

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="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Meeting Marvin Gaye

When I first met Marvin Gaye in his Sunset Strip studio, I had just (0)^B 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.

WHAT'S TESTED

Part 1 of the Reading and Use of English paper focuses on vocabulary. Questions may test any of the following:

- **semantic precision** – choosing the word with the right meaning in the context. This does not involve completing a phrase or deciding according to grammatical structure; you must simply decide which option has the correct meaning in relation to the meaning of the sentence or the text as a whole.
- **collocation** – choosing which word goes together with another or others to form a phrase. It may be possible to fill the gap with another word that is not an option in the question, but only one of the words given as an option correctly completes the phrase.
- **complementation** – choosing the option that fits grammatically. More than one of the options may have the right meaning but only one will form a grammatically correct structure.
- **idioms** – phrases that have a special meaning, which may differ substantially from the meaning of the individual words in them. Questions testing idioms involve choosing which single word completes the idiom.
- **fixed phrases** – phrases in which the individual parts are always used together, and in which the meaning can be logically worked out from the meaning of the individual words in them. Questions testing fixed phrases involve knowing which single word completes them.
- **phrasal verbs** – phrases consisting of a verb followed by a preposition and/or an adverb which have a special meaning that cannot be worked out simply from the meaning of the verb. Questions may involve choosing which single word completes a phrasal verb or choosing from a set of complete phrasal verbs.
- **linkers** – words or phrases that connect sentences or parts of sentences. Questions testing linkers involve choosing from single-word linkers, deciding which word completes a linking phrase or choosing from complete linking phrases.

TIPS

- Read the text very carefully to make sure that the options you choose make sense in terms of the meaning of the text. If you only focus on a few words immediately before or after a gap, you may incorrectly choose an option that might seem to fit grammatically and in isolation, but does not fit in the context of the text.
- Make sure that the option you choose fits grammatically. It may be that more than one of the options fits the meaning of the text but that only one fits in grammatically.
- Don't choose an option simply because it looks like the 'hardest' word or because it is the only one that you don't know. The correct option may be a relatively simple word, though not used in a simple phrase or with its simplest meaning.

In each of the exercises below, choose which of the four options fits into each of the four sentences. Each exercise relates to the question with the same number in the test, and the options are the same as those given for that question in the test. This will help you to eliminate some of the incorrect options in the test or to confirm that you have selected the correct option.

1 *distant faint secluded far-away*

- A** It is hard to warm towards someone who is so with everyone else.
- B** They gave me only a outline of the project they had in mind.
- C** Fame caused her to lead a rather life, in her own private world.
- D** She had a look in her eyes, as if something was troubling her.

2 *prompt impulsive abrupt quick*

- A Frank is to blame other people when something goes wrong.
- B He's and makes promises without thinking about the consequences.
- C Hazel has a very manner, which many people find rude.
- D I think it's important to be in replying to letters and messages.

3 *type self like own*

- A There was amazing scenery, the of which I had never seen before.
- B People of his would lie to anyone if it was to their advantage.
- C The island is unlike any other, as it has an atmosphere all its
- D After a bad patch, Helen is back to her old again, I'm glad to say.

4 *set against weighed up made up for settled up with*

- A When I'd both sides of the argument, I made my decision.
- B I hope this present has the fact that I forgot your birthday.
- C When the cost was the benefits, the scheme looked good.
- D She paid for both of us and I her when we got home.

5 *advantageous privileged indulgent gainful*

- A Doing this course might prove to me in my future career.
- B She has rather parents, who give her everything she asks for.
- C He said he felt when he was made captain of the national team.
- D It took James some time to find employment when he left college.

6 *inundated filled plentiful dense*

- A It's a rather novel and certainly not an easy read.
- B Her work was with errors and she had to do it all again.
- C When they advertised the job, they were with applications.
- D He decided to move to a place where cheap accommodation was

7 *appreciably fully utterly sorely*

- A When Sally leaves this department she will be missed.
- B I think they're brilliant and they're my favourite group.
- C I was expecting to have a bad day, but it turned out all right.
- D Her health is better than it was a week or so ago.

