

Succeed in
LanguageCert

IESOL & ISESOL

CEFR
Level **C2**

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Practice Tests



TELEPHONE



Student's Book

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GlobalELT
ENGLISH LANGUAGE TEACHING RESOURCES

Mastery CEFR Level C2

8 Complete Practice Tests

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Test 1

LISTENING

Part 1

Total: 6 marks

You will hear six sentences twice. Choose the best reply to each sentence. Look at the example. If you hear 'When's the party? When's the party?', the best reply is (b). Put a circle round the letter of the best reply.

Example:

- a) last week
- b) tomorrow night
- c) a few times

1. a) Yes, to be honest, I've been dreading it too.
b) Yes, I'm relieved they finally reached an agreement.
c) Oh well, tomorrow's sure to be better!

2. a) I agree; she's got ill because she's working too hard.
b) Still, I wouldn't want to be in her shoes right now!
c) Well, I guess if the shoe fits, wear it.

3. a) Well, what is your excuse then?
b) I never said I thought you were lying!
c) I couldn't agree more!

4. a) No, actually, it was a briefcase.
b) No, actually, a brown one.
c) No, it was made of cloth.

5. a) It's nothing, honestly.
b) Certainly, and next time, you must visit us!
c) It's been a pleasure.

6. a) I don't think I like him, either.
b) Perhaps there just isn't a reason.
c) He's entitled not to like something, you know.

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 man is stuck because
 - a) he is not interested in the books.
 - b) he needs to read more books.
 - c) he needs an idea for a topic.

2. The woman's behaviour towards the man is
 - a) helpful.
 - b) condescending.
 - c) comforting.

Conversation 2

3. The man thinks that they will get a new printer
 - a) for sure.
 - b) probably.
 - c) possibly.

4. The relationship between George and the speakers is
 - a) friends.
 - b) boss and employee.
 - c) fellow employees.

Conversation 3

5. What is the worst thing the woman thinks could happen if they go to the opera?
 - a) She would feel stressed.
 - b) She wouldn't like it.
 - c) She would fall asleep.

6. How does the woman feel about the opera in general?
 - a) She thinks it is boring.
 - b) She likes it.
 - c) She thinks it's not worth the money.

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.

**Scottish Architects - Lesson 3**

Example: Second employer: Honeyman and Kepple

1. School Mackintosh enrolled at to become a better architect:
2. The reason he went to Italy:
3. Source of inspiration for the new Library:
4. Mackintosh's masterwork can be described as:
5. In Europe, Mackintosh was:
6. Mackintosh participated in exhibitions:
7. Often, people associate Mackintosh 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. You have two minutes to read through the questions.

Example: What kind of topics does this programme address?

- a) controversial topics
- b) health topics
- c) news topics

1. What does Ben think the smoking ban threatens?
 - a) people's health
 - b) doctor's incomes
 - c) individual rights

2. Who is not considered a minority?
 - a) smokers
 - b) non smokers
 - c) children

3. Ben is presenting smokers as
 - a) oppressed victims.
 - b) freedom fighters.
 - c) greedy.

4. Mary Ann mentions drunk drivers because
 - a) they are usually smokers.
 - b) they help illustrate her point.
 - c) they are also oppressed minorities.

5. When Mary Ann makes the statement that secondhand smoke can kill, she is
 - a) bluffing.
 - b) winding Ben up.
 - c) confident.

6. How is the US study innovative?
 - a) It shows smoking is dangerous.
 - b) It shows a drop in heart attacks.
 - c) It looks at non smokers.

7. What does Ben say is an alternative to banning smoking in restaurants?
 - a) offering smoking and non smoking restaurants
 - b) allowing smoking in pubs
 - c) offering smoking and non smoking sections

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.

As I never saw my father or my mother, and never saw any likeness of either of them (for their days were long before the days of photographs), my first fancies regarding what they were like were unreasonably derived from their tombstones. The shape of the letters on my father's gave me an odd idea that he was a square, stout, dark man, with curly black hair. From the character and turn of the inscription, "Also Georgiana Wife of the Above", I drew a childish conclusion that my mother was freckled and sickly. To five little stone lozenges, each about a foot and a half long, which were arranged in a neat row beside their grave, and were sacred to the memory of five little brothers of mine - who gave up trying to get a living, exceedingly early in that universal struggle - I am indebted for a belief I religiously entertained that they had all been born on their backs with their hands in their trousers-pockets, and had never taken them out in this state of existence.

Ours was the marsh country, down by the river, within, as the river wound, twenty miles of the sea. My first most vivid and broad impression of the identity of things seems to me to have been gained on a memorable raw afternoon towards evening. At such a time I found out for certain that this bleak place overgrown with nettles was the churchyard; and that Philip Pirrip, late of this parish, and also Georgiana, wife of the above, were dead and buried; and that Alexander, Bartholomew, Abraham, Tobias, and Roger, infant children of the aforesaid, were also dead and buried; and that the dark flat wilderness beyond the churchyard, intersected with dykes and mounds and gates, with scattered cattle on it, was the marshes; and that the low leaden line beyond, was the river; and that the distant savage lair from which the wind was rushing, was the sea; and that the small bundle of shivers growing afraid of it all and beginning to cry, was Pip.

Adapted from *Great Expectations* by Charles Dickens

1. Pip could not remember what his parents looked like.
2. Pip judged his mother's appearance by the writing style on the tombstone.
3. Georgiana gave birth to six children.
4. Pip describes a moment when he understood a lot suddenly.
5. The marshes contained many hills.

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.

The Domestication of Cats



Some 10,000 years ago, somewhere in the Near East, an audacious wildcat crept into one of the crude villages of early human settlers, the first to domesticate wheat and barley. **1** The rodents that infested the settlers' homes and granaries were sufficient prey. Seeing that she was earning her keep, the settlers tolerated her and their children greeted her kittens with delight.

2 And from these five matriarchs all the world's 600 million house cats are descended. A scientific basis for this scenario has been established by Carlos A. Driscoll of the National Cancer Institute and his colleagues. **3** He then analysed the DNA of the wildcats and of many house cats and fancy cats.

4 They are known as the European wildcat, the Near Eastern wildcat, the Southern African wildcat, the Central Asian wildcat and the Chinese desert cat. Their patterns of DNA fall into five clusters. The DNA of all house cats and fancy cats falls within the Near Eastern wildcat cluster, making clear that this subspecies is their ancestor.

Wheat, rye and barley had been domesticated in the Near East by 10,000 years ago, so it seems likely that the granaries of early Neolithic villages harboured mice and rats and that the settlers welcomed the cats' help in controlling them. **5** The Mediterranean island was settled by farmers from Turkey who brought their domesticated animals with them, presumably including cats, because there is no evidence of native wildcats in Cyprus.

Unlike other domestic animals, which were tamed by people, cats probably domesticated themselves.

6 The cats were adapting themselves to a new environment, so the push for domestication came from the cat side, not the human side.

- A. This could account for the haughty independence of their descendants.
- B. He spent more than six years collecting species of wildcat in places as far apart as Scotland, Israel, Namibia and Mongolia.
- C. There she felt safe from her many predators in the region, such as hyenas and larger cats.
- D. Dr. Driscoll and his colleagues published the report on the Web site of the journal *Science*.
- E. Until recently the cat was commonly believed to have been domesticated in ancient Egypt.
- F. Five subspecies of wildcat are distributed across the Old World.
- G. At least five females of the wildcat known as *Felis silvestris lybica* accomplished this delicate transition from forest to village.
- H. The earliest evidence is the remains of an 8-month-old cat buried with its human owner at a Neolithic site in Cyprus.

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.

Experimentation has shown that the two different sides, or hemispheres, of the brain are responsible for different manners of thinking. The following table illustrates the differences between left-brain and right-brain thinking:

Left Brain	Right Brain
Logical	Random
Sequential	Intuitive
Rational	Holistic
Analytical	Synthesising
Objective	Subjective
Looks at parts	Looks at wholes

Most individuals have a distinct preference for one of these styles of thinking. Some, however, are more whole-brained and equally adept at both modes.

B.

Turn to the small advertisements in many a Sunday magazine and you'll find something rather like this: 'Are you good at logic, great at analysis and working out maths problems? Then you're probably a left-brainer. Do you want to get in touch with your intuitive, creative right brain and find a whole other you?'

Many a myth has grown up around the brain's asymmetry. The left cerebral hemisphere is supposed to be the coldly logical, verbal and dominant half of the brain, while the right developed a reputation as the imaginative side, emotional, spatially aware but suppressed. Two personalities in one head, Yin and Yang, hero and villain.

To most neuroscientists, of course, these notions are seen as simplistic at best and nonsense at worst. So there was general satisfaction when, a couple of years ago, a simple brain scanner test appeared to reveal the true story about one of neurology's greatest puzzles: exactly what is the difference between the two sides of the human brain? Fortunately, or unfortunately, depending on how you like your theories, the big picture revealed by that work appears to be far less romantic than the logical-creative split, intriguingly complex and tough to prove.

C.

Directions: Take this test by selecting the answer which best describes you at this present time. Every time you read a description or characteristic that applies to you, select the first response that seems right. Don't over analyse your responses. After you are done, we'll evaluate your responses automatically by adding them up. Whichever number is higher represents your dominance.

D.

How Right-Brain vs. Left-Brain Thinking Impacts Learning

Curriculum In order to be more "whole-brained" in their orientation, schools need to give equal weight to the arts, creativity, and the skills of imagination and synthesis.



Instruction To foster a more whole-brained scholastic experience, teachers should use instruction techniques that connect with both sides of the brain. They can increase their classroom's right-brain learning activities by incorporating more patterning, metaphors, analogies, role playing, visuals and movement into their reading, calculation and analytical activities.

Assessment For a more accurate whole-brained evaluation of student learning, educators must develop new forms of assessment that honour right-brained talents and skills.

In which text does the writer:

Example: challenge a viewpoint?

1. state what is true for most people?
2. give instructions?
3. make recommendations?

B

Which text is saying the following?

4. Role playing can help develop the right brain.
5. Some people do not have a dominant left or right brain.
6. There are some wrong ideas about right and left brains.
7. Schools favour left brain thinkers.

Total: 7 marks

Part 4

Read the text and answer the questions. Write a maximum of five words for each answer. The first one is done for you.

Changing Faces

Every morning on her way to work, Alison Rich is met with sideways glances and furtive second looks. Some people stare openly, others turn away out of embarrassment.

Allison was born with a condition that impeded the development of the left side of her face. She has had to deal with such reactions all her life. She now works for Changing Faces, a charity that challenges the prejudices surrounding facial disfigurement.

Ahead of a public discussion on Thursday at the Wellcome Collection in London, Alison invited me to follow her daily commute to witness the reactions of fellow passengers. Don't look is usually the unspoken rule of a crowded commute. What for everyone else is a momentary shock, followed by a double-take, for Alison is constant undermining scrutiny. As suited workers file on to the drizzle-stained platform in south London, she is met with a series of second glances. One man stares openly, his mouth slightly open, eyebrows knitted in fascination. A woman looks away, her face full of pity.

No-one actually says anything, but as passengers crowd onto the train, their eyes dart up from a newspaper, or hastily look away and then back again. One woman stares, her eyes wide in grim fascination. "Some people we work with tell us people literally stand back in horror. But for me it's that constant slow drip, drip and you can imagine what that does to someone who is not emotionally equipped."

Findings by Changing Faces suggest 542,000 - or one in 111 - people in the UK have a significant facial disfigurement. While society is more accepting of physical disability, the huge growth in cosmetic surgery suggests beauty is increasingly skin-deep. A survey predicted people in Britain would spend about £1bn on cosmetic surgery this year. They found 577,000 cosmetic treatments were carried out in the UK last year, up from 300,000 three years ago. Alison believes the trend is leading to a narrower definition of what people find acceptable. There is now pressure not just from celebrity culture, but in what is expected from daily life as well.

Ultimately Alison has dealt with her disfigurement through inner strength. At school, girls would be friendly outside the gates, but shun her in the classroom. At discos boys would stand in front of Alison before turning to her friends and refusing to dance with her. However, it was one of the cruellest reactions that transformed how she dealt with her disfigurement.

"I was in the student union and this guy came up to me and threw me against the wall and said: 'You are the ugliest thing I have ever seen, I'd kill myself if I looked like you'. I just didn't go out for a few days, I was quite bruised by it. But it also made me realise how I was going to handle myself and that I had to get strong inside. And I think even more importantly I needed to learn how to deal with these things."

Example: What happens to Alison on her way to work? *people stare*

1. How long has Alison had a facial disfigurement?

2. What is going to happen at the Welcome Collection?

3. What did the narrator go to work, with Alison, to see?

4. How does the shock of other people make Alison feel?

5. What has society become more accepting of?

6. Where is the expectation to be beautiful now coming from?

7. What has allowed Alison to cope with her disfigurement?

8. What did Alison do at first in response to the words of the guy in the student union?

Total: 8 marks

Total marks for Reading: 26

WRITING

Part 1

You have seen the notice below in an online magazine about travel destinations. Write an article for the magazine about your favourite place to go on holiday and give useful information that someone needs to know about this place. Write between 200 and 250 words.

Our readers would be particularly interested in practical tips, and your general opinion of the place as a holiday destination. I've included some points below that you might want to use.

Practicalities

- * how to get there
- * where to stay
- * what to bring

What to do there

- * food
- * shopping
- * nightlife
- * sights
- * activities

What you thought of the place

- * recommend
- * not recommend
- * why

Part 2

Sometimes our dreams affect our mood during the day either in a negative or a positive way. Write a narrative composition about a dream you have seen and the feelings it caused to you. Write between 250 and 300 words.

Test 2

LISTENING

Part 1

Total: 6 marks

You will hear six sentences twice. Choose the best reply to each sentence. Look at the example. If you hear 'When's the party? When's the party?', the best reply is (b). Put a circle round the letter of the best reply.

Example:

- a) last week
- b) tomorrow night
- c) a few times

1. a) Yes, that's right; at Marks and Spencer's.
b) Yes, the black one.
c) Yes, that's right; the grey one.
2. a) Well, I think you should stand up for yourself.
b) I doubt he will step down anyway.
c) It's not my scene at all, either.
3. a) I still think we're entitled to a refund.
b) Don't worry, I'm sure they'll accept your apology.
c) Why don't you just admit your mistake?
4. a) We're setting off on the 12th.
b) Afterwards, we're going trekking in Nepal.
c) I certainly hope it is going to be!
5. a) Right; I couldn't wait!
b) We do feel for you.
c) Well, I don't blame you for that!
6. a) Yes, I agree; It was OK.
b) That's a bit harsh, don't you think?
c) It was simply stunning, wasn't it?

Part 2

Total: 6 marks

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 speakers' tone is
 - a) respectful.
 - b) hysterical.
 - c) sarcastic.
2. The man's job can best be described as
 - a) empowering.
 - b) stressful.
 - c) laid back.

Conversation 2

3. The most significant feature to the woman is
 - a) size.
 - b) price.
 - c) a freezer.
4. How does the woman most likely feel after the conversation?
 - a) angry
 - b) disappointed
 - c) sad

Conversation 3

5. What is the relationship between the speakers?
 - a) husband and wife
 - b) co-workers
 - c) friends
6. Will the man start Yoga?
 - a) No, he can't afford it.
 - b) Yes, he has to get some exercise.
 - c) He might; he likes the idea.

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.

**A great actor**

Example: Town where he grew up: Dorking

1. After his training he joined the:
2. Reason for gossip about Oliver and Leigh's relation:
3. Duration of Oliver and Leigh's marriage:
4. On returning to Hollywood, he became:
5. Oliver's 3 activities during his most productive time:
6. Film for which he won Academy Awards:
7. Title he was awarded in 1970:

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. You have two minutes to read through the questions.

Example: What is Dale Owens' job?

- a) teacher
- b) scientist
- c) talk show host

1. What is true about bullying?
 - a) It can be physical or verbal.
 - b) It is done only by individuals.
 - c) It can be one single incident.

2. What is at the heart of the bullying dynamic?
 - a) a power imbalance
 - b) the bully's insecurity
 - c) an age difference

3. What is NOT a typical characteristic of a victim?
 - a) physically weak
 - b) sociable
 - c) not assertive

4. How does bullying compare from country to country?
 - a) There is no similarity.
 - b) It varies quite a bit.
 - c) It varies little.

5. In a family a child might become a bully because of
 - a) warmth.
 - b) lack of attention.
 - c) close supervision.

6. Supervision in schools is least difficult
 - a) in hallways.
 - b) at the gym.
 - c) in classrooms.

7. Parents usually know if their child is being bullied because
 - a) the child tells them.
 - b) they witness it.
 - c) the child is fearful.

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.

Mrs. Bates, the widow of a former vicar of Highbury, was a very old lady, almost past everything but tea and quadrille. She lived with her single daughter in a very small way, and was considered with all the regard and respect which a harmless old lady, under such inconvenient circumstances, can excite. Her daughter enjoyed a most uncommon degree of popularity for a woman neither young, beautiful, rich, nor married. Miss Bates stood in the very worst predicament in the world for having much of the public favour; and she had no intellectual superiority to make atonement to herself, or frighten those who might hate her into outward respect. She had never boasted either beauty or cleverness. Her youth had passed without distinction and her middle of life was devoted to the care of a failing mother, and the endeavour to make a small income go as far as possible. And yet she was a happy woman, and a woman whom no one named without good-will. It was her own universal good-will and contented temper which worked such wonders. She loved every body, was interested in every body's happiness, quicksighted to every body's merits; thought herself a most fortunate creature, and surrounded with blessings in such an excellent mother, and so many good neighbours and friends, and a home that wanted nothing. The simplicity and cheerfulness of her nature, her contented and grateful spirit, were a recommendation to every body and a mine of felicity to herself. She was a great talker upon little matters, which exactly suited Mr. Woodhouse, full of trivial and harmless gossip.



1. Mrs. Bates did not marry.
2. Nothing of note happened to Miss Bates when she was young.
3. The Bates have surplus income.
4. Miss Bates does not have good vision.
5. Miss Bates considers herself a lucky person.

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 Football

Documented evidence of what is possibly the oldest activity resembling football can be found in a Chinese military manual written during the Warring States Period in about the 476 BC-221 BC. **1** During the Han Dynasty (206 BC-220 AD), cuju games were standardised and rules were established. Variations of this game later spread to Japan and Korea, known as kemari and chuk-guk respectively. By the Chinese Tang Dynasty (618-907), the feather-stuffed ball was replaced by an air-filled ball and cuju games had become professionalized, with many players making a living playing cuju. Also, two different types of goal posts emerged. **2** The Ancient Greeks and Romans are known to have played many ball games some of which involved the use of the feet. The Roman writer Cicero describes the case of a man who was killed whilst having a shave when a ball was kicked into a barber's shop. The Roman game harpastum is believed to have been adapted from a team game known as phaininda that is mentioned by Greek playwright, Antiphanes (388-311 BC) and later referred to by Clement of Alexandria. **3** There are a number of references to traditional, ancient, and/or prehistoric ball games, played by Indigenous peoples in many different parts of the world. **4** There are later accounts of an Inuit game played on ice, called Aqsaqtuk. **5** In 1610, William Strachey of the Jamestown settlement, Virginia recorded a game played by Native Americans, called Pahsaheman. In Victoria, Australia, Indigenous people played a game called Marn Grook ("ball game"). An 1878 book by Robert Brough-Smyth, *The Aborigines of Victoria*, quotes a man called Richard Thomas as saying, in about 1841, that he had witnessed Aboriginal people playing the game: "Mr Thomas describes how the foremost player will drop kick a ball made from the skin of a possum and how other players leap into the air in order to catch it." **6**

- A. One was made by setting up posts with a net between them and the other consisted of just one goal post in the middle of the field.
- B. They often look much different in different places.
- C. This game appears to have resembled rugby.
- D. It is widely believed that Marn Grook had an influence on the development of Australian rules football.
- E. Each match began with two teams facing each other in parallel lines, before attempting to kick the ball through each other team's line and then at a goal.
- F. Although this is true only in certain societies.
- G. For example, in 1586, men from a ship commanded by an English explorer named John Davis, went shore to play a form of football with Inuit (Eskimo) people in Greenland.
- H. It describes a practice known as cuju (literally "kick ball"), which originally involved kicking a leather ball through a hole in a piece of silk cloth strung between two 30-foot (9.1 m) poles.

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.**Pilates Foundation Teacher Training**

Courses are renowned for their high standards and their comprehensive approach. Once you qualify, you are eligible to become an Accredited Pilates Foundation Teacher - a true mark of excellence amongst Pilates professionals.

**More advantages to choosing one of our courses:**

- * The length of our training allows you to cover the syllabus in depth and allows time for your own personal development.
- * Our courses are never formulaic. They follow agreed principles, but our Teacher Training Providers are encouraged to develop their own format, to reflect the way they really work.
- * You will be continuously supervised and assessed by your Teacher Training Provider to ensure you learn the skills required.
- * We offer courses at many different locations, with a variety of formats, so you can choose the one that suits you best.

B.

Pilates was formed by Joseph Pilates during the First World War with the proposal to improve the rehabilitation programme for the many returning veterans. Joseph Pilates believed mental and physical health are essential to one another. He recommended a few, precise movements emphasising control and form to aid injured veterans in regaining their health by strengthening, stretching and stabilising key muscles.

Pilates created "The Pilates Principles" to condition the entire body: proper alignment, centering, concentration, control, precision, breathing and flowing movement.

Pilates claimed his method has a philosophical and theoretical foundation. It claims not merely to be a collection of exercises but a method developed and refined over more than eighty years of use and observation.

C.**Important safety notice for all Pilates classes**

- * Let your Pilates teacher know in advance if you have any injuries or medical conditions that might affect your ability to exercise. You should also inform your teacher if you are pregnant or have recently had a baby.
- * It's always advisable to check with your GP before taking up classes, and to bring a note from them to explain any injuries or medical conditions in more detail. If your GP or another health professional recommends Pilates you should get a letter from them describing the condition with recommendations and contraindications.
- * Depending on your injury or medical condition, an alternative or modified version of a particular exercise may be more suitable for you.

D.

Practiced faithfully, Pilates yields numerous benefits. Increased lung capacity and circulation through deep, healthy breathing is a primary focus. Strength and flexibility, particularly of the abdomen and back muscles, coordination - both muscular and mental - are key components in an effective Pilates programme. Posture, balance, and core strength are all heartily increased. Bone density and joint health improve, and many experience positive body awareness for the first time. Pilates teaches balance and control of the body, and that capacity spills over into other areas of one's life.

In which text does the writer:

Example: state benefits?

1. give a warning?
2. describe a history?
3. offer a qualification?

D

Which text is saying the following?

4. You will not follow a formula.
5. It is important to practise regularly.
6. Not everyone should do the same version of an exercise.
7. Pilates has been used to help injured soldiers.

Total: 7 marks

Part 4

Read the text and answer the questions. Write a maximum of five words for each answer. The first one is done for you.

New Grange

New Grange is arguably one of the finest monuments of European pre-history. Dating to circa 3200 B.C., it was built during the Neolithic or New Stone Age by a wealthy farming community that prospered on the rich lands of the Boyne Valley in Ireland.



Archaeologists classify New Grange as a passage tomb, but for its builders, New Grange was much more than simply a place of burial. It housed the spirits of their ancestors, providing a link for the living community to the world of their deities and serving as a focal point for ritual and celebration.

Above the entrance to the passage at New Grange there is a window-like opening called a roof-box. This baffling orifice held a great surprise for those who unearthed it. Its purpose is to allow sunlight to penetrate the chamber on the shortest days of the year, around December 21, the winter solstice.

At dawn, from December 19th to 23rd, a narrow beam of light penetrates the roof-box and reaches the floor of the chamber, gradually extending to the rear of the passage. As the sun rises higher, the beam widens within the chamber so that the whole room becomes dramatically illuminated. This event lasts for 17 minutes at sunrise; from roughly 8:58 a.m. until 9:15 a.m.

New Grange's accuracy as a time-telling device is remarkable when one considers that it was built 500 years before the Great Pyramids and more than 1,000 years before Stonehenge. The intent of its builders was undoubtedly to mark the beginning of the new year. In addition, it may have served as a powerful symbol of the victory of life over death.

Each year the winter solstice event attracts much attention at New Grange. Many gather at the ancient tomb to wait for dawn, as people did 5,000 years ago. So great is the demand to be one of the few inside the chamber during the solstice that there is a free annual lottery (application forms are available at the Visitor Centre). Unfortunately, as with many Irish events that depend upon sunshine, if the skies are overcast, there is not much to be seen. Yet, all agree that it is an extraordinary feeling to wait in the darkness, as people did so long ago, for the longest night of the year to end.

Example: When was New Grange built? *around 2300 B.C.*

1. How might you describe the society that built New Grange?

2. What did New Grange provide during celebrations?

3. What allowed light to enter the tomb?

4. What is the shortest day of the year called?

5. When does the whole chamber light up?

6. What was surely most important to the builders of New Grange to mark?

7. How are people chosen to spend the New Year at New Grange?

8. What can spoil the event at New Grange?

Total: 8 marks

Total marks for Reading: 26

WRITING

Part 1

You have seen the following announcement in your local newspaper in which your local council asks your advice about the implementation of a recycling programme in your city. Write an article for the local newspaper giving your own ideas of what a successful recycling programme must include. Write between 200 and 250 words.

Our city wants to begin a recycling programme, and we need to know what steps to take to ensure that it is successful. What, in your opinion, are the most important things to make a recycling programme succeed? We have included a few points that we are considering below.

Considerations:

- * Is it easy for people to do? How can it be made more convenient?
- * How do we let people know about it and encourage their participation?
- * Should we offer incentives? Penalties?

We know that some of our residents have done some research on recycling, so if you are interested in helping us please write an article for the newspaper offering your advice.

Part 2

You have been discussing a decline in book sales in your English class. Your teacher has asked you to write an article for your college magazine based on the following: "We live in an age of great technological development. What are the effects of this on buying books from the traditional bookshops or libraries?". Write between 250 and 300 words.

Test 3

Part 1

Total: 6 marks

You will hear six sentences twice. Choose the best reply to each sentence. Look at the example. If you hear 'When's the party? When's the party?', the best reply is (b). Put a circle round the letter of the best reply.

Example:

- a) last week
- (b)** tomorrow night
- c) a few times

1. a) I should catch up with her this afternoon.
b) I agree, it was rather sarcastic.
c) I'm afraid not; it's terribly noisy in here!

2. a) Anything for a friend.
b) It was a pleasure.
c) Don't count your chickens before they hatch.

3. a) In that case, you should certainly try harder.
b) Here, take it there!
c) I assure you, you won't have to tell me again.

4. a) Well, actions do speak louder than words.
b) All's well that ends well.
c) That's a bit of a long shot, though, isn't it?

5. a) It's horrible out there; I'm soaked
b) I'm so sorry you feel that way.
c) I think I'm coming down with the flu.

6. a) Don't you think it's the right size for a laptop?
b) Is that it? There, on the chair?
c) This is mine.

LISTENING

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 speakers are
 - a) husband and wife.
 - b) siblings.
 - c) co-workers.

2. How would you best describe how the man feels about locking himself out?
 - a) sad
 - b) disappointed
 - c) foolish

Conversation 2

3. What bothered the woman about Jeremy being late?
 - a) the lack of respect
 - b) the work time he missed
 - c) the sloppiness

4. The woman could be described as
 - a) diplomatic.
 - b) overbearing.
 - c) rash.

Conversation 3

5. Why is the woman unhappy about giving her son a ride?
 - a) Her friend broke her word.
 - b) She has another commitment.
 - c) He did not act responsibly.

6. Why doesn't Mark want to leave immediately?
 - a) He'll have to walk.
 - b) He'll be early.
 - c) He doesn't have time to find his things.

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.

**Contemporary writers - Lesson 5**

Example: J and K stand for: Joanne Kathleen

1. The inspiration for the name "Potter" came from:
2. The reason Rowling was a poor secretary:
3. Place she moved to because she needed a change:
4. Rowling finished her first novel thanks to:
5. Money from American rights helped Rowling stop:
6. Rowling's stories are described as:
7. Issue Rowling is no longer worried about:

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. You have two minutes to read through the questions.

Example: What are the speakers discussing?

- a) a lecture
- b) an assignment
- c) a professor

1. Beth wants to choose a species that
 - a) she will study in the future.
 - b) she has taken notes on.
 - c) fulfills the assignment.
2. Ian thinks the giant tortoises are a good choice because
 - a) they were endangered but have now recovered.
 - b) they are an endangered species.
 - c) there is lots of information available.
3. Why does Beth say insects aren't endangered?
 - a) They are everywhere.
 - b) They are not popular.
 - c) People don't know.
4. What is true of the different subspecies of giant tortoise?
 - a) 13 are living.
 - b) They each arrived from the mainland.
 - c) They look different.
5. What is NOT a reason that the giant tortoises were threatened?
 - a) Sailors hunted them.
 - b) Rats ate their eggs and young.
 - c) Their habitat became housing.
6. What is the actual status of the Giant tortoise?
 - a) endangered
 - b) threatened
 - c) vulnerable
7. How did the professor react to Beth's comment about environments?
 - a) He disagreed.
 - b) He encouraged her.
 - c) He asked her to look it up.

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.

There are chance meetings with strangers that interest us from the first moment, before a word is spoken. Such was the impression made on Raskolnikov by the person sitting a little distance from him, who looked like a retired clerk. The young man often recalled this impression afterwards, and even ascribed it to presentiment. He looked repeatedly at the clerk, partly no doubt because the latter was staring persistently at him, obviously anxious to enter into conversation. At the other persons in the room, including the tavernekeeper, the clerk looked as though he were used to their company, and weary of it, showing a shade of contempt for them as persons of station and culture inferior to his own, with whom it would be useless for him to converse.



He was a man over fifty, bald, and grizzled, of medium height, and stoutly built. His face, bloated from continual drinking, was of a yellow, even greenish, tinge, with swollen eyelids out of which keen reddish eyes gleamed like little chinks. But there was something very strange in him; there was a light in his eyes as though intense feeling - perhaps there were even thought and intelligence, but at the same time there was a gleam of something like madness. He was wearing an old and hopelessly ragged black dress coat, with all its buttons missing except one, and that one he had buttoned, evidently clinging to this last trace of respectability. A crumpled shirt front, covered with spots and stains, protruded from his canvas waistcoat. Like a clerk, he wore no beard, nor moustache, but had been so long unshaven that his chin looked like a stiff greyish brush. And there was something respectable and like an official about his manner too. But he was restless; he ruffled up his hair and from time to time let his head drop into his hands dejectedly resting his ragged elbows on the stained and sticky table. At last he looked straight at Raskolnikov, and said loudly and resolutely: "May I venture, honoured sir, to engage you in a polite conversation?"

From *Crime and Punishment* by Dostoevsky.

1. The clerk was staring at Raskolnikov.
2. Raskolnikov felt anxious to speak to the clerk.
3. The clerk seemed to be in good health.
4. The clerk's clothes were in a bad condition.
5. The clerk obviously didn't care at all about his appearance.

