citizens of New York of the need for a unified central government and to ease their fears of centralised power.

In Federalist Paper two, John Jay claims that the union of America is a logical choice. He cites that Americans are similar: they generally share the same language, religions, and principles of government. He also says that it makes sense to become a whole and cohesive union because the colonies are so near each other. He says, "To all general purposes we have uniformly been one people; each individual citizen everywhere enjoying the same national rights, privileges and protection." He claims that citizens of the colonies had been acting a long time as one, and it was simply time to develop into one veritable country. "By a faction," says James Madison in Federalist ten, "I understand a number of citizens, whether amounting to a majority or minority of the whole, who are united and actuated by some common impulse of passion, or of interest, adverse to the rights of other citizens, or to the permanent and aggregate interests of the community."

Madison deals with the issue of factions and the threat they pose to a united society. He says that human nature makes factions unavoidable and comes to the conclusion that without impeding on one's liberties the only solution to the problem of factions is to control the effects. This is done by having so many factions a majority faction is impossible to achieve. If a faction consists of less than a majority, relief is supplied by the republican principle in that the majority can vote and remove the faction. The federal government is set up in a way which encourages factions. The national government deals with national issues, state governments deal with different state issues, house members have different goals from senate members, the south wants something different from the north, corn farmers want something different from cotton farmers. And everyone has different needs and different wants. The government's job becomes that of regulating factions.

Madison addresses the issue of property rights saying, "Protection of these faculties is the first object of government." And he adds "the most common and curable source of factions had been the various and unequal distribution of property." He foresaw economic factions as important in that they would be inevitably diverse.

Madison talks of separate and distinct parts of government with their own will and independent of other parts of government in Federalist 51. He says a constitution must enable the government to not only control the governed, but also control itself. With a separation of powers, different parts of government control each other and themselves. He feels it is better to have more social problems and less government oppression. The government must be designed for the worst case scenarios of human nature and those who unabashedly seek power. "If men were angels, no government would be necessary. If angels were to govern men, neither external nor internal controls on government would be necessary," he said.

Madison explains that the new constitution and new system for government is handled in a way that separates powers and creates a society and a government broken into so many parts that the rights of individuals and minorities are in little danger from the majority and from those who unjustly seek power.

**Example:** How did the colonies in America work before the Revolutionary War? **as different and independent governments**

1. Why was there a sudden change in how the country was governed?

---

2. Why were Federalist papers written?

---

3. How does John Jay view the unity of America?

---

4. What could pose a threat to the Federalists?

---

5. What proposal did Madison make about factions?

---

6. What does Madison feel is important?

---

7. Why does Madison suggest a constitution?

---

8. How does Madison believe the separation of government powers will favour the citizens?

---

Total: 8 marks

Total marks for Reading: 26

# WRITING

## Part 1

As a spokesperson for children's charity 'Young Lives Count', you are concerned about the effects of exam anxiety on children's welfare. Below are the results of a recent Childline National Exam Stress Survey.

Write an **article** that will be published in a national school newsletter explaining the findings of the survey.

**Write between 150 and 200 words.**

**Childline National Exam Stress Survey conducted on 1300 students:**

- \* 59% of students felt pressure from parents to succeed in exams
- \* 96% of students felt anxious about exams
- \* 64% of students reported receiving no support in dealing with exams
- \* 50% of students have skipped meals due to exam stress
- \* 66% of students have had trouble sleeping during exams
- \* 14% of students drank alcohol to relieve exam-related stress

## Part 2

You would like to invite your friend's child on an adventure weekend away, but you think the mother won't let him/her because she is overprotective. Write a **letter** to your friend outlining the benefits of a weekend away and assuring her that all necessary safety precautions will be taken.

**Write between 250 and 300 words.**

# Test 5

## LISTENING

### Part 1

You will hear six short, unfinished conversations. Choose the best reply to continue each conversation. Put a circle round the letter of the best reply. Look at the example. You will hear each conversation twice.

#### Example:

Speaker 1: Is this the right size?

Speaker 2: I think it's OK.

Speaker 1: We should have checked the size before we had bought it.

Speaker 2: .....

- a) Why do you ask?
- b) You are right, but it's too late now.
- c) I've checked the shop.

1. a) I've absolutely no idea.  
b) It isn't an issue lately.  
c) We aren't going around here again.

2. a) It isn't happening any more.  
b) It took a long time.  
c) It was a few weeks ago.

3. a) What are you suggesting?  
b) Thank you, I'm glad.  
c) I do, I must admit.

4. a) That would be perfect, wouldn't it?  
b) I doubt that they're on sale.  
c) I said I don't fancy pepperoni.

5. a) I'm not even sure.  
b) It isn't like I'm trying.  
c) I never told him.

6. a) Better safe than sorry I suppose.  
b) Oh, never mind then.  
c) But that's not where we're going.

Total: 6 marks

### Part 2

You will hear three conversations. Listen to the conversations and answer the questions. Put a circle round the letter of the correct answer. You will hear each conversation twice. Look at the questions for Conversation One.

#### Conversation 1

1. What is the man's job?
  - a) doctor
  - b) student
  - c) lecturer
  
2. The man speaks of elements in order to
  - a) explain to the woman what medicine was like in the past.
  - b) explain to the woman the basics of Ayurvedic medicine.
  - c) help the woman cure a fever.

#### Conversation 2

3. What is the woman asking for?
  - a) support
  - b) encouragement
  - c) advice
  
4. The man thinks the woman
  - a) should switch back to high heels.
  - b) shouldn't wear shoes at all.
  - c) should wear the shoes for a while.

#### Conversation 3

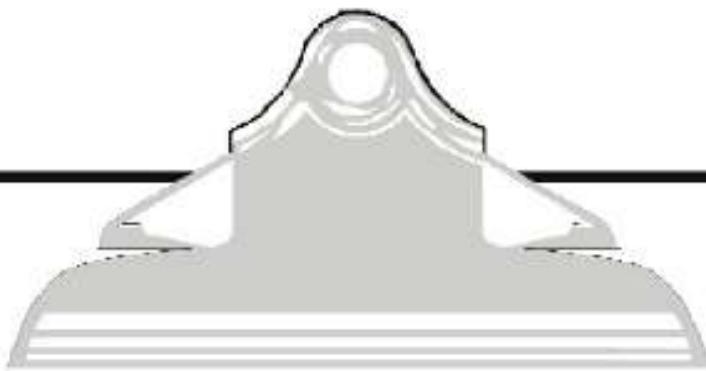
5. The man and woman are having a(n)
  - a) welcome home party.
  - b) anniversary party.
  - c) going away party.
  
6. The woman can be described as
  - a) nervous.
  - b) jealous.
  - c) frustrated.

Total: 6 marks

**Part 3**

Listen to the person talking and complete the information on the notepad. Write **short** answers of one to five words. You will hear the person **twice**. At the end you will have two minutes to read through and check your answers. You have one minute to look at the notepad. The first one is an example.

**DO NOT WRITE MORE THAN 5 WORDS FOR EACH QUESTION.**



### A Famous Author

*Example:*

Name: *Ernest Hemingway*

**1. Date of his birth:**

.....

**2. City of residence in 1920s:**

.....

**3. Expatriate community was known as:**

.....

**4. Year he received Pulitzer Prize:**

.....

**5. Awarded Nobel Prize in 1954 for:**

.....

**6. Important impact on development of:**

.....

**7. Reason of death:**

Total: 7 marks

## Part 4

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. You will hear the conversation twice.

**Example:** The two speakers seem to

- a) respect each other.
- b) miss each other.
- c) know each other well.

