

TEST 5

PAPER 1

Reading (1 hour 15 minutes)

PART 1

Answer questions 1–15 by referring to the magazine article about travel brochures on page 97.

Indicate your answers **on the separate answer sheet**.

For questions 1–15, answer by choosing from the reviews of travel brochures A–E on page 97.

Some of the choices may be required more than once.

Note: When more than one answer is required, these may be given **in any order**.

Which brochure or brochures is said to

- | | |
|---|---------------|
| contain a surprising omission? | 1 ... |
| make good use of language to attract potential holiday-makers? | 2 ... |
| fail to refer to the natural features of the country it deals with? | 3 ... |
| feature a set of guidelines outlining its company's practices? | 4 ... |
| contain one section which is unsatisfactory? | 5 ... |
| use a layout designed to draw attention to different informational details? | 6 ... |
| feature visits to a neighbouring country? | 7 ... |
| have a slightly misleading name? | 8 ... |
| feature holidays which cost more at certain times of year? | 9 ... 10 ... |
| be of interest to holiday-makers without a lot of money to spend? | 11 ... |
| contain rather repetitive visual material? | 12 ... |
| feature a location where it is possible to stay longer than intended? | 13 ... |
| present information in an inventive way? | 14 ... 15 ... |

TRAVEL AFRICA: Brochures under Review

A WILDLIFE SAFARIS

This company offers about 70 wildlife and adventure safaris. There are three different styles of trip – the *Traveller Plus*, which is based in three- and four-star accommodation, the *Traveller*, which is in tourist class hotels, lodges and camps, and *Budget*, where guest houses and DIY camping are part of the action. The safari itineraries outline daily locations, activities and options, and are accompanied by fact boxes covering the type of trip, transport, staffing, age group and other data. Locations and route maps are included. The brochure also provides an extremely useful set of guidelines about the dos and don'ts of behaviour in each of the countries concerned. These vary from dress code through personal greetings – including a few language tips to impress the hosts – to the taking of photographs.

For the adventurous, perhaps budget-conscious, traveller, there are some tempting safaris on offer.

B AFRICAN ADVENTURE

This award-winning, long-haul, worldwide tour operator offers a variety of safaris to a number of East African countries. They cover the Serengeti, Zanzibar and Lake Manyara, although the Olduvai Gorge is temporarily off the list for this year. Itineraries are generally of 9–14 days' duration, but extensions of up to a week on Zanzibar Island are available.

Bird lovers and those wanting to climb Mt. Kilimanjaro are well catered for by what must surely be one of the most dynamic holiday companies around. The camerawork is head and shoulders above that of its competitors, with this year's brochure featuring an original ten-to-a-page design in glorious multi-colour. The same can't always be said for the writing; the description of places leaves a little to be desired throughout, but nobody's perfect!

Prices are quoted for each itinerary and costs for seaside accommodation listed in tables showing seasonal variations. This attractive, easy-to-use brochure concludes with fairly extensive information for visitors, the company's code of conduct and a booking form.

C EXPLORE GAMBIA

This is a colourful, informative and effective sales tool. Clever use of a question-and-answer technique covers essentials such as money, weather, food and concerns like the type of electrical plugs used. A resta-

urant guide pinpointing the characteristics of 21 establishments precedes an outline of 14 hotels, of excellent standard and variety. Each of these is afforded a double-page spread, over half of which displays photographs showing off the facilities, particularly the swimming pool, which dominates most layouts. This, and the absence of a mention of the beach for a number of hotels, is perhaps a reflection of holidaymaker preferences. Intriguing, considering the country's considerable coastal attractiveness.

A number of pages are devoted to birdwatching safaris and excursions. The latter include river trips, such as cruises across the border into Senegal or up local creeks, fishing expeditions and horse trips. Notes on hotel grading, climate, history and the economy will prove very useful.

D AFRICAN CLASSIC

African Classic is a 25-year-old International Travel Connections Company, and classic their 90-page brochure is – an array of stunning photographs and seductive descriptions displayed with refined taste. It exudes class and quality, and that's exactly what the establishments it portrays represent. There are suggested itineraries and notes on luxury train journeys within South Africa. The separate price guide gives information on various (seasonally variable) charges for air flights, car hire, train safaris, accommodation and activities.

A mouth-watering look at South Africa, which will make you wish you could stay for ever!

E ALLAFRICA

Though the coverage is very broad, the bulk of this 124-page brochure is devoted to the Southern African countries. The index is puzzling and it takes a bit of time to work out what is where and, in some cases, exactly where to find what you want.

The first section is given to quality pictures and short descriptions of upmarket hotels, lodges and camps in the countries listed. Of the 80 pages in this section, getting on for half sell Southern African hotels. Ghana and Uganda are briefly covered as destinations, without accommodation descriptions.

The second section presents suggested tour itineraries. Again the bulk are devoted to Southern Africa but overall the suggested routes encompass the main attractions in logical and economical sequence.

The brochure does warn, however, of considerable fluctuations in the price of air travel, so the message is – don't travel at Easter and Christmas time.

For questions 16–22, you must choose which of the paragraphs A–H on page 99 fit into the numbered gaps in the following magazine article. There is one extra paragraph which does not fit in any of the gaps.

Indicate your answers on the separate answer sheet.