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.

Notes from The Author on "Chocolat" by Joanne Harris

My daughter was three when I wrote Chocolat.

1

I like to think that was what began it; for the first time

I felt ready to write like a mother, to try and express some of what it felt like to me. That started me thinking about my own mother and the members of my family, in France and elsewhere.

2

My great-grandmother,

especially, to whom the book is dedicated, is a strong influence, being at the same time a wonderful cook, a powerful matriarchal figure as well as being (as I remember her best) a lively, eccentric and generous Memee. Denounced from the local pulpit for daring to send her son to a secular school rather than a fee-paying Catholic one, she was the template for both Vianne and Armande, and her picture is on the back cover of the book, just as I remember her, in her garden with her milk-jug in one hand.

3

Vianne's belief in magic also belongs to her, as

many of her recipes.

I first planned out this story during the Easter holidays, and so it seemed natural to me that I should set it at that time.

4

The Catholic church, of course, still so influential in French communities. And chocolate. It seems very strange to me that Easter should now be so closely linked with fasting and self-denial. Originally Easter was a time of feasting and celebration and the rebirth of Spring.

5

And it's ironic, too, that we should have come full circle. The shops are never so full of temptations as they are at Easter. I wanted to write a book about that conflict between indulgence and guilt; with chocolate as the central metaphor.

In Chocolat it is love, and not faith, which ultimately holds the key to salvation. Reynaud fears love (and pleasure, which he equates with sin), whereas Vianne embraces it and encourages its free expression. Because of her love for her daughter Vianne must try to exorcise her past; Reynaud is condemned to relive it in sterile isolation. But no-one in this story is beyond redemption; Vianne and Reynaud are both forced to confront their demons in the end.

6

- A. That's why so many of them are depicted in this book.
- B. The pagan traditions which still survive all prove it.
- C. Chocolat begins with the arrival in a tiny French village of Vianne Rocher, a single mother with a young daughter.
- D. I like to think that they both learn something about themselves in the process, and are both able at last to rejoin the human race.
- E. Both factions have a great deal at stake; the village is bitterly divided; and as the big day looms closer their struggle becomes much more than a conflict between church and chocolate.
- F. Armande's red petticoats belong to her, as does the manner of Armande's death, her refusal to conform and her impudent zest for life.
- G. Easter to me has many memories and associations, all of them French; elaborate carnivals, egg-hunts in my great-grandmother's garden, the story about the flying bells, the exquisite displays in the windows of the confiseries and patisseries.
- H. She is one of the main characters in the story, as is her imaginary rabbit, Pantoufle.

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 Census Bureau in July 2006 estimated the population of New Orleans to be 223,000; a subsequent study estimated that 32,000 additional residents had moved to the city as of March 2007, bringing the estimated population to 255,000 - approximately 56% of the pre-Hurricane Katrina population level. Another estimate, based on data on utility usage from July 2007, estimated the population to be approximately 274,000, or 60% of the pre-Katrina population. These estimates are somewhat smaller than a third estimate, based on mail delivery records, from the Greater New Orleans Community Data Centre in June 2007, which indicated that the city had regained approximately two-thirds of its pre-Katrina population.

B.

Orleans Parish has laws prohibiting any form of commercial advertising on Carnival parades. Mardi Gras is a traditional holiday, so there is no such thing as an official Mardi Gras product or sponsor, any more than there can be, say, an official sponsor of Christmas. Nonetheless, many merchants sell so-called "official" merchandise to visiting tourists. A common con often played on tourist is a "ticket" to Mardi Gras. There is no official invitation-only celebration that requires a ticket. Mardi Gras is composed of various events such as balls for social clubs in the New Orleans Area, but the main event is simply a street festival, open to the public.

The one exception to lack of official sponsorship was the 2006 Mardi Gras season. Due to budget problems following Hurricane Katrina, the city of New Orleans offered the opportunity for four companies to become the first corporate sponsors of Mardi Gras. There was concern that without this drastic step the city government would lack funds to provide basic services for the parades.

C.

At the end of August 2008, an evacuation of the city was again declared as Hurricane Gustav threatened the Louisiana coast. An estimated 2 million people fled inland from New Orleans and cities to the south along the Gulf. At 10:30am on September 1, 2008, the eye of Gustav made landfall on the coast west of New Orleans, and its surge pushed water through the Gulf Outlet into the Industrial Canal, threatening a weakened levee system that was breached during Hurricane Katrina. At about 11:30am, a barge and two decommissioned vessels from a scrap yard floated free in the canal but were secured by the Coast Guard. Although water splashed over the concrete floodwalls, only some slight flooding was reported around the banks of the canal. Most of the metropolitan area suffered only wind damage. Residents were allowed to return on September 3 and 4.

D.

Each year, the New Orleans Mardi Gras (or Carnival) season starts on January 6, also known as *Twelfth Night*. The *Twelfth Night Revelers*, one of the Carnival's oldest Krewes, holds a masked ball each year to mark the occasion. Like *Twelfth Night Revelers*, many of Carnival's oldest groups - such as the *Elves of Oberon* and the *High Priests of Mithras* - hold masked balls, but do not parade in public.

The parade season starts off some three weekends before Mardi Gras Day with the *Krewe du Vieux* parade.

There is usually at least one parade every night starting two Fridays before Mardi Gras, and there are as many visitors, in New Orleans, as residents at this time.

In which text does the writer:

Example: describe a hurricane?

1. give a schedule of events?
2. explain a rule?
3. show the results of a disaster?

C

Which text is saying the following?

4. One year was different from other years.
5. The population doubles during the Mardi Gras.
6. Some people cheat tourists.
7. The hurricane caused little damage.

Total: 7 marks

Part 4

Read the text and answer the questions. Write a maximum of five words for each answer. The first one is done for you.

Giant of the Deep

The Colossal Squid, sometimes called the Antarctic or Giant Cranch Squid, is believed to be the largest squid species. Though it is known from only a few specimens, current estimates put its maximum size at 12-14 metres (39-46 feet) long, based on analysis of smaller and immature specimens, making it the largest known invertebrate.



The squid's known range extends thousands of miles northward from Antarctica to southern South America, southern South Africa, and the southern tip of New Zealand, making it primarily an inhabitant of the entire circumantarctic Southern Ocean.

While little is known about the life of this creature, it is believed to hunt prey such as large fish like the Patagonian toothfish and other squid in the deep ocean using bioluminescence, or glowing in the dark. Based on capture depths of a few specimens, as well as beaks found in sperm whale stomachs, the adult squid swims at least to a depth of 2200 metres, while juveniles can go as deep as 1000 metres. It is believed that mature females are generally much larger than mature males, as is common in many species of invertebrate.

Many sperm whales carry scars on their backs believed to be caused by the hooks of Colossal Squid. Colossal Squid are a major prey item for Antarctic sperm whales feeding in the Southern Ocean; 14% of the squid beaks found in the stomachs of these sperm whales are those of the Colossal Squid, which indicates that Colossal Squid make up 77% of the biomass consumed by these whales. Many other animals also feed on this squid, including the beaked whales, pilot whale, southern elephant seal, Patagonian toothfish, Pacific sleeper shark, and albatross. However, beaks from mature adults have only been recovered from those animals large enough to take such prey (i.e., the sperm whale and Pacific sleeper shark), while the remaining predators are limited to eating juveniles or young adults.

The species was first discovered in 1927 in the form of two tentacles found in the stomach of a sperm whale. Sightings have been few and far between since then. On February 22, 2007, it was announced by authorities in New Zealand that the largest-known Colossal Squid had been captured. The specimen weighed 495 kg (1,091 lb) and was initially estimated to measure 10m (33 ft) in total length. Fishermen on the vessel San Aspiring, owned by the Sanford seafood company, caught the animal in the freezing Antarctic waters of the Ross Sea. It was brought to the surface as it fed on an Antarctic toothfish that had been caught off a long line. It would not let go of its prey and could not be removed from the line by the fishermen, so they decided to catch it instead.

Example:

What is the largest squid species?

the colossal squid

1. What is the size of the Colossal Squid estimated from?

2. Where can this squid be found?

3. What does the Colossal Squid eat?
-

4. What can adult squid do that juveniles can't?
-

5. What part of the total amount of food eaten by sperm whales do Colossal Squid make up?
-

6. What can an elephant seal eat?
-

7. How long after the first discovery of the species was a living Colossal Squid captured?
-

8. When was the squid caught?

While it was

Total: 8 marks

Total marks for Reading: 26

WRITING

Part 1

You have been asked to write a short review for the special entertainment issue of your college magazine. Include your comments and opinions about a film you have seen recently, based on the notes below. Write between 200 and 250 words.



Part 2

There are some special days in everyone's life that are impossible to forget. Write a narrative composition about a special event that has happened in your life, the strange or funny things that happened and describe your feelings. Write between 250 and 300 words.

Test 4

LISTENING

Part 1

Total: 6 marks

You will hear six sentences twice. Choose the best reply to each sentence. Look at the example. If you hear 'When's the party? When's the party?', the best reply is (b). Put a circle round the letter of the best reply.

Example:

- a) last week
- b) tomorrow night
- c) a few times

1. a) Yes, it was the best film I've seen in a while.
b) Thanks, I'm glad you enjoyed it.
c) Well, I hope it goes OK.
2. a) No, that's not actually what I said.
b) No, it was Friday I believe.
c) Yes, I'll make a note in my diary.
3. a) Yes, skim milk won't do at all.
b) No, two pints please.
c) No, not cream; some milk please.
4. a) In that case, I want to speak to the manager.
b) Oh, I'm glad you agree.
c) You've been a great help, but no thanks.
5. a) Yes, better get the car to the garage soon!
b) Well, I'm ready to go when you are.
c) Traffic jams are such a nuisance!
6. a) If he feels like it, I'm sure he will.
b) Absolutely! He's a very private person.
c) No, I'd give him some space.

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. In the beginning of the conversation the woman is
 - a) apologetic.
 - b) indignant.
 - c) a bit defensive.
2. The man and woman are
 - a) siblings.
 - b) colleagues.
 - c) flat mates.

Conversation 2

3. The woman is having a hard time because of
 - a) problems with her boss.
 - b) problems with her colleague.
 - c) a very big work load.
4. The man thinks the woman should
 - a) stand up for herself.
 - b) complain to Elizabeth.
 - c) do nothing.

Conversation 3

5. How is the woman feeling?
 - a) disappointed
 - b) angry
 - c) impatient
6. What kind of suit does the man want?
 - a) One that will last.
 - b) One that is affordable.
 - c) One that is brown.

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.



David Bowie

Example: Bowie is often called: a musical chameleon

1. Bowie was remarkably good at:
2. His Ziggy Stardust persona redefined:
3. Bowie's version of philly soul:
4. Bowie's real name:
5. Description of his childhood:
6. Previous job, before becoming famous:
7. Bowie made an album in order to pay for:

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. You have two minutes to read through the questions.

Example: You are listening to a programme about what subject?

- a) scientific breakthroughs
- b) health issues
- c) careers in medicine

1. Humans have been aware of antibiotics' properties
 - a) for around 3,000 years.
 - b) since 1860.
 - c) since World War II.
2. What is true about the discovery of penicillin?
 - a) It happened in the 1940s.
 - b) It was accidental.
 - c) It was available for use immediately.
3. What does NOT contribute to the appearance of super bugs?
 - a) taking antibiotics for the flu
 - b) stopping antibiotics early
 - c) continuing antibiotics when you feel well
4. What will a doctor do if someone has an antibiotic resistant infection?
 - a) prescribe a stronger antibiotic
 - b) charge more
 - c) he can do nothing
5. What is true of unconventional medications?
 - a) Bacteria are usually resistant to them.
 - b) They are usually cheaper.
 - c) They can be more toxic.
6. A doctor might prescribe antibiotics for a cold because
 - a) it is a quick effective cure.
 - b) because of pressure from the patient.
 - c) because they don't know better.
7. Antibiotics won't cure the flu because
 - a) people stop taking them too soon.
 - b) it is already resistant.
 - c) it is a virus.

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.

Though Farmer Troutham had just hurt him, he was a boy who could not himself bear to hurt anything. He had never brought home a nest of young birds without lying awake in misery half the night after, and often re-instating them and the nest in their original place the next morning. He could scarcely bear to see trees cut down or lopped, from a fancy that it hurt them; and late pruning when the sap was up and the tree bled profusely had been a positive grief to him in his infancy. This weakness of character, as it may be called, suggested that he was the sort of man who was born to ache a good deal before the fall of the curtain upon his unnecessary life should signify that all was well with him again. He carefully picked his way on tiptoe among the earthworms, without killing a single one.

On entering the cottage he found his aunt selling a penny loaf to a little girl, and when the customer was gone she said, "Well, how do you come to be back here in the middle of the morning like this?"

"I'm turned away."

"What?"

"Mr. Troutham has turned me away because I let the rooks have a few peckings of corn. And there's my wages - the last I shall ever have!"

He threw the sixpence tragically on the table.

"Ah" said his aunt, suspending her breath. And she opened upon him a lecture on how she would now have him all the spring upon her hands doing nothing. "If you can't scare birds, what can you do?"

1. The main character is a gentle boy.
2. The narrator believes the boy will suffer a lot in life.
3. The boy's aunt was surprised to see him.
4. The boy did not want to give his aunt his wages.
5. His aunt tried to make him feel better.

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.

The Nation's Favourite Dish

Enam Ali can hardly remember a time when business was this tricky. Ever since they first arrived in the UK from the Sylhet region of Bangladesh in 1958, the Ali family have done what so many Asian immigrants did during the mass post-war migrations to Britain: they cooked.



1 Later, as the British public became addicted to the piquant dishes of its former South Asian colonies, the Ali business went from strength to strength. **2**

Such success stories have been repeated by thousands of families across UK. **3** That may not be strictly true, but the British have certainly embraced what we like to call "Indian cuisine" with more enthusiasm than any other modern culinary import.

Today, however, Indian restaurants in the UK are in crisis: not because we have fallen out of love with their food but because restaurant owners have been hit by a double blow that they say threatens to ruin the £3.5bn industry.

4 And now, to compound the problem, dramatic increases in world rice prices have hit owners in the pocket.

After more than six decades of expansion and overwhelming cultural acceptance, the Asian restaurant trade is going through one of the most critical periods in its history. **5** But they say they have been ignored. Meanwhile, a third problem has become apparent: businesses are finding it increasingly difficult to persuade their sons and daughters to follow them into the trade.

Part of the reason for the Government decision was the arrival of hundreds of thousands of eastern European workers in the hospitality sector. The Home Office said the increased availability of workers and evidence that these workers were taking employment in the catering industry suggested that the short-term visa scheme was no longer needed. **6**

- A. It is often said that the nation's favourite dish is Chicken Tikka Masala.
- B. Big rice producers such as India and China have imposed severe restrictions on exports in order to retain supplies for domestic consumption.
- C. Yesterday, a spokesperson from the Border and Immigration Agency disputed the suggestion that the Government has ignored the Asian community's concerns.
- D. But Asian restaurant owners say expecting Eastern European workers to know how to cook curries is unrealistic.
- E. The family now own restaurants all over the country.
- F. His grandfather headed to the suburbia of south London and set up his first "Indian restaurant" in the Surrey town of Cheam.
- G. Over the past two years, restaurant owners have been lobbying the Government to listen to their concerns.
- H. Because of a recent government crackdown on short-term visa schemes for foreign workers from outside the EU, restaurateurs cannot find enough skilled chefs.

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.**Advantages of Time Management:**

gains time, motivates and initiates, reduces avoidance, promotes review of work, eliminates cramming for exams, reduces anxiety.

Keys to Successful Time Management

- * Self knowledge and goals: In order to manage your time successfully, having an awareness of what your goals are will assist you in prioritising.
- * Developing and maintaining a personal, flexible schedule: Time management provides you with the opportunity to create a schedule that works for you, not for others. This personal attention gives you the flexibility to include the things that are most important to you.

B.*What is RescueTime?*

RescueTime is a web-based time-management tool that allows you to easily understand how you spend your time. You install a programme on your computer and we magically track all of your time usage.

I always have a lot of different applications and sites open at any given time. How does RescueTime handle that?
RescueTime doesn't really care which applications you have open, but rather pays attention to which application or site is currently "in focus". In other words, we're measuring what's what you are paying attention to, not what you have open.

What about when I get up from my computer?

How are you going to measure that?
Why would you ever want to do that? Seriously, though - RescueTime has an idle timeout that will stop the data collection process if there hasn't been mouse or keyboard activity for a certain period of time.

How accurate is RescueTime?

We like to say that RescueTime is about 95% accurate. Because of idle detection, RescueTime can sometimes over-report by a few seconds here and there. We're constantly working to improve accuracy.

C.

Have you been trying to improve your time management skills or overall personal effectiveness? Do you feel like you are still missing some key details? If so, we've got something for you.

This personal time management guide and the accompanying newsletter are dedicated to building a stronger foundation for your success. One skill at a time.

Each section of the guide is an important building block you can put into your foundation right now. Take one of the pages and read it: you will gain the key insights and practical tips for one of the core areas of higher personal effectiveness. Take another page and do the same. Each article will move you one step forward in something that could be limiting your success level today.

D.

Time management is commonly defined as the various means by which people effectively use their time and other closely related resources in order to make the most out of it. It refers to principles and systems that individuals use to make conscious decisions about the activities that occupy their time.

However it has been said that you can't manage time, time just is. So "time management" is a mislabelled problem. What you really manage is your activity during time.

In which text does the writer:

Example: answer questions?

1. promote a book?
2. define something?
3. address students?

B

Which text is saying the following?

4. They can accurately track how you use your time.
5. Certain insights can improve your effectiveness.
6. Time can not be managed.
7. You need to know your priorities.

Total: 7 marks

Part 4

Read the text and answer the questions. Write a maximum of five words for each answer. The first one is done for you.

The London Bridge was Falling Down

On June 15, 1825, the first stone was laid for the New London Bridge by the Mayor of London, John Garratt, in the presence of the Duke of York. Six years later, William IV and Queen Adelaide opened the New London Bridge and the old one was demolished. This London Bridge was built out of granite which was quarried on Dartmoor. It was a structure of 5 arches, and its overall dimensions were 928 feet long and 49 feet wide. In 1902-04, it was widened by means of corbels, increasing the total width between the parapets to 65 feet and the footpath to 15 feet.

In 1962, it was discovered that the London Bridge was "falling down," sinking into the Thames because it was not adequate for the increase in traffic. The City of London decided to put the 130-year old bridge up for auction, and construct a new one in its place.

Robert P. McCulloch, founder of Lake Havasu City, AZ, submitted the winning bid for \$2,460,000 in 1968. McCulloch spent another \$7million to move the London Bridge to Lake Havasu City which took a total of three years.

The bridge was shipped by boat 10,000 miles to Long Beach, California. From there, it was trucked to Lake Havasu City where it was stored in seven-acre fenced storage compound. On September 23, 1968, the Lord Mayor of London, Sir Gilbert Inglefield, laid the corner stone. Robert Beresford, a civil engineer from Nottingham, England was in charge of the reconstruction of the London Bridge in Lake Havasu City.

As a guideline, he had a copy of the original plans drawn by John Rennie. Each piece of the granite bridge was marked with four numbers: the first indicated which arch span; the second noted which row of stones; and the last two indicated which position in that row. It was discovered while dismantling the Bridge, that there were code numbers on each stone when it was originally built; Rennie must have used the same system when the sections left the quarries.

Construction of a new bridge over the River Thames coincided with the dismantling of the old London Bridge. The new bridge was built directly over the old bridge. This new construction was managed in such a way so that London never lost one day of traffic while transferring from the old bridge to the new one.

The reconstructed London Bridge was dedicated in Lake Havasu City on October 10, 1971 with many British and Arizona officials participating in this event that drew 50,000 spectators.

Example: Who laid the first stone of the New London Bridge?

John Garratt

1. Where did the stones for the New London Bridge come from?

2. What was the final width of the New London bridge?

3. What was McCulloch's biggest expense?

4. What was Robert Beresford responsible for?

the

5. What did the numbers written on the granite indicate?

6. Where was the newer bridge built, in relation to the older bridge?

7. What did the way the construction was managed mean?

London

8. What happened to the bridge in 1971?

Total: 8 marks

Total marks for Reading: 26

WRITING

Part 1

The local council is trying to improve the health curriculum in your town's schools. You have been asked to write a report on how you think health and fitness education can be improved in your school. Using the results of a survey conducted on students' views and the notes you have made, write your report and make constructive recommendations. Write between 200 and 250 words.

Health curriculum at your school

	Excellent	Satisfactory	Bad
sports facilities provided	27%	60%	13%
variety of teaching sports	18%	12%	70%
health teaching methods	34%	56%	10%

Points considered by students:

- * include a variety of sports
- * have the school gym open during weekends
- * have swimming classes
- * think of ways to motivate students
- * aerobics
- * try to get sponsors to improve the facilities

Part 2

In your English class you have been discussing important inventions that have been made during the twentieth century. Your teacher has asked you to write a composition describing one or two such inventions and explaining its/their benefits and drawbacks in your everyday life. Write between 250 and 300 words.

Test 5

LISTENING

Part 1

Total: 6 marks

You will hear six sentences twice. Choose the best reply to each sentence. Look at the example. If you hear 'When's the party? When's the party?', the best reply is (b). Put a circle round the letter of the best reply.

Example:

- a) last week
- b) tomorrow night
- c) a few times

1. a) Yes, you did a good job on this one.

b) How can I tell?

c) It's lovely, but rather pricey!

2. a) I will put it off as soon as possible

b) Where exactly do you want me to put it then?

c) But I don't have time to do it until Thursday.

3. a) But this is oil paint; look, it says on the tube!

b) I couldn't. They were out of canary yellow.

c) Sorry, but they only had small tubes.

4. a) She's so difficult to buy presents for!

b) Oh, so we are going to visit her?

c) I'm afraid she won't like this colour.

5. a) Let's call him over then!

b) That's for the best I think; he looks busy.

c) Neither can I; we'll have to ask him.

6. a) But I borrowed 5 pounds yesterday!

b) Here, have a pound.

c) Sorry, I never borrow money from friends.

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. How are the speakers related?

- a) husband and wife
- b) siblings
- c) friends

2. How did they feel when the man didn't help them?

- a) hurt
- b) angry
- c) amused

Conversation 2

3. What is uncomfortable for the woman about the dress?

- a) the fit
- b) the style
- c) the price

4. Eventually, the woman seems to feel like she is being

- a) complimented.
- b) comforted.
- c) criticised.

Conversation 3

5. The professor thinks Mary's topic is

- a) too specific.
- b) interesting.
- c) unrealistically difficult.

6. What is the first thing Mary needs to do?

- a) read more journals
- b) look up the author of the Wikipedia article
- c) choose a thesis statement

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.

**History of Science - Lesson 4**

Example: Newton's age when his mother remarried: 3 / three

1. Newton's childhood was:
2. Newton's performance at school:
3. In Newton's life, going to university was:
4. University Newton attended:
5. How Newton learned about the scientific revolution:
6. The reason he returned to his village after graduating:
7. Newton's book was written in response to:

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. You have two minutes to read through the questions.

Example: Where are the speakers?

- a) at work
- b) at university
- c) on the radio

1. The credit market in the UK is
 - a) in famine.
 - b) being crushed.
 - c) frozen.

2. How many HSBC jobs are about to be lost in the UK?
 - a) about 1000
 - b) over 500.
 - c) under 500

3. What is the rescue plan expected to bring?
 - a) prosperity
 - b) turmoil
 - c) stability

4. What can everyone agree on?
 - a) the importance of the rescue plan
 - b) a desire to avoid recession
 - c) that the disease is worse than the cure

5. Where is the 7 billion coming from?
 - a) the US tax payer
 - b) it's not clear
 - c) profits from shares

6. What is the US government paying for the mortgages it will buy?
 - a) a reduced price
 - b) more than they will ever be worth
 - c) more than they're worth now

7. Who will control how the 7 billion is spent?
 - a) the US Treasury
 - b) big bosses of the banks
 - c) one man

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.

"Lady Frances" he continued, "is the sole survivor of the family of the late Earl of Ruffton. The inheritance went, as you may remember, in the male line. She was left with limited means, but with some very remarkable old Spanish jewellery of silver and curiously cut diamonds to which she was fondly attached - too attached, for she refused to leave them with her banker and always carried them about with her. A rather pathetic figure, Lady Frances, a beautiful woman, still in fresh middle age, and yet, by a strange change, the last surviving member of what was only twenty years ago a goodly family".

"What has happened to her then?"

"Ah, what has happened to the Lady Frances? Is she alive or dead? There is our problem. She is a lady of precise habits, and for four years it has been her invariable custom to write every second week to Miss Dobney, her old governess, who has long retired and lives in Camberwell. It is this Miss Dobney who has consulted me. Nearly five weeks have passed without a word. The last letter was from the Hotel National at Lausanne. Lady Frances seems to have left there and given no address. The family are anxious, and as they are exceedingly wealthy no sum will be spared if we can clear the matter up".

1. The parents of Lady Frances are alive.
2. The jewelry was always kept in a safe place.
3. The narrator feels rather sorry for Lady Frances.
4. Lady Frances usually behaves in a predictable way.
5. The narrator has been asked to help find Lady Frances.

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.

Highland Clearances



During what became known as the "Highland Clearances", tens of thousands of men, women and children were evicted, often violently, from their homes to make way for large scale sheep farming. **1** And today they are still as silent as they must have been when the landlord's men had finished ruthlessly carrying out the orders of their masters. **2**

There were two distinct types of 'clearance'. **3** The crofts, as these plots of land became known, had very poor agricultural potential which the gentry wrongly assumed would be compensated for by fishing and seaweed harvesting, or kelping as it was called.

The second type of 'clearance' was often prompted by the failure of the crofts to produce a living for the Highlanders.

4 The sheer number of people pushed to the coast coupled with huge rent increases, over-fishing and over-kelping resulted in destitution and starvation. When, in 1846, the potato crop failed many were left with no alternative but to migrate south or emigrate to the colonies.

Much of the land is still owned by the same wealthy families and sheep are still farmed where people once lived. During 1995, a campaign began to remove a statue of the notorious 1st Duke of Sutherland. **5**

The campaign aims to replace it with a more fitting memorial to the victims of the Clearances. Whether that will ever happen remains to be seen.

After the Duke's death in 1833, those tenants allowed to remain on the Sutherland estates were asked to contribute to the costs of raising the monument. They knew they had a choice - pay up or face the threat of eviction. **6**

- A. In some areas, whole glens were cleared.
- B. The first was forced settlement on barren land usually near the sea.
- C. And so, they were described as "grateful tenants" in the inscription on the statue's plinth.
- D. There is no question that many Highlanders were betrayed by their clan chiefs and imported English noblemen.
- E. These circumstances were a hopeless situation for many.
- F. It dominates the hills and skyline above the small east coast town of Golspie.
- G. Homes were burnt and tenants forced to leave at the point of a sword or musket, carrying little or nothing as they headed towards a life of poverty.
- H. Two of the most notorious evictors were James Loch and Patrick Sellar.

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.

Vegetarians are less likely to suffer from heart disease, high blood pressure, cancers (especially of the reproductive and digestive systems), obesity, diabetes, gallstones and intestinal disease. A low-fat vegetarian diet can not only reduce the personal suffering involved in ill-health, it can also save the community money by decreasing diet-related diseases.



A number of studies have shown a lower age-adjusted death rate among vegetarians. A UK study of over 6,000 vegetarians found that they had a much lower standardised mortality rate than the general population, including lower death rates due to cancer and especially ischaemic heart disease.

C.

The UK's Environment Agency has acknowledged that humans can significantly help stop global warming by adopting a vegetarian diet.

Of course, science could not be more clear. When U.N. scientists looked at all the evidence, they declared in a 408-page report, titled Livestock's Long Shadow, that raising animals for food is responsible for more greenhouse gases than all vehicles in the world combined. And scientists at the University of Chicago showed that a typical American meat-eater is responsible for nearly 1.5 tons more carbon dioxide a year than a vegan.

Indeed, vegetarians in gas guzzling Hummers do more for the planet than meat-eaters who cruise around in hybrids or collect recyclable soda cans.

B.

Unless they choose a proper balance of foods, strict vegetarians are at risk for several deficiencies, especially vitamin B12. Since B12 is present only in animal foods and a limited number of specially fortified foods, vegans should probably take B12 supplements prescribed by a physician.



The other nutrients at risk are riboflavin, calcium, iron, and the essential amino acids lysine and methionine. Vegetarian children not exposed to sunlight are at risk for vitamin D deficiency. Zinc deficiency can occur in vegans because the phytic acid in whole grains binds zinc, and there is little zinc in fruits and vegetables.

Another danger is insufficient energy intake (calories), especially during infancy and early childhood. If energy needs are not met, body proteins will be broken down for energy, and this creates additional problems.

D.

Vegetarians fall into groups defined by the types of animal-derived foods they eat:



- * Vegans eat only plant-based foods. They don't eat foods from animals, including meat, poultry, fish, milk, eggs and cheese.

- * Lacto-vegetarians consume milk and milk products along with plant-based foods. They omit eggs as well as meat, fish and poultry.

- * Lacto-ovo vegetarians eat eggs, milk and milk products, such as cheese and yogurt, in addition to plant-based foods. They omit red meat, fish and poultry.

- * Flexitarians (semivegetarians) primarily follow a plant-based diet but occasionally eat small amounts of meat, poultry or fish.

In which text does the writer:

Example: describe health benefits?

1. warn of dangers?
2. explain terms?
3. offer a solution to a problem?

A

Which text is saying the following?

4. Vegetarians have less heart disease.
5. Children can sometimes have problems with a vegetarian diet.
6. Transportation is not the worst thing for the environment.
7. Some vegetarians eat eggs and others don't.

Total: 7 marks

Part 4

Read the text and answer the questions. Write a maximum of five words for each answer. The first one is done for you.

Fawlty Towers

Fawlty Towers was a British sitcom made by the BBC and first broadcast on BBC2 in 1975. Only twelve episodes were ever produced (two series, with six episodes each), but the programme has had a lasting and powerful legacy.

The setting is in a fictional hotel called Fawlty Towers, located in the seaside town of Torquay, in Devon, on the 'English Riviera' (which was where the hotel that provided Cleese with the inspiration for the series was situated). The show was written by John Cleese and Connie Booth, both of whom played main characters.

In a list of the 100 Greatest British Television Programmes drawn up by the British Film Institute in 2000, voted for by industry professionals, Fawlty Towers was placed first. It was also voted fifth in the BBC's "Britain's Best Sitcom" poll in 2004.