1. What is John Smith well-known for?
  - a) He is a famous filmmaker.
  - b) He is a famous musician.
  - c) He is a famous actor.
2. The woman has created
  - a) Anthology film archives.
  - b) a Fine Arts school.
  - c) a film bookshop.
3. Why can't the man read the woman's original work?
  - a) He doesn't speak English.
  - b) He can't read her handwriting.
  - c) It has to be translated.
4. The woman is
  - a) a filmmaker and poet.
  - b) a poet.
  - c) a film critic.
5. What does the woman claim her home is?
  - a) cinema
  - b) culture
  - c) New York
6. What does the man think about many of the films made in the 1960s?
  - a) They were necessary but not necessarily good art.
  - b) They were unnecessary.
  - c) They were art's reflection of the times.
7. What was the Essential Film Repertory?
  - a) a collection of 330 films
  - b) 30 carefully selected films
  - c) 330 commercial films

Total: 7 marks  
Total marks for Listening: 26

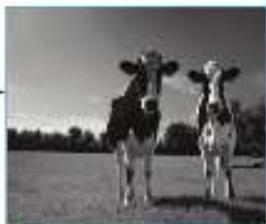
## Part 1

## READING

Total: 5 marks

Read the following text, then read the five statements. Some of these statements are true according to the text, some of them are false. Write T for True or F for False in the box next to each statement.

Dairy farming is a class of agricultural, or an animal husbandry enterprise, for long-term production of milk, which may be either processed on-site or transported to a dairy factory for processing and eventual retail sale. Most dairy farms sell the male calves born by their cows, usually for veal production, or breeding depending on the quality of the Bull calf, rather than raising non-milk-producing stock. Many dairy farms also grow their own feed, typically including corn, alfalfa, and hay. This is fed directly to the cows, or is stored as silage for use during the winter season. Additional dietary supplements are added to the feed to increase quality milk production.



Dairy farming has been part of agriculture for thousands of years, but historically, it was usually done on a small scale on mixed farms. Specialist scale dairy farming is only viable where either a large amount of milk is required for production of more durable dairy products such as cheese, or there is a substantial market of people with cash to buy milk, but no cows of their own.

Centralized dairy farming as we understand it primarily developed around villages and cities, where residents were unable to have cows of their own due to a lack of grazing land. Near the town, farmers could make some extra money on the side by having additional animals and selling the milk in town. The dairy farmers would fill barrels with milk in the morning and bring it to market on a wagon.

Before mechanisation most cows were still milked by hand. The first milking machines were an extension of the traditional milk pail. The early milker device fit on top of a regular milk pail and sat on the floor under the cow. Following each cow being milked, the bucket would be dumped into a holding tank.

This developed into the Surge hanging milker. Prior to milking a cow, a large wide leather strap called a surcingle was put around the cow, across the cow's lower back. The milker device and collection tank hung underneath the cow from the strap. This innovation allowed the cow to move around naturally during the milking process rather than having to stand perfectly still over a bucket on the floor.

The next innovation in automatic milking was the milk pipeline. This uses a permanent milk-return pipe and a second vacuum pipe that encircles the barn or milking parlour above the rows of cows, with quick-seal entry ports above each cow. By eliminating the need for the milk container, the milking device shrank in size and weight to the point where it could hang under the cow, held up only by the sucking force of the milker nipples on the cow's udder. The milk is pulled up into the milk-return pipe by the vacuum system, and then flows by gravity to the milkhouse vacuum-breaker that puts the milk in the storage tank. The pipeline system greatly reduced the physical labour of milking since the farmer no longer needed to carry around huge heavy buckets of milk from each cow.

1. Some dairy farms also grow food for their animals.
2. Traditionally, dairy farming was done on small mixed farms.
3. A surcingle is part of a milking machine.
4. Milk pipelines came before Surge hanging milkers.
5. Pipelines made bigger milking devices necessary.


## Part 2

Total: 6 marks

Read the text and fill the gaps with the correct sentences A-H. Write the letter of the missing sentence in the box in the gap. There are two extra sentences you will not need.

## Psoriasis



Psoriasis is an inflammatory skin condition. **1** Between 10% and 30% of people who develop psoriasis get a related form of arthritis called "psoriatic arthritis," which causes inflammation of the joints.

Plaque psoriasis is the most common type of psoriasis. **2** They both frequently form on the elbows, knees, lower back, and scalp. However, the plaques can occur anywhere on the body.

Regardless of type, psoriasis usually causes discomfort. The skin often itches, and it may crack and bleed. **3**

Psoriasis is a chronic, meaning lifelong, condition because there is currently no cure. People often experience flares and remissions throughout their life. Controlling the signs and symptoms typically requires lifelong therapy.

Treatment depends on the severity and type of psoriasis. **4** A few develop such severe psoriasis that lesions cover most of the body and hospitalisation is required. These represent the extremes. Most cases of psoriasis fall somewhere in between.

More than 4.5 million adults in the United States have been diagnosed with psoriasis, and approximately 150,000 new cases are diagnosed each year. **5**

Psoriasis occurs about equally in males and females. Recent studies show that there may be an ethnic link. It seems that psoriasis is most common in Caucasians and slightly less common in African Americans. Worldwide, psoriasis is most common in Scandinavia and other parts of northern Europe. It appears to be far less common among Asians and is rare in Native Americans. There also is a genetic component associated with psoriasis. Approximately one-third of people who develop psoriasis have at least one family member with the condition.

Research shows that the signs and symptoms of psoriasis usually appear between 15 and 35 years of age. About 75% develop psoriasis before age 40. **6** After age 40, a peak onset period occurs between 50 and 60 years of age.

- A. About 80% of people who develop psoriasis have plaque psoriasis, which appears as patches of raised, reddish skin covered by silvery-white scale.
- B. An estimated 20% have moderate to severe psoriasis.
- C. Some psoriasis is so mild that the person is unaware of the condition.
- D. However, it is possible to develop the condition at any age.
- E. All types of psoriasis, ranging from mild to severe, can affect a person's quality of life. Living with this lifelong condition can be physically and emotionally challenging.
- F. One woman described her psoriasis as feeling like "a bad sunburn that won't go away."
- G. In severe cases, the itching and discomfort may keep a person awake at night, and the pain can make everyday tasks difficult.
- H. There are five types, each with unique signs and symptoms.

## Part 3

Read the four texts below. There are eight questions about the texts. Decide which text (A, B, C or D) tells you the answer to the question. The first one is done for you.

**A.** Television is one of the most prevalent media influences in kids' lives. According to *Kids' Take on Media*, a survey conducted last year by the National Teachers' Federation, watching TV is a daily pastime for 75 percent of children, both boys and girls from Grade 3 to Grade 10.



How much impact TV has on children depends on many factors: how much they watch, their age and personality, whether they watch alone or with adults, and whether their parents talk with them about what they see on TV.

To minimise the potential negative effects of TV, it's important to understand what the impact of television can be on children.

**B.**

*Television can affect learning and school performance if it cuts into the time kids need for activities crucial to healthy mental and physical development. Most of children's free time, especially during the early formative years, should be spent in activities such as playing, reading, exploring nature, learning about music or participating in sports.*

*TV viewing is a sedentary activity, and has been proven to be a significant factor in childhood obesity. According to the Heart and Stroke Foundation almost one in four children, between seven and 12, is obese. Time spent in front of the TV is often at the expense of more active pastimes.*

**C.**

*Sesame Street* is an educational children's television series for young children, though focusing more exclusively on preschoolers in its later years, and is a pioneer of the contemporary educational television standard, combining both education and entertainment. *Sesame Street* is well known for its Muppet characters created by Jim Henson. As of now, 4,160 episodes of the show have been produced in 38 seasons. *Sesame Street* is one of the longest-running television shows in history.



As a result of its positive influence, *Sesame Street* is one of the most highly regarded educational shows for children in the world. No other television series has matched its level of international recognition and success. The original series has been televised in 120 countries, and more than 30 international versions have been produced, not including dubbed versions. The series has received 109 Emmy Awards, more than any other television series. An estimated 77 million Americans have watched the series as children; millions more have watched around the world, as have their parents.

