

C.N.GRIVAS

Cambridge English Proficiency

10 PRACTICE TESTS

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SAMPLE PAGES

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CPE Specifications

Content and overview

Paper / timing	Content	Test focus
READING AND USE OF ENGLISH 1 hour 30 minutes	Part 1 Gapped text with eight multiple-choice cloze questions.	Assessment of candidates' ability to understand the meaning of written English at word, phrase, sentence, paragraph and whole text level and demonstrate knowledge and control of the language system.
	Part 2 Modified open cloze with eight questions.	
	Part 3 One short text with eight word formation questions.	
	Part 4 Six key word transformations.	
	Part 5 Long text with six four-option multiple-choice questions.	
	Part 6 Gapped text with seven questions.	
	Part 7 One long text or several short texts with ten multiple-matching questions.	
WRITING 1 hour 30 minutes	Part 1 One compulsory question.	Assessment of candidates' ability to write text types with a range of functions.
	Part 2 Candidates answer one question from a choice of five questions (including the set text option).	
LISTENING 40 minutes (approx.)	Part 1 Three short extracts with two three-option multiple-choice questions on each.	Assessment of candidates' ability to understand the meaning of spoken English, to extract information from a text and to understand speakers' attitudes and opinions.
	Part 2 One long text with nine sentence completion questions.	
	Part 3 One long text with five four-option multiple-choice questions.	
	Part 4 Five short themed monologues with ten multiple-matching questions.	
SPEAKING 16 minutes	Part 1 Interview.	Assessment of candidates' ability to produce spoken English using a range of functions in a variety of tasks.
	Part 2 Collaborative task.	
	Part 3 Individual long turns and follow-up discussion.	

Reading and Use of English

General description

PAPER FORMAT	For Parts 1 to 4, the test contains texts with accompanying grammar and vocabulary tasks, and discrete items with a grammar and vocabulary focus. For Parts 5 to 7, the test contains texts and accompanying reading comprehension tasks.
TIMING	1 hour 30 minutes
NO. OF PARTS	7
NO. OF QUESTIONS	53
TASK TYPES	Multiple-choice cloze, open cloze, word formation, key word transformation, multiple matching, gapped text, multiple choice.
TEXT TYPES	From the following: books (fiction and non-fiction), non-specialist articles from magazines, newspapers and the Internet.
LENGTH OF TEXTS	2,900 - 3,400 words in total
ANSWER FORMAT	For Parts 1, 5, 6 and 7, candidates indicate their answers by shading the correct lozenges on the answer sheet. For Parts 2 and 3, candidates write their answers in capital letters in the space provided on the answer sheet. For Part 4, candidates write their answers on the answer sheet but capital letters are not required.
MARKS	For Parts 1-3, each correct answer receives 1 mark; for Part 4, each correct answer receives up to 2 marks; for Parts 5-6, each correct answer receives 2 marks; for Part 7, each correct answer receives 1 mark. There are a total of 72 marks available for the test.

Structure and tasks

PART 1

TASK TYPE AND FOCUS	Multiple-choice cloze. The main focus is on vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.
FORMAT	A single text with eight gaps. Candidates must choose one word or phrase from a set of four to fill each gap.
NO. OF QS	8

PART 2

TASK TYPE AND FOCUS	Open cloze. The main focus is on awareness and control of grammar with some focus on vocabulary.
FORMAT	A modified cloze test consisting of a text with eight gaps. Candidates think of the word which best fits each gap.
NO. OF QS	8

Structure and tasks

PART 3

TASK TYPE AND FOCUS	Word formation. The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.
FORMAT	A text containing eight gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.
NO. OF QS	8

PART 4

TASK TYPE AND FOCUS	Key word transformations. The focus is on grammar, vocabulary and collocation.
FORMAT	Six discrete items with a lead-in sentence and a gapped response to complete in 3-8 words including a given 'key' word.
NO. OF QS	6

