

You are going to read an article about a visit to a chocolate factory. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

Peter Moon and the Chocolate Factory

Journalist Liz Campbell fulfils a childhood dream of visiting a real-life chocolate factory.

From the outside, the building resembles a caramel square dusted with cocoa. As I walk through the revolving doors, I am greeted with the pleasing aroma of smooth, sweet, rich chocolate that permeates everything. Even in the reception area, where Peter Moon's wife Leona is busy with Easter orders, I can't escape this potent scent.

If you want to appreciate this for yourself, then allow me to indulge you. Get a chocolate bar and, against all your natural instincts, try to open the wrapper slowly. Then take a moment to savour the tantalising smell of chocolate inside. Now picture yourself actually *inside*, confined within the four walls of the wrapper that is shutting in the aroma with you. If the mere thought of that sounds good to you, what would it be like to breathe in the aroma of this fine chocolate every single day? I ask Leona that very same question. "I'm so used to the smell. I've worked here for so long I don't even notice it any more," Leona admits. To my mind, that is an absolute tragedy. But she later confesses that she still eats a few pieces of chocolate every day.

I observe Leona as she expertly handles customers who are desperate to get their orders in on time. The factory's chocolate has just been given the highest rating in a recent consumer report and needless to say, the orders have been flooding in. The boom in business could explain her high spirits, which I must admit is infectious, and I can't help feeling excited about being let into this hidden world.

At that moment, Peter Moon enters from a door at the back, dressed in a white hat and a heavy-duty rubber apron. After polite introductions, he immediately launches into his favourite topic. "Did you know that chocolate comes from the bean of the Theobroma Cacao tree, which means 'food of the gods'?" he asks. "The Aztecs considered cacao to be man's inheritance from Quetzalcoatl, the god of the air. Cacao seeds were made into a drink with the addition of maize and vanilla. The Spaniards

observed its use and carried back beans to Spain, where it rapidly became a drink for the wealthy." I can tell this man lives and breathes what he does.

I follow Peter into the packing room, which is bursting with multicoloured cellophane and ribbons that are waiting to decorate chocolate eggs arranged in lines. I watch as staff work, carefully wrapping Easter treats. Over 60 staff are employed at the factory and, from appearances, I don't doubt their commitment. "My team are extremely focused. We are like a family here," Peter declares proudly. I couldn't agree more. I immediately get the impression that this is no ordinary factory.

And then, as he and I enter the adjoining room, I try to pull myself together. I make a great effort to control my excitement, reminding myself that the real purpose of my visit is to gather information to write an article. A conveyor belt transports small cubes of sweet centres towards a chocolate waterfall, with the promise of being enveloped in a thick, luxurious layer of chocolate. Moon picks up a tray of half-finished mini chocolate eggs. Each egg is ready to be filled and brushed over with more chocolate to seal it. Coloured cocoa butter will then be painted on to it to give it a shiny exterior. It is obvious that a significant amount of care and attention goes into making Moon's chocolates, and each one is finished lovingly by hand.

"We use the freshest ingredients, which are free from artificial preservatives, and so our products only have a shelf life of three weeks," explains Peter. By finding ingredients from all around the world, Peter is responding to the growing trend of chocolate connoisseurs who hold tasting evenings with friends. They enjoy trying to name the origins of the cocoa bean that the chocolate is made from, like those who appreciate fine wine. As I leave, I learn that Peter, like his wife, also takes the opportunity to sample his work. "I think it's important to test the products on a regular basis," he says smiling. And, yes, if you are wondering, I did get to take some home!



Remember that the answers will be found in the text in the same order as the questions. Questions are usually one per paragraph. It is a good idea to read ALL the paragraph carefully before choosing an option.

1 What does the writer notice most when she enters the factory?

- A how busy it is in the reception area
- B the unusual appearance of the building
- C the smell of chocolate in the building
- D the way she is greeted by Leona Moon

2 The writer's description of unwrapping a chocolate bar is intended to make her readers

- A appreciate the pleasure of eating chocolate.
- B able to imagine her experience more clearly.
- C understand how the factory workers feel.
- D want to visit the chocolate factory themselves.

3 The writer thinks it is 'an absolute tragedy' (line 22) that Leona

- A is unaffected by the smell in the factory now.
- B confesses to eating chocolate every day.
- C says the smell is not as strong as it once was.
- D doesn't even like the smell of chocolate.