**D.**

*Of course, television, in moderation, can be a good thing: Preschoolers can get help learning the alphabet on public television, grade schoolers can learn about wildlife on nature shows and parents can keep up with current events on the evening news.*

*No doubt about it - TV can be an excellent educator and entertainer.*

**In which text does the writer**

- Example:** argue that television can be beneficial to children?
1. discuss an educational and entertaining show?
  2. argue that watching television could be bad for children?
  3. stress parents understand television's effect on children?

**D**


**Which text is saying the following?**

4. This TV programme has an excellent reputation.
5. TV can help children learn.
6. Many problems can stem from television watching.
7. A large percent of children watch TV every day.


**Total: 7 marks**

## Part 4

Read the article and answer the questions. Write a maximum of five words for each answer. An example is done for you.

## The Royal Observatory

*The Royal Observatory*, home of Greenwich Mean Time and the Prime Meridian line, is one of the most important historic scientific sites in the world. *The Royal Observatory* is the source of the Prime Meridian of the world, Longitude 0° 0' 0". It is, by international decree, the official starting point for each new day, year and millennium (at the stroke of midnight GMT as measured from the Prime Meridian). Visitors to the Observatory can stand in both the eastern and western hemispheres simultaneously by placing their feet either side of the Prime Meridian: the centre of world time and space.



The Observatory was built to improve navigation at sea and 'find the so-much desired longitude of places' (one's exact position east and west) while at sea and out of sight of land, by astronomical means. This was inseparable from the accurate measurement of time, for which the Observatory became generally famous in the 19<sup>th</sup> century.

### What is a meridian? What is the Prime Meridian?

A meridian is an arbitrary north-south line used by an astronomer as a zero point from where to take measurements. By comparing thousands of observations taken from the same meridian it is possible to build up an accurate map of the night sky.

The meridian line in Greenwich represents the Prime Meridian of the world, Longitude Zero (0° 0' 0"). Every place on the Earth is measured in terms of its angle east or west from this line. To stand astride the line is to have one foot in the eastern and one foot in the western hemisphere of the earth; just as the Equator divides the northern and southern hemispheres.

The Prime Meridian at Greenwich passes through a massive special telescope called a transit circle. The transit circle was built by Sir George Airy, the seventh Astronomer Royal, in 1850. The cross-hairs seen in the eyepiece of this transit circle precisely define Longitude 0° for the world.

The 'universal day' is measured from the Prime Meridian. It is the average of a year's worth of 'natural' days and is a scientific time scale used irrespective of time zones.

Since the late 19<sup>th</sup> century, the Prime Meridian at Greenwich has served as the co-ordinate base for the calculation of Greenwich Mean Time. Before this, almost every town in the world kept its own local time. The Greenwich Meridian was chosen to be the Prime Meridian of the World in 1884. Forty-one delegates from 25 nations met in Washington DC for the International Meridian Conference. By the end of the conference, Greenwich had won the prize of Longitude 0° by a vote of 22 in favour to 1 against (San Domingo), with two abstentions (France and Brazil). There were two main reasons for the victory:

- ☛ the USA had already chosen Greenwich as the basis for its own national time-zone system.
- ☛ at the time, 72% of the world's commerce depended on sea-charts which used Greenwich as the Prime Meridian.

The decision, essentially, was based on the argument that by naming Greenwich as Longitude 0°, it would inconvenience the least number of people.

**Example:** How was the Royal Observatory recognised as the starting point for the measurement of time? by international decree

1. What is so special about being at The Royal Observatory?

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2. What was the initial reason for the building of the Royal Observatory?

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3. What else does the author suggest the meridian line is used for?

---

4. What can standing on the meridian line be compared with?

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5. When was the 'transit circle' built?

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6. How did the world benefit from centralising time?

---

7. How has the world calculated precise time since the late 19<sup>th</sup> century?

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8. What does the author suggest was the reason the vote was swayed towards the current location?

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Total: 8 marks

Total marks for Reading: 26

# WRITING

## Part 1

As part of National Reading Week, you would like to encourage the students in your class to start reading more. Based on the results of the survey below, of over 8,000 primary and secondary pupils in the U.K. send a letter to the pupils' parents, outlining the key problem areas in encouraging children to read and making suggestions as to how to encourage more children to read books.

**Write between 150 and 200 words.**

### Survey findings in children's reading preferences and reading behaviours:

- \* 40% of children said they enjoy reading
- \* 50% of the sample believed they didn't read enough
- \* 86% of children held positive attitudes to reading
- \* 15% of children only read because they 'have to'
- \* 83% of the sample appreciate the importance of reading as a life skill
- \* 78% of pupils said they would read if they had more time
- \* 81% of the sample stated that they would read more if books were cheaper
- \* 50% of children believe that websites/celebrity endorsement would encourage them to read more

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## Part 2

Your English teacher has asked you to write a **composition** about your upbringing, the rules your parents imposed on you and whether you would bring up your child any differently.

**Write between 250 and 300 words.**

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# Test 6

## LISTENING

### Part 1

You will hear six short, unfinished conversations. Choose the **best reply** to continue each conversation. Put a circle round the letter of the **best reply**. Look at the example. You will hear each conversation twice.

**Example:**

Speaker 1: Is this the right size?

Speaker 2: I think it's OK.

Speaker 1: We should have checked the size before we had bought it.

Speaker 2: .....

- a) Why do you ask?
- b) You are right, but it's too late now.
- c) I've checked the shop.

1. a) I like surprises.  
b) You just need to make more of an effort.  
c) I'm not going to let it get to me.
  
2. a) Do you need a getaway car?  
b) She's actually in quite a good mood today.  
c) Let the police handle it.
  
3. a) How about trying out the scary new ride at the theme park followed by a meal?  
b) Will you sponsor me for my charity parachute jump?  
c) Ok I'll take you for a coffee at that new cafe in town.
  
4. a) Let me loosen it for you.  
b) The sooner we get back to it, the better chance we have.  
c) It's a hopeless case.
  
5. a) We'll just have to tighten our belts a bit next month.  
b) You shouldn't have borrowed that much.  
c) Why don't we sell it off cheaply?
  
6. a) It's your own fault if you regret it later.  
b) In a word, yes.  
c) My mind is made up.

Total: 6 marks

### Part 2

You will hear three conversations. Listen to the conversations and answer the questions. Put a circle round the letter of the correct answer. You will hear each conversation twice. Look at the questions for Conversation One.

**Conversation 1**

1. Where are the speakers?
  - a) in an artist's studio
  - b) in a broadcasting studio
  - c) in an art gallery
  
2. What do the speakers agree on?
  - a) The artist's work has changed dramatically.
  - b) There is a particular style to the artist's work.
  - c) The artist's work wasn't very strong when she was younger.

**Conversation 2**

3. The woman is most interested in
  - a) gardening.
  - b) an area to work in.
  - c) the childrens' playroom.
  
4. The estate agent advises the man and the woman to
  - a) make an immediate offer.
  - b) consider all their options.
  - c) view another property.

**Conversation 3**

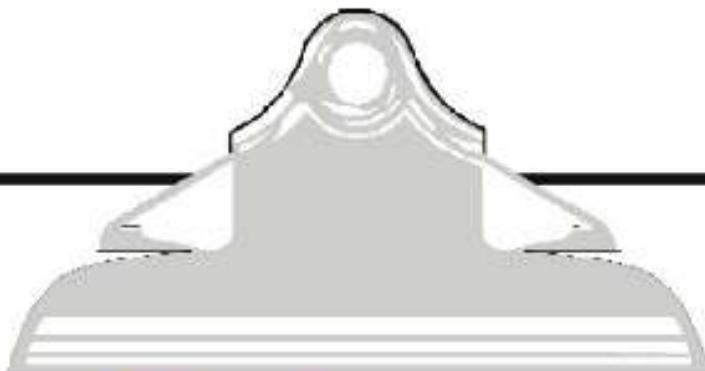
5. What decision do they need to make?
  - a) to change their stock
  - b) to make people redundant
  - c) to join forces with another company
  
6. Why is Bob anxious?
  - a) He doesn't believe they are qualified highly enough.
  - b) He feels the workers will struggle to work somewhere else.
  - c) He worries that too many people will be made unemployed.