PART 5

TASK TYPE AND FOCUS	Multiple choice. Understanding of detail, opinion, attitude, tone, purpose, main idea, implication, text organisation features (exemplification, comparison, reference).
FORMAT	A text followed by 4-option multiple-choice questions.
NO. OF QS	6

PART 6

TASK TYPE AND FOCUS	Gapped text. Understanding of cohesion, coherence, text structure, global meaning.
FORMAT	A text from which paragraphs have been removed and placed in jumbled order after the text. Candidates must decide from where in the text the paragraphs have been removed.
NO. OF QS	7

PART 7

TASK TYPE AND FOCUS	Multiple matching. Understanding of detail, opinion, attitude, specific information.
FORMAT	A text, or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
NO. OF QS	10

Writing

General description

FORMAT	The paper contains two parts.
TIMING	1 hour 30 minutes
NO. OF PARTS	2
NO. OF QUESTIONS	Candidates are required to complete two tasks: a compulsory task in Part 1 and one task from a choice of five in Part 2.
TASK TYPES	A range from the following: essay; article; report; letter; review.
MARKS	Each question on this paper carries equal marks.

Structure and tasks

PART 1

TASK TYPE AND FOCUS Writing an essay with a discursive focus.

FORMAT Candidates are required to write an essay summarising and evaluating the key ideas contained in two texts of approximately 100 words each. The texts may contain complementary or contrasting opinions, and may be extracts from newspapers, books, magazines, online source material, or could be based on quotations made by speakers during a discussion.

LENGTH 240-280 words

PART 2

TASK TYPE AND FOCUS Writing one from a number of possible text types based on:

- a contextualised writing task
- a question related to one of two set texts.

FORMAT Candidates have a choice of task. In questions 2-4, the tasks provide candidates with a clear context, topic, purpose and target reader for their writing. Question 5 consists of a choice between two tasks based on the set reading texts. The output text types are:

- essay
- article
- letter
- report
- review

LENGTH 280-320 words

Listening

General description

FORMAT	The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.
TIMING	Approximately 40 minutes
NO. OF PARTS	4
NO. OF QUESTIONS	30
TASK TYPES	Multiple choice, sentence completion, multiple matching.
TEXT TYPES	<i>Monologues</i> : lectures, talks, speeches, anecdotes, radio broadcasts, etc. <i>Interacting speakers</i> : interviews, discussions, conversations, etc.
ANSWER FORMAT	Candidates are advised to write their answers in the spaces provided on the question paper while listening. There will be 5 minutes at the end of the test to copy the answers onto a separate answer sheet. Candidates indicate their answers by shading the correct lozenges or writing the required word or words in a box on the answer sheet.
RECORDING INFORMATION	The instructions for each task are given in the question paper, and are also heard on the recording. These instructions include the announcement of pauses of specified lengths, during which candidates can familiarise themselves with the task and, for some items, predict some of the things they are likely to hear. A variety of voices, styles of delivery and accents will be heard in each Listening test to reflect the various contexts presented in the recordings, as appropriate to the international contexts of the test takers.
MARKS	Each correct answer receives 1 mark.

Structure and tasks

PART 1

TASK TYPE	Multiple choice.
FOCUS	The focus is on identifying speaker feeling, attitude, opinion, purpose; agreement between speakers; course of action; gist; and detail.
FORMAT	Three short, unrelated texts lasting approximately 1 minute each, consisting of either monologues or exchanges between interacting speakers. There are two multiple-choice questions on each extract.
NO. OF QS	6

PART 2

TASK TYPE	Sentence completion.
FOCUS	The focus is on identifying specific information and stated opinion.
FORMAT	A monologue (which may be introduced by a presenter) lasting 3-4 minutes. Candidates are required to complete the sentence with information heard on the recording.
NO. OF QS	9

PART 3

TASK TYPE	Multiple choice.
FOCUS	The focus is on identifying attitude and opinion; gist, detail and inference.
FORMAT	An interview or a conversation between two or more speakers of approximately 4 minutes. There are five 4-option multiple-choice questions.
NO. OF QS	5

