

Test 3

Note: In the examination, there will be both an assessor and an interlocutor in the room.

The visual material for Part 2 is on pages C6 and C7 in the colour section of the Student's Book. The prompt cards for Part 3 are on pages C10 and C11 in the colour section of the Student's Book.

Part 1 (2 minutes / 3 minutes for groups of three)

Interlocutor: Good morning / afternoon / evening. My name is and this is my colleague And your names are ?

Thank you.

First of all, we'd like to know something about you.

Where are you from, (Candidate A)? And you, (Candidate B)?

[address Candidate B] Are you working or studying at the moment?

[address Candidate A] And you?

Select a further question for each candidate:

- What do you enjoy about learning English?
- When do you expect to finish your studies?
- What kind of work would you like to do in the future?
- What do you like best about the area where you're living now?
- Are you living with friends or family at the moment?
- How good are you at organising your free time?

Candidates:

Interlocutor: Thank you.

Part 2 (approximately 4 minutes / 6 minutes for groups of three)

Magazine article – Sport

Interlocutor: Now, in this part of the test you're going to do something together. Here are some pictures of different aspects of sport.

Place picture sheet for Test 3 (pages C6 and C7) in front of the candidates. Select **two** of the pictures for the candidates to look at*.

First, I'd like you to look at pictures * and * and talk together about how you think the people might be feeling.

You have about a minute for this, so don't worry if I interrupt you.
(2 minutes for groups of three)

Candidates:

⌚ 1 minute

(2 minutes for
groups of three)

Interlocutor: Thank you. Now look at all the pictures.

I'd like you to imagine that a magazine is planning an article on the influence of sport on people's lives today and needs two photographs to illustrate the article.

Talk together about the influences of sport on people's lives, as shown by these photographs. Then decide which two would be best to illustrate the article.

You have about three minutes to talk about this. (4 minutes for groups of three)

Candidates:

⌚ 3 minutes

(4 minutes for

groups of three)

Interlocutor: Thank you. Retrieve picture sheet.

Part 3 (approximately 10 minutes)

Special times

Interlocutor: Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

So (Candidate A), I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

All right? Here is your card, and a copy for you (Candidate B).

Hand over a copy of prompt card 3a (page C10) to both candidates.

Remember (Candidate A), you have about two minutes to talk before we join in.

[Allow up to 10 seconds before saying, if necessary: Would you like to begin now?]

Candidate A:

⌚ 2 minutes

.....

Interlocutor: Thank you.

Interlocutor: Ask **one** of the following questions to Candidate B:

- Do you prefer national or personal celebrations? (Why?)
- What have you celebrated recently?
- What is the most important occasion in a person's life in your country?

Invite Candidate A to join in by selecting one of the following prompts:

- What do you think?
- Do you agree?
- How about you?

Candidates:

⌚ 1 minute

Interlocutor: Thank you. *Retrieve cards.*Interlocutor: Now (*Candidate B*), it's your turn to be given a question. Here is your card, and a copy for you (*Candidate A*).*Hand over a copy of prompt card 3b (page C11) to both candidates.*Remember (*Candidate B*), you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?

[Allow up to 10 seconds before saying, if necessary: Would you like to begin now?]

Candidate B:

⌚ 2 minutes

Interlocutor: Thank you.

Interlocutor: Ask **one** of the following questions to *Candidate A*:

- Is it good for us to always get what we want? (Why? / Why not?)
- At what age should people retire? (Why?)
- Which of your possessions do you value most? (Why?)

Invite Candidate B to join in by selecting one of the following prompts:

- What do you think?
- Do you agree?
- How about you?

Candidates:

⌚ 1 minute

Interlocutor: Thank you. *Retrieve cards.*

Interlocutor: Now, to finish the test, we're going to talk about 'special times' in general.

Address a selection of the following questions to both candidates:

- Which is the more significant event, starting school or leaving school?
- There's a saying that schooldays are the happiest days of your life. What do you think?
- Why do many people find historical events interesting?
- Do you feel that there are the right number of public holidays in your country? (Why? / Why not?)
- Why do some people say that a new year is a new beginning?
- What makes one occasion more memorable than another?

Candidates:

⌚ up to 4 minutes

Interlocutor: Thank you. That is the end of the test.

Test 4

Note: In the examination, there will be both an assessor and an interlocutor in the room.

The visual material for Part 2 is on pages C8 and C9 in the colour section of the Student's Book. The prompt cards for Part 3 are on pages C10 and C11 in the colour section of the Student's Book.

Part 1 (2 minutes / 3 minutes for groups of three)

Interlocutor: Good morning / afternoon / evening. My name is and this is my colleague And your names are ?

Thank you.

First of all, we'd like to know something about you.

Where are you from, (*Candidate A*)? And you, (*Candidate B*)?[address *Candidate B*] Are you working or studying at the moment?[address *Candidate A*] And you?*Select a further question for each candidate:*

- What do you enjoy about learning English?
- When do you expect to finish your studies?
- What kind of work would you like to do in the future?
- What do you like best about the area where you're living now?
- Are you living with friends or family at the moment?
- How good are you at organising your free time?

Candidates:

Interlocutor: Thank you.

Part 2 (approximately 4 minutes /
6 minutes for groups of three)Magazine article – The role
of colour

Interlocutor: Now, in this part of the test you're going to do something together. Here are some pictures on the theme of colour.

Place picture sheet for Test 4 (C8 and C9) in front of the candidates. Select two of the pictures for the candidates to look at.*

First, I'd like you to look at pictures * and * and talk together about why these pictures might have been taken.

You have about a minute for this, so don't worry if I interrupt you.
(2 minutes for groups of three)

Candidates:

⌚ 1 minute

(2 minutes for

groups of three)

Interlocutor: Thank you. Now look at all the pictures.

I'd like you to imagine that a magazine is publishing an article on the role of colour in people's lives.

Talk together about how the pictures illustrate the importance of colour. Then decide which two pictures represent the least important roles of colour and should not accompany the article.

You have about three minutes to talk about this. (4 minutes for groups of three)

Candidates:

⌚ 3 minutes

(4 minutes for

groups of three)

Interlocutor: Thank you. Retrieve the picture sheet.

Part 3 (approximately 10 minutes)

Health

Interlocutor: Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

So (Candidate A), I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

All right? Here is your card, and a copy for you (Candidate B).

Hand over a copy of prompt card 4a (page C10) to both candidates.

Remember (Candidate A), you have about two minutes to talk before we join in.

[Allow up to 10 seconds before saying, if necessary: Would you like to begin now?]

Candidate A:

⌚ 2 minutes

Interlocutor: Thank you.

Interlocutor: Ask one of the following questions to Candidate B:

- Why do you think ready-made food is so popular?
- What's the value of teaching children cookery skills in schools?
- The number of vegetarians is increasing. Why do you think this is?

Invite Candidate A to join in by selecting one of the following prompts:

- What do you think?
- Do you agree?
- How about you?

Candidates:

⌚ 1 minute

Interlocutor: Thank you. Retrieve cards.

Interlocutor: Now (Candidate B), it's your turn to be given a question. Here is your card, and a copy for you (Candidate A).

Hand over a copy of prompt card 4b (page C11) to both candidates.

Remember (Candidate B), you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?

[Allow up to 10 seconds before saying, if necessary: Would you like to begin now?]

Candidate B:

⌚ 2 minutes

Interlocutor: Thank you.

Interlocutor: Ask one of the following questions to Candidate A:

- How do you think health services should be financed?
- Are doctors respected in your/this country?
- What's your opinion of banning smoking in public places?

Invite Candidate B to join in by selecting one of the following prompts:

- What do you think?
- Do you agree?
- How about you?

Candidates:

⌚ 1 minute

Interlocutor: Thank you. Retrieve cards.

Interlocutor: Now, to finish the test, we're going to talk about 'health' in general.

Address a selection of the following questions to both candidates:

- Research says all five senses are involved in the enjoyment of a meal. How important do you think this is?
- What do you understand by the term 'alternative medicine'? (How effective is it, in your view?)
- It is said that laughter is the best medicine. What do you think about this?
- Do you think celebrities set a good example in terms of health? (Why? / Why not?)
- What do you think is the healthiest form of exercise? (Why?)
- What problems will we face because people are living longer?

Candidates:

up to ⌚ 4 minutes

Interlocutor: Thank you. That is the end of the test.

Marks and results

Reading and Use of English

One mark is given for each correct answer in Parts 1–3 and 7. Two marks are given for each correct answer for Parts 5–6. Up to two marks are awarded for Part 4. The total score is then weighted to 50 marks for the whole Reading and Use of English paper.

Writing assessment

Examiners mark tasks using Assessment Scales that were developed with explicit reference to the Common European Framework of Reference for Languages (CEFR). The scales, which are used across the spectrum of Cambridge ESOL's General and Business English Writing tests, consist of four subscales: Content, Communicative Achievement, Organisation, and Language:

Content focuses on how well the candidate has fulfilled the task, in other words if they have done what they were asked to do.

Communicative Achievement focuses on how appropriate the writing is for the task and whether the candidate has used the appropriate register.

Organisation focuses on the way the candidate puts together the piece of writing, in other words if it is logical and ordered.

Language focuses on vocabulary and grammar. This includes the range of language as well as how accurate it is.

Responses are marked on each subscale from 0 to 5. The subscale Content is common to all levels:

	Content
5	All content is relevant to the task. Target reader is fully informed.
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.
0	Content is totally irrelevant Target reader is not informed.

The remaining three subscales (Communicative Achievement, Organisation, and Language) have descriptors specific to each CEFR level:

CEFR level	Communicative Achievement	Organisation	Language
C2	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication and style. Use of grammar is sophisticated, fully controlled and completely neutral. Any inaccuracies occur only as slips.
C1	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
B2	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
B1	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
A2	Produces text that communicates simple ideas in simple ways.	Text is connected using basic, high-frequency linking words.	Uses basic vocabulary reasonably appropriately. Uses simple grammatical forms with some degree of control. Errors may impede meaning at times.

CPE Writing Examiners use the following Assessment Scale, extracted from the one above:

C2	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Demonstrates complete command of the conventions of the communicative task. Communicates complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is organised impressively and coherently using a wide range of cohesive devices and organisational patterns with complete flexibility.	Uses a wide range of vocabulary, including less common lexis, with fluency, precision, sophistication, and style. Use of grammar is sophisticated, fully controlled and completely natural. Any inaccuracies occur only as slips.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task with sufficient flexibility to communicate complex ideas in an effective way, holding the target reader's attention with ease, fulfilling all communicative purposes.	Text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility.	Uses a range of vocabulary, including less common lexis, effectively and precisely. Uses a wide range of simple and complex grammatical forms with full control, flexibility and sophistication. Errors, if present, are related to less common words and structures, or as slips.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

When marking the tasks, examiners take into account length of responses. Scripts which are under- or over-length are not penalised *per se*. Responses which are too short may not have an adequate range of language and may not provide all the information that is required, while responses which are too long may contain irrelevant content and have a negative effect on the reader. These factors may affect candidates' marks on the relevant subscales.

Paper 2 sample answers and examiner's comments

The following pieces of writing have been selected from students' answers. The samples relate to tasks in Tests 1–4. Explanatory notes have been added to show how the bands have been arrived at. The comments on Part 1 questions and Part 2 questions 5a and 5b should be read in conjunction with the Briefing Documents included in the Keys.

Sample A (Test 1, Part 2, Question 4, Report)

This report is written in order to provide an overview of the public park located in the centre of the town. Another aim of this report is to suggest desirable improvements to the existing facilities and the general state of park and explain why visitors would be attracted.

General overview

The park in question was designed in 1980 in order to develop a recreational area for the neighbouring households as well as to provide local children with appropriate sports and leisure facilities. Since then, very little developments have been carried out. Currently, the park offers its visitors two playgrounds for pre-school/schoolchildren, one football pitch and two cafés, one of which is a well-known fast-food brand.

Proposed improvements

Although the general state of the park could be considered satisfactory, there is still room for improvement.

In terms of sports facilities, a dire need for winter sports is obvious. One of the options would be building an ice-rink for the winter time, when general public normally lose interest in sports such as football.

Alternately, an enclosed volleyball/basketball playground could be considered.

As for the food establishments, it is clear that the park definitely lacks catering for people with special diets. Not only does it not offer vegetarian menu, there is also no possibility for young mothers to feed their babies/toddlers properly.

I would recommend the local government pay closer attention to this issue and consider opening new cafés/restaurants with these customer groups in view.