In May 1970, the Monty Python team booked a stay in the Gleneagles Hotel in Torquay, while doing some location filming. During their stay, John Cleese became fascinated with the behaviour of the owner, Donald Sinclair, who Cleese later referred to as "the most marvellously rude man I've ever met". This included him throwing a timetable at a guest who asked when the next bus to town would arrive, and placing Eric Idle's suitcase behind a wall in the garden on the suspicion that it contained a bomb (it actually contained a ticking alarm clock). He also criticised the American-born Terry Gilliam's table manners for not being 'British' (he had the fork in "the wrong hand" while eating). Cleese and Booth stayed on longer at the hotel after filming for the Python show had finished, furthering their research of this fellow's erratic (not to mention outspoken and prejudiced) attitude.

Cleese also parodied the contrast between organisational dogma and sensitive customer service in many personnel training videotapes issued with a serious purpose by his company, Video Arts.

Bill Cotton, the BBC's Head of Light Entertainment in the mid-1970s, said that when he read the first scripts he could see nothing funny in them, but trusting that Cleese knew what he was doing he gave the show the go-ahead. He said that the commercial channels, with their emphasis on audience ratings, would never have let the show get to the production stage on the basis of the scripts.

Example: What is Fawlty Towers? *a sitcom*

1. How strong was the Fawlty Towers effect years after it was made?

2. Where does the series take place?

3. What did the writers of Fawlty Towers also do?

4. Who made the list of the 100 Greatest British Television Programmes?

5. How did John Cleese feel about Donald Sinclair?

6. How did John Cleese describe Donald Sinclair?

7. What was really in the suitcase?

8. Why did Cotton let the show go ahead?

Total: 8 marks

Total marks for Reading: 26

WRITING

Part 1

Write an article as requested in the email below. Write between 200 and 250 words.

To: Adam Buxter
From: Helen Smith
Subject: Why learn English

Do you speak English? Nowadays, many parents spend a lot of money in order for their children to learn the English language. There are several reasons for this. Can you write a piece for the monthly newsletter, considering the various reasons? Some comments from the survey below to help.

Survey results

- * travel 12%
- * study abroad 28%
- * communication 27%
- * business opportunities 33%

Survey comments:

- necessary job qualification
- prerequisite for university entrance
- how else can we communicate with other people in a foreign country?
- it helps me to understand signs in the street

Part 2

"Sometimes even the best plans can go wrong." Write a composition describing a personal experience which you believe that exemplifies the meaning of this sentence. Write between 250 and 300 words.

Test 6

LISTENING

Part 1

Total: 6 marks

You will hear six sentences twice. Choose the best reply to each sentence. Look at the example. If you hear 'When's the party? When's the party?', the best reply is (b). Put a circle round the letter of the best reply.

Example:

- a) last week
- (b)** tomorrow night
- c) a few times

1. a) I suppose I might.
b) What do you suppose then?
c) Sorry, I'm afraid not.
2. a) Yes, she's always getting hurt, isn't she?
b) Right! She almost burst into tears!
c) Oh, I don't think she meant it badly.
3. a) I'm just glad I'm finished now!
b) Do you think I will do well, then?
c) Yes, you've done a wonderful job!
4. a) That's right, whatever.
b) It sounded rather specific to me.
c) I can't imagine.
5. a) But why? It's too late.
b) It did take all day.
c) Good idea. I'm exhausted.
6. a) But it's not your fault either!
b) I feel terribly, though.
c) I wouldn't dream of it!

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. If the stereo worked, the woman would have
 - a) been dissatisfied with it.
 - b) tried to return it anyway.
 - c) been happy with her purchase.
2. The man's manner was
 - a) quite inconsiderate.
 - b) fairly accommodating.
 - c) rather pushy.

Conversation 2

3. The man and woman are
 - a) husband and wife.
 - b) siblings.
 - c) friends.
4. The woman is feeling
 - a) suspicious.
 - b) distrustful.
 - c) exasperated.

Conversation 3

5. How does the man feel about the gift he gives?
 - a) proud
 - b) insecure
 - c) excited
6. The woman's attitude towards computers is
 - a) hostile.
 - b) ambivalent.
 - c) enthusiastic.

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.

**SHAKESPEARE - Lesson 1**

Example: True date of birth: not known

1. City where Shakespeare was born:
2. One thing known about the lost years:
3. His first job in theatre was with:
4. Reason for theatre closure in 1592:
5. How closing of theatres impacted Shakespeare:
6. Reason he was considered unusual among actors:
7. His lifespan could be considered:

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. You have two minutes to read through the questions.

Example: What kind of topics does this programme address?

- a) controversial topics
- b) current topics
- c) historical topics

1. What was the Reverend Thomas Malthus known for?

- a) His predictions were accurate.
- b) He was optimistic.
- c) He expected worse case scenarios.

2. People today

- a) have learned from Malthus' mistake.
- b) continue in Malthus' footsteps.
- c) know Malthus was right.

3. What did John Guillebaud demand?

- a) reduction on toxic waste
- b) fewer births per year
- c) more immigrants in Britain

4. What was true about the British population in 2006?

- a) More people of those who left were non-British.
- b) More people left Britain than arrived.
- c) More people arrived in Britain than left.

5. What is NOT a danger associated with high immigration?

- a) higher housing costs
- b) decreased economic growth
- c) competition for jobs

6. What does Dr. Smith point out about quality of life?

- a) We can predict the future easily.
- b) People are likely to starve.
- c) Britain is already crowded.

7. Today immigration is

- a) completely separate from race.
- b) the territory of racists.
- c) not simply about race.

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.

Then he was so startled by a shout to him from the other room that he struck his teeth against the glass. "The supervisor wants to see you!" a voice said.

It was only the shout that startled him, this curt, abrupt, military shout, that he would not have expected from the policeman called Franz. In itself, he found the order very welcome. "At last!" he called back, locked the cupboard and, without delay, hurried into the next room.

The two policemen were standing there and chased him back into his bedroom as if that were a matter of course. "What do you think you're doing?" they cried. "Think you're going to see the supervisor dressed in just your shirt, do you? He'd see to it you got a right thumping, and us and all!"

"Let go of me for God's sake!" called K., who had already been pushed back as far as his wardrobe, "if you accost me when I'm still in bed you can't expect to find me in my evening dress". "That won't help you," said the policemen, who always became very quiet, almost sad, when K. began to shout, and in that way confused him or, to some extent, brought him to his senses.

"Ridiculous formalities!" he grumbled, as he lifted his coat from the chair and kept it in both his hands for a little while, as if holding it out for the policemen's inspection.

They shook their heads. "It's got to be a black coat," they said. At that, K. threw the coat to the floor and said - without knowing even himself what he meant by it - "Well it's not going to be the main trial, after all".

The policemen laughed, but continued to insist, "It's got to be a black coat".

"Well that's alright by me if it makes things go any faster," said K. He opened the wardrobe himself, spent a long time searching through all the clothes, and chose his best black suit which had a short jacket that had greatly surprised those who knew him, then he also pulled out a fresh shirt and began, carefully, to get dressed.

1. Franz's shout was in character.

2. K. was embarrassed that he forgot to dress.

3. The policemen had woken K. up that morning.

4. The policeman's sadness provoked K.

5. K.'s black jacket was not his usual style.

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.

The Iron Lady

Some say she was the best thing that ever happened to Great Britain. For others, she was the closest the UK has come to being ruled by a dictator. **1**

Thatcher was dubbed The Iron Lady by the Russians after she made a speech containing a scathing attack on the Soviet Union. **2** Ironically, she once predicted there would never be a woman Prime Minister in her lifetime.

She smashed decades of political consensus as she went to war with the Labour opposition, the Unions, the Argentine army and the European Union, but in the end it was her strident Euro-skepticism that resulted not only in her downfall but the ousting of the Conservative Party.

3 Her parents, Alfred and Beatrice Roberts, were Methodists and ran a grocery business, bringing up their two daughters in a flat over the shop. Margaret Roberts attended a local state school and from there won a place at Oxford, where she studied chemistry at Somerville College. **4**

In 1959 she was elected to Parliament as Member of Parliament (MP) for Finchley, a north London constituency, which she continued to represent until she was made a member of the House of Lords in 1992. Within two years, she was given junior office in the administration of Harold Macmillan. When the Conservatives returned to office in 1970, under the premiership of Edward Heath, she achieved cabinet rank as Education Secretary. It was then that she was forced to administer a cut in the Education budget. She decided that abolishing free milk in schools would be less harmful than other measures. Nevertheless, this provoked a storm of public protest, earning her the nickname "Maggie Thatcher, milk snatcher". **5**

Although she won three successive general elections, she was first challenged for the leadership of the Conservative Party in 1989 by Sir Anthony Meyer. Thatcher easily defeated Meyer's challenge, but this was viewed as a warning to Thatcher - one she failed to heed. **6** She resigned on November 22, after the first round of a leadership challenge initiated by Michael Heseltine, and was replaced as party leader and Prime Minister by John Major.

- A. Margaret Thatcher's home and early life was in Grantham, born to humble beginnings.
- B. The name stuck, and indeed every aspect of her proved as solid as her elemental moniker would suggest.
- C. Her decisions on education made waves that did not subside for many years.
- D. Whatever your views, there's no denying the lasting impact Margaret Thatcher has had on post-war British politics and beyond.
- E. In 1974, she backed Sir Keith Joseph in his bid to become Conservative party leader, but he was forced to drop out of the election.
- F. She and her older sister Muriel were raised in the flat above the larger of the two located near the railway line.
- G. Her studies, however, always took a second place to her interest in politics.
- H. In 1990 controversy over her reluctance to commit Britain to economic integration with Europe resulted in a more powerful challenge to her leadership.

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.

Proponents of acupuncture say it is effective for treating dozens of ailments including allergies, asthma, sports injuries, and migraines, but results of a new study show that acupuncture is not effective for treating high blood pressure.

Blood pressure monitors that record blood pressures around-the-clock were used to measure the effects of acupuncture in a group of volunteers. Immediately after acupuncture treatment systolic blood pressure dropped slightly, but this effect is not sustained. However, it is difficult to draw too many conclusions from this study because the numbers are so small - only 11 volunteers participated in the 4-week-long study. But since there are no other controlled studies on the subject, the findings are worth noting.

B.**Morningside Acupuncture Clinic**

Acupuncture, Shiatsu and enzyme therapy are services offered by Morningside Acupuncture Clinic. The Clinic is situated in the heart of the Pennines, West Yorkshire, England, UK. Approximately half way between West and East coasts and close to all the main northern cities. It overlooks picturesque Hebden Bridge, and is surrounded by magnificent rural scenery. The clinic strives to provide the highest level of Neuro acupuncture. The founder Dr. John B. Landale has devoted most of his life since 1969 to perfecting his revolutionary methods.

Treatment at "Morningside" is in well-heated, comfortable and pristinely clean surgeries. Only the most modern equipment is used. Disposable acupuncture needles of the highest quality are imported directly from China, to guarantee the safety and comfort of every patient.

C.

Acupuncture (from the Latin words "needle" and "prick") is a technique of inserting and manipulating fine needles into specific points on the body with the aim of relieving pain and for therapeutic purposes. According to traditional Chinese acupuncture theory, these acupuncture points lie along meridians along which *qi*, a kind of vital energy, is said to flow. There is no generally-accepted anatomical or histological basis for these concepts, and modern acupuncturists tend to view them in functional rather than structural terms, (for example as a useful metaphor in guiding evaluation and care of patients). Acupuncture originated in China and is most commonly associated with Traditional Chinese Medicine. Different types of acupuncture (Classical Chinese, Japanese, Tibetan, Vietnamese and Korean acupuncture) are practiced and taught throughout the world.

D.

As with most medical therapies, acupuncture has both benefits and risks. Consider the benefits:

- Acupuncture is safe when performed properly.
- It has few side-effects.
- It can be useful as a complement to other treatment methods.
- It's becoming more available in conventional medical settings.
- It helps control certain types of pain.
- It may be an alternative if you don't respond to or if you're reluctant to take pain medications.

Acupuncture may not be safe if you have a bleeding disorder or if you're taking blood thinners. The most common side-effects of acupuncture are soreness, bleeding or bruising at the needle sites. However, these risks are low in the hands of a competent, certified acupuncture practitioner.

In which text does the writer:**Example:** give an overview?

1. try to give the theoretical background of acupuncture?
2. present research?
3. give pros and cons?

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

4. There are some people for whom acupuncture is unsafe.
5. This building is located somewhere strategic.
6. Acupuncture is not useful for everything.
7. The word acupuncture had its origins in another language.

Total: 7 marks

Part 4

Read the text and answer the questions. Write a maximum of five words for each answer. The first one is done for you.

Not a Numbers Person

If you think you're just "not a numbers person", you might be correct. It seems that some people are born with a naturally better sense of numbers than others - although that doesn't mean education can't improve your mathematical abilities.

Being good at maths is thought to depend on two factors: the inherent sense of numbers that children, and some animals, possess from a very young age, and the formal education they receive at school. How these factors relate to one another and how much this inherent "number sense" varies between individuals had not been investigated, until now.

Justin Halberda at Johns Hopkins University in Baltimore, Maryland, and his colleagues examined the performance of 64 14-year-olds on a test of approximate number system (ANS) – the ability to estimate numbers without counting them precisely. The children had also received standard maths tests every year between the ages of 5 and 11 years.

Teenagers with the highest ANS scores also tended to have the best scores in maths tests all the way back to the age of 5, even after measurements of IQ and visual-spatial reasoning skills were taken into account. "There are vast individual differences in the acuity of this number sense in 14-year-olds", says Halberda.

Does this mean that an education is not necessary? While it seems likely that ANS can be shaped by education to some degree, previous studies have shown that ANS scores in an Amazonian tribe that receives no maths education are similar to those in an educated French population, suggesting that the effects of education are likely to be subtle. All of the children in the current study received the same maths education.

However, Halberda cautions against thinking success or failure in school mathematics is entirely genetic and therefore immutable. "ANS is powerful, but it certainly isn't predicting 100% of the variance in mathematical ability", he says.

Halberda is currently testing whether ANS can be strengthened by specific kinds of training.

Example: What do some people have that others don't?

sense of numbers

1. What do your maths skills depend on, apart from a sense you were born with them?

-
2. How many subjects were used in the study?
-

3. What was evaluated at the study?

The subjects' abilities to

4. What did the children receive annually?
-

5. What did the 14-year-olds' number sense show?
-

6. What is true about the ANS scores of educated and uneducated populations?
-

7. How accurate are the ANS scores?

They are

8. How could ANS possibly become stronger?
-

Total: 8 marks

Total marks for Reading: 26

WRITING

Part 1

Your local council is aiming to redevelop Western Park and has asked you to write a report on important developments you think should be done and explain how they can be implemented. Using some of the notes that the local council has made below write your report and make constructive recommendations. Write between 200 and 250 words.

Not many people go to Western Park these days and we want to turn it into something that most members of the community could use. If you are interested, please tell us which of the following developments you would incorporate in your design, and why you think they would be most important.

Possible developments:

- * square and benches
- * tennis courts
- * coffee shop
- * skateboard park
- * pool
- * restaurant
- * lower garden
- * trails
- * bike paths
- * running track
- * planting trees
- * playground

Part 2

You have been discussing relationships in your English class. Your teacher has asked you to write an essay for a college magazine based on the following: "Most people use social media to communicate with their friends. How does this way of communication affect human relationships and at what extend has the use of social media influenced your personal relationships?" Write between 250 and 300 words.

Test 7

LISTENING

Part 1

Total: 6 marks

You will hear six sentences twice. Choose the best reply to each sentence. Look at the example. If you hear 'Sorry, may I interrupt a moment? Sorry, may I interrupt a moment?', the best reply is (b). Put a circle round the letter of the best reply.

Example:

- (a) No, I've interrupted you.
- (b) How can I help you?
- (c) What? I didn't say anything.

1. a) I don't remember either.
b) Start reading at the beginning.
c) What happened? Do tell!
2. a) Yes, that's right. Green Forest.
b) No, the decaffeinated.
c) No, actually, I think it's green.
3. a) I've got a fever; there's no way I can give the talk.
b) I thought it was best to warn you.
c) No, really. Never mind.
4. a) I knew I shouldn't have let you go!
b) I just hope the courier takes it there on time.
c) Yes, it has certainly gone out of hand.
5. a) I'll repeat it once more.
b) Perhaps you should have your ears checked.
c) Was it moving too fast?
6. a) It certainly made me think.
b) So, we didn't like it either, then?
c) I was trying hard not to giggle.

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 man and woman are
 - a) siblings.
 - b) colleagues.
 - c) friends.
2. How does the woman feel about going with them?
 - a) She will come if they go to Mull.
 - b) She will come if they go to the Pennines.
 - c) She will probably not come.

Conversation 2

3. How much computer experience does the man have?
 - a) none
 - b) a little
 - c) a fair amount
4. The woman's manner with the man seems
 - a) aggressive.
 - b) masterful.
 - c) supportive.

Conversation 3

5. How is the woman feeling?
 - a) cheated
 - b) impatient
 - c) let down
6. The man could be described as
 - a) quite rude.
 - b) rather thoughtless.
 - c) extremely apologetic.

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.



Art History - Week 5
ABSTRACT EXPRESSIONISM

Example: Decade this art movement emerged: ***the 1940s***

1. City where Abstract Expressionism appeared:
2. Something shared by artists who were not formally associated:
3. The artists broke from conventions in both technique and:
4. Two basic inclinations of their work: **(a)** and **(b) open fields of colour**
5. What the WPA allowed many artists to establish:
6. Abstract expressionists were influenced by exposure to European:
7. Field that Hofmann had great impact on:

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. You have two minutes to read through the questions.

Example: How do most people feel about the subject being discussed?

- a) They are interested.
- b) They don't want to think about it.
- c) They don't believe in it.

1. We are asked to imagine a scenario. What does Professor Jones imply about it?
 - a) It is realistic.
 - b) It is unrealistic.
 - c) It is a good analogy.
2. What is meant by the question 'who is essential'?
 - a) Which are the best people?
 - b) Who deserves to live?
 - c) Who is most necessary to society?
3. What does the new study suggest?
 - a) We depend on many professions.
 - b) Doctors are not so important.
 - c) It is impossible to plan ahead.
4. Most Americans think that a vaccine would be distributed
 - a) fairly.
 - b) too slowly.
 - c) with a bias.
5. The interviewer sometimes wonders
 - a) if people are scared.
 - b) why people aren't 'more careful'.
 - c) if people are overreacting.
6. Where do those most at risk of dying in a pandemic live?
 - a) in big cities
 - b) in western countries
 - c) in developing countries
7. What is unusual about this swine flu?
 - a) It's unusually threatening.
 - b) It's made up of four different viruses.
 - c) It's really a bird flu.

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 evening arrived; the boys took their places. The master, in his cook's uniform, stationed himself at the copper pot; his pauper assistants ranged themselves behind him; the gruel was served out; and a long grace was said over the short commons. The gruel disappeared; the boys whispered to each other, and winked at Oliver; while his next neighbours nudged him. Child as he was, he was desperate with hunger, and reckless with misery. He rose from the table; and advancing to the master, basin and spoon in hand, said: somewhat alarmed at his own temerity:

'Please, sir, I want some more.'

The master was a fat, healthy man; but he turned very pale. He gazed in stupefied astonishment on the small rebel for some seconds, and then clung for support to the copper pot. The assistants were paralysed with wonder; the boys with fear.

'What!' said the master at length, in a faint voice.

'Please, sir,' replied Oliver, 'I want some more.'

The master aimed a blow at Oliver's head with the ladle; pinioned him in his arm; and shrieked aloud for Mr. Bumble the beadle.

The board were sitting in solemn conclave, when Mr. Bumble rushed into the room in great excitement, and addressing the gentleman in the high chair, said, 'Mr. Limbkins, I beg your pardon, sir! Oliver Twist has asked for more!'

There was a general start. Horror was depicted on every countenance.

'For more!' said Mr. Limbkins. 'Compose yourself, Bumble, and answer me distinctly. Do I understand that he asked for more, after he had eaten the supper allotted by the dietary?'

'He did, sir,' replied Bumble.

'That boy will be hung,' said the gentleman in the white waistcoat. 'I know that boy will be hung.'

Nobody controverted the prophetic gentleman's opinion. An animated discussion took place. Oliver was ordered into instant confinement; and a bill was next morning pasted on the outside of the gate, offering a reward of five pounds to anybody who would take Oliver Twist off the hands of the parish. In other words, five pounds and Oliver Twist were offered to any man or woman who wanted an apprentice to any trade, business, or calling.

1. Oliver Twist acted without premeditation.
2. The Master probably didn't get enough to eat.
3. The Master reacted calmly to Oliver's request.
4. The master turned the matter over to his superiors.
5. The board decided Oliver should leave.

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.

The story behind Twilight

For my setting, I knew I needed someplace ridiculously rainy. I turned to Google, as I do for all my research needs, and looked for the place with the most rainfall in the U.S. **1** I pulled up maps of the area and studied them, looking for something small, out of the way, surrounded by forest. And there, right where I wanted it to be, was a tiny town called "Forks." **2** I did a Google image search on the area, and if the name hadn't sold me, the gorgeous photographs would have done the trick. In researching Forks, I discovered the La Push Reservation, home to the Quileute Tribe. **3** And a few fictional members of the tribe quickly became intrinsic to my own story.

4 They simply wouldn't shut up. I'd stay up as late as I could stand trying to get all the stuff in my mind typed out, and then crawl, exhausted, into bed. My baby still wasn't sleeping through the night, yet. But I was trying to sleep only to have another conversation start in my head. **5** Eventually, I got a pen and notebook for beside my bed to jot notes down so I could at least get some sleep. It was always an exciting challenge in the morning to try to decipher the stuff I'd scrawled across the page in the dark.

During the day, I couldn't stay away from the computer, either. When I was stuck at swim lessons, out in 115 degrees of Phoenix sunshine, I would plot and scheme and come home with so much new stuff that I couldn't type fast enough.

6 However, I think back to those three months, I remember rain and cool green things, like I really spent the summer in the Olympic Rain forest.

- A. It was your typical Arizona summer, hot, sunny, hot and hot.
- B. It couldn't have been more perfect if I had named it myself.
- C. I had a million things to do such as making breakfast for hungry children, dressing and changing the diapers of children, and more.
- D. This turned out to be the Olympic Peninsula in Washington State.
- E. All this time, Bella and Edward were, quite literally, voices in my head.
- F. I hated to lose anything by forgetting, so I'd get up and head back down to the computer.
- G. I saw images of the breathtaking Hoh Rain forest, a short drive from Forks.
- H. Theirs is a fascinating story.

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.

If spam has been sent to your account, reset your Facebook password immediately. You can do this by clicking on the "Forgot Your Password" link on the login page or by going to the Account Settings page once logged in.

If you can't reset the password on your account because the email address you use to log in has been changed, or if your account has been disabled, contact our User Operations team.

Run a virus scan on your computer, as you may have inadvertently downloaded malware. Free virus scanners are posted below.

If you've seen spam sent from a friend's account, tell your friend to follow the steps above.

Warn those who received the spam not to click on it, and to delete it from their Walls and Inboxes immediately.

B.

A study has suggested that Facebook can encourage people to be more sociable. The Cambridge University findings go against other past studies which suggest using online social networking sites makes people less social.

Researchers discovered Facebook gave people more choice on how they conduct relationships and was "a way of storing biography and enhancing social memory".

The study showed many people log on to Facebook to look at profiles and pictures because more information can be gleaned from it than a phone call or letter. But people also used it to keep in touch with old school and university friends who they might otherwise lose contact with. As a result it could change the way people associated at a fundamental level, meaning former relationships and associations can be revived.

C.

A mother has been reunited with her son, 27 years after she claims he was kidnapped, after her sister saw him on the social networking site Facebook. Avril Grube says she was given custody of her son Gavin after her marriage to a Hungarian man broke down in 1982. His father took him to Hungary and Ms Grube has not seen him since. But Gavin, 29, met his mother this week after being found on Facebook.

Avril and her sister Beryl had spent years trying to trace their relative, even contacting the Hungarian Embassy. In March, Beryl typed her nephew's name into an internet search engine and could not believe it when his Facebook profile came up correctly showing he had been born in Liverpool and naming his mother. "I was so relieved, it took me 27 years but I never gave up," she said.

D.**General Growth**

Facebook has more than 200 million active users.

100 million users log on to Facebook at least once each day.

More than two-thirds of Facebook users are outside of college.

The fastest growing demographic is those 35 years old and older.

User Engagement

The average user has 120 friends on the site.

More than 4 billion minutes are spent on Facebook each day.

More than 30 million users update their statuses at least once each day.

More than 6 million users become fans of Pages each day.

Applications

More than 850 million photos uploaded to the site each month.

More than 10 million videos uploaded each month.

1 billion pieces of content (web links, blog posts, etc.) shared each week.

In which text does the writer:

Example: recommend actions?

1. relate an experience?
2. contradict something?
3. give statistics?

A

Which test is saying the following?

4. The basic ways that we do something is being changed.
5. You may solve a problem by using something free.
6. Some people log on to Facebook every day, but don't update their status.
7. Someone succeeded after trying for many years.

Total: 7 marks

Part 4

Read the text and answer the questions. Write a maximum of five words for each answer. The first one is done for you.

ARCHITECTURE ON DUNGENESS

Dungeness is a large, roughly triangular shingle peninsula that extrudes from the south-eastern coast of Britain into the English Channel. It is home to a strange assortment of buildings and activities, from tiny fishermen's huts to a giant nuclear power station by way of lighthouses and a miniature steam railway. Once considered the back of beyond, it was a place of squatter communities. Today it is borderline fashionable, a nature reserve and a conservation area. It is here that architect Simon Conder has built his latest eccentric house.

In the inter-war years of the 20th century, ad-hoc settlements sprang up, largely unregulated, all around Britain's coasts. Sometimes they were permanent homes, more usually cheap holiday bolt-holes for the working classes. Little more than crude shacks, they were often made from the wooden carcass of old railway carriages, adapted over time with various lean-to extensions.

Dungeness started, very slowly, to get fashionable when the artist Derek Jarman bought a little house, Prospect Cottage, here in the 1980s. Here he began work on his famous shingle garden, taking inspiration from the other existing gardens of the hippy community which had inevitably fetched up here.

From the 1990s, with the rediscovery of the English seaside in general, the well-heeled came looking for property here. An earlier house by Conder was built quite close to Jarman's cottage. While that was painted black as is typical of the area, Conder's little house was instead sheathed in black rubber. This tiny cottage - itself an adaptation of an earlier structure - garnered enormous critical acclaim.

The new house, however, is very different. Now that the place is so tightly regulated by conservation-minded planners, new building here is difficult. "The planners basically wanted it to look like Derek Jarman's cottage," remarks Conder when I meet him there one sunny afternoon. Nor was it permitted to demolish the whole of the existing shack - it could only be extended. The way Conder got round these constraints is a testament to his ingenuity as an architect.

The old cottage was stripped back to its original core of a section of railway carriage - which itself dates from the 1870s. But instead of extending that, Conder designed a house that absorbed it, like an amoeba. The main living area possesses an enormous sliding-glass front set back within a hooded timber patio deck. There are little angled viewing slits to either side, but otherwise the whole house is orientated towards the big sea view.

The planning officers did not take at all kindly to Conder's merry twisting of their rules, and recommended it be refused planning permission. But when it came to the elected planning committee of local people, they unanimously approved it. Democracy thus triumphed, and the house was built.

It's a beguiling, if peculiar, place to be. When you stand outside it, you become very aware of the looming presence of the nuclear power station next door - not only visually, but also because you can clearly hear the hum and clanking mechanical noises of the place and the periodic announcements to the workers.

Example: What sort of land formation is Dungeness? *a peninsula*

1. Where did people consider Dungeness to be, before it gained popularity?

2. How is Conder's architectural style described?

3. What were the early seaside homes often made from?

4. What influenced La Man when he designed his garden?

5. What did Conder's earlier house receive a lot of?

6. What makes building on Dungeness a challenge now?

7. What did Conder's new house seem to do to the railway carriage?

Total: 8 marks

Total marks for Reading: 26

WRITING

Part 1

You have been asked to write a short review for the entertainment section of an online magazine called "Out on the Town". Include your comments and opinions about a restaurant, based on your notes. Write between 200 and 250 words.

'Salt and Pepper Restaurant' survey: 500 respondents

Frequency of visits: 10% rarely or never visit. 28% visit occasionally. 62% visit frequently.

Reasonable prices: 40% agreed. 27% partially agreed. 33% disagreed.

Type of food available: 65% excellent. 25% good. 10% tasteless

Atmosphere: 10% formal. 5% romantic. 50% lively. 35% family.

Comments

Good prices encourage people to visit the restaurant.

It satisfies high expectations.

Low prices don't always mean low quality.

Part 2

Your English speaking friend wants to visit your country this summer and has asked you to write a letter to tell him/her about a place that you would recommend, what activities there are to do there, where to stay and information on traditional cuisine. Write between 250 and 300 words.

Test 8

Part 1

Total: 6 marks

You will hear six sentences twice. Choose the best reply to each sentence. Look at the example. If you hear 'Sorry, may I interrupt a moment? Sorry, may I interrupt a moment?', the best reply is (b). Put a circle round the letter of the best reply.

Example:

- (a) No, I've interrupted you.
- (b) How can I help you?
- (c) What? I didn't say anything.

1. a) Why don't you take a break then?
b) Me too; a bit of fresh air can do wonders.
c) Well, you should certainly feel proud of yourself!

2. a) What on earth did you say to offend her?
b) She's always quick to understand.
c) I think she's got enough to do anyway.

3. a) Thank you, that's great.
b) Oh, there's no need!
c) I appreciate that.

4. a) It is a shame, isn't it?
b) But he's an excellent speaker.
c) Yes, and so far, his work doesn't disappoint!

5. a) It never hurts to offer.
b) No, just tell her.
c) Did she ask you to?

6. a) Was it really so suspenseful?
b) That cinema is uncomfortable, isn't it?
c) It was hilarious, wasn't it?

LISTENING

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 purpose of the conversation is to
 - a) seek information.
 - b) make an introduction.
 - c) solve a disagreement.

2. How does the man find the woman's advice?
 - a) invaluable
 - b) complicated
 - c) not useful

Conversation 2

3. The speakers are discussing
 - a) a serious mistake.
 - b) a funny incident.
 - c) a prank.

4. The man being discussed probably felt
 - a) sorry.
 - b) funny.
 - c) foolish.

Conversation 3

5. The speakers are
 - a) relatives.
 - b) friends.
 - c) colleagues.

6. The man is
 - a) unsympathetic.
 - b) elated.
 - c) concerned.

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.



Media Studies Lecture Series - Fashion and the Internet

Example: Name of Scott Schuman's photo blog: [the sartorialist](#)

1. Number of people who visit Schuman's site every month:
2. What Schuman usually photographs:
3. He is the first, from the fashion world, to become famous in:
4. Where Schuman grew up there was no access:
5. What Schuman studied:
6. What Schuman eventually opened:
7. The first place Schuman photographed:

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. You have two minutes to read through the questions.

Example: Why couldn't Billy answer the question?

- a) He couldn't hear.
- b) He could not remember.
- c) He missed class.