The Thatchers

Thatched roofs, made of dried straw or reeds, are a regular feature of houses in English villages and for many people typify an ideal of the countryside. We meet two craftsmen who are keeping their traditional skills in the family, writes James Hughes-Onslow.

Thatcher, Jonathon Howell, is something of an expert at juggling new technology with old. Such is the rapidly changing face of his craft that he needs to be in touch with all new developments. In some ways, his profession has changed beyond all recognition since he learned his skills from his father, but in others it remains exactly the same.

16

Jonathan is a tenth generation thatcher who still works with his father, Bob. Arriving at Chisbury in Wiltshire, on a brisk, clear winter's day, the visitor finds the two men perched high up on the roof of the 13th century chapel, with a commanding view of the rolling Wiltshire hills. This scene must have been re-enacted many times over the centuries, but here the signs of progress are clear.

17

But new technology hasn't changed everything. For instance, no-one has yet managed to improve on the traditional hazel spar (twigs from the hazel tree used for constructing and repairing thatched roofs), Jonathan observes with satisfaction. If you twist them when bending them, as he demonstrates, they don't snap as most other types of wood do.

18

The Howells used to make their own hazel spars but now they're too busy, so they buy ready-made ones. Such is the pressure of having a skill that is increasingly in demand. According to Howell senior, there is more work for thatchers – there are around 1,000 in England today, with a turnover of £50m – than there used to be.

19

Times may be good now for thatchers, but much needs to be done at a political level to safeguard the future for the profession. Speaking at the English Thatcher's Conference this year, Sir Jocelyn Stevens, Chairman of English Heritage, called for local authorities to research and preserve traditions in their areas. He also demanded more research into methods and materials used and into growing types of straw that have fallen out of use.

20

The Howells for their part use combed wheat reed for their thatch; this has to go through a thresher and binder rather than a modern combine harvester, which cuts the straw too short. For traditional roof use, the straw also has to be 'stooked' (stood upright and left to mature and dry outside) and later 'ricked' (the traditional method of stacking) and combed.

21

Traditionalists are particularly upset by the use of water reeds from other European countries, because no-one knows for sure whether foreign products, however excellent in quality they may be, will be suited to English conditions. Water reeds have been grown and used for centuries in English counties like Norfolk, but the worry is that, if foreign water reeds become more widespread, the skills of thatching with long straw and combed wheat reed may be under threat.

22

So, far from being a scene of rural bliss, peace and tranquility, the thatching industry in some countryside areas is fraught with conflicts and disagreements. Conservationists and thatchers are frequently in opposing corners, with expert advice hard to come by and no unified standards of good practice in place. But, as Jonathan Howell says: 'The only really important thing is to keep the skills of thatching alive.'

- A** Jonathan remains philosophical on this issue. 'You can understand if some house owners and some thatchers go for water reed if it is the quickest, cheapest and most reliable material they can find. But some traditionalists get very upset if a cottage or barn in their area has been re-roofed in imported water reed. They don't like it when a new roof is not in the traditional style of the region.'
- B** One of the big decisions they have to make when starting repairs is how much of the old thatch to remove. In the days of horses and carts, hair-raising economies were made to avoid having to transport the old straw, or the new, any further than was strictly avoidable.
- C** Some observers fear that these new techniques will spell the end for traditional English thatching but Jonathan remains an optimist. That, too, is a prerequisite for the job.
- D** Indeed, in the UK, thatching has suffered lately from a shortage of home-grown materials, forcing property owners to buy cheaper water reeds from abroad, to replace the more traditional home-grown long straw. Ironically, these problems are compounded by the use of artificial fertilisers by English farmers, which discourages the production of the longer stems of straw that English thatchers normally desire.
- E** This is partly due to well-off town people buying up country cottages as second homes and then often extending them, but also because farmers have become more conscientious about the restoration of agricultural buildings.
- F** However, this is the kind of painstaking work that the average farm worker of the 21st century has neither the time, the skill, nor the financial incentive to cope with. So the increasing use of imported water reeds really is not surprising, even if some experts say it is threatening the architectural style of roofs in England.
- G** Some thatchers use willow for this purpose, but it doesn't last as long in damp conditions and can't be used on exposed ridges. Others have tried plastic but it tends to perish in the sun and invariably involves the use of glue, which eventually melts or cracks under the elements.
- H** Next to Jonathan is his mobile phone, neatly secured to a twisted strand of straw. Thankfully, any callers tend to keep it short – just in case he loses his balance or drops a bundle of thatch.



Read the following extract from a book about education and answer questions 23–28 on page 101. On your answer sheet, indicate the letter **A**, **B**, **C** or **D** against the number of each question 23–28. Give only one answer to each question.

Indicate your answers **on the separate answer sheet**.

Music at School

With popular music as with classical music, the only way to come to understand it thoroughly, it is said, is by performing it. The problem with many pop bands is that their members are self-taught and, consequently, if ever they reach the level of public performance, they often only succeed in perpetuating the musical conventions to which they have been exposed. The days when a group of raw, talented musicians could get together and work their way through to a distinctive sound, constantly improving their technique in the process, seem to be gone.

There may still be talents around of the order of a Jimi Hendrix or Eric Clapton, able to acquire prodigious technique mainly by themselves, but the motivation – the sense that there is still something urgent to say within the medium – has largely evaporated. So much so that most aspiring young musicians are increasingly content to play their own versions of other people's tunes.

