

READING PASSAGE 3

You should spend about 20 minutes on **Questions 27–40**, which are based on Reading Passage 3 below.

To catch a king

Anna Keay reviews Charles Spencer's book about the hunt for King Charles II during the English Civil War of the seventeenth century

Charles Spencer's latest book, *To Catch a King*, tells us the story of the hunt for King Charles II in the six weeks after his resounding defeat at the Battle of Worcester in September 1651. And what a story it is. After his father was executed by the Parliamentarians in 1649, the young Charles II sacrificed one of the very principles his father had died for and did a deal with the Scots, thereby accepting Presbyterianism* as the national religion in return for being crowned King of Scots. His arrival in Edinburgh prompted the English Parliamentary army to invade Scotland in a pre-emptive strike. This was followed by a Scottish invasion of England. The two sides finally faced one another at Worcester in the west of England in 1651. After being comprehensively defeated on the meadows outside the city by the Parliamentary army, the 21-year-old king found himself the subject of a national manhunt, with a huge sum offered for his capture. Over the following six weeks he managed, through a series of heart-pounding close escapes, to evade the Parliamentarians before seeking refuge in France. For the next nine years, the penniless and defeated Charles wandered around Europe with only a small group of loyal supporters.

Years later, after his restoration as king, the 50-year-old Charles II requested a meeting

with the writer and diarist Samuel Pepys. His intention when asking Pepys to commit his story to paper was to ensure that this most extraordinary episode was never forgotten. Over two three-hour sittings, the king related to him in great detail his personal recollections of the six weeks he had spent as a fugitive. As the king and secretary settled down (a scene that is surely a gift for a future scriptwriter), Charles commenced his story: 'After the battle was so absolutely lost as to be beyond hope of recovery, I began to think of the best way of saving myself.'

One of the joys of Spencer's book, a result not least of its use of Charles II's own narrative as well as those of his supporters, is just how close the reader gets to the action. The day-by-day retelling of the fugitives' doings provides delicious details: the cutting of the king's long hair with agricultural shears, the use of walnut leaves to dye his pale skin, and the day Charles spent lying on a branch of the great oak tree in Boscobel Wood as the Parliamentary soldiers scoured the forest floor below. Spencer draws out both the humour – such as the preposterous refusal of Charles's friend Henry Wilmot to adopt disguise on the grounds that it was beneath his dignity – and the emotional tension when the secret of the king's presence was cautiously revealed to his supporters.

* Presbyterianism: part of the reformed Protestant religion

Charles's adventures after losing the Battle of Worcester hide the uncomfortable truth that whilst almost everyone in England had been appalled by the execution of his father, they had not welcomed the arrival of his son with the Scots army, but had instead firmly bolted their doors. This was partly because he rode at the head of what looked like a foreign invasion force and partly because, after almost a decade of civil war, people were desperate to avoid it beginning again. This makes it all the more interesting that Charles II himself loved the story so much ever after. As well as retelling it to anyone who would listen, causing eye-rolling among courtiers, he set in train a series of initiatives to memorialise it. There was to be a new order of chivalry, the Knights of the Royal Oak. A series of enormous oil paintings depicting the episode were produced, including a two-metre-wide canvas of Boscobel Wood and a set of six similarly enormous paintings of the king on the run. In 1660, Charles II commissioned the artist John Michael Wright to paint a flying squadron of cherubs* carrying an oak tree to the heavens on the ceiling of his bedchamber. It is hard to imagine many other kings marking the lowest point in their life so enthusiastically, or indeed pulling off such an escape in the first place.

Charles Spencer is the perfect person to pass the story on to a new generation. His

pacey, readable prose steers deftly clear of modern idioms and elegantly brings to life the details of the great tale. He has even-handed sympathy for both the fugitive king and the fierce republican regime that hunted him, and he succeeds in his desire to explore far more of the background of the story than previous books on the subject have done. Indeed, the opening third of the book is about how Charles II found himself at Worcester in the first place, which for some will be reason alone to read *To Catch a King*.