Total: 6 marks

**Part 3**

Listen to the person talking and complete the information on the notepad. Write **short** answers of one to five words. You will hear the person twice. At the end you will have two minutes to read through and check your answers. You have one minute to look at the notepad. The first one is an example.

**DO NOT WRITE MORE THAN 5 WORDS FOR EACH QUESTION.**



### **Self employment notes**

*Example:*

Information given in talk: running your own business

**1. Self-employment attractive to those:**

.....

**2. No guarantee of a:**

.....

**3. What to ensure about the product / service:**

There is a (a) ....., and it is (b) .....

**4. Training that might be needed:**

.....

**5. Easiest way to start a company:**

.....

**6. Best type of business to protect personal assets:**

.....

**7. Business started by someone else:**

Total: 7 marks

## Part 4

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. You will hear the conversation twice.

**Example:** The purpose of this interview is

- a) to raise support for the police anti-scam campaign.
- b)** to raise people's awareness of possible criminal activities.
- c) to share the recent police success rate at catching scammers.

1. What type of person gets caught by a scam?
  - a) mostly people on a low income
  - b) mainly people with families
  - c) people from all sections of society
2. Why is it difficult to convict someone of a scam?
  - a) They don't actually break any laws.
  - b) Their lawyers are too clever.
  - c) The courts don't take scams seriously enough.
3. When talking about the grey areas of the law, Jane is
  - a) amused.
  - b) fascinated.
  - c) angry.
4. What impact does insurance fraud have on the general public?
  - a) It increases the cost of a policy by about £50.
  - b) It creates a maximum payment of £1.2 million per year.
  - c) It costs the genuine insurance companies £50 per policy.
5. George implies that people who believe they have won a prize without entering a competition are
  - a) heading for a pleasant surprise.
  - b) fooling themselves.
  - c) living the dream.
6. Why does George rebuke Jane after her comments on door-to-door scammers?
  - a) Her comments were supporting criminal activities.
  - b) She was sending out an unhelpful message to the public.
  - c) She questioned George's intelligence.
7. By reporting a scam, you
  - a) provide a crucial piece of evidence.
  - b) can meet all the other victims of the same crime.
  - c) guarantee it will never happen to another person.

Total: 7 marks  
Total marks for Listening: 26

## Part 1

## READING

Total: 5 marks

Read the following text, then read the five statements. Some of these statements are true according to the text, some of them are false. Write T for True or F for False in the box next to each statement.

When we took off it was a lovely clear day but freezing cold. Beautiful flying conditions despite the extreme temperatures. It promised to be an enjoyable flight with good visibility and breathtaking views of the mountains below us.

We took off as soon as we had clearance from air traffic control and settled into our journey. As a regular flyer and trained pilot I never thought twice about taking to the sky and this day was no different. As we soared over the mountain range the side windows of the light aircraft suddenly froze up and we couldn't see a thing through them. I was the co-pilot and Ben the pilot coolly said, 'Feed your controls', but it was as if they had been welded up. Ben and I were both quiet, trying to decide what to do. But our thoughts were rudely interrupted as our worst fears were realised as the engine started to miss. The carburetor had frozen up and as a result the fuel had frozen in the lines. We were in freefall. Nothing can prepare you for such a situation even though in theory we are all trained to deal with it. Hypothetical situations and reality rarely match each other.

Realising the gravity of the situation, Ben put out a mayday call on the radio. I felt a cold chill up my back but it had nothing to do with the temperature outside. Neither of us said an awful lot. We were both lost in our thoughts. Nobody panicked. It was as though we were resigned to the fact that there was nothing we could do to affect the situation. We didn't even have parachutes and we couldn't have opened the door in any case as they would have been pushed back by the wind. We were dropping in a plane at 180 mph at an altitude of 8,000 ft. I felt the shock of the realisation that that's it, you've had your chips. You've had a good life. I had a business that was practically printing money but everything was going to end that day. I yearned for one last phone call to my kids. Nothing else seemed important.

In the end the actual impact was softened slightly by a canopy of trees on the hillside. I was thrown through the cockpit window and then I blacked out. It was not until three weeks later that I woke from a coma in hospital. I had been blinded in one eye and had broken bones all over my body but I had survived. To this day I don't know how. It was as though someone was watching over me and my day hadn't yet arrived.

Before the accident I was an extremely successful businessman with my own company. I was known for having a bit of a short fuse so people rarely argued with me and I nearly always got my way. Not now though. The crash changed my view of life entirely. Now every dawn is a bonus and despite my terrible lifechanging injuries, I feel privileged to be alive.

1. The writer was experienced enough to be aware that the weather was potentially hazardous.
2. Initially the pilots panicked but then they regained their composure.
3. The writer believes that all his experience and training were insignificant in the situation they were in.
4. The writer had a successful business in publishing.
5. The writer has become more tolerant towards other people since the accident.


## Part 2

Total: 6 marks

Read the text and fill the gaps with the correct sentences A-H. Write the letter of the missing sentence in the box in the gap. There are two extra sentences you will not need.

### Indigenous tribes of The Amazon Rainforest

There are hundreds of indigenous tribes in the Amazon rainforest. The indigenous groups in all of South America have disappeared or been torn apart by the colonization process, disease, alcohol, forced labour and war. For a long period of time the Amazon rainforest was a giant refuge for the indigenous population. **1** So the rain forest remained almost untouched by the western culture until the first half of last century. That's why you still find many indigenous Amazon rainforest tribes in the region, many of them already being under stress from legal (agriculture and cattle) and illegal activities (drug dealers, some wood cutters, some miners and biological traffickers).

There are still over 200 indigenous groups in the Amazon Rainforest. They speak 180 different languages and each with their own cultural heritage. **2** This shows that like the flora and fauna, the cultural diversity in the region is also very high, making it an even more interesting and rich place.

The Kuarup is the biggest indigenous festival and it has been happening annually in July or August for centuries. The Kuarup festival brings many different tribes together to celebrate and honour their dead. Although the motivation is not the most cheerful one the festivities are happy and very enjoyable for outsiders. **3** Nowadays the Kuarup can be seen by the outsiders on some occasions, not always, as it depends on the mood and willingness of the tribe leaders.

There are at least 50 groups that still don't have regular contact with outsiders and keep away from them. The Brazilian government policy towards these groups is to leave them alone, as they wish. **4** To stop the constant migration of tribes it has been suggested that an Indigenous Protected Area be setup so they can stop running away into the most remote places of the forest.

Another interesting fact and a hope about the indigenous population is that their numbers are increasing. This means that, after 5 centuries being destroyed, they are actually being able to live and grow in their demarcated lands. This provides hope for their cultures and way of life.

Since there are different kinds of indigenous, there are also different forms of organization. Some groups are nomads and they don't settle in a place for long periods, exchanging locations every now and then. **5** The size of the groups are also very different, you can find groups with as few individuals as 200 and other with 30000.

Another important "large" group is located in the Alto Xingu region in the Brazilian state of Mato Grosso. There are 14 ethnic groups in the area. The first 10 ethnic groups, like the ones in the northwestern Amazon, have different languages but share the same rivers, have culture similarities and participate in a net of marriages, festivities, rituals and commerce. **6** There are other large groups in the Amazon rainforest region plus the 50 groups that don't have regular contact with outsiders and although the indigenous population is growing again they are still in danger.

- A. Not very much is known about them as they keep going deeper and deeper into the forest as the outsiders get closer to where they live.
- B. Government initiatives have increased these funds by nearly 40% in the last decade.
- C. The last 4 groups are very different and don't have as much contact with the others, although there is still some exchange of cultural aspects.
- D. This happened because of the lack of a clear economic potential to be exploited by the colonizers.
- E. It's a huge demonstration of indigenous dance, music, rituals, games and food.
- F. Although poachers have killed off many of these indigenous animals.
- G. There are others that settle in a tribe and live in the same place for centuries.
- H. If you narrow your view to language families you will still find 30 different language families in the Amazon Rainforest.