4 What is the cause of the writer's enthusiasm as she watches Leona work?

- A She is going to experience something that few people get the chance to.
- B She is impressed by the way that Leona deals with the customers.
- C She shares Leona's excitement about a recent consumer report.
- D She is happy that Leona's business has just become very successful.

5 The writer's first impression of Peter Moon is that he

- A is not dressed in the way she would have expected.
- B can tell her a lot about the history of the Aztecs.
- C doesn't really care about polite introductions.
- D is interested in everything connected with his job.

6 What does the writer suggest about the staff at the factory?

- A They seem to care deeply about their work.
- B They don't seem to be working very hard.
- C Many of them seem to be related to each other.
- D They seem to get on very well with Peter Moon.

7 The writer says 'I try to pull myself together' (line 59) to show that she

- A feels as if she is in two places at the same time.
- B is finding it difficult to stay calm and do her job.
- C is tired of gathering information about the factory.
- D can't remember the real purpose of her visit.

8 What do we learn about Peter Moon's chocolate in the last paragraph?

- A It is growing in popularity all around the world.
- B Its special ingredients make it taste like fine wine.
- C It is regularly tested by chocolate connoisseurs.
- D It must be eaten within three weeks after it is made.

You are going to read an article about a woman who taught a gorilla to 'speak'. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (9-15). There is one extra sentence which you do not need to use. Mark your answers **on the separate answer sheet**.

Talking with Koko

Dr Francine Patterson has spent her life attempting to communicate with humankind's closest relative, the gorilla.

Dr Patterson was introduced to Hanabi-Ko (Koko) in 1972, at a time when Koko was just a tiny, undernourished one-year-old gorilla. Patterson was in search of a candidate for her forthcoming four-year project, with Stanford University, on inter-species communication. Little did she know that this would turn into her lifelong work.

She wanted to research communication between humans and one of their closest relatives in the animal world – the gorilla. On a visit to San Francisco Zoo, Dr Patterson's eyes immediately fell on Koko. **9** ☐

This decision would not only provide Patterson with a constant companion over the coming years but also make Koko one of the most famous gorillas in the world.

From the beginning, Patterson chose to communicate with Koko through American Sign Language. She began by teaching Koko the basic signs. **10** ☐ She suddenly started to create her own signs by combining different signs for words she already knew and casually dropping them into her 'sign conversations' with Patterson. For instance, when she wanted to signal 'ring', a word she had not been taught yet, she signed 'bracelet' together with 'finger'. Although this was not traditional sign language, it made sense.

After some time of having only human company, Koko signed that she still felt lonely. So a friend was found for her in the form of Michael, an orphaned gorilla from Cameroon. **11** ☐ They became inseparable. Although there were no plans to teach Michael to sign, he had an aptitude for learning and was very willing. By the end of his first year, Michael had learnt over twenty signs, some of which were even taught to him by Koko. Amazingly, the pair even began to sign to each other.

When Koko reached adulthood, she communicated

her desire to have a baby. Patterson's people suggested Michael as a father but Koko surprisingly showed signs of human-like embarrassment, explaining that she considered Michael to be more like a brother since they were raised together and gorillas appear to have their own rules regarding matches. **12** ☐ Their friendship lasted for twenty-four years so, naturally, when Koko was told of Michael's death from heart failure in 2000, she showed signs of grief by crying, searching his rooms and signing his name repeatedly.

By the end of his life, Michael could sign six hundred phrases and understand one thousand words spoken in English while Koko could sign and recognise twice as many. One particularly memorable moment occurred when Koko was experiencing great pain. After signing to her caregivers that she had a toothache, she was able to indicate her level of pain as being between nine and ten on a pain level chart. **13** ☐ After the painful tooth was removed she received a full health check-up and thankfully was found to be in good shape.

Over the years, technology was used to enrich Koko's world. To provide her with a voice, she was given a specially adapted computer and a screen on which she could make sentences. The screen was housed in the floor of her enclosure and could withstand 900 kg of gorilla force. **14** ☐ She could switch the lights on and off when she wanted, for example. And in 1998, the world watched in wonder as Dr Patterson conducted the world's first inter-species live web chat with Koko.