PART 4

TASK TYPE	Multiple matching.
FOCUS	The focus is on identifying gist; attitude; main points; and interpreting context.
FORMAT	Five short, themed monologues of approximately 30 seconds each. There are two tasks. Each task contains five questions and requires selection of the correct option from a list of eight.
NO. OF QS	10

Speaking

General description

FORMAT	The Speaking test contains three parts.
TIMING	16 minutes
NO. OF PARTS	3
INTERACTION PATTERN	Two candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or providing cues for candidates. The other acts as assessor and does not join in the conversation.
TASK TYPES	Short exchanges with the interlocutor and with the other candidate; a collaborative task involving both candidates; a 2-minute individual long turn and follow-up 3-way discussion.
MARKS	Candidates are assessed on their performance throughout.

Structure and tasks

PART 1

TASK TYPE AND FORMAT	A short conversation between the interlocutor and each candidate.
FOCUS	Candidates show ability to use general interactional and social language.
TIMING	2 minutes

PART 2

TASK TYPE AND FORMAT	A 2-way conversation between the candidates. The candidates are given instructions with written and visual stimuli, which are used in a decision-making task.
FOCUS	The focus is on sustaining an interaction, exchanging ideas, expressing and justifying opinions, agreeing and / or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.
TIMING	4 minutes

PART 3

TASK TYPE AND FORMAT	An individual long turn by each candidate, followed by a discussion on topics related to the long turns. Each candidate in turn is given a written question to respond to. The interlocutor leads a discussion to explore further the topics covered in the individual long turns.
FOCUS	The focus is on organising a larger unit of discourse, expressing and justifying opinions, developing topics.
TIMING	10 minutes

PRACTICE TEST

1

SAMPLE PAGE

READING & USE OF ENGLISH

PART 1

For questions 1-8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

0 A away B off C out D in

0 A B C D

Survive as a driver

Does the thought of having your driving licence taken (0) from you not bear (1) about? Now that there are more sophisticated (2) techniques being employed by the police to catch speeding motorists, the chances of you losing your licence have (3) increased. From time to time, all of us creep over the speed limit. If caught, we (4) the risk of a heavy fine, penalty points or, worst of all, losing our licence altogether. In this way, the authorities are able to take away your means of transport, freedom and money. Prosecuting speeding motorists is an unbeatable way of generating cash for the government, as the motorist is an easy (5) and a good source of income. He's easier to catch than a thief, is less troublesome when caught and can probably (6) with the money to pay a substantial fine. Fight back now. Send for your (7) copy of *How to survive as a driver* and shorten the (8) of getting caught in a speed trap. We'll show you how.

- | | | | | |
|---|-----------------|----------------|-------------|-----------------|
| 1 | A considering | B thinking | C regarding | D imagining |
| 2 | A discovery | B explosive | C detection | D revealing |
| 3 | A mightily | B heavily | C gravely | D significantly |
| 4 | A face | B deal | C make | D take |
| 5 | A capture | B victim | C trap | D target |
| 6 | A carry out | B come through | C keep up | D come up |
| 7 | A provisional | B pilot | C trial | D experimental |
| 8 | A possibilities | B odds | C chances | D probabilities |

READING & USE OF ENGLISH

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). Write your answers **IN CAPITAL LETTERS**.

Example: 0

N	O																		
---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

NAOMI CAMPBELL - SUPERMODEL

There is (0)*no*..... denying that Naomi Campbell's reputation preceded her. No (9) how much she may have pretended to dislike the term, she was indeed an original supermodel. (10) meant she was (11) of a handful of women who turned the modelling world upside (12) by becoming more famous than the designers, whose clothes they were employed to display. Naomi was discovered (13) the 'ripe' old age of fifteen in London's Covent Garden; she was one of the most successful and (14) paid models of her time, being sought out by photographers at fashion shows and trailed in her private life by those wanting to catch her doing something less professional. Naomi had a reputation (15) being very outspoken, aggressive and difficult. It was rumoured that at one point she sought counselling for anger management after being (16) guilty of assault.