## Part 3

Read the four texts below. There are eight questions about the texts. Decide which text (A, B, C or D) tells you the answer to the question. The first one is done for you.

**A.** Henri Rousseau was an unexpected addition to the Parisian art scene at the close of the 19<sup>th</sup> century. A self-taught painter, Rousseau worked as a tax collector and used his day off on Sunday to paint. He retired early on a small pension and devoted himself entirely to painting. His combination of humour, imagination and real artistic sensitivity caused his work to become rapidly known and appreciated in the most advanced artistic circles. He soon found favour with Picasso and the poet Guillaume Apollinaire. A dinner in his honour was given in Picasso's studio in 1908, an event which helped establish Rousseau as a symbol of sophisticated interest in pseudo-primitive art. As early as 1886, he exhibited at the Societe des Artistes Indépendants, to the universal derision of the general public. Yet although the artists of his day never took him quite as seriously as he took himself, he was received everywhere in the highest circles of the contemporary art circles. Rousseau used a decorative, linear style with a lack of perspective, often depicting exotic tropical scenes with rich colours.

**B.**

When the twentieth century opened, Henri Matisse was already past thirty. He was a competent painter in a modified Impressionist style, and had executed an impressive series of copies of Old Masters, some quite literal, others delicately altered to bring out those aspects that interested him the most. Yet he had not shown any signs of exceptional talent or originality. Soon after the turn of the century however, he began to experiment with figures so simplified that they were stated in bold areas of colour. In 1905 he burst on to the art world with a series of paintings that shocked the art world and the public. In 1943, Matisse moved to the Riviera town of Vence, where during a serious illness he was cared for by Dominican nuns. In gratitude he designed and financed a wonderful chapel for them. The murals, surprisingly are devoid of colour, painted in Dominican black and white on ceramic tiles. Despite the fact that Matisse professed no formal religion, his labour of love is one of the few great works of religious art executed in the twentieth century. Although in his old age Matisse was confined to his bed, he still managed to produce large scale art using cut out pieces of coloured paper that are surprisingly fresh for someone of his age.

**C.**

Wassily Kandinsky has been credited with the first entirely abstract paintings. Whether or not this is true may never be determined, but in his book, 'Concerning the Spiritual in Art' written in 1910 and published in 1912, Kandinsky warned specifically against total abstraction which he feared might degenerate into pure decoration. Kandinsky was born in Russia and originally trained as a lawyer. He subsequently moved to Munich to study painting, where he established the German Expressionist Movement, Der Blaue Reiter, (The Blue Rider). After the First World War he returned to Russia and was involved in the development of artistic projects for the new Soviet State. However, he soon became disillusioned with the new regime and its lack of civil freedom and moved back to Germany where he taught at the famous Bauhaus School of Art and Design. From 1933 until his death in 1943 Kandinsky lived and painted in the Paris suburb of Neuilly-sur-Seine.

**D.**

Toulouse-Lautrec was a maverick on the Parisian art scene at the end of the nineteenth century. Born into one of the oldest noble families in France, he broke both legs in early adolescence, and they never developed properly. For the rest of his brief existence he remained a dwarf, alienated from his family's fashionable life. He learned to paint and took refuge in the night life of Paris, which he depicted with consummate skill - scenes of cafes, theatres and restaurants and cabarets. All of his portrayals are prompted by the same uncritical acceptance of Parisian nightlife that he wished for his own deformity and found only in this shadowy world. Toulouse-Lautrec was drawn to Montmartre, an area of Paris famous for its bohemian lifestyle and for being the haunt of artists, writers, and philosophers. Tucked deep into Montmartre was the garden of Monsieur Pere Foret where Toulouse-Lautrec executed a series of pleasant plein-air paintings. When the nearby Moulin Rouge cabaret opened its doors, Toulouse-Lautrec was commissioned to produce a series of posters. Thereafter, the cabaret reserved a seat for him, and displayed his paintings.

**In which text does the writer****Example:** mention a book written by an artist?**C**

1. mention the effect of a childhood illness?
2. state that an artist was only appreciated by fellow artists?
3. suggest that society was not accepting of disability?


**Which text is saying the following?**

4. A government was too controlling of its people.
5. This artist created something unique but was cautious about it.
6. Great religious art is rarely created now.
7. This artist had a higher opinion of himself than was probably justified.

Total: 7 marks

## Part 4

Read the article and answer the questions. Write a maximum of five words for each answer. An example is done for you.

## The History of Cinema

Cinematography is the illusion of movement by the recording and subsequent rapid projection of many still photographic pictures on a screen. A product of 19<sup>th</sup> century scientific endeavour, it has over the previous hundred years or so become an industry employing many thousands of people and a medium of mass entertainment and communication.

No one person invented cinema. However, in 1891 the Edison Company in the USA successfully demonstrated a prototype of the Kinetoscope, which enabled one person at a time to view moving pictures. The first to present projected moving pictures to a paying audience (i.e. cinema) were the Lumière brothers in December 1895 in Paris.

At first, films were very short, sometimes only a few minutes or less. They were shown at fairgrounds and music halls or anywhere a screen could be set up and a room darkened. Subjects included local scenes and activities, views of foreign lands, short comedies and events considered newsworthy. The films were accompanied by lecturers, music and a lot of audience participation - although they did not have synchronized dialogue they were not 'silent' as they are sometimes described.

By 1914, several national film industries were established. Europe, Russia and Scandinavia were as important as America. Films became longer and story-telling, or narrative, became the dominant form. As more people paid to see movies, the industry which grew around them was prepared to invest more money in their production, distribution and exhibition, so large studios were established and special cinemas built. The First World War greatly retarded the film industry in Europe, and the American industry grew in relative importance.

The first thirty years of cinema were characterized by the growth and consolidation of an industrial base, the establishment of the narrative form and refinement of technology. Colour was first added to black-and-white movies through tinting, toning and stencilling. By 1906, the principles of colour separation were used to produce so-called 'natural colour' moving images with the British Kinemacolor process, first presented to the public in 1909. The early Technicolor processes from 1915 onwards were cumbersome and expensive, and colour was not used more widely until the introduction of its three-colour process in 1932.

The first attempts to add synchronized sound to projected pictures used phonographic cylinders or discs. The first feature-length movie incorporating synchronized dialogue, *The Jazz Singer* (USA/1927), used the Warner Brothers' Vitaphone system which employed a separate record disc with each reel of film for the sound. This system proved unreliable and was soon replaced by an optical, variable density sound track recorded photographically along the edge of the film.

By the early 1930s, nearly all feature-length movies were presented with synchronized sound and, by the mid-1930s, some were in full colour too. The advent of sound secured the dominant role of the American industry and gave rise to the so-called 'Golden Age of Hollywood'. During the 1930s and 1940s, cinema was the principal form of popular entertainment, with people often attending cinemas twice-weekly. In Britain the highest attendances occurred in 1946, with over 31 million visits to the cinema each week.

The introduction of television in America prompted a number of technical experiments designed to maintain public interest in cinema. In 1952, the Cinerama process, using three projectors and a wide, deeply curved screen together with multi-track surround sound, was premiered. It gave audiences a sense of greater involvement and proved extremely popular.

Stereo sound, which had been experimented with in the 1940s, also became part of the new widescreen experience. While cinemas had some success in fighting the competition of television, they never regained the position and influence they once held, and over the next thirty years audiences dwindled. By 1984 cinema attendances in Britain had sunk to one million a week. Since then, however, that figure has nearly trebled with the growth of out-of-town multiplex cinemas following the building of the first British multiplex at Milton Keynes in 1985.