Conclusion

In conclusion, I would like highlight the importance of improving the park's facilities. Not only does the park already provide local people with opportunities for healthy lifestyle, the new improvements suggested would also create an image of the town as a friendly, open place with a welcoming, relaxed atmosphere for different people all year round.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task and the target reader would be informed as to the facilities the park offers and would know what improvements are being proposed. The final part of the question is dealt with, although not a great amount of detail is provided.
Communicative Achievement	3	The candidate uses the conventions of a report with a degree of flexibility thereby communicating complex ideas in an effective way, holding the target reader's attention with ease and fulfilling all communicative purposes. An appropriate formal register is used throughout the report (<i>another aim of this report is to suggest desirable improvements to the existing facilities and the general state of the park ...</i> , <i>Although the general state of the park could be considered satisfactory, there is still room for improvement, In conclusion I would like highlight the importance of improving the park's facilities</i>). The format is also appropriate with clear and helpful headings.
Organisation	2	The text is a well-organised, coherent whole, using a variety of cohesive devices and organisational patterns with flexibility. This ranges from simpler linking words and phrases (<i>there is also, as well as, although</i>) to more complex cohesive devices and organisational patterns (<i>in terms of, as for, the park in question, one of which, not only does it ... there is also, it is clear that ...</i>). However, there are instances of incorrectly used cohesive devices (<i>alternately</i>).
Language	3	A range of vocabulary, including less common lexis, is used effectively and precisely (<i>pay closer attention to this issue, highlight the importance of, room for improvement, catering for, provide an overview</i>) but some vocabulary is not used appropriately or accurately (<i>in view, dire need</i>). A wide range of simple and complex grammatical forms is used with control and some flexibility. There are some examples of grammatical error which do not impede (<i>This report is written ...</i> , <i>very little developments</i>) and may only be slips.

Sample B (Test 2, Part 1, Question 1, Essay)

The expression of diametrically opposed opinions has always been a great tool in the arsenal of journalists, especially film critics. One can easily be swayed to vouch for either side, especially if there are questions of loyalty or fundamental ideological values involved. This can be seen in the very polarised stance expressed either in favour of the position that film in the 21st century as an art or entertainment form is in decline or in the hope that it has and will always keep its hold on audiences as one of the most immediate and powerful means of moulding public awareness of social and moral issues.

Yet it might only be a question of differentiation of purposes, audience needs to create different styles of film for well-defined audiences (children, teenagers, lovers of great classics from the 20s or 50s say, advocates of social realism, fans of horror, and so on), with precise budgets and therefore well-aimed marketing strategies. Perhaps the film industry has finally come of age and can deliver well-groomed 'horses' for better known 'courses', as the saying goes. There is nobody who is forcing the wrong people to go and see either a blockbuster in a multiplex cinema with an audience of popcorn-eating spotty bored teenagers for whom going to see an action movie might well be an escape from dreariness and monotony of their everyday lives as they see it. Equally, there is no authority to make people pay for a low budget thought-provoking film in an art picturehouse if that does not appeal to them. There is always choice involved, and that is what any human art form has retained as one of its fundamental values. Besides, this does not preclude that, from time-to-time, major films with a big budget cannot manage to appeal to more layers of the target audience than just one. Similarly, not all low-budget movies are valuable in terms of artistry, still, originality or novelty of ideas they build on. Each film should be appreciated in its own context, and that way modern classics can be identified and treated equally.

Film will – hopefully – always stay around and diversify in its use of new technologies or age-old techniques, its themes and genres (be they comedies, documentaries, historical dramas, or science fiction or whatever) and its use of professionals' skills and artistry. That way audiences will always be able to exercise their vote by choosing what to go and see next at the pictures, and extreme opinion on the decline or otherwise of the greatest art form we have can be held at bay.

Subscale	Mark	Commentary
Content*	5	All content is relevant to the task. The target reader is fully informed. The essay does not merely work through the key points one by one, but skilfully incorporates them in an essay which is principally focused on eloquently expressing the writer's strong views on modern cinema, rather than simply restating the arguments in the two texts.
Communicative Achievement	5	The text demonstrates a complete command of the conventions of an essay. The opening paragraph clearly sets out the approach the writer is going to take, and the final paragraph is an effective and appropriate conclusion which does more than simply restate the writer's earlier views, and is a natural development of the arguments made earlier in the essay. Complex ideas about the cinema and the attitudes people have to it are communicated in an effective and often very convincing way, holding the target reader's attention with ease and fulfilling all communicative purposes.
Organisation	4	The essay is a very well-organised and coherent whole, and uses a good variety of cohesive devices and organisational patterns with a good degree of flexibility (<i>This can be seen in ..., Similarly, Besides, Equally, Yet it might only be a question of ...</i>).
Language	4	A wide range of vocabulary, including less common lexis, is used with fluency, precision and some sophistication (<i>diametrically opposed, a great tool in the arsenal of journalists, easily be swayed, has finally come of age, dreariness and monotony, diversify, held at bay</i>). There are occasional minor slips or examples of slight awkwardness (<i>it does not preclude that ..., exercise their vote, not all low-budget movies are valuable in terms of artistry, still, originality or novelty of ideas they build on.</i>).

* See Briefing Document, pages 132–133. Key points from each Part 1 question are listed in a Briefing Document for markers.

Sample C (Test 2, Part 2, Question 4, Review)

Talk-Talk is a piece of PC software designed to exchange messages between computer users. When registering, the users are issued with a number, which is their log-in and, at the same time, their contact number.

Talk-Talk is a tiny programme, capable of doing big things! Apart from being able to exchange pieces of textual information, the software allows its users to send text messages to each others' mobile numbers, do voice calls, record voice messages and even send files – including photos.

Since its introduction in the 1990s, the programme had only gained new fans and the company owning it has made a lot of profit through adverts. So what is the secret of Talk-Talk's success?

First and foremost – it allows users to contact each other instantly and with practically no costs (apart from the cost of electricity needed for running the PC). Secondly, Talk-Talk is absolutely free. Computer owners can just download the full version from the website, or simply copy the file from their friend's machine. The file itself does not weigh much which adds to the benefits of the user. Furthermore, the programme's interface is really straightforward and the information architecture is easy to follow. The icons and text can be reduced or enlarged in size and the colours of the interface are changeable, which greatly adds to Talk-Talk's appeal to users across all generations. Last, but not least, the programme allows users to engage in a range of social situations with its wide variety of features including picture sharing, text messaging and voice calling, just to name a few.

Talk-Talk clearly distinguishes itself from similar programmes with its broad functionality, easiness of use and efficiency of messaging. And all of this for free!

Subscale	Mark	Commentary
Content	5	All content is relevant to the task and the target reader would be fully informed as to what the technological innovation is, what it can do and the reasons for its popularity. The final point is dealt with in some detail with four different reasons clearly presented.
Communicative Achievement	3	The candidate uses the conventions of a review effectively and with some flexibility to communicate complex ideas, holding the target reader's attention with ease, fulfilling all communicative purposes. The review begins somewhat abruptly, but has an appropriate, though brief, concluding paragraph which would be effective in persuading the reader to purchase the product.
Organisation	3	The review is well-organised and coherent using a variety of cohesive devices and organisational patterns to good effect (<i>apart from being ... Since its introduction, First and foremost, So what is the secret of Talk-Talk's success?</i>). The review is clearly organised into five paragraphs, though in the fourth paragraph the points are dealt with somewhat mechanically (<i>Secondly, ... Furthermore, ... Last, but not least</i>).
Language	2	A range of vocabulary, including less common lexis essential when talking about technology, is used both effectively and precisely (<i>issued with a number, download the full version, engage in a range of social activities, the programme's interface, information architecture, clearly distinguishes itself from</i>). A range of simple and complex grammatical forms is used with full control and flexibility. Errors are present but are probably slips (<i>easiness of use, the programme had only gained new fans</i>).

Sample D (Test 3, Part 1, Question 1, Essay)

Home-made food vs convenience food

The speed of modern life makes people forget about simple things like sitting round the table with the family, chatting, sharing experiences of the day while enjoying delicious home-made meal. It's far too faster and more convenient to grab something from the shelf in the supermarket and just to put into the microwave oven to be ready in 5 minutes. It goes without saying that it saves time, energy and effort for a person under constant pressure of his work. It also gives you an opportunity to try the variety of dishes you'll never be able to cook at home. But an important question to consider is whether such food can be considered healthy enough and whether you are prepared to take the risk of feeding your children with such variety of food and treating indigestion later. Can anything be compared with the satisfaction a young mother has from a grateful child eating everything she has just cooked and asking for another helping. It's the essence of our maternal/paternal love showing care with simple things. Moreover, on a personal level, the process of cooking is creation of something new when people change the flavour with a new touch here or there that brings real satisfaction and increase your self-esteem. It adds to the attraction of the house if your guests are treated to home-made food prepared with care and affection. The food served, the whole atmosphere triggers a friendly conversation round the table.

Besides, culinary traditions can be an idea to unite the nation. It's "borsch" that the Ukrainians traditionally are extremely proud of. And in any corner of the world a true Ukrainian will treat you to this national dish. And in turn he will be treated to a different dish which is served in these parts and thus a new friendship starts.

So food is not a simple common thing that is a part of our everyday life, it's something more complex and deep that influences every sphere of people's being beginning from health and ending with inner psychological processes.

It's a notion that can't be evaluated but only appreciated

Subscale	Mark	Commentary
Content*	5	All content is relevant to the task. The target reader would be fully informed as all four key points are included in the essay and there is also some development of each point.
Communicative Achievement	2	The conventions of the essay are used effectively to hold the target reader's attention and communicate straightforward and complex ideas with some ease, fulfilling all communicative purposes. The essay lacks an introduction and starts quite abruptly by addressing the first key point, although the conclusion is more effective (even if the paragraphing is not correct). The register is consistently appropriate for an essay.
Organisation	1	The text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect (<i>It goes without saying ...</i> , <i>Moreover</i> , <i>But an important question to consider is ...</i> , <i>and thus ...</i>). In a few cases cohesive devices are not used wholly appropriately or effectively (<i>Besides</i> , <i>So</i>) and some are over-used (<i>And</i>). Clear paragraphs are used, though the first one is over-long and the last two should be combined.
Language	2	The candidate uses a range of vocabulary, including less common lexis, appropriately and sometimes quite precisely and effectively (<i>inner psychological processes</i> , <i>treating indigestion</i> , <i>it's the essence of our maternal / paternal love</i> , <i>increase your self-esteem</i>). A range of simple and complex grammatical forms are used with control and flexibility. There are very occasional errors which do not impede communication (<i>It's far too faster</i> , <i>such variety of food</i> , <i>sharing experiences of the day while enjoying delicious home-made meal</i>).

* See Briefing Document, page 141. Key points from each Part 1 question are listed in a Briefing Document for markers.

Sample E (Test 4, Part 2, Question 2, Article)

It is an absolute truth that travel changes lives, and I would like to recount my own story about a change that took place in my life due to a great travel I did to Israel.

Before embarking on this trip, my mind was always judgemental about the bellic actions taken by The Jews against the Arabs and the same thing the other way around.

According to the severity of the war actions taken I used to side with one or the other, but now that I have seen, with my own eyes, the way in which Jews and Arabs share, though in a tense ambiance, the city of Tel-Aviv, I can state, with most certainty, that both the Palestinians, as well as the Jews, deserve to live in a peaceful manner because everybody is entitled to a happy life, to raise a family and to grow up as an accomplished human being.

I remember watching two moms walking down the street pushing their baby carts, one beside the other, one of them was dressed as a Jewish woman and the other lady wore a Muslim attire. I saw them walking side by side on the streets of Tel-Aviv and I thought to myself 'Don't they both deserve or have the right to enjoy their city without the fear and the constant threat of an unexpected attack? Who is right? Who is wrong? They are both right and wrong.

This experience on the streets of Tel-Aviv was so special to me, because it made me think of my good and tranquil childhood, compared to that of the Jewish and Muslim children in Israel.

I also came to realize that most of the news programs are biased regarding their national interests and the way they want to influence people's opinions. But, not until one sees with one's own eyes what the situations really are, one comes to the conclusion that life is much more complex than one could ever think. But in order to see, one has to travel. Most definitely, travel changes lives.

Subscale	Mark	Commentary
Content	4	All content is relevant to the task and the target reader is informed. The analysis of the significance of the changes in the writer's life as a result of their travel experience lacks detailed development, but the point is dealt with quite well.
Communicative Achievement	1	The writer uses the conventions of the article effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate. The introductory sentence and the concluding sentence are reasonably effective but not particularly engaging or original ways of starting and finishing an article.
Organisation	2	The text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect (<i>Before embarking, but now I have seen the way in which ..., This experience ... was special because ..., compared to that of, But in order to see, I also came to realise that ...</i>). There are instances where ambition in this area is not completely successful (<i>But, not until one sees ... One comes to the conclusion that ...</i>).
Language	1	The candidate uses a range of vocabulary, including less common lexis, appropriately (<i>biased, national interests, without the fear and the constant threat of an unexpected attack, entitled to a happy life</i>). However, there are some examples of inappropriate or inaccurate use of less common lexis (<i>in a tense ambiance, a great travel I did to Israel, the bellic actions, I can state with most certainty</i>) but there are no instances of communication being impeded.

Sample F (Test 4, Part 2, Question 2, Article)

Title: I was an Au pair from the Eastern Block

In today's intercultural world, one of the best assets people and nations can have is tolerance and a deep appreciation of cultural values different from their own. No wonder most training includes intercultural communication and cultural awareness courses. However, it is probably a truism that reading about or watching films about a country are only pale substitutes to actually going to visit a place and experiencing the differences yourself. And the longer you stay in a place different from what you are accustomed to, the more opportunities you have to really understand what makes people behave in a certain way, what they really like and dislike and how their community works.