8 *while phase length course*

- A The situation remained serious for a considerable of time.
- B The first of the plan was carried out successfully.
- C For a life was difficult but then things began to improve.
- D During the of his stay, he met a lot of interesting people.

Now check your answers to these exercises. When you have done so, decide whether you wish to change any of your answers to Part 1 of the test. Then 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 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) NECESSITY..... that **NECESSARY**
 gets them from A to B. But for (17) author Preethi Nair, it is a **BUD**
 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 **ENTHUSE**
 is in their own little world. I just used to sit there and imagine what
 kind of lives they led.’

Gypsy Masala charts the adventures and (19) thoughts of **INNER**
 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 **CONSULT**
 order to go in (21) of her ambition of becoming a writer. **PURSUE**
 ‘It was a big risk but it was definitely the right decision in terms of peace
 of mind and (22) ,’ she explains. **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 **LAST**
 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 **FAR**
 on the place where she was born and spent long summer holidays.

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	<i>took exception to being</i>
---	--------------------------------

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.

PART 5

You are going to read an extract from a book about comedy.

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.

Comedians

What drives moderately intelligent persons to put themselves up for acceptance or disparagement? In short, what sort of individual wants to be a comedian? When we hear the very word, what does the label suggest? Other professions, callings and occupations attract separate and distinct types of practitioner. Some stereotypes are so familiar as to be cheaply laughable examples from the world of travesty, among them absent-minded professors, venal lawyers, gloomy detectives and cynical reporters. But what corny characteristics do we attribute to comedians? To a man or woman, are they generally parsimonious, vulgar, shallow, arrogant, introspective, hysterically insecure, smug, autocratic, amoral, and selfish? Read their superficial stories in the tabloids and so they would appear.

Rather than look at the complete image, perhaps we need to explore the initial motives behind a choice of career. Consider first those who prefer a sort of anonymity in life, the ones who'd rather wear a uniform. The psychological make-up of individuals who actively seek to resign their individuality is apparent among those who surrender to the discipline of a military life. The emotional and intellectual course taken by those who are drawn to anonymity is easily observed but not easily deflected. They want to be told what to do and then be required to do it over and over again in the safety of a routine, often behind the disguises of a number of livery. If their egos ache with the need for recognition and praise, it's a pain that must be contained, frustrated or satisfied within the rut they occupy. The mere idea of standing up in front of an audience and demanding attention is abhorrent.

Nor will we find our comics among the doormats and dormice, the meek. There's precious little comedy in the lives of quiet hobbyists, bashful scholars, hermits, anchorites and recluses, the discreet and the modest, ones who deliberately select a position of obscurity and seclusion. Abiding quietly in this stratum of society, somewhere well below public attention level, there is humour, yes, since humour can endure in the least favourable circumstances, persisting like lichen in Antarctica. And jokes. Many lesser-known comedy writers compose their material in the secret corners of an unassuming existence. I know of two, both content to be minor figures in the civil service, who send in topical jokes to radio and TV shows on condition that their real names are not revealed.

In both cases I've noticed that their comic invention, though clever, is based upon wordplay, puns and similar equivoques, never an aggressive comic observation of life. Just as there may be a certain sterility in the self-effacement of a humble life, so it seems feasible that the selection process of what's funny is emasculated before it even commences. If you have no ginger and snap in your daily round, with little familiarity with strong emotions, it seems likely that your sense of fun will be limited by timidity to a simple juggling with language.

If the comedian's genesis is unlikely to be founded in social submission, it's also improbable among the top echelons of our civilisation. Once again, humour can be found among the majestic. Nobles and royals, statesmen and lawmakers, have their wits. Jokes and jokers circulate at the loftiest level of every

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.