So what role, if any, does music teaching in school have to play? The current fashion in musical education in Britain dictates that young children must be creative and active, whilst the playing of recorded music to children has been made to seem like an easy option for lazy teachers. With many years of experience behind me as a musician and teacher, however, I feel strongly that listening to music is actually a crucial component in any musical education.

The arguments put forward by music educators are usually a reaction to what they see as a habit of uncritical listening induced by pop music. But in response to this, I fear, rather simplistic view, a couple of points need making. The first is that classical music is also listened to uncritically. I well remember a head teacher (who incidentally was always complaining that her students' homework suffered as a result of their being distracted by popular music) sharing with me her delight over the new home hi-fi system she had acquired. Mozart, she said, eased the burden of writing

hundreds of student reports enormously. Within a few weeks of our conversation, however, she had banned herself from using the system whilst working, so inaccurate had her report writing become.

The second is that the aural awareness of the average listener to classical music – and I am afraid that includes a lot of music teachers – is also severely under-developed. Really discriminating listeners cannot tolerate music as a background to any activity that requires their concentration. Because they are mentally processing every note, they cannot shut the music out in order to perform any other task.

What's more, if musical performance, recorded or live, is to have an impact on the young, it is not going to be because it has been suitably prepared for creative exploration. More likely, it will be because a particular piece of music is able to move those pupils who are susceptible to such motivation by its irrational, primeval power. That is why it is so important that children should encounter the real world of music – preferably live as well as recorded – in as much variety as possible. Live music also provides an opportunity for educational visits which, rather like holidays, provide not only a useful psychological break from school routine, but also serve to broaden young people's horizons.

Moreover, if children need plenty of exposure to a variety of musical forms, it follows that we should not make, or allow children to make, any value judgements about which form is 'superior'. The fact is, popular and classical music represent different ways of life, in the sense of different views of culture and the values associated with it – and this despite the efforts of so many trained musicians to bridge the gap. It is therefore important that education should recognise the existence of this gap and subject it to some scrutiny, rather than pretend that it does not exist, or plump solely for one side or the other. Given the customary classical training of music teachers, and the general pop-orientated musical preferences of children, there is usually an intrinsic wariness between class and teacher: an unstated need for a kind of negotiated settlement. As with any negotiation, the start should be with areas of agreement rather than disagreement.

Service Excellence Award

- 23 According to the writer, what do contemporary pop bands lack?
- A genuine musical talent
 - B inspirational role models
 - C an innovative spirit
 - D musical conventions to follow
- 24 In the writer's view, music classes in school
- A are too passive in nature.
 - B over-emphasise the role of music-making.
 - C are over-reliant on recorded music.
 - D fail to exploit the experience of teachers.
- 25 What point does the example of the headteacher illustrate?
- A Popular music doesn't require concentration.
 - B Good music demands our full attention.
 - C Any kind of music can be distracting.
 - D Classical music helps us to concentrate.
- 26 What point is made about music teachers in the fifth paragraph?
- A They are inclined to misinterpret classical music.
 - B They sometimes misuse recorded music in their classes.
 - C Some of them focus too narrowly on music in their training.
 - D Many of them have not learnt to listen to music effectively.
- 27 In the writer's opinion, what aspect of a musical performance is most likely to appeal to young people?
- A its emotional impact
 - B its creative energy
 - C its unpredictable nature
 - D its educational value
- 28 According to the writer, in dealing with pop and classical music in the classroom, teachers should
- A analyse how one has influenced the other.
 - B attempt to find common ground between them.
 - C present them as equally correct and valuable.
 - D get their students to decide which is better.

Answer questions 29–41 by referring to the magazine article on pages 103–104 about four companies which have been nominated for an award.

Indicate your answers on the separate answer sheet.

For questions 29–41, answer by choosing from sections A–D on pages 103–104.

You may choose any of them more than once.

Which company

- | | |
|---|---------|
| has a system in place designed to give support to less experienced employees? | 29 |
| encourages competition among its own branches? | 30 |
| wishes to continue offering a service to clients after the main work is done? | 31 |
| suffered initially from a lack of teamwork? | 32 |
| has a very happy, dynamic workforce? | 33 |
| is aware that its present form of existence may have to be adapted? | 34 |
| has proved a lot of people wrong by being successful? | 35 |
| deliberately targets one part of its potential market? | 36 |
| is a previous winner of the award? | 37 |
| involved its staff in a major decision? | 38 |
| requires employees to cope personally and instantly with problems that arise? | 39 |
| is regarded as the leader in its field by rival companies? | 40 |
| actively encourages its staff to influence the details of company policy? | 41 |

Service Excellence Award

Which company gives the best level of service to its clients? From several hundred nominees for this year's award, the judges have elected a short-list of four. We now publish the written nominations. Which one do you think the judges will choose?

A THE CONSTRUCTION COMPANY

When the management of this company decided that its pokey London offices were no longer fit for a company at the forefront of workplace construction, the obvious solution was to relocate.

When staff were consulted, however, the overwhelming wish was to stay put. The company elected to refurbish its existing premises, exactly the type of service it usually offers to its own clients. The building was gutted and a 21st century workspace installed. The episode encapsulates the obvious strengths of the company's business – listening carefully to clients, deploying the right skills and delivering the results.