READING & USE OF ENGLISH

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). Write your answers IN CAPITAL LETTERS.

Example: **0** P E R C E P T I O N

CHINESE MEDICINE

Chinese medicine, and its (0) *perception* of how to heal the body, is considered (17) by many in the West, despite the fact that it has been practised in its original form and with its original philosophy for more than five thousand years. It is now making a (18) in many Western European countries. In Britain alone, more than two thousand clinics now follow ancient (19) and administer Chinese medicine. One of the reasons for its growing (20) is that people have become (21) with the health service. Even though (22) therapies are not free, they are excellent at treating chronic (23) Chinese medicine devotes time to treating the patient. The philosophy works on the (24) that the whole person should be treated, not just one part. In other words, treating the cause and not just the symptoms.

PERCEIVE

CONVENTION

BREAK

WISE

POPULAR

ILLUSION

COMPLEMENT

ORDER

BELIEVE

READING & USE OF ENGLISH

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):

Example:

0 In my opinion, you paid too much for that car.

worth

In my opinion, you paid for it.

0

the car isn't / wasn't worth what

25 Polly might well win the gold.

stands

Polly the gold.

26 Warren, the bogeyman doesn't really exist, you know.

such

Warren, the bogeyman, you know.

27 It was so hot on the bus Marcia thought she was going to faint.

point

Marcia because it was so hot on the bus.

28 I corrected the mistake after Linda had pointed it out to me.

attention

Linda and I corrected it.

29 The insurance salesman completely deceived her.

in

She the insurance salesman.

30 After two days, the shop manager still hadn't turned up.

sign

After two days, the shop manager.

READING & USE OF ENGLISH

PART 5

You are going to read an article about the explorer Sir Ernest Shackleton. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text.

Sir Ernest Shackleton

I remember my first sight of him was when he arrived at our Norwegian whaling station on South Georgia, a remote island near Cape Horn. A ragged, stinking figure with just enough energy left to reach out a grimy hand and introduce himself. 'My name's Shackleton,' he announced.

The story he then related to me was nothing less than incredible. He had set out from Buenos Aires in October 1914, in a little ship called *Endurance*. On board were twenty-eight explorers, scientists and seamen. Their aim had been to cross the Antarctic, coast to coast via the South Pole. Apparently, the expedition had been trapped on pack ice for the whole winter; the ship having been crushed, eventually sank. Amazingly, the men had camped on the floating ice and rowed through blizzards and gales in open lifeboats before eventually reaching the uninhabited, desolate Elephant Island.

'I left twenty-two men under two upturned boats and set out to get help. We voyaged eight hundred miles in winter, in a leaky boat twenty-two feet long,' he continued. 'It was the world's stormiest ocean. It's a miracle we're here.'

That, I felt, was an understatement. He continued his saga and I learned that when he had landed on our island, it had turned out to be the wrong side. I knew the conditions: surrounded by huge, unmapped mountains. There he had left three men, close to death, in a cave. At that point, I could feel his desperation. With no sleeping bags or tents and boat screws as spikes on their boots, he and the other two men had battled to reach us. line 12

The last time I saw him had been with small boats borrowed from the Norwegians, Chileans and Falkland Islanders. When asked his destination, he replied that he was going to rescue his men. He succeeded on his fourth attempt after battling his way through pack ice. 'Not a life lost and we have been through Hell,' he later wrote.