1. What did the Stardust Mission achieve?
 - a) It contacted a comet.
 - b) It struck a comet.
 - c) It sampled a comet.

2. What did the Stardust Mission increase our understanding of?
 - a) the area outside the solar system
 - b) materials from inside our planet
 - c) the origin of comets

3. What is the subject of the class?
 - a) the ethics of science
 - b) the Stardust Mission
 - c) astronomy

4. Compared to space research, zoological research is
 - a) over funded.
 - b) not expensive.
 - c) unimportant.

5. What does Marie think about the problem of poverty?
 - a) It is more important than science.
 - b) It can not be solved easily.
 - c) It has nothing to do with science.

6. Why does Billy think the discussion is unfair?
 - a) Space research costs less than defence programmes.
 - b) The questions are too complicated.
 - c) Neither he nor Marie study astronomy.

7. What is significant about pizza?
 - a) It's a cause of starvation.
 - b) It's less important than defense.
 - c) A lot of money is spent on it.

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.

"You examine me, Miss Eyre," said he: "do you think me handsome?"

I should, if I had deliberated, have replied to this question by something conventionally vague and polite; but the answer somehow slipped from my tongue before I was aware: "No, sir."

"Ah! By my word! there is something singular about you," said he: "you have the air of a little nonnette; quaint, quiet, grave, and simple, as you sit with your hands before you, and your eyes generally bent on the carpet (except, by-the-bye, when they are directed piercingly to my face; as just now, for instance); and when one asks you a question, or makes a remark to which you are obliged to reply, you rap out a round rejoinder, which, if not blunt, is at least brusque. What do you mean by it?"

"Sir, I was too plain; I beg your pardon. I ought to have replied that it was not easy to give an impromptu answer to a question about appearances; that tastes mostly differ; and that beauty is of little consequence, or something of that sort."

"You ought to have replied no such thing. Beauty of little consequence, indeed! And so, under pretense of softening the previous outrage, of stroking and soothing me into placidity, you stick a sly penknife under my ear! Go on: what fault do you find with me, pray? I suppose I have all my limbs and all my features like any other man?"

"Mr. Rochester, allow me to disown my first answer: I intended no pointed repartee: it was only a blunder."

"Just so: I think so: and you shall be answerable for it. Criticise me: does my forehead not please you?"

1. Miss Eyre did not think before she spoke.
2. Mr. Rochester thinks Miss Eyre is lonely.
3. Mr. Rochester thinks Miss Eyre is a typical person.
4. Miss Eyre dislikes Mr. Rochester because he is ugly.
5. Mr. Rochester believes beauty is of little consequence.

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.

Jean-Michel Basquiat Retrospective

Jean-Michel Basquiat comes with a lot of baggage for such a short stay on planet Earth. For his retrospective, the Brooklyn Museum evokes everything from Matisse and Minimalism to African myth and Afro-American history.

1 In his visual traces of Abstract Expressionism and his verbal echoes of Jim Crow and Charlie Parker, the curators sense the weight of history.

Forget all that. **2** It can make his work painfully glib or stunningly immediate. It makes him a vital and treacherous model for artists even today.

Basquiat understood about baggage. A native New Yorker in the transient East Village scene, he knew his way around.

3 The darling of collectors before burning out at age twenty-seven, he still serves as a poster child for debates about the roots of underachievement.

Everyone had something to project onto him. **4** Conservatives found their faux naïf living off liberal guilt, and an emerging dealer, Anina Nosei, found a superstar. In his first film, Julian Schnabel found the contradictions of his own circle. When his Basquiat meets Andy Warhol, one hardly knows whom to call the fool.

5 Surely the fastest and most ego-driven artist even in the wake of Neo-Expressionism, he managed his career like clockwork. Starting with graffiti, signed only SAMO, he cultivated a reputation - and an air of mystery - without actually having to tag trains. **6** He partied at the Mudd Club, dated Madonna long before she made art, and exhibited in the 1980 Times Square Show and P.S.1's "New York/New Wave" exhibition, which together launched art beyond Soho. Leave it to others to decide which mattered most.

- A. Clearly no one of such noble stature and sweet disposition could have toyed with self-destruction.
- B. It calls him the last modernist, "perhaps the last major painter of the twentieth century."
- C. With a handle that meant 'some old,' he played the instinctual genius while letting on he knew better.
- D. The Brooklyn Museum does not like a career of contradictions, much less of superficiality.
- E. The media found a hip, downtown artist living on the edge.
- F. A child of Brooklyn's black middle class, he felt the benefits of education, the burdens of success, the limits of American tolerance, and the pressure to play the outlaw.
- G. Basquiat happily projected things onto himself.
- H. Until his death in 1988, perhaps no other painter lived so determinedly in the present.

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 most northerly point in mainland Britain, Dunnet Head, has stunning sea cliffs and coastal grassland. These are home to many sea birds including puffins, razorbills, and cormorants. We're undertaking some work on the grassland to make it more attractive to small farmland birds and we're also hopeful that our work here will benefit the great yellow bumblebee.

The RSPB is a charity that speaks out for birds and wildlife, tackling the problems that threaten our environment. We started to manage this site last May and, as yet, there are no visitor facilities beyond the car park and some interpretation panels. We ask that you take care when visiting this site, keeping dogs and children under close supervision.

B.

In late 1939 a scheme was proposed by Vice-Admiral Sir James Somerville to set up radar stations to cover the Fair Isle Channel against U-boats passing through the channel to or from the Atlantic. The six stations, known as Admiralty Experimental Stations, were located at Sumburgh, Fair Isle (two stations), Saxavord, South Ronaldsay and Dunnet Head and were operated by the Royal Navy.

Dunnet Head, Admiralty Experimental Station No. 6, was the last to be constructed, work beginning in the summer of 1940 on high ground just to the south of the lighthouse. Like the others, Dunnet Head was a Coast Defence U-boat station, which formed part of the early warning network round the coasts of Britain. The radar was able to track shipping and surfaced submarines to a distance of a few miles and could also detect aircraft at ranges of 100 miles or more, depending on the height of the aircraft.

C.

Start the walk to Dunnet Head from the car park at Dwarwick Pier and follow the track past the picnic area. On the walk round the coast from Dwarwick over the rise of Dwarwick Head you will descend to the ruins of an old cable house which marks the end of a former telegraph cable which linked Caithness with Orkney Islands.

Farther along the cliff walk you will see a great variety of sea birds on the cliff ledges, and the historic remains of a monk's cell.

From here, head uphill until the slope becomes more gentle. Seals may be basking on the rocks below. The next three miles to the lighthouse are rough and boggy. You will pass the Long Byres where, early this century, the Brough crofters milked their cows in summer.

D.

Hello and welcome to Dunnet Head, Scotland's most northerly point!

We offer self catering and bed and breakfast accommodation and welcome groups of walkers and cyclists. Drying facilities and cycle storage are available. The walking and wildlife in the area is superb. Puffins visit their nests in their burrows on Dunnet Head from May to July, whales are often seen and there is a resident seal colony in Brough Bay behind the property.

Visitors can enjoy a wildlife walk with the Highland Ranger, Forestry Commission or RSPB, cycle in the nearby forests or on the quiet roads, or fish in the Dunnet Head lochs. A qualified guide is available for walking tours and tours of the WWII radar installations on Dunnet Head. We also sell fishing permits for the Dunnet Head lochs.

In which text does the writer:

Example: give a historical account?

1. speak for a group of individuals?
2. address a potential customer?
3. give directions?

B

Which test is saying the following?

4. You can fish at Dunnet Head.
5. The ground around the lighthouse is not easy to walk on.
6. There is grass growing on Dunnet Head.
7. The lighthouse was built before 1940.

Total: 7 marks

Part 4

Read the text and answer the questions. Write a maximum of five words for each answer. The first one is done for you.

The Tickle Study

Before the joke, there was laughter. As the human brain evolved, it appears that humans were able to laugh before they could speak, according to new research.

What happens if you tickle a gorilla? According to researchers, the ape laughs. By tickling young gorillas, chimpanzees, bonobos, and orangutans, researchers say they have learned that all great apes can laugh. Primatologist and psychologist Marina Davila Ross of the U.K.'s University of Portsmouth led a team that tickled the necks, feet, palms, and armpits of infant and juvenile apes as well as human babies. The team recorded more than 800 of the resulting giggles and guffaws. Mapping the audible similarities and differences in laughs across the five species, the researchers created an acoustic family tree of human and great ape laughter.

The tree, they found, closely matched the standard genetics-based evolutionary tree of primates. "So we concluded that these vocalizations all share the same common ancestry," Davila Ross explained. So it seems we inherited our own ability to laugh from the last common ancestor from which humans and great apes evolved, which lived 10 to 16 million years ago.

It's previously been argued that although chimps chuckle, their method - "laughing" on both the exhale and inhale - had been deemed too different from the human, exhale-only laugh to be considered the same thing. Ross's tickle study, however, found evidence that most ape laughter, especially among gorillas and bonobos, shares key traits with human laughter. Like humans, for example, gorillas and bonobos laughed only while exhaling - leading University of Wisconsin zoologist and psychologist Charles Snowdon, who was not involved in the study, to conclude that, "contrary to current views, the exhalation-only laughter is not uniquely human but is found in our ape ancestors." Furthermore, gorillas' and bonobos' exhaling breaths during laughter lasted three to four times longer than during normal breathing. This type of breath control, considered important in speech evolution, had also been thought to be unique to humans.

But here's the punch line: Laughter and joy are not unique to humans, or even to the great apes. Ancestral forms of play and laughter existed in other animals long before humans began cracking up.

"Human laughter has robust roots in our animalian past," said Jaak Panksepp, a professor of psychobiology. Panksepp has studied rats and found that when they are tickled in a playful way, they readily chirp, which may be considered a primitive form of laughter. Rats that were tickled bonded with the researchers and became rapidly conditioned to seek tickles.

Understanding the chirping of the rats may, Panksepp hopes, help scientists to better understand human laughter.

Example: What can humans do before they can speak? *laugh*

1. What age great apes were involved in the study?

2. What, in addition to the great apes, did the researchers tickle?

3. What did the researchers create using the recordings?

4. What did the researchers find about the acoustic and genetic-based trees?

5. During what part of the breath do chimps laugh?

6. What is thought to be necessary before speech could evolve?

7. What do rats do when they are tickled?

8. What do rats who have been tickled become conditioned to do?

Total: 8 marks

Total marks for Reading: 26

WRITING

Part 1

Your community centre needs to be improved. Your local council has asked you to write a report on things that need to be done in order for the community centre to become more appealing to teenagers of your town. Answering the following points write a report and make constructive recommendations. Write between 200 and 250 words.

The information we need is:

- * the reasons why teens don't use the community centre
- * what might encourage them to use it
- * what activities they might like to do there
- * what times of day and times of year they would use it most

Part 2

"Can't judge a book by its cover". Write a composition describing a personal moment which you believe that the meaning of the previous sentence can exemplify. Write between 250 and 300 words.

ISESOL C2

Speaking Tests

1 - 7

Part 1 (4 minutes)**Test time: 17 minutes.** I: Interlocutor, C: Candidate

- I: International Spoken ESOL Test, Mastery level, (give today's date). (Give candidate's name.) Exam begins.
Hello. My name is (give full name). Can you spell your family name for me, please?
C: (Spells family name.)
I: Thank you. Which country are you from?
C: (Responds.)
I: Thank you. Now, Part One. I'm going to ask you some questions about yourself and your ideas.
All right? (Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; eg 'Now, Local & Regional services/amenities'.)

TOPICS**Local & Regional services/amenities**

- Is there anything you particularly like about your local area?
- Do you feel a sense of community where you live?
- Do you have any facilities specific to your age group in your area?
- What is the most important advantage your community has to offer?

Relations with other people

- How much time do you spend with your family?
- What aspects of family life, do you feel, are most important?
- Compare the things you do when you're with your family to the things you do when you're with your friends.
- Tell me about a typical evening spent with your friends.

Food and Drink

- How often do you go out to eat?

- Tell me about your favourite restaurant.
- Do you prefer eating in or eating out? Why?
- Tell me about a typical meal you might order at a restaurant.

Fashion

- Do you consider yourself fashionable?
- How do you choose what to wear in the morning?
- Do you spend a lot of time shopping?
- Do you think fashion is important? Why or why not?

The Future

- Where do you hope to be in 10 years?
- What aspirations do you have for the future?
- Do you think learning history at school helps society to become better?
- Do you think it is important to plan for the future?

C: (Responds.)

I: (Interlocutor makes brief responses and/or comments.) I: Thank you.

Part 2 (4 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've left my purse on the bus! What can I do?
- I'm conducting a telephone survey. I start.
Good morning. Do you have five minutes to answer some questions?
- I work in a shoe shop. You are a customer. I start.
How may I help you?
- I am your cousin. I'm worried about Uncle Joe. I start.
Uncle Joe seems a bit withdrawn; have you noticed? I hope everything's okay.

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. I am catching colds all the time. You start.
- We're classmates. You do not like the book we have to read. You start. (Interlocutor: make a point of disagreeing - you don't agree with the candidate.)
- I am working at a bank. You want to find out some information about getting a loan. You start.
- I'm your parent. You've just been promoted. 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)

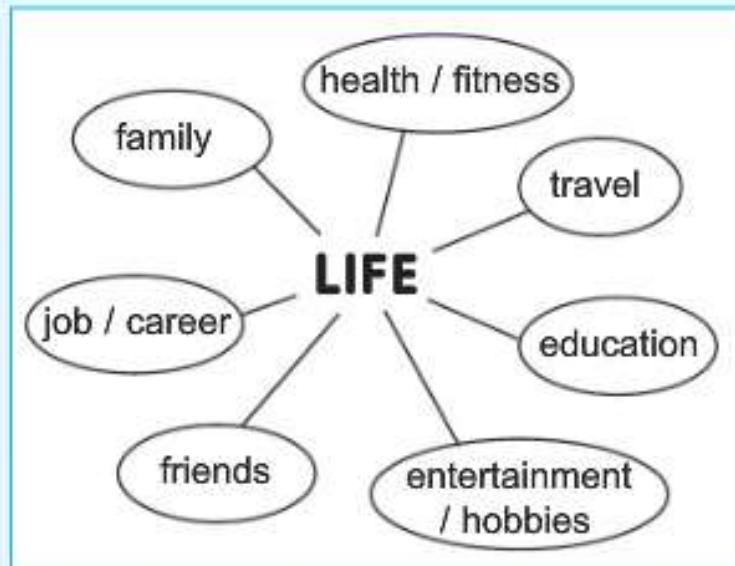
I: Now, Part Three. We're going to discuss something together.

Here are some aspects of a person's life. Let's discuss these and decide which are more important and how we choose how much time to spend on each aspect.

(Hand over candidate's task sheet.)

Take twenty seconds to think about what you want to say. (20 seconds.) Please 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 three minutes. Your topic is (choose topic for candidate).

TOPICS

- A An experience that helped you grow as a person**
- B Environmentally friendly tourism (eco-tourism)**
- C Music and personal preferences**

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 three minutes, say, 'Thank you', and then ask some follow-up questions.)

FOLLOW-UP QUESTIONS**An experience that helped you grow as a person**

- Do people always learn from their experiences? If not, why?
- Do you think that learning from experience is good or not?
- Do you think you've grown a lot as a person over the past year?
- What is another experience that has helped you grow as a person?

Environmentally friendly tourism (eco-tourism)

- Do you think regular tourism is bad for the environment?
- Have you ever been on an eco-tourism trip?
- Do you think it is important to do whatever you can for the environment?
- What is the difference between eco-tourism and regular tourism?

Music and personal preferences

- What kind of music do you prefer listening to?
- What's your favourite musician?
- Have you ever listened to classical/instrumental music? How do you feel about it?
- Have you ever gone to a live music concert?

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

Part 1 (4 minutes)**Test time: 17 minutes.** **I:** Interlocutor, **C:** Candidate

- I:** International Spoken ESOL Test, Mastery level, (give today's date). (Give candidate's name.) Exam begins.
Hello. My name is (give full name). Can you spell your family name for me, please?
C: (Spells family name.)
I: Thank you. Which country are you from?
C: (Responds.)
I: Thank you. Now, Part One. I'm going to ask you some questions about yourself and your ideas.
All right? (Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; eg 'Now, Family Life').

TOPICS**Family Life**

- What was the last family event you attended?
- How do you feel during family events?
- What types of family events do you take part in?
- What is your role at family events?

The Environment

- Do you think protecting the environment is important?
- What do you do to help keep your country clean?
- What issues do you feel your country needs to address in terms of becoming more environmentally friendly?
- In your opinion, what is the biggest threat of the environment nowadays?

Free Time

- How often do you go out?

- Do you have a lot of free time?
- What is your favourite thing to do in your free time?
- Do you find you have more or less free time as you get older?

Home

- Do you like living where you do?
- If you were to move, where would you want to move to?
- What is your favourite activity to do around your home?
- Describe your home and who lives there.

Personal Details

- Where were you 5 years ago?
- When you were younger where did you hope to be now?
- What is a very unpleasant moment you had when you were younger?
- Do you feel you've learned from your mistakes in the past?

C: (Responds.)**I:** (Interlocutor makes brief responses and/or comments.) **I:** Thank you.**Part 2 (4 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

- I'm an acquaintance who lives in another city. I start.
Is there much going on in terms of theatre here?
- I'm your friend. I start.
I have no idea what I should wear to this dinner party!
- I am a librarian. I start.
I'm afraid we can't lend you these books because you already have an overdue book at home.
- I'm your neighbour. I start.
It's no problem for me to look after your pet, but what exactly do I need to do?

B

- We're friends. I'm upset because I wasn't invited to a friend's party. You start.
- I'm your doctor. Your muscles ache and you have a fever. You start.
- You're at the bank and the queue is not moving. I'm standing in front of you. You start.
- I'm a police officer. I've just stopped you for speeding. You start.

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

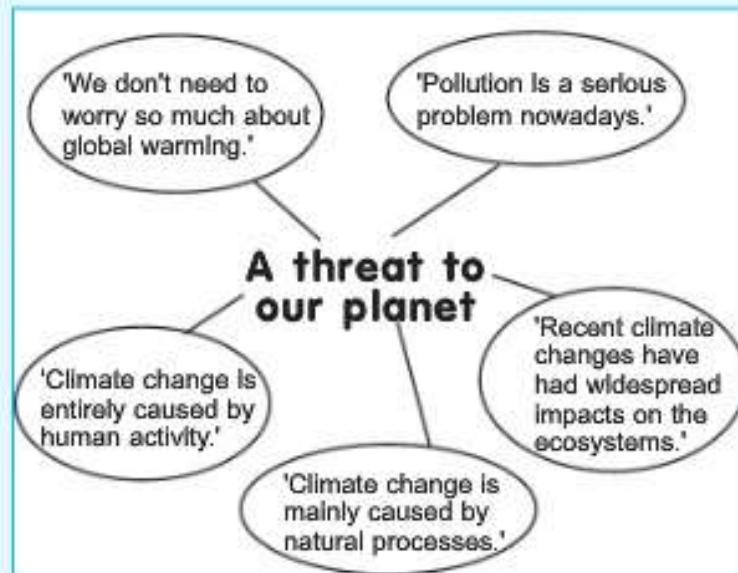
I: Now, Part Three. We're going to discuss something together.

A recent research project has been conducted to investigate people's attitudes to climate change. Here are some ideas. Let's discuss them and decide which we most and which we least agree with.

(Hand over candidate's task sheet.)

Take twenty seconds to think about what you want to say.
(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 three minutes. Your topic is (choose topic for candidate).

TOPICS

- A The importance of sports**
- B Why we need to have close friends**
- C Why learning a foreign language is important**

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 three minutes, say, 'Thank you', and then ask some follow-up questions.)

FOLLOW-UP QUESTIONS**The importance of sports**

- Do you think doing sports is important? Why?
- Do you do any sports?
- If you had the chance to take up a sport, what would that be? Why?
- Do you prefer individual or team sports? Why?

Why we need to have close friends

- Do you have many close friends?
- What kind of things do you tell your close friends?
- Do your close friends change in their behaviour?
- Do you prefer having many friends or just a few very close friends?

Why learning a foreign language is important

- How many foreign languages do you know?
- How has knowing a foreign language helped you?
- When was the last time you spoke a foreign language outside of an academic environment?
- Give some examples of situations where you would need to know a foreign language.

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

Part 1 (4 minutes)**Test time: 17 minutes.** I: Interlocutor, C: Candidate

I: International Spoken ESOL Test, Mastery level, (give today's date). (Give candidate's name.) Exam begins.

Hello. My name is (give full name). Can you spell your family name for me, please?

C: (Spells family name.)

I: Thank you. Which country are you from?

C: (Responds.)

I: Thank you. Now, Part One. I'm going to ask you some questions about yourself and your ideas.

All right? (Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; eg 'Now, Arts!')

TOPICS**Arts**

- Describe the last museum you visited.
- How do you feel when looking at art?
- Describe the last concert you attended.
- How does listening to live music make you feel?

TV, Cinema

- What is your favourite movie?
- What is your favourite television show?
- How often do you watch television or go to the cinema?
- What about cinema or television appeals to you?

Education

- How much education have you completed?
- How much education do you plan to complete?

- Do you find education important?
- What subject was/is your favourite in school?

Occupation

- What do you hope to be doing in ten years?
- Do you have a career plan for yourself?
- When you were young, what careers interested you?
- How many jobs have you had in the past?

Personal Details

- Do you have a job? If so, what do you do?
If not, what do you do instead of working?
- Describe the community where you live.
- Describe your ideal day.
- What are some goals you have currently?

C: (Responds.)

I: (Interlocutor makes brief responses and/or comments.) I: Thank you.

Part 2 (4 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 colleagues. I start.
I've misplaced the files! If Mr. Jones comes in, try to distract him!
- I'm your friend. I start.
You're going to need new brakes.
- I'm working as a cashier at a supermarket. You want to pay. I start.
I'm sorry. You have to go and weigh your produce before you can check out.
- I'm an employee at an electronics store. Your camera broke. I start.
Hi there. How can I help you?

B

- We're neighbours. I've misplaced something you lent me. You start.
You start.
- I'm your friend. Several of us have thrown a surprise party for you. You start.
You start.
- You have been asked to give an orientation talk to a group of exchange students visiting your country. You start.
You start.
- You work in a cinema. I'm talking loudly during a movie and someone complained. You start.
You start.

C: (Responds.)

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: Second situation (choose one situation from B).

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. We're going to discuss something together.

We're discussing expressions of anti-social behaviour. We need to decide which is the most and which the least usual in your country.

(Hand over candidate's task sheet.)

Take twenty seconds to think about what you want to say. (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 three minutes. Your topic is (choose topic for candidate).

TOPICS

- A Drugs and/or Alcohol abuse is a common problem nowadays**
- B Some people believe education is the only way to a successful life. Do you agree?**
- C Family life is important to an individual's emotional growth**

- 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 three minutes, say, 'Thank you', and then ask some follow-up questions.)

FOLLOW-UP QUESTIONS**Drugs and/or Alcohol abuse is a common problem nowadays**

- How would you react if you knew a friend of yours was addicted to drugs/alcohol?
- What should the state/government do to help drug/alcohol addicts?
- How should addicts be treated?
- How should children be educated about the dangers of drugs and alcohol?

Some people believe education is the only way to a successful life. Do you agree?

- How important do you think education is?
- Is the importance of education stressed in your family?
- Do you feel that education opens doors?
- Do you think your country has a good education system?

Family life is important to an individual's emotional growth

- Describe your family.
- Do you think family is important? Why?
- Do you think family is more or less important in your country than other countries?
- Give some personal examples of why family is important to you.

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

Part 1 (4 minutes)**Test time: 17 minutes.** **I:** Interlocutor, **C:** Candidate**I:** International Spoken ESOL Test, Mastery level, (give today's date). (Give candidate's name.) Exam begins.

Hello. My name is (give full name). Can you spell your family name for me, please?

C: (Spells family name.)**I:** Thank you. Which country are you from?**C:** (Responds.)**I:** Thank you. Now, Part One. I'm going to ask you some questions about yourself and your ideas.

All right? (Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; eg 'Now, Personal Identification').

TOPICS**Personal Identification**

- How would you describe your personality?
- Tell me about your strengths.
- Would you describe yourself as an introverted or extroverted person?
- Tell me about your weaknesses.

(Work) Ethics

- Do you feel you have good work ethics?
- Do you have an easy or difficult time studying?
- Do you admire people for having strong work ethics?
- Do you think having strong work ethics is important?

Entertainment

- What do you do in your free time?
- Tell me about the last play or movie you saw.

- What do you do for entertainment when you're alone?
- Do you read books to entertain yourself?

Computer, Internet

- Do you use a computer daily?
- Do you feel smart phones are good or bad? Why?
- How much does your work/education depend on the Internet?
- How do you think life would be without the Internet?

Food

- Describe your favourite food.
- Where do you most like to eat?
- Describe a typical dinner for you.
- What types of food do you enjoy the most?

C: (Responds.) **I:** (Interlocutor makes brief responses and/or comments.) **I:** Thank you.**Part 2 (4 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

- I'm your friend from overseas and I'm going to visit you. I start.
What essential items should I be sure to pack?
- I'm your gym instructor. You seldom come to gym lately. I start.
I get the impression that you're beginning to lose motivation.
- I'm your parent. I'm concerned that you are stressed. I start.
Why not go out and meet your friends? You seem so nervous!
- I'm a cook working in a restaurant. You are unhappy with your meal. I start.
So, the waiters tell me you are unsatisfied?

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

- We're friends. I'm obviously excited and you are curious. You start. (Interlocutor: be mysterious - don't tell why you are happy right away)
- I'm your sibling. I think our parents favour you. You start.
- I'm your manager. You're having trouble with an angry customer. You start.
- We're neighbours. You are planning to have a loud party on Friday night. 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)

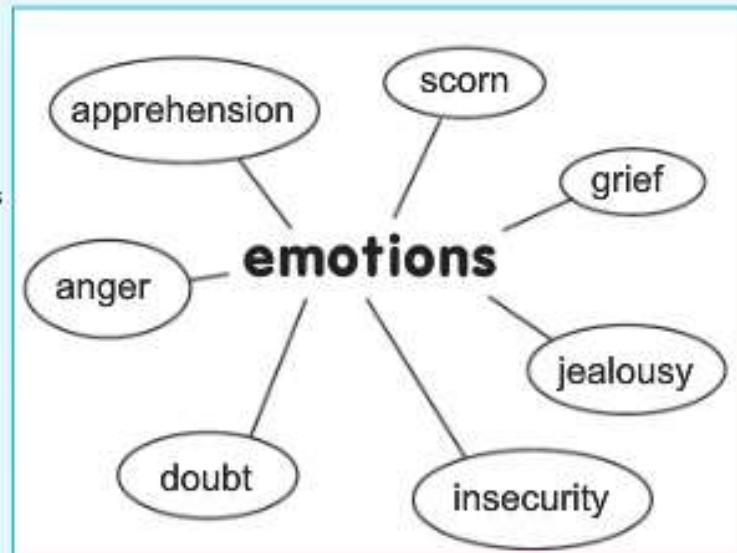
I: Now, Part Three. We're going to discuss something together.

Look at the range of difficult emotions that most of us experience at some time. Let's discuss how these various emotions might interfere with someone's ability to be successful, and how they can be overcome.

(Hand over candidate's task sheet.)

Take twenty seconds to think about what you want to say. (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 three minutes. Your topic is (choose topic for candidate).

TOPICS

- A Someone you admire**
- B How much homework young people should have**
- C How to best learn a foreign language**

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 three minutes, say, 'Thank you', and then ask some follow-up questions.)

FOLLOW-UP QUESTIONS**Someone you admire**

- Do you admire many people or just a few?
- Name three qualities different people you admire share.
- Is it important to have someone to look up to?
- Have the people you admire changed over time?

How much homework young people should have

- Is homework an important part of learning?
- Did you have much homework when you were younger?
- Has homework been helpful to you personally?
- What do you think homework is meant to achieve?

How to best learn a foreign language

- Is living somewhere where the language you want to learn is spoken important?
- Is memorisation important when learning a language?
- Should you learn grammar or vocabulary first when learning a new language?
- Can you learn a language when you're older?

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

Part 1 (4 minutes)

Test time: 17 minutes. I: Interlocutor, C: Candidate

- I: International Spoken ESOL Test, Mastery level, (give today's date). (Give candidate's name.) Exam begins.
Hello. My name is (give full name). Can you spell your family name for me, please?
- C: (Spells family name.)
- I: Thank you. Which country are you from?
- C: (Responds.)
- I: Thank you. Now, Part One. I'm going to ask you some questions about yourself and your ideas.
All right? (Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; eg 'Now, Personal Details').

TOPICS**Personal Details**

- Do you like planning things far in advance?
- Do you have a diary where you keep track of events?
- Do you feel more at ease when you have made solid plans?
- Do you write down things you plan to do?

Reading

- Do you enjoy reading?
- Describe the last book you read.
- What types of things do you read?
- Do you get your news from newspapers or the internet?

Holidays

- Where was the last place you went on holiday?
- Describe somewhere you would like to go on holiday.

- What do you do when you don't have to go to work or school?
- Would your area be a good place for someone else to come on holiday?

Celebrities

- Do you pay attention to celebrity culture?
- Who is your favourite celebrity?
- Would you like to be famous?
- What, do you think, is it like to be famous?

The Internet

- Do you use the Internet daily?
- What types of things do you use the Internet for?
- How do you think the Internet has changed people's lives in the last 15 years?
- What do you think the Internet is used most for?

C: (Responds.)

I: (Interlocutor makes brief responses and/or comments.) I: Thank you.

Part 2 (4 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.
But yesterday you said we were going to see a movie tonight! Now I have nothing to do!
- I'm your friend and I'm moving to another city. I start.
I'm so sad! I don't know anyone there.
- I'm working in a clothing store. You ask for a size that is not in stock. I start.
Well, I could order it for you, but it may take several weeks.
- I'm a telephone salesperson. I start.
Good morning! May I have a moment of your time? Do you drink fruit juice?

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. I've told you that you're too pessimistic. You start.
- I'm your teacher. You would like to postpone your exam because you were sick. You start.
- You're a waiter/waitress. You are serving me and I am complaining about everything.
- We are classmates. You think our essay assignment is too difficult. You start.

I: Make a point of disagreeing - you don't agree with the candidate.

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. We're going to discuss something together.

Look at the different ways that people make decisions. Let's discuss the advantages and disadvantages of each style of decision making, and what kinds of decisions people would most likely make using these decision-making styles.

(Hand over candidate's task sheet.)

Take twenty seconds to think about what you want to say. (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 three minutes. Your topic is (choose topic for candidate).

TOPICS

- A How difficult it was to survive your first job**
- B Money is very important in our life. What effects does this have on society?**
- C Eating well has a great impact on our health**

- 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 three minutes, say, 'Thank you', and then ask some follow-up questions.)