For this deep experience and eventual understanding, there is no better opportunity than the year-abroad. It is an enduring tradition that has good reasons for its existence and popularity: it happens when people are in a transitional stage in their lives (usually after high school and before going to university or in between jobs), when people are relatively young and flexible in every way; physically mobile, socially unattached and adaptable, and financially not liable. However, the greatest aspect of the year abroad experience is that it can actually change your life dramatically by deciding on a course of action or career path which was not clear before.

This experience happened in my life at a time when I was (unconsciously) looking to find a value system, a community of people and – ultimately – a professional area where I wanted to make a difference for the rest of my life. I was 18, right after high school in a university town in Hungary, in 1987, wondering what to do next, when a family in England decided to invite me through a dear German friend mediating between us, to stay with them as an au pair for a year, and help out with their four children. I cannot be grateful enough for the initial offer and then the extended hospitality and life-long friendship I have with my au pair family. Most importantly, they gave me a chance at a time when my personal life as well as international politics were at a cross-roads and in a flux of change, to define a new destination and a new purpose. While the Iron Curtain was coming down, with certain unimaginable events happening one after the other – Imre Nagy's funeral, East Germans leaving their country through Hungary unchallenged by authorities, and the cathartic destruction of the Berlin Wall – my life was also going through a drastic transformation. After my year abroad experience I came back, having firmly established my identity, values and goals in life.

I would recommend the year abroad work experience to every young person who feels they need to find some guidance and self-determination in life. Apart from getting to know a culture different from your own, it helps you getting to know yourself and having the knowledge base, experience and conviction to make the next decision in life.

Subscale	Mark	Commentary
Content	5	The introduction is quite long which gives the article a slight lack of balance, but all content is relevant to the task. The target reader would be fully informed as to the experience the writer had, what made it so special and the significance of the changes in their life as a result.
Communicative Achievement	4	The candidate demonstrates a good command of the conventions of an article, communicating complex ideas in an effective and convincing way, holding the target reader's attention with ease, fulfilling all communicative purposes. The article has a suitable title and the introduction, although rather long, does succeed in engaging the target reader's interest in the topic under discussion. The recommendation at the end of the article is not strictly speaking a requirement of the task but does not significantly reduce the effectiveness of this piece of writing.
Organisation	4	The article is a well-organised, coherent whole that uses a good range of cohesive devices and organisational patterns with a very good degree of flexibility (<i>No wonder ...</i> , <i>However, it is probably a truism that ...</i> , <i>Most importantly, Apart from ...</i>).
Language	4	A wide range of vocabulary including less common lexis, is used effectively and precisely, and often with fluency and some style (<i>in a transitional stage, deciding on a course of action, cathartic destruction, at a cross-roads, value system</i>). There are only a few instances of some slightly awkward or unnatural use of lexis (<i>financially not liable, eventual understanding, having the knowledge base</i>). The use of grammar is sophisticated, fully controlled and almost completely natural, with only a few examples of slight awkwardness or minor slips (<i>it helps you getting to know yourself, after my year abroad experience, I cannot be grateful enough, the greatest aspect of the year abroad experience</i>).

Sample G (Test 4, Part 2, Question 2, Article)

A Lonely Traveller

Whenever you think of a trip, the first thought comes to your mind is 'Who with?' If your plans are for vacations, the family is first in your mind; or your partner though I was lucky enough to have no chance to choose. It was my chief's decision to send me to London to increase my fluency in English being sure this would solve some communication problems we had in international business. When I first knew about this unexpected trip I asked 'Who with' She said 'alone'. It took me some seconds to realise it was something never realised before.

Afraid but excited I departed.

Never I had such an wonderful experience. I could plan just for myself; no other opinions considered all making decisions just of my own. If tired; I rested. If hungry I had a meal or snack, anything just for my own need. Great advantage of course the expenses just mine! I understood that depending on someone else's will or desire is the end of your own.

Being yourself is wonderful, almost imposible to describe.

This might be an experience you would never regret

You are an individual creature able to enjoy and reflect what really makes you happy and your spirit enhances just by that.

Subscale	Mark	Commentary
Content	4	All of the content is relevant to the task. The target reader would be informed as to why the travel experience was so special but the significance of resultant changes are not clearly assessed.
Communicative Achievement	0	The conventions of the article are not used with sufficient effectiveness to hold the reader's attention. A lack of logical paragraphing and the lack of grammatical accuracy in places prevent more complex ideas being successfully communicated.
Organisation	0	The text is not well organised and has no clear paragraphing. For example three paragraphs consist of single sentences and need to be part of longer paragraphs. There is very little evidence of cohesive devices being used at all, not even simple ones such as <i>but, in addition, finally</i> .
Language	0	There is a rather limited range of vocabulary (<i>It took me some seconds to realise it was something never realised before</i>) and when some range is attempted it is not always accurately used (<i>You are an individual creature ..., your spirit enhances just by that</i>). Grammatical forms are not used with much control or flexibility (<i>Never I had such a wonderful experience, anything just for my own need, Great advantage of course the expenses just mine</i>) and frequent errors can impede communication (<i>no other opinions considered all making decisions just of my own</i>).

Sample H (Test 4, Part 2, Question 5(a) (set text) Letter)

Dear Sir or Madam,

I am writing about an article that was published in your magazine's last week issue, which discussed the theme of marriage. Having recently read 'Shakespeare in Love', I now wish to express my opinion on the subject by portraying the relationships in the book.

Viola, the heroine of the story, is passionately in love with a playwright struggling with his writing. Yet, she is to marry Lord Wessex, an aristocrat who needs her in order to succeed.

The two relationships, namely between Viola and Will and between Viola and Wessex, are like night and day; or rather, like dream and reality. Indeed, the passionate love that Viola and Will share is doomed, as the two lovers do not belong in the same world. Viola is a rich lady, whereas Will, as said before, is but a poor author. Besides, Will already being married, a union is out of the question.

However, it does not mean their relationship does not succeed. It does in many different ways in fact, while Wessex, on the other hand, fails to give Viola what she needs. Indeed, Viola and Will share things that Wessex cannot even begin to understand: love, intimacy, complicity. Viola and Will complete each other: the door to inspiration opens before Will, thanks to his muse, while it is womanhood that is made available to Viola. Will flourishes as a playwright and Viola as a woman.

Viola's relationship with Wessex, by contrast, is everything but romantic. They barely know each other and there is no passion whatsoever involved. Wessex sees Viola as an object he needs to acquire. The only feeling he might have for the lady is lust. Indeed, we notice the lord's jealousy when he suspects Viola of having an affair with another man. However, he is not jealous because he loves her, but because losing her would mean losing his status, both as a lord and as a man.

To conclude, I believe that even though Viola and Will do not get their "happy ending", their relationship is the successful one.

Yours faithfully

Subscale	Mark	Commentary
Content*	4	All content is relevant to the task although the points are not developed in much detail or supported by references to the text. The target reader is on the whole informed.
Communicative Achievement	3	The conventions of the letter are used with sufficient flexibility to communicate some complex ideas, holding the target reader's attention with ease and fulfilling all communicative purposes. The format is correct with the response set out clearly as a letter, and with an appropriate introductory paragraph giving the reason for writing.
Organisation	1	The text is a well-organised and coherent and uses a variety of cohesive devices and organisational patterns to generally good effect (<i>indeed, whereas, as said before, in fact, on the other hand, but because, even though</i>). There are examples of linking words or phrases which have not been used correctly (<i>yet, by contrast</i> and the slightly awkward <i>To conclude</i>) and the word <i>indeed</i> is over-used as a way of linking ideas.
Language	3	A range of vocabulary including some less common lexis, is used appropriately (<i>doomed, out of the question, flourishes</i>). A range of simple and complex grammatical forms is used with control and some flexibility (<i>there is no passion whatsoever involved, both as a lord and as a man, cannot even begin to understand, is but a poor author</i>).

* See Briefing Document, page 152. Relevant references to the text for each set text question are listed in a Briefing Document for markers.

Listening

One mark is given for each correct answer. The total is weighted to give a mark out of 40 for the paper. In Part 2 spelling errors are not allowed.

For security reasons, several versions of the Listening paper are used at each administration of the examination. Before grading, the performance of the candidates in each of the versions is compared and marks adjusted to compensate for any imbalance in levels of difficulty.

Speaking

Assessment

Candidates are assessed on their own individual performance and not in relation to each other, according to the following five analytical criteria: grammatical resource, lexical resource, discourse management, pronunciation and interactive communication. These criteria are interpreted at level C2 of the CEFR. Assessment is based on performance in the whole test and is not related to particular parts of the test.

Both examiners assess the candidates. The assessor applies detailed, analytical scales, and the interlocutor applies the global achievement scale, which is based on the analytical scales.

Analytical scales

Grammatical resource

This refers to the accurate application of grammar rules and the effective arrangement of words in utterances. At level C2 of the CEFR a wide range of grammatical forms should be used appropriately and competently. Performance is viewed in terms of the overall effectiveness of the language used.

Lexical resource

This refers to the candidate's ability to use a wide and appropriate range of vocabulary to meet task requirements. At level C2 of the CEFR, the tasks require candidates to express precise meanings, attitudes and opinions and to be able to convey abstract ideas. Performance is viewed in terms of the overall effectiveness of the language used.

Discourse management

This refers to the candidate's ability to link utterances together to form coherent monologue and contributions to dialogue. The utterances should be relevant to the tasks and to preceding utterances in the discourse. The discourse produced should be at a level of complexity appropriate to level C2 of the CEFR and the utterances should be arranged logically to develop the themes or arguments required by the tasks. The extent of contributions should be appropriate, i.e. long or short as required at a particular point in the dynamic development of the discourse in order to achieve the task.

Pronunciation

This refers to the candidate's ability to produce easily comprehensible utterances to fulfil the task requirements. At level C2 of the CEFR, acceptable pronunciation should be achieved by the appropriate use of strong and weak syllables, the smooth linking of words and the effective highlighting of information-bearing words. Intonation, which includes the use of a sufficiently wide pitch range, should be used effectively to convey meaning and articulation of individual sounds should be sufficiently clear for words to be understood. Examiners put themselves in the position of the non-EFL specialist and assess the overall impact of the communication and the degree of effort required to understand the candidate.

Interactive communication

This refers to the candidate's ability to take an active part in the development of the discourse, showing sensitivity to turn taking and without undue hesitation. It requires the ability to participate competently in the range of interactive situations in the test and to develop discussions on a range of topics by initiating and responding appropriately. It also refers to the deployment of strategies to maintain and repair interaction at an appropriate level throughout the test so that the tasks can be fulfilled.

Global achievement scale

This scale refers to the candidate's overall effectiveness in dealing with the tasks in the three parts of the Cambridge English: Proficiency Speaking Test.

Marks

Marks for each scale are awarded out of five and are subsequently weighted to produce a final mark out of 40.

Test 1 Key

Reading and Use of English (1 hour 30 minutes)

Part 1

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

Part 2

9 up 10 come / pop 11 all 12 to 13 as 14 not 15 at
16 however

Part 3

17 likened 18 botanists 19 molecular 20 revelation
21 extraordinary 22 comparable 23 unpleasant 24 distances

Part 4

25 nothing I'd like more | than to visit/to go to
26 took (absolutely) no | notice (of me)
27 was a lack of | clarity
28 until | darkness fell
29 in the/as a last resort | does/do/will the company
30 which went into | preparing/(the)preparation (for) the OR which was taken
with | preparing/(the) preparation (for) the

Part 5

31 C 32 A 33 C 34 B 35 B 36 C

Part 6

37 C 38 B 39 E 40 G 41 A 42 H 43 F

Part 7

44 E 45 C 46 A 47 B 48 D 49 B 50 A 51 C
52 C 53 F

Writing (1 hour 30 minutes)

Briefing Document

Question 1

Content

Essay must refer to and evaluate the following points:

- everybody appreciates / responds to music
- music can elicit an intense and profound emotional reaction
- music may be as important educationally as reading/writing

- all kinds of music stimulate potential
- writer's own ideas on topic.

Question 5a

Content

Article must:

- briefly describe Viola's relationships with Shakespeare and Wessex
- explain how money and position in society influence the attitudes to love of the three characters.

Answers must be supported by reference to the text. The following are possible references:

- *Viola's relationship with Shakespeare is romantic and passionate and she is his muse*
- *Viola's proposed marriage to Wessex is not based on romantic love and therefore unlikely to satisfy her emotionally; her protest to Wessex is "I do not love you, my lord." but she accepts that it is a good match*
- *Her marriage is a financial arrangement; Wessex's comment "your father has bought me for you" and Viola's lament "if they [the men at court] look at me, they see my father's fortune"*
- *Wessex has financial difficulties, whereas Viola's father has made some money from his trade and this motivates Wessex to seek an alliance with the de Lesseps. Wessex gains £5,000 from the marriage (he has a mercenary attitude).*
- *Wessex, as a nobleman, needs the permission of the Queen before marrying*
- *Daughters are expected to obey their fathers and accept the husband chosen for them; this is especially true among the upper classes*
- *Social class determines who is a suitable candidate for marriage; Viola asks Will "can a lady born to wealth and noble marriage love happily with a Bankside poet and player?"*
- *Passion is recognised as an alternative basis for love, but is not seen as a serious consideration for marriage; Will's comment, "love knows nothing of rank" and Viola's dismissal of their love affair as merely a "stolen season"*
- *Social class is seen as an insurmountable barrier to lovers from different backgrounds – NB Will's comment that "a broad river divides my lovers – family, duty, fate – as unchangeable as nature".*

Question 5b

Content

Essay must:

- explain the status of real and electric animals in the story
- evaluate their importance in society and to the characters
- refer to specific events to illustrate the points.