Morgan Lovell has clearly defined its market niche – fast-growing companies that occupy buildings of up to 10,000 square metres – and the services it wants to provide. Alongside its established strengths in workplace consultancy and construction, it is seeking to offer follow-up maintenance and facilities management, providing a one-stop shop for a company's workplace requirements.

It is pro-active in its selection of clients, grading each prospective customer according to a number of

criteria which are designed to identify those which are most likely to want to enter into a long-term relationship.

Once customers are on board, they are assigned an account manager, who is responsible for developing the relationship. Clients are fully involved during individual projects and, at the end of each, they fill out a customer service questionnaire, in which they grade each of the company's personnel on his or her performance.

B THE DRAMA SPECIALISTS

This company was formed by two enterprising teachers who were looking for a career change. They wanted something that would utilise their respective areas of expertise – business studies and drama. The idea was a simple one: to offer drama and roleplay to companies and other large organisations as a way of dealing with communication problems. When it was first floated, the idea met with the standard response 'nice idea, but impractical, unrealistic', but now, a decade later, the company has grown into a £2 million business, becoming one of the UK's largest employers of actors.

Perhaps the most striking feature of the company is the truly vibrant atmosphere of its headquarters, a converted factory in northern England. Enthusiasm and sheer exuberance seem to infect everybody who works there, and there was equal evidence of satisfied customers, with a small mountain of glowing letters from schools, training councils and private businesses.

The company's employees work in small teams that take the client's brief, develop a script, rehearse it and then go out on the road to perform. Typically work might involve issues such as building confidence and dealing with difficult people. At every performance, feedback forms are collected from the audience, and this is followed by a detailed evaluation of results in conjunction with the client. 'We don't say: "This is what we can do for you, take it or leave it,"' one of the founders explains. 'We are completely focused on the message the customer wants to communicate.'

C THE DELIVERY SERVICE

If service excellence is viewed as a journey, then the vehicle way out in front most likely has this company's name emblazoned on its sides. The choice of the express delivery company as a nominee for this year's award, three years after its previous triumph, shows how much further down that road this company has travelled in the interim.

In spite of the efforts of competitors to emulate its success, this company has gone from strength to strength, increasing its revenues by 54% in the past five years, and introducing a string of innovations in the process.

An indication of just how far this company has come is its customer dissatisfaction survey, initially targeted at 8,000 customers. The company already surveys 4,000 customers twice a year on their level of satisfaction, with results broken down by individual depots. The company's director of quality, explains: 'We go in with the assumption that there will always be some little niggles and hitches, and we want to find out about them.'

Another important innovation from this company is that they go out and seek employees' suggestions in 'workout sessions', rather than waiting for them to float to the surface. This way, improvement becomes the responsibility of the many rather than the voluntary contribution of the few. In these workout sessions, employees identify the threats to their business and the possible solutions. These are fed to managers, who must use them to formulate an action plan.

Employees are also made aware of the performance of the company through the publication of league tables, which rank individual depots.

D THE ZOO

When the new chief executive arrived at this zoo, she found that, although staff were committed to the animals, the human visitors were regarded as 'public enemy number one'.

In fact, the zoo had been in continuous decline for several years. Morale was low, keepers ruled over their individual domains, and a blame culture was in place.

She set about transforming this culture, putting customer satisfaction at the centre of its strategy. For instance, staff were encouraged to engage the park's customers in conversation and introduce them to the animals. The results have been dramatic. The number of visitors has shot up, and turnover has quadrupled in the last five years.

One of the challenges that any seasonal business faces is to instill temporary employees with the same values and incentives as the full-time staff. At the zoo, all employees receive a two-week induction programme and great emphasis is placed on mentoring, whereby senior staff advise and assist younger colleagues.

With visitors constantly on the move, it is important that employees are empowered to deal with their needs. There is a 'can-do' Service Excellence Award culture in evidence at the zoo, in which each employee is treated as a 'walking information post' for visitors, and is expected to deal with any service failure on the spot.

The zoo has already upgraded its objective from becoming the best regional attraction to becoming the best family attraction in the UK. The chief executive has a clear vision for the zoo. 'In the future,' she says, 'the public will simply not accept animals being exploited to make money, and that is why we must develop our environmental contribution. The challenge is to become a leader within the conservation sector.'

PART 1

For questions 1–15, read the article below and then decide which word best fits each space. Put the letter you choose for each question on your answer sheet. The exercise begins with an example (0).

Example:

0

B

0

Mystery of the Deep

Every year, half a million visitors make their (0) to Loch Ness in Scotland. The loch is a dark and mysterious expanse of water, 300 metres deep in places, but most visitors come in the hope of (1) a glimpse of the famous monster, Nessie. Those who believe in the monster's existence (2) that it is a type of marine dinosaur otherwise presumed to have become (3) seventy million years ago. More sceptical observers, however, regard the story as nothing more than a clever ploy to (4) the tourists.

Indeed, it was a local hotel owner who made the first modern (5) of the monster in 1933. The local newspaper ran the story, which was then (6) by the national and international press. A photograph of the monster, taken the following year by Robert Wilson, a local doctor, created an overnight (7) worldwide. This photograph (8) the most convincing evidence available of the monster's existence for almost sixty years.

Dr Wilson had, however, taken (9) in an elaborate hoax. A fact only (10) following the deathbed confession of one of the other people involved in 1993. The photograph, which (11) a serpent-like head and neck rearing up from the waters of the loch had been achieved using a (12) disguised toy submarine. For the monster's millions of fans, this was something of a (13), but little more than that. Only time will (14) whether the other photographs that exist are (15) or not, but meanwhile Nessie continues to intrigue people and the tourists keep coming.