On my return to England, the memory of the stockily-built man never left me. I tracked down Frank Wild, who had sailed with him as his second-in-command. 'He was the greatest leader on God's earth,' he told me. I was totally intrigued by the courage he had inspired in his men. I learned that it had been the way he talked. This had changed his team's mood. It had given them determination and the will to carry on. Together they had explored the coldest, windiest, highest and driest continent on the planet. He had started with dark brown hair and returned home grey. He had suffered more than anyone. line 24

My research carried me back to his early days, which had been spent in Ireland. His romantic streak had followed him and even as he marched across the pack ice, he was reciting Browning. Wondering where his more than adventurous spirit had come from, I learned that his father had been a doctor who had taken his family to live in suburban England. Hardly the tough background one would have expected. Yet Shackleton had become a master mariner, enjoying success early by joining Captain Scott's first expedition to the Antarctic. Eventually, I discovered what had fired him. It was his inner recklessness. It was this that had spurred him on in 1907, when he had fought his way to within just ninety-seven miles of the Pole after having established his own expedition.

Further conversations with Wild gave me more. I learnt that Shackleton was a natural leader, always leading from the front, working harder than anyone else, taking his turn at fetching and carrying food for his men. When the *Endurance* went down, he had stood on its deck and had been the last to leave. That, I felt, was typical of the man. After abandoning the ship, he gathered the men around him telling them they would all finally reach safety if they worked their utmost and trusted him. That first night on the ice, Shackleton patrolled. When it suddenly cracked, splitting the camp in two, he blew a whistle and everyone quickly moved to the same side. Every day, for five months, the explorers woke up in pools of icy water melted by their body heat. They had little more than penguin, seal and eventually their own dogs to live on. Yet Shackleton visited every tent to tell stories or play cards. Even when there was a blizzard blowing or when he had difficulty in getting out of his sleeping bag, he never missed a visit, the reason being that he had a natural feel and instinct for people. He needed to know the ones who were homesick, the ones suffering severely or those likely to cause trouble.

I wondered how difficult it must have been for him to find the energy to keep going until the end of each day when the last man had fallen asleep. More than anything, I realised that he was a master of small things that had a huge impact. After abandoning the *Endurance*, he told the men to cut personal possessions down to two pounds in weight. He himself started by throwing down his gold sovereigns, a prized cigarette case and the Bible that the queen had given him, but not before he had torn out three pages. His men followed suit, but when one threw down a banjo, Shackleton handed it back. 'We're going to need this,' he said.

It was acts like that which made him so genuinely loved and respected. He found long-lasting fame as a great leader who kept his men together when all hope seemed lost, simply because he never gave in.

READING & USE OF ENGLISH

- 31** At the beginning, the writer thought Shackleton's story was
- A unbelievable.
 - B a lie.
 - C very convincing.
 - D sincere.
- 32** Shackleton's story is described as an 'understatement' (line 12) because
- A it wasn't really a miracle.
 - B the writer didn't know how stormy the ocean was.
 - C Shackleton could have died.
 - D the writer wasn't amazed that Shackleton was alive.
- 33** Why did the writer want to find out more about Shackleton?
- A He wanted to learn more about his courage and determination.
 - B He wanted to know what had happened to him.
 - C He was obsessed by him.
 - D He wanted to see how much he had suffered.
- 34** Why had Shackleton 'suffered more than anyone' (line 24)?
- A Because his hair had changed colour.
 - B He had to support his men continuously.
 - C It had been difficult to change the mood of the team.
 - D He hadn't wanted to carry on with the expedition.
- 35** The writer thinks that Shackleton showed his true character
- A in joining Scott's expedition.
 - B because he fetched and carried food.
 - C by gathering his men around him.
 - D when the ship sank.
- 36** According to the writer, Shackleton
- A had money to throw away.
 - B was very energetic.
 - C took notice of every little detail.
 - D could prevent problems arising.

READING & USE OF ENGLISH

PART 6

You are going to read an article from a magazine. 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.

Iridology

Iridologists claim that there is a 'map' of the whole body in the iris of each eye and that it provides a guide to various disorders and their treatments. The eye has long been regarded as the 'mirror of the soul'. From earliest antiquity, it has been believed that it is one of the best indicators of spiritual condition, personality, temperament and romantic feelings.

