

Proficiency Testbuilder

4th Edition with Key

Mark Harrison



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INTRODUCTION

Proficiency Testbuilder 4th edition is much more than a book of practice tests. A completely new version for the revised **Cambridge English Proficiency** examination in operation from 2013, it is designed not only to enable students to do tests of exactly the kind they will encounter in the exam itself, but also to provide them with valuable further practice, guidance and explanation. This will enable them to prepare thoroughly for the exam and increase their ability to perform well in it.

Proficiency Testbuilder 4th edition contains:

Four complete practice tests

These tests reflect exactly the level and types of question to be found in the exam.

Further Practice and Guidance pages

These are included for each part of each paper and they come immediately after the part of the exam they relate to (see Contents, page 3).

For each part of each paper, they include **What's Tested** sections, which provide detailed explanations of the precise focus of each part of the exam; **Tips** sections, which provide advice on the best approaches to answering the questions, and **Exercises**, which take a step-by-step approach to answering the questions in the test, encouraging students to draw their own conclusions as to what the correct answers are and enabling them to develop and apply the right processes when answering the questions in the exam.

For PAPER 1 READING AND USE OF ENGLISH the Further Practice and Guidance pages contain exercises and questions directly related to the questions in the test.

For PAPER 2 WRITING the Further Practice and Guidance pages provide outlines enabling students to plan their answers. They also contain **authentic sample answers** for each kind of writing that may be included in the exam (article, report, etc.) for students to assess.

For PAPER 3 LISTENING the Further Practice and Guidance pages contain exercises directly related to the questions in the test.

For PAPER 4 SPEAKING the Further Practice and Guidance pages provide exercises on vocabulary likely to be useful in general terms, exercises on vocabulary relating to the themes for discussion in the tests and practice in talking about pictures.

TEST ONE

PAPER 1 READING AND USE OF ENGLISH 1 hour 30 minutes

PART 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

In the exam you will mark your answers on a separate answer sheet.

There is an example at the beginning (0).

0 A accomplished B completed C ended D achieved

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

Meeting Marvin Gaye

When I first met Marvin Gaye in his Sunset Strip studio, I had just (0) a two-year project co-writing the autobiography of Ray Charles, an inspiring collaborator, but an authoritative and often (1) figure. Marvin came on like a brother. He was warm, witty and (2) to laugh. He spoke like he sang, in whisper-quiet melodies and soft falsettos. His conversation had a lyricism all of its (3) His affectations – a slight British accent when he was feeling aristocratic, for example – were more than (4) by his disarming sincerity. We became friends. I felt (5) to watch him work and play up-close. It soon became clear that, like his music, his personal life was (6) with dramatic contradictions, a combination of charm and chaos. Because he was a hero of mine, and because his art was so dazzlingly beautiful – so self-contained, so accomplished, so (7) slick – it took me a (8) to realise my hero was drowning.

- | | | | | |
|---|----------------|--------------|---------------|-------------------|
| 1 | A distant | B faint | C secluded | D far-away |
| 2 | A prompt | B impulsive | C abrupt | D quick |
| 3 | A type | B self | C like | D own |
| 4 | A set against | B weighed up | C made up for | D settled up with |
| 5 | A advantageous | B privileged | C indulgent | D gainful |
| 6 | A inundated | B filled | C plentiful | D dense |
| 7 | A appreciably | B fully | C utterly | D sorely |
| 8 | A while | B phase | C length | D course |

Before you check your answers to Part 1 of the test, go on to pages 9–10.

PART 2

For questions 9–16, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

In the exam you will write your answers in CAPITAL LETTERS on a separate answer sheet.

Example: 0 THAT

Laughing is Good for You – Seriously

It is a sad fact (0) THAT adults laugh far less than children, sometimes (9) as much as a couple of hundred times a day. Just take a (10) at people's faces on the way to work or in the office: you'll be lucky to see a smile, let (11) hear a laugh. This is a shame – especially in (12) of the fact that scientists have proved that laughing is good for you. 'When you laugh,' says psychologist David Cohen, 'it produces the feel-good hormones, endorphins. It counters the effects of stress (13) enhances the immune system.'

There are many (14) why we might laugh less in adult life: perhaps we are too work-obsessed, or too embarrassed to (15) our emotions show. Some psychologists simply believe that children have more naive responses, and as adults we naturally grow (16) of spontaneous reactions.

Now check your answers to Part 2 of the test.

PART 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

In the exam you will write your answers in CAPITAL LETTERS on a separate answer sheet.

Example: 0 NECESSITY

Tube Inspired a Book

For many people, the London Underground is a grim (0) that gets them from A to B. But for (17) author Preethi Nair, it is a source of inspiration. She has just published her first novel, *Gypsy Masala* – a tale she dreamt up whilst commuting on the Metropolitan Line. ‘Have you observed people on the tube?’ she asks (18) ‘Everyone is in their own little world. I just used to sit there and imagine what kind of lives they led.’

NECESSARY

BUD

ENTHUSE

Gypsy Masala charts the adventures and (19) thoughts of three members of an Indian family living in London, as they search for happiness. ‘It is a story about following your dreams,’ says Preethi, who gave up her high-pressure job as a management (20) in order to go in (21) of her ambition of becoming a writer. ‘It was a big risk but it was definitely the right decision in terms of peace of mind and (22) ,’ she explains.

INNER

CONSULT

PURSUE

CONTENT

Preethi was born in a small village in the Indian state of Kerala and moved to London with her parents at the age of three. She says the striking contrast in cultures made a (23) impression and is reflected in her story, which flits between the suburbs of London and (24) India. Many of the scenes in the book are based on the place where she was born and spent long summer holidays.

LAST

FAR

Now check your answers to Part 3 of the test.

PART 4

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Here is an example (0).

- 0 Robert was offended when he was left out of the team.
exception
Robert left out of the team.

0	took exception to being
---	-------------------------

In the exam you will write **only** the missing words on a separate answer sheet.

- 25 So that he would be able to leave the room quickly, Matthew stood by the door.
positioned
Matthew as to be able to leave the room quickly.
- 26 In my opinion, it was an absolute miracle that they survived the accident.
short
The fact that they survived the accident was , in my opinion.
- 27 I tried as hard as I could to make sure that this problem would not arise.
power
I this problem from arising.
- 28 I don't think it was reasonable of you to complain so much about the service.
justified
I don't think you fuss about the service.
- 29 Laura was faced with a lot of problems during her childhood.
contend
Laura had a during her childhood.
- 30 The audience suddenly started to applaud loudly.
sudden
All from the audience.

Now check your answers to Part 4 of the test.

advanced nation, but being high-born seems to carry no compulsion to make the hoi polloi laugh. Some of our rulers do make us laugh but that's not what they're paid to do. And, so with the constricted comedy of those who live a constricted life, that which amuses them may lack the common touch.

Having eliminated the parts of society unlikely to breed funnymen, it's to the middle ranks of humanity, beneath the exalted and above the invisible, that we must look to see where comics come from and why. And are they, like nurses and nuns, called to their vocation? As the mountain calls to the mountaineer and the pentameter to the poet, does the need of the mirthless masses summon forth funsters, ready to administer relief as their sole *raison d'être*? We've often heard it said that someone's a 'born comedian' but will it do for all of them or even most of them? Perhaps we like to think of our greatest jesters as we do our greatest painters and composers, preferring to believe that their gifts are inescapably driven to expression. But in our exploration of the comedy mind, hopefully finding some such, we are sure to find some quite otherwise.

- 31 What does the writer imply about comedians in the first paragraph?
- A People in certain other professions generally have a better image than them.
 - B It is possible that they are seen as possessing only negative characteristics.
 - C It is harder to generalise about them than about people in other professions.
 - D They often cannot understand why people make negative judgements of them.
- 32 What does the writer say about people who wear uniforms?
- A They criticise performers for craving attention.
 - B It is unusual for them to break their normal patterns of thought.
 - C They are more aware of their inadequacies than others may think.
 - D The desires they have are never met when they are at work.
- 33 The writer says in the third paragraph that shy people
- A may be able to write humorous material but could not perform it.
 - B are capable of being more humorous than they realise.
 - C fear that what they find humorous would not amuse others.
 - D do not get the recognition they deserve even if they are good at comedy.
- 34 In the fourth paragraph, the writer criticises the kind of comedy he describes for its lack of
- A originality.
 - B coherence.
 - C sophistication.
 - D spirit.
- 35 The writer says that people at the top of society
- A have contempt for the humour of those at lower levels of society.
 - B take themselves too seriously to wish to amuse anybody.
 - C are unaware of how ridiculous they appear to others.
 - D would not be capable of becoming comedians even if they wanted to.
- 36 What does the writer wonder in the last paragraph?
- A whether people's expectations of comedians are too high
 - B whether comedians can be considered great in the way that other people in the arts can
 - C whether it is inevitable that some people will become comedians
 - D whether comedians realise how significant they are in the lives of ordinary people

Before you check your answers to Part 5 of the test, go on to pages 16–19.

PART 6

You are going to read an extract from a novel. Seven paragraphs have been removed from the extract. Choose from the paragraphs A–H the one which fits each gap (37–43). There is one extra paragraph which you do not need to use.

In the exam you will mark your answers on a separate answer sheet.

Husband and Wife

Detective Inspector Luke Thanet was a happy man. He had an interesting job, no pressing financial worries, two healthy, lively children and, perhaps best of all, a wife who was all that any man could wish for.

37

Reaching for his pipe, he tapped it out, scraped it, inspected it, blew through it, then filled it with loving care. ‘It’s nine o’clock,’ Joan said. ‘D’you want the news?’ ‘I don’t think so. Do you?’ ‘Not particularly.’

38

Now she fidgeted, crossed and re-crossed her legs, fiddled with her hair, chewed the tip of her thumb. Eventually, ‘Book no good?’ Thanet enquired. She looked up at once. ‘Mmm? Oh, it’s all right. Very interesting, in fact.’ ‘What’s the matter, then?’ She hesitated, gave him a speculative look. He laid down his newspaper. ‘Come on, love. Out with it.’

39

‘Oh?’ he said, warily. She looked at him with something approaching desperation. ‘It’s just that ... oh dear ... Look, you know we’ve said all along that when Ben starts school I’ll go back to work? Well, that’s only six months away now. So I really ought to start thinking about what I want to do.’ ‘I see,’ Thanet said slowly. ‘There you are. I knew you wouldn’t like it.’ ‘Darling, don’t be silly. It’s just that, well, the idea will take a bit of getting used to after all this time, that’s all.’ ‘Don’t pretend,’ she said. ‘You’re dead against it really, aren’t you? I can tell.’

40

Now, in a flash, he saw all of that changing. Uncomfortable adjustments would have to be made, there would be inconvenience, irritation, arguments. Theory and practice, he now realised, were very different matters. All very well, in the past, to contemplate with equanimity the prospect of Joan returning to work one day, but to accept that that day was almost here ... No, he didn’t like it at all.

41

‘No. Oh, I did consider it seriously, at one time. I’m very interested, as you know. But ... I don’t know, I’d like to feel I was doing something, well, less self-indulgent, more useful. Oh, dear, does that sound horribly priggish?’

42

‘Not in the least. What sort of thing did you have in mind?’ ‘Well, that’s the trouble. I’m just not qualified for anything. That’s why I feel I ought to start thinking about it now, so that if I have to do a course, or any special training, I can get organised for September.’ ‘Yes, I can see that. You haven’t gone into it yet, then?’

43

Very much later, he told himself, as he drove to work next morning. And preferably not at all.

- A Not very inspiring, he thought guiltily, assessing the situation in the light of Joan's projected foray into the world of work. 'I meant it, you know. You go ahead, make enquiries, find out the sort of thing you'd enjoy.' But the false heartiness in his tone did not deceive and she bit her lip, glanced away from him.
- B 'Nonsense,' he said. 'We've always said you would, when the children were old enough.' 'Oh, I know you've always said you wouldn't mind. But that's very different from not minding when it actually happens,' she replied. 'Anyway, I thought you'd more or less made up your mind to do an art course.'
- C She went back to her book. Thanet picked up the newspaper. He hadn't been reading for more than a few minutes, however, when he realised that Joan was unusually restless. Normally, when she was reading, she plunged at once into total absorption. On one occasion, Thanet had counted up to a hundred from the time he asked her a question to the moment when she looked up, eyes unfocused, and said, 'What did you say?'
- D 'I wanted to speak to you about it first. Oh, darling,' and she came to kneel before him, took his hands, 'you're sure you don't mind?' 'No,' he lied valiantly, 'I knew, of course, that the time would come, sooner or later ...'
- E He grinned. 'To be honest, yes. But I know what you mean.' 'Do you?' she said eagerly. 'You don't think I'm being stupid?'
- F And so it was that on this blustery March evening, blissfully unaware of the nasty little shock that Fate was preparing for him, he stretched his toes out to the fire, settled back into his armchair and reflected that he wouldn't change places with any man in the world.
- G And she was right, of course, he was. They had been married for eight years now and for all that time Joan had been the good little wife who stayed at home, ran the house efficiently and without fuss, coped with two children and made sure that everything was geared to Thanet's convenience. Unlike the wives of so many of his colleagues, Joan had never complained or nagged over the demands of his job, the irregular hours.
- H To his surprise, she still did not respond. 'Joan?' He was beginning to feel the first faint stirrings of alarm. She shook her head slowly then, a fierce little shake. 'Oh, it's all right. There's nothing wrong, not really. It's just that I've a nasty feeling you aren't going to like what I'm trying to pluck up the courage to say.'