- | | | | | |
|----|-------------|---------------|---------------|---------------|
| 0 | A path | B way | C trip | D route |
| 1 | A taking | B catching | C gaining | D finding |
| 2 | A require | B pretend | C demand | D claim |
| 3 | A expired | B exempt | C extinct | D exhausted |
| 4 | A admit | B approach | C announce | D attract |
| 5 | A meeting | B viewing | C seeking | D sighting |
| 6 | A swept on | B picked up | C given out | D put through |
| 7 | A sensation | B impression | C recognition | D perception |
| 8 | A persisted | B remained | C insisted | D maintained |
| 9 | A place | B part | C pride | D pains |
| 10 | A displayed | B revealed | C exhibited | D unlocked |
| 11 | A imagined | B illustrated | C visualised | D featured |
| 12 | A strongly | B heavily | C severely | D powerfully |
| 13 | A setback | B downfall | C drawback | D stopgap |
| 14 | A say | B know | C admit | D tell |
| 15 | A truthful | B honest | C genuine | D sincere |

For questions 16–30, complete the following article by writing each missing word in the correct box on your answer sheet. Use only one word for each space. The exercise begins with an example (0).

Example:

0

than

0

Bicycle Town

Where better for a bicycle enthusiast to live (0) within the boundaries of one of the bike capitals of Britain – Oxford. The city is thought to be home (16) as many as a quarter of Britain's bicycles; the train station alone having secure facilities for five hundred.

(17) to the town's history and its layout of narrow streets, cycling has long (18) seen as a convenient and safe way of getting (19) in the city. And today, whether in the town itself (20) in the surrounding countryside, the cyclist feels relatively secure (21) the knowledge that local car drivers are accustomed to coping (22) thousands of cyclists on the roads.

But in much of the surrounding countryside, even this is (23) really such a problem because the area has its own network of special cycleways. Designed to keep cyclists and other road users (24) a safe distance from one (25) , these routes are, for the (26) part, used by students and commuters heading to and from the city centre. But this is not (27) only function. As well as providing a safe venue for leisure cycling, they also make it easier to combine cycling with other public transport services on longer journeys. The Oxford to London coach service, for example, has a specially-adapted luggage compartment (28) that bicycles can be carried, a service made all (29) more popular by the fact that it is offered free to passengers. Lucky indeed is the cyclist (30) lives in Oxford.

In most lines of the following text, there is either a spelling mistake or a punctuation error. For each numbered line **31–46**, write the correctly-spelled word or show the correct punctuation. **Some lines are correct.** Indicate these with a tick (✓). The exercise begins with three examples (0), (00) and (000).

Examples:	0	<i>colleague</i>	0
	00	<i>we're</i>	0
	000	✓	0

Table for Two

- 0 Most Friday nights, I go out to dinner with a colleague in London.
- 00 Were both journalists, working for different organisations, and
- 000 we enjoy catching up on each other's news and office gossip.
- 31 Entering, our favourite restaurant last Friday, we noticed that it
- 32 had been redecarated and the table layout had been changed.
- 33 'Under New Ownership said a sign in the doorway. We were
- 34 shown to a tiny cramped table in the middle of a row of other such
- 35 tables at which other couples' were either smoking or sitting in
- 36 unwelcoming silence. Noticeing that several larger tables were empty,
- 37 I said that we'd prefer to sit at one of them. 'Ah, but that's a table
- 38 for four,' replied the waiter 'But there's nobody sitting at it,' I
- 39 reasoned, 'and you do have other free tables should a group of four
- 40 arrive.' He looked at me with obvious simpathy and said: 'I'm sorry,
- 41 its the rule.' I was angry. I told him that a restaurant should be run
- 42 for the convenience of the diners, not the managment and we walked
- 43 out. At the next restaurant, my friend took charge. 'A table for three,
- 44 Please,' she said to the waiter. 'Our friend has been delayed and will
- 45 be joining us later.' We were shown too a table for four and enjoyed
- 46 a lovely private meal and chat. Strangely, our friend never did turn up!

For questions 47–61, read the two texts below. Use the words in the box to the right of the text to form **one** word that fits in the same numbered space in the text. Write the new word in the correct box on the answer sheet. The exercise begins with an example (0).

Example:

0

successful

0

MAGAZINE ARTICLE

INSECTS AND CAMOUFLAGE

Insects are by far the most (0) organisms on the planet. Their remarkable (47) rate is often due to cunning disguises which make them invisible to predators. A famous example of this was the discovery of an unusual black moth in the industrial city of Manchester in 1848. It came from a species which had until then always been, without (48), grey in colour. Careful research revealed that the moth had (49) an incredible transformation in response to the (50) of its smoke-polluted environment.

Within 50 years, all such moths in Manchester were black. Although (51), this process of a species adapting in (52) to an environmental change still took decades. In contrast, today's African savannah grasshopper manages to remain largely (53) by its predators, by changing colour on the spot.