Answers must be supported by reference to the text. The following are possible references:

- *radioactive dust has led to the extinction of most species and all animals are protected by law*
- *owning an animal is seen as a moral and worthwhile thing to do and is a sign of empathy – they change hands for big money (Sidney's catalogue)*

- Phil Resch owns and loves a squirrel and thinks this is one reason why he can't be an android
- the belief that Mercer can bring animals back to life (e.g. spider)
- Rick's dissatisfaction at owning an electric sheep – electric animals are regarded as inferior – after seeing the 'real' owl at Rosen organisation; the organisation uses his desire to own the owl as a bribe
- seeing the ostrich gives him incentive to do his bounty hunting
- Mrs Pilsen's reaction to the death of Horace, her cat – she went to pieces
- reaction to animals used as part of Voigt-Kampff test e.g. on Luma Luft
- buying the goat as a status symbol and to establish self esteem – Iran knowing that killing it would really upset him
- Isidore's shock at the three androids' treatment of the spider – this made him upset with them
- Rick's excitement at finding what he thought was a real toad – believed to be extinct – and his disappointment when his wife shows him it wasn't
- even invertebrates are valued more highly than androids
- Rick is guilty and upset at death of a real sheep he once owned.

Listening

Part 1

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

Part 2

7 building / construction material 8 (world) population
 9 food chain 10 microbes 11 mining 12 hormones
 13 volcanoes / volcanos 14 wind 15 intensive farming

Part 3

16 B 17 C 18 A 19 D 20 C

Part 4

21 F 22 H 23 A 24 D 25 E 26 D 27 B 28 H
 29 F 30 E

Transcript

Cambridge Certificate of Proficiency in English Listening Test. Test One.

I am going to give you the instructions for this test. I shall introduce each part of the test and give you time to look at the questions.

At the start of each piece, you will hear this sound:

tone

You will hear each piece twice.

Remember, while you are listening, write your answers on the question paper. You will have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

[pause]

PART 1

Now open your question paper and look at Part One.

[pause]

You will hear three different extracts. For questions 1 to 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract 1

[pause]

tone

Man: I've just seen some statistics that show that the number of graduates taking gap years is falling steadily. That must mean that they're focusing their efforts on getting on the first rung of the career ladder as soon as possible, whatever good that does, rather than taking the chance to see something of the world before they get tied into a routine.

Woman: It's a pity, really. I know some are apprehensive about what potential bosses would think, I mean whether they'd see the gap year as a bit of a skive. It all comes down to the way it's put forward, though. If you can say what you've learnt about yourself and life, while working on, say, a community project in an inhospitable mountain valley, that cuts more ice with interviewers than lying on a beach somewhere exotic.

Man: That goes without saying. And some firms think a degree isn't enough. They'd like evidence of work-related experience, though more are realising that some of the things people get involved with in voluntary work overseas are very challenging, and may well turn them into more creative and dynamic staff members.

[pause]

tone

[The recording is repeated]

Extract 2

[pause]

tone

Most consumers go through several stages before making a purchase. First, they recognise that they have a want or a need. The consumer compares their situation to some situation they would consider to be better, and this further stimulates their want or need. In the information search stage, the person seeks information about how this want might be met. They assess past experiences; they consult external sources of information and start to weigh up the alternatives. But since humans have a limited ability to absorb information, we generally move on to the next stage knowing only some things about some alternatives.

This behaviour is of interest to marketing professionals. They look for opportunities to try to sway consumer choices toward their organisation's products. They may try to create new desires for new products, but this is costly and risky. Making sure customers aren't frustrated in making their intended purchases by offering one-click purchasing is an innovation which has proved a winner, however. We consumers are basically lazy. Few of us apparently even bother to read specifications of up-dated products before making our final decision to buy.

[pause]

tone

[The recording is repeated]

Extract 3

[pause]

tone

Interviewer: What is the single most important thing you've learned about selling online?

Man: Well, you know, there are a lot of excellent competitors around and you have to stand out to get traffic to your site. Things can change and opportunities arise with little or no notice, and being able to effectively handle the pace is what really helps or hinders a business. Actually, selling online involves many of the same concepts of traditional

retailing, using different tools and techniques. We need to remember not to get too wrapped up in the tools and techniques, but rather to clearly understand how each one supports a proven retailing concept.

Interviewer: So, what happens when it is time to grow your online business?

Man: If you've defined the next step and are attempting to grow to it, you must already have some sort of strategic plan in mind. Whatever the experts say about this being the crucial factor, you'll never get there without sufficient resources. If these aren't in place, you'll need to get creative and hit upon new backers from somewhere before moving forward.

[pause]

tone

[The recording is repeated]

[pause]

That is the end of Part One.

Now turn to Part Two.

[pause]

PART 2

You will hear a student, Hannah Jorden, giving a short talk on the topic of soil. For questions 7 to 15, complete the sentences with a word or short phrase.

You now have forty-five seconds in which to look at Part Two.

[pause]

tone

I'm going to be giving a short talk on soil. I've tried to summarise some of the main information I've found on the topic. The advantage for me is that there's a great deal of research on soil. The research often looks at one particular function that soil provides. One Canadian study I looked at focused on the importance of soil as a building material, used ever since humans first settled in communities. All studies emphasise its importance as a key to global well-being.

In today's world there's a huge amount of pressure put on how we use our soil and why we're using it. This is due to the very basic fact that the world population is rising rapidly. We need to look after our soil and natural habitats because the very survival of humankind may be at stake otherwise. And wherever we have people, we have waste. A significant amount of waste is put into landfill sites. The consequences have been serious in terms of soil pollution; once pollutants find their way into the food chain, they can damage the land and the health of any vegetation or people in the area. Dispersal of this waste through the soil also changes the composition of the soil and its ability to perform many of the functions that people and plants rely on. For example, I have seen respected data that prove that some forms of soil pollution drastically diminish the total of microbes, and this in turn decreases the biotic capability of the soil.

There are both inorganic and organic pollutants. Some of the main toxic substances are inorganic and occur as a result of mining in most continents of the world, notably the Americas, Europe and Asia. Secondary causes are smelting and the spreading of sewage on the land. In the past, it may have been ignorance or a 'couldn't care less' attitude which resulted in so much damage.

Organic pollutants often take the form of pesticides. It's now appreciated that some of the early insecticides such as DDT had a considerable impact on the environment. An area I find fascinating is the potential of organic-based pollutants to disrupt our hormones, which can have serious consequences over generations.

Many of you will know quite a bit about the effects of acid rain. This phenomenon has been with us ever since countries became industrialised and began burning fossil fuels. Then came the car, emitting its exhaust fumes into the atmosphere. However, not all the

causes of acid rain are man-made; volcanoes release significant quantities of harmful gases into the atmosphere too, which then get into the soil through acid rain.

In addition to acid rain, I've also looked at soil erosion. There are two main causes of soil erosion, water and wind, and it's the latter which seems to have caught the attention of the press. It's soil erosion caused by water that's more widespread and can have more devastating effects. But soil is not only being eroded by the elements, it's also becoming weaker in terms of organic matter, which means crops aren't grown in rich soil any more. This is a result of the way we farm. As agriculturalists turn to intensive farming, this is a system which results in topsoil becoming weaker. Moreover, in recent years, because of the demand for increased crop production, cultivation has been extended more and more to sloping fields. And when it rains, a small ...

[pause]

Now you will hear Part Two again.

tone

[The recording is repeated]

[pause]

That is the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You will hear part of a discussion programme, in which a teacher called Simon and a business journalist called Trina are talking about the issue of change. For questions 16 to 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have one minute in which to look at Part Three.

[pause]

tone

Trina: If I could just come in here, Simon. I mean, there are loads of expressions in most languages to the effect that change is a good thing. In English, for example, someone who doesn't embrace change is said to be 'stuck in his ways'. If we're tired of being indoors or watching TV, we say we need a 'change of scenery', then there's a proverb which goes 'a change is as good as a rest'. So, all these are positive views of change, promoting change as something which suggests a whole host of worthy experiences to do with newness, difference, the excitement of the unknown, the adventure of the unpredictable.

Simon: True Trina, but there's also a saying, 'Don't fix it if it ain't broke'. And there's another which is 'change for change's sake'. So this is the other side of the coin, and these are expressions which represent change as something threatening, because they disturb the existing equilibrium. And I could quite easily feel both of these contrasting sentiments at different times.

Trina: What about change in the business world? I think anyone who fails to move with the times, update and adjust is doomed, because otherwise the product or service in question will no longer be relevant as time moves on. It's even a requirement of high-level jobs, specified in management contracts. It's taken as read that you have to embrace change and you're a fool if you don't. It's not even on the discussion table. The result, in practice, can be quite bewildering; with constantly shifting goals and policies and an obsession with rebranding and changing names for everything.

Simon: But in many companies it's tantamount to high treason to express a dissenting voice of conservatism, or to be seen to be putting a spanner in the works. Change is a given.

Trina: Actually, that puts me in mind of something that's evident in all walks of life, even education, and that's feedback forms. There's a bit of an obsession with being customer-led and constantly asking for customer feedback in the form of questionnaires.

- Simon: Yes, you find it in libraries, museums and schools.
- Trina: And it leads to a situation where the tail wags the dog. One person's sheet says, 'I didn't like x' and argues the case well, and this view is seized upon in a knee-jerk response, regardless of whether it's actually a representative comment of the larger sample, and a whole system gets changed unnecessarily.
- Simon: Well, I guess if you invite people to make comments about potential changes, they'll think of anything that comes into their heads and write it, whether or not they are happy with the system that's actually in place.
- Trina: Just to change the subject slightly, I was thinking that ... erm ... often on a day-to-day level change can be irritating: things like unexpected road works on your journey home from work. Or if you normally go swimming on a Wednesday evening at six, and then the pool times change and there's a class on instead at that time, then your routine gets broken ... you had a nice little system for a while and it's really annoying until you find a way round it.
- Simon: And that's typical of change. In the work environment it's initially a pain for everyone and no one likes it because they've just got confident in their new routine again following the last changes. But usually people come round to seeing the point of the change, and in due course that change becomes the new accepted status quo, which you *don't* want to change.
- Trina: Yes ... so does change ultimately lead to happiness?
- Simon: Well ... the relationship between change and perceived happiness is also interesting. There's nothing that makes me happier than going out on my bike into the countryside by myself for an hour in the sun. But I know that if I did that day in day out, I'd soon tire of it. So, I guess what I'm saying is, an activity like that is mostly enjoyable because most of the time you're stuck in an office, and so this enables you to escape from your stressful working life. If it's no longer a change, then it ceases to be something happy.
- Trina: So, if you look at everything we've said ...

[pause]

Now you will hear Part Three again.

tone

[The recording is repeated]

[pause]

*That is the end of Part Three.**Now turn to Part Four.*

[pause]

PART 4

Part Four consists of two tasks. You will hear five short extracts in which people are talking about their involvement in award-winning projects related to the natural world. Look at Task One. For questions 21 to 25, choose from the list (A to H) what special feature of the project each speaker mentions. Now look at Task Two. For questions 26 to 30, choose from the list (A to H) what positive effect of receiving the award each speaker appreciated. While you listen you must complete both tasks. You now have forty-five seconds in which to look at Part Four.

[pause]

tone

- Speaker One** The project I received the award for was to do with a set of prehistoric animal footprints. I originally found them by chance where a storm had blown the sand off a rocky shelf by the sea, and I knew straightaway they'd been made by a species which is now extinct. I was worried the tracks would be destroyed by the fishermen who used the area, but since I've got the award, they realise how important they are. My work involved making casts of the footprints so they could be studied elsewhere, and I developed an innovative way of doing this by using silicon rubber, which produces better quality moulds than plaster.

[pause]

- Speaker Two** Nowadays biologists have developed all sorts of highly specialised things to attach to animals to record their speed and heart rate and so on. But, given the enormous number of animals in need of study in the world, we need to be looking for something that can be used as a powerful, cross-species method of logging data. Although my solution is technically complex, it's so simple in concept that I call it my 'silly idea'. The award gave me the financial support I needed to develop this project further and see how it worked with different species. The data it collects will help conservationists understand habitat needs, and resolve important conservation questions.

[pause]

- Speaker Three** I spend six months a year in Rajasthan, in North-West India. They used to have vast camel herds, which were used for transportation by the semi-nomadic Raika people there. But disease had decimated the herds, and undermined the livelihood of the entire community. I worked with local people to set up a training centre where we developed treatments for camels using tried and tested local herbal treatments, together with modern medicines. Receiving the award was a great acknowledgment of what we'd achieved. It also gave us the backing to get official certification of camel milk as an approved foodstuff, and the Raika people are now marketing this very cost-effective by-product.