Now check your answers to Part 6 of the test.

Kents Cavern: Inside the Cave of Stone-Age Secrets

A

The entrance to the cave was narrow and no more than 1.5 metres high. Only one person at a time could enter, head stooped, a flickering light held in one hand, pickaxe in the other. They were a group of 12 explorers on that summer's day in 1825, including local coastguards, a man determined to discover an ancient Roman temple, and a young Roman Catholic priest with an interest in fossils. Father John MacEnery had recently arrived from Limerick as private chaplain to the Cary family at nearby Torre Abbey. He was the last to enter this strange world of darkness – of vast chambers, narrow fissures and magical stalactites that formed crystalline chandeliers and pillars, glinting in the lantern light.

B

Breaking off from the rest of the party, who were vainly trying to break through the calcified floor, Father MacEnery investigated areas of the cave where the ground had already been disturbed. Beneath the stalagmites, in reddish brown earth, the priest saw something gleam. His candle reflected off the enamel of fossil teeth. He wrote later: 'As I laid my hand on these relics of distant races... I shrank back involuntarily... I am not ashamed to own that, in the presence of these remains, I felt more awe than joy.' The priest continued his search in silence, keeping 'my good fortune a secret, fearing that amidst the press and avidity of the party to possess some fossil memorial of the day, my discoveries would be damaged.'

C

If he had known what he had stumbled upon, he might have held his finds even closer. For the teeth and other remains found in the cave are rewriting human prehistory. It is now known that this cave, called Kents Cavern, outside Torquay in Devon, had been home to prehistoric hominids and animals extinct for half a million years. In 2011, Professor Chris Stringer of the Natural History Museum announced that a human jaw found in the cave in 1927 is 7,000 years older than was thought and, at 42,000 years, this makes it the oldest Homo sapiens in northwest Europe. This is yet more evidence that modern humans must have lived side-by-side with Neanderthals, an extinct cousin species, for tens of thousands of years.

D

But back in the 1820s, science knew nothing of humanity's origins – or of what Britain was like millennia ago. Between 1825 and 1829, Father MacEnery made more astonishing discoveries. He unearthed the bones of extinct and exotic creatures, among them elephants, rhinos, sabre-tooth tigers, cave lions, bears and hyenas, from beneath the stalagmite cave floor. For the early 19th century, this was momentous. It was just four years since the professor of the new science of geology at Oxford, William Buckland, had discovered similar fauna in a cave in Yorkshire. Science – and society as a whole – were barely coming to grips with the idea that animals which now existed only in tropical countries could once have tramped over the Dales in northern England. Now it seemed they had also lived in the south of the country.

E

But Father MacEnery found something even more astonishing. As he dug, he discovered, on a bed of dirty red colour, 'the singular phenomenon of flint instruments intermingled with fossil bones!' They were the unmistakeable tools of Stone Age humans. 'This,' he wrote – his intellectual shock palpable – 'electrified me'. Father MacEnery was enthused by his momentous discovery and his realisation that it implied the co-existence of man and extinct beasts.

F

The 19th century was a frenzy of the new. Rapid developments in transport, industry and technology were paralleled by radical new philosophies and a revolution in the understanding of the age and nature of the Earth. The belief that our planet was just 6,000 years old was fatally undermined by the geologists who were revealing the great antiquity of our world. Now it is acknowledged that Kents Cavern is one of the most important archaeological and palaeontological sites in Britain. Furthermore, although now a splendid show cave, it is still producing wonders. With the advance of new dating techniques, this vast warren that has already revealed astonishing fossils and artefacts may again revolutionise our understanding of our origins.

PAPER 2 WRITING 1 hour 30 minutes**PART 1**

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.

Write your answer in 240–280 words.

1

Perceptions of Crime

In many places all over the world, surveys again and again show that crime is, if not top of the list, very high up amongst most people's concerns. The response from the authorities is often to pull out sets of statistics aimed at showing that crime, or at any rate certain kinds of crime, has in fact fallen. Such pronouncements do very little to allay the public's fears, however, since these are based not only on an impression of how serious a problem crime is arising from media reports, but also on personal experience and anecdotal evidence they get from people they talk to.

Rising Crime

The idea that crime is rising is commonplace among vast swathes of the population. Statistics from the forces of law and order frequently tell a different story, but these tend to be dismissed as untrustworthy, especially since these are often seen as being highly selective and leaving out inconvenient truths. Statistics, goes the popular view, can be manipulated to show almost anything. But is the assumption that crime is rising necessarily true? There is certainly historical evidence that crime rates were higher for certain kinds of crime decades ago. Such comparisons are of little relevance, however – what naturally concerns people is how likely they are to be victims of crime today or tomorrow.

Write your essay.

Before you write your essay, go on to pages 25–27.

PART 2

Write an answer to one of the questions 2–5 in this part. Write your answer in 280–320 words in an appropriate style.

- 2 As part of a course assignment you have been asked to write a report analysing the organisation where you work, or the institution where you study. Write your report, commenting on the organisational structure of the place, its strengths and weaknesses, and the performance and attitude of those who are in charge and those who work or study there.

Write your **report**.

- 3 A recent article in a travel magazine presented unflattering views of people of a variety of different nationalities. Write a letter to the magazine giving your views on some typical national stereotypes and describing what image you think people of your nationality have to outsiders, together with whether you think this image is accurate or not.

Write your **letter**. Do not write any postal addresses.

- 4 A local newspaper is running a competition for the most interesting review of an exhibition or museum. Write a review, describing the exhibition or museum you have chosen and commenting on why it is particularly worth visiting or why you would not recommend it to other people.

Write your **review**.

- 5 Set book questions – a choice from (a) or (b).

In the exam you may choose to answer a question on one of the two set books.

When you have written your answer, assess it in accordance with the mark schemes.

PAPER 3 LISTENING approximately 40 minutes**PART 1**

You will hear three different extracts.

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

In the exam you will hear each extract twice.

Extract One

You hear a reviewer on a radio programme talking about a book.

- 1 The speaker says that the book's title refers to the point at which
 - A social epidemics are at their height.
 - B something becomes a social epidemic.
 - C people become concerned about social epidemics.
- 2 The speaker says, that in her opinion, the book
 - A presents some challenging conclusions.
 - B is less complex than it may appear.
 - C uses terminology that may confuse readers.

Extract Two

You hear a reporter on a radio programme talking as he climbs a big rock.

- 3 One question the speaker asks himself is
 - A why he feels the way he does.
 - B where his climbing partner has gone.
 - C what has motivated him to climb the rock.
- 4 The speaker says that at this exact moment
 - A he doesn't care about the risk he is taking.
 - B he is relishing the experience.
 - C he feels that age is irrelevant.

Extract Three

You hear part of a radio programme about literary festivals.

- 5 The interviewer says that when writers appear at events at literary festivals,
 - A they dislike being asked difficult questions.
 - B they find the experience easier if they read their own work.
 - C they seldom prepare as thoroughly as they should.
- 6 Why, according to William, do writers like meeting readers?
 - A Writers are made to feel they have succeeded in their aim.
 - B Writers want readers to know what they are really like.
 - C Readers give writers ideas for future work.

Stop the recording when you hear 'That's the end of Part 1'.

Before you check your answers to Part 1 of the test, go on to pages 30–32.

PART 2

You will hear someone called Karen Williams talking about her career.

For questions 7–15, complete the sentences with a word or short phrase.

In the exam you will hear the piece twice.

At the end of her first work experience, Karen spent two days []
and checking rooms with the floor housekeeper.

7

Her last work experience was spent in the hotel's [] .

8

The subject of Karen's next course was [] .

9

During her HND course, the subjects she had to study were business studies, hotel management, human resource management and [] .

10

The topic of her report was [] in hotels.

11

In her report, she wrote reviews of various [] .

12

She joined an organisation with the initials [] .

13

She got information from a magazine called [] .

14

In her present job, she has to deal with problems caused by the hotel being [] .

15

Stop the recording when you hear 'That's the end of Part 2'.

Now check your answers to Part 2 of the test.

PART 3

You will hear an interview with someone who consulted a 'life coach' to improve her life.

For questions 16–20 choose the answer (A, B, C or D) which fits best according to what you hear.

In the exam you will hear the piece twice.

16 Brigid says that she consulted a life coach because

- A she had read a great deal about them.
- B both her work and home life were getting worse.
- C other efforts to improve her life had failed.
- D the changes she wanted to make were only small ones.

17 What did Brigid's coach tell her about money?

- A It would be very easy for Brigid to get a lot of it.
- B Brigid's attitude towards it was uncharacteristic of her.
- C Brigid placed too much emphasis on it in her life.
- D Few people have the right attitude towards it.

18 What does Brigid say about her reaction to her coach's advice on money?

- A She felt silly repeating the words her coach gave her.
- B She tried to hide the fact that she found it ridiculous.
- C She felt a lot better as a result of following it.
- D She found it difficult to understand at first.

19 What does Brigid say happened during the other sessions?

- A She was told that most people's problems had the same cause.
- B Her powers of concentration improved.
- C Some things she was told to do proved harder than others.
- D She began to wonder why her problems had arisen in the first place.

20 What has Brigid concluded?

- A The benefits of coaching do not compensate for the effort required.
- B She was too unselfish before she had coaching.
- C She came to expect too much of her coach.
- D It is best to limit the number of coaching sessions you have.

Stop the recording when you hear 'That's the end of Part 3'.

Now check your answers to Part 3 of the test.

PART 4

You will hear five short extracts in which people are talking about cities they have visited.
You will hear the recording twice. While you listen, you must complete both tasks.

TASK ONE

For questions 21–25, choose from the list (A–H) why each speaker visited the city.

- A for an interview
- B as part of a holiday
- C to see friends
- D for a conference
- E to show it to others
- F to see it again
- G to see a particular building
- H for research purposes

Speaker 1

	21
--	----

Speaker 2

	22
--	----

Speaker 3

	23
--	----

Speaker 4

	24
--	----

Speaker 5

	25
--	----

TASK TWO

For questions 26–30, choose each speaker's opinion of the city from the list (A–H).

- A friendly
- B ugly
- C exciting
- D overcrowded
- E too big
- F well-organised
- G frightening
- H overrated

Speaker 1

	26
--	----

Speaker 2

	27
--	----

Speaker 3

	28
--	----

Speaker 4

	29
--	----

Speaker 5

	30
--	----

Stop the recording when you hear 'That's the end of Part 4'.

In the exam you will have five minutes at the end of the test to copy your answers onto a separate answer sheet.

Now check your answers to Part 4 of the test.

TEST TWO

PAPER 1 READING AND USE OF ENGLISH 1 hour 30 minutes

PART 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

In the exam you will mark your answers on a separate answer sheet.

There is an example at the beginning (0).

- 0 A gather B acquire C collect D possess

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

A Message for Lisa

It was nearly two weeks later that Lisa arrived at college to find there was a message for her. The voice teacher, Pete, said she'd have to go up to the head office to (0) it. Lisa wanted to know what was in the message and who it was from, but the voice teacher insisted it was (1) ‘Can’t you just tell me?’ Lisa (2) , but Pete jutted his chin and said he was only (3) the rules. Lisa stretched her eyes at him. She had been brought up to be (4) of anyone who believed in rules.

The head office was on the third floor. Lisa’s fantasies grew with each turn of the stairs. Each flap of swing door (5) sweeter and sweeter thoughts of her and Quentin’s reconciliation.

It (6) to her only a second before she slid through into the dusty light of the office that Quentin had no (7) of knowing that she was at college, and even if he did, it was unlikely he would know which college she was at. ‘Lisa.’ The head of department was talking to her. ‘Someone has been looking for you.’ Lisa’s change of heart was so severe it (8) her breath away.

- | | | | | |
|---|----------------|------------|---------------|--------------|
| 1 | A confidential | B intimate | C clandestine | D undercover |
| 2 | A pleaded | B asserted | C craved | D pledged |
| 3 | A fulfilling | B obeying | C conforming | D complying |
| 4 | A guarded | B uneasy | C wary | D edgy |
| 5 | A led | B arose | C brought | D put |
| 6 | A struck | B occurred | C dawnd | D sprang |
| 7 | A access | B route | C scope | D way |
| 8 | A caught | B drew | C held | D took |

Now check your answers to Part 1 of the test.

PART 2

For questions 9–16, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

In the exam you will write your answers in CAPITAL LETTERS on a separate answer sheet.