FOLLOW-UP QUESTIONS**How difficult it was to survive your first job**

- What is the most important thing to remember when starting your first job?
- How old should someone be when they get their first job?
- What are some tips for someone starting their first job?
- Is having a job when you're young important? Why?

Money is very important in our life. What effects does this have on society?

- Where would you place money in the list of your priorities in life?
- 'Money doesn't bring happiness'. Do you agree with this saying?
- What do you think about the money spent on space exploration when there are children starving?
- What would you be willing to sacrifice or trade for lots of money?

Eating well has a great impact on our health

- Do you eat well? In or Out?
- Do you think eating healthy foods is important?
- How often do you eat junk food?
- What do you think a healthy meal must contain?

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

Part 1 (4 minutes)**Test time: 17 minutes.** I: Interlocutor, C: Candidate

I: International Spoken ESOL Test, Mastery level, (give today's date). (Give candidate's name.) Exam begins.

Hello. My name is (give full name). Can you spell your family name for me, please?

C: (Spells family name.)

I: Thank you. Which country are you from?

C: (Responds.)

I: Thank you. Now, Part One. I'm going to ask you some questions about yourself and your ideas.

All right? (Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; eg 'Now, Physical Appearance!')

TOPICS**Physical Appearance**

- How important is sports to you?
- How often do you exercise?
- What is one thing you could do to increase your exercise?
- How important is physical education in schools?

Fashion

- Do you follow fashion?
- Do you think people's clothes give important information about them?
- Have you ever been treated badly because of what you were wearing?
- How much would you pay for a pair of jeans? Why?

Family and Friends

- Tell me about the person who you spend the most time with.
- Do you continue being friends with someone if they move away? How?
- How well do you know your extended family?

C: (Responds.)

I: (Interlocutor makes brief responses and/or comments.) I: Thank you.

- If you could go on holiday with anyone, who would it be? Why?

Technology

- What do you think is the most important invention in the last ten years?
- What do you think will be the next invention that will change our lives?
- How much time do you spend using the computer, and what do you use it for?
- Give an example of one device that improves your life, and one that does not.

Media

- Is television a good or a bad thing?
- How much do you believe what you hear on the news?
- How influenced do you think you are by advertising?
- Should the personal lives of celebrities be newsworthy? Why or why not?

Part 2 (4 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 flatmates. I start.
We both do chores, but Anna never does. How can we get her to help?
- We're friends. I start.
I was wondering if you fancied going sky diving on Saturday?
- We are office colleagues. I start.
What do you reckon? Are they really going to paint the walls yellow?
- I work in MacDonald's. You are a customer. I start.
You say you want something low fat? These salads are an option.

C: (Responds.)

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

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

B

- Your internet connection is not working. Phone the service provider. You start.
- I work in an electronics shop. You are trying to decide which smart phone to buy. You start.
- I'm your parent. You denied my car while you were driving it last night. You start.
- I'm your friend. I am anxious about a forthcoming airplane trip. 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. We're going to discuss something together.

We're discussing eating habits which are harmful to people's health. We need to decide which is the most and least dangerous.

(Hand over candidate's task sheet.)

Take twenty seconds to think about what you want to say.
(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 three minutes. Your topic is (choose topic for candidate).

TOPICS

- A Cinema is a way of entertainment for all ages**
- B A famous football star that you would like to meet and why**
- C "Live for today for tomorrow never comes". How far do you agree?**

- 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 three minutes, say, 'Thank you', and then ask some follow-up questions.)

FOLLOW-UP QUESTIONS**Cinema is a way of entertainment for all ages**

- What kind of films do you enjoy watching?
- Describe the best/worst film you have ever seen.
- To what extent do you trust film reviews?
- In your opinion, what makes a good film?

A famous football star that you would like to meet and why

- What do you think of celebrities and their way of life?
- Is it important for you to be famous and popular?
- Do you think that famous people often become arrogant?
- Why would you admire somebody?

"Live for today for tomorrow never comes". How far do you agree?

- Are you organised as a person? Do you plan ahead?
- Do you save money in order to have something when you get old, or you spend everything you get?
- Do you have a positive or negative attitude about life?
- Would you like to know or be able to predict your own future?

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

Part 1 (4 minutes)**Test time: 17 minutes.** **I:** Interlocutor, **C:** Candidate

- I:** International Spoken ESOL Test, Mastery level, (give today's date). (Give candidate's name.) Exam begins.
Hello. My name is (give full name). Can you spell your family name for me, please?

C: (Spells family name.)

I: Thank you. Which country are you from?

C: (Responds.)

I: Thank you. Now, Part One. I'm going to ask you some questions about yourself and your ideas.

All right? (Choose up to five questions, one from each of the different topic areas, as time allows. Name the topic; eg 'Now, Friendship').

TOPICS**Friendship**

- Describe your best friend.
- How often do you meet your friends?
- How many close friends do you have and how many acquaintances?
- What qualities are important to you in a friend?

Education

- Do you enjoy school? Why or why not?
- Is it important to go to university?
- Is it better to know a lot about one thing, or a little about many things?
- If you could spend a year studying one thing, what would you study?

Entertainment

- Do you prefer to see films at the cinema, or at home?

- Do movie stars have a responsibility to be good role models?
- Describe your favourite entertainer.
- Do you think celebrities earn appropriate salaries?

Health

- What do you think is the best form of exercise?
- Do you consider your lifestyle healthy?
- What do you think is the biggest threat to people's health today?
- Do you think it's important to eat organic foods?

Personal Details

- Is it a good thing to be ambitious? Why or why not?
- What do you hope to be doing in 10 years' time?
- If you could meet any person, modern or historical, who would it be?
- Do you consider yourself a dreamer or a practical person?

C: (Responds.)

I: (Interlocutor makes brief responses and/or comments.) **I:** Thank you.

Part 2 (4 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

- I work in a clothing store. You are a customer. I start.
Can I help you with something?
- We're friends. I start.
I feel really unhappy today.
- I'm your neighbour. I start.
I was wondering if you have a spare egg?
- We're classmates. I start.
What did you put for question number 5?

B

- Your sink is leaking. I'm a plumber. You start.
- I'm your friend. I borrowed your favourite CD several weeks ago and you want it back. You start.
- I'm your teacher. You need to leave class to go to the dentist. You start.
- I work in a pet shop. You are trying to choose a pet. You start.

C: (Responds.)

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

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

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)

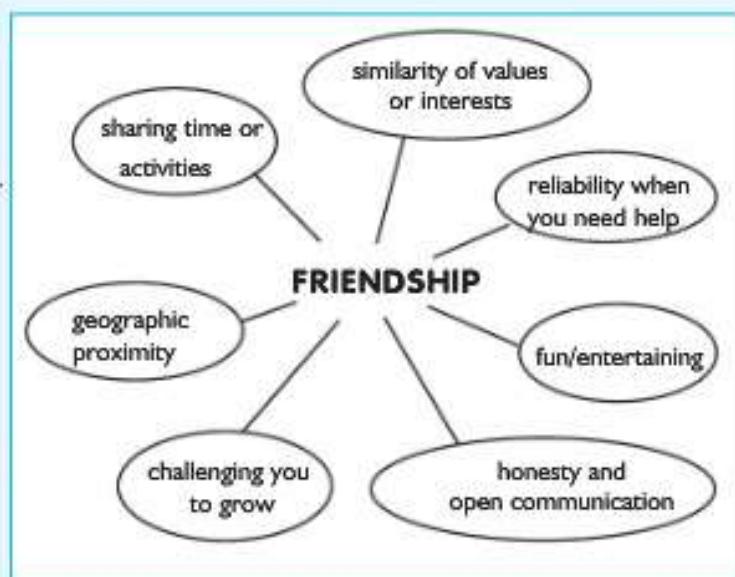
I: Now, Part Three. We're going to discuss something together.

Close friends are an important part of every person's life. There are many different kinds of friendships, however, and different people look for different things in a friend. Look at the diagram showing different aspects of friendship. Let's discuss what the most important aspects of a friendship are and give our reasons.

(Hand over candidate's task sheet.)

Take twenty seconds to think about what you want to say. (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 three minutes. Your topic is (choose topic for candidate).

TOPICS

- A. A favourite book**
- B. Is fame a worthy goal?**
- C. "When you stop learning, you die." How far do you agree?**

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 three minutes, say, 'Thank you', and then ask some follow-up questions.)

FOLLOW-UP QUESTIONS**A favourite book**

- What character did you most identify with?
- What was special about the book?
- What feeling did the book leave you with?
- If you don't read often, why not?

Is fame a worthy goal?

- Would you like to be famous? Why or why not?
- Is it egotistical to want fame?
- Why do you think some people become famous without doing anything?
- Talk about a famous person that you admire, and one that you don't admire.

"When you stop learning, you die." How far do you agree?

- Is learning necessary to mental well-being?
- Do you think when people reach a certain age they stop changing?
- Have you ever met someone who seems to know everything? How did you feel about him or her?
- Would you take up a new activity at age 30? At age 50? At age 70?

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

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AUDIOSCRIPTS

TEST 1

Part one, part one.

You will hear six sentences twice. Choose the **best reply** to each sentence. Look at the example. (15 seconds.) If you hear 'When's the party? When's the party?', the best reply is (b). Put a circle round the letter of the **best reply**.

Number one. Number one. (6 seconds)

Wow, what a day! But I suppose all is well that ends well, as they say!
Wow, what a day! But I suppose all is well that ends well, as they say!
(10 seconds)

Number two. Number two. (6 seconds)

Jessica's such a hard worker; I'm sure she'll pull through.
Jessica's such a hard worker; I'm sure she'll pull through.
(10 seconds)

Number three. Number three. (6 seconds)

There is no excuse for dishonesty!
There is no excuse for dishonesty!
(10 seconds)

Number four. Number four. (6 seconds)

Did you say it was a black leather handbag that you lost?
Did you say it was a black leather handbag that you lost?
(10 seconds)

Number five. Number five. (6 seconds)

Thanks so much for hosting us, we've had a lovely weekend.
Thanks so much for hosting us, we've had a lovely weekend.
(10 seconds)

Number six. Number six. (6 seconds)

Bob is being so unreasonable; it's just not like him!
Bob is being so unreasonable; it's just not like him!
(10 seconds)

That is the end of Part One.

Part two, part two.

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 1. (10 seconds)

Conversation 1

M: What are you going to do your dissertation on? Have you decided yet?

F: Yeah, I've known for months really. I'm going to write about the role of the Jester or Fool in Shakespeare's plays. Really, those are the characters that interest me, so it was an easy choice.

M: Lucky you. I'm a bit stuck. Can't make up my mind.

F: Uh oh. We've only got a week left before we put in the proposal for our teacher to approve! I've already half finished my proposal, and I'm feeling a bit panicky. You'd better hurry and decide!

M: Well, how do you think I feel?

F: I would be a wreck! But what's the problem? Why can't you decide on something?

M: Well, I wanted to write on *The Woodlanders* by Thomas Hardy,

because, well, it's just a brilliant, really unique book. I took lots of detailed notes, but I just can't come up with a subject that I can write enough about. I've thought of doing something else, but I really would prefer to write on something I'm interested in, something that means something to me, you know?

F: So, why is *The Woodlanders* such a special book?

M: Mostly the fact that Hardy is writing about the ordinary, working class people. His writing is more or less the only example of this we have - everyone else from his time is writing about the upper classes...

F: Well, there's your topic, I think!

M: What?

F: Why don't you write about that - about what you just told me?

M: But how? I mean, we have to have thesis statements, and topic sentences, and quote examples and all that. I mean, I can't just write down 20 pages of my opinions.

F: What about doing a comparison between one of Hardy's characters, and another character from a different writer that is in a similar life situation?

M: Oh, you mean compare what happened to them in relation to their social class!

F: Yes!

M: Okay, thanks, I'm off to go see if this will work!

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Two. (10 seconds)

Conversation 2

F: I'm afraid the copy machine is on its last legs. There's no way around it; we're going to have to replace it.

M: Uh oh. I don't think Mr. Roberts is going to be too happy with that. He'll likely just have them fix it again.

F: ... and again, and again, and again ...

M: You know that's how things work around here.

F: Yes, indeed, but the fellow who was here to repair it said we shouldn't bother. He said the copier was just going to eat money from now on. It would be cheaper to replace it. I asked him to tell Mr. Roberts himself, because he won't believe me if I tell him. I hope it will work. And, remember last Friday we couldn't do anything because we needed that copier? Well, we basically lost the afternoon, didn't we? And I know Mr. Roberts made a note of that! You know how it kills him to pay us for not working at one hundred percent efficiency! Anyway, I think we might just have a chance this time of getting it replaced.

M: Hmm. Maybe you're right. Do you think he'll ask for input on what to get, in that case? Or, will a new one just appear one morning?

F: Well, I'm sure he won't be asking me about it. I have no idea! Do you have opinions about what copier we should end up with?

M: Well, yes. To some extent. For example it should have good options with double page copying. I don't want to put each document through twice.

F: Yes, that would be nice. You know, you should have a word with George then. If anyone gets consulted about the purchase it will be him. I'd make sure he knows what you think is important, and then I'm sure he will do his best to make Mr. Roberts see.

M: Good idea. I think I'll just stroll around the office and see if anyone else has copier needs and opinions, then go and have a word with George, just in case.

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Three. (10 seconds)

Conversation 3

M: I've got an idea; why don't we go to the opera tonight instead of renting a DVD?

F: Bill, I'm exhausted. You know, any other night I'd say it was a fantastic idea, but I'm just not up to it tonight.

M: But, surely it would be relaxing! Get out, see a show, maybe have a walk in the city centre afterwards. I'm not asking you to perform an opera after all. Just go and watch!

F: Ha ha, well, still! First of all I'd have to take a shower and get dressed up.

M: You wouldn't need to shower, just put on a skirt and some heels.
F: Bill, I've just been to the gym. I would definitely need to shower! Then, besides, opera's not mindless entertainment. I'd have to listen rather closely to follow what's going on. And it's intense too, not generally comedy you know! I doubt, somehow, that the audience ends up relaxed. Stimulated maybe, entertained, surely, but relaxed? I doubt it.

M: True, that. But I know you, if you're tired enough you'll sleep through action films, horror movies, anything!

F: Well, I'd hate to go and doze off half way through! That's even worse! What an experience to miss! I'd feel so foolish! The opera's not cheap, either. If I sleep through a DVD, well, I've only wasted 2 pounds. If I sleep through the opera, that would be 50 pounds, right?

M: But remember, Maria said she could get us in half price since she is working on stage designs at the opera house. I think we need to take advantage of this and do something we might not normally do.

F: But I agree! I would love to go, just not tonight! Let's go one night next week. I'll be past my deadline at work, and I'll have a chance of enjoying the experience.

M: Alright then, shall we go and pick up a DVD? Are you ready?

F: Surely you can go and choose one without me, can't you? Please? I just don't feel like leaving the sofa.

M: Alright, but no complaining about what I choose!

F: I wouldn't do that, don't worry. I'm just going to sleep through it, remember!

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Two.

Part three, part three.

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. (1 minute)

(beep)

Charles Rennie Mackintosh was born one of eleven children in the Townhead area of Glasgow, close to Glasgow Cathedral. From these beginnings, he has become one of the most celebrated architects of his generation.

Mackintosh's career began when he was apprenticed to a local architect, John Hutchison, but in 1889 he transferred to the larger, more established city practice of Honeyman and Keppie. To complement his architectural apprenticeship, Mackintosh enrolled for evening classes at the Glasgow School of Art where he pursued various drawing programmes. Here, under the watchful eye of the headmaster Francis Newbery, his talents flourished and in the School's library he was able to consult the latest architecture and design journals. He won numerous student prizes and competitions including the prestigious Alexander Thomson Travelling Studentship in 1890 that allowed him to undertake an architectural tour of Italy.

He met Margaret Macdonald, his future wife, at Glasgow School of Art and much of what can be seen in the buildings and collections involves their artistic collaboration.

In 1896 Mackintosh gained his most substantial commission, to design a new building for the Glasgow School of Art. This was to be his masterpiece. Most dramatic of all the interiors was the new Library which was a complex space of timber posts and beams. Its construction owed much to traditional Japanese domestic interiors but ultimately the building was an eclectic mix of styles and influences.

In Europe, the originality of Mackintosh's style was quickly appreciated and in Germany, and particularly in Austria, he received the acclaim and recognition for his designs that he was never truly to gain at home. He contributed to the 8th Vienna Secession and participated in international exhibitions in Turin, Moscow and elsewhere.

Throughout his career, Mackintosh relied on just a handful of patrons and supporters. The Glasgow businesswoman Catherine Cranston proved to be one of his most influential and her series of tearoom interiors provided him with a virtual freedom to experiment. Responsible for their 'total design', Mackintosh provided the tearooms with furniture, including his signature dramatic high-back chairs, light fittings, wall decorations and even the cutlery.

For many people, Charles Rennie Mackintosh is most closely associated with the design and manufacture of furniture. His earliest designs show a strong affinity to the arts and crafts movement whilst his final designs are a clear precursor to the art deco movement. He was also a skilled artist. His earliest paintings and sketches were often the inspiration for his work as a three dimensional designer. At the end of his career, Mackintosh returned to painting with a series of competent watercolours based on the landscape around France.

(Wait 10 seconds before repeating.)

(10 seconds)

You will now have two minutes to read through and check your answers.

(2 minutes)

That is the end of Part Three.

Part four, part four.

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

(20 seconds) You will hear the conversation twice. You have two minutes to read through the questions. (2 minutes)

(beep)

J: Hello, and welcome to our weekly programme, *Health Legislation*, where we explore health research in the context of society. I'm Jane Green, and today we have two speakers here to discuss a very sensitive issue for many people - public smoking. Is it everyone's right, or is it criminal? We have Ben here, from the organisation called *Choices*, which aims to keep people informed and thinking about their individual rights, and Mary Ann who is part of a public health think tank. Thanks to both of you for coming today!

M: It's a pleasure.

B: Thank you.

J: Today our topic is the smoking ban. A rather contentious issue, as we all know.

B: It certainly is contentious. I've seen more people angry about discussions of this topic than any of the other issues our organisation deals with. For some, a ban on smoking indoors may sound good. And certainly something must be done to stem what is essentially an epidemic that is damaging our citizens. Despite this, the anti-smoking legislation that has been passed recently marks a dark moment for the relationship between the state and the individual.

J: Why is that, Ben?

B: This ban on smoking indoors infringes on a number of basic rights that should not be ignored when dealing with smokers. The first of which is minority rights. A minority is not necessarily a group of

people determined by their race, ethnicity, gender or sexual orientation. A minority, in a democracy, could best be defined as a group of people of different, or even conflicting, character and interests from the majority. Children are minorities, as are farmers, seniors, union workers, the wealthy... the list goes on. In one sense, we must recognise the threat in a democracy of the tyranny of the majority. In today's world, smokers are a minority, and that's a good thing. I'm not a smoker, but I recognise that because smoking is taboo and it happens to be in fashion to crack down on it, as it should be, that does not give the state the right to do whatever it wishes to individuals who cannot fight back. This includes racking up the prices of cigarettes to exorbitant prices with tax after tax and kicking smokers out of restaurants, bars and even private clubs. At the end of the day smokers get hit twice. Once by the tobacco companies, who should have been sued, as they were, and the state should maintain heavy oversight over their actions and regulation because they have proven to be untrustworthy. And secondly, smokers are hit by the state, punishing them for their highly addictive habit.

M: Sorry, can I break in for a moment?

B: Go right ahead.

M: Minority rights are surely a good thing - no one would argue with that, but at the same time we can say that those who murder others are a minority in society, yet no one would argue that they have many rights. Also, what about people who kill others while drunk driving? How many rights do they have? And what about smoking parents, whose child has a fatal asthma attack? What are their rights? And what about the person who worked as a bartender for 30 years, and now has lung cancer? What rights does he have? You see, it is not a black and white question, rather a continuum with a great number of value judgements and choices involved.

B: I hope very much that you're not going to try to say, now, that the bartender with lung cancer was murdered.

M: No, that's ridiculous! But I will say that second-hand smoke can kill. We now have an abundance of data that proves that. For example, research from Indiana University, in the USA, shows that since the nationwide smoking ban was put into effect, the incidence of hospital admissions for heart attacks has dropped 70% - in non smokers only. For smokers, they found no similar rate of decline during the study leading to the conclusion that the effects of the smoking ban are helping those who would be exposed to second-hand smoke. This is the first study to take a look at the effects of smoking bans in relation to heart attacks in non smokers. In previous studies, there was no distinction made between those who smoked and those who did not; or, if they did look at non smokers, they only looked at those who did not have any accompanying risk factors like high blood pressure, high cholesterol or previous heart surgery. Just a 30 minute exposure to second-hand smoke can result in an increase of a person's risk for developing a heart attack. And this goes for those who do not have risk factors as well as those who do, although the rate for those with risk factors will be higher. Second-hand smoke contains carbon monoxide which causes the blood vessels to constrict, which also reduces the level of oxygen in the blood that is carried to the brain and other vital organs including the heart.

B: The issue is not, and never has been, whether smoking is bad; it is whether banning smoking in private institutions is also bad. As for the issue of second-hand smoke in restaurants and bars, having smoking and non-smoking sections is a fine solution. Maybe this is segregation in some way, but at least both individuals can be inside on a snowy February night. And what about the small business owners, pub, restaurants, cafes? What about the loss in revenue these will experience? And surely, by preventing someone from smoking in the pub we will increase the amount of time that person spends smoking in his home, around his children!

M: What can I say? Will people actually smoke in their homes more than they did before because of these laws? Will businesses actually lose money? I don't know that they will. No one knows. Anyway, are these financial issues really more important than someone's health?

J: Is there any data yet on the effect of the smoking ban here in the UK, in Scotland?

M: Yes, there is. A study of nine Scottish hospitals has found a 17 per cent fall in admissions for heart attacks in the first year after the smoking ban came into force. This compares with an annual reduction in Scottish admissions for heart attack of 3 per cent per year in the decade before the ban. This is an encouraging result, and it provides evidence that the legislation is improving the health of everyone in Scotland - including smokers, non-smokers, children and bar workers.

J: I'm afraid that's all we have time for. I thank you both for coming in and talking with us, and thanks also for keeping the discussion civil.

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Four.

You now have two hours and forty minutes to complete the rest of the paper.

TEST 2

Part one, part one.

You will hear six sentences twice. Choose the **best reply** to each sentence. Look at the example. (15 seconds) If you hear 'When's the party? When's the party?', the best reply is (b). Put a circle round the letter of the **best reply**.

Number one. Number one. (6 seconds)

Okay, let me make sure I understand. You want me to get the grey wool jumper at Marks and Spencer's.

Okay, let me make sure I understand. You want me to get the grey wool jumper at Marks and Spencer's.

(10 seconds)

Number two. Number two. (6 seconds)

Josh is acting like such a bully; I know I should confront him but I don't want to make a scene.

Josh is acting like such a bully; I know I should confront him but I don't want to make a scene.

(10 seconds)

Number three. Number three. (6 seconds)

I would like to apologize on behalf of the cook and the waiting staff. I would like to apologize on behalf of the cook and the waiting staff.

(10 seconds)

Number four. Number four. (6 seconds)

What an interesting sounding holiday - when will you be going?

What an interesting sounding holiday - when will you be going?

(10 seconds)

Number five. Number five. (6 seconds)

I've always wanted to go to Japan, so when the opportunity came up, I grabbed it immediately!

I've always wanted to go to Japan, so when the opportunity came up, I grabbed it immediately!

(10 seconds)

Number six. Number six. (6 seconds)

I was astounded by the photography in that film.

I was astounded by the photography in that film.

(10 seconds)

That is the end of Part One.

Part two, part two.

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 1. (10 seconds)

Conversation 1

F: You know, Brooke found that litter of kittens a few weeks ago.

M: Oh, no!

F: What do you mean 'oh no'? I've just been to visit her, and the kittens are so cute! There's a black one with just a tiny white diamond on his chest, two tortie girls - you know what colour that is, right, red and white and black spots - and two orange tabbys, both boys. She's trying to find homes for them.

M: Yes, that's exactly why I said 'oh no! We can't have a kitten, Joyce.

F: But, you haven't even thought about it. You couldn't have had time to think anything about pros or cons you said 'no' so fast! Why not? It would be good company for you working at home, programming on the computer. I suspect you'd be a lot more relaxed when I got home from work.

M: Oh, yes, that's exactly what I need! A little playful animal distracting me and getting me into trouble so I can't concentrate or get anything done. Definitely! That would be a big help!

F: It could hardly hurt to break your concentration a few times in the day! You concentrate too much and you're practically a zombie at the end of the day.

M: Look, No kitten. I don't have time to argue, or give reasons. I don't want a kitten. That's that, okay? I don't want to have to justify it.

F: Oh, I see. Well, that makes it easier I guess.

M: It certainly does. Just forget it.

F: No, ... you see, it's easier because I want a kitten. I just do. And if we're not discussing or justifying things, I guess I can just bring one home. Two actually. I want two kittens.

M: Wait, come back! Don't just walk out like that.

F: Oh, so you need the last word, do you?

M: You're really angry, aren't you?

F: Oh, no, not at all! Why would I be angry?

M: This is ridiculous.

F: It's not actually. We both live here, we both need to have the right to make decisions. You can't just veto me. If we don't agree, we have to discuss. We have to compromise.

M: Look, it's just not a good time. You know what a horrendous week I have.

F: Then you say, let's talk about it later, right? Not 'absolutely not, because I'm the king and I said so!'

M: Oh, come on!

F: What do you mean? 'Oh come on!' Actually, let's talk about it later; I'm going back to Brooke's for a while!

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Two. (10 seconds)

Conversation 2

M: Hello, can I help you?

F: Yes, um, I'm looking to buy a fridge. I'm trying to make up my mind how much to spend, and what features I need.

M: Well, may I show you our most popular model? It's right over here, this way. See? It's a middle price range, but offers many features of more expensive refrigerators, such as an automatic ice maker, automatic defrosting ...

F: Oh, I'm afraid that's much bigger than I was looking for, and more complicated too. And look, I notice that its efficiency rating is D. That doesn't seem too good to me. I just want one of the small fridges, and I want a little icebox, but I don't need a freezer. And it's really important to me that it has a good efficiency rating.

M: Hmm, you are aware, aren't you, that refrigerators are the most difficult appliance to make energy efficient.

F: Yes, and they use a lot of energy! That's why it's important to me.

M: Well, we have a few models that have a B rating. There's no such think as an A rating on refrigerators as far as I'm aware. Here, this model has a B rating. It's a very nice appliance; quiet, and with a very modern design.

F: Oh, but it's over a thousand pounds! And it's big too. Hmmm. Can you show me something in the 2-3 hundred pound range?

M: Certainly. I'm afraid your choice will be rather limited. Most in that price range are D ratings. This way please ... Here we are. These three models.

F: Hmmm. This is what I'm looking for, but they are all D ratings. Oh, this one is better, C, but it's 400 pounds, it's bigger than I want, and C isn't so good really. I couldn't fit it in my apartment anyway. Hmm, I don't know. Why don't they make little good fridges?

M: No demand I guess.

F: How frustrating! I might pay 400 if it was really what I wanted, otherwise ... Oh, what's this? This looks promising! It's a B, and it's small. It's 412 pounds, though. Let me look ... perfect, actually!

M: Oh, I'm afraid we are all sold out on that model. Actually, it's the only B rating that is a small fridge.

F: Oh no! Will you get more in?

M: I'm not sure. It will be a month or so, if we do. Let me check on something; maybe we can sell you the floor model you're looking at ... no, sorry, it's reserved; someone has already bought it. You could try our other branch. They are sold out too, but I believe they have a floor model. That's all I can suggest.

F: Oh, alright, I'll try that I guess. Thanks.

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Three. (10 seconds)

Conversation 3

F: I've just been to my first yoga class today, finally.

M: Oh, good for you. You've been thinking about it for a while though, haven't you?

F: Yes, I've wanted to try yoga for a long time but I never actually did it for one reason or another.

M: So, how was it? Did you find a good place? I remember last year you wanted to do a class but it was just too far away.

F: Yes, I've found a place closer. Not in my neighborhood exactly, but I can walk there in about 15 minutes, so that's good. And I really like the teacher; she's very mellow. Though I think her voice put the woman next to me asleep in the last 10 minutes when we were doing the relaxation. I heard her snoring quietly! It was funny.

M: Wait a minute, I thought the whole point of the relaxation at the end was to empty your mind! You're not supposed to be giggling to yourself about the person next to you snoring!

F: Well, yes. Of course. But it's not as easy as it sounds you know. Have you ever tried yoga?

M: Yes, quite a few years ago, though. I went with some co-workers. I really enjoyed it.

F: So, why did you stop?

M: Well, things happen, you know. I wanted to change jobs, and I didn't know what I would find, or when I would find something, or how much of a time commitment the next job might be. Things were just really unstable. I didn't want to enroll in something and then have to quit part way through the term.

F: Sounds like that's a time when you particularly need to do yoga though! You know, clear your mind, relax ...

M: True, but there was also the money. The classes are rather pricey, you know. Ha ha, if you're working, you can pay for the class, but you don't have time, and if you have time, you can't afford to pay for the class! Life, eh ...

F: My class aren't too bad actually. They work out to be about 6 pounds for a one-hour lesson, if you take two a week, and 8 pounds if you only take one.

M: Not bad.

F: So why don't you come? They're actually closer to your neighborhood than mine.

M: I'm tempted.

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Two.

Part three, part three.

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. (1 minute)

(beep)

Sir Lawrence Olivier is an actor who many consider to be the greatest in the English-speaking world during the twentieth century. In his long and versatile career, Olivier appeared in more than 120 stage roles, nearly 60 films and more than 15 television productions.

He was born on May 22, 1907 in the town of Dorking, in England. The son of a clergyman, he was well educated, and introduced to the arts at an early age. He made his acting debut at the age of fifteen at the all-boys, *All Saints Choir School*. He continued playing Shakespearean and other classical roles while in training. Olivier's next big step was joining The Birmingham Repertory company in 1926. He had also acted on Broadway and was recognized by the American film industry. He had his chance at early Hollywood stardom when he played the lead in *Yellow Ticket*. By the time he made *Fire Over England*, he was a hot commodity, made even hotter by his well-publicized affair with his co-star, the beautiful and talented Vivien Leigh. Tongues wagged wilder than usual because both Olivier and Leigh were married to other people at the time. They later freed themselves in order to marry each other, a union that lasted more than 20 years.

As a sought after actor, Olivier heeded the call to Hollywood again and was considerably more successful. He starred as Heathcliff in the romance *Wuthering Heights*, and became an international matinee idol. He followed that hit with several others, including *Rebecca* and *That Hamilton Woman*. Olivier's most productive period included directing and producing, while also starring in *Henry V* and *Hamlet*. He won Best Film and Best Actor awards for *Hamlet* from the Academy.