[pause]

- Speaker Four** I spent most of my life studying the whale shark. There's so much we don't know about them, and their numbers have fallen to a critical level, so I set up a project to monitor them. I had to find a way of identifying individuals, and that's what I got the award for. With the money, I've been able to recruit research assistants and show them the technique. What it's based on is, each shark has a distinctive pattern of spots on its body. So, you analyse that pattern using a technique I adapted from one that was originally used to identify star patterns, and that gives you a unique identification.

[pause]

- Speaker Five** I started silkworm farming here in India 20 years ago. I used the usual techniques, but I had a lot of problems. So, I changed my approach. I'm convinced of the need to use farming methods which are environmentally benign, and I'm gradually starting to get my ideas across about what I do. That's something the award has given me the confidence to do, communicate my ideas to others. For example, I have mosquito nets to protect the silkworms, and I adapted some Japanese techniques, like, instead of traditional trays, I rear the worms in nets – they're easier to keep clean.

[pause]

Now you will hear Part Four again.

tone

[The recording is repeated]

[pause]

That is the end of Part Four.

There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I shall remind you when there is one minute left, so that you are sure to finish in time.

[Teacher, pause the recording here for five minutes. Remind your students when they have one minute left.]

That is the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Test 2 Key

Reading and Use of English (1 hour 30 minutes)

Part 1

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

Part 2

9 mind 10 According 11 for 12 without 13 part / aspect
14 not 15 into 16 little

Part 3

17 complexities 18 misled 19 politicians 20 incredibly
21 assumptions 22 impair 23 repeatedly 24 infinite

Part 4

25 make it/mean (that) it is difficult | to reach
26 to the exhibition is restricted to | visitors/people/those who OR is restricted to
the exhibition to/for visitors/people/those who
27 for Stevie's prompt action | in putting
28 is every chance/likelihood/probability/possibility | (that) taxes will rise/are
(going) to rise | of taxes rising/increasing/going up
29 had/was left with no choice | but/other than to accept
30 have got into/developed/acquired | the habit of

Part 5

31 B 32 B 33 A 34 C 35 B 36 D

Part 6

37 C 38 H 39 B 40 D 41 A 42 E 43 G

Part 7

44 C 45 A 46 D 47 D 48 B 49 D 50 A 51 C
52 A 53 B

Writing (1 hour 30 minutes)

Briefing Document

Question 1

Content

Essay must refer to and evaluate the following points:

- going to the cinema is an increasingly attractive form of escapism
- films can be thought-provoking and challenge people to think about serious issues

- films are of low quality nowadays
- film studios think more about profit than originality when making films
- writer's own ideas on topic.

Question 5a

Content

Report must:

- recommend the screenplay
- briefly describe the roles of three of the following: Marlowe, the Queen, Webster, the Nurse
- assess the impact of these three characters on Will or Viola.

Answers must be supported by reference to the text. The following are possible references:

Kit Marlowe

- *regarded as the foremost playwright at The Curtain (all the actors quote from Dr Faustus in the audition); he is the talk of the town*
- *Marlowe also helps Will to get ideas for Romeo*
- *Will is jealous of Marlowe's success, but used to it*
- *Marlowe is useful scapegoat for Will when asked about Viola's lovers by Wessex*
- *when Marlowe is killed, Will feels guilty – thinks Wessex has killed him and it is his fault*
- *indirectly, death of Marlowe causes Viola to realise the depth of her true feeling for Will.*

The Queen

- *keen theatre goer and has plays written for her (she commissions Will to write a play for Twelfth Night)*
- *has approval powers over Viola as suitable wife for Wessex*
- *warns Wessex that Viola has had a lover*
- *protects Viola by saying that she is a boy dressed as a woman at end and thus makes sure theatre is not shut down.*

Webster

- *reveals nasty, brutal streak*
- *at the behest of Tilney, spies on Viola and Will making love below stage, wants to tell Wessex – unmasks Viola by throwing a mouse at her; as a result the theatre is closed down.*

Nurse

- *protects Viola, pretends that Thomas Kent is her nephew, removes theatrical moustache so that Viola's parents don't see Viola's disguise*
- *also tries to tell Viola that no good will come of what she's doing*
- *obviously loves Viola as she helps her with love affair with Will despite knowing it is wrong*
- *fulfils a maternal role for Viola.*

Question 5b

Content

Article must:

- briefly describe the future world shown in the novel
- explain what people depend on for feelings of emotional satisfaction in this future world.

Answers must be supported by reference to the text. The following are possible references:

Future world described in novel

- *population much smaller and suburbs abandoned because of radioactive dust*
- *people constantly encouraged to emigrate*
- *there are many laws governing this hierarchical society*
- *police and bounty hunters (regular humans who haven't gone to the colonies) destroy rogue androids, and bounty hunters operate in secret*
- *specials are humans who are not allowed to breed and 'drop out of history'*
- *chickenheads are specials who have failed mental facility tests*
- *androids (who are humanoid robots of countless subtypes) are becoming more and more sophisticated, especially the new Nexus 6 models, but they are hunted and killed (retired) if they have escaped from colonies and are living on Earth illegally; androids do not care about other androids.*

What people depend on for emotional satisfaction

- *people need artificial stimulation from the Penfield Mood Organ in order to help them feel a wide range of different emotions and moods. There are at least 888 settings on the Penfield Mood Organ*
- *people desperately want to own an animal and if they cannot have a real one, they will buy an electric version. Social status depends on the type of real or electric animal someone owns*
- *Rick has an electric sheep which gives him some satisfaction, but he envies his neighbour Barbour who has a real horse*
- *Rick buys a goat. Rachael says that Rick probably loves his goat more than his wife*
- *Rick is very happy when he finds what he thinks is a real toad*
- *Mercerism is a religion that gives considerable emotional satisfaction; people believe that good emotions should be transmitted and shared with others via the empathy box, a process known as "fusion"*
- *humans still get satisfaction from helping others and feeling they are not alone. Isidore feels this when he shelters the androids (whom he initially believes to be human)*
- *television provides some entertainment and escapist relief, notably the comic Buster Friendly, who is in fact an android*
- *those who emigrate have the satisfaction of owning their own android.*

Listening (approximately 40 minutes)

Part 1

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

Part 2

7 referees 8 injuries / injury 9 motivation 10 (academic) research
 11 mental toughness 12 memory blue(-)print 13 admiration
 14 insults 15 pressure / stress

Part 3

16 B 17 C 18 A 19 A 20 C

Part 4

21 G 22 C 23 F 24 H 25 B 26 H 27 G 28 B
 29 F 30 D

Transcript

Cambridge Certificate of Proficiency in English Listening Test. Test Two.

I am going to give you the instructions for this test. I shall introduce each part of the test and give you time to look at the questions.

At the start of each piece, you will hear this sound:

tone

You will hear each piece twice.

Remember, while you are listening, write your answers on the question paper. You will have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

[pause]

PART 1

Now open your question paper and look at Part One.

[pause]

You will hear three different extracts. For questions 1 to 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract 1

[pause]

tone

The received wisdom used to be that there were four tastes, and that each was perceived at a specific location on the tongue – sweet tastes at the tip, salty and then sour along the sides, and bitter at the back. This so-called 'Tongue Map' was based on some rudimentary research originally done in 1901, and then later misinterpreted. But these assumptions went unchallenged for a staggering seventy-three years, until a researcher called Virginia Collings proved that in fact every part of the tongue has receptors for every basic taste – including 'umami', a fifth taste which most Western scientists ignored until relatively recently. Why textbooks should persist in printing this so-called 'map' is quite beyond me, frankly. It certainly baffled me back when I was a

kid at school. I could never get the experiment right in science class, and I failed for insisting that I could taste sugar at the back of my mouth. Goes to show you shouldn't always take for granted what your textbook or your teachers tell you! In fact, the remarkable thing about our sense of taste is just how little is known about it.

[pause]

tone

[The recording is repeated]

Extract 2

[pause]

tone

In some ways I was fortunate to be born into a family business. When I was 14, I realised I wanted, like my parents, to work in hospitality, but also that I needed to do it in a way that felt right to me. My parents hoped I'd take over the family business as soon as possible. But I enrolled instead at a hotel management school, which led to jobs in Spain, Iran and Korea. My parents and my bosses made plenty of suggestions. I always just pretended I was listening.

But now I am chief executive of the family business. Striking the balance between respect for tradition and innovation is paramount. And I must admit I've had some real issues with the Human Resources department. To me, many HR people set too much store by a resumé, but a resumé doesn't reflect who a person is, especially in the developing world. For our business to succeed, we've got to employ people who can use their initiative. I don't want the HR department to be frightened of people like that.

[pause]

tone

[The recording is repeated]

Extract 3

[pause]

tone

Jacky: Hi, Martin. I've just been reading about power and influence as part of my course.

Martin: That sounds interesting. I've always thought that well-educated people must be able to exert power over others. Does your reading bear this out?

Jacky: You might suppose that to be true, but apparently we're all really deferential towards the ones who are introduced to us as though they were some kind of authority, you know, 'she's Head of Corporate Strategy'. It's as though we assume their views are well founded.

Martin: It's like a label which we read as 'you can trust me'. Together with the fact that they're probably earning a fortune; we're like putty in their hands.

Jacky: I was glad though to have it confirmed by research findings that gender no longer plays a part, at least not in most societies. Interestingly, the research also says that people who are seen as a lower social level aren't necessarily more easily influenced. As you'd imagine, it's more to do with self-esteem and our own feelings of worth.

Martin: Yes, I can see that.

[pause]

tone

[The recording is repeated]

[pause]

That is the end of Part One.

Now turn to Part Two.

[pause]

PART 2

You will hear a sport psychologist called Brian Hawthorn giving a talk to psychology students about his profession. For questions 7 to 15, complete the sentences with a word or short phrase.

You now have forty-five seconds in which to look at Part Two.

[pause]

tone

Hello. My name's Brian Hawthorn and I've been asked to talk to you about my chosen profession – sport psychology. Since it's a relatively new profession I'd like to give you some information about the activities sport psychologists get involved in, what techniques they employ, and why I think it's a great career.

Essentially, sport psychologists treat individual athletes and teams from complete amateurs to top professionals, as well as referees, and all of these across a raft of sporting disciplines. Our main aim is to help clients improve their performance, in particular in competitions. In order to do this we equip them with the necessary tools, by which I mean appropriate strategies, to cope with the injuries and disappointments athletes face during their sporting lives. We may also get involved in advising a coach on things like developing motivation among the players in the squad. As a sport psychologist you need good communication skills to do this.

Some sport psychologists hold full-time positions in professional sports clubs. But mostly they have a varied portfolio; for example, advising individual clients and carrying out academic research. In order to become a sport psychologist, the most likely route is via involvement in sport and a first degree in psychology, followed by accredited post-graduate training.

Now, what are the basic techniques that sport psychologists employ? There are a lot of different ones, but underlying each one of them is the aim of instilling mental toughness in competitors, as this is seen as being a crucial factor in putting in a winning performance.

Let's have a brief look at a couple of basic strategies to give you an idea of what a sport psychologist does routinely. First, let's take 'visualisation', which means preparing yourself for the challenge ahead by picturing the event in your mind. You see, through visualisation, applicants can fill in the blanks about the venue and the procedure, so they'll feel more confident and create what's known as a 'memory blueprint' of how they want to behave, for example, when answering questions which the recruitment panel may ask them.

Another technique is known as 'staying in the present'. You may well say, 'That's obvious, that's where we all are'. True, but we often have a little voice inside our head that chatters away, dwelling on past mistakes or fretting about the future, and that can interfere with what we're doing right now. For a sportsman, it can be disastrous. For instance, I worked with an international footballer who missed a penalty in the closing moments of an important match. He admitted that instead of focusing on the back of the net, he was fantasising about the admiration he would receive from his ecstatic fellow players when he scored. In other words, what he should have done was focus on the task in hand and not allow himself to get distracted by his own thoughts. It isn't only thoughts, though, that can distract. A sportsperson has to avoid being sidetracked by spectators' actions. That may be just noise in the stadium, shouting and so on, or what's becoming an increasingly common and disgraceful phenomenon, in which spectators bombard a player with insults to put him off his stride. This is just one manifestation of negative public interest. So, what marks out the real top guys? It's that they appear to 'embrace' pressure in a match or a race and actively thrive on it. And for those who don't make it to the top, it may be because they are unable to cope with this. Then once they get to the top they have to deal with ...

[pause]

Now you will hear Part Two again.

tone

[The recording is repeated]

[pause]

That is the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You will hear a programme in which Rachel and Ian White talk about their office supplies company. For questions 16 to 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have one minute in which to look at Part Three.