Example: 0 IT

Advertising in Britain

What does (0) say about a nation that when a national newspaper recently set (9) to establish the best television adverts of all time, as (10) as 10,000 people responded? The answer lies (11) the fact that the British have developed an intense admiration for a genre that has developed into an art form in its (12) right. In 1955, when Gibbs SR toothpaste broadcast the first TV commercial, it was inconceivable that ads would ever end (13) being considered as sophisticated and innovative as the programmes surrounding (14) Yet by 1978, the author Jonathan Price was able to declare: 'Financially, commercials represent the pinnacle of our popular culture's artistic expression. More money and thought per second goes into (15) making and more cash flows from their impact than (16) the case for any movie, opera, stage play, painting or videotape.'

Before you check your answers to Part 2 of the test, go on to page 43.

PART 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

In the exam you will write your answers in CAPITAL LETTERS on a separate answer sheet.

Example: 0 REFUSAL

Captain Webb

Captain Matthew Webb is fortunate in being remembered as the first man to swim the English Channel, rather than the one who later tried, and failed, to plunge through the Niagara Falls. If ever a man possessed an abundance of self-confidence, it was Webb; but it was his stubborn (0)
to give up that eventually proved his (17) Unwilling to recognise the Channel crossing as the peak of his career, he went on and on, addicted to glory, literally swimming himself to death.

REFUSE

UNDO

Webb astonished the British nation on August 25, 1875, with a Channel crossing that took a mammoth 21 hours and 45 minutes. He had entered the sea a merchant-ship captain living in (18) , but he emerged in France, stung by jellyfish and half-dead with (19) , a national hero. He was feted, mobbed and cheered wherever he went. But all this (20) was too much for him, and he made the fatal error of many a pop star in later years. Craving (21) , he very nearly dissolved himself in a series of marathon swims for money, including a six-day (22) contest. Then he sailed for America, where he had a (23) schedule of long swims. It was America that lured Webb to the final act in his tragedy; his crazed attempt to swim the Niagara River beneath the Falls in June 1883. (24) of all advice, he dived in from a boat and subsided forever into the boiling rapids.

OBSCURE

EXHAUST

STAR

APPLAUD

ENDURE

PUNISH

REGARD

Now check your answers to Part 3 of the test.

PART 4

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Here is an example (0).

- 0 Robert was offended when he was left out of the team.

exception

Robert left out of the team.

0	took exception to being
---	-------------------------

In the exam you will write **only** the missing words on a separate answer sheet.

- 25 David played the main role when the proposal was drafted.

instrumental

David of the proposal.

- 26 If you hadn't changed our original agreement, everything would have been fine.

stuck

Had agreed, everything would have been fine.

- 27 I think you should have some consideration for those who don't have lives as privileged as yours.

spare

I think you should lives aren't as privileged as yours.

- 28 I didn't want to give up while some hope of success remained.

defeat

I was loath some hope of success.

- 29 After a long hard journey, I cheered up when I saw my home again.

sight

After a long hard journey my spirits of my home again.

- 30 Your attitude to life would be greatly improved by regular exercise.

wonders

Regular exercise would at life.

Now check your answers to Part 4 of the test.

PART 5

You are going to read an extract from a novel.

For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

In the exam you will mark your answers on a separate answer sheet.

Piper and Buxxy

It was a great double act. Piper looking relaxed but dependable in a conservative, lightweight suit. Art Buxxy, the showman, doing what he did well. It was a big moment for both of them. They had to secure \$200 million from their audience.

Piper warmed up the crowd. In a reasonable, persuasive voice he talked in abstract terms about the remarkable financial opportunity that the Tahiti represented. There was talk of numbers, strategy, competitive analysis. Enough to make us think that the Tahiti was in safe hands, not enough to bore us. Despite the outward reserve, as he warmed up to his presentation, Piper did let some of the excitement he felt for the project show through. Standing there, tall, tanned, elegantly but conservatively dressed, speaking in a manner that was more suited to the Harvard Club than a casino, he gave his audience reassurance. Despite appearances, the Tahiti must be a respectable, conservative investment, or why would someone like Irwin Piper be involved with it?

Then it was Art Buxxy's turn. Buxxy was a small man with a nut-brown face, longish blow-dried grey hair and bundles of enthusiasm. He was hardly ever still, and when he was, it was for a melodramatic pause, to let the full consequence of what he had just said sink in. His abrasive, rough-edged manner jolted his audience after the smooth Piper, but within a minute his energetic charm had already bewitched us all. Selling was his calling, and the Tahiti was the love of his life. He used all his skills. We were captivated. And I think most of us were sold.

They took us on a tour of the complex. Seen through Buxxy's eyes, the tackiness and the loneliness of a big casino disappeared. We saw the glamour, the glitter, the amazing technological effects. He took us to see the private rooms where the high-rollers played, wallowing in sophistication, power and money. By the time we had returned to the conference room where he had started his pitch, I could feel the majority of the audience would write out a cheque there and then.

'Any questions?'

Silence. No difficult questions about Piper's background. No tedious questions about percentage drop of slots against tables, high-roller comps, or blue-collar busing costs. Even the most cynical investor was under the spell of the greatest casino on earth. At least temporarily.

I had thought through this moment carefully. I stood up. Piper's eyebrows pulled together slightly, in the barest trace of a frown. 'Yes?'

- 31 When he addressed the audience, Irwin Piper gave the impression that
- A it was not his primary purpose to get the audience to invest in the project.
 - B he was less comfortable talking about details than about general principles.
 - C he was not the sort of person who would normally associate himself with such a project.
 - D there were already plenty of people who were keen to invest in the project.
- 32 The narrator says that Art Buxxy's style of addressing the audience
- A contained certain elements he may not have been aware of.
 - B came as something of a shock to them.
 - C involved making his most important points first.
 - D contrasted with his physical appearance.
- 33 When they went on a tour of the complex,
- A it appeared that some members of the audience had never been inside a casino before.
 - B Buxxy diverted the audience's attention away from the less attractive aspects of casinos.
 - C it was clear the project was at a more advanced stage than the audience had realised.
 - D Buxxy encouraged the audience to picture themselves playing there.
- 34 When the narrator asked his questions,
- A he feared that the audience would not take him seriously because of his accent.
 - B Piper reacted initially as if he had been expecting the questions to be asked.
 - C he did so because he was surprised by the audience's apparent trust in the project.
 - D it seemed that some of the audience considered he had no right to ask such questions.
- 35 When Piper stood up and answered the narrator's questions,
- A he knew that the audience would not be convinced by his reply.
 - B he claimed that the questions concerned trivial matters.
 - C the narrator decided that he had conveyed a clear message to Piper.
 - D it was clear to the audience that he was ill at ease.
- 36 When the narrator went to see Piper in his suite,
- A he had been expecting Piper to seek a confrontation with him.
 - B he briefly feared that he had been wrong to doubt Piper's honesty.
 - C what Piper first said to him was what he had expected him to say.
 - D Piper made it clear that other people had regretted underestimating him.

Now check your answers to Part 5 of the test.

PART 6

You are going to read a newspaper article. Seven paragraphs have been removed from the article. Choose from the paragraphs A–H the one which fits each gap (37–43). There is one extra paragraph which you do not need to use.

In the exam you will mark your answers on a separate answer sheet.

The Perils of Pizza Making

It looks easy but it really isn't, says Chandos Elletson, whose efforts turned out far from perfect.

My first pizza was cremated. I hadn't even got to the toppings, let alone the tossing stage. I was stuck on the rolling-out bit. I fast discovered that specialist pizza chefs – pizzaioli – don't use rolling pins, they use their hands to shape the dough into perfect circles. Francesco Saritzu, the pizzaiolo at The Park restaurant in Queen's Park, London, where I went to be trainee for the evening, took one look at my sorry effort and sighed.

37

Real, or original, pizza is an art: the pizzaiolo is baker, fire stoker and cook. A wood-burning oven is an essential part of the proceedings. However, before the pizzas get to the fire, they have to be properly shaped and it was this procedure that was causing me all the grief.

38

From here it was all hands. He pressed out the dough with his fingers, all the time working in flour and pressing the edges out until a small round circle had emerged. He then threw it into his hands, twirling it to shake off the excess flour. He did not toss it in the air. 'Tossing is for show,' he said disdainfully. 'It is not necessary.' Once the flour was shaken off, he put the dough onto the steel work surface with one half of it hanging over the edge. One hand pressed and stretched and the other pulled in the opposite direction. Before you could say 'pizza Margherita' there was a perfect circle ready to be topped.

39

The object is to press out the edges, not the centre, using the flour to dry out the stickiness. However, the temptation to press everything in sight to make

it stretch into a circular shape is too strong; before I knew it, I had thick edges and a thin centre.

40

Then I noticed, to my horror, that some customers were watching me. 'Shall we watch the man make the pizza?' a man asked his young daughter, who he was holding in his arms.

41

A hole appeared in the centre. 'Look, Daddy. There's a hole,' the little girl said. I looked up from my work, crestfallen. I was defeated. 'It's my first evening,' I admitted. Francesco stepped in with the paddle and my second pizza went where the first one had gone: on the fire. We all watched it go up in flames.

42

Francesco noticed and applauded. I wanted to call back the little girl and tell her: 'I can do it! It's just like swimming!' My base was not perfectly round but it was not bad. It wasn't perfectly even but it was certainly an improvement. We decided to top it. We put on a thin smear of tomato sauce and some mozzarella.

43

When I got there, Francesco showed me where to put it. There was a point in the deep oven away from the fire, where the pizzas go when they are first put into the oven. I put the long handle deep into the oven and, feeling the heat on my arms, brought it back sharply. The pizza slid onto the floor of the oven. My first pizza was in the oven and not being burnt alive.

- A To put those things right, I did as Francesco had done and slapped it with the palm of my hand. This made me feel better and I slapped it again. Next, I did some twirling and the flour showered everywhere.
- B Instead, Francesco quickly made one of his own to act as a comparison. When they were done and brought from the oven, we had a tasting. The result was astonishing. Mine was tough and crunchy in places, not bad in others. His was perfectly crispy and soft everywhere.
- C Having done that, it was time to get it on to the paddle, which felt like a pole vault. With one determined shove, the pizza went on halfway. Another shove forward got it on completely but put an ugly buckle in it. I turned and headed for the oven.
- D Francesco made it look easy. He showed me what to do again and I tried to take it in. The chilled dough balls, pre-weighed at 170g, were all ready in a special fridge below the work counter. The dough was sticky and Francesco worked fast. First it was dropped into a large pile of flour and then it was mixed with a small handful of polenta.
- E Clearly, the stage was all mine. I had been told to concentrate on the edges using the flat edge of my hand under my little finger. I started to work the dough and tried to stretch it. It did begin to take shape, but as soon as I let it go it just went back again and didn't get any bigger. I felt more and more eyes on me. Then the worst thing happened.
- F That was because it wasn't so much a circle as an early map of the world. Silently, Francesco reached for his pizza paddle, scooped it up and threw it disdainfully into the red-hot stone oven, where it burnt rapidly on top of a funeral pyre of burning wood. I made up my mind that my future efforts would be good enough to be spared the death sentence.
- G I was baffled and embarrassed as it did so, but I thought I was onto something. On my next attempt, I quickly got to the shaping stage with half the pizza hanging over the edge. This was where I had gone wrong. Using only the bottom edge of my hands with my fingers working the edges, I started to do the breast stroke: fingers together, fingers apart, working and stretching. It began to work.
- H I moved nervously into position to have a go at achieving the same result myself. I scooped up a piece of dough from its snug tray. It immediately stuck to my fingers and when I threw it at the flour, it just remained stuck. I had to pull it off. The first bit is easy, or so it seems, but unless you follow the right procedure you sow the seeds of later failure.

Before you check your answers to Part 6 of the test, go on to pages 51–54.

PART 7

You are going to read some extracts from an article about places of natural beauty in Britain. For questions 44–53, choose from the places (A–D). The places may be chosen more than once.

In the exam you will mark your answers on a separate answer sheet.

Of which place are the following stated?

It combines the old and the new.

44

A piece of information about it may be open to doubt.

45

A popular activity led to the introduction of new items.

46

Some people are unwilling to go there all year round.

47

Action taken there led to wider similar action.

48

Its name isn't strictly accurate.

49

It is a good place for energetic people.

50

Certain favourable conditions have enabled it to flourish.

51

Official actions have not changed its fundamental character.

52

It underwent rapid change over a short period.

53

Now check your answers to Part 7 of the test.

A Wander through Britain's Woodlands

The President of the Woodland Trust, an organisation which encourages people to enjoy the woodlands of Britain, selects his favourite places for an autumn walk.