The tantalising question left, in the end, is that of what it all meant. Would Charles II have been a different king had these six weeks never happened? The days and nights spent in hiding must have affected him in some way. Did the need to assume disguises, to survive on wit and charm alone, to use trickery and subterfuge to escape from tight corners help form him? This is the one area where the book doesn't quite hit the mark. Instead its depiction of Charles II in his final years as an ineffective, pleasure-loving monarch doesn't do justice to the man (neither is it accurate), or to the complexity of his character. But this one niggle aside, *To Catch a King* is an excellent read, and those who come to it knowing little of the famous tale will find they have a treat in store.

* cherub: an image of angelic children used in paintings

Test 1

Questions 27–31

Complete the summary using the list of phrases, **A–J**, below.

Write the correct letter, **A–J**, in boxes 27–31 on your answer sheet.

The story behind the hunt for Charles II

Charles II's father was executed by the Parliamentary forces in 1649. Charles II then formed a **27** with the Scots, and in order to become King of Scots, he abandoned an important **28** that was held by his father and had contributed to his father's death. The opposing sides then met outside Worcester in 1651. The battle led to a **29** for the Parliamentarians and Charles had to flee for his life. A **30** was offered for Charles's capture, but after six weeks spent in hiding, he eventually managed to reach the **31** of continental Europe.

- | | | | | | |
|----------|----------------------|----------|--------------------|----------|-----------------------|
| A | military innovation | B | large reward | C | widespread conspiracy |
| D | relative safety | E | new government | F | decisive victory |
| G | political debate | H | strategic alliance | I | popular solution |
| J | religious conviction | | | | |

Questions 32–35

Do the following statements agree with the claims of the writer in Reading Passage 3?

In boxes 32–35 on your answer sheet, write

- YES** if the statement agrees with the claims of the writer
NO if the statement contradicts the claims of the writer
NOT GIVEN if it is impossible to say what the writer thinks about this

- 32** Charles chose Pepys for the task because he considered him to be trustworthy.
33 Charles's personal recollection of the escape lacked sufficient detail.
34 Charles indicated to Pepys that he had planned his escape before the battle.
35 The inclusion of Charles's account is a positive aspect of the book.

Questions 36–40

Choose the correct letter, **A**, **B**, **C** or **D**.

Write the correct letter in boxes 36–40 on your answer sheet.

- 36** What is the reviewer's main purpose in the first paragraph?
- A** to describe what happened during the Battle of Worcester
 - B** to give an account of the circumstances leading to Charles II's escape
 - C** to provide details of the Parliamentarians' political views
 - D** to compare Charles II's beliefs with those of his father
- 37** Why does the reviewer include examples of the fugitives' behaviour in the third paragraph?
- A** to explain how close Charles II came to losing his life
 - B** to suggest that Charles II's supporters were badly prepared
 - C** to illustrate how the events of the six weeks are brought to life
 - D** to argue that certain aspects are not as well known as they should be
- 38** What point does the reviewer make about Charles II in the fourth paragraph?
- A** He chose to celebrate what was essentially a defeat.
 - B** He misunderstood the motives of his opponents.
 - C** He aimed to restore people's faith in the monarchy.
 - D** He was driven by a desire to be popular.
- 39** What does the reviewer say about Charles Spencer in the fifth paragraph?
- A** His decision to write the book comes as a surprise.
 - B** He takes an unbiased approach to the subject matter.
 - C** His descriptions of events would be better if they included more detail.
 - D** He chooses language that is suitable for a twenty-first-century audience.
- 40** When the reviewer says the book 'doesn't quite hit the mark', she is making the point that
- A** it overlooks the impact of events on ordinary people.
 - B** it lacks an analysis of prevalent views on monarchy.
 - C** it omits any references to the deceit practised by Charles II during his time in hiding.
 - D** it fails to address whether Charles II's experiences had a lasting influence on him.