[pause]

tone

- Interviewer: Rachel and Ian White started up an office supplies company eight years ago. It was hard work, but the company's now going from strength to strength. So, Rachel and Ian, what advice would you give to other people thinking of setting up their own business?
- Ian: Well, one thing that was a bonus for us at first was being able to join the Brisbane Business Network. You know, it's very easy when you're running your own business to get very isolated, and so it was great being able to be around those other businesspeople, and some of them were just fantastic, the way they helped us to be more resourceful in what we were doing.
- Rachel: Like when you're starting a business, I think, especially in our situation, we didn't want to think too big too fast, or spend too much money. We didn't really know what was feasible.
- Ian: No, so just meeting the people and networking with them, we saw, hey, these people started out just like us and look, now they've got their own van, or they employ four people.
- Rachel: Just being able to talk to them and get tips about the things that they might have stumbled on on their way to growth, you know, it's helped us so much and helped us dodge a lot of things that could've gotten in our way.
- Ian: One thing we learned is, it's really important to get your website right. And it needs to be professional; so, it's worth getting someone who knows about it to design it for you. There are lots of website design companies out there.
- Rachel: But they won't do all the thinking for you – you need to know what you want. We looked at the websites of some of our competitors to see how they did it. And make sure you get one that has a customer support backup. It's really important that if you have any questions you can get hold of them.
- Ian: That's crucial, and it's a good idea to include information about you and who you are as a company. People have more familiarity if they actually understand a little bit more about your business – that you've won some business awards and things like that. So, all that stuff needs to be designed in.
- Rachel: Then there's marketing – building up the client base and really understanding what it is that people are looking for in your product or service, what's going to pull them in.
- Ian: We mostly use email marketing. Now we have a database established from people we've met, through our client base and networking, we can send out email campaigns quite efficiently without having to sit all day in the office making phone calls and things like that.
- Rachel: We can just blast out messages from wherever we are – new product offers updates, and so on. In general, I think fear is a thing that holds a lot of people back, though, and it takes a lot of courage to say, 'Hey, I don't know this!' and ask for help.

Ian: Like with the sales budget.

Rachel: Yeah.

Ian: We were worried about our budget. So we asked the small businesses company and they sent someone along and we had half a day looking at it. And she suggested that we should implement a budget based on our last year's figures and monitor that; and we did, and actually sales were up, and that in itself was enough to give us the power to say, hey, we're not doing too badly when you see that, regardless of whether you relate it to any other business or not.

Rachel: We hadn't really had a precise idea of the figures before, and that gave us a tremendous amount of satisfaction.

Ian: Yeah, that was quite a good building block for us, to establish that.

Interviewer: So, now your company employs eight people. And I believe you now present courses on business planning?

Rachel: Yes, we do. And what it did for me and for Ian was, by going back through those processes again, it was very enlightening for us because there were things that we hadn't actually looked at, specific aspects of the business, and we're finding that they're very valuable to pass on to those students in terms of how you set up a business plan. So, if anything, we found, if you were setting up as a new business, yes, business plans were extraordinarily valuable, but as an ongoing business they're also really good to go back to.

Interviewer: Thank you very much and if ...

[pause]

Now you will hear Part Three again.

tone

[The recording is repeated]

[pause]

That is the end of Part Three.

Now turn to Part Four.

[pause]

PART 4

Part Four consists of two tasks. You will hear five short extracts in which university students are talking about a work placement that they did. Look at Task One. For questions 21 to 25, choose from the list (A to H) how each speaker found their work placement. Now look at Task Two. For questions 26 to 30, choose from the list (A to H) what each speaker found most useful during the work placement. While you listen you must complete both tasks.

You now have forty-five seconds in which to look at Part Four.

[pause]

tone

Speaker One It wasn't easy getting a work placement. I spent ages surfing the net, researching law firms, filling in application forms, asking other law students for advice on places to try. Some firms seemed interested and then went quiet. Then it struck me a former neighbour was a solicitor in a small practice, which wasn't ideal really, but still ... After some persuasion, I was offered an informal week's try-out, which was extended. It was hard getting up at 6.15 every day and working till 5.30! What made it, though, was being allowed to take over some tasks like drafting simple contracts. If I got stuck, the other staff kindly showed me what to do.

[pause]

Speaker Two I did a work placement in a finance company. I'd heard that the best part is learning to complete work to deadlines, though I'd got that sorted handing in uni assignments. What I did every day involved using ideas I'd heard in lectures and seeing them work. That was mind-blowing and more valuable than all the stuff I had to look up for clients in the resource centre. I was very lucky, as I came across someone at a friend's wedding, who got me an interview at the company. It was a relief as I'd thought I'd have to ask my uncle, who's in banking, and I'd rather make my own way.

[pause]

Speaker Three I started looking for a work placement early on. I sent letters to companies I was interested in and got some positive responses. I chose one and thought it was all in hand till everything fell through. I was moaning about it to someone on my marketing course, who put me on to a car manufacturer. Not my field, so I had reservations, though needlessly as it turned out. They put me in the sales department initially. My line manager had regular sessions with me to give me pointers on how well I'd been doing and that will definitely stand me in good stead. Chatting to people during breaks was quite informative too.

[pause]

Speaker Four I worked in an advertising agency. It was great, though the market analysis I did was tedious. I attended meetings where senior staff presented ideas for publicising a product. Discussing those with people from the company concerned made the whole thing, really, as it showed me what avenue to follow. It would have been good to have run a project on my own, though. I got the placement in an unexpected way. I thought everything happened online, though my searches proved fruitless. I came across the agency in an advert in a marketing publication, which I replied to. The university department's so-called directory of work placements left a lot to be desired!

[pause]

Speaker Five I'm studying to be an accountant like my cousin, and he'd promised me a placement at his firm. He's a great guy, though up to his eyes with work, and it obviously slipped his mind. A lecturer showed me our department's database on the university server and that did the trick. I really enjoyed the placement. The staff had very different working methods, which was an eye-opener. It was demanding getting everything I'd been given done in time, though that's certainly what my work will involve. Sitting at a desk for eight hours without even getting to see any of the people whose accounts I was doing was debatable, though.

[pause]

Now you will hear Part Four again.

tone

[The recording is repeated]

[pause]

That is the end of Part Four.

There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I shall remind you when there is one minute left, so that you are sure to finish in time.

[Teacher, pause the recording here for five minutes. Remind your students when they have one minute left.]

That is the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Test 3 Key

Reading and Use of English (1 hour 30 minutes)

Part 1

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

Part 2

9 if 10 so 11 where 12 with / by 13 or 14 nothing 15 back 16 in

Part 3

17 environmentally 18 recycling 19 undrinkable 20 consequences
21 expectancy 22 diagnosis 23 certainty 24 speculative

Part 4

25 yourself | be taken in by 26 waited for Sophie | to finish her homework before
27 (very) last thing (that) I (would) want | is for 28 to have sustained | losses of/a loss
of 29 would have been better | if I had OR | to have
30 kept in | touch/contact (regularly) with

Part 5

31 C 32 A 33 D 34 A 35 B 36 C

Part 6

37 B 38 G 39 E 40 D 41 H 42 F 43 A

Part 7

44 C 45 B 46 C 47 D 48 A 49 B 50 D 51 D
52 A 53 C

Writing (1 hour 30 minutes)

Briefing Document

Question 1

Content

Essay must refer to and evaluate the following points:

- meals shared with others provide a sense of belonging
- culinary traditions provide a sense of cultural identity
- reliance on convenience foods denies people the pleasure of cooking/eating fresh food
- preparing home-made food is a measure of hospitality
- writer's own ideas on topic.

Question 5a

Content

Review must:

- describe how characters mislead and misunderstand one another
- explain why these characters mislead one another
- consider whether their behaviour has any serious consequences.

Answers must be supported by reference to the text. The following are possible references:

- Will talks to Viola about his love for her, thinking she is Thomas Kent, a young aspiring actor – possible consequence: start of their affair
- Will poses as Viola's chaperone, 'Miss Wilhelmina'; Wessex confides in 'her' and is led to believe Viola's lover is Marlowe – possible consequence: enables Will to go to court to see Wessex humiliated by the Queen
- Will claims to be Christopher Marlowe when challenged at Viola's house by an enraged Wessex – possible consequence: he believes he is responsible for Marlowe's death
- Will does not tell Viola he is married – possible consequence: she is shocked to discover it later
- Viola's mistaken belief that Will is dead – possible consequence: she confesses her love for him
- Viola pretends to be pious to delay having to see Wessex – possible consequence: Wessex is infuriated
- Wessex is unaware that Viola and Will are having an affair and only realises it when the Queen points it out
- Fennyman puts Henslowe under pressure to provide a new play – possible consequence: Will lies about progress
- ALLOW references to Romeo and Juliet when discussing misunderstandings
- candidates may conclude that the lies told to each other by Viola and Will don't matter in the end because they cannot be together due to the social gulf between them, as both characters admit to each other.

Question 5b

Content

Essay must:

- briefly describe the characters of Deckard and Resch and the work that they do
- assess the extent to which their attitudes to their job change in the course of the novel.

Answers must be supported by reference to the text. The following are possible references:

Character of Rick Deckard

- enjoys responsibility and power when testing androids with the Voigt-Kampff Empathy Test (he can even force the Rosen Corporation to abandon manufacture of their Nexus VI androids)
- thoughtful and conscientious; aware of the fact that a few humans may fail the Empathy Test
- highly motivated to work hard, so can afford to buy a real animal as an electronic one is not enough to satisfy him

- independent and therefore not happy to accept help from android Rachael Rosen
- has experienced attractions to female androids in the past and admires their talents, e.g. fine voice of android opera singer Luba Luft; has sex with android Rachael and says he would marry her
- takes great pride in ability to do job well, e.g. is proud of having 'retired' Polokov and of being greatest bounty hunter ever (six androids retired in 24 hours)
- cool and calm when under intense pressure, e.g. when Garland reveals himself to be an android
- highly competitive – argues with Resch over who has the right to claim the bounty for killing Luba and Garland.

Character of Phil Resch

- claims to be astute; able to see that Polokov was an android because of coldness and detachment
- highly skilled marksman and good at job
- owns an animal
- actively considers possibility that he may be an android and is shocked that he did not realise he was working for androids for a time
- ruthless and merciless; kills Luba Luft without any warning, mainly because she has irritated him
- cannot understand Rick's attitudes and doubts about his job and why Rick dislikes him
- sees androids as murderous illegal aliens masquerading as humans
- cynical; aware of problem of sexual attraction to androids, but claims bounty hunters must be more detached and sleep with them before killing them
- thinks love is another name for sex.

The work of the bounty hunter

- some rivalry between bounty hunters; Rick is annoyed when he finds that his colleague Dave Holden gets more challenging or interesting jobs
- bounty hunters live in fear of being shot themselves and are aware that one error could be fatal; Rick is surprised by Polokov posing as a Soviet cop
- financially dependent on bounty they get, rather than salary
- carry a weapon at all times
- use technology, such as the Voigt-Kampff Empathy Test, to do their job efficiently
- bounty hunters must follow instructions of commanding officer, even if they disagree with them
- other bounty hunters may have had sex with Rachael in the past, but have then been unable to kill her
- bounty hunters must do job unobtrusively, so that humans are not upset and do not realise that androids are around.

How attitudes to their job change

- initially, Rick believes androids totally incapable of empathy and that an android is not much more sophisticated than an electronic animal
- he believes that Mercerism gives him justification to kill androids
- yet even in the past, his conscience troubled him when doing his job; has been disillusioned for some time and has thought of emigrating
- shocked by brutal and unexpected manner in which Resch retires Luba, which makes him realise he is very different; later, he is shocked to discover that Resch is, in fact, human

- Rick realises for the first time that feeling empathy for androids is important and could be tested for
- after meeting Resch and seeing him kill Luba Luft, for the first time in his life Rick doubts his ability to do his job well
- his contact with Resch upsets him so much that he is only able to carry on doing his job by buying a goat
- feels he needs help of Rachael Rosen – help he had initially rejected
- after sleeping with android Rachael Rosen, considers giving up job for good); later reflects on destructive nature of what he does for a living
- yet in some ways, he still does not respect androids, saying they are stupid and lack emotional awareness
- at the end of the novel, Rick feels that he has become a different person – everything he has done in the past is now alien and unnatural to him
- Rick finds some sort of peace in the attitude that it is impossible to avoid doing morally wrong things and that Mercer himself had urged him to kill the androids.

Listening (40 minutes approximately)

Part 1

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

Part 2

7 harbour / harbor / port 8 priests 9 frame / framework 10 puzzle
11 rope(s) 12 France 13 model 14 (bees)wax / wax from bees
15 truck / lorry

Part 3

16 D 17 C 18 A 19 D 20 C

Part 4

21 B 22 E 23 A 24 F 25 G 26 D 27 C 28 B
29 H 30 E

Transcript

Cambridge Certificate of Proficiency in English Listening Test. Test Three.

I am going to give you the instructions for this test. I shall introduce each part of the test and give you time to look at the questions.
At the start of each piece, you will hear this sound:

tone

You will hear each piece twice. Remember, while you are listening, write your answers on the question paper. You will have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

[pause]

PART 2

Now open your question paper and look at Part One.

[pause]

You will hear three different extracts. For questions 1 to 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract 1

[pause]

tone

Between 1871 and 1885, Marianne North travelled the world painting exotic, and sometimes as yet unknown, flowers, plants and trees. She recorded them with precise botanical accuracy, meticulous attention to detail, and fabulous colours. Her subjects are all set in their own environment, some in a jungle, others on the side of a mountain, looking across a valley, or amongst other foliage. This collection of paintings depicts landscapes across the globe, and it is an invaluable record of a world untainted by mass tourism and commercialisation.