A Hampstead Heath

Where better for a country walk in autumn than north London? Hampstead Heath is just a few kilometres from the centre of town, but it is one of the capital's best-known beauty spots. And covering very nearly 325 hectares, certainly one of the largest. It is called a heath, although it is in fact a patchwork of not just heath but also parkland and hedgerow, laid out paths, open hillside and overgrown thickets, lakes and ponds – and plenty of woods and trees. The City of London Corporation is now responsible for its upkeep. They fuss about the swimming, designate cycle paths, regulate the fishing, and put up notices about all such dangerous activities. But despite their best efforts, the Heath still feels quite wild. From one popular vantage point there is a panoramic view of central London, where visitors stop to admire the crowded streets and skyscrapers they have come to the Heath to get away from. It's at its best later in the year. When it's warm and sunny it can feel too crowded with casual visitors. But frosts and mist, rain and snow deter the Heath's fair-weather friends.

B Hainault Forest

This remnant of what was once the vast Forest of Essex is now an attractive stretch of woodland easily reached by the London Underground. The woods around here were a royal forest, but an Act of Parliament of 1851 authorised the cutting down and removal of its trees. And removed they were, grubbed up by all too efficient men and machines – hectare upon hectare laid waste within weeks of the passing of the Act. The devastation stirred the beginnings of the modern conservation movement – local people led by a politician called Edward North Buxton saved and restored Hainault. It is now owned and managed by the Woodland Trust. Hainault is a unique site, which features open heathland, some of which has been recently planted up with native trees by the Woodland Trust, and the dense woodland of the ancient forest.

C Glen Finglas

Far away from London and the South East, the Trossachs is a strikingly beautiful corner of Scotland. Among the best of the Trossachs is Glen Finglas, the Woodland Trust's 4,000-hectare estate, which can truly take the breath away, particularly during the late autumn when the frosted peaks and still, cold lochs take on an ethereal splendour. For the enthusiastic hill walker, there is a challenging 25-kilometre trail around the hill called The Mell, which takes you on a meander through woodland, alongside a reservoir and into the upper part of the glen, where the remnants of an ancient royal hunting forest give way to the open hillsides of Meall Cala, reaching a height of 600m. It's certainly not a gentle stroll, but is worth the effort as the views are spectacular. For those after a slightly less arduous journey there are many shorter routes around the site too.

D Ardkinglas Woodland Gardens

For a slightly different woodland walk in the west of Scotland, head for the Ardkinglas. In addition to native species it features many specimens of firs and pines and other trees from overseas planted in the 19th century, when plant hunting was all the rage. There is plenty of scope for a good walk around its ten hectares. Ardkinglas's sheltered location, high rainfall and warm temperatures all encourage spectacular tree growth, and they claim to have the tallest tree in Britain – a Grand Fir, *Abies grandis* – standing at last time of measuring 64.5 metres high. If you are sceptical of such claims, bring a tape measure and a long ladder. There are many other mighty trees that are impressive all year round but on a clear November day the views towards the loch are fantastic. A couple of miles away on Loch Fyne itself, next to the famous oyster restaurant, Ardkinglas runs a tree shop. So if you want to create your own forest you can buy it and plant it, tree by tree.

PAPER 2 WRITING 1 hour 30 minutes**PART 1**

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.

Write your answer in 240–280 words.

1

The Importance of the Aeroplane

When people discuss the most important inventions of the last hundred years, how many of them pick the aeroplane? While they might acknowledge its importance, they would seldom choose it in preference to, say, television, or the computer. But a case could be made for the aeroplane having had more influence on the world than anything else. After all, it is responsible for mass tourism, enabling people to see for themselves places they could previously only have read about in books. And it has played a major role in mass emigration – such numbers of people simply could not have gone to settle in far-away countries without the aeroplane.

Attitudes Towards the Aeroplane

The image of the aeroplane has undergone massive changes since its first appearance only a matter of decades ago. It rapidly went from a miraculous culmination of man's obsession with flight, the realisation of what had hitherto been mere fantasy, to the instrument of death and destruction in two world wars and beyond. And air travel has subsequently gone from a luxury only available to a privileged few to a common experience for almost everyone, for whom flight is taken for granted as a routine way of getting from A to B.

Write your essay.

When you have written your answer, assess it in accordance with the mark scheme.

PART 2

Write an answer to **one** of the questions 2–5 in this part. Write your answer in 280–320 words in an appropriate style.

- 2 The authorities at the place where you study or work have decided to look into the possibility of a student or staff representative group being set up. You have been asked to write a report on the setting up of such a representative group. Write your report, outlining reasons for setting it up, how it should be set up, what issues it could deal with and what the advantages of having such a group would be.

Write your **report**.

- 3 A magazine you read has asked readers to send in reviews of particular TV channels or radio stations. Write a review of a TV channel or radio station, commenting on the type and/or mixture of programmes it broadcasts, the standard of its broadcasts, which people it generally appeals to and how it compares to other TV channels or radio stations.

Write your **review**.

- 4 You have read a magazine article entitled *Too Much Too Young*, in which the writer says that some young people today are given too much by their parents and therefore have the impression that life is easier than it really is. Readers have been invited to send in their own articles on this subject, with the same title. Write your article, addressing the points made in the original article and giving your own views.

Write your **article**.

- 5 Set book questions – a choice from (a) or (b).

In the exam you may choose to answer a question on one of the two set books.

Before you write your answer, go on to pages 59–63.

SAMPLE ANSWER

Now read this sample answer for question 4 in Part 2 and answer the questions that follow it.

I think it is very difficult to generalise the topic because it depends mainly on the environment the youngsters live in. The upbringing in a rich family is very different to growing up in a poor family. Children with rich parents have more opportunities to live an easier life.

I hold the view that many youngsters are spoilt because their parents try to calm their bad conscience (caused by too much work and less time, for example) by giving money or presents to them. They want to do as much as they can for their loved children and they want them to be happy and satisfied. And money and presents seem to be a good way to solve problems.

Parents want to support their children by giving money to them and make a good way of life possible (good education, ...). But this behaviour can cause difficulties for the spoilt youngsters. On the one hand they want to be independent as soon as possible, but on the other hand they can't manage their life on their own, because their caring parents 'did almost everything' for them so far. It is possible that young adults can't overcome financial problems or challenges which are common during their lifetime. It seems to be easier to live with money, but children can't live from their parents' support all the time. They have to learn that life is a hard struggle which includes big challenges they have to deal with.

All in all, I think that the upbringing is very important. A proper mixture of financial support, independence and struggle for life would be the best way to prepare youngsters for the 'hard life' outside their homes.

Content

Are the main points raised in the original article covered? Where are these points covered? If any are not covered, which are missing? Are any additional points included? If so, what are they, and are they relevant?

Communicative achievement

Are the style and tone of the article appropriate? How would you describe them? Why are they appropriate or inappropriate? Is the format suitable for a magazine article? If so, why? If not, why not? Do you feel that someone reading this article in a magazine would be clear what the writer's point of view is throughout it? If so, summarise the writer's point of view briefly. If not, say what you feel is unclear in the article.

Organisation

Is the article well-organised in terms of the beginning, middle and end? Is it divided into paragraphs appropriately? Describe briefly the content of each paragraph.

Does the article flow well in terms of the linking of points and ideas within paragraphs and between paragraphs? Give examples of places where the linking is good. If there are occasions when the linking is inadequate or inappropriate, suggest improvements.

Language

Is there a wide range of vocabulary and grammatical structures? If so, give examples. If there are occasions when the vocabulary or grammar is too simple, suggest alternatives.

Are there any mistakes in the use of vocabulary or grammar? Correct any that you find.

Now check your assessment of this sample answer with the assessment.

PAPER 3 LISTENING approximately 40 minutes**PART 1**

You will hear three different extracts.

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

In the exam you will hear each extract twice.

Extract One

You hear part of a talk about negotiating with others.

- 1 The speaker says that both soft and hard ways of negotiating
 - A are more suitable in some situations than in others.
 - B tend to result in outcomes that were not anticipated.
 - C indicate a lack of confidence on the part of those using them.
- 2 The speaker says that principled negotiation involves
 - A accepting that life can be unfair.
 - B greater effort from both sides.
 - C the use of objective criteria.

Extract Two

You hear part of a radio programme about a pottery.

- 3 What does the reporter emphasise about the pottery?
 - A how seldom anyone visits it these days
 - B how deceptive its appearance is
 - C how much it seems to belong to a previous era
- 4 When describing the history of the pottery, Roly Curtis
 - A mentions a problem common to many potteries.
 - B refers to a mistake he believes was made.
 - C expresses support for what his father did.

Extract Three

You hear part of a radio programme about the stars of silent films.

- 5 The speaker says that Harold Lloyd became very successful because he
 - A acted on a suggestion made by a colleague.
 - B changed the character he portrayed in films.
 - C became more ambitious than he had previously been.
- 6 The speaker says that Lloyd's career suffered because
 - A his character's attitude ceased to be appealing.
 - B he was reluctant to make films with sound.
 - C he lost confidence in his abilities as a performer.

Stop the recording when you hear 'That's the end of Part 1'.

Now check your answers to Part 1 of the test.

PART 2

You will hear part of a radio programme, in which the history of Ty-Phoo Tipps – a brand of tea that is well-known in Britain – is described.

For questions 7–15, complete the sentences with a word or short phrase.

In the exam you will hear the piece twice.

In 1835, William Sumner appeared in a publication called the 7.

At the beginning of the 20th century, the Sumners' business sold and 8 in addition to groceries.

Mary found that a certain type of tea was good for 9.

John was told that people would not wish to buy tea that resembled 10.

John thought that the name he chose for the tea sounded like a word that was

11.

The name of the tea has a double 'p' because of a 12.

To promote the tea, customers were offered a big 13.

John wanted people to know his tea came from the 14.

John was given an honour for his 15.

Stop the recording when you hear 'That's the end of Part 2'.

Before you check your answers to Part 2 of the test, go on to pages 66–67.

PART 3

You will hear an interview with someone whose family spent a year living without television.

For questions 16–20 choose the answer (A, B, C or D) which fits best according to what you hear.

In the exam you will hear the piece twice.

16 One reason why the family decided not to have a television was that

- A the reception from the communal aerial was often poor.
- B they did not think the satellite technician would do the job properly.
- C linking up with the communal aerial was complicated.
- D they preferred to enjoy the beauty of their new surroundings.

17 One thing that Miranda enjoyed about not having a television was

- A telling other people about what they did instead.
- B returning to hobbies they had previously given up.
- C observing the reaction of others when they found out.
- D feeling more energetic during the evening.

18 Miranda says that one disadvantage of not having a television was

- A the fact that they could not follow their favourite series.
- B a constant desire to be more up-to-date with the news.
- C being unable to discuss topics they had previously discussed.
- D feeling out of touch with what other people talked about.

19 What does Miranda say about getting connected again?

- A She felt it would be of some benefit to the whole family.
- B She agreed because her attitude towards television had changed.
- C She initially disagreed with her husband about doing so.
- D She felt that they were doing so because they were lazy people.

20 Miranda says that since they got a television again, her children

- A are more able to distinguish good programmes from rubbish.
- B sometimes refuse to watch it when she suggests they do so.
- C have decided not to return to the habit of watching it.
- D never watch it simply because they are feeling lazy.

Stop the recording when you hear 'That's the end of Part 3'.

Now check your answers to Part 3 of the test.

PART 4

You will hear five short extracts in which people are talking about hearing some unexpected news.
You will hear the recording twice. While you listen, you must complete both tasks.

TASK ONE

For questions 21–25, choose from the list (A–H) what the news involved.

- A a chance to travel
- B a job application
- C a request for a favour
- D the cancellation of an arrangement
- E a financial matter
- F an offer of accommodation
- G someone's anger
- H an invitation to an event

Speaker 1

	21
--	----

Speaker 2

	22
--	----

Speaker 3

	23
--	----

Speaker 4

	24
--	----

Speaker 5

	25
--	----

TASK TWO

For questions 26–30, from the list (A–H) how each speaker feels with regard to the news.

- A embarrassed
- B uninterested
- C curious
- D disappointed
- E relieved
- F envious
- G annoyed
- H amused

Speaker 1

	26
--	----

Speaker 2

	27
--	----

Speaker 3

	28
--	----

Speaker 4

	29
--	----

Speaker 5

	30
--	----

Stop the recording when you hear 'That's the end of Part 4'.

In the exam you will have five minutes at the end of the test to copy your answers onto a separate answer sheet.

Now check your answers to Part 4 of the test.

TEST THREE

PAPER 1 READING AND USE OF ENGLISH 1 hour 30 minutes

PART 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.
In the exam you will mark your answers on a separate answer sheet.

There is an example at the beginning (0).

- 0 A resided B settled C dwelt D inhabited

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

Horses

Of the more than 4,000 species of mammals that have (0) our earth over the past 10,000 years, the horse is one of fewer than a dozen which have been successfully domesticated. Domestication is not simply a (1) of human intention. If it were, it is possible that we would now be sitting in our fireside chairs with a hyena curled at our feet.