- (0) SUCCEED
- (47) SURVIVE
- (48) EXCEPT
- (49) GO
- (50) BLACK
- (51) IMPRESS
- (52) RESPOND
- (53) DETECT

EXTRACT FROM A GUIDEBOOK

THE EMPEROR'S VILLA

For a tour which is steeped in history, follow the ancient chariot road out of Rome to the haunting ruins of Hadrian's Villa, near the (54) town of Tivoli, at the foot of the Sabine Hills. Sprawling across seventy hectares, this (55) retreat of the great emperor was designed to capture for posterity some of the (56) marvels of his empire. Most of the villa's treasures have now been removed, but a stroll through the (57) pillars, arches and pine-covered gardens can be marvellously (58) of a lost world. To get a clear sense of the original, start with the villa's (59) scale model. Then proceed to the pavilions, covered with intricate (60), the baths and the temples. The latter can not fail to arouse the (61) of the visitor.

- (54) PICTURE
- (55) RETIRE
- (56) ARCHITECTURE
- (57) REMAIN
- (58) EVOKE
- (59) ADMIRE
- (60) CARVE
- (61) CURIOUS

For questions **62–74**, read the publicity leaflet and use the information to complete the numbered gaps in the informal note to a friend. Then write the new words in the correct spaces on your answer sheet. **Use no more than two words for each gap.** The words you need do not occur in the publicity leaflet. The exercise begins with an example (0).

Example:

0

happy

0

PUBLICITY LEAFLET

Waterlows Washing Machines

This leaflet tells you all about our customer services.

- ☆ If, for any reason, your new washing machine fails to give you complete satisfaction, you may return it to us up to 7 days after the date of purchase, and we promise to refund you in full.
- ☆ While your machine is covered by the standard 12-month guarantee, any repairs which may be necessary will be free of charge. The company's engineers are on call 7 days a week and will either effect an immediate repair in situ, or install a temporary replacement should it be necessary to remove the machine to the workshop.
- ☆ Once the 12-month guarantee has expired, customers are invited to take advantage of our low-cost annual maintenance scheme. In return for a small monthly payment, you receive total protection against all repair expenses, including the cost of spare parts.

NOTE

Dave

I got all the details from Waterlows. If you're not completely (0) with the washing machine, you can take it back (62) seven days after the time you (63) it and get back (64) you've paid. The guarantee (65) a year and that means if anything (66) with the machine, you pay (67) for any repairs during that time.

The engineers will come to your place (68) of the week and usually (69) the repair on the spot. If they have to take (70) for repair, then they (71) with a replacement machine in the meantime. When the guarantee (72) , you can join their maintenance scheme if you want. You pay on a monthly (73) and then you're covered (74) the cost of repairs and spare parts.

For questions 75–80, read the following text and then choose from the list A–I given below the best phrase to fill each of the spaces. **Indicate your answer on the separate answer sheet.** Each correct phrase may only be used once. **Some of the suggested answers do not fit at all.**

Interactive Movies

Every year, nine million people in the USA sign up for educational courses in film-making techniques, whilst dozens of magazines aim to update fans on the progress of forthcoming productions.

A Los Angeles-based Internet start-up is aiming to tap into the national obsession with film by taking fans into the studios on-line (75) Through its website, the company aims to build a community of fans for these movies, who will gain access (76) These will give insights into the working of directors and cinematographers and, crucially, also offer fans the chance to contribute to the creative process itself.

In this way, it is hoped to make the audience into 'emotional stakeholders' in the film. It is a natural extension of the process which keeps viewers glued (77) The company aims to extend this principle, however, so that the feeling of involvement begins whilst the film is actually being created. Participating film-makers will present selected parts of their work-in-progress on the website, giving users the opportunity (78)

The benefit to film-makers will be twofold. As well as receiving this valuable critical input, they will be able (79) Around 150,000 people have already expressed an interest in the scheme. That represents quite a large group who, given their previous involvement, will be likely (80) And if they like both the film and the experience, they'll tell their friends.

- A to comment on what they've just seen
- B to cut down on marketing expenses
- C to just such a network of informal critics
- D to meet participating directors on equal terms
- E to progress reports from participating studios
- F to strike a balance between creativity and interactivity
- G to television soap operas week after week
- H to want to see the finished product
- I to watch the making of certain movies in production

- (74) PICTURE
- (75) RETIRE
- (76) ARCHITECTURE
- (77) REMAIN
- (78) EVOKE
- (79) ADMIRE
- (80) CARVE
- (81) CURIOUS

- 77 B: The article has stressed the need for a decent amount of sleep, so there is a likely link between people's sleep before the light bulb and positive feelings.
- 78 I: Link between 'important things' which happen to the body and 'restorative and conserving'.
- 79 F: Link between saving energy and using less oxygen.
- 80 C: Link between 'growth hormone' and 'children'.

PAPER 4 Listening

Part 1

Pioneer - Berlin

- 1 (incredibly) influential
- 2 chemistry
- 3 1856
- 4 bark
- 5 coal
- 6 (red)(coloured) powder
- 7 plants/insects
- 8 permanent/waterproof/washable

Part 2

Kite-flying through the ages

- 9 China
- 10 hunting
- 11 radio
- 12 ice (in polar regions)
- 13 flying machine/aeroplane
- 14 250,000/two hundred and fifty thousand/a quarter of a million
- 15 battle
- 16 indoors

Part 3

Record label - woman

- 17 D 18 B 19 A 20 B 21 C 22 C 23 C

Part 4

Games played in family - 5 ppl.