WRITING

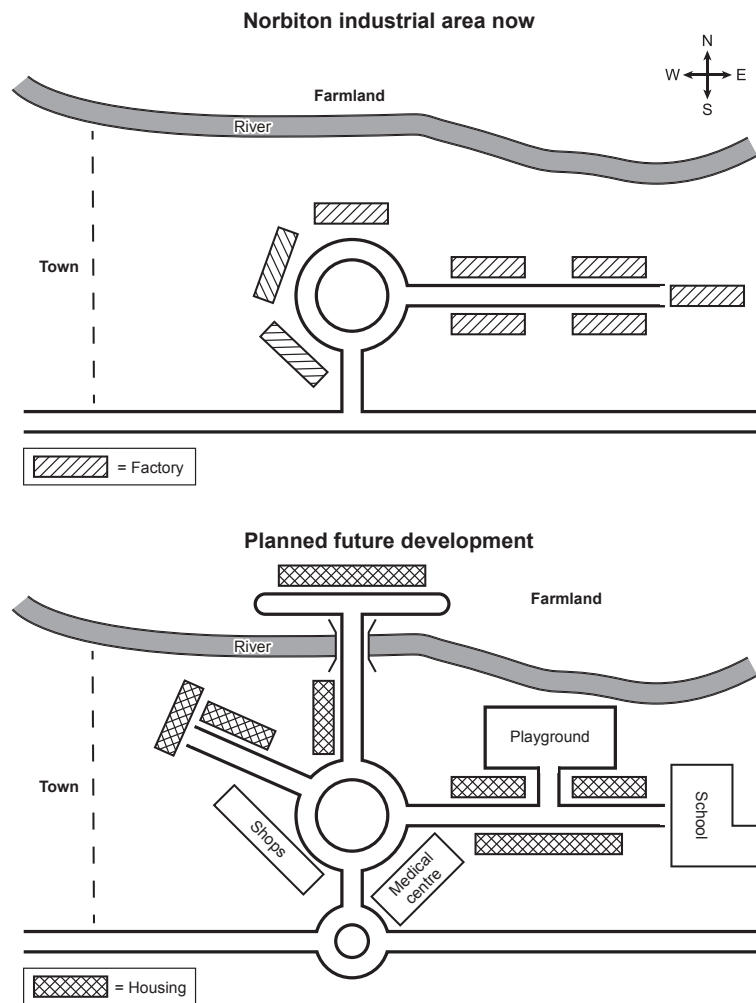
WRITING TASK 1

You should spend about 20 minutes on this task.

The maps below show an industrial area in the town of Norbiton, and planned future development of the site.

Summarise the information by selecting and reporting the main features, and make comparisons where relevant.

Write at least 150 words.



WRITING TASK 2

You should spend about 40 minutes on this task.

Write about the following topic:

It is important for people to take risks, both in their professional lives and their personal lives.

Do you think the advantages of taking risks outweigh the disadvantages?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

Write at least 250 words.

SPEAKING

PART 1

The examiner asks you about yourself, your home, work or studies and other familiar topics.

EXAMPLE

History

- What did you study in history lessons when you were at school?
- Did you enjoy studying history at school? [Why/Why not?]
- How often do you watch TV programmes about history now? [Why/Why not?]
- What period in history would you like to learn more about? [Why?]



Example Speaking test video

PART 2

Describe the neighbourhood you lived in when you were a child.

You should say:

**where in your town/city the neighbourhood was
what kind of people lived there
what it was like to live in this neighbourhood**

and explain whether you would like to live in this neighbourhood in the future.

You will have to talk about the topic for one to two minutes. You have one minute to think about what you are going to say. You can make some notes to help you if you wish.

PART 3

Discussion topics:

Neighbours

Example questions:

What sort of things can neighbours do to help each other?

How well do people generally know their neighbours in your country?

How important do you think it is to have good neighbours?

Facilities in cities

Example questions:

Which facilities are most important to people living in cities?

How does shopping in small local shops differ from shopping in large city centre shops?

Do you think that children should always go to the school nearest to where they live?

Test 2

LISTENING

PART 1 Questions 1–10

Questions 1–7

Complete the notes below.

Write **ONE WORD ONLY** for each answer.



Opportunities for voluntary work in Southoe village

Library

- Help with **1** books (times to be arranged)
- Help needed to keep **2** of books up to date
- Library is in the **3** Room in the village hall

Lunch club

- Help by providing **4**
- Help with hobbies such as **5**

Help for individuals needed next week

- Taking Mrs Carroll to **6**
- Work in the **7** at Mr Selsbury's house

Questions 8–10

Complete the table below.