Much of what we take for (2) as useful in the modern horse – speed, size and intelligence, for example – can be explained through the evolutionary changes it has (3) in response to a changing diet. As the Ice Age advanced and forests (4) away, to be replaced by windswept savannah, many herbivores were (5) to change their diets from leaves to grass. The little leaf-browsing predecessor of our modern horse – the ur-horse – began to change and adapt to a new ecological niche on the plains. The head (6) longer, with the eye positioned at some (7) from the mouth, so that in exposed spaces it could keep a careful (8) for predators while it grazed. A larger brain began to develop, probably because, as a grazer, it needed greater tactile sensitivity in its lips to choose its food.

- | | | | | |
|---|-------------|-------------|-------------|----------------|
| 1 | A concern | B business | C point | D matter |
| 2 | A assumed | B granted | C given | D read |
| 3 | A subjected | B undergone | C submitted | D committed |
| 4 | A died | B passed | C dwindled | D vanished |
| 5 | A coerced | B enforced | C compelled | D necessitated |
| 6 | A expanded | B increased | C grew | D enlarged |
| 7 | A space | B extent | C stretch | D distance |
| 8 | A lookout | B heed | C vigilance | D alert |

Now check your answers to Part 1 of the test.

PART 2

For questions 9–16, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0).

In the exam you will write your answers in CAPITAL LETTERS on a separate answer sheet.

Example: **O AND**

Celebrity Crossover

It is not surprising that actors want to be pop stars, (0) **AND** vice versa. (9) deep in a part of our brain that most of us manage to keep (10) control, we all want to be pop stars and actors.

Sadly, there's nothing about the (11) profession that automatically qualifies you for the other. Some stars do display a genuine proficiency in both disciplines, and a few even maintain successful careers in both fields, but this just (12) a bad example for all the others. (13) every success, there are two dozen failures. And most of them have no idea (14) terrible they are. (15) as power tends to corrupt, so celebrity tends to destroy the ability to gauge whether or not you're making a fool of (16)

Now check your answers to Part 2 of the test.

PART 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

In the exam you will write your answers in CAPITAL LETTERS on a separate answer sheet.

Example: 0 CONSIDERABLE

King of the Watchmakers

For a period of its history, the city of Coventry had a (0) CONSIDERABLE CONSIDER
reputation as the main centre of clock and watchmaking in Britain and Coventry
timepieces made then were (17) with both quality and SYNONYM
(18) Few people in the city today will have heard of RELY
Samuel Watson, but he almost (19) paved the way for Coventry's HAND
involvement in the clock and watch business.

Watson made his name in 1682 when he sold a clock to King Charles II. The
following year he began work on an astronomical clock for the king, complete with
planets and signs of the zodiac, which took seven years to build. It not only told the
time of day but also the (20) changes of the planets. Queen Mary POSITION
acquired it in 1691 and it is still in the (21) of the Royal Family. OWN

He built several other clocks, and by 1690 the clamour for Watson's clocks was
such that he left Coventry and took up (22) in London. He RESIDE
became Master of the London Clockmakers' Company in 1692, which is testament
to his (23) in the growing industry. In 1712, Samuel Watson's STAND
name disappears from the records of the London Clockmakers' company, and
the (24) is that he died in that year. LIKELY

Before you check your answers to Part 3 of the test, go on to pages 77–78.

PART 4

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three** and **eight** words, including the word given.

Here is an example (0).

- 0 Robert was offended when he was left out of the team.

exception

Robert left out of the team.

0	took exception to being
---	-------------------------

In the exam you will write **only** the missing words on a separate answer sheet.

- 25 If Tony hadn't interfered, there would have been no problems yesterday, I'm sure.

smoothly

Without Tony's yesterday, I'm sure.

- 26 He didn't want to get into a position where he might lose all his money.

possibility

He didn't want to expose all his money.

- 27 The company received an enormous number of calls responding to the advert.

deluged

The company response to the advert.

- 28 The manager said that he had paid attention to my complaints and would take the appropriate action.

note

The manager said that he had accordingly.

- 29 His behaviour at the conference gave him the bad reputation he now has.

conducted

The way in the bad reputation he now has.

- 30 Her work didn't meet the standards that were considered acceptable.

conform

Her work acceptable standards.

Now check your answers to Part 4 of the test.

PART 5

You are going to read an extract from a magazine article about a chess champion.

For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

In the exam you will mark your answers on a separate answer sheet.

The Chess Player

In the corner of the room sits the pub champion. He looks like the classic chess bum. Untidy hair. Big beard. His possessions in a white polythene bag by his feet. The chess board is also made of polythene, and the pieces of plastic. The ‘table’ is an up-ended keg of beer. The pub champion is playing some kid genius from out of town who has just won a London grandmaster tournament. He is called David R. Norwood. (I know. The boy wonder, all of 19, gave me his business card. It said ‘David R. Norwood. International Chess Master.’) Now David R. Norwood is, as he will be the first to admit, one of the hottest properties on the international chess circuit.

But something funny is happening in his games – played at the rate of about one every ten minutes – against the pub champion. David R. Norwood is not winning any. And he is not merely losing. He is being taken apart. In the argot of the chess player, he is being ‘busted’. But David R. does not seem too worried about this denouement. Occasionally he will say, with a smile, ‘Hey, you’re not such a bad player.’ His opponent, Jonathan Speelman, the pub champion, only laughs and sets up the pieces for the next act of slaughter. It is a joke, of course. He is not merely ‘not a bad player’. He is possibly the best player in the Western world.

After Jon had finally exhausted David R. Norwood’s enthusiasm, I asked whether he would mind playing me. Not at all, he said, and played game after game against me until I became more bored by losing than he did by winning. ‘Why,’ I asked, ‘do you put up with playing chess jerks like me?’ ‘Because I like to play with the pieces,’ was the instant and unanswerable reply. My impression while playing Jon was slightly different, namely that the pieces enjoyed playing with him. He gives them the time of their life. These plastic pieces, property of the pub, had probably never before experienced more than the intellectual equivalent of being cooped up in a shed. With Jon, they were roaming free across vast expanses.

His friends, incidentally, do not call him Jon. They do not call him Speelman either. They call him ‘Spess’. This stems from a report in *The Times* about ten years ago of a tournament in which Speelman was taking part. But, *Times* sub-editors being *Times* sub-editors, his name inadvertently came out as ‘Specimen’. In view of his rather weird appearance, fellow chess players decided that this was, if not his real name, at least descriptively accurate, and so Specimen, and then later Spess, he became.

On many personal matters, Jon Speelman is difficult to interview. He is very self-conscious, a keen practitioner of self-psychoanalysis. The result is that he is only too aware of the implications which might be drawn from anything he might say. Worse, he was so concerned about what I was writing down that he would stare at my pad when I noted anything, attempting to read my scribble upside-down. In an effort to counter this awkward turning of the tables, I began deliberately to write in messier and messier scrawl.

Afterwards I was quite unable to read many of my own notes. Later I surmised that the chess player in Speelman had calculated that his scrutiny of my notepad would have this effect, and that it was a deliberate attempt to reduce the number of personal details I would be able to decipher. If that sounds convoluted, it is quite in character with Speelman's way of playing chess. Some great players reveal their greatness through the simplicity of their methods. Others, more unusually, have a genius to confuse, an ability to generate chaos, out of which only they can perceive a clear path to victory. This is Speelman's method.

But such a style is one which makes enormous demands on the exponent's nervous system. When he plays, Speelman is all nervous, twitchy movement. His hands play with his beard, his glasses, anything he can reach. He makes strange clicking noises. He will get up from the board and stand over it and his opponent, nodding his head as if checking through the variations. ('He goes there, I go there, he goes there ...') I asked him how many moves he can see ahead. 'It's a silly question,' he replied, 'but it's not too difficult to imagine a position in which one could calculate 25 moves ahead.' 25 moves on each side, he means. That is 50 moves in total. Try saying 'he goes there, I go there' 25 times. Now you get the picture.

31 In the first paragraph, the writer implies that

- A he found David R. Norwood rather arrogant.
- B it is strange for chess players to have business cards.
- C the best chess players tend to be scruffy in appearance.
- D he likes to see chess played in informal surroundings.

32 What does the writer say about the games between David R. Norwood and Jonathan Speelman?

- A They might have different outcomes if they were being played in a real tournament.
- B They indicate that Jonathan Speelman does not have a high regard for David R. Norwood.
- C They involve David R. Norwood making jokes to cover his embarrassment.
- D They indicate that there is a huge gulf between the standard of the two players.

33 When the writer played Jonathan Speelman, he felt that Speelman

- A preferred just to play than to indulge in polite conversation as well.
- B had an approach to the game that made other approaches seem limited in comparison.
- C was doing his best not to let the games bore him.
- D was adopting an approach he would not use if he was playing in a serious game.

34 What does the writer say about Speelman's nickname?

- A It indicates that he is regarded as a rather distant figure.
- B It is not very flattering.
- C It is connected with his style of playing.
- D It was first used as a joke.

35 The writer says that Speelman tried to read the notes he was making because

- A he saw it as the kind of thing the writer would expect of him.
- B he felt that he could get a clear picture of a person from the way they wrote.
- C he was aware that this would put the writer off while he was making them.
- D he wanted to make sure that certain complex points he made were correctly understood.

36 When the writer says 'Now you get the picture' (final line), he is emphasising

- A how complex a serious game of chess can be.
- B how extraordinary Speelman believes his style of play is.
- C how incredible the mental feat Speelman performs is.
- D how peculiar Speelman might appear to others to be.

PART 6

You are going to read an extract from an autobiography. Seven paragraphs have been removed from the extract. Choose from the paragraphs A–H the one which fits each gap (37–43). There is one extra paragraph which you do not need to use.

In the exam you will mark your answers on a separate answer sheet.

The Hammond Organ

It's September 1995 and I'm on my way home to Austin, Texas from Bangkok. Breaking the journey in Los Angeles, I spot an ad for an organ in the classifieds. It's a 1954 Hammond B2. I can't resist this little gem, so I buy it – sight unseen – and arrange to have it collected, crated and trucked to Texas.

37

Ever since I heard *Green Onions* by Booker T. and the MG's on the radio, the sound of a Hammond organ has moved me. Although at the time I didn't know exactly what Booker T. was playing, I knew I wanted to make that noise. I didn't even know how to play an organ, but the way it swirled and swam and bit your ears off, I knew somehow I had to have one. So I did my research in the music shops, and found out that the coolest-sounding organs were all Hammonds, but that the L100, while it still had that special sound, was lighter and cheaper than the other models. Not that any of them were cheap, which didn't much matter, because I had no money.

38

But when I called them up, they were very helpful. There was no drawback. The only thing I could not do was move it, once they'd set it up. That wasn't going to be a problem. The problem would be explaining the arrival of this beautiful monster to Mum and Dad. But I wasn't thinking that far ahead. I wasn't really thinking at all, apart from wondering – when could it be delivered? 'Tomorrow.' 'Okay.' And that was it. The next morning at about 10am there was a knock at the door and two men in white coats were standing on the doorstep. After I'd signed papers and promised not to move it, we pushed the dining table and chairs back against the wall.

39

It was all polished and shiny and made our dining-room suite look quite tatty. They showed me how to start it up and we shook hands. It couldn't have been simpler. 'See you in two weeks then.' 'Yes,

okay, bye.' Slam. 'Aarrgh!' I screamed and ran upstairs to get the record player from the bedroom, set it up on top of the bookcase, plonked *Green Onions* on the turntable and cranked it up! Yes, yes, yes, nothing could stop me now. I had lost my mind and I'd never find it again.

40

The next thing to master was the Leslie cabinet. This was where the sound came out. The Leslie is a combined amplifier and speaker cabinet, but it has two speakers which point up and down. The sound travels through revolving rotors, which throws the music out in waves. It's what makes the sound of every Hammond bite and swim in your ears. You can regulate the speed it rotates and it's very powerful.

41

When Dad came whistling his way up the path after work, I went to the door to head him off. 'Hello Dad.' 'What's up?' 'Nothing much. Well, I've got something to tell you.' 'Yes.' 'Er, Dad, you'll never guess what I've got.' 'What have you got?' 'A Hammond organ.'

42

He was down the hall and peering round the door suspiciously before I could stop him. 'Blimey,' he said. 'Well, I'm blowed. Where's the dining-room table gone?' He was in the doorway, trying to squeeze past the monster organ and the Leslie. 'It's great, isn't it?' 'Well, it's big ... how are we going to eat with this thing in here, and why didn't you ask me or your mum?' 'Sorry, but it'll only be here for a couple of weeks, listen to this.' I played the first part of *Green Onions* on it. 'Not bad, eh?' 'I dunno.' He was thinking. 'Here, don't say a word, let me break it to your mum.'

43

I bought it on the 'never never'. Dad co-signed the hire purchase forms for me because I was under age.