- 24 A 25 A 26 C 27 B 28 A 29 C 30 A 31 A
32 B 33 C

Test 5

PAPER 1 Reading

Part 1: Travel Africa

- 1 C: the absence of a mention of the beach ... Intriguing ...
- 2 D: seductive descriptions
- 3 C: considering the country's considerable coastal attractiveness.
- 4 B: concludes with ... the company's code of conduct ...

- 5 E: The index is puzzling and it takes a bit of time to work out what is where ...
- 6 A: accompanied by fact boxes covering the type of trip, transport, etc.
- 7 C: cruises across the border into Senegal
- 8 E: the bulk of this 124-page brochure is devoted to the Southern African countries.
- 9/10 B: tables showing seasonal variations
- 9/10 D: information on various (seasonally variable) charges
- 11 A: Budget, where guest houses and DIY camping are part of the action.
- 12 C: over half of which ... the swimming pool, which dominates most layouts.
- 13 B: extensions of up to a week on Zanzibar Island are available.
- 14/15 B: featuring an original ten-to-a-page design ...
- 14/15 C: Clever use of a question-and-answer technique covers essentials such as ...

Total = 15 marks

Part 2: The Thatchers

- 16 C: Link between new developments/changing profession and 'these new techniques'.
- 17 H: Link between 'the signs of progress' and Jonathan's mobile phone.
- 18 G: Link between use of hazel wood and willow wood. Link between the use of the spar in thatching and 'for this purpose'.
- 19 E: Link between the increase in business and rich townfolk buying second homes. Link between farmers restoring buildings and 'Times may be good ...'.
- 20 D: Both paragraphs deal with the use of straw in thatching. Link between English thatchers and 'The Howells for their part ...'.
- 21 F: Link between the technical explanation and 'the kind of painstaking work ...'. Link between some experts who regard imported reeds as a threat and traditionalists getting upset.
- 22 A: 'This issue' in A refers back to the problem caused by imported reeds. Link between 'They don't like it' in A and 'fraught with conflicts'.

Total = 14 marks

Part 3: Music at School

- 23 C: 'the sense that there is still something urgent to say within the medium has largely evaporated.'
- 24 B: 'The current fashion ... creative and active ... I feel strongly that listening to music is actually a crucial component ...'
- 25 C: 'classical music is also listened to uncritically ... she had banned herself from using the system whilst working, so inaccurate had her report writing become.'
- 26 D: 'the aural awareness of the average listener ... is also severely under-developed.'
- 27 A: 'a particular piece of music is able to move ... by its irrational, primeval power.'
- 28 C: 'we should not make ... any value judgements about what form is 'superior'.'

Total = 12 marks

Part 4: Service Excellence Award

- 29 D: 'great emphasis is placed on mentoring, whereby senior staff advise and assist ...'
- 30 C: 'the publication of league tables, which ranks individual depots.'
- 31 A: 'to offer follow-up maintenance and facilities management.'
- 32 D: 'keepers ruled over their individual domains ...'
- 33 B: 'Enthusiasm and sheer exuberance ... satisfied customers.'
- 34 D: 'the public will simply not accept ... our environmental contribution.'
- 35 B: 'When it was first floated ... a £2 million business ...'
- 36 A: 'clearly defined its market niche ... buildings of up to 10,000 square metres.'
- 37 C: 'three years after its previous triumph ...'
- 38 A: 'When staff were consulted ... wish to stay put.'
- 39 D: 'each employee is treated ... deal with any service failure on the spot.'
- 40 C: 'the efforts of competitors to emulate its success ...'
- 41 C: 'they go out and seek employees' suggestions ... to formulate an action plan.'

PAPER 2 Writing

Part 1

Question 1

Style: The letter of apology should be formal, the newsletter entry semi-formal and purely factual.

Content: The letter should apologise for those things which were the fault of the company
defend the company where it was not at fault (e.g. the laptop computer)
say what action will be taken over the broken mirror, copies of the Annual Report and key.
The note should say
what happened during the weekend
what aspects of the weekend were well-received
what aspects were less well-received.

Part 2

Question 2

Style: Semi-formal

Content: You may describe places in your country or your town or both, and there is no limit on how many you feature. Throughout, the focus must be on the 'away from the tourist trail', with a particular emphasis on places which will enable visitors to meet the people and experience the 'real' culture.

Question 3

Style: Informal, reflecting the target student audience.

Content: Give details of the activity, saying why it was unusual for you and how you felt. The last point should be dealt with throughout the account.

Question 4

Style: Informal, chatty and persuasive. Must use section headings, underlinings, etc.

Content: as per bullet points

Question 5

Style: Informal, in spite of the business-orientated subject. No headings.

Content: Give some details of the joint venture and what your duties will be. Say why you were chosen, and how you feel about it.

Total = 13 marks

Paper 3 English in Use

There is one mark for each correct answer in Parts 1–6.

Part 1: Mystery of the Deep

- 1 B: the collocation is 'catch a glimpse'.
- 2 D: 'claim' here means something like: 'stating something which others might not agree with'.
- 3 C: meaning 'no longer in existence'.
- 4 D: The suggestion is that the local hotel industry, for example, benefits from all the publicity about something which probably does not exist.
- 5 D: e.g. the sighting (noun) of a rare bird, new star, UFO.
- 6 B: i.e. the international press got hold of the story and spread the news.
- 7 A: a common collocation.
- 8 B: The wrong options are all things people might do: 'remained' is the only one which could be used of a photograph.
- 9 B: a multi-part verb.
- 10 B: The suggestion is that it was hidden before.
- 11 D: means 'gave a prominent part to'.
- 12 B: 'heavy' collocates with 'disguise'.
- 13 A: meaning something which puts back your progress.
- 14 D: a fixed phrase.
- 15 C: the opposite of a 'fake'.