Marianne North was a remarkable person for her time. As a nineteenth-century female of the middle classes, she'd have had limited schooling. But being able to draw and paint was an essential accomplishment for a young lady of her social standing. Nowadays, it's seen as just one of those things we may, or may not, take to a bit at school, isn't it? But Marianne would have been encouraged from an early age. Obviously she had talent, but it was not until she started travelling, at the age of forty, that it really, you could say, blossomed.

[pause]

tone

[The recording is repeated.]

Extract 2

[pause]

tone

Interviewer: Professor Renton, what initially attracted you to science?

Professor: Well, in fact it was my fascination with the fictional detective Sherlock Holmes: the way he uses first-hand evidence and analytical reasoning to solve his mysteries. My father and grandfather were both engineers. Engineers tend to take things apart. Although they're not always able to reassemble them, they're always curious about how things work. That's doubtless in my genes, too. In Sherlock Holmes stories you're offered the pieces of the jigsaw, and he puts it all together. Readers are always thrilled by the moment when it all comes clear – and you get lots of those in science.

Interviewer: I believe you have plans for changing the museum's image.

Professor: Yes, indeed. The perception is that it looks backwards through its collection – that it's historical. I'd like it to be sufficiently up-to-date that someone watching a TV programme expressing doubts about climate change might think, 'I'm confused about climate change. I'd better go to the Science Museum and see what they're presenting so I can make up my mind.' Basically, I want it to be seen as 'the museum of the future'.

[pause]

tone

[The recording is repeated.]

Extract 3

[pause]

tone

Of course, the Internet's great – I can do an internet search and find the exact location of this restaurant on the edge of Liverpool, or whatever. But the people whose working patterns have been significantly changed by the Internet are in a tiny minority. When

you look at its impact on the economy, it's mainly in the area of leisure. For most people, its effect is more about keeping in touch with friends and looking up things here and there, although there's now so much information out there that you don't actually have time to digest it.

In fact, I believe the washing machine was more transformative. By liberating women from household work and helping to abolish professions such as domestic service, the washing machine completely revolutionised the structure of western society. And this had huge economic consequences. Rather than spend their time washing clothes, women could go out and do more productive things, so it doubled the workforce. Of course, it's not just the washing machine; it's piped water, it's electricity, it's irons and so on. But the feminist movement couldn't have been implemented without this technological basis.

[pause]

tone

[The recording is repeated.]

[pause]

That is the end of Part One.

Now turn to Part Two.

[pause]

PART 2

You will hear part of a lecture about ancient Egyptian ships and an attempt to reconstruct one. For questions 7 to 15, complete the sentences with a word or short phrase.

You now have forty-five seconds in which to look at Part Two.

[pause]

tone

We know that the ancient Egyptians built ships, but until recently people thought these were just for river transport. For example, the remains of an elegant wooden ship 4,500 years old were found by the Great Pyramid, but this wouldn't have been strong enough to go out to sea.

However, archaeologists working at the desert site of Mersa Gawasis, on the shores of the Red Sea, about 160 km from the famous temples of Luxor, have recently started uncovering amazing artefacts – things like stone anchors and planks of wood that were once part of ships – and they now believe this was the site of a harbour from where ships sailed down the Red Sea.

They believe the ships were sent out by Hatshepsut, a woman who ruled over Egypt 3,500 years ago. She already had a strong army, but, to retain her power as pharaoh, she had to have the backing of the priests, and one way of getting this was to provide them with the incense they burned during religious ceremonies. This wasn't available in Egypt, so she had it brought in by ship. Support for this theory comes from carvings made at the time, of sailing ships, with their crew, sails and cargo all shown in amazing detail.

So, a team attempted to reconstruct one of these ships to find out whether it actually could carry out a sea voyage. They started by examining both the remains of the river ship and the carvings of Hatshepsut's ships to find out as much as they could about the design of ships. They were surprised to find that, while modern shipbuilders start by constructing a framework and then build the ship round it, the ancient Egyptian shipbuilders didn't do this – instead the planks of wood which formed the outside of the ship were carefully shaped so that they all fitted together. Constructing the whole thing out of so many differently-shaped pieces of wood must have been rather like trying to solve a puzzle, but on a huge scale, and without knowing if there was actually a solution or not.

This was true for both the river ships and for seagoing ships, but in other ways there were differences in their construction. For example, the pieces of wood on the river ship had holes in at regular intervals, not for nails as in modern ships, but for ropes, to add more support, and keep the planks from coming apart. But there was no evidence of this on the carvings of the seagoing ships. Instead, they relied solely on wooden joints.

Reconstruction of the ship required massive pieces of wood. Egypt has never been a great place to find giant trees, and the pharaohs used cedar trunks, imported from Lebanon. But today, the cedars of Lebanon are rare, so the timber was imported from France, from 150-year-old Douglas-fir trees.

The actual building of the ship was carried out by the Lahma family, several brothers who run a shipyard in Egypt and have a lot of experience with modern wooden ships. Rather than the archaeologists providing them with a written, two-dimensional plan, they provided the brothers with a model of what was required. No-one's built a ship like this for three thousand years, but the Lahma brothers were able to understand the way it all fitted together, and translate this to the real thing.

Once the ship was built, one problem remained. There were still cracks between the planks of wood, which would mean that it'd leak when it was floated on water. Modern wooden ships use epoxy resin, but that wasn't available 3,000 years ago, so they decided to use beeswax instead. They knew the ancient Egyptians were familiar with this and that they used it on their furniture.

So finally, the ship was ready. The inscriptions on the carvings had said that the seafaring ships were constructed on the River Nile, and that they were taken apart again, plank by plank, and carried across the desert to the Red Sea by donkey. But the research team decided to cheat a little here and, instead of dismantling the ship, they loaded the entire thing onto a truck and drove it there.

So at last, they were ready to launch the ship. But they'd no idea how it would perform ...

[pause]

Now you will hear Part Two again.

tone

[The recording is repeated.]

[pause]

That is the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You will hear two costume design students, Angela and Mike, discussing the role of costumes in films. For questions 16 to 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have one minute in which to look at Part Three.

[pause]

tone

Angela: I'm really enjoying this course, aren't you, Mike?

Mike: Yes, it really makes you sit up and think; there's never a dull moment.

Angela: Right from the start I was riveted; do you remember one of the first things we had to do was watch a film without any sound? That in itself isn't anything new, I know; it's done on lots of courses, like script writing, to see if you can get the storyline just from visual input, like what people are wearing, but to ask us to watch like that and then halfway through be asked to say who would befriend who, and who would fall out with who was great!

- Mike: Yes, you could easily see if the characters were angry, etc. from their facial expression, but the questions made us look closely at costume to see what else might be revealed about them. And it's amazing to think that even the main ideas of the film can be conveyed partially through costume when a good costume designer's been at work.
- Angela: Yes. I'm loving all the modules on this course. I did history, art and design and media studies at school and this course incorporates all of those subjects, and more.
- Mike: Yes, and academic topics such as the role of film as documentation of social history and how businesses look to film for fashion ideas are offset with practical modules like pattern cutting and sewing, which I'm drawn to in particular.
- Angela: And even where to go, flea markets, museums and costume warehouses and so on, to try to find exactly the right handbag or umbrella for a particular scene.
- Mike: Sounds good if you've got the time, I suppose. I really enjoyed that last session when we watched a film and then the whole group discussed the costumes. We talked about a female character who wore layers and layers of clothes, and we were asked what that signified about her character. I thought people's suggestions that it made her seem secretive or that it suggested there were many 'layers' to her personality seemed perfectly reasonable.
- Angela: I know, but when someone said it meant she was timid, it didn't go with the way she was in the film.
- Mike: And they were layers of brightly-coloured, rather flamboyant clothes, so hardly!
- Angela: It's an important point, though, that clothes are a part of our identity.
- Mike: The thing is, as a costume designer working for a film studio, you can't always do exactly what you want. You have to make compromises. The director may tell you to make a costume in a certain way because he needs it like that because of the lighting or something.
- Angela: Or that the actor's going to be in a fight scene, so he needs to be able to jump and run easily. I think the problem with working on a film as opposed to being students, like we are now, is you'd have to get the costumes ready for filming within a couple of months and you wouldn't have time to find out everything you needed to know before you started work on them.
- Mike: Absolutely, and do you think money plays a part? You can't spend a fortune on every costume.
- Angela: That must vary from studio to studio.
- Mike: Right. Have you decided what to do your next project on? I bet you're doing something on female actors and how clothes show how women's role in society has changed.
- Angela: More how certain things like trousers were first seen as part of women's liberation but a couple of decades later were seen as merely utilitarian. I'd thought about looking into project managing the manufacture of huge numbers of costumes for crowd scenes and things like that, but it seems to involve a lot of finance and figures, and that put me off.
- Mike: Yes, and I think looking just at the lead character in any film may not have enough scope for the sort of project we've got to submit.
- Angela: Right.

[pause]

Now you will hear Part Three again.

tone

[The recording is repeated.]

[pause]

That is the end of Part Three.

Now turn to Part Four.

[pause]

PART 4

Part Four consists of two tasks. You will hear five short extracts in which people are talking about their experiences in their first jobs. Look at Task One. For questions 21 to 25, choose from the list (A to H) what skill each speaker developed during their first job. Now look at Task Two. For questions 26 to 30, choose from the list (A to H) what each speaker appreciated most in their first job. While you listen, you must complete both tasks.

You now have forty-five seconds in which to look at Part Four.

[pause]

tone

- Speaker One** My first job taught me a lot, particularly in terms of what I can get done in a short period. I learnt to juggle and multi-task like never before. The early starts were the worst, so in the end I moved into the hotel – this was great, as I was offered any overtime first. The best thing was the on-the-job experience and learning from the old guys; they got me doing things instead of just talking about them. If I hadn't had to return to Uni, I would probably have stayed on and, who knows, I could have been the manager by now.
- [pause]
- Speaker Two** I worked in an office with about 20 other people and we all got on, but very superficially. I found it difficult because I was one of the youngest, but had to conduct appraisals, trying to find the right words. It was a really busy environment, no time to build friendships. One day, the boss decided to introduce a programme of social events, starting with a team-building weekend. This was the first time we had spent any time together away from work and we were all a bit sceptical, but it was amazing. I felt I had more confidence in conducting evaluations, and my colleagues accepted my comments objectively.
- [pause]
- Speaker Three** After I finished my degree in the UK, I couldn't find any suitable well-paid jobs. I figured if I was going to work for a pittance, I might as well do something useful. I volunteered and went to a village in Kenya. There were no set working patterns, which suited me as I preferred to work until the job was done and then relax, chatting to the villagers. I picked up the language after about six months and this came in useful when an English businessman came to present his ideas for new sports facilities for the village. I managed to negotiate between both sides to set up a football training centre for the village.
- [pause]
- Speaker Four** When looking for my first job, I didn't really know what I was good at, but I think I fell on my feet. I took a job as a tourist information officer in a different country, getting by on rudimentary language skills. Initially, I was used on the front desk because of my English, but I was soon moved to an admin position in the back when I found that I had a talent for spreadsheets and extrapolating meanings from numbers. When the position of assistant manager came up, I was encouraged to go for it, so I did. I've never looked back, and friends from home love coming over here to visit.
- [pause]
- Speaker Five** After an argument with my first boss, I told him that I was leaving to set up my own company. I was amazed when he suggested I should stay and offered me a different position, where I would be able to make changes. He'd recognised that I was frustrated

in my position and that I had a vision which he felt could be useful. I realised leaving wouldn't fix anything, and that I actually wanted to learn how to sort out the issues affecting workforces. He was giving me an opportunity to troubleshoot, and I relished it. It wasn't a higher-level position, but, actually, I appreciated the opportunity he'd given me.

[pause]

Now you will hear Part Four again.

tone

[The recording is repeated.]

[pause]

That is the end of Part Four.

There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I shall remind you when there is one minute left, so that you are sure to finish in time.

[Teacher, pause the recording here for five minutes. Remind your students when they have one minute left.]

That is the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Test 4 Key

Reading and Use of English (1 hour 30 minutes)

Part 1

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

Part 2

9 for 10 back 11 degree / extent 12 given 13 anything
14 little 15 in 16 danger

Part 3

17 virtuous 18 downside 19 sleepless 20 insignificance
21 necessarily 22 emissions 23 Additionally 24 disastrous

Part 4

25 (that) there is no change/there are no changes | to/in Sam's plans
26 no reason to suppose (that) | Simon will not OR every reason to suppose (that) | Simon will 27 was there (any/an) official | acknowledg(e)ment of/as to/regarding 28 no account | are passengers (allowed/permitted) 29 am at a (complete) loss | to understand/to know/as to 30 has no intention | of making

Part 5

31 C 32 B 33 A 34 C 35 D 36 A

Part 6

37 D 38 G 39 A 40 H 41 E 42 B 43 F

Part 7

44 C 45 B 46 A 47 C 48 B 49 D 50 B
51 D 52 A 53 C

Writing (1 hour 30 minutes)

Briefing Document

Question 1

Content

Essay must refer to and evaluate the following points:

- it's possible to lose the enjoyment of reading if you have to do too much of it
- choice of a book as a child says something about personality / future career
- reading aloud is an enriching experience for all ages
- sharing the experience of listening to something read aloud increases enjoyment
- writer's own ideas on topic.