Burdened by ill health for more than a decade, Olivier fought cancer and other ailments while working at a furious pace. He was knighted in 1947, and in 1970 he was made Baron Olivier of Brighton, for services to the theatre, which allowed him to sit in the House of the Lords. In America, the Academy of Motion Picture Arts and Sciences bestowed its version of knighthood, awarding him a special Oscar "for the full body of his work, the unique achievement of his entire career and his lifetime of contribution to the art of film".

(Wait 10 seconds before repeating.)

(10 seconds)

You will now have two minutes to read through and check your answers.

(2 minutes)

That is the end of Part Three.

Part four, part four.

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. (20 seconds) You will hear the conversation twice. You have two

minutes to read through the questions. (2 minutes)

(beep)

D: Hello, I'm Melanie Doyle. Here we are again, for our Tuesday evening programme of *Education Today!* We have, here in the studio to talk to us, Professor Dale Owens, a well known researcher of bullying among school-age children and youth, and Mr. Gupta, principal of North West Community School, which has made big steps in the last two years tackling the problem of bullying. To begin, Professor Owens, what is bullying? How do we define it?

O: Yes, good question. It's always important to define the problem! Bullying, you see, can be defined as repeated and systematic harassment and attacks on others. Bullying can be perpetrated by individuals or groups. It takes many forms, and can include many different behaviours, such as physical violence and attacks, verbal taunts or name-calling and put-downs, threats and intimidation, extortion or stealing of money and possessions, or even exclusion from a peer group.

D: Now, I have an even better question I think! Why? What allows bullying to happen?

O: Ah, now the questions become more complicated! To put it simply, though, a power imbalance is found at the heart of the bullying dynamic. A student who is stronger, more aggressive, bolder, and more confident than average, typically bullies other students who are weaker, more timid, and who tend not to retaliate or act in an assertive manner. Sometimes older students bully younger ones, or upper year students bully new students. Sometimes bullies pick on students who are disadvantaged by being new immigrants or are from a cultural minority group. As with other interpersonal violence, such as dating violence, racial harassment, child abuse, and wife assault, the power imbalance is a main factor in understanding what is going on. Interventions must take this into account.

D: But I remember from my schoolyards being told that the bullies are really the insecure ones.

O: No, I'm afraid it's a myth that bullies are insecure underneath their bravado. Research indicates that their self esteem is, usually average or above average. It appears that bullies tend to come from homes where aggressive strategies to conflict resolution is modelled, although more research needs to be done on this connection. Victims, on the other hand, tend to be timid and, in the case of boys, tend to be physically weaker and less skilled than bullies. Victims tend to lack assertive responses to peer aggression, and they tend to be low on friend making skills. They generally do not retaliate when they are picked on, so that they come to be seen as "safe" targets.

D: Alright, can you tell us a bit about your recent research?

O: Certainly. Our study, carried out over the past twenty years in Norway, has found that about 15 per cent, or one in seven students, are involved in bully/victim problems. Of these, about 9 per cent are victims, and 7 per cent bully others with some regularity. Slightly more than 3 per cent of their very large sample were bullied once a week or more, while just less than 2 per cent of students bullied others that frequently. Interestingly, studies from a number of other countries have confirmed that rates of bullying are the same or higher in England, the United States, Japan, Ireland, and Australia, among other countries. Another important finding from this research is that most students who are bullied either do not report the bullying to adults or they wait a very long time before doing so. We have also identified a number of different factors which contribute to bullying problems. Family, individual and school factors all contribute.

D: Family? How, specifically?

O: Family is definitely important. A number of child-rearing styles have been found to predict whether children will grow up to be aggressive bullies. A lack of attention and warmth toward the child, together with modelling of aggressive behaviour at home, and poor supervision of the child, provide the perfect opportunity for aggressive and bullying behaviour to occur. This has been demonstrated by many studies. Other factors include a child's individual temperament, and the social context at the school they attend. Indeed, bullying problems can be greatly reduced in severity by appropriate supervision, intervention

and climate in a school.

D: On this note, Mr. Gupta, as the principal of a school, what can you do to help prevent bullying?

G: Like Professor Owens just said, supervision of children has been found to be of prime importance. Just as low levels of supervision in the home are associated with the development of bully problems in individual children, so are low levels of supervision at school, particularly on the playground or schoolyard and in the hallways. Also, the appropriateness of interventions by adults when they see bullying, or are made aware of it, are very important. The social climate in the school needs to be one where there is warmth and acceptance of all students, and one where there are high standards for student and teacher behaviour toward one another. Teacher attitudes toward aggression, and skills with regard to supervision and intervention, partly determine how teachers will react to bullying situations. Curricula and administrative policies and support are also very important.

D: And what about parents, if they suspect their child is being bullied? What can they do?

G: First, an important starting point is to reraise that much bullying occurs without the knowledge of teachers and parents, and that many victims are very reluctant to tell adults. They may be ashamed, or afraid that adults cannot or will not help to resolve the situation. They may have been threatened with retaliation if they tell. Also, adults must re-examine some of their own beliefs with regard to interpersonal behaviour before they can intervene effectively. Many teachers and parents tell children not to "tattle", and to resolve their problems themselves. In the bullying situation, though, there is a power imbalance of some kind which ensures that the victim always gets the worst of the interaction. The victim and bully both need intervention in order to stop the pattern. So, first, if you suspect a problem, then ask your child directly.

D: But what are the signs of a problem? How would a parent know if the child doesn't tell them?

G: Parents can look for signs such as fear of going to school, lack of friends, missing belongings and torn clothing, and, in general, an increase in fearfulness and anxiety. Once you know that your child is being bullied, work with the school immediately to make sure your child is safe, that effective consequences are applied towards the bully, and that monitoring at school is adequate. Advocate for involvement of the bully's parents. If the bullying is happening on the way to and from school, arrange for the child to get to school with older, supportive children, or take him or her until other interventions can take place.

D: That has been very informative, and I've learned a lot I didn't know before! Thank you both very much!

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Four.

You now have two hours and forty minutes to complete the rest of the paper.

TEST 3

Part one, part one.

You will hear six sentences twice. Choose the **best reply** to each sentence. Look at the example. (15 seconds.) If you hear 'When's the party? When's the party?', the best reply is (b). Put a circle round the letter of the **best reply**.

Number one. Number one. (6 seconds)

Did you happen to catch what Sophie said?

Did you happen to catch what Sophie said?

(10 seconds)

Number two. Number two. (6 seconds)

Great! I knew I could count on you

Great! I knew I could count on you

(10 seconds)

Number three. Number three. (6 seconds)

I'm afraid if your behaviour doesn't improve, we will have to take action.

I'm afraid if your behaviour doesn't improve, we will have to take action.

(10 seconds)

Number four. Number four. (6 seconds)

James keeps saying he wants to meet up, but then he always cancels a day before...

James keeps saying he wants to meet up, but then he always cancels a day before...

(10 seconds)

Number five. Number five. (6 seconds)

You're looking a bit under the weather!

You're looking a bit under the weather!

(10 seconds)

Number six. Number six. (6 seconds)

What do you suppose I should do with my bag?

What do you suppose I should do with my bag?

(10 seconds)

That is the end of Part One.

Part two, part two.

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 1. (10 seconds)

Conversation 1

M: Hi Jenny!

F: Hello Mark! How's things?

M: Oh, alright. I've ordered your usual espresso already - I hope that's what you wanted.

F: Of course it's what I wanted, you know how predictable my coffee habits are! Phew. Good to sit down - it's been a busy morning. But, what's going on with you? You look a bit rough.

M: That's for sure. You won't believe the story I have to tell you.

F: What happened? Maria was flying back to Spain last night to visit her parents, wasn't she?

M: That's right.

F: Oh no, I'm imagining lost-passport horror stories!

M: Nothing like that, she got away just fine. Everything went like clockwork. I saw her off at the airport, then got on the bus back to the city centre, and dropped in at Bill and Tina's to watch a film. It was kind of late, and they were both tired, and actually both fell asleep for most of the film. They just woke up to say goodbye to me! I took a taxi home, and then couldn't find my keys.

F: Oh no!

M: Oh yes. They weren't in my jacket pocket, or my trouser pockets, or my backpack. You know, Maria is so organized that I rarely think about keys and such. She just always has them.

F: Ha ha, or she knows where you put yours at least!

M: Exactly! Last time I lost my keys I searched for half an hour, then asked her if she'd seen them, and she told me to go look in the pocket of my brown jacket and there they were, right there.

F: So what did you do?

M: I needed to call a locksmith, but I needed to find a number first and I didn't know how to do that for a while. It was too late to

knock on someone's door and ask to use a phone book. I was getting really stressed, walking around the neighborhood trying to think what to do, and luckily I happened to see a sticker stuck on a bus stop for "Bob's Locksmiths". So, I called, and some really cross sounding man answered.

F: You must have woken him!

M: Yeah, undoubtedly, it was about 3am by then. But it's his job, isn't it?

F: Yes, true.

M: So, he said he'd be there in half an hour.

F: What did you do for all that time?

M: I just kind of sat on the steps of the building, feeling ridiculous. When he finally came, he refused at first to open the flat for me because Maria's name was on the buzzer. I guess he thought I was a robber, or an ex-boyfriend or something. I had to call Maria in the end and wake her up and make her tell him we were married and I lived there before he would open the house.

F: But you got in okay in the end?

M: Yeah, at about 4 am. And he charged 150 pounds, too. I was so cross.

F: Wow. Did you ever find your keys?

M: They were sitting by the telephone. Right by the door. Oh, look at the time!

F: We'd better get back to the office.

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Two. (10 seconds)

Conversation 2

F: Morning Jeremy.

M: Good morning.

F: Have a seat.

M: Thanks.

F: Do you know why I've called you into my office?

M: I've no idea.

F: Well, what time did you arrive this morning?

M: Er, maybe 10 past nine ... maybe a bit later ...

F: You were almost 20 minutes late, Jeremy. You know I'm usually not timing when people arrive, it's a waste of my time frankly, but I've noticed this happening more days than not with you.

M: It's never been an issue though, has it? I mean, I always finish my work, and if I don't, I stay late to finish. To be honest I very rarely leave on time in the evening. I thought it wasn't an issue. I mean, if I need to sit and finish my coffee in the morning I do, I don't have to, but I'm sure it makes me more productive once I get here.

F: True, if you look at it one way, it's not a big deal. I'm not here myself at nine every day, you all know that. We're all responsible adults - if we weren't, my job would be impossible. But on the other hand, if you're late every day, this seems a bit sloppy. I'm just seeing a pattern, you know? Several months ago, you were never more than 10 minutes late. Now, you're almost always arriving later than 9:10. Every day. What's next? 9:30 start time? We can do that you know, if you prefer, but I'm getting uncomfortable with the sloppiness. Do you see what I'm saying? If you come in at 9:20 one day, and make up the time in the evening, that's fine if all the other days you are in around 9:00. But if it's every day, well, you need to work on your discipline or we should change your hours.

M: Actually, if it's not a problem, I would really appreciate working from 9:30 to 5:30. I started taking Spanish classes in the evening, and to be honest, the extra half hour sleep in the mornings would go down really well. I'm finishing at 10 pm three days a week.

F: Why didn't you say something?

M: I've thought about it actually, but it seemed, well, a bit demanding.

F: It's not a problem at all if you change your hours. I don't mind I'd much rather you do that than come in later and later each morning! Of course, this will make no difference if you start coming in at 9:45 or 9:50 in a couple of weeks.

M: No, no. That won't happen, I promise.

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Three. (10 seconds)

Conversation 3

M: Mom! Mom, remember I have a soccer game at 2:00.

F: Yes, I remember. Mrs. Smith is coming to pick you up, right? What time did she say she was coming?

M: Mom, she can't. You need to give me a ride.

F: Oh... When did you find out about this, Mark?

M: Yesterday. At school.

F: And you didn't tell me yesterday evening! Why not?

M: I forgot.

F: We just talked about this last week, remember? About you taking responsibility for organising yourself? You're nearly old enough to drive, so surely you're old enough to remember to pass on important information to the people who need it!

M: Sorry, I forgot!

F: I have to be somewhere on the other side of town at 2:30; I have an appointment with the hairdresser. This is really inconvenient. If I'd known, I could have changed the time, you see? We're going to have to leave now, or I won't have time to get there. I mean now. Two minutes and we're out of the door, so get your stuff.

M: But Mom, I'll be half an hour early!

F: I can drop you at the bus station in 15 minutes then, but you'll have to walk up the hill at Pine Street.

M: No way, that's too far. I have gear I have to carry.

F: So hurry, and get the gear then! We're going!

M: Mom! I can't find my trainers!

F: Look in the washroom. I was going to try to wash them, but didn't get around to it.

M: I can't find them! Mom!

F: Okay, look. Come here. See? They're in the bag - no, don't take them out in here! They're muddy. Take them with you in the bag and put them on when you get there. Okay? Are you ready?

M: Yeah.

F: Okay, let's go. Oh, it looks like I'm going to be late. I hope there's no traffic.

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Two.

Part three, part three.

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. (1 minute)

(beep)

J K Rowling, the Author of the famous Harry Potter books, was born on July 31st, 1965 in Chipping Sodbury, Gloucestershire, England. Her given name at birth was Joanne Kathleen. She has one sister, Di, who is 2 years younger. Her family moved twice while she was growing up. While at one of their homes, she had friends next door whose last name was Potter. J K never forgot the children, or the last name, which she liked very much.

Rowling described herself as being a shy, freckly child with no natural athletic ability but a great love of literature. Later, when she graduated from Wyedean Comprehensive, she attended Exeter University. Here she studied French after her parents encouraged her into what they believed would be a wonderful career as a bilingual secretary. After graduation, however, it didn't take Rowling long to realize that she was not meant to be a secretary. She described herself as "the worst secretary ever, very disorganized", and found

it increasingly hard to remain attentive during meetings, actually writing story ideas instead of taking notes as she had been instructed.

About this time, Rowling's mother, who had multiple sclerosis, died at age 45. Devastated and in need of a change, the 26 year old Rowling moved to Portugal and taught English. She worked on her novel, and fell in love and married a Portuguese journalist. The marriage didn't last and in 1994, Rowling and her infant daughter, Jessica, moved to Edinburgh to be near Rowling's sister.

With pressure growing to support herself and her child, Rowling kept writing, often in Edinburgh's cafes to save money on heating, while Jessica napped in her stroller. She requested a grant from the Scottish Arts Council, which she eventually received, in order to complete her book. When the book was completed, and after several rejections, Rowling sold the novel, *Harry Potter and The Philosopher's Stone*, to Bloomsbury in the UK for the equivalent of about \$4,000.

To support her daughter and herself, Rowling began working as a French teacher. After several months Arthur A Levine from a Books/Scholastic Press bought the American rights to the book and she received enough money to give up teaching and write full time. She has described this moment as the happiest of her life. After Bloomsbury Children's Books published the book in June 1997, it wasn't long before Rowling was recognised as a major discovery. Children and adults were enraptured by the magical story about an 11-year-old orphan who discovers he's a wizard when he's accepted into the Hogwarts School of Witchcraft and Wizardry. The rest is publishing history.

Rowling quickly wrote a sequel, *Harry Potter and The Chamber of Secrets*, and immediately after this successful sequel a third book, *Harry Potter and The Prisoner of Azkaban*. By the summer of 2000, Rowling had reportedly earned over \$400 million for her first three Harry Potter books, which have been printed in 35 languages and sold over 30 million copies. Her fourth book in the popular series, entitled *Harry Potter and the Goblet of Fire*, pre-sold over one million advanced copies, with a first printing of 5.3 million. Money will never again be an issue for Rowling. She is listed as the second-richest woman in entertainment in a 2007 Forbes list, with estimated earnings of \$1 billion.

(Wait 10 seconds before repeating.)

(10 seconds)

You will now have two minutes to read through and check your answers.

(2 minutes)

That is the end of Part Three.

Part four, part four.

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

(20 seconds) You will hear the conversation twice. You have two minutes to read through the questions. (2 minutes)

(beep)

Beth: Okay, here is our environmental science assignment; let me read it. It says: "You and your team members must choose an endangered species, plant or animal, and prepare an action plan for the conservation of this species. Be sure to address the specific threats the species faces, and how to overcome them. Also include justification of why this species should be chosen over other endangered species to receive conservation action. You should prepare a half hour presentation. What do you think? Any ideas?"

Ian: Actually, yes. I have a rather clear idea of which species I want to do the assignment on, well, if you agree of course. I've already done some research and taken quite a lot of notes.

B: Okay, well, I don't mind so much as long as the choice allows us to do the assignment successfully. What species do you want to work on?

I: The Galapagos Giant Tortoise.

B: Giant tortoise? I didn't know they were endangered now. I thought they had more or less recovered.

I: No, I believe they are still endangered. And there is a lot of information out there on them, so it'll be possible to do a good job on the assignment.

B: Well, that's fine then. I want to go on to study insects, and not many of those are considered endangered; people don't know enough about them for the most part to even determine that. I don't know that much about other animals, so it's all the same to me. Can you tell me a bit about the Giant Tortoise so I know what I'm getting into?

I: Certainly. What I've learned so far is that there were 12 subspecies living in the Galapagos, but one is now extinct, and they are quite variable in their appearance. All the subspecies of giant tortoise evolved in the Galapagos from a common ancestor that arrived from the mainland, probably floating on ancient currents since tortoises can drift for long periods of time as they are buoyant and can stretch their head upwards to breathe. The closest living relative of the Galapagos giant tortoises, if I remember right, is a small tortoise found in Chile. The split between this tortoise and the Galapagos lineage probably occurred more than 6 million years ago based on DNA analysis. Wait, let me check my notes ... yes, 6-12 million years ago. Another interesting thing I remember is that they have a classic example of a symbiotic relationship with some species of Galapagos finch. The bird hops in front of the tortoise to show that it is ready and the tortoise then raises itself up high on its legs and stretches out its neck so that the bird can pick off ticks that are hidden in the folds of the skin. It's good for the tortoise because the bird removes troublesome parasites; and it's good for the bird because it gets away with an easy meal.

B: What about the basics, though? What they eat, how they spend their days? I really don't know anything about them.

I: They're herbivores, and eat cactus, grasses, leaves, vines and fruit. Actually, you should just read some sites on the Internet. There's lots of information there.

B: I'll do that tonight. Why are they endangered?

I: The tortoises were collected by sailors for meat and stored live on board ships where they could survive for at least a year without food or water. Then with the settlement of the islands, they were hunted for meat, their habitat was cleared for agriculture and alien mammal species were introduced. Feral pigs, dogs, cats and black rats ate their eggs and also ate young tortoises, whilst goats, donkeys and cattle competed for grazing.

B: Well, I guess no one is eating them nowadays, but are the feral animals still a problem I wonder? They must be, I suppose.

P: How are you two doing? Have you chosen a species?

I: Yes, Professor Hall. The Galapagos tortoise.

P: Hmm. Well, I'm afraid the Galapagos tortoise is not considered endangered anymore, actually. It only has vulnerable status since the conservation programs in the 1970's have been so successful. I'd prefer if you actually find a species with current endangered status. You should check the IUCN red lists to be sure, and remember to be able to present strong reason why the species you choose is worthy of protection above other species.

B: Professor Hall? I'm struggling a bit with this assignment. It seems to me that trying to save species individually is not very effective. It seems like protecting the habitat of these species would make much more sense, since there is little chance of them going extinct in their natural environment if it's safe. Also, this strategy would not only save already endangered species, but also prevent other species who share the same habitat from becoming endangered. Actually when I was trying to do some research I just kept coming up with areas conservationists are trying to prioritise, and nothing about individual species. In the real world it seems a bit outdated.

P: It's a good point you've brought up, Beth. Why don't you do your

presentation on why conservation efforts should go towards an environment rather than a species?

B: But how exactly?

I: What if we choose an endangered species, then choose an environment, and compare the benefits of conserving each?

P: It sounds like you're on the right track. I'll let you get on with it, and check back later.

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Four.

You now have two hours and forty minutes to complete the rest of the paper.

TEST 4

Part one, part one.

You will hear six sentences twice. Choose the **best reply** to each sentence. Look at the example. (15 seconds) If you hear 'When's the party? When's the party?', the best reply is (b). Put a circle round the letter of the **best reply**.

Number one. Number one. (6 seconds)

Congratulations on a great performance!

Congratulations on a great performance!

(10 seconds)

Number two. Number two. (6 seconds)

So, shall we say Thursday, then?

So, shall we say Thursday, then?

(10 seconds)

Number three. Number three. (6 seconds)

Did you say you wanted me to pick up a pint of milk?

Did you say you wanted me to pick up a pint of milk?

(10 seconds)

Number four. Number four. (6 seconds)

I'm sorry you're dissatisfied, but this is the item as described in our advertisement.

I'm sorry you're dissatisfied, but this is the item as described in our advertisement.

(10 seconds)

Number five. Number five. (6 seconds)

I can't believe we've been sitting here at this stoplight for 20 minutes!

I can't believe we've been sitting here at this stoplight for 20 minutes!

(10 seconds)

Number six. Number six. (6 seconds)

Bill looks upset. Do you think I should say something?

Bill looks upset. Do you think I should say something?

(10 seconds)

That is the end of Part One.

Part two, part two.

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 1. (10 seconds)

Conversation 1

M: Melissa, why don't you put your groceries away? I don't understand this at all.

F: What? What do you mean? I always put them away.

M: But look at the table! I had to move the bread, and apples just so I could sit down and eat my soup.

F: I just got home from shopping!

M: But you've been home a couple of hours now. Sometimes they sit there all day. Actually it really annoys me not to be able to use the table.

F: You're using the table though, I don't see what the problem is. I do put them away eventually. I'm just busy.

M: It just makes me feel really uncomfortable and stressed. I guess I feel like the table needs to be clear, without things piled on it.

F: Really? It makes you feel stressed?

M: Yeah, it does.

F: Okay, I had no idea. I'll try to put them away sooner.

M: But you know, I'm just really puzzled why it's even an issue? It only takes you a few minutes, doesn't it? When I get home I just put my groceries away, right away. It's like carrying the bags into the house - it's just the next logical step.

F: Hmm. I don't know. I've not really paid any attention to it before, but you're right. It doesn't make much sense. But really, I guess it's just a chore that I don't like at all.

M: You don't like it? Why? It takes two minutes!

F: Yeah, I really don't like it, actually. It's funny, maybe it's something to do with the cupboards we have in this house. I never did this in the last flat share I was in.

M: We do have a lack of cupboard space for three people shopping and cooking separately.

F: It's like a battle to get each item into the cupboards!

M: Well, that's a bit of an exaggeration!

F: No really! It is! And I hate moving other people's stuff. What if I move the bag of pasta, and whoever it belongs to can't find it? I would be so upset if my pasta vanished!

M: You know I never thought of that. But the cupboards are annoying.

F: What do you think about the idea of each of us taking one cupboard for ourselves?

M: You know, that's not a bad idea, actually.

F: I think it would be a lot easier for me, and I'd probably never leave my groceries on the table anymore! Shall I speak to Lisa and see what she thinks?

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Two. (10 seconds)

Conversation 2

F: I'm really beginning to hate my job.

M: But I thought you loved working in the library! What happened?

F: Oh, but I do! I love the work itself; it's my dream job actually. The environment, though, is getting worse and worse.

M: I see, you can't take the silence all day!

F: Ha ha, very funny! No, actually, I just wish no one would speak to me at all! Do you remember me talking about my co-workers?

M: Yes, there are three other girls, aren't there?

F: That's right.

M: But I thought you liked them!

F: I did at first. And I still like two of them. Do you remember me speaking about Joy?

M: Joy, she's the boss, isn't she?

F: No, no, that's Elizabeth. She's lovely - very sarcastic, but not in an unkind way. She's a laugh.

M: Which is Joy then?

F: She's in charge of the way the whole library system is organised. She more or less designed the layout of the library a few years back when they re-did the place, before I got the job. As you know, my job involves the IT aspects of the library, so I'm working with her most closely, just doing the computer side of it, you know.

M: Yes.

F: Well, she's suddenly taking offense at everything I say, and blaming me for problems that come up that aren't my fault - things that are completely unavoidable and random. She's not communicating with me either. For example, she makes a change in one of the sections, and doesn't tell me, then gets upset and shouts at me because people keep complaining that the computer catalogue is sending them to the wrong section to find their book.

M: Well, that's just a problem of communication.

F: Yes, but it's impossible! Some mornings I say "Hello, how are things?" and she acts like I've insulted her mother! I have to just not speak to her if I don't want to be yelled at. And that makes me feel bad.

M: What do the others think of this? Have they noticed?

F: Yes, everyone's noticed. They're sympathetic actually, but just shrug and say that's how she is. Still, I never see her acting so bad with anyone but me.

M: Maybe she had a different arch enemy before you came.

F: Maybe. I just don't know what to do.

M: I'd just try to wait it out if I were you. Maybe it will pass on its own.

F: I'm afraid I'll lose it and scream at her one day, though!

M: Well, try not to! That's probably exactly what she wants you to do!

(Wait 10 seconds before repeating.)

(10 seconds.)

Now, look at the questions for Conversation Three. (10 seconds)

Conversation 3

F: You know, we can't go home until you choose something.

M: I know. This is so dismal.

F: It's just a suit! We've been through every store on the high street. You need one for the wedding this weekend, and you've seen what's available, so choose something. Anything!

M: It's just that there's something wrong with all of them. And they're not cheap you know. I don't want to pay over a hundred pounds for something I don't really like. If it was twenty pounds, eh, I wouldn't mind.

F: I don't see anything wrong with most of them. You're being way too picky. What about the first one you tried; the nice dark blue one?

M: I am not going to wear a blue suit. I liked the way it fit, though.

F: Well, what colour suit are you going to wear?

M: Grey, maybe? Brown? I don't know.

F: You'd wear a brown suit? A whole suit? So much brown?

M: Well, maybe not.

F: Okay, so grey.

M: I liked the look of the one we saw in that big store.

F: What big store?

M: You know, the one by the CD shop?

F: Oh, that big store.

M: But it just didn't fit me right.

F: No, I didn't like that one at all.

M: I liked the cut.

F: It looked alright on the hanger, but ...

M: Where else can we look? Let's go in here.

F: Oh, this is really expensive.

M: I'd rather pay a bit more for something I don't hate, if I'm paying so much anyway.

F: But how many times will you wear a suit, really?

M: The rest of my life? Whenever there's a wedding?

F: Oh, no! Don't say that! They'll all be out of style in a few years!

M: Not if I get the right one. I couldn't care less what's in the magazines.

F: No wonder this is so hard! You're trying to make a lifetime commitment! Who would have thought?

M: This is okay.

F: Nice, but look at the price.

M: Oh.

F: No, try it on anyway. I suppose it's worth it if we never have to do this again!

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Two.

Part three, part three.

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. (1 minute)

(beep)

The cliche about David Bowie says he's a musical chameleon, adapting himself according to fashion and trends. While such a criticism is too glib, there's no denying that Bowie demonstrated remarkable skill for perceiving musical trends at his peak in the '70s. After spending several years in the late '60s as a mod and as an all-around music-hall entertainer, Bowie reinvented himself as a hippie singer/songwriter. Prior to his breakthrough in 1972, he recorded a proto-metal record and a pop/rock album, eventually redefining glam rock with his Ziggy Stardust persona. Ziggy made Bowie an international star, yet he wasn't content to continue to churn out glitter rock. By the mid-'70s, he developed a sophisticated version of Philly soul that he dubbed "plastic soul," which eventually morphed into the eerie avant-garde pop of 1976's *Station to Station*. Shortly afterward, he relocated to Berlin, where he recorded three experimental electronic albums with Brian Eno. At the dawn of the '80s, Bowie was still at the height of his powers, yet following his blockbuster dance-pop album *Let's Dance* in 1983, he slowly sank into mediocrity before salvaging his career in the early '90s. Even when he was out of fashion in the '80s and '90s, it was clear that Bowie was one of the most influential musicians in rock, for better and for worse. Each one of his phases in the '70s sparked a number of subgenres, including punk, new wave, goth rock, the new romantics, and electronica. Few rockers ever had such lasting impact.

David Bowie (then David Jones) was born in Brixton, London. His mother was Irish and his father was a Yorkshireman. The family moved to Bromley, in Kent, when David was six. He says that he had a "very reserved, respectable childhood". Bowie went to one of the first art-oriented high schools in England, where one could take an art course from the age of twelve or thirteen, as opposed to waiting until seventeen to go to art school. So there was a strong bias toward art from the time he was quite young. However, he did not go on to art school afterwards, but went straight into a street job because he didn't really believe in himself as a painter or artist. He went into the visual side of an advertising agency, doing paste-up jobs and small designs for raincoats, which he described as being awful. Alongside the art, Bowie began performing music when he was 13 years old, learning the saxophone while he was still at school. Following his graduation at 16, he formed a number of mod bands while he was working as a commercial artist. He changed his name to David Bowie in 1966 after the Monkees' Davy Jones became an international star. Over the course of 1966, he released three mod singles, and the following year, he released the album *David Bowie*. Upon completing the record, he spent several weeks in a Scottish Buddhist monastery. Once he left the monastery, he studied with Lindsay Kemp's mime troupe, forming his own mime company, the Feathers, in 1969. The Feathers were short-lived, and he formed the experimental art group Beckenham Arts Lab in 1969.

Bowie needed to finance the Arts Lab, so he signed with Mercury Records that year and released the album *Man of Words, Man of Music*. This album contained his first major hit in the UK., convincing Bowie to concentrate on music, and launching his long and varied music career which continues today.

(Wait 10 seconds before repeating.)

(10 seconds)

You will now have two minutes to read through and check your answers.

(2 minutes)

That is the end of Part Three.

Part four, part four.

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

(20 seconds) You will hear the conversation twice. You have two minutes to read through the questions. (2 minutes)

[beep]

G: Good evening, this is Gary Moore, your host for our daily *Med Talk* programme here on 98.5FM. Each week *Med Talk* addresses an issue in medicine that people ought to know more about, because we all need to be aware and take responsibility for our health! Today's topic is antibiotics, and this has been a newsworthy topic lately, with all the panic about "super bugs". So, what are antibiotics? Antibiotics are powerful drugs used for treating many serious and life-threatening infectious diseases, but today, they aren't working as well as they used to, and the medical and scientific communities are getting worried. Today we have professor Henry Ross here to tell us about the history of antibiotics, and Dr. Ann Evans to let us know a bit about how we should actually use them. So, Henry, how long have humans been using antibiotics?

H: More than 3,000 years ago, people in Asia had already stumbled on moulds that could cure certain afflictions. The Indians of Central America and the Chinese both used moulds to treat infected wounds. However, they didn't truly understand either the diseases or the treatments, and commonly thought in terms of magic and spiritualism. It wasn't until the 1860s, when a French scientist called Louis Pasteur proved that many diseases were caused by bacteria, that man could finally begin to learn to effectively fight these bacteria using other living organisms, which we are now called antibiotics.

G: So, antibiotics have quite a long history then, I guess. I'm a bit surprised by that. I thought they were more modern, say, starting around the second world war.