- A This meant that there was now enough room. Very carefully, they wheeled in a brand new Hammond organ and matching bench with the Playing Guide and connecting cables tucked inside the lid, and a brand new Leslie 147 speaker cabinet, which filled up the entire room. My face must have been a picture. This was the gear!
- B I found all that out by fiddling around with it for hours that day until I got some results. Basically, I just taught myself. The wonderful thing about the Hammond is it sounds good without too much effort. It's not like the bagpipes or the violin, where even after a lot of work it can still sound bad!
- C However, I never had any ambition as a kid to play the piano, let alone the organ. It was all my mum's fault. She'd had a dream of playing the piano since she was a kid, but growing up in the little town of Mountrath in the centre of Ireland, as one of 11 kids, there was hardly money for shoes let alone piano lessons. And as she hadn't been able to afford them when she was young, I was going to get them whether I wanted them or not.
- D 'What's a Hammond organ?' 'It's free. I've got it for two weeks, then they'll come and take it away and no charge whatsoever.' 'Where is it then?' 'It's in the back room, it's fantastic and it's not costing a penny.'
- E Then, thumbing through the back pages of the *Melody Maker*, I noticed an ad for Boosey and Hawkes, in Regent Street, who were offering to let me: 'Try a Hammond Organ in your own home on two weeks' free approval.' 'Yeah, right,' I thought. 'Pull the other one.' I tried to figure out what the catch could be, because I couldn't believe they'd let me get my sweaty hands on a genuine Hammond without money changing hands or at least making a promise to buy.
- F Somehow I knew that meant it was going to be all right. The men in white coats came to take it away two weeks later and my new mahogany Hammond organ and matching Leslie cabinet arrived the following week.
- G Sometimes, a smell can trigger a memory so strong and true it unravels years in an instant, like the smell of oil paint, which takes me straight back to my art school days. So, as they unbolt the container, even before I get to see how beautiful the instrument is, the combination of furniture polish and Hammond oil wafts up my nose and I get a flashback to 1964, when I caught that odd mixture for the first time.
- H Now I had to figure out how to play the beast and get the same sound as that. Carefully listening to sustained notes on the record, I pushed and pulled the drawer bars in and out until I got the same sound. Then, if I played the part right, the sound would change – just like the record.

Now check your answers to Part 6 of the test.

PART 7

You are going to read an extract from an article about a man who was involved in the development of computing. For questions 44–53, choose from the sections (A–F). The sections may be chosen more than once.

In the exam you will mark your answers on a separate answer sheet.

In which section are the following mentioned?

- | | |
|--|----------|
| the speed at which McCarthy made progress in his career | 44 |
| an opinion McCarthy had which proved to be mistaken | 45 |
| McCarthy's belief that one of his ideas could have a widespread function | 46 |
| McCarthy's attention to the moral aspects of an area of research | 47 |
| what inspired McCarthy to go into a certain area of research | 48 |
| McCarthy's view of what was the cause of a certain problem | 49 |
| McCarthy's attempt to introduce a rival to something commonly used | 50 |
| McCarthy's continuing belief in the importance of a certain field | 51 |
| a common belief about McCarthy | 52 |
| McCarthy's criticism of an area of research he had been involved in | 53 |

Before you check your answers to Part 7 of the test, go on to pages 86–87.

John McCarthy – Computer Pioneer

A

John McCarthy was often described as the father of ‘artificial intelligence’ (AI), a branch of computer science founded on the notion that human intelligence can be simulated by machines. McCarthy, who coined the term in 1956, defined it as ‘the science and engineering of making intelligent machines’ and created the Lisp computer language to help researchers in the AI field. He maintained that there were aspects of the human mind that could be described precisely enough to be replicated: ‘The speeds and memory capacities of present computers may be insufficient to simulate many of the higher functions of the human brain,’ he wrote in 1955, ‘but the major obstacle is not lack of machine capacity but our inability to write programs taking full advantage of what we have.’

B

McCarthy went on to create AI laboratories at the Massachusetts Institute of Technology, and later at Stanford University where he became the laboratory’s director in 1965. During the 1960s he developed the concept of computer time-sharing, which allows several people to use a single, central, computer at the same time. If this approach were adopted, he claimed in 1961, ‘computing may some day be organised as a public utility’. The concept of time-sharing made possible the development of so-called ‘cloud computing’ (the delivery of computing as a service rather than a product). Meanwhile, his Lisp programming language, which he invented in 1958, underpinned the development of voice recognition technology.

C

McCarthy’s laboratory at Stanford developed systems that mimic human skills – such as vision, hearing and the movement of limbs – as well as early versions of a self-driving car. He also worked on an early chess-playing program, but came to believe that computer chess was a distraction, observing in 1997 that it had developed ‘much as genetics might have if the geneticists had concentrated their efforts starting in 1910 on breeding racing Drosophila. We would have some science, but mainly we would have very fast fruit flies.’

D

The concept of AI inspired numerous books and sci-fi films, notably Stanley Kubrick’s dystopian *2001: A Space Odyssey* (1968). In the real world,

however, the technology made slow progress, and McCarthy later admitted that there was some way to go before it would be possible to develop computer programs as intelligent as humans. Meanwhile he applied himself to addressing theoretical issues about the nature of human and robotic decision-making and the ethics of creating artificial beings. He also wrote a sci-fi story, *The Robot and the Baby*, to ‘illustrate my opinions about what household robots should be like’. The robot in the story decides to simulate love for a human baby.

E

McCarthy taught himself mathematics as a teenager by studying textbooks at the California Institute of Technology. When he arrived at the institute to study the subject aged 16, he was assigned to a graduate course. In 1948 a symposium at Caltech on ‘Cerebral Mechanisms in Behaviour’, that included papers on automata and the brain and intelligence, sparked his interest in developing machines that can think like people. McCarthy received a doctorate in Mathematics from Princeton University in 1951 and was immediately appointed to a Chair in the subject. It was at Princeton that he proposed the programming language Lisp as a way to process more sophisticated mathematical concepts than Fortran, which had been the dominant programming medium until then. McCarthy joined the Stanford faculty in 1962, remaining there until his official retirement in 2000.

F

During the 1970s he presented a paper on buying and selling by computer. He also invited a local computer hobby group, the Homebrew Computer Club, to meet at the Stanford laboratory. Its members included Steve Jobs and Steven Wozniak, who would go on to found Apple. However, his own interest in developing time-sharing systems led him to underestimate the potential of personal computers. When the first PCs emerged in the 1970s he dismissed them as ‘toys’. McCarthy continued to work as an emeritus professor at Stanford after his official retirement, and at the time of his death was working on a new computer language called Elephant. Despite his disappointment with AI, McCarthy remained confident of the power of mathematics: ‘He who refuses to do arithmetic is doomed to talk nonsense,’ he wrote in 1995.

PAPER 2 WRITING 1 hour 30 minutes**PART 1**

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.

Write your answer in 240–280 words.

1

Views on Adolescence

One of the most irritating conventional wisdoms of recent times is that adolescence is a horrendously traumatic and stressful phase of life, characterised by rebellion and dissent. A somewhat unholy alliance of therapists, advertising moguls, pop pundits and preachers pontificates about the rupture that occurs with the entry into adolescent status, the special and separate culture, the bewildering biological and psychological changes. The expectation is of trouble. This is not to suggest that adolescence is a golden age, a wondrous period of growth, self-exploration and self-discovery. It can be these things but it is also a time of pain, embarrassment, self-doubt and loss.

Parents and Adolescence

If you've got a teenager who is loud, moody, distant and rebellious, it won't make your life any more comfortable to know that this is normal, but it may at least put your mind at rest that you haven't gone badly wrong somewhere. The processes that teenagers go through, physical and emotional, are unavoidable if they are ever to reach maturity. There are no short cuts, no cryogenic miracles that will suspend them in ice between the ages of 13 and 20. And in terms of their psychological development, it does appear that the more you try to hijack it, or delay it, or mould it in your very own image, the bigger the problems will be, especially for your child.

Write your essay.

Before you write your essay, go on to pages 89–90.

PART 2

Write an answer to **one** of the questions 2–5 in this part. Write your answer in 280–320 words in an appropriate style.

- 2 A magazine is running a competition for the best article entitled *The Day That Changed My Life*. Write an article for this competition, explaining the background to what happened, the details of what happened and the effect it had on your life.

Write your **article**.

- 3 An arts magazine has started a section called *Answer The Critics*, in which readers are invited to respond to the reviews written by the magazine's critics with reviews of their own. Write a review of something you have seen (a film, show, play or TV programme) or read, giving your own opinions on it and comparing your views with those of the critics.

Write your **review**.

- 4 You recently stayed at one of a chain of large hotels and encountered a number of problems during your stay which you feel were the fault of the company. Write a letter to the company's head office, detailing the problems that you had, describing what happened when you complained to the hotel staff about them and suggesting ways in which the hotel group could improve its service to customers.

Write your **letter**. Do not write any postal addresses.

- 5 Set book questions – a choice from (a) or (b).

In the exam you may choose to answer a question on one of the two set books.

Before you write your answer, go on to pages 92–93.

PAPER 3 LISTENING approximately 40 minutes**PART 1**

You will hear three different extracts.

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

In the exam you will hear each extract twice.

Extract One

You hear part of a radio programme about British attitudes.

- 1 The speaker says that one example of British people's pessimism is their
 - A calm response to problems that affect them personally.
 - B acceptance of what they are told by administrators.
 - C tendency to exaggerate potential problems.
- 2 What does the speaker say about British children?
 - A They come to appreciate irony later in life.
 - B It comes naturally to them to be pessimistic.
 - C They are aware of having a peculiar sense of humour.

Extract Two

You hear the introduction to a radio science programme.

- 3 The speaker describes a process by which the brain
 - A changes previous perceptions about events.
 - B discards irrelevant information about events.
 - C waits before focusing on events.
- 4 What does the speaker say about the research he mentions?
 - A It has been influenced by the methods used for live TV broadcasts.
 - B It adds useful information to what is already known.
 - C It is likely to be disproved by other research.

Extract Three

You hear the introduction to a radio programme about inventors.

- 5 The speaker says that Edison's comment
 - A reflects the naivety of inventors.
 - B sums up the unpredictability of an inventor's life.
 - C is as true today as when he made it.
- 6 What does the speaker say about the rules concerning English patents?
 - A He can understand why they remain in force.
 - B They have always put inventors at a disadvantage.
 - C Some inventors do not abide by them.

Stop the recording when you hear 'That's the end of Part 1'.

Now check your answers to Part 1 of the test.

PART 2

You will hear part of a radio report about interactive science and technology centres in Britain.

For questions 7–15, complete the sentences with a word or short phrase.

In the exam you will hear the piece twice.

The area on which the National Stone Centre stands has been used for a long time for the mining of

and

7

Visitors to the centre are surprised to discover how much stone people

8

Examples of the use of stone in construction shown are

and

9

The headmaster describes the centre as an excellent

10

The first interactive gallery in Britain was called

11

At Techniquest, there are structures which

12

At Techniquest, a special

13

is used for teaching people about

centrifugal force.

People can learn about the effect that

14

can have on each

other at Techniquest.

A dragon is used for teaching people about

15

at Techniquest.

Stop the recording when you hear 'That's the end of Part 2'.

Now check your answers to Part 2 of the test.

PART 3

You will hear an interview with someone who reviews hotels.

For questions 16–20 choose the answer (A, B, C or D) which fits best according to what you hear.

In the exam you will hear the piece twice.

16 What does Paddy say about some readers of her column?

- A They suspect that she enjoys criticising hotels.
- B Her attitude to hotels has changed because of their response.
- C Her comments match their experiences of hotels.
- D They prefer reading about hotels they would not want to visit.

17 What does Paddy say about some hotel-keepers?

- A They sometimes have to force themselves to have a sense of humour.
- B They would be more suited to a different profession.
- C They expect to receive negative comments about their hotels.
- D They are surprised that they become friends of hers.

18 Paddy says that some hotel-keepers she has contacted about the book have

- A realised that she does not really have an assistant called Emily.
- B corrected inaccuracies that were in her review of their hotels.
- C responded favourably despite criticisms she had made.
- D made her wonder whether her reviews of their hotels were unfair.

19 Paddy says that one hotel-keeper she spoke to told her that

- A other people are unlikely to be treated in the same way in hotels as she is.
- B he was unwilling to discuss some of the comments in her review.
- C her reviews did not have as much influence as she believed.
- D he no longer wanted his hotel to appear in the book.

20 The same owner also told her that

- A he had passed information about her to other hotels.
- B he resented her description of him in her review.
- C he did not understand why she wanted to put his hotel in her book.
- D there was nothing distinctive about her physical appearance.

Stop the recording when you hear 'That's the end of Part 3'.

Before you check your answers to Part 3 of the test, go on to pages 97–98.

PART 4

You will hear five short extracts in which people are talking about leisure activities they take part in. You will hear the recording twice. While you listen, you must complete both tasks.

TASK ONE

For questions 21–25, choose from the list (A–H) what the leisure activity involves for the speaker.