Question 5a

Content

Letter must:

- compare Viola's relationships with Wessex and Will
- explain why Viola marries Wessex and not Will.

Answers must be supported by reference to the text. The following are possible references:

Arranged marriage with Wessex

- marriage arranged without consulting Viola and she does not love him
- financially advantageous to Wessex and important to Viola's father because of Wessex's name and position in society
- Wessex wants a wife to be 'obedient and fertile'
- Wessex can arrange this marriage because of his position in society, has the Queen's approval
- Viola must accept the marriage because of her sex and position in society ('I will do my duty').

Relationship between Will and Viola

- Viola is infatuated with Will as a writer rather than a man at first
- romantic passion between Will and Viola ('like a riot in the heart')
- Viola can see the reality that their relationship cannot last ('a stolen season')
- there is some dishonesty in their relationship; Will is already married
- they cannot marry because of the difference in social status (Will: 'love knows nothing of rank'; Viola takes a more realistic attitude).

Question 5b

Content

Review must:

- briefly explain the themes of love and loneliness with reference to the characters Deckard and Isidore
- assess whether it is the treatment of the themes of love and loneliness that make the book worth reading.

Answers must be supported by reference to the text. The following are possible references:

Rick Deckard

- Rick Deckard feels a degree of attraction and affection for androids; he is fond of Luba Luft and buys her a print
- he is attracted to Rachael Rosen and sleeps with her, and feels that he wants to marry her; Phil Resch, in contrast, has no qualms about sleeping with an android and then killing her
- Rick loves his goat more than his wife
- Rick can only connect emotionally or sexually with his wife via the Penfield Mood Organ

- all humans feel lonely, but with the empathy box can experience feelings of 'fusion' with other humans; however, when Rick's wife uses the box he feels lonely
- when Rick buys a goat, Iran urges him to share his feelings of happiness with everyone else via the empathy box.

John Isidore

- Isidore feels alone in his apartment block and is delighted when Pris appears in his apartment
- he is happy to protect the three androids Pris, Irmgard and Roy Baty, and to feel he has some purpose in life; he feels sorry for them and is told that androids feel lonely too
- he believes that 'you have to be with people to live at all well'
- television provides an escape from loneliness for Isidore in his empty apartment block
- Isidore is isolated from others because his apartment is unoccupied, with only the empathy box to connect him to others, and he is treated with contempt by his employer, Hannibal Sloot.

Listening (40 minutes approximately)

Part 1

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

Part 2

7 white leopard 8 living fossil 9 thumb 10 grass(es) 11 mood
12 barking 13 mountain(ous) 14 green corridors 15 vulnerable

Part 3

16 B 17 D 18 C 19 B 20 A

Part 4

21 F 22 H 23 B 24 E 25 G 26 F 27 E 28 H
29 B 30 A

Transcript

Cambridge Certificate of Proficiency in English Listening Test. Test Four.

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tone

You will hear each piece twice. Remember, while you are listening, write your answers on the question paper. You will have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

[pause]

PART 1

Now open your question paper and look at Part One.

[pause]

You will hear three different extracts. For questions 1 to 6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract 1

[pause]

tone

Interviewer: Sarah, what is Online Now?

Sarah: Basically, we want to achieve a networked nation. So, Online Now is a campaign to get at least 95% of the population online in the next two years.

Interviewer: Why such a rush?

Sarah: We have to rush because we're just being flooded with data. Every single day, for example, the government's saying: 'Comment on our budgets' – important things that are going to affect communities deeply. At the end of most advertising, it's 'Get a special deal online'. So we can't wait, because society is splintering as we speak. I don't want to live in a community where a huge number of people are being excluded from the conversation that everyone else is having.

Interviewer: But if everyone's going to be online, where will the equipment come from?

Sarah: We're not advocating that everyone has a computer at home. There'll always be people for whom this is too expensive. We have to be pragmatic about what we can do. There's been so much IT investment into communities – into schools, into health centres, into libraries. I would like the government to consider better ways of exploiting those bits of technology.

[pause]

tone

[The recording is repeated.]

Extract 2

[pause]

tone

This stone pestle comes from Papua New Guinea. It stands about 35 cm tall, and the business end is a stone bulb, about the size of a cricket ball, and you can feel that it's been used a lot. Above the bulb, the handle is very easy to grasp and its upper part's been shaped in a way that's got nothing to do with making food – it looks like a bird with outstretched wings and a long neck dipping forward. We think it's about eight thousand years old.

So, we know that at that time farmers in Papua New Guinea grew a starchy tuber called taro, while in the Middle East, they were cultivating grasses, types of wheat, and in China, rice. But what's interesting is that in their natural state you can't eat any of these plants; you have to grind them or soak them or boil them first. So, why choose them? Well, the answer is that as humans expanded across the globe, we had to compete for our food with other animals. So, we went for food that was difficult, and that gave us a competitive advantage.

[pause]

tone

[The recording is repeated.]

Extract 3

[pause]

tone

The health of our oceans is in decline and yet, there seems to be little attempt by governments or businesses to intervene. Global warming is one issue, increasing the acidity of the sea water to the detriment of marine life, but, more seriously, despite

regulations to stop overfishing and opportunistic fishermen landing illegal catches to sell on the black market, international laws seem to be interpreted at a local level. One conservation solution is to introduce more marine reserves similar to one in the Pacific Ocean, where commercial fishing is banned and regular checks are carried out on all aspects of marine wildlife.

Conservation projects focusing on single high-profile species, such as sharks and sea birds like the albatross, frequently draw attention away from the more serious damage being done to food sources like algae, which leads to the death of many more species. One proposal is to gather data from all the oceans and produce an ocean health index, which would then be published globally. From this, governments and businesses would be able to see instantly how their actions are affecting the health of the oceans close to them.

[pause]

tone

[The recording is repeated.]

[pause]

That is the end of Part One.

Now turn to Part Two.

[pause]

PART 2

You will hear a talk about a Chinese animal called the giant panda. For questions 7 to 15, complete the sentences with a word or short phrase.

You now have forty-five seconds in which to look at Part Two.

[pause]

tone

I'd like to tell you about the giant panda, which is a bear that's native to China, and one of the world's best-loved and most easily recognised animals.

The giant panda is a national emblem of China, and over history the Chinese have given it over twenty different names. Among them are names translating as 'spotted bear' – describing its black and white body, 'bamboo bear' – referring to its diet and, rather strangely, 'white leopard', possibly because of its tree-climbing abilities. Then there's the current, most frequently used term, 'cat bear', which is also echoed in the scientific Latin name for the species.

There's been much debate about how to classify the giant panda, although recent molecular studies seem to confirm that it is actually a bear. However, the species differentiated early in history from all other bears, making it the only member of an otherwise extinct branch of the family. For that reason, it is considered by certain experts to be a living fossil. The animal known as the red panda, which shares its habitat, is in fact only a very distant relative.

Although the giant panda is classed as a carnivore, its sustenance comes almost exclusively from the bamboo plant. With its large molar teeth and strong jaw muscles, the giant panda is ideally suited to bamboo eating. And in addition to the five fingers on each paw, it also has an elongated wrist bone, which it uses as if it were a thumb. This helps it pull up and grip tough bamboo shoots.

Because bamboo has little nutritional value, the giant panda has to consume up to 14 kilos of it per day. It eats all of the twenty-five different bamboo species native to its habitat, but will, on occasion, supplement this diet with other kinds of grasses, and even meat, in the form of various birds and rodents.

The giant panda is a solitary creature with relatively poor vision but an acute sense of smell, and so relies principally on scent to communicate with other individuals. It secretes a strong-smelling substance from its glands, which it rubs onto trees and stones on the edges of its territory. These scent markings convey an enormous amount of information, not only about the animal's gender, state of health and even their mood, but also how long ago the 'message' was left.

Unlike some other animals, the giant panda can't communicate via facial expression, or even ear or tail position. But it does produce a surprising range of vocalisations, including a honking sound to indicate distress, a barking sound to convey antagonism to enemies, and a number of chirps and bleating sounds used as friendly contact calls.

The giant panda used to live in a vast forest area, but, due to extensive farming and deforestation, much of its habitat has been destroyed, leaving only small populations in a handful of mountain areas in the country. Current estimates of numbers remaining in the wild range between only one and two thousand individuals.

Isolated populations, living in so-called 'wildlife islands', could also face eventual starvation. When the bamboo dies off, animals are unable to migrate to other areas where a different bamboo species is thriving. The key to saving these communities is schemes which plant what are termed 'green corridors' – made up of native tree species and bamboo – which link the wildlife islands, and so facilitate migration.

Thanks to projects such as these, the number of giant pandas in the wild is said to be rising. However, the International Union for Conservation of Nature doesn't believe there's enough certainty to change the giant panda's conservation status on its Red List of Threatened Animals. It's declined to downgrade its current status of Endangered to the less crucial status of Vulnerable. Even so, the future is still looking a little brighter for China's favourite black and white bear.

[pause]

Now you will hear Part Two again.

tone

[The recording is repeated.]

[pause]

That is the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You will hear part of a programme in which Amanda and Peter, two founders of a fruit juice company called Topfruit, talk about their business. For questions 16 to 20, choose the answer (A, B, C or D) which fits best according to what you hear.

You now have one minute in which to look at Part Three.

[pause]

tone

Presenter: I'm delighted to welcome to the programme this evening Amanda Fry and Peter Davy, two of the founders of the company Topfruit, that makes delicious blends of fruit juice. What's it like setting up a company with friends?

Amanda: Well, we've all seen friends falling out, take some of the famous rock bands, for instance. I must say though that for us it was quite the reverse. I believe trust is the most efficient thing in business terms. It means you don't need to keep checking up on people. You see, the four of us have been mates since university days and there's amazing alignment in our values and ambitions.

Peter: Yet our skills are complementary. As a result there was no squabbling when it came to deciding who should focus on different areas, such as retailers, operations or consumers, because it was self-evident. Actually, I'm in awe of people who set up a company on their own. How they encompass all those aspects is a mystery to me.

Amanda: But, coming back to our company, it certainly is a great place to work. We pride ourselves on having an open and co-operative culture. Whether we can take any credit for that, I'm not sure. I think it's all down to the staff. What we made a point of at the beginning, was only to select people we liked and whose values chimed with those of the business. After that, you could perhaps say it's a belief in the importance of making

a healthy product to enhance customers' well-being. I wouldn't want you to think that it's all fun and games, though. In line with current thinking, there's a tough performance management system – everyone's assessed regularly against a number of objectives and the results are linked to pay increases.

Peter: Personally, it took me ages to be able to arrive at work on a Monday without imagining all sorts of disasters, you know, like crowds of angry customers or a bankruptcy notice. As for how I feel about running the company now: it's still a very demanding business and it's like being on a rollercoaster with its ups and downs. That's where the buzz comes from, though.

Amanda: Strangely, I reckon it would be boring if everything were on an even keel. You'd stop trying.

Peter: And we all make mistakes, don't we?

Amanda: Absolutely. As the company's grown, we've made some bad choices when recruiting senior people. We interviewed someone with a fantastic CV, an MBA and loads of relevant experience, and assumed he'd be great, but neglected to check whether he'd fit in with the ethos of the company and the existing team, and he didn't. Another one was perfect in that respect, but had never held a top post. I tried to kid myself that with good mentoring he'd get there, and so, I kept him on too long. I should've realised from the outset that he was wrong for the job. One thing was clear, though; it was our fault, not theirs.

Peter: But we have managed to hold our own against the corporate giants who are our major competitors. There are a number of reasons why. First, the concern we express about wholesome food and getting our fruit from reliable sources strikes a chord with many consumers at the moment, so our juices tick those boxes.

Amanda: Then our marketing's straightforward and transparent, even down to using very basic clear bottles so the juice can be seen easily on the shelf.

Peter: And it doesn't come with the usual hype and polish, since we do it all in-house, without employing the services of an ad agency to design a trendy image.

Amanda: Customer research is done in a similar way, too. We take samples of new blends round events like music festivals and food fairs, and get feedback that way, so people feel directly concerned.

Peter: We're often asked ...

[pause]

Now you will hear Part Three again.

tone

[The recording is repeated.]

[pause]

That is the end of Part Three.

Now turn to Part Four.

[pause]

PART 4

Part Four consists of two tasks. You will hear five short extracts in which some sports-people are talking about their sporting successes. Look at Task One. For questions 21 to 25, choose from the list (A to H) what each speaker regards as the key to winning in sport. Now look at Task Two. For questions 26 to 30, choose from the list (A to H) what each speaker sees their coach as. While you listen, you must complete both tasks.

You now have forty-five seconds in which to look at Part Four.

[pause]

tone

Speaker One My coach has always said to me, 'Tennis is a bit like driving – you have to think for two and be continually thinking about what's going to happen, or what shot your opponent is about to play.' I agree that, ultimately, this is what separates the champion from the also-ran. You won't catch him spouting all the psycho-babble around in the sports