Although some are sceptical about Koko's true intelligence, it can not be denied that Koko has challenged the world's stereotypical view of the angry, blood-thirsty gorilla. **15** ☐ Its main aim is to make people aware of the problems great apes face, both in captivity and in the wild, and to save them from extinction.

- A** It also allowed her to have a certain amount of control over her environment.
- B** If only all animals could tell humans this kind of information.
- C** Dr Patterson's initial project resulted in the setting up of The Gorilla Foundation.
- D** However, it soon became clear that Koko was not only learning each sign, but also logically adapting the sign language herself.
- E** But in the beginning, Koko had difficulty adapting to her new environment.
- F** As a result, they were destined to remain just good friends.
- G** It was at this point that she knew she had found the perfect subject for her project.
- H** At first they did not take to each other, but they started to get on and eventually formed a very strong bond.

Tip

Look out for pronouns, both in the text and in the sentences (e.g. they – their, she – her, etc). These will help you make the right connections between ideas.

PART 3

You are going to read a page from a brochure with advertisements for four unusual leisure experiences. For questions 16-30, choose from the advertisements (A-D). The advertisements may be chosen more than once. Mark your answers on the separate answer sheet.



Don't waste time reading the whole text in detail – zoom in on what answers the questions.

Which of the advertisements mention(s):

something participants in the experience must bring with them?

16

a particular historical period?

17

giving you something to take home with you?

18

that the experience is designed exclusively for children?

19

giving you the chance to take a break from normal life?

20

giving you the opportunity to admire the landscape?

21

what participants will learn before the start of the activity?

22

regret that a specific type of visitor cannot enter the place?

23

that the place has been used for more than one purpose?

24

something which makes it possible for the disabled to participate?

25

that young children are not allowed to take part in the activity?

26

the qualifications of the people in charge of the activity?

27

28

that those taking part should be in good physical condition?

29

30

Do Something Different

A

Indoor Skydiving

If you have always wanted to try skydiving, but are afraid of flying, here is the answer – indoor skydiving. You will feel like you are freefalling from a plane, even though you are only about two feet off the ground, as a giant propeller blasts air at 200 mph, suspending you in the airflow. It is a freefall experience that everyone must try, at the world's biggest skydiving wind tunnel, in Bedfordshire, England. Compared to other similar experiences on the market, you will get more 'flight time' in the wind tunnel and, when you finish, a DVD containing footage of your flight for you to remember the experience. This facility also caters to international skydiving teams, so be assured that you'll be in the safest hands.

The tunnel was originally built over fifty years ago to study aerodynamic forces, and later to test the strength of aeroplane parts such as ejector seats. Four decades later, the tunnel was restored.

A reasonable level of fitness is required in order to participate. Spectators can watch the dive from the free viewing gallery, but the loud noise makes it unsuitable for very young children.

C

Traditional Circus Skills

Do you want to learn some new skills? Are you fed up with the usual routine and want to do something a little more exciting than walking around the shopping centre on Saturday mornings? Then roll up, roll up – come and join the circus! During your session at Britain's top circus skills school, you will learn about the physical strength required for the trapeze and acrobatics, practise your coordination skills while juggling and attempt to acrobalance (otherwise known as tightrope walking). All the instructors are professionals with first-hand knowledge of the techniques and equipment used. You'll be learning the basics in no time, so you can impress all your friends with your new skills when you get home.

It is recommended that you wear casual clothes that don't restrict your movement – a tracksuit and trainers would be ideal. Participants must be at least 14 years old, and although they don't need to be in absolutely tip-top shape, a reasonable level of fitness is required if you want to get the most from this course. Spectators are welcome throughout. Unfortunately, there is no disabled access at the school.

B

The Cathedrals Express Steam Train

Step back into the 19th century as you take a train ride on the Cathedrals Express, which runs from central London to some of England's most beautiful cathedral cities. It's the perfect experience for romantic couples, Harry Potter fans and those who want to relive the good old days. As you travel, you will dine on superb food while sitting at a table with lovely views of the countryside. The train is an exact replica of one that operated during Victorian times, and the carriage interiors are beautifully decorated. It is an unusual sight, so expect people to wave at you as you go by. Of course, you may wish to wave back! When the train pulls into the terminus, you are released from the fantasy for a short spell, as you have the chance to shop or see the sights.