H: Well, actually, although scientists were looking for a safe and effective antibiotic for many years, and had some partial successes, it was only in the summer of 1928 that a research scientist named Alexander Fleming produced the first real breakthrough in antibiotic medicine. While studying the bacteria called *Staphylococcus Aureus* he noticed that one of his petri dishes was growing mould. He also noticed that around the spot of mould was a bacteria-free area. The mould had killed the bacteria around it! He did more research and eventually identified the mould and called it penicillin. Penicillin became our first truly available and prescribable antibiotic in the 1940s, and since then scientists have developed more than 150 antibiotics to help stop the spread of infectious disease.

G: But although these drugs have saved millions of lives, the misuse of antibiotics has caused problems, hasn't it?

H: Yes, serious problems. Their frequent use, often for conditions or infections that aren't caused by bacteria, has given rise to bacteria that are resistant to many commonly used antibiotics. These so-called "Super bugs" emerge when an antibiotic fails to kill all of the bacteria it targets, perhaps because the patient stopped taking them too early, and the surviving bacteria become resistant to that particular drug. Doctors then prescribe a stronger antibiotic, but the bacteria quickly learn to withstand it as well, perpetuating a cycle in which increasingly powerful drugs are required to treat infections. When more and more bacteria become resistant to first line treatments, the consequences are severe. Illnesses last longer, and the risk of complications and death increases.

A: And the failure of first line treatments also means that doctors have to resort to less-conventional medications, many of which are

much more costly and also more toxic than common drugs are.

G: Anna, what do average people need to know about appropriate antibiotic use? Is this our problem at all? Or is it all in the hands of the doctors prescribing them?

A: It's everyone's problem, definitely. People actually pressure their doctors quite a bit for something to make them well quickly, and doctors are susceptible to that pressure! If your head throbs, your nose is stuffy, and you're too tired to do anything but flop into bed at the end of the day, you're probably coming down with a cold or the flu. But if you think an antibiotic will help you feel better, you need to think again. Antibiotics won't do a thing for viral illnesses such as colds, flu and most sore throats. People need more information on what antibiotics are, and when they should and shouldn't be used, so they can understand when their doctors refuse to prescribe antibiotics for something that they might have prescribed for in the past.

G: So, nowadays, doctors will prescribe antibiotics only if they are really necessary I presume.

A: Well, that is what everyone is aiming for, and formal guidelines are being set up.

G: But if you need to take antibiotics, is there anything you should do to make sure they are effective and not creating super bugs?

A: Yes, Gary, it's important that people always take antibiotics exactly as prescribed. Follow your doctor's instructions when taking prescribed medication, including how many times a day and for how long. Never stop treatment a few days early if you start feeling better. A complete course of antibiotics is needed to kill all of the harmful bacteria. A shortened course of antibiotics, on the other hand, often wipes out only the most vulnerable bacteria, while allowing relatively resistant bacteria to survive. Also, never take antibiotics without a prescription. If you didn't complete a full course of antibiotics, you might be tempted to use the leftover medication the next time you get sick or to pass it along to someone else. But this isn't a good idea. For one thing, the antibiotic might not be appropriate for a future illness. And even if it is, you're not likely to have enough pills to combat the germs making you sick, which can lead to more resistant bacteria.

G: Well that was certainly informative. Thank you both for talking with us!

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Four.

You now have two hours and forty minutes to complete the rest of the paper.

TEST 5

Part one, part one.

You will hear six sentences twice. Choose the **best reply** to each sentence. Look at the example. (15 seconds) If you hear "When's the party? When's the party?", the best reply is (b). Put a circle round the letter of the **best reply**.

Number one. Number one. (6 seconds)

Perhaps you like this model, with leather seats and a sun roof.

Perhaps you like this model, with leather seats and a sun roof.

(10 seconds)

Number two. Number two. (6 seconds)

I prefer that you didn't put it off any longer.

I prefer that you didn't put it off any longer.

(10 seconds)

Number three. Number three. (6 seconds)

Oh no! I asked you to bring a large tube of canary yellow, acrylic paint!
Oh no! I asked you to bring a large tube of canary yellow, acrylic paint! (10 seconds)

Number four. Number four. (6 seconds)

We need to come up with a gift for my sister; her birthday is next week, you know.
We need to come up with a gift for my sister; her birthday is next week, you know! (10 seconds)

Number five. Number five. (6 seconds)

I'm afraid I can't recall his name.
I'm afraid I can't recall his name. (10 seconds)

Number six. Number six. (6 seconds)

Tina, could you lend me 50 pence please?
Tina, could you lend me 50 pence please? (10 seconds)

That is the end of Part One.

Part two, part two.

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 1. (10 seconds)

Conversation 1

M: Have you got any idea where we are on the map?

F: No. Absolutely no idea.

M: Well, they don't seem to condone using road signs around here at all. I believe we're lost.

F: Mum's going to be so worried.

M: Nonsense. She knows how hard it is to find the place.

F: I feel ridiculous for forgetting to recharge my mobile phone last night.

M: Yeah, this is a perfect example of when a mobile phone would be really useful!

F: At least I have one!

M: Ha! It's not much use though, is it? Mom knows I don't have one, so she wouldn't be expecting a call from me anyway!

F: So this is all my fault!

M: Of course! Ha ha, you took down the directions, too!

F: And I did a fine job; it's not my fault they don't make sense.

M: Okay, the next time we see someone we need to ask for directions.

F: Yes, or find a phone box.

M: No chance of that I'm afraid. We're in the middle of nowhere.

F: Wait, there's someone ... slow down!

M: Oh, my goodness, what was he thinking!

F: He was looking at me like I was insane for waving at him, wasn't he? Oh! That was hilarious!

M: Why would our parents choose a place like this to spend their holidays? Why didn't they just go to France like everyone else?

F: Because they like it here. It's our own fault for agreeing to come for the day for a picnic!

M: I have a lot of work from college. I can't stay longer.

F: I know, me too. And I have to catch the train back to London tomorrow as well.

M: Wait, look, was that a phone box?

F: Yes, stop! Turn around.

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Two. (10 seconds)

Conversation 2

F: I'm afraid I'm going to have to return it.

M: But why? It's a nice dress. I like it actually.

F: I do too, but I just don't think it will be very practical.

M: Why? Don't you feel comfortable in it? You look good in bright colors, and it's a lovely shade of blue.

F: No, no, it's not the colour! I feel perfectly comfortable in it - it's a style I like very much - but it just doesn't feel comfortable on! It's a bit tight around the waist, you see!

M: But you've just started at the gym, haven't you? You'll be dropping a few pounds, I'm sure.

F: I wouldn't count on that. Lately it seems like I need to go to the gym just to stay the same weight I already am. And I'm not getting any younger you know, so it's just going to get harder.

M: Not necessarily.

F: You're such an optimist! I'm just being realistic. If it's tight now, I guarantee it won't fit in two years' time.

M: Well, I think you should keep it as an incentive to lose a few pounds!

F: Are you trying to tell me something? No, I'm not putting myself under that kind of pressure! It's not like I'm fat. I just don't fit into this particular dress. If it's sitting there in my closet, I'm going to feel bad all the time.

M: But maybe you should aim a bit higher.

F: What's this? What about you? You don't even go to the gym, and you've certainly put on a few pounds in the last few years!

M: But I'm happy the way I am.

F: Did I say I'm not? I was happy enough until we started this conversation, at least! What you're saying sounds really awful; it sounds like you have a double standard.

M: Okay, you're right. I take your point. Sorry.

F: You can apologise, but I'm still going to feel bad about my weight now.

M: No, forget what I said. I suppose we both need to listen to ourselves. I'm the one that needs to aim a bit higher, and at least try to go to the gym.

F: But if you're happy the way you are, why? Just relax! What's got into you?

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Three. (10 seconds)

Conversation 3

M: How are you today, Mary?

F: Fine thanks, Professor Brown. I'm having some trouble researching my essay on the history of the petroleum industry in the United States, though. I can't find much information. And what I do find, I'm not sure I believe. It all sounds rather like press releases. I think maybe I need to change topics.

M: Well, I think that would be a shame, because it's an interesting topic you've chosen, one you could have a bit of fun with. What information sources do you have now? What have you found so far?

F: Not much really. Wikipedia has an article that's helpful but not very detailed, but other than that everything I've found seems confusing and a bit untrustworthy. More in the line of opinions than research or data. It's frustrating, because there's not actually a journal I can read, because it's kind of an interdisciplinary topic. It wouldn't be in history journals, or engineering journals, or political science journals. I found a bit of interesting information in some environmental journals, but it's quite specific.

M: Okay, let's start with the Wikipedia article. Have a look at any references it gives; try to find out names of people that might have done some research. You can't trust Wikipedia unquestionably without checking the references, but it can give you some good leads. Who wrote the article? Try to find out if he or she has done other research. What about names of companies or investors mentioned in the article? Google their names as well. And don't give up on the journals; explore them. You might find articles, it will just take longer.

But this is normal. Give yourself a few weeks just to look, and gather information. Then after that, if you don't have enough information to address your original topic, have a look at the information you do have, and that can guide how you change your topic. Sometimes you don't need to make a big change. Sometimes a slightly different angle can suddenly make your essay fall together.

F: So you think I'm worrying too soon then?

M: Certainly, yes! I would expect a student with even a straightforward research topic to spend several weeks just collecting information for an essay of this size. And I suspect very few students will end up using the thesis statement they began with. What is your thesis statement, by the way?

F: Umm, I'm not really sure.

M: Well, this is a bit of a problem. You need a thesis statement. You need to know what you are trying to say before you can figure out if it will work or not!

F: Oh.

M: It's really very important, Mary.

F: I know, I'm just a bit stuck.

M: Okay, I want you to come up with three potential thesis statements, then come back to see me again tomorrow or Friday. Okay? Then we'll talk more.

F: But I don't have enough information to know what might work!

M: At this stage it doesn't matter! What would you like to say? That's all.

F: Okay, I'll try.

M: Talk to you in a few days then.

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Two.

Part three, part three.

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. (1 minute)

(beep)

Isaac Newton was born prematurely on Christmas day 1642 in Woolsthorpe, a small town in Lincolnshire. His father was illiterate, and had died by the time he was born. When he was barely three years old, Newton's mother placed her first born with his grandmother in order to remarry and raise a second family. Much has been made, in historical documents, of Newton's prolonged separation from his mother, and his unrivaled hatred of his stepfather. Newton's childhood was anything but happy, and perhaps is a reason why, throughout his life, he verged on emotional collapse, occasionally falling into violent and vindictive attacks against friend and foe alike.

With his mother's return to Woolsthorpe in 1653, Newton was taken from school to fulfill his birthright as a farmer. Happily, he failed in this calling, and returned to King's School at Grantham to prepare for entrance to Trinity College, Cambridge. Numerous stories survive from this period about Newton's absent-mindedness as a farmer, and his unimpressive performance as a student. But the turning point in Newton's life came in June 1661 when he left Woolsthorpe for Cambridge University. Here Newton entered a new world, one he could eventually call his own.

Although Cambridge was an outstanding centre of learning, the spirit of the scientific revolution had yet to penetrate its ancient and somewhat inflexible curriculum. Little is known of Newton's formal studies as an undergraduate, but he likely received large doses of Aristotle as well as other classical authors. And by all appearances his academic performance was undistinguished. We now know, however, that during his undergraduate years Newton was deeply engrossed

in private study of the works of the major figures of the scientific revolution.

In 1665, Newton took his Bachelor's degree at Cambridge without honours or distinction. Since the university was closed for the next two years because of plague, Newton returned to Woolsthorpe. There, in the following 18 months, he made a series of original contributions to science. He came up with new ideas in mathematics, laid the foundations for his theory of light and colour, and achieved significant insight into the problem of planetary motion.

In April 1667, Newton returned to Cambridge and, against stiff odds, was given a position as a fellow at Trinity. Success followed good fortune. In the next year, he became a senior fellow upon taking his Master of Arts degree, and in 1669, before he had reached his 27th birthday, he was made a Professor of Mathematics. The duties of this appointment gave Newton the opportunity to organise the results of his earlier research, and in 1672, shortly after his election to the Royal Society, he communicated his first public paper, a brilliant but controversial study on the nature of colour.

In the first of a series of bitter disputes, Newton locked horns with the Royal Society's celebrated curator of experiments, Robert Hooke. The ensuing controversy, which continued for many years, established a pattern in Newton's behaviour. After an initial disagreement, he quietly retreated. Nonetheless, a few years later he presented yet another paper, which again drew lightning, this time in the form of claims that he had plagiarized from Hooke. The charges were entirely unfounded. Twice burned, Newton withdrew. In 1678, Newton suffered a serious emotional breakdown, and in the following year his mother died. Newton's response was to cut off contact with others and completely occupy himself with research.

Meanwhile, in the coffeehouses of London, Hooke, Edmund Halley, and Christopher Wren struggled unsuccessfully with the problem of planetary motion. Finally, in August 1684, Halley paid a legendary visit to Newton in Cambridge, hoping for an answer to his riddle. What type of curve does a planet make in its orbit around the sun? When Halley posed the question, Newton's ready response was 'an ellipse.' When asked how he knew it was an ellipse, Newton replied that he had already calculated it. Although Newton had privately answered one of the puzzles of the universe - and he alone possessed the mathematical ability to do so - he had characteristically misplaced the calculation. After further discussion he promised to send Halley a fresh calculation promptly. From that seed, after nearly two years of intense labour, the *Philosophiae Naturalis Principia Mathematica* appeared. Arguably, it is the most important book published in the history of science. But if the *Principia* was Newton's brainchild, Hooke and Halley were nothing less than midwives.

(Wait 10 seconds before repeating.)

(10 seconds)

You will now have two minutes to read through and check your answers.

(2 minutes)

That is the end of Part Three.

Part four, part four.

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. (20 seconds) You will hear the conversation twice. You have two minutes to read through the questions. (2 minutes)

(beep)

P: Okay, class, let's begin. Today I want to discuss the credit crunch the world is experiencing right now, in the context of some of what we've learned in the lectures over the past week. As I'm sure you all know, the UK economy is now in danger of being

crushed between the jaws of world credit and commodity markets, with little prospect of early relief. The credit markets for banks and companies remain frozen and the mortgage market has moved from feast to famine over the past year. Oil prices, which the Treasury were assuming would be \$83 a barrel at the time of the Budget in March, have been testing \$150 recently. Food and energy costs are set to push consumer price inflation above 4%, making a wage-price spiral a very real possibility. The Bank of England's Monetary Policy Committee simply cannot cut interest rates while this risk remains. The chancellor is certainly in no position to rescue us from this fate, despite the extra tax he is getting from North Sea oil producers. What can we do? What will happen? Anyone? Jason.

J: What about the things that are going on in the US right now? Britain is caught up in this as well, isn't it?

P: Good point. It is indeed, and news has just broken today that the banking giant HSBC is going to axe 1,100 jobs worldwide, because of the current financial turmoil. About half of the job cuts will take place in the UK.

J: Do you think they should go ahead with the 7 billion dollar bailout? Will it do any good?

P: What do you think, Jason?

J: Well, I know that they're saying that the rescue plan is going to bring stability to an extremely volatile global financial system, and this would be good, definitely, if it worked. Perhaps it is necessary to make investors feel safe, and lenders, too, I suppose. It is vital for any functioning economy that financial institutions are happy to lend to each other, to businesses and to consumers, after all.

P: No one is going to argue that we would not all like to avoid a global slowdown. All sides agree that we want to avoid recession in the world's biggest economy and the knock-on effect that would have for countries that rely on America for trade. The question is, is the cure going to be worse than the disease?

J: Professor Todd? Where is the 7 billion actually coming from?

P: Another excellent question. Anyone care to give an answer? Amy?

A: It's imaginary, isn't it? It doesn't exist, does it? I mean, people who don't like the plan are saying that it will be the tax payers who foot the bill, but surely if the tax payers had this 7 billion dollars they would just pay their mortgages and the mess wouldn't exist. I really don't understand something here. It just seems like such a horrendously bad idea to me!

J: I don't think it is quite as simple as that. The \$7bn cost of mopping up banks' "toxic debts", as I heard them called by someone, may seem like a frighteningly high price, but I think that the authorities are counting on the fact that when they eventually sell these assets in the future, their value may have risen enough to make a profit after all. In other words, they may get their worth back.

A: But they may not, too, correct? I read that the government plans to buy up mortgage-backed assets at its "maturity" value, which is well above the current market value. If the value doesn't recover in the next few years, it will get expensive for the American taxpayers. And what proof do we have that it will? Also, what is this about the big bosses of the banks - the ones who made the mistakes of judgment in the first place - having access to this money for their salaries? Who's to stop them from paying themselves whatever they want? Who's even to know? I haven't heard anything about how the government is going to check up on what happens to all that money.

P: True Amy, actually, the US Treasury Secretary, who was involved in coming up with this plan, will have control, on his own over how the \$7bn is spent. Many people are not happy with this aspect of the plan, putting so much power in the hands of one person, and it may not be allowed to go ahead for this reason.

A: I hope not, for the sake of the US taxpayers! Are they actually doing anything to help the ordinary people that are in danger of losing their homes?

J: It doesn't look like they are, at least not directly.

P: Actually today's discussion has nicely led us into the issues addressed in chapter 7, and I'd like you to read that in preparation for Monday's lecture.

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Four.

You now have two hours and forty minutes to complete the rest of the paper.

Test 6

Part one, part one.

You will hear six sentences twice. Choose the **best reply** to each sentence. Look at the example. (15 seconds) If you hear 'When's the party? When's the party?', the best reply is (b). Put a circle round the letter of the **best reply**.

Number one. Number one. (6 seconds)

I don't suppose you have a spare bus ticket, do you?

I don't suppose you have a spare bus ticket, do you?

(10 seconds)

Number two. Number two. (6 seconds)

That was a bit insensitive of her!

That was a bit insensitive of her!

(10 seconds)

Number three. Number three. (6 seconds)

What an accomplishment; congratulations!

What an accomplishment; congratulations!

(10 seconds)

Number four. Number four. (6 seconds)

Whatever could he have meant by that?

Whatever could he have meant by that?

(10 seconds)

Number five. Number five. (6 seconds)

I think we'd better call it a day.

I think we'd better call it a day

(10 seconds)

Number six. Number six. (6 seconds)

You mustn't blame yourself; these things happen.

You mustn't blame yourself; these things happen.

(10 seconds)

That is the end of Part One.

Part two, part two.

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 1. (10 seconds)

Conversation 1

M: Can I help you?

F: Yes, I hope so. I'd like to return this stereo.

M: Have you got the receipt?

F: Here it is.

M: Oh, this stereo was offered as part of our clearance sale, wasn't it? I'm afraid sales are final for all clearance items. Sorry, you can't return it.

F: What? Don't tell me that's right! I wasn't told anything about this!

M: Sorry, but if you read the small print here on the bottom of our advertisement ... but why do you want to return it? This stereo was a great buy. You won't find better for the money.

F: Well, yes, it would have been a great deal if it worked.
 M: It doesn't work?
 F: That's right, it doesn't.
 M: Well, if it's broken we can have it repaired for you; it is guaranteed for technical faults after all. What's wrong with it?
 F: Oh, that's certainly good news. What a relief! It was a good buy, but still rather a lot of money to throw away! You see, the radio plays but the CD player just spins and whirrs, and doesn't play at all.
 M: Okay, we'll send it off to be looked at. Let me take down your information.
 F: Send it off? How long will it take?
 M: I can't say, depends what's wrong with it. Probably about a week, but it depends.
 F: Oh, alright then. I hope it doesn't take too long. Will you call me when it's ready?
 M: We certainly will, let me take down your name.

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Two. (10 seconds)

Conversation 2

F: You know, I just can't face eating at the Bat and Bell again. Let's go somewhere new.
 M: But we like the food there, it's just down the road, I don't have to change my clothes. Why go somewhere and pay more money when who knows what we'll get?
 F: Well, it certainly wouldn't hurt you to clean up a bit, and put on some trousers without holes in the knees! Then we could go somewhere nice for a change. You know there's a new Moroccan restaurant just a few blocks farther along. I've passed by several times, and it looks like it has a nice atmosphere.
 M: Moroccan food? What's that? What do they eat? I don't feel like curry! No, not for me thanks. What's wrong with something familiar?
 F: Then I'd rather stay at home and have beans on toast, to be honest. I'm sick of Shepherd's pie and chips.
 M: It's probably really spicy, and you know I can't eat spicy food.
 F: Curry is Indian, not Moroccan, silly. You have no idea, and you've already made up your mind. Oh God, how did I ever end up with such an adventurous man?
 M: It's not that I'm not adventurous, I just know what I like.
 F: How can you know you don't like something if you don't even know what it is?
 M: So what is Moroccan food then? You're right, I have no idea. Have you ever even had Moroccan food?
 F: You know I've never had Moroccan food! But I want to try it. Oh, yeah, what about that weekend you went away to see the football game in Birmingham - I never told you Tina and I flew off to Morocco for the day for shopping, and the food was great! Honestly, I can't believe you!
 M: Ha, I suspected as much!
 F: Really, from what the menu says, they cook meat and vegetables in a big pot with different spices and put it over rice or couscous. I think the spices are fairly mild. I think you'd probably like it.
 M: I'll bet it's expensive.
 F: I'm sure it's a bit more than the Bat and Bell, but really we can afford it once in a while. It's not like I want to eat there every night.
 M: Well.
 F: Fantastic! Shall I call Tina and James and see if they want to join us?
 M: Okay, but you'd better warn them that we don't know what we're getting into!

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Three. (10 seconds)

Conversation 3

M: Go on, open it!
 F: Hmmm, let's see.
 M: No! Don't shake it!
 F: Why, is it breakable?
 M: Well, yes, if you toss it around too much. Just open it!
 F: Oh! Um, what is it?
 M: Can't you tell? Hold it this way - see? It's a microphone.
 F: Oh, okay. But what will I do with that? Ha ha, you have heard me singing, haven't you? You know this isn't a very good idea.
 M: It's not for singing - it's for the computer.
 F: Oh?
 M: You know if you have a microphone you can download a programme that allows you to talk for free to anybody else who has the same programme.
 F: You mean like the telephone?
 M: Yes, but for free. You can see who is at their computer and just talk to them in real time, any time you want. We can talk this way. You can even get a web cam.
 F: But you live five minutes down the road.
 M: That doesn't matter! I can set your computer up right now if you want!
 F: It's not really complicated, is it? I don't really have time to learn a lot of complicated unnecessary stuff on the computer right now.
 M: It couldn't be easier. See, it's downloading now. After it downloads I'll set it up and show you what to do. Haven't you ever heard of this?
 F: Well, yes, come to think of it. One of my friends told me to get it a while back, but I just wasn't up to figuring it all out so I forgot about it. It's a nice idea, but I'm glad you're setting it up for me, because I couldn't be bothered. Okay, computers are useful, of course, but I don't really see them as something fun.
 M: Oh, this is fun - you'll see!

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Two.

Part three, part three.

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. (*1 minute*)

(beep)

The actual date of Shakespeare's birth is not known, but, traditionally, April 23, St George's Day, has been Shakespeare's accepted birthday, and a house on Henley Street in Stratford, owned by his father, John, is accepted as Shakespeare's birth place. However, the reality is that no one really knows when the great dramatist was born.

Shakespeare probably began his education at the age of six or seven at the Stratford grammar school, which is still standing only a short distance from his house on Henley Street, although we have no records at all of him attending this school.

Shakespeare's daily activities after he left school and before he re-emerged as a professional actor in the late 1580s are impossible to trace. Suggestions that he might have worked as a schoolmaster or lawyer or grocer with his father and brother, Gilbert, are all plausible. So, too, is the argument that Shakespeare studied intensely to become a master at his literary craft, and honed his acting skills while traveling and visiting playhouses outside of Stratford. But, it is from this period known as the "lost years", that we obtain one vital piece of information about Shakespeare, that he married an orphan named Anne Hathaway.

No one knows for certain how Shakespeare first started his career in the theatre, although several London players would visit Stratford regularly, and so, sometime between 1585 and 1592, it is probable that young Shakespeare could have been recruited by an acting troupe, either in his hometown or in London. He was nevertheless an established actor in the great city by the end of 1592.

The turning point in Shakespeare's career came in 1593. The theatres had been closed since 1592 due to an outbreak of the plague and it seems likely that he left the theatre entirely during this time to work on his non-dramatic poetry. The hard work paid off, for by the end of 1593, Shakespeare had made his formal debut as a poet. From this point on, he was more completely and more continuously involved in theatres and acting companies than any other Elizabethan dramatist, and was the only one known who not only wrote plays for his company, acted in the plays, and shared the profits, but who was also one of the housekeepers who owned the building. For seventeen years he was one of the owners of the Globe theatre.

Unfortunately, the cause of Shakespeare's death at the age of 52 is not known, and will almost surely remain a mystery. We do know, however, that in a world where plague, typhus, scurvy, tuberculosis, smallpox, malaria, dysentery and toothaches shortened a Londoner's life expectancy to 35 years, Shakespeare fared quite well, leading a relatively long and healthy life.

(Wait 10 seconds before repeating.)

(10 seconds)

You will now have two minutes to read through and check your answers.

(2 minutes)

That is the end of Part Three.

Part four, part four.

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

(20 seconds) You will hear the conversation twice. You have two minutes to read through the questions. (2 minutes)

/beep/

J: Hello, I'm Janice Bryson, and this is the weekly edition of *Current Issues*, a programme where we bring in experts to debate on all sorts of timely subjects for your listening pleasure. Today we have two very special guests, Dr. George Smith, who will speak about demographics and immigration in Britain, and John Thomson, who is part of a governmental advisory board concerning immigration. Welcome! Dr. Smith, to start out, can you give us some background?

GS: Certainly Janice, thanks. First let's go back in time a little. The godfather, one might say, of apocalyptic demographics was the Reverend Thomas Malthus. He famously proposed, in the late 18th century, that unchecked population growth would lead to starvation. Population, he said, was destined to increase exponentially in relation to food supply. And, we must say, that Britain's population grew from a hungry eight million in Malthus's time to today's well-fed 61 million. As a result, unsurprisingly, this cleric's name long ago became a byword for catastrophic pessimism, but there have been plenty of other doom sayers who have followed. It could be said that a recent editorial in the *British Medical Journal* emerges from the same tradition. Last month, John Guillebaud, professor of family planning at University College London, called for a reduction in the UK birth rate to help combat global warming. The lesson to be drawn from Malthus, however, is that we should never underestimate the human capacity to misrepresent the future or our ability to deal with it when it does arrive.

JB: Well, your message there is certainly optimistic, so, we don't really have to worry so much then, perhaps! Mr. Thomson, briefly, what is the immigration profile of the UK today?

JT: Yes, in 2006, an estimated 400,000 people left the UK for more than a year - up from 359,000 in 2005. This is the highest figure since the estimates began in 1991. Of those that left, just over half were British citizens. Also, some 591,000 people arrived in the UK to live for a year or more. The previous highest was 586,000 in 2004. Net immigration was therefore 191,000, some 53,000 lower than the record estimate of 244,000 in 2004. There were 316,000 more non-British citizens and 126,000 fewer British citizens in the UK.

JB: Thanks Mr. Thomson! So, the population in Britain is indeed increasing due to immigration, though the numbers are not as staggering when we take into account the number of people leaving. Dr. Smith, can we cope?

GS: If human ingenuity is boundless, the planet and, in particular, that small corner lying off the coast of north-west Europe, certainly is not. There is a finite space in which to fit people. The UK, after all, is significantly smaller than France or Germany. Last week, the European Commission announced its most recent population predictions. Britain came top of the league with an estimated growth in the next 50 years of 16 million people. With a total of 77 million inhabitants, Britain is predicted to become the most populous country in Europe. To those who view the world through a purely economic prism, these figures are a cause for celebration. As the headline in the *Guardian* put it: 'Germany shrinks, France grows, but UK population booms', making it sound as if Team GB had added a further gold to its Olympic Games tally, this time in the reproduction event. The paper pointed out that the projected rise meant the UK has less to fear about any "generational wars" brought on by the "demographic time bomb" of aging and shrinking populations where those in work cannot support the pension needs of retired citizens. This has become the rationale for the policy of population expansion. To deal with greater life expectancy, runs the theory, we need to produce or, rather, import more people. But it's worth considering where this cycle will end. How, for example, will a population of 77 million deal with paying for the pensions of its retired citizens? Presumably by expanding to 100 million. Then what?

JB: That is certainly a frightening thought!

JT: Yes, the record levels of immigration increasing the population holds significant dangers, such as competition from immigrants has had a negative impact on the low paid labour and training for young UK workers, and has contributed to high house prices. And researchers have found, recently, that the benefits for the average British citizen are non-existent. Immigration has little or no impact on the economic well-being of Britons.

GS: Alright, still, let's resist the Malthusian temptation to overdramatise the situation and assume that a larger population will not lead to a global warming crisis, that there won't be a shortage of food or shelter, or an increase in disease. Instead, we can frame the problem in more modest terms: will an increase of 16 million people improve the quality of our lives? Will life become more pleasurable, less anxious, more satisfying? Which, actually doesn't seem too far off from the take of the study you mentioned. Though it's impossible to know the future, there's no excuse for ignoring the present and just now things feel a little cramped in Britain, especially in the south east. Roads are almost permanently clogged, public transport is a mess, schools and hospitals are full and the sense of friction, the tension of reduced personal space, is often palpable. Would these problems be alleviated with another 16 million, the majority of whom would settle in the south?

JB: Hmm, the answer there seems rather obvious!

GS: And here we come to the main problem of discussing the benefits and drawbacks of population growth. Immigration is inextricably tied to the issue of race. To wonder if 10 million new migrants is a good thing is to stray into territory most notably occupied by racists. In fact, immigration has become a much more complex matter than race; it's not uncommon, as author Mike Phillips noted last week, to see black Londoners complaining about the presence of white Poles. Nonetheless, it's a sensitive matter and that's one reason the immigration debate has been restricted to the more neutral ground of economics. Bodies such as the Institute for Public Policy Research

maintain there is a net benefit for the economy and there seems little doubt that much of the dynamism of modern Britain is due to the impact of migrants. However, economic success is not the only guide to a nation's health. The UK economy has modelled itself on the American version, in which GDP growth and population growth are inseparable. But Britain is not America. There is not a sense of unlimited space on these islands or such a strong notion of Darwinian individualism. So the consequences of an entrepreneurial culture based on endless supply of renewable labour are something the nation at large needs to consider and one of those consequences is a population of 77 million.

JB: There is no simple solution, is there? Mr Thomson, how do you think the government might respond to these challenges?

JT: It is worth pointing out that immigration has added £6 billion to the economy, and it is not necessarily something that should be eliminated. Therefore, most agree that a points system is preferable to a cap on immigration. We don't want to stop it all together, just be more selective. In their report, *The Economic Impact of Immigration*, the peers said the government "should have an explicit target range for immigration and set rules to keep within that limit."