In the past twenty years, film production has been profoundly altered by the impact of rapidly improving digital technology. Though productions may still be shot on film (and even this is becoming less commonplace) most subsequent processes, such as editing and special effects, are undertaken on computers before the final images are transferred back to film. The need for this final transfer is diminishing as more cinemas invest in digital projection which is capable of producing screen images that rival the sharpness, detail and brightness of traditional film projection. In the past few years there has been a revival of interest in 3-D features, both animated and live action, sparked by the availability of digital technology. Whether this will be more than a short-term phenomenon (as previous attempts at 3-D in the 1950s and 1980s had been) remains to be seen.

**Example:** What was the restriction of The Edison company's projector of 1891?

only viewed by one person

1. What did initial films go hand in hand with?

.....

2. How did films change at the beginning of the 20th century?

.....

3. What effect did the First World War have on the American film industry?

.....

4. When was true colour at the cinema shown more generally?

.....

5. Which specific method was used in the early use of sound and picture?

.....

6. Why was more advanced technology needed in cinema in the 1950s?

.....

7. What boosted cinema attendance?

.....

8. Why is traditional screen projection less common now?

.....

Total: 8 marks

Total marks for Listening: 26

# WRITING

## Part 1

You help run a youth club for young people in your village. You see the notice below offering grants to worthwhile causes. Using the results of the survey provided, write an email to Brian Smithson explaining how you would use the grant. Write between 150 and 200 words.

### *Co-operative Systems Ltd*

*We have five annual one-off grants to worthy causes that help the community in some way.  
To apply for a grant send an email to bsmithson@hotmail.com*

### **Swinton village youth club survey results for potential club developments**

- 65% would like longer opening hours at weekends
- 75% like a garden area to relax in
- 95% would like Internet access

*Dear Mr Smithson,*

## Part 2

Your English teacher has asked you to write a **composition** about a crucial decision that you had to make some time in your life. Describe this decision and explain how it affected your way of living. Write between 250 and 300 words.

**ISESOL**

**Level C1**

**5**

**Practice Tests**

**Part 1 (3 minutes)**

I: Interlocutor, C: Candidate

I: (Give today's date.)

(Give candidate's name.) Test begins. Hello. My name's (give full name). Can you spell your family name for me please?

C: (Spells family name.)

I: Thank you. And where are you from?

C: (Responds.)

I: Thank you. Now, in the first part of the test I'm going to ask you some questions about yourself and your ideas.

(Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; eg "Now, Travel".)

**Topics****Personal Details**

- Describe yourself as a person.
- What are your strengths and weaknesses?
- If you could change something on you, what would that be?
- Have you ever wished you were someone else?

**Your family**

- Describe your family.
- How important do you think family is?
- What are the advantages/disadvantages of living with your family?
- Which family member do you feel more close to?

**Cinema**

- How often do you go to the cinema? What kind of films are you interested in?

- Do you spend time reading reviews before going to watch a film? Do you trust them?

- What is the best/worst film you have ever seen?
- Who is your favourite actor/actress?

**Travel**

- Do you like travelling alone or in a group?
- Are you fond of long- or short-distance travelling?
- Name three things that you always take with you when you travel.
- What means of transport do you prefer travelling by?

**Arts**

- Are you interested in the arts? Which art do you like the most?
- Who is your favourite artist?
- Tell me about a museum/archeological site/gallery you have visited.
- To what extent do you feel that art imitates life?

C: (Responds.)

I: (Makes brief responses and/or comments.)

I: Thank you.

**Part 2 (3 minutes)**

I: Now, Part Two. We are going to role-play some situations. I want you to start or respond. First situation (choose one situation from A).

**A**

- We're friends. I start.  
*I'm planning a holiday with my family. Any suggestions?*
- I'm your dance instructor. I start.  
*You are very talented. What are your plans for dancing in the future?*
- I'm your neighbour. I start.  
*Did you hear that racket last night? What happened?*
- We work together. I start.  
*I need to take next week off. How should I tell our boss?*

C: (Responds.)

I: (Role-play the situation with candidate - approximately two turns each.)

I: Second situation (choose one situation from B).

**B**

- We're best friends. You want to know what I want for my birthday. You start.
- I'm a relative who doesn't live with you. You want to visit me. You start.
- I'm a friend you met over the Internet. You would like to meet. You start.
- I'm your new English teacher. You want to know what your class will be like now. You start.

C: (Initiates.)

I: (Role-play the situation with candidate - approximately two turns each.)

I: (Role-play a third situation from A or B if time allows.)

I: Thank you.

**Part 3 (4 minutes)**

- I: Now Part Three. In this part of the test we're going to discuss something together. All right? Here are some qualities a good friend must have. (Hand over candidate's task sheet.) Let's discuss what we think about these things and decide which ones we think are the most important. Take twenty seconds to think about what you want to say. (Wait 20 seconds.) Why don't you start?



- I: Thank you. (Retrieve candidate's task sheet.)

**Part 4 (5 minutes)**

- I: In Part Four you are going to talk about something for two minutes. Your topic is (choose topic for candidate).

**Topics**

- A Soft drugs should be legalised.**
- B An experience that changed your life.**
- C Superstitions are childish.**

- I: You now have thirty seconds to write some notes to help you. (Hand over piece of paper and pen/pencil.) So your topic is (repeat topic). (Withdraw eye contact for thirty seconds. Leave recorder running.)

I: (Candidate's name), please start.

C: (Talks.)

I: (When candidate has talked for a maximum of two minutes, say, 'Thank you', and then ask some follow-up questions.)

**Follow-up questions****Soft drugs should be legalised.**

- What would you do if you learnt that your friend is a drug addict?
- Should the state impose heavier punishment to drug dealers?
- How should drug addicts be treated?
- What do you know about rehabilitation centres in your country?

**An experience that changed your life.**

- How important is to learn from experience?
- Why do people often repeat their mistakes?
- Should people be discouraged or reluctant to take risks based on previous bad experience?
- Do you believe that the course of history is circular?

**Superstitions are childish.**

- Do you believe in the paranormal?
- How would you react if you saw something that looked like a ghost?
- Only ignorant people are superstitious. Do you agree?
- Should scientists keep investigating the paranormal?

- I: Thank you. (Give candidate's name.) That is the end of the exam.

**Part 1 (3 minutes)**

- I:** (Give today's date.)  
 (Give candidate's name.) Test begins. Hello. My name's (give full name). Can you spell your family name for me please?
- C:** (Spells family name.)
- I:** Thank you. And where are you from?
- C:** (Responds.)
- I:** Thank you. Now, in the first part of the test I'm going to ask you some questions about yourself and your ideas.  
*(Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; eg 'Now, At home!')*

**Topics****At home**

- Describe the place where you live.
- If you had the chance to change something in your house, what would that be?
- Describe your ideal place of living.
- Which room do you spend most of your time in?

**At Work**

- Have you got a job? If so, what are your duties and responsibilities? If not, what are you currently doing?
- Describe your ideal job.
- What are the main reasons for the increase in unemployment nowadays?
- What should the state do to reduce unemployment?

**TV**

- How often do you watch TV? What kind of programmes are you interested in?
- Tell me about the best/worst TV programme you have ever watched.

- What do you think of reality shows?

- In your opinion, how much does TV influence the course of our lives?

**Holidays**

- Describe the best/worst holidays you have ever had.
- Name five things that you always take with you when you go on holidays.
- Do you like visiting the same place twice?
- Do you prefer having a travel agency organising your holiday or planning it yourself?

**The Past**

- Tell me about a funny/unexpected/fascinating experience you had in the past.
- If you could change something in your past, what would that be?
- How have your past experiences helped you become the person you are today?
- If you could relive one day/moment of your past life, what would that be?

**C:** (Responds.)**I:** (Make brief responses and/or comments.)**I:** Thank you.**Part 2 (3 minutes)**

- I:** Now, Part Two. We are going to role-play some situations. I want you to start or respond. First situation  
*(choose one situation from A).*

**A**

- We're friends. I start.  
*I'm going on holiday where you went last year. Any suggestions of what to do there?*
- I'm your music instructor. I start.  
*You are very talented. Do you want to have a solo in the upcoming performance?*
- I'm your neighbour. I start.  
*I'm selling my apartment. Do you know anyone who may be interested in buying it?*
- We work together. I start.  
*I have so much to do today! How should I manage my time?*

**C:** (Responds.)

**I:** (Role-play the situation with candidate - approximately two turns each.)  
**I:** Second situation (choose one situation from B).