Trains and stations have ramps for wheelchair users. Spectators are welcome to see the train depart and meet it on its return.

D

Scuba Diving

Are you having trouble finding things to do with the kids? Here's an idea. At the Aqua Fun Programme, young adventurers are introduced to the thrill of breathing under water. They are first taught the basic procedures for scuba diving, including safety and communication with fellow divers, and familiarised with the equipment before dipping their toes into the water. All the instructors are qualified Dive Instructors. Then, under constant supervision, they get to dive and swim around in a swimming pool, at a maximum depth of only 6m, but still experience what it would feel like to be in a natural diving environment.

Parents are welcome to watch as their children learn to scuba dive and enjoy splashing around making bubbles underwater. Children don't have to be strong swimmers and previous experience is not needed. You must bring your own swimwear, but all other equipment will be provided.

You **must** answer this question. Write your answer in **120-150** words in an appropriate style.

- You want to attend a language school in England. You saw the advertisement below and sent a short email to Chris Rendall. Now you have received an email from him in reply. Read the advertisement, Chris Rendall's email and the notes you have made. Then write an email to Chris Rendall, using **all** your notes.



Both parts of Paper 2 carry the same number of marks, so spend the same length of time on each one. It is vital that you attempt both tasks.

SUMMER LANGUAGE COURSES

2-, 4- or 6-week courses
Beautiful English seaside town
Full accommodation provided

For more information contact:
Chris Rendall
Barnes English School, Bournemouth
email: rendallc@barnes_english.co.uk

email

From: Chris Rendall
Sent: 12 April
Subject: Summer language courses

Thank you for your email asking for information about summer courses. Since you didn't give any details, though, I'm not sure exactly what you'd like to know.

Firstly, have you visited our website? It gives all the facts about the school, the courses we offer, the cost and dates of each course and so on. I'll be happy to answer any other questions, of course – for example, about things to see and do here, or even what clothes to bring.

We arrange accommodation with local English families, but I'll need to know when you plan to be here, and if you'd prefer a family with children.

It would also be helpful if we knew a little more about you, such as your age, level of English, interests and so on.

Hope to hear from you soon.

Chris Rendall

Apologise

*Yes ...
but ask
about ...*

*Tell him
and say why*

Give details

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

PART 2

Write an answer to **one** of the questions **2-4** in this part. Write your answer in **120-180** words in an appropriate style.



‘When writing an article, try to catch your reader’s attention by using various techniques such as including a catchy title and addressing your reader directly.’

- 2** Your English teacher has asked you to write an article for the school magazine about two photographs which are particularly important to you. You have been instructed to describe what the pictures show and what memories they bring back to you.

Write your **article**.

- 3** You have recently moved to another city and begun studies at a language school there. Your friend from your last language school has asked you the following questions in their recent letter:

I really miss having you around at school. Tell me about your new school. What was your first day like? Is your new school different from this one? And how are the teachers and the other students?

Write a letter to your friend, answering the questions in their letter. Do not write any postal addresses.

Write your **letter**.

- 4** Developers are planning to build a tourist resort in your charming little beach town. A local TV station is going to film your English class having a discussion about the new plans. Your teacher wants you to prepare by writing an essay giving your opinions on the following statement:

Developers should be allowed to build big hotels and tourist complexes anywhere they like.

Write your **essay**.

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0). Mark your answers on the separate answer sheet.

Example:

0 A detached B single C divided D separate

0	A	B	C	D
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



Remember that all four options are similar in meaning but only one should be used in this context.

Rainbows

A rainbow is an optical display of colour that usually appears in the sky when a beam of sunlight refracts through millions of raindrops. Each (0) colour from the spectrum is then sent to your eyes. For this to happen, the angle between the (1) of light, the raindrop and the human eye must be between 40 and 42 degrees.

After studying rainbows in (2) , Sir Isaac Newton was able to explain how they are formed. However, he was colour blind, so he had to (3) on the eyes of his assistant, who could easily (4) all the seven colours: red, orange, yellow, green, blue, indigo and violet. His assistant could also clearly (5) the difference between indigo and violet.

There are two types of rainbows. Primary rainbows are the most (6) and have the most distinctive colours, with red (7) on the outside of the arc and violet on the inside. Secondary rainbows are unusual because the light is reflected twice within the raindrop before it (8) a rainbow, so the colours are in (9) order and not as bright as primary rainbows.