JB: Well, thank you both! This has been a very interesting discussion.

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Four.

You now have two hours and forty minutes to complete the rest of the paper.

TEST 7

Part one, part one.

You will hear six sentences twice. Choose the **best reply** to each sentence. Look at the example. (15 seconds) If you hear 'When's the party? When's the party?', the best reply is (b). Put a circle round the letter of the **best reply**.

Number one. Number one. (6 seconds)

What a day; I don't know where to begin!

What a day; I don't know where to begin!

(10 seconds)

Number two. Number two. (6 seconds)

You want me to buy 'Green Forest' decaffeinated coffee; that's the one in the blue package, right?

You want me to buy 'Green Forest' decaffeinated coffee; that's the one in the blue package, right?

(10 seconds)

Number three. Number three. (6 seconds)

Oh, don't tell me you're going to cancel!

Oh, don't tell me you're going to cancel!

(10 seconds)

Number four. Number four. (6 seconds)

It's out of your hands now; so try to relax.

It's out of your hands now; so try to relax.

(10 seconds)

Number five. Number five. (6 seconds)

Sorry, can you run that by me again?

Sorry, can you run that by me again?

(10 seconds)

Number six. Number six. (6 seconds)

What a provocative exhibition!

What a provocative exhibition!

(10 seconds)

That is the end of Part One.

Part two, part two.

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 1. (10 seconds)

Conversation 1

M: Are you doing anything over the bank holiday weekend?

W: No, I've no plans; so far at least. It's still a whole week away after all.

M: Jan and I are going camping with some friends. Why don't you come along?

W: That could be fun. Where are you going? Who's going? Do I know anyone?

M: You've met Dan and Amy, right? They were at my birthday party.

W: Yes, I remember. I've met them a few times. They're nice people.

M: And you've met my brother, right?

W: No, I don't think so. You mean the one that lives in Italy?

M: Yes, Timothy. I'm sure you've met him!

W: No, no I haven't. You talk about him a lot though.

M: Well, he's coming and maybe bringing a couple of his friends. We were thinking of going to the Isle of Mull, you know, in the west of Scotland, but Timothy wants to go hill walking so maybe we'll go somewhere in the Pennines. Not sure yet.

W: Well, let me know what you decide. I don't like hill walking very much, but I'd definitely come along to Mull. I'm sure there are hills to walk on Mull anyway!

M: I agree with you completely. But since Timothy's coming all the way from Italy, I feel like I need to humour him.

W: What about Jan? What does she want to do?

M: You know Jan, she doesn't mind. As long as she has a cafe to sit in with a book and a coffee,

W: And her camera! Don't forget that! She always takes the most amazing photographs. What about food? Do you eat out when you camp, or carry the food along and cook at the campsite?

M: Eat out, definitely! In fact, I think all the money we save on accommodation gets spent on restaurants.

W: It's sounding better and better!

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Two. (10 seconds)

Conversation 2

W: Hello. Can I help you?

M: Yes, I'm looking for a laptop computer.

W: Well, you're in the right place! This is our selection of laptops; we have more models in stock than anywhere else in town, so you have plenty to choose from. What features are you looking for?

M: I'm a bit overwhelmed actually; I haven't the slightest idea where to begin!

W: Oh, well, for a start, what do you want to do with it?

M: The typical things, I suppose; go on the internet; edit photographs ...

W: What about music and movies? Do you plan to download movies or play DVD's?

M: Yes, definitely play DVD's. I have no idea how to download however.

W: Have you used a computer much before?

M: Yes, a little, but only at work. I've never had one in my home, never used one recreationally, so to speak ...

W: Ah, well, you'll learn quickly and then there's no going back! What about word processing, excel, powerpoint?

M: No, no, I'll never use them, well, maybe word processing occasionally.

W: Alright then, it looks like there's little point in getting Microsoft office. That will save you some money. How much are you thinking of spending?

M: I'm not sure exactly. But under 500 pounds, definitely.

W: Alright, let me show you a couple of models.

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Three. (10 seconds)

Conversation 3

M: Hi Yasmin!

W: Hi.

M: Yasmin, hi.

W: Hello. What?

M: What's going on? Why are you answering me with one syllable, then drifting off to another part of the room? Why don't you want to talk to me?

W: We're at the library. We have an assignment. I really don't have time.

M: Oh, of course. And look how hard everyone is working. I think you're upset with me for some reason and you don't want to talk to me.

W: Go ahead, if you want to think that, do.

M: You should at least tell me what I've done because, really, I have no idea.

W: Well, I think it's odd that you have all this time to talk to me when we're in a class and have work to do, and yet you never have time to call me or meet up or help with things when I need help.

M: I'm busy you know, Yasmin, I have a lot of friends.

W: Yes, well, obviously you have too many.

M: Besides, we do meet up. We're going to go and look at this car one day that you're thinking of buying. I was actually going to ask you if you wanted to go on Thursday, but you aren't acting very friendly, maybe I shouldn't bother.

W: Yes, it's a bit late now. You might as well not bother.

M: Did you already buy it?

W: Of course not. I don't know the first thing about cars. I wouldn't know if it was in perfect condition or if it had some irreparable problem. That's why I asked you to come with me.

M: Let's go to see it then, on Thursday.

W: It's been almost two weeks since I asked you. It seemed like a good idea in the classified add, so I'm sure it's long gone. If I'd known you didn't have time, I could have asked someone else to help me, you know, but I kept thinking you would call. If you didn't have time, you should have said so in the beginning.

M: I didn't realise it had been so long. Sorry. Why didn't you say something? I thought you would tell me if it was urgent.

W: What? It was an add in the newspaper. People go and buy things. Of course it was urgent. Was I supposed to call you every day and beg you to help me?

M: Well, you could have reminded me.

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Two.

Part three, part three.

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. (1 minute)

(beep)

A new vanguard emerged in the early 1940s, primarily in New York, where a small group of loosely affiliated artists created a stylistically diverse body of work that introduced radical new directions in art - and shifted the art world's focus. Never a formal association, the artists known as "Abstract Expressionists" or "The New York School" did, however, share some common concerns. Among others, artists such as Jackson Pollock, Willem de Kooning, Franz Kline, Lee Krasner, Robert Motherwell, William Baziotis, Mark Rothko, Barnett Newman, Adolph Gottlieb, Richard Pousette-Dart, and Clyfford Still advanced audacious inventions in a search for significant content. Breaking away from accepted conventions in both technique and subject matter, the artists made monumentally scaled works that stood as reflections of their individual psyches - and in doing so, attempted to tap into universal inner sources.

These artists valued spontaneity and improvisation, and they accorded the highest importance to process. Their work resists stylistic categorization, but it can be clustered around two basic inclinations: an emphasis on dynamic, energetic gesture, in contrast to a reflective, cerebral focus on more open fields of colour. In either case, the imagery was primarily abstract. Even when depicting images based on visual realities, the Abstract Expressionists favoured a highly abstracted mode.

Abstract Expressionism developed in the context of diverse, overlapping sources and inspirations. Many of the young artists had made their start in the 1930s. The Great Depression yielded two popular art movements, Regionalism and Social Realism, neither of which satisfied this group of artists' desire to find a content rich with meaning and redolent of social responsibility, yet free of provincialism and explicit politics. The Great Depression also spurred the development of government relief programmes, including the Works Progress Administration (WPA), a jobs programme for unemployed Americans in which many of the group participated, and which allowed so many artists to establish a career path.

But it was the exposure to and assimilation of European modernism that set the scene. There were several venues in New York for seeing avant-garde art from Europe. The Museum of Modern Art had opened in 1929, and there, artists saw a rapidly growing collection acquired by director Alfred H. Barr, Jr. They were also exposed to groundbreaking temporary exhibitions of new work, including Cubism and Abstract Art, Fantastic Art, Dada, Surrealism, and retrospectives of Matisse, Leger, and Picasso, among others. The lessons of European modernism were also disseminated through teaching. The German expatriot Hans Hofmann became the most influential teacher of modern art in the United States, and his impact reached both artists and critics.

(Wait 10 seconds before repeating.)

(10 seconds)

You will now have two minutes to read through and check your answers.

(2 minutes)

That is the end of Part Three.

Part four, part four.

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

(20 seconds) You will hear the conversation twice. You have two minutes to read through the questions. (2 minutes)

(beep)

M: As if wars, economic crises and natural disasters weren't enough, here's a challenge for future world leaders that few people even want to think about: Some day, perhaps soon, someone will have to

decide whose lives are the most important to save, and whose lives are "nonessential." Imagine the scenario - a new strain of influenza becomes pandemic, and people are dying. A vaccine is developed, but only so many doses can be produced. Who gets vaccinated? Who decides? Today we have Dr. Anna Brown, a microbiologist, and Professor Robert Jones who is an expert on medical ethics, to talk with us.

R: Mike, your scenario doesn't require too much imagination. We have the imminent pandemic, although it's mild and not many are dying, we have a vaccine being prepared, in expectation of a more dangerous second wave of infections. His challenging theme is beginning for more public discussion. Some people will be deemed more important than others in fighting the disease as it spreads quickly around the planet, and many more will be left to pretty much fend for themselves.

M: Who's 'essential', Robert?

R: The top of the list is an easy one. Doctors and nurses will be vital, so they end up in the win column. But after that, the going gets tough. A provocative new study argues that the list needs to be broadened. Some truck drivers, for instance, may be just as important as doctors. A pandemic could precipitate societal collapse on many levels, threatening the availability of resources such as food, water and gasoline. What it boils down to is this: Medical professionals won't be very successful if the truck driver doesn't show up with the necessary medications because he couldn't get fuel for his vehicle.

M: But how does anyone develop plans that will guarantee cultures continue to function during a pandemic, even as millions are dying? It's a huge challenge.

R: You're right about that. There are no answers. And, of course, for any plan to be successful, it must be perceived as "fair," but is that even possible? Many citizens would likely be told to stay home from their nonessential jobs because isolation reduces the chance of exposure. But who's going to pay the bills if there is no paycheck? And, of course, there's that familiar concern - can the people at the top be trusted to make the right decisions? Another study found that 72 percent of Americans thought "wealthy and influential persons" would receive a vaccine first if shortages existed.

M: I must be one of the skeptics, because that wouldn't surprise me in the least. But sometimes I can't help but wonder if people overestimate the potency of an influenza pandemic. We all have to struggle with the flu from time to time, so how can it be all that threatening? **R:** Let me give you some sobering data. In the United States, an average of 36,000 people die each year from influenza, and 200,000 are hospitalized. Those are large numbers, but they shrink compared to projections for a global pandemic. The Harvard University study extrapolated the number of deaths during the 1918-20 pandemic to the worldwide population in 2004. It estimates that 62 million persons would die each year from the pandemic. About 96 percent would be in developing countries.

M: 62 million! I can't even imagine that. Of course, we've learned a lot since 1920, right?

R: True enough, but analyzing a specific virus and finding a treatment can still take time, and by its very nature, time is on the side of the virus.

M: So, Anna, I guess there are researchers like you all over the world busy analyzing the new swine flu virus.

A: Yes, there are, of course.

M: What do they know, so far?

A: One fact that we know, from sequencing data, is that the swine flu virus contains genetic pieces from four different virus sources. This is unusual. The four sources are the North American swine influenza virus, North American avian influenza virus, human influenza virus and a swine influenza virus found in Asia and Europe. If it's being called swine flu, that's apparently because two out of four parts of it are from this source, but it clearly has a complicated evolutionary history.

M: Does this make it more likely to go pandemic and kill a lot of people?

A: No, this doesn't mean that the virus is especially threatening, but

it does suggest that it will be harder to base our expectations of its behaviour on past flu outbreaks. And that's probably why health authorities are so anxious to monitor its spread and get some hard data on how it behaves and the specific symptoms it causes. But as for whether it will go pandemic, that seems inevitable now. And since cases in Australia have begun increasing rapidly, it seems likely that this will spark the WHO to give swine flu full pandemic status. Mind you, this is based solely on the patterns of spread, and not due to changes in the virulence or likely number of deaths that are expected.

M: Well, I'm not sure if that's reassuring news or not. However, I'm afraid we're out of time. Thank you both for coming today; it's been informative and thought provoking. Next week, listeners, be sure to tune in to hear our special guests address the question of whether diabetes is going to be the next epidemic!

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Four.

You now have two hours and forty minutes to complete the rest of the paper.

TEST 8

Part one, part one.

You will hear six sentences twice. Choose the **best reply** to each sentence. Look at the example. (15 seconds) If you hear 'When's the party? When's the party?', the best reply is (b). Put a circle round the letter of the **best reply**.

Number one. Number one. (6 seconds)

I feel completely refreshed.

I feel completely refreshed.

(10 seconds)

Number two. Number two. (6 seconds)

Tanya wouldn't even let me explain myself!

Tanya wouldn't even let me explain myself!

(10 seconds)

Number three. Number three. (6 seconds)

I heard what happened and wanted to offer my condolences.

I heard what happened and wanted to offer my condolences.

(10 seconds)

Number four. Number four. (6 seconds)

I've heard very good things about Mike.

I've heard very good things about Mike.

(10 seconds)

Number five. Number five. (6 seconds)

I wonder if I should share my opinion.

I wonder if I should share my opinion.

(10 seconds)

Number six. Number six. (6 seconds)

I enjoyed the film; I was on the edge of my seat the whole time!

I enjoyed the film; I was on the edge of my seat the whole time!

(10 seconds)

That is the end of Part One.

Part two, part two.

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 1. (10 seconds)

Conversation 1

M: Excuse me, I'm looking for Anderson Lane. Is it this way?

W: Anderson Lane! No, no.

M: Do you know it? It's not that way?

W: Yes, I know it, but you can't walk there from here. It's quite far.

M: Really? It doesn't seem far on the map. How long would it take?

W: Long enough! You'd best go two streets over that way and catch the bus; 27 I think. It's not too frequent though. I'm not sure if it runs on Saturday.

M: That doesn't sound promising.

W: Or better yet, get one of the buses back into the city centre, then get a taxi. You'll never find a taxi here.

M: But it seems so much farther by road. See, look at the map. I could just cut through this big park, then walk along the river.

W: Oh, I wouldn't do that.

M: Is the park dangerous at night?

W: Oh no, not dangerous. It's full of pensioners walking their dogs. It's muddy though. And it's a long way.

M: I might try it anyway. The park is this way, right?

W: Yes, that's right. Just over there. It'll take you 10 or 20 minutes though, for sure. I'd certainly go back to the centre and get a taxi if I were you.

M: 10 minutes!

W: Oh yes, at least!

M: But that's not far!

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Two. (10 seconds)

Conversation 2

M: I don't believe it. Surely you're joking!

W: No, I'm serious.

M: How did he manage to do that?

W: I haven't the slightest idea, but he did! He never pays much attention to his clothes anyway, but still! I was so confused when I went to put on my coat and it was nowhere to be found!

M: Imagine!

W: We went out to see a band the night before, you see, and it was really an amazing show, and so we stayed out rather later than we normally would. He commutes you know, so he goes out of the house at 6am, and these days with winter and all it's still completely dark at that hour and he didn't want to put the lights on and disturb me.

M: Are your coats very similar?

W: No! Well, they're both black. And they're both woolen. But the similarity ends there! He's quite a bit larger than me, and my coat has waist shaping and flared sleeves. I'm really not sure how he got it on without noticing!

M: Still sleeping I guess.

W: Yes, obviously!

M: He must have got some strange looks on the underground.

W: Yes, but he never notices that sort of thing, even when he's had a full night's sleep!

M: When did he find out what he'd done?

W: He's good friends with one of the girls in the office and the moment he walked in she said "What on earth are you wearing?" He was so surprised; she told me he blushed crimson! He said he noticed the coat was a bit uncomfortable, but figured he must have gained weight!

M: Imagine that! I would have loved to see his face when he realised what he'd done!

W: Oh, me too!

M: Did you wear his coat?

W: No, really, it would be huge on me! Luckily it was mild and I could get by without it. I was late for work though because I spent so long searching for it. I thought I must have left it behind somehow last night!

(Wait 10 seconds before repeating.)

(10 seconds)

Now, look at the questions for Conversation Three. (10 seconds)

Conversation 3

W: Mr. Moore? Excuse me, but can you show me how the filing system for the new invoices works? It's not completely clear to me, and I don't want to do something wrong, but they're starting to pile up.

M: But didn't Denise show you yesterday before she left?

W: No, she showed me the filing system for the filled orders and the customer databases, but not the filing system for the new invoices. She was only here for four hours to train me. That's not a lot of time to explain the entire workings of an office. She said you could show me anything else I needed to know.

M: Well, I'm afraid I haven't time to show you today. It's just not possible. Maybe tomorrow evening, as long as Mr. Marks doesn't give me any more urgent tasks. That's rather unlikely though. Just do the best you can. It's up to you how you want to do it anyway.

W: But at least I need to know what's been done before! What if I need to access some of the invoices? I will need to - they need to be taken out and filled! I have to do that tomorrow! I'm feeling rather overwhelmed, actually.

M: Well, why don't you call Denise? She can explain it. It's not my job to train you! Anyway, I thought you worked in an office before?

W: I did. But not this office. It was organised differently, Mr. Moore. I'm a secretary, but I'm not a mind reader, unfortunately. You can't expect me to automatically know how everything's done without being trained.

M: Don't worry. It's your first day. Things will get easier. I wouldn't say anything to Mr. Marks, though.

W: Why not? He needs to know if I'm not trained adequately, doesn't he?

M: It's just that he's not very patient, you see.

W: Oh?

M: Maybe Denise can come back another time some afternoon and give you a bit more training if you can't work it out yourself.

W: Yes, I certainly think that would be a good idea!

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Two.

Part three, part three.

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. (1 minute)

(beep!)

Photographing ordinary people wearing clothes "in a good way" has made Schuman's photo blog, The Sartorialist (thesartorialist.blogspot.com), the required reading for the fashion industry and the three million people who visit the site every month alike. In an era when our traditional style icons (that's to say, celebrities) are either photographed with their sweat patches circled on the covers of supermarket magazines or Photoshopped into unreality in billboard ad campaigns, Schuman celebrates the one group with enough intrigue and integrity left to fire our imaginations - real people. With his Canon G5 worn high around his neck, a hobby that started on the streets of his native New York now takes him all over the world.

You might argue what Schuman does is nothing new. And he'd probably agree. He is himself a fan of the Seeberger brothers, Parisian postcard photographers of the early 20th century who recorded society's upper echelons in all their finery, and are now heralded as fashion photography forebears. And also Amy Arbus, who continues to record the New York life whose fringes so enthralled mother Diane. And readers of a certain vintage will recall i-D magazine going big on "straight-up" photography of club kids and street style in the Eighties. Yet Schuman is the first such photographer to make a name for himself in the internet age.

Schuman was born in Indiana, somewhere "with no access to fashion", he says. At university he majored in apparel merchandising, dividing his time between accounting classes and making tutus. He spent 15 years working in sales and marketing for high-end women's design collections before opening his own showroom. When the post-9/11 slump hit business, Schuman found himself kicking his heels looking after his daughters as a stay-at-home dad (his wife is a fashion marketing director). One morning in 2005, he picked up his camera, headed out to Manhattan's Meatpacking District, and that was that.

(Wait 10 seconds before repeating.)

(10 seconds)

You will now have two minutes to read through and check your answers. *(2 minutes)*

That is the end of Part Three.

Part four, part four.

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. *(20 seconds)* You will hear the conversation twice. You have two minutes to read through the questions. *(2 minutes)*

(beep!)

Prof: Good morning, let's get started. If you can remember back to Friday, we were discussing a recent cutting-edge space mission. Who can give us a quick summary of what we covered? **Billy?**

B: Sorry Professor Malik, I was absent all last week; I had the flu. **Prof:** Oh, alright, who can help us? **Marie?**

M: Ah, yes, we were discussing the Stardust mission I believe.

Prof: And why was the Stardust mission noteworthy?

M: Well it was a very long mission if I remember correctly; it returned in 2006 and was launched in, let me check in my notes, yes, in 1999. So that's more than 6 years! And it came back with samples of actual material released from a comet which was something exciting for researchers - something they'd wanted to get for a long time - because of what it could tell them about the ancient solar system.

Prof: And what did it tell them? Did they find what they were expecting?

M: Um, no, I don't think so. Um ...

Prof: That's right. They were all surprised by what they found. You see, they were expecting to find that the comet was made up of ancient particles from the time before the solar system was formed, particles that were different from what we find inside the solar system today, but they found materials primarily from inside the solar system. This has fundamentally changed our ideas about where and how comets originated. Now, how much do you think this mission cost? Was it expensive?

B: Yes, I'm sure it was very expensive!

Prof: Was it worth it?

B: Worth it? Of course. It was a successful mission, wasn't it? We've learned a lot from it, haven't we?

Prof: Yes, of course. How can we put a value on knowledge? Yet, we call this class 'Ethics of Science'. We have to ask this kind of question. So, we've spent a great deal of money, and learned something about the origin of comets. Who cares? How will it affect your life?

M: To be honest, it doesn't affect my life in the least. Not that it

isn't very interesting ...

B: Surely it's critically important not to need to give knowledge a price tag. Really, this is what makes us human; we need to understand the world around us, and that's its value; simply to understand more. **M:** I agree with you Billy, but I'm studying zoology, and this field is terribly underfunded, so I can see another prospective, too. For example, we could triple the whole research budget of the zoology department here, and I'm sure it wouldn't even put a dent in what the Stardust mission cost. And think of all the things we could learn if we had tripled the budget. It's almost shocking to think about the work we could do that we can't even consider doing now. And really, there is so much that we don't know about all the species of animals cohabiting with us here on the earth.

B: Yes, well, I'm studying marine biology, and I think we know even less about the deep sea than we do about space, and it's no less technically challenging to get there to find out. And there's very little funding. Still, I think we can't say scientists shouldn't study space because it's expensive, and scientists in our own fields need the money.

Prof: Yes, yes, we're all scientists and we must stand up for each other! But we're all humans too, aren't we?

M: Yes, um... I'm not sure I understand what you're saying. Do you mean we should all have an extra week's paid holiday instead? Or cheaper public transportation?

B: What about all the people who are starving? Is that the point? Or the people in war zones, or without clean water or without education?

M: OH! Of course! Yes, that's a hard question I think. I do think it's a bit morally wrong to spend huge amounts of money on collecting comet dust when people in other parts of the world are living in poverty. But on the other hand, I think poverty is such a big problem that throwing all the money from the space program wouldn't necessarily solve it. Or all the money going into all of the sciences for that matter! It's complicated. I don't know.

B: I'm not sure this is a fair discussion. Really, the defence budgets are so much bigger than the space programmes in every western country that I don't know why we're talking about cutting the space programme to feed the starving. Why don't we cut back the defence budgets? Actually, I'll bet most Americans spend more on pizza each year than they pay in taxes going towards the space programme.

M: Yes, you're right!

Prof: These are good points, but we're in danger of needing to rearrange the whole social structure, and that, I'm afraid, isn't on our curriculum this term! Can I ask you to think for a minute in terms of money spent on highly theoretical scientific fields such as our example, the space programme, as opposed to money spent on more practically oriented fields such as medical research, or research into clean forms of energy, for example? Fields that tangibly improve individual lives.

M: I don't really think we know where the knowledge for the next major breakthrough that will change everyone's lives will come from! Was the person who discovered penicillin trying to discover antibiotics? No. It was an accident! Really, I think if we get too goal orientated we're going to miss out.

Prof: Another good point! And on that note, for next week, I'd like you to think about which scientific discoveries improved our lives the most, choose three, and do some research about the circumstances around these discoveries, then report back to the class next week with what you found out.

B: How do you define "improved our lives"?

Prof: I'll leave that up to you, but be prepared to justify your choices.

(Wait 10 seconds before repeating.)

(10 seconds)

That is the end of Part Four.

You now have two hours and forty minutes to complete the rest of the paper.

TEST 1

Listening Part 1

1.b 2.b 3.c 4.a 5.c 6.c

Listening Part 2

1.1.c 1.2.a 2.3.c 2.4.c 3.5.c 3.6.b

Listening Part 3

1.Glasgow School of Art 2.(he won) a travelling studentship
3.Japanese domestic interiors 4.eclectic 5.appreciated
6.internationally 7.furniture design/manufacture

Listening Part 4

1.c 2.b 3.a 4.b 5.c 6.c 7.c

Reading Part 1

1.F 2.T 3.T 4.T 5.F

Reading Part 2

1.C 2.G 3.B 4.F 5.H 6.A

Reading Part 3

1.A 2.C 3.D 4.D 5.A 6.B 7.D

Reading Part 4

1.from birth/all her life 2.a public discussion 3.other people's/commuters'/fellow passengers' reactions 4.(constantly) undermined 5.physical disability 6.daily life/celebrity culture 7.(her) inner strength 8.she stayed home/she didn't go out

TEST 3

Listening Part 1

1.c 2.a 3.c 4.a 5.c 6.b

Listening Part 2

1.1.c 1.2.c 2.3.c 2.4.a 3.5.b 3.6.b

Listening Part 3

1.her neighbours 2.she was disorganised 3.Portugal
4.a grant 5.teaching 6.magical 7.money

Listening Part 4

1.c 2.c 3.a 4.c 5.c 6.c 7.b

Reading Part 1

1.T 2.F 3.F 4.T 5.F

Reading Part 2

1.H 2.A 3.F 4.G 5.B 6.D

Reading Part 3

1.D 2.B 3.A 4.B 5.D 6.B 7.C

Reading Part 4

1.inmature specimens 2.circumantarctic southern ocean
3.large fish 4.swim 2200 metres deep 5.77 percent
6.juvenile squid 7.80/eighty years 8.eating a toothfish

TEST 2

Listening Part 1

1.c 2.a 3.a 4.a 5.c 6.c

Listening Part 2

1.1.c 1.2.b 2.3.a 2.4.b 3.5.c 3.6.c

Listening Part 3

1.Birmingham Repertory Company 2.their marriage to other people 3.20 years 4.a matinee idol 5.directing, producing, starring 6.Hamlet 7.Baron Oliver of Brighton

Listening Part 4

1.a 2.a 3.b 4.c 5.b 6.c 7.c

Reading Part 1

1.F 2.T 3.F 4.F 5.T

Reading Part 2

1.H 2.A 3.C 4.G 5.E 6.D

Reading Part 3

1.C 2.B 3.A 4.A 5.D 6.C 7.B

Reading Part 4

1.wealthy farming community 2.a focal point 3.a roof box (window-like opening) 4.the winter solstice 5.at sunrise 6.the new year 7.by a (free, annual) lottery 8.overcast skies

TEST 4

Listening Part 1

1.b 2.c 3.b 4.a 5.c 6.c

Listening Part 2

1.1.c 1.2.c 2.3.b 2.4.c 3.5.c 3.6.a

Listening Part 3

1.perceiving musical trends 2.glam rock 3.plastic soul 4.David Jones 5.reserved and respectable 6.commercial artist 7.the Arts Lab

Listening Part 4

1.a 2.b 3.c 4.a 5.c 6.b 7.c

Reading Part 1

1.T 2.T 3.T 4.F 5.F

Reading Part 2

1.F 2.E 3.A 4.H 5.G 6.D

Reading Part 3

1.C 2.D 3.A 4.B 5.C 6.D 7.A

Reading Part 4

1.Dartmoor 2.65 feet 3.moving the bridge 4.reconstruction of (the) London Bridge 5.the stone's position 6.directly over it 7.lost no traffic 8.it was dedicated

TEST 5

Listening Part 1

1.c 2.c 3.c 4.a 5.c 6.b

Listening Part 2

1.1 b 1.2 c 2.3 a 2.4 c 3.5 b 3.6 c

Listening Part 3

1.anything but happy/unhappy 2.unimpressive 3.a turning point 4.Cambridge 5.in private study 6.the plague
7.Halley's/a question

Listening Part 4

1.c 2.b 3.c 4.b 5.b 6.c 7.c

Reading Part 1

1.F 2.F 3.T 4.T 5.T

Reading Part 2

1.A 2.G 3.B 4.E 5.F 6.C

Reading Part 3

1.B 2.D 3.C 4.A 5.B 6.C 7.D

Reading Part 4

1.lasting and powerful 2.a fictional hotel/Torquay, Devon
3.played main characters 4.British Film Institute
5.he was fascinated 6.(the most) marvellously rude (man)
7.an alarm clock 8.he trusted Cleese

TEST 7

Listening Part 1

1.c 2.c 3.a 4.b 5.a 6.a

Listening Part 2

1.1 c 1.2 a 2.3 b 2.4 c 3.5 c 3.6 b

Listening Part 3

1.New York 2.common concerns 3.subject matter
4.energetic gesture 5.a career path 6.modernism
7.modern art

Listening Part 4

1.a 2.c 3.a 4.c 5.c 6.c 7.b

Reading Part 1

1.F 2.F 3.F 4.T 5.T

Reading Part 2

1.D 2.B 3.H 4.E 5.F 6.A

Reading Part 3

1.C 2.B 3.D 4.B 5.A 6.D 7.C

Reading Part 4

1.back of beyond 2.eccentric 3.old railway carriages 4.other existing gardens 5.critical acclaim 6.(tight) regulations
7.absorb it 8.sight and hearing

TEST 6

Listening Part 1

1.c 2.c 3.a 4.c 5.c 6.b

Listening Part 2

1.1 c 1.2 b 2.3 a 2.4 c 3.5 c 3.6 b

Listening Part 3

1.Stratford 2.he married (Ann Hathaway) 3.an acting troupe
4.(an outbreak of) (the) plague 5.he started writing
6.(co-)owned the theatre 7.long and healthy

Listening Part 4

1.c 2.a 3.b 4.c 5.b 6.c 7.c

Reading Part 1

1.F 2.F 3.T 4.F 5.T

Reading Part 2

1.D 2.B 3.A 4.G 5.C 6.H

Reading Part 3

1.C 2.A 3.D 4.D 5.B 6.A 7.C

Reading Part 4

1.your education 2.64 3.estimate numbers without counting
4.standard maths tests 5.vast (individual) differences 6.they are similar
7.not 100% accurate 8.by specific kinds of training

TEST 8

Listening Part 1

1.b 2.a 3.c 4.c 5.c 6.a

Listening Part 2

1.1 a 1.2 c 2.3 b 2.4 c 3.5 c 3.6 a

Listening Part 3

1.three million 2.real people 3.the internet age 4.to fashion
5.apparel merchandising 6.his own showroom 7.Manhattan's Meatpacking District

Listening Part 4

1.c 2.c 3.a 4.b 5.b 6.a 7.c

Reading Part 1

1.T 2.F 3.F 4.F 5.F

Reading Part 2

1.B 2.H 3.F 4.E 5.G 6.C

Reading Part 3

1.A 2.D 3.C 4.D 5.C 6.A 7.B

Reading Part 4

1.infants and juveniles 2.human babies 3.a family tree
4.they closely matched 5.inhale and exhale 6.breath control
7.they chirp 8.seek (more) tickles