- A organising events
- B raising money
- C travelling to many places
- D performing
- E attending regular meetings
- F spending significant sums of money
- G doing a course
- H spending a lot of time

Speaker 1 **21**

Speaker 2 **22**

Speaker 3 **23**

Speaker 4 **24**

Speaker 5 **25**

TASK TWO

For questions 26–30, choose from the list (A–H) what each speaker particularly enjoys about the leisure activity.

- A returning to a previous interest
- B being better at something than other people
- C being part of a group
- D taking part in something useful
- E doing something that contrasts with work
- F acquiring a skill
- G receiving praise from others
- H meeting a variety of new people

Speaker 1 **26**

Speaker 2 **27**

Speaker 3 **28**

Speaker 4 **29**

Speaker 5 **30**

Stop the recording when you hear ‘That’s the end of Part 4’.

In the exam you will have five minutes at the end of the test to copy your answers onto a separate answer sheet.

Now check your answers to Part 4 of the test.

TEST FOUR

PAPER 1 READING AND USE OF ENGLISH 1 hour 30 minutes

PART 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap.

In the exam you will mark your answers on a separate answer sheet.

There is an example at the beginning (0).

0 A understatement B misinformation C incomprehension D distortion

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

The Rejected Novel

‘You’ve not had much luck with the book, I hear.’

That had to be the (0) ^A of the year. My novel had been rejected four times (1) far. I’ve no doubt that behind my (2) the family were having a good snigger. Rhona of course had been the loyal (3), though I admit that her piteous expressions when the thing limped home battered by franking stamps were harder to (4) than her sister’s outright sarcasm: ‘Has your boomerang got back yet, Patton?’ she’d enquire, while her husband Jack would give the knife an extra twist by asking if I’d managed to sell any of my daubs. Which meant that he presumed I’d (5) my job on the railways to pursue a painting career. Maybe I should have. The manuscript had begun to show bruises from its days, weeks and months (6) in the ‘slush pile’ of various publishing firms. Actual criticism of the novel by its rejectors was very (7) on the ground, although the consensus of opinion seemed to indicate that its main weakness (8) in its apparent ‘lack of plot’.

- | | | | | |
|---|--------------|-------------|--------------|-------------|
| 1 | A yet | B thus | C hence | D by |
| 2 | A back | B head | C ears | D face |
| 3 | A omission | B exclusion | C difference | D exception |
| 4 | A bear | B defy | C cope | D resist |
| 5 | A broken off | B wound up | C pulled out | D packed in |
| 6 | A stationed | B encased | C buried | D consigned |
| 7 | A light | B shallow | C thin | D scant |
| 8 | A stood | B revolved | C lay | D centred |

Now check your answers to Part 1 of the test.

PART 2

For questions 9–16, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0).

In the exam you will write your answers in CAPITAL LETTERS on a separate answer sheet.

Example: 0 OF

The Slow Arrival of the Wheel

It is nearly impossible in our post-industrial society to conceive (0) a world without wheels. From clocks to huge machinery and from cars to computer discs, (9) employs cogs, wheels or other types of cylindrical components that spin on an axis. Yet the wheel took a relatively long time to be invented and several civilisations reached a relatively high level of technological sophistication (10) it. The most likely explanation is (11) neither terrain nor climate suited the wheel. Until 10,000 BC, much of the world was (12) the grip of the last vestiges of the Ice Age. (13) was not under ice sheet was covered by desert, jungle or bog – conditions obviously unsuited for something like the wheel.

Most experts agree that the wheel evolved (14) the fact that Neolithic man was familiar with moving heavy objects (15) putting a roller, such as a tree trunk, under the load. (16) techniques were used to move the huge stone blocks to build the pyramids around 2980 BC.

Now check your answers to Part 2 of the test.

PART 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

In the exam you will write your answers in CAPITAL LETTERS on a separate answer sheet.

Example: 0 HEADLINES

The Word ‘Bogus’

For years ‘bogus’ was a word the British read in newspaper (0) LINE

but tended not to say. Its popularity among the teenagers of America changed that, although they didn’t use it with its original meaning. It came from the Wild West.

Its first appearance in print, in 1827, was in the *Telegraph* of Painesville, Ohio, where it meant a machine for making (17) of coins. Soon, those ‘boguses’ were turning out ‘bogus money’ and the word had (18) a change from noun to adjective.

FORGE
GO

By the end of the 19th century, it was well-established in Britain, applied to anything false, spurious or intentionally (19) But the computer scientists of 1960s America, to whom we owe so much (20) innovation, redefined it to mean ‘non-functional’, ‘useless’, or ‘unbelievable’, especially in relation to calculations and engineering ideas. This was followed by its (21) among Princeton and Yale graduates in the East Coast computer community. But it was the (22) of the word by American teenagers generally, who used it to mean simply ‘bad’, that led to it being widely used by their counterparts in Britain.

LEAD
LANGUAGE
EMERGE
ADOPT

(23) , ‘bogus’ is one of only about 1,300 English words for which no sensible origin has emerged. The *Oxford English Dictionary* suggests a connection with a New England word, ‘tantrbogus’, meaning the devil. A rival US account sees it as a (24) of the name of a forger, called Borghese or Borges.

INTEREST
CORRUPT

Now check your answers to Part 3 of the test.

PART 4

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between three and eight words, including the word given.

Here is an example (0).

- 0 Robert was offended when he was left out of the team.
exception
Robert left out of the team.

0	took exception to being
---	-------------------------

In the exam you will write **only** the missing words on a separate answer sheet.

- 25 The film was so controversial that it was banned in several parts of the world.
caused
Such was the film that it was banned in several parts of the world.
- 26 He had no idea what was going to happen to him when he walked into that room.
store
Little him when he walked into that room.
- 27 You shouldn't let trivial matters worry you so much.
prey
You shouldn't let trivial matters extent.
- 28 He became famous but it cost him his privacy.
expense
His rise of his privacy.
- 29 I helped Ray, with the result that his business became successful.
favour
I which his business became successful.
- 30 I had to wait for the manager for almost an hour before he would see me.
best
The manager kept an hour before he would see me.

Before you check your answers to Part 4 of the test, go on to pages 110–111.

PART 5

You are going to read an extract from a book about the history of the US.

For questions 31–36, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

In the exam you will mark your answers on a separate answer sheet.

Progressives in the US

The United States had reached a point, in the closing years of the 19th century, when radical improvements in its political, social and economic arrangements were so plainly necessary that they were actually attempted, and therefore may be called inevitable. Women and men, young and middle-aged, rich, poor and in-between, West, South and North, all acknowledged the necessity and had some hand in shaping the improvements. It was an epoch very much to the American taste, for it seemed a proof that faith in progress, and particularly in the potential for progress in America was justified. The word 'progressive' had long been a favourite in common speech; now it became attached to a political party, a movement, an era. It remains a curiously empty word, but historians will never be able to do without it. And after all due reservations have been made, it would be churlish to deny that the United States did in many respects move forward during this period, did begin to tackle a good many serious problems intelligently. It is a moderately encouraging story.

Big business made itself felt at every stage in the progressive story, and not by any means as a purely reactionary force. All the same, it would be a mistake to suppose that business, however profoundly it had shaped and now coloured the day-to-day operations of American life, was the key to progressivism. Nor could the industrial working class, however active, muster the power necessary to dominate the epoch. That privilege belonged to the new middle class.

This class had emerged as, numerically, the chief beneficiary of the great transformation of American society. America's rapid development under the impact of industrialism and urbanisation implied an equally rapidly developing need for professional services. The need for a new order was generally felt, and implied the recruitment and training of new men, and new women, to administer it. Society was now rich enough to pay for their services. Hence in the last decades of the 19th century there was a mushroom growth among the professions. Doctors and lawyers, of course; but also engineers, dentists, professors, journalists, social workers, architects. This was the age of the expert; he was given a free hand, such as he has seldom enjoyed since. Each new technical marvel – the telephone, the phonograph, the motor-car, the aeroplane – increased the faith that there was a sound technical answer to every problem, even to the problem of government. When a devastating hurricane and flood wrecked the port of Galveston, Texas, in 1901, the local businessmen proclaimed the regular authorities incompetent to handle the task of reconstruction and handed the city's government over to a commission of experts – a pattern that was to be widely followed in the next few years.

This may stand very well for what was happening generally. The new class, conscious of its power and numbers, was anxious to get hold of American society and remake it according to plan. All round were problems that needed solving – crime, disease, bad housing, political corruption – and the new class thought it knew what to do about them. Just as the experts themselves had taken advantage of a society open to the rise of the talented, so they wanted their disadvantaged fellow-citizens to rise also. And this democratic individualistic ideology made it seem perfectly legitimate to bid for political power, that is,

for votes: to go down into that arena was simply to carry out one's civic duty. Motives did not need to be examined too closely, since they were self-evidently virtuous. What was new, and important at least to the experts, was the tool-kit they brought to their tasks: their improved spanners, so to speak. The new middle class set out to apply their spanners to such various contraptions as the state and city machines of the old political parties, and the new urban wastelands.

Behind the zeal of these technocrats lay an older tradition, betrayed in the word they used to describe the philanthropic centres they established in the slums, 'settlements': to them the cities were wildernesses, the inhabitants alien savages and the new settlers were bringers both of superior techniques and superior ideas, like the settlers of old. It is thus possible to see in the very approach of these progressives certain limitations, a certain inexperience, which were likely to impede their quest. They were mostly of old American stock, brought up on the old pieties, which their new expertise only veneered. The progressives were too conservative in their instincts, too parochial in their outlook, ever to propose, let alone carry out, fundamental changes in the American system.

- 31 What does the writer say about the word 'progressive' in the first paragraph?
- A It should only be used with regard to this period in the US.
 - B No other word has been generally adopted to describe this period in the US.
 - C It was sometimes used inappropriately during this period in the US.
 - D No other word could have united diverse people during this period in the US.
- 32 What does the writer say about big business during this period?
- A It ensured that the industrial working class was lacking in power.
 - B It paid too little attention to the importance of the new middle class.
 - C It was beginning to have too great an impact on everyday life in the US.
 - D It played a significant part in the development of progressivism.
- 33 The writer says that the 'mushroom growth' among the professions
- A was expected to be only a short-term phenomenon.
 - B resulted from a desire among professionals for greater freedom.
 - C was a natural consequence of other changes at the time.
 - D resulted from fears among Americans about changes in their society.
- 34 The writer uses events in Galveston to illustrate
- A the high regard in which specialists were held during that period.
 - B problems which had never been dealt with satisfactorily before.
 - C the speed at which solutions were found during that period.
 - D disagreements caused by the desire for technical solutions.
- 35 The writer says that when members of the new class tried to get political power,
- A they sometimes underestimated the social problems of the time.
 - B people made assumptions about their reasons for doing so.
 - C they tended to overestimate the potential of their fellow citizens.
 - D people had realistic expectations of what they could achieve.
- 36 According to the writer, the use of the word 'settlements' reveals
- A the insincerity of some of the progressives concerning social problems.
 - B the misunderstandings behind some of the progressives' beliefs.
 - C the confusion that surrounded the progressives' approach to problems.
 - D the similarities between the progressives and previous generations.

PART 6

You are going to read a newspaper article. Seven paragraphs have been removed from the extract. Choose from the paragraphs A–H the one which fits each gap (37–43). There is one extra paragraph which you do not need to use.

In the exam you will mark your answers on a separate answer sheet.

Rainmaker with his Head in the Clouds

Critics dismissed Graeme Mather's attempts to make clouds rain. But now recent experiments appear to have vindicated him. Anjana Ahuya reports.

Dr Graeme Mather lived his life with his head in the clouds, as a documentary film to be shown this week shows. Against the advice of almost everybody else in the meteorological community, the Canadian scientist devoted his professional life to trying to make clouds rain.

37

Before Dr Mather became involved, the science of weather modification had already claimed many reputations. The idea that clouds could be manipulated first circulated in the 1940s, and efforts gathered pace soon after the Second World War.

38

However, the entire discipline fell into disrepute when commercial companies hijacked the idea, took it around the world, and then failed to deliver on their promises. Cloud-seeding, as the process was known, became the preserve of crackpots and charlatans.

39

Scientists theorised that if they could inject the cloud with similarly shaped crystals, these imposter crystals would also act as frames around which droplets would clump. The cloud would then be tricked into raining. Silver iodide, whose crystals resemble those of ice, seemed the best bet. Sadly, none of the experiments, including Dr Mather's, which had been going for more than five years, seemed to work. Dr Mather was about to admit defeat when serendipity intervened.

40

Dr Mather was convinced that something that the place was spewing into the atmosphere

was encouraging the downpour. Subsequent experiments confirmed that hygroscopic salts pouring into the sky from there were responsible. Hygroscopic salts attract water – once in the atmosphere, the particles act as magnets around which raindrops can form.

41

He was wary; Dr Mather was known to be a smooth-talking salesman. 'He was charming and charismatic, and many scientists don't trust that,' he says. 'He was also not well-published because he had been working in the commercial sector. Overall, he was regarded as a maverick. On that occasion, he presented results that I was convinced were impossible. Yet the statistical evidence was overwhelming, which I couldn't understand.'