**B**

- I'm your friend. You want to know if I want to get dinner with you. You start.
- I'm a relative. You want to help planning a family party. You start.
- I'm a friend. You want to borrow something from me. You start.
- I'm your new teacher. You want to know if you'll have a lot of homework this year. You start.

**C:** (Initiates.)

**I:** (Role-play the situation with candidate - approximately two turns each.)  
**I:** (Role-play a third situation from A or B if time allows.)  
**I:** Thank you.

**Part 3 (4 minutes)**

- I: Now Part Three. In this part of the test we're going to discuss something together. All right? We've been asked to rank a list of ways to get healthier. Let's discuss these ideas and try to agree on their order of effectiveness. (Hand over candidate's task sheet.) Take twenty seconds to think about what you want to say. (Wait 20 seconds.) Why don't you start?



- I: Thank you. (Retrieve candidate's task sheet.)

**Part 4 (5 minutes)**

- I: In Part Four you are going to talk about something for two minutes. Your topic is (choose topic for candidate).

**Topics**

- A Divorce rates are increasing over the years.**
- B A celebrity you would like to meet.**
- C Punishment should fit the crime.**

- I: You now have thirty seconds to write some notes to help you. (Hand over piece of paper and pen/pencil.) So your topic is (repeat topic). (Withdraw eye contact for thirty seconds. Leave recorder running.)

I: (Candidate's name), please start.

C: (Talks.)

I: (When candidate has talked for a maximum of two minutes, say, 'Thank you', and then ask some follow-up questions.)

**Follow-up questions****Divorce rates are increasing over the years.**

- What makes human relationships so fragile nowadays?
- What should people do to protect their relationship?
- Should 'free-cohabitation' be legalised?
- What do you think are some of the pros and cons of 'free-cohabitation'?

**A celebrity you would like to meet.**

- What are some of the questions that you would like to ask him/her?
- What problems do you imagine this person faces?
- What would you do if you were in his/her shoes for one day?
- Why do young people desire fame?

**Punishment should fit the crime.**

- Death penalty should return for some crimes. Do you agree?
- Is life imprisonment a fair punishment for a drug dealer or a serial killer?
- Do you believe that the legal system in your country should be revised? In what ways?
- How do you feel about the rights of the guilty? Should correctional facilities be improved to offer better living conditions to the prisoners?

- I: Thank you. (Give candidate's name.) That is the end of the exam.

**Part 1 (3 minutes)**

- I:** (Give today's date.)  
 (Give candidate's name.) Test begins. Hello. My name's (give full name). Can you spell your family name for me please?
- C:** (Spells family name.)
- I:** Thank you. And where are you from?
- C:** (Responds.)
- I:** Thank you. Now, in the first part of the test I'm going to ask you some questions about yourself and your ideas.  
 (Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; eg "Education".)

**Topics****Education**

- How far have you gone or do you wish to go with your education?
- What is/was your best/worst subject in school?
- Who is/was your favourite teacher?
- How important do you think education is?

**Sports**

- What kind of sports are you interested in?
- If you were given the chance to take up a new sport, what would that be?
- What qualities one should possess in order to join a team sport?
- 'A healthy mind lies in a healthy body'. Do you agree?

**Reading**

- How much time do you spend on reading (excluding your homework)? What kind of books are you interested in?

- Tell me about the best/worst book you have ever read.
- Who is your favourite writer/author?
- In what ways can reading help a person grow?

**Fashion**

- How much money do you spend on clothes?
- How closely do you follow fashion trends?
- Would you buy something just because it has a designer signature?
- How often do you buy new clothes? Do you throw away your old clothes when fashion changes?

**The Future**

- What are your aspirations for the future?
- How do you imagine yourself in ten years' time?
- Would you be interested in knowing your own future?
- Would you prefer to live in the future or the past?

**C:** (Responds.)**I:** (Make brief responses and/or comments.)**I:** Thank you.**Part 2 (3 minutes)**

- I:** Now, Part Two. We are going to role-play some situations. I want you to start or respond. First situation (choose one situation from A).

**A**

- We're friends. I start.  
*I'm going to take a friend out to dinner.*  
*Can you suggest where we should go?*
- I'm the director in a theatre production you're in. I start.  
*You are very talented. Do you hope to continue acting?*
- I'm your neighbour. I start.  
*I found a box of things on the stairs. Is it yours?*
- We work together. I start.  
*You are thinking of quitting? But why do you want to stop working here?*

**C:** (Responds.)**I:** (Role-play the situation with candidate - approximately two turns each.)**I:** Second situation (choose one situation from B).**B**

- We're friends. You want to go shopping with me tomorrow. You start.  
*We're relatives. You want to know what I want for my birthday. You start.*
- We're siblings. You want to know if you can borrow something from me. You start.  
*I'm a salesperson. You want to know what to buy as a wedding present for a friend. You start.*

**C:** (Initiates.)**I:** (Role-play the situation with candidate - approximately two turns each.)**I:** (Role-play a third situation from A or B if time allows.)**I:** Thank you.

**Part 3 (4 minutes)**

I: Now Part Three. In this part of the test we're going to discuss something together. All right?

Here are some quotations about global warming. (Hand over candidate's task sheet.) Let's discuss the quotations and decide which ones we most agree with and which ones we least agree with.

Take twenty seconds to think about what you want to say. (Wait 20 seconds.) Why don't you start?



I: Thank you. (Retrieve candidate's task sheet.)

**Part 4 (5 minutes)**

I: In Part Four you are going to talk about something for two minutes. Your topic is (choose topic for candidate).

**Topics**

- A The freedom of the press.**
- B A bad job is better than unemployment.**
- C Money makes the world go round.**

I: You now have thirty seconds to write some notes to help you. (Hand over piece of paper and pen/pencil.) So your topic is (repeat topic). (Withdraw eye contact for thirty seconds. Leave recorder running.)

I: (Candidate's name), please start.

C: (Talks.)

I: (When candidate has talked for a maximum of two minutes, say, 'Thank you', and then ask some follow-up questions.)

**Follow-up questions****The freedom of the press**

- How important is to be well informed about national and international events?
- Can a newspaper truly be objective?
- How should people choose which newspaper to read?
- Should there be an organisation to control the freedom of the press?

**A bad job is better than unemployment.**

- What factors should influence our choosing or staying in a job?
- What should the state do to protect employees and ensure better working conditions?
- What qualities an employer should possess?
- Do you think there will be more work opportunities in the future?

**Money makes the world go round.**

- Money can't buy happiness. Do you agree?
- Is it a good idea to save as much money as you can?
- What problems do you imagine a millionaire faces?
- Money or Fame? What do you think is more important?

I: Thank you. (Give candidate's name.) That is the end of the exam.

**Part 1 (3 minutes)**

- I:** (Give today's date.)  
 (Give candidate's name.) Test begins. Hello. My name's (give full name). Can you spell your family name for me please?
- C:** (Spells family name.)
- I:** Thank you. And where are you from?
- C:** (Responds.)
- I:** Thank you. Now, in the first part of the test I'm going to ask you some questions about yourself and your ideas.  
 (Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; eg 'Now, Free time'.)

**Topics****Free time**

- How much free time do you have?
- How do you choose to spend your free time?
- What is your favourite past-time activity?
- How important do you think free time is?

**Theatre**

- How often do you go to the theatre? What kind of plays are you interested in?
- Have you ever watched ancient theatre? How do you feel about it?
- Tell me about the best/worst play you have ever seen.
- How do you choose what play you are going to see? What makes a good play?

**Technology**

- In your opinion, how has technology made our lives better?
- What is the best/worst technological invention?

- Name some of the threats that technology poses to people nowadays.