There is a popular myth that if you reach the end of a rainbow, you will find a pot of gold waiting for you. In (10) , it is impossible to do this, because a rainbow has no end – as you go towards the point where the rainbow (11) to touch the ground, it moves away from you as quickly as you (12)

- | | | | |
|---------------|-------------|-------------|--------------|
| 1 A strip | B ray | C streak | D row |
| 2 A depth | B length | C width | D breadth |
| 3 A rely | B trust | C confide | D believe |
| 4 A discover | B realise | C recognise | D understand |
| 5 A say | B speak | C talk | D tell |
| 6 A often | B common | C ordinary | D regular |
| 7 A appearing | B happening | C viewing | D revealing |
| 8 A develops | B forms | C shapes | D grows |
| 9 A behind | B back | C return | D reverse |
| 10 A case | B spite | C time | D fact |
| 11 A looks | B seems | C shows | D sees |
| 12 A arrive | B approach | C near | D progress |

PART 2

For questions 13-24, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	A	R	O	U	N	D													
---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--

Tip

A number of the missing words are prepositions that go with certain verbs or adjectives (e.g. insist on, tired of).

Putting it Off!

Your big exams are just (0) the corner and you have only two or three days left to do some serious revision. You have to commit to memory the history of (13) Industrial Revolution – so what (14) you doing organising the kitchen cupboards? Ordinarily, it is (15) a task that you would choose to do unless you really had to, but suddenly you feel the time is right to pay particular attention (16) this area of the house and get it looking spotless. The books upstairs can wait.

Such behaviour is known (17) procrastination – a deliberate attempt to avoid something which really needs to be (18) , but which you can't be bothered to do. Other examples of (19) sort of behaviour include browsing the Internet or watching television when the kitchen sink is full of dirty dishes, or going off to get tea and coffee at the office (20) of finishing the work you've been given.

In short, procrastination is the art of putting off (21) tomorrow what should be done today. More often (22) not, the real reason why a procrastinator delays a job is that they have a vague hope that (23) else might just do it (24) them.

PART 3

For questions 25-34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0 C O N F U S I O N



Bear in mind prefixes (e.g. un-, im-), suffixes (e.g. -tion, -ly) and spelling changes.

English Students and Culture Shock

Culture shock is a feeling of (0) experienced by someone visiting a new country and being confronted with an (25) culture. It is experienced by many of the thousands of students who leave home to study English in an English-speaking country.

These students have to cope with changes in weather, food, language and behaviour. (26) have found that there are several stages of culture shock and that adjusting to life in a new country is an ongoing and gradual process.

Initially, students may feel (27) and delight at the new culture. They take to their language studies with enthusiasm and make significant progress.

Once the (28) of being in a foreign place wears off, feelings of (29) , depression and homesickness may arise, and homesick students may call home repeatedly. (30) problems, due to locals speaking too quickly and using strange idioms and slang, are also very common. (31) , stress may be caused by racial discrimination, (32) problems or safety concerns.

During the next stage, the student is more (33) and begins to accept the positive and negative aspects of both cultures. They begin to feel at home and realise that problems are also (34) opportunities.

CONFUSE
FAMILIAR

RESEARCH

EXCITE

NOVEL
ANXIOUS
COMMUNICATE

ADDITION
FINANCE

REAL

LEARN

PART 4

For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

- 0 Why are you interested in learning a new language?

WANT

Why
a new language?

Tip

Check your answer to make sure it is as similar as possible in meaning to the sentence given.

Example:

0

DO YOU WANT TO LEARN

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 35 They offered her a job but she refused.

TURNED

She of a job.

- 36 I find driving on the left in England very strange.

ACCUSTOMED

I driving on the left in England.

- 37 I expect you were very tired by the end of the week.

MUST

By the end of the week exhausted.

- 38 Being late is inexcusable.

EXCUSE

There is late.

- 39 Matthew decided not to do his homework and went to play football.

INSTEAD

Matthew went to play football homework.

- 40 "I wouldn't stay out too late, Lee," said Mary.

ADVISED

Mary out too late.

- 41 Her mother won't tolerate rudeness.

PUT

Her mother rudeness.

- 42 Natalie didn't listen carefully enough to the spoken instructions.

ATTENTION

Natalie didn't the spoken instructions.