WHAT'S TESTED

The questions in Part 5 of the Reading and Use of English paper test you on your ability to understand and interpret the content and subtleties of a longer text. Questions may focus on any of the following:

- **detail** – understanding of complex pieces of information and/or ideas that are clearly stated in the text.
- **opinion** – understanding of opinions expressed or referred to by the writer.
- **attitude** – understanding of feelings described in the text which either the writer or someone the writer refers to expresses.
- **tone** – identifying from the style of the text or a section of it the impression the writer wishes to create.
- **purpose** – identifying what the writer is trying to achieve in the text or a section of it.
- **main idea** – identifying the gist or the main topic of what is said in the text or a section of it, as opposed to minor points or details which exemplify general points.
- **implication** – interpreting what is not directly stated in the text but which instead is strongly suggested in such a way that it is clear that the writer intends the reader to make certain inferences.
- **exemplification** – understanding how a point made in the text is illustrated with examples.
- **imagery** – understanding why certain images are used, or how certain effects are achieved by the writer in order to indicate similarities and differences between things.
- **reference** – understanding of what words, phrases or sentences in the text refer to or relate to elsewhere in the text.

TIPS

- In multiple-choice questions such as those in this part of the paper, it is essential to remember that more than one of the options given may be correct according to what is stated in the text, but only one of the options will correctly answer the question that is asked. Don't choose the most appealing option; superficially it may be true, but it may not answer the question you have been asked.
- The questions follow the order of the text and often each question relates to each succeeding paragraph. Sometimes, though, questions may relate to the whole of the text.
- Before you attempt to answer any questions, skim through the whole text quickly. This will give you an idea of what it is about and enable you to approach the questions with some understanding of the text. If you start answering the questions too hastily, you may become confused by what you discover later in the text and have to start again, thus wasting valuable time.

The following exercises will help you to eliminate the incorrect options in the questions in the test or to confirm that you have selected the correct options.

Question 31 Look at the first paragraph.

1 Does the writer say that generalisations are made about people in other professions? If so, where?

.....

2 Does the writer mention the view comedians have of other people's opinions of them? If so, where?

.....

3 Match these adjectives from the first paragraph with the definitions.

Adjectives

- absent-minded
- venal
- gloomy
- cynical
- parsimonious
- vulgar
- shallow
- arrogant
- introspective
- insecure
- smug
- autocratic
- amoral
- selfish

Definitions

- A** lacking confidence
- B** incapable of serious thought
- C** too self-confident
- D** too self-satisfied
- E** expecting to be obeyed at all times
- F** corrupt
- G** forgetful
- H** miserable
- I** rude and likely to offend
- J** having no principles
- K** mean
- L** tending to see only negative aspects
- M** thinking only of your own wishes
- N** tending to analyse yourself

Question 32 *Look at the second paragraph.*

1 Does the writer mention the view that people who wear uniforms hold concerning performing in public? If so, where?

.....

2 If you are ‘not easily deflected’ from something,

- A** it is hard to stop you from continuing with it.
- B** it is hard for you to make others understand it.
- C** it is hard for you to be satisfied with it.
- D** it is hard for you to see the point of it.

3 Does the writer refer to the way in which people in uniforms see themselves? If so, where?

.....

4 Does the writer say that people who wear uniforms may be treated well at work? If so, where?

.....

Question 33 *Look at the third paragraph.*

1 What is meant by the word ‘comics’ in the context of the third paragraph?

- A** people who write comedy
- B** people who appreciate comedy
- C** people who perform comedy

2 What two things does the writer imply should be distinguished from comedy?

.....

3 Does the writer mention what the two ‘lesser-known comedy writers’ he refers to think of the material they write? If so, where?

.....

4 Does the writer give a reason why those writers don't want their names to be revealed? If so, what is it?

.....

5 Which six words in the paragraph mean 'shy' or 'not wishing to attract attention'?

.....

6 Does the writer refer to the success or otherwise of the comedy material written by shy people? If so, where?

.....

Question 34 *Look at the fourth paragraph.*

1 What do 'puns' involve?

- A humour that focuses on nonsense
- B witty manipulation of the meanings of words
- C jokes that may be regarded as being in bad taste

2 Which two words in the fourth paragraph are used with the meaning 'vigour' or 'liveliness'?

.....