Write **ONE WORD ONLY** for each answer.

Village social events			
Date	Event	Location	Help needed
19 Oct	8	Village hall	providing refreshments
18 Nov	dance	Village hall	checking 9
31 Dec	New Year's Eve party	Mountfort Hotel	designing the 10

PART 2 Questions 11–20

Questions 11–14

Choose the correct letter, A, B or C.



Listening test audio

Oniton Hall

- 11** Many past owners made changes to
- A** the gardens.
 - B** the house.
 - C** the farm.
- 12** Sir Edward Downes built Oniton Hall because he wanted
- A** a place for discussing politics.
 - B** a place to display his wealth.
 - C** a place for artists and writers.
- 13** Visitors can learn about the work of servants in the past from
- A** audio guides.
 - B** photographs.
 - C** people in costume.
- 14** What is new for children at Oniton Hall?
- A** clothes for dressing up
 - B** mini tractors
 - C** the adventure playground

Questions 15–20

Which activity is offered at each of the following locations on the farm?

Choose **SIX** answers from the box and write the correct letter, **A–H**, next to Questions 15–20.

Activities

- A** shopping
- B** watching cows being milked
- C** seeing old farming equipment
- D** eating and drinking
- E** starting a trip
- F** seeing rare breeds of animals
- G** helping to look after animals
- H** using farming tools

Locations on the farm

- 15** dairy
- 16** large barn
- 17** small barn
- 18** stables
- 19** shed
- 20** parkland

PART 3 Questions 21–30

Questions 21 and 22

Choose **TWO** letters, **A–E**.



Listening test audio

Which **TWO** things do the students agree they need to include in their reviews of *Romeo and Juliet*?

- A** analysis of the text
- B** a summary of the plot
- C** a description of the theatre
- D** a personal reaction
- E** a reference to particular scenes

Questions 23–27

Which opinion do the speakers give about each of the following aspects of The Emporium's production of *Romeo and Juliet*?

Choose **FIVE** answers from the box and write the correct letter, **A–G**, next to Questions 23–27.

Opinions

- A** They both expected this to be more traditional.
- B** They both thought this was original.
- C** They agree this created the right atmosphere.
- D** They agree this was a major strength.
- E** They were both disappointed by this.
- F** They disagree about why this was an issue.
- G** They disagree about how this could be improved.

Aspects of the production

- 23** the set
- 24** the lighting
- 25** the costume design
- 26** the music
- 27** the actors' delivery

Questions 28–30

Choose the correct letter, **A**, **B** or **C**.

- 28** The students think the story of *Romeo and Juliet* is still relevant for young people today because
- A** it illustrates how easily conflict can start.
 - B** it deals with problems that families experience.
 - C** it teaches them about relationships.
- 29** The students found watching *Romeo and Juliet* in another language
- A** frustrating.
 - B** demanding.
 - C** moving.
- 30** Why do the students think Shakespeare's plays have such international appeal?
- A** The stories are exciting.
 - B** There are recognisable characters.
 - C** They can be interpreted in many ways.

PART 4 Questions 31–40

Complete the notes below.

Write **ONE WORD AND/OR A NUMBER** for each answer.



Listening test audio

The impact of digital technology on the Icelandic language

The Icelandic language

- has approximately **31** speakers
- has a **32** that is still growing
- has not changed a lot over the last thousand years
- has its own words for computer-based concepts, such as web browser and **33**

Young speakers

- are big users of digital technology, such as **34**
- are becoming **35** very quickly
- are having discussions using only English while they are in the **36** at school
- are better able to identify the content of a **37** in English than Icelandic

Technology and internet companies

- write very little in Icelandic because of the small number of speakers and because of how complicated its **38** is

The Icelandic government

- has set up a fund to support the production of more digital content in the language
- believes that Icelandic has a secure future
- is worried that young Icelanders may lose their **39** as Icelanders
- is worried about the consequences of children not being **40** in either Icelandic or English