42

'If those findings can be reproduced there, it will be the most exciting thing to have happened in the field for 20 years. It will be remarkable because some of the results are not scientifically explainable.' He adds, however, that scientists must exercise caution because cloud-seeding is still mired in controversy. He also points out that, with water being such a precious resource, success will push the research into the political arena.

43

Dr Cooper says: 'With the paper mill, he saw something that other people wouldn't have seen. I am still uncomfortable with his idea because it throws up major puzzles in cloud physics. But if Dr Mather was right, it will demonstrate that humans can change clouds in ways that were once thought impossible.'

- A Dr Mather refused to be daunted by this image. After all, the principle seemed perfectly plausible. Water droplets are swept up to the top of the clouds on updrafts, where they become supercooled (i.e., although the temperature is below freezing, the water remains liquid). When a supercooled droplet collides with an ice crystal, it freezes on contact and sticks. Successive collisions cause each ice crystal to accumulate more water droplets; the crystals grow until they become too heavy to remain suspended in the atmosphere. As the crystals fall through the cloud, they become raindrops. The ice crystals therefore act as frames to 'grow' raindrops.
- B Dr Mather unfortunately will not be involved in the debate about such matters. He died aged 63, shortly before the documentary was completed. It will ensure that this smooth-talking maverick is given the recognition he deserves.
- C He and a colleague decided to collect a last batch of data when they flew into a tiny but ferocious storm. That storm, Dr Mather says in the film, changed his life. Huge droplets were spattering on the tiny plane's windscreen. No such storm had been forecast. Back on the ground, they discovered the storm was located directly above a paper mill.
- D A trial in Mexico has been running for two years, and the signs are promising. 'We were sufficiently encouraged in the first year to continue the seeding research. But the results are preliminary, because we have only a very small sample of clouds at the moment. We need to work over two more summers to reach a proper conclusion.'
- E He arranged to fly to South Africa 'with the full intention of explaining what was wrong with the experiment'. Instead, he came back convinced that Dr Mather was on to something. He is now running two experiments, one in Arizona and one in northern Mexico to try to verify the South African results. The experiments use potassium chloride, which is similar to table salt (sodium chloride) and, it is claimed, non-polluting.
- F The scientific community remained sniffy in the face of this apparent proof. Foremost among the sceptics was Dr William Cooper, of the United States National Centre for Atmospheric Research (NCAR). Dr Cooper, regarded as one of the world's finest cloud scientists, saw Dr Mather present his astonishing claims at a cloud physics conference in Montreal.
- G They involved weather experts firing rockets into clouds to stop them producing hail, which damages crops. The clouds, it was hoped, would dissolve into a harmless shower.
- H The desire to do so led him to set up a project in South Africa, which was ultimately to convince him that it was possible. As the programme reveals, experiments around the world appear to prove his faith was justified.

Now check your answers to Part 6 of the test.

PART 7

You are going to read an extract from an article about the attitudes of parents towards their children. For questions 44–53, choose from the sections (A–F). The sections may be chosen more than once.

In the exam you will mark your answers on a separate answer sheet.

In which section are the following mentioned?

- | | |
|---|----------|
| a general pattern that emerges from the majority of investigations into favouritism | 44 |
| the need for parents to be conscious of the way they treat each of their children | 45 |
| a theory as to why a certain child may be the subject of favouritism | 46 |
| the extent to which children focus on their parents' attitude towards them | 47 |
| a feeling that the study of favouritism may not be worthwhile | 48 |
| evidence of parents' greater tolerance for a certain child | 49 |
| the large variety of reasons affecting parents' attitudes towards their children | 50 |
| a factor that could affect the reliability of research into favouritism | 51 |
| distrust of what some parents say about favouritism in research | 52 |
| how difficult it is for parents to acknowledge favouritism | 53 |

Now check your answers to Part 7 of the test.

Parental Favouritism

A

The American science writer Jeffery Kluger has just published a book in which he argues that, whether we admit it or not, parental favouritism is hard-wired into the human psyche. 'It is my belief that 95% of the parents in the world have a favourite child, and the other 5% are lying,' he declares in *The Sibling Effect: What the Bonds Among Brothers and Sisters Reveal About Us*. That particular figure may be guesswork, but there is plenty of evidence that would seem to back him up. Kluger cites a Californian study of 384 families, who were visited three times a year and videotaped as they 'worked through conflicts'. The study found that 65% of mothers and 70% of fathers exhibited a preference for one child. And those numbers are almost certainly under-representative, since people behave less naturally when they are being watched.

B

Every couple of years, in fact, a new report comes out purporting to lift the lid on parental favouritism. Most often – though by no means always – older siblings seem to come out on top. In 2009 two British professors, David Lawson and Ruth Mace, published a study of 14,000 families in the Bristol area. They found that each successive sibling received 'markedly' less care and attention from their parents than their predecessors. Older siblings were even fed better, as a result of which they were likely to be up to three centimetres taller than their younger siblings. They also had higher IQs, probably because they had the benefit of their parents' undivided attention for the first part of their lives.

C

Anthropologists and evolutionary psychologists argue that there is a sound logic to this. A firstborn automatically absorbs a huge amount of parental time and energy; and once you've invested that much in one child, you might as well keep going – if only to protect the investment. However, a survey of 1,803 British parents with two children claimed to show that younger siblings were given preferential treatment 59% of the time. Parents were more likely to side with a younger child in an argument, lavish them with affection and let them have their own way.

D

It's at this point, I must admit, that I start to feel a bit impatient with the experts. A science that can absorb so many contradictory variables hardly seems like science at all. And if, as the experts all seem to agree, favouritism is so common as to be almost universal, doesn't that make it just – well, normal? Undoubtedly there are families where favouritism is blatant and sustained enough to be seriously destructive. But in most cases, surely, it does not merit such pathologising.

E

When I solicited confessions of favouritism from my fellow parents, I had no luck at all. Lots of people admitted to treating their children differently at different times, according to their needs (and how annoying they're being). But not one felt this reflected any fundamental preference. It is simply part of the warp and weft of family life. The truth is that favouritism is an awfully blunt word for such a complicated subject. How we treat our children is affected by any number of shifting, interlacing factors: birth order, gender, changes in circumstances, our own childhood experiences. Then, too, some characters just hit it off better than others.

F

'I think most of us have short-term favourites, depending on who's going through a "phase",' says Suzanne, a mother of four. 'You can feel immense affection for one child on a Tuesday who then drives you to distraction on Wednesday. But the underlying love is just as intense for all of them. I think long-term favouritism is bookselling nonsense in the majority of cases.' In an anonymous online survey for the website Mumsnet, 16% of mothers admitted to having a favourite child. That's quite a lot – it's a big deal to admit to such parental malpractice, if only to yourself – but it hardly amounts to the psychological pandemic of Kluger's imaginings. On the other hand, things do tend to look different from a child's perspective. Even in the happiest families, siblings instinctively compete for their parents' love. Scrupulous emotional accountants, they are constantly totting up incidents of perceived unfairness. So it makes sense for parents, too, to keep a watchful eye on their own behaviour.

PAPER 2 WRITING 1 hour 30 minutes**PART 1**

Read the two texts below.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer.

Write your answer in 240–280 words.

1

Popular Culture and the Profit Motive

Popular culture in industrial societies is contradictory to its core. On the one hand it is industrialised – its commodities produced and distributed by a profit-motivated industry that follows only its own economic interests. But on the other hand, it is of the people, and the people's interests are not those of the industry – as is evidenced by the number of films, records and other products that the people make into expensive failures. To be incorporated into popular culture, a commodity must also bear the interests of the people.

How is Popular Culture Created?

Culture is a living, active process: it can be developed only from within, it cannot be imposed from without or above. A homogeneous, externally produced culture cannot be sold ready-made to the masses: culture simply does not work like that. Nor do the people behave or live like the masses, an aggregation of alienated, one-dimensional persons whose only relationship to the system that enslaves them is one of unwitting dupes. Popular culture is made by the people, not produced by the culture industry. All the culture industries can do is produce a repertoire of cultural resources for the various formations of the people to use or reject in the ongoing process of producing their popular culture.

Write your essay.

When you have written your answer, assess it in accordance with the mark scheme.

PAPER 3 LISTENING approximately 40 minutes**PART 1**

You will hear three different extracts.

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

In the exam you will hear each extract twice.

Extract One

You hear a psychologist talking about confidence.

- 1 What does the speaker say about the word ‘confidence’?
 - A Most dictionary definitions of it are inaccurate.
 - B It means a great deal more than simply ‘self-assurance’.
 - C It is a hard word to define precisely.
- 2 What does the speaker say about having confidence?
 - A There is no one who doesn’t wish to have it.
 - B It frequently changes into feeling superior.
 - C Some people are incapable of it.

Extract Two

You hear a critic talking about a new book.

- 3 The speaker says that Goldman’s latest book contains
 - A views even more negative than those in his previous book.
 - B confusing comments on actors and directors.
 - C criticism that may be unnecessarily harsh.
- 4 The speaker believes that Goldman
 - A exaggerates the difficulties of his occupation.
 - B has an unfavourable opinion of his own occupation.
 - C is unaware of how much his work is admired.

Extract Three

You hear a musician talking about American music.

- 5 What does the speaker say about the James Brown records he mentions?
 - A They conveyed a sense of joy.
 - B They were surprise hits.
 - C They were totally unlike Brown’s other records.
- 6 The speaker says that people growing up in Britain in the 1960s
 - A had only a limited view of what America was like.
 - B had the same view of America as Americans did.
 - C felt that American music was more varied than British music.

Stop the recording when you hear ‘That’s the end of Part 1’.

Now check your answers to Part 1 of the test.

PART 2

You will hear part of a radio programme about toys, in which the development of a famous toy called Meccano is described.

For questions 7–15, complete the sentences with a word or short phrase.

In the exam you will hear the piece twice.

Frank Hornby worked for a

7

He was inspired by a book called

8

The

9

he invented did not work properly.

He started to consider the idea of

10

parts.

He decided that the parts would need to have a

11

in them.

The first parts he made were from a big

12

The first object that was built with the new system was a

13

The first name given to the new toy was

14

Each Meccano set could be made bigger with the use of an

15

Stop the recording when you hear 'That's the end of Part 2'.

Now check your answers to Part 2 of the test.

PART 3

You will hear an interview with someone whose work is concerned with the design and marketing of products.

For questions 16–20 choose the answer (A, B, C or D) which fits best according to what you hear.

In the exam you will hear the piece twice.

- 16 David says that the session he has just conducted
- A was longer than most sessions he conducts.
 - B illustrates his own beliefs about focus groups.
 - C is an example of a new approach to visual planning.
 - D concentrated as much on positive as negative attitudes to cleaning.
- 17 What did David know about cleaning products before the session?
- A Some people could not make up their minds which ones to buy.
 - B Manufacturers were concerned about falling sales in them.
 - C Some of them looked too dull to appeal to shoppers.
 - D People felt that false claims were made about them.
- 18 One of the comments made during the session referred to
- A regarding the choice of a cleaning product as unimportant.
 - B cleaning products all looking the same.
 - C the deliberate misleading of shoppers.
 - D buying a cleaning product because it is familiar.
- 19 David says that what the women produced when they were split into groups
- A did not focus on what cleaning products actually do.
 - B presented contrasting images.
 - C was not what they had expected to produce.
 - D was similar to the presentation of other kinds of product.
- 20 David says that he has concluded from the session that
- A his firm's methods will need to change slightly.
 - B he was right to question a certain assumption.
 - C cleaning products do not fit into a general pattern.
 - D what he had previously thought was not entirely correct.

Stop the recording when you hear 'That's the end of Part 3'.

Now check your answers to Part 3 of the test.



PART 4

You will hear five short extracts in which people are talking about their jobs.

You will hear the recording twice. While you listen, you must complete both tasks.

TASK ONE

For questions 21–25, choose from the list (A–H) what each speaker likes most about the job.

- A the atmosphere
- B the challenge
- C the variety
- D the opportunities for promotion
- E the financial benefits
- F the responsibility
- G the lack of supervision
- H the training given

Speaker 1

	21
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Speaker 2

	22
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Speaker 3

	23
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Speaker 4

	24
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Speaker 5

	25
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TASK TWO

For questions 26–30, choose from the list (A–H) what each speaker dislikes about the job.

- A the premises
- B staff turnover
- C the attitude of management
- D the hours
- E the inefficiency
- F the workload
- G dealing with customers
- H lack of job security

Speaker 1

	26
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Speaker 2

	27
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Speaker 3

	28
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Speaker 4

	29
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Speaker 5

	30
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Stop the recording when you hear 'That's the end of Part 4'.

In the exam you will have five minutes at the end of the test to copy your answers onto a separate answer sheet.

Before you check your answers to Part 4 of the test, go on to pages 126–127.