Part 2: Bicycle Town

- 16 to: a common phrase. e.g. New York is home to many of the world's tallest buildings.'
- 17 Due/Owing/Thanks: the meaning is similar to 'because of'.
- 18 been: 'cycling' comes first, 'seen' is the past participle, so you are looking for a passive structure.
- 19 around/about: meaning 'travelling from place to place'.
- 20 or: a rather literary grammatical device: 'Whether X or Y ...'
- 21 in: 'secure in the knowledge' is a fixed phrase.
- 22 with: a very common grammatical collocation.
- 23 not: the meaning is that this isn't a problem either.
- 24 at: a grammatical collocation.
- 25 another: 'from one another' or 'from each other'.
- 26 most: 'for the most part' is a fixed phrase.
- 27 their: Be careful. This refers back to the subject, which is 'routes'.

- 28 so: 'so that' (or 'in order that') means something like 'and therefore'.
 29 the: 'all the more' is a variation of 'even more'.
 30 who/that: Don't forget, 'cyclist' is the person.

Part 3: Table for Two

- 31 *Entering our*: Without the clause 'our favourite restaurant ...' the comma would be needed.
 32 *redecorated* (sp.)
 33 *Ownership*': The inverted commas need to be closed.
 34 ✓
 35 *couples*: This is a straightforward plural.
 36 *Noticing* (sp.)
 37 ✓
 38 *waiter*: 'But': Different people are speaking. A full stop is needed to show this.
 39 ✓
 40 *sympathy* (sp.)
 41 *it's*: the apostrophe signifies a contraction (it is).
 42 *management* (sp.)
 43 ✓
 44 *please*: Be careful. It may be the beginning of a line, but we are in mid-sentence.
 45 *to*: Be careful. This counts as a misspelling.
 46 *lovely* (sp.)

Part 4: Insects and Camouflage

- 47 *survival*: (verb to noun)
 48 *exception*: (preposition to noun)
 49 *undergone*: (verb to verb with new prefix)
 50 *blackening*: (adjective to verb)
 51 *impressive*: (verb to adjective)
 52 *response*: (verb to noun)
 53 *undetected*: (verb to adjective with negative prefix)

The Emperor's Villa

- 54 *picturesque*: (noun to adjective)
 55 *retirement*: (verb to noun)
 56 *architectural*: (noun to adjective)
 57 *remaining*: (verb to adjective)
 58 *evocative*: (verb to adjective)
 59 *admirable*: (verb to adjective)
 60 *carvings*: (verb to plural noun)
 61 *curiosity*: (adjective to noun)

Part 5: Waterlows Washing Machines

- 62 *up to*: refers to 'within'.
 63 *bought*: refers to 'the date of purchase'.
 64 *everything/the money/whatever*: refers to 'in full'.
 65 *lasts (for)/runs for*: refers to 'is covered ...12 months'.
 66 *goes wrong*: refers to 'repairs'.
 67 *nothing*: refers to 'free of charge'.
 68 *any day*: refers to '7 days a week'.
 69 *dolcarry out/see to*: refers to 'effect'.
 70 *it away*: refers to 'remove'.
 71 *leave you/supply you*: refers to 'install'.
 72 *runs out/expires/finishes/ends*: refers to 'has expired'.
 73 *basis*: refers to 'a monthly payment'.
 74 *for*: refers to 'against'.

Part 6: Interactive Movies

- 75 I: Studios are places where movies are made.
 76 E: Grammatically, 'gain access to' will be followed by a noun (phrase), so the only other possibility would be G. But there has been no mention of soap operas.
 77 G: 'glued to' is likely to be followed by 'television'.
 78 A: This picks up on the idea in the paragraph of getting involved in the creation of the film.
 79 B: The gap clearly requires a second benefit to the film-makers.
 80 H: Link between getting involved in the making, watching the film, and telling their friends.

Paper 4 Listening

Part 1 *Sandra Wedeswill - diving rushuata*

- 1 (to be)/(becoming) (a) research scientist
 2 (pure) math(s)/(pure) mathematics
 3 P.A.D.I
 4 Marine resource development
 5 North Atlantic (Diving)
 6 (the) Internet/world-wide web/(her/their/the company's) website
 7 (a) (one) secretary
 8 (a) boat charter business
 9 (a) separate office

Part 2 *Musical Event for Cyclists*

- 10 (annual) music festival
 11 bell(s)/hooter(s)
 12 sixty-one/61
 13 (The) Kitchen Concerto
 14 (very) (long) crocodile
 15 team leader
 16 sign an agreement/sign up
 17 3505447

Part 3 *Chimpanzees*

- 18 attack
 19 eye(s)
 20 (highly) sensitive
 21 bedding (material)
 22 political
 23 (pair of) sunglasses
 24 ambassadors
 25 drugs
 26 sentimental
 27 nut(s)

Part 4 *Weekend breaks - 5 ppl*

- 28 B 29 C 30 C 31 B 32 C 33 B 34 A 35 C
 36 A 37 B