3 What is meant in the context by 'emasculated'?

- A complicated
- B weakened
- C pre-determined
- D made less acceptable

4 Which of the following does 'self-effacement' involve?

- A vulgarity
- B repetition
- C modesty
- D determination

Question 35 *Look at the fifth paragraph.*

1 What is meant by the phrase 'the hoi polloi'?

- A the elite
- B the masses
- C one's peers

2 Does the writer refer to the opinions those at the top of society have of the sense of humour of people at other levels of society? If so, where?

.....

3 Does the writer refer to those at the top of society being amusing? If so, where?

.....

- 4 Does the writer say that people at the top of society do not realise that others laugh at them? If so, where?
-

- 5 What is meant by 'constricted'?
- A disrespectful
 - B limited
 - C unconscious
 - D solemn
- 6 What is meant by the phrase 'the common touch'?
- A the sense of responsibility required of those at the top of society
 - B the ability to relate to people at lower levels of society
 - C the ability to make general points about life
 - D the attitudes shared by the majority of society

Question 36 *Look at the last paragraph.*

- 1 What four words are used in the last paragraph with the meaning 'comedians'?
-
- 2 Does the writer refer to what comedians do for people? If so, what?
-
- 3 The writer compares comedians with other figures in the arts with regard to
- A their popularity.
 - B how much talent they require.
 - C what motivates them.
- 4 If someone has a 'vocation', they
- A feel compelled to take up a particular kind of work because of the expectations of others.
 - B feel that there is one particular type of work that they are naturally suited to.
 - C feel strongly attracted to a particular kind of work because others regard it as important.
- 5 What does the writer say about the expression 'a born comedian'?
- A It highlights the importance of comedy.
 - B It is often used inaccurately.
 - C It may not apply to the majority of comedians.
 - D It suggests that comedians are different from other people in the arts.

Now check your answers to these exercises. When you have done so, decide whether you wish to change any of your answers to Part 5 of the test. Then check your answers to Part 5 of the test.

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.

PART 7

You are going to read an extract from an article about archaeological discoveries in a cave in the south of Britain. 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?

surprise about the location of some findings	44
the present and possible future significance of the cave	45
the danger of drawing attention to certain contents of the cave	46
subjects that people previously had no information on	47
a reaction to what the presence of something in the cave indicated	48
a revised assessment of something found in the cave	49
the different aims of people investigating the cave	50
the disproving of a theory by a body of evidence	51
a sign of previous activity in the cave	52
the physical appearance of the cave	53

Now check your answers to Part 7 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 unmistakable 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.

WHAT'S TESTED

In Part 1 of the Writing paper you are required to write an essay based on two short texts. In this essay you must:

- **summarise the key points in the two short texts**
- **give your own opinions on the topic**

The texts

- The two texts present opinions on the same topic.
- Each text contains two main points/opinions that you must include in your answer.
- The two texts may present contrasting opinions or they may make points that are consistent with each other.

Your essay

- The content of your essay does not have to follow any particular order.
- You can summarise the main points of the text and then give your own opinions.
- You can give your opinion on each point from the text as you summarise it.
- You can summarise the points in a different order from how they appear in the text.
- You must include your own opinions but you can put them anywhere in the essay as long as they connect closely with the points made in the texts.

TIPS

When planning and writing your answer there are a number of aspects to consider, as it will be judged according to the following criteria:

- **content** – you must make sure that you identify and summarise all the key points/opinions in the two texts (two for each text) and that you also give your own opinions on what is stated in the two texts. As the opinions given in the texts are closely related to each other, you will not need to use a lot of words to summarise them – try to do this briefly, while making sure you have not left out a key point. When you give your own opinions, you can agree or disagree with what is stated in the texts.
- **communicative achievement** – your essay should be suitably neutral or fairly formal in register but it does not have to be extremely formal. In it, you need to demonstrate that you have fully understood the main points, by summarising them in your own words, not copying large parts from the texts. The opinions that you give must be closely related to those main points so that your essay is both informative and makes clear sense as a whole.
- **organisation** – make sure that your essay flows well and logically and is divided appropriately into paragraphs. Make sure that there is a clear connection between your opinions and the content of the two texts, and that these features are linked using appropriate linking words and phrases, both between sentences and between paragraphs. It is not necessary to have a separate introduction and/or conclusion but your essay must begin and end in a clear way so that it is a coherent piece of writing.
- **language** – the language that you use needs to be both accurate and not simple/basic. You need to demonstrate that you have a high level of English by using a range of grammatical structures and appropriate vocabulary correctly. Don't use only simple words and structures throughout your answer, try to think of ones that show a more advanced level, without making sentences too complicated for the reader to understand. It is advisable to check very carefully for accuracy when you have completed your answer, as well as making sure that everything you have written makes clear sense.

SUMMARISING THE TEXTS

In the part of your essay in which you summarise the texts you must:

- **identify** two main points/opinions for each text
- **paraphrase** these key points in your own words rather than copying long parts of the texts

1 Read the first text carefully. Then decide which of A–E are paraphrases of the two main points.

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.

- A** Some crime statistics are regarded as being more reliable than others.
- B** Both the media and members of the public have a tendency to exaggerate about crime.
- C** Official statistics that show that crime is falling do not stop people worrying about it.
- D** There are a number of reasons why people have fears about crime.
- E** Many members of the public worry more about crime than any other issue.

2 Read the second text carefully. Then decide which of A–E are paraphrases of the two main points.

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.

- A** People today worry about whether crime will have a direct effect on them.
- B** Evidence shows that people are right to think that crime is higher than in the past.
- C** Differences between different sets of crime statistics confuse the public.
- D** People believe that crime statistics are generally false.
- E** The public pay too much attention to what they are told about crime.

Now check your answers to these exercises.

Then write your essay, summarising the key points from the texts and including your own opinions.

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

SAMPLE ANSWER

Now read this sample answer for Part 1 and answer the questions that follow it.

In these texts, the authors talk about the issue of crime and how society feels affected by it.

Constant leaks of information about crimes in the media, and word of mouth between people, is often covered by statistics from the authorities which show the rate of crime falling. These statistics and reports may be often faked, and can show anything to reassure the society that the problem doesn't exist as big as they see it. The author of the second text asks the question if the concern about rising crime is really true. Some past events may have been worse than what happens nowadays, but crime is in the spotlight and is a main topic of the media, and today people's real concern is how likely they are to be the victims of crime.

The biggest concern now is the youth crime, in particular stabbings, gang activities and the resulting deaths of young people. Does it take to be in the wrong place at the wrong time to be attacked, or do these crimes happen only between youths? This issue makes everyone worry, because there is a great deal of clear evidence of so much visible and brutal misconduct. The authorities certainly won't be able to pull out trustworthy statements, covering the truth about rising youth crime. It seems like adults are losing the authority to stop these crimes, and parents are failing to show youngsters what is right and what is wrong.

Content

Are the two main points for each text summarised in the essay?

Where are the main opinions from the text summarised? Are any key points missing?

Are any additional but irrelevant points included? Are the writer's own opinions included? If so, where?

Communicative achievement

Is the style and tone of the essay suitably neutral/formal or is it too informal?

Are the key points from the texts expressed in the writer's own words or are large parts of the texts simply copied?

Are the writer's opinions clear and are they logically connected with the points made in the texts?

Organisation

Does the essay flow well and is it coherent as a whole? Is it divided appropriately into paragraphs?

Is there appropriate linking between points made and opinions expressed? If there is an introduction and/or a conclusion, is it appropriate/clear?

Language

Is there a good range of grammatical structures that are not just simple? Are grammatical structures used accurately?

Is there a good range of vocabulary, both single words and phrases that are appropriate for the topic? Is the vocabulary used accurately? Are there any language errors in the essay? If so, try to correct them.

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

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.