- What steps of action should be taken in order to keep the increased use of technology under control?

**Space**

- Would you be interested in travelling into space?
- How much do you know about space exploration?
- How do you feel about the huge amounts of money spent on space exploration?
- Name some pros and cons of being an astronaut.

**Computers/Internet**

- Computers have become a necessity nowadays. Do you agree?
- Name some of the advantages and disadvantages of using a computer.
- Do you use the Internet? How often and what for?
- Are you aware of any dangers that using the Internet might hide?

**C:** (Responds.)**I:** (Make brief responses and/or comments.)**I:** Thank you.**Part 2 (3 minutes)**

- I:** Now, Part Two. We are going to role-play some situations. I want you to start or respond. First situation (choose one situation from A).

**A**

- We're friends. I start.  
*I'm going shopping. Would you like to come with me?*
- I'm your English teacher. I start.  
*I know you've had a hard time in class this year. Have things been any better lately?*
- I'm your neighbour. I start.  
*I heard about a concert by the river tonight. Do you want to go with me?*
- We work together. I start.  
*You are very busy. Do you want some help with all that work?*

**B**

- We're friends. You want to borrow something from me. You start.
- I work at a hardware store. You want to buy paint to paint your bedroom. You start.
- I'm your dance instructor. You want to know if I think you're a good student. You start.
- I work in a shoe store. You don't know what to buy. You start.

**C:** (Initiates.)**I:** (Role-play the situation with candidate - approximately two turns each.)**I:** (Role-play a third situation from A or B If time allows.)**I:** Thank you.**C:** (Responds.)**I:** (Role-play the situation with candidate - approximately two turns each.)**I:** Second situation (choose one situation from B).

**Part 3 (4 minutes)**

I: Now Part Three. In this part of the test we're going to discuss something together. All right?

Here is a list of some things people like doing in their free time. (*Hand over candidate's task sheet.*) Let's discuss both their positive and negative aspects and then decide which one is the most, and which the least, beneficial for people. Take twenty seconds to think about what you want to say. (*Wait 20 seconds.*) Why don't you start?



I: Thank you. (*Retrieve candidate's task sheet.*)

**Part 4 (5 minutes)**

I: In Part Four you are going to talk about something for two minutes. Your topic is (choose topic for candidate).

**Topics**

- A Silence is gold.**
- B Means of transport.**
- C The importance of welfare organisations.**

I: You now have thirty seconds to write some notes to help you. (*Hand over piece of paper and pen/pencil.*) So your topic is (*repeat topic.*) (*Withdraw eye contact for thirty seconds. Leave recorder running.*)

I: (*Candidate's name,*) please start.

C: (*Talks.)*

I: (*When candidate has talked for a maximum of two minutes, say, 'Thank you', and then ask some follow-up questions.)*

**Follow-up questions****Silence is gold.**

- Are there cases where silence might not be a good thing?
- What if by voicing an argument you hurt or provoke somebody's feelings?
- Not telling the truth is not the same as telling a lie. Do you agree?
- You must always speak up for yourself no matter what. Do you agree?

**Means of transport.**

- Do people nowadays feel safe when using public transportation?
- Airplane is considered to be the safest means of transport. Do you agree?
- What steps of action should be taken to reduce traffic jam especially in the city centre?
- What should the state do to improve quality of transport services?

**The importance of welfare organisations.**

- Why should anyone give his/her time or money to charity?
- Are you aware of any welfare organisations operating in your country?
- What should the state do to help welfare organisations in their work?
- How can welfare organisations help people in need?

I: Thank you. (*Give candidate's name.*) That is the end of the exam.

**Part 1 (3 minutes)**

- I:** (Give today's date.)  
 (Give candidate's name.) Test begins. Hello. My name's (give full name). Can you spell your family name for me please?
- C:** (Spells family name.)
- I:** Thank you. And where are you from?
- C:** (Responds.)
- I:** Thank you. Now, in the first part of the test I'm going to ask you some questions about yourself and your ideas.  
*(Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; eg 'Now, Your friends')*

**Topics****Your friends**

- Do you have many friends?
- What things do you share with your friends?
- Are you open to making new friends?
- What are the most important qualities a friend should possess?

**Music**

- What kind of music do you enjoy listening to?
- Who is your favourite musician?
- Have you ever been to a live music concert?
- Do you pay more attention to the music or the lyrics of a song?

**Food**

- Do you know how to cook? What is your speciality?
- Do you prefer eating in or going out?

- What is your favourite dish/food?

- What do you think of fast food / take-away food?

**Environment**

- What is the biggest threat of the environment nowadays?
- What should people do to protect the environment?
- Name three steps of action that the state should take for the protection of the environment.
- Heavy fines must be imposed to those polluting the environment. Do you agree?

**Celebrities**

- Who is your favourite celebrity?
- Would you like to be famous? What would you be willing to sacrifice in order to achieve this?
- Name two pros and cons of being famous.
- Why do you think people are so interested in learning as much as they can about the lives of celebrities?

**C:** (Responds.)

- I:** (Make brief responses and/or comments.)  
**I:** Thank you.

**Part 2 (3 minutes)**

- I:** Now, Part Two. We are going to role-play some situations. I want you to start or respond. First situation  
*(choose one situation from A)*.

**A**

- We're friends. I start.

*I want to go somewhere fun tonight. Can you suggest any place I should go to?*

- I'm an old friend of your family. I start.

*I haven't seen you in ages. Where have you been?*

- I'm your neighbour. I start.

*I found a kitten this morning. Would you mind taking care of it for the night?*

- We work together. I start.

*I want to take a long holiday. Where are you going to go?*

**C:** (Responds.)

**I:** (Role-play the situation with candidate - approximately two turns each.)

- I:** Second situation *(choose one situation from B)*.

**B**

- We're friends. You want me to join your English class. You start.

- I'm a relative. You want to visit me. You start.

- We work together. You want to know if I can cover your shift tomorrow. You start.

- I'm a police officer. You want to know if I've seen your lost dog. You start.

**C:** (Initiates.)

**I:** (Role-play the situation with candidate - approximately two turns each.)

**I:** (Role-play a third situation from A or B If time allows.)

**I:** Thank you.

**Part 3 (4 minutes)**

- I: Now Part Three. In this part of the test we're going to discuss something together. All right? We've been asked to rank a list of suggestions for holiday destinations. (Hand over candidate's task sheet.) Let's discuss these places and try to agree on their order of interest. Take twenty seconds to think about what you want to say. (Wait 20 seconds.) Why don't you start?



- I: Thank you. (Retrieve candidate's task sheet.)

**Part 4 (5 minutes)**

- I: In Part Four you are going to talk about something for two minutes. Your topic is (choose topic for candidate).

**Topics**

- A The effects of alcohol.**
- B The importance of a good educational system.**
- C Bullying should be punished.**

- I: You now have thirty seconds to write some notes to help you. (Hand over piece of paper and pen/pencil.) So your topic is (repeat topic). (Withdraw eye contact for thirty seconds. Leave recorder running.)

- I: (Candidate's name), please start.

- C: (Talks.)

- I: (When candidate has talked for a maximum of two minutes, say, 'Thank you', and then ask some follow-up questions.)

**Follow-up questions****The effects of alcohol.**

- Do TV commercials encourage people to drink?
- Advertisements for alcohol should be banned. Do you agree?
- How should an alcoholic be treated?
- How should children be educated about the dangers of alcohol?

**The importance of a good educational system.**

- In your opinion, what are the strengths/weaknesses of the current educational system?
- The educational system should stay untouched by governments. Do you agree?
- What should the state do to improve the quality of education in your country?
- Do you think that private universities could harm public education? If so, in what ways?

**Bullying should be punished.**

- How do you imagine a victim of bullying feels?
- Where can incidents of bullying occur?
- What should the state do to reduce incidents of bullying?
- What is the right course of action that a victim of bullying should adopt?

- I: Thank you. (Give candidate's name.) That is the end of the exam.