37

For this reason, its condition is significant in assessing the general health of a patient. However, long before examination of the retina was recognised as important, iridology existed. That is, the science of diagnosing bodily conditions through study of the iris, the coloured part of the eye. The history and origins of iridology have often been disputed. It is difficult to substantiate its roots in ancient Asia and Africa since almost the entire population is brown-eyed. It stands, however, as a European phenomenon, dating back to the mid-nineteenth century.

38

Iridology was born in von Peczely's garden in Budapest when he was just eleven. During a fight with a wild owl, the bird's leg was broken. While glaring at its captor, the bird developed a black line in its iris. The boy was able to notice developments in the bird's eye as its leg healed. Slowly, the black line shrank, and when the leg had completely healed, there was the merest trace of a mark left in the eye.

39

As a medical student in Vienna, he was imprisoned, but found an outlet at this time by studying the eyes of fellow prisoners. Time and again, he noticed a correlation between markings of the iris and known medical problems. He then firmly decided to devote himself to serious study of the eye, once free.

40

Meanwhile, a Lutheran minister, Pastor Nils Liljequist, was also examining irises in Sweden. While suffering from a fever, he was treated with quinine, which led to a change in the colour of his iris from blue to yellowish-green. It was this that led to his study of the relationship between eye colour and the use of medical drugs, particularly the heavy metals which were so widely used then.

41

It is the first decades of the twentieth century that are particularly interesting. American Henry Lindlahr, working before iris photography was perfected, used his own eyes as a basis for his drawings. He experimented with diet, fasting and various medicines. He used the iris as a means of diagnosis before anyone else, cataloguing inflammations and organic dysfunctions both in himself and in his patients.

42

Iridological research has emphasised the fact that the human being is a whole interrelated organism, which must be viewed as such when undergoing treatment. The iridologist has the entire medical state and a great deal of the patient's medical history in front of him when looking at the patient's iris, so he cannot view the patient in terms of a single condition.

43

Nevertheless, iris diagnosis remains a scientifically-based tool despite the indifference shown it by orthodox practitioners. Through increased funding into research or even greater public awareness, it could well be used as an inexpensive, yet accurate form of diagnosis that could save time, money and perhaps lives.

READING & USE OF ENGLISH

- A Upon release, von Peczely quickly became convinced that he would be able to demonstrate a relationship between the organs and limbs of the body and several parts of the iris. The iris chart used by iridologists today is essentially the same as the one on which he painstakingly mapped his findings.
- B One man at this time was outstanding in his work in this field. Hungarian physician, Dr Ignatz von Peczely, deserves credit as the father of iridology. He was a man with remarkable powers of observation, original thought and bravery. Throughout his life he faced opposition, dying in comparative obscurity. It is only now that he is beginning to be appreciated.
- C This led him to the realisation that the iris could reveal the internal workings of the body and so there would be no need for painful, dangerous exploratory operations. In his conclusions, he noted that beneficial changes in the body were brought about by homeopathic preparations which were not trapped in the body's tissues. Unlike conventional drugs, colour traces were not left in the iris after use.
- D The youth later took up the controversial study of homeopathy and was so successful at treating neighbours that there was great hostility from the medical profession. He was forbidden to continue practising and only did so under the guise of orthodox medicine after he had qualified as a doctor.
- E Iridology was practically forgotten at this time until revived by homeopaths and naturopaths, who managed to re-establish the science. The cold shoulder that von Peczely was given when he first started practising homeopathy was no less demeaning than the one it received from orthodox medicine in the twentieth century.
- F He published and circulated a book on his findings. Most of Europe ignored this and iridology in general. This may well have been because of its background and von Peczely's interest in homeopathy. However, this was not the case everywhere and towards the end of the century naturopathic workers in Germany and the USA incorporated the findings of von Peczely with Liljequist's observations.
- G There has been scientific study of the eye as a guide to physical well-being quite apart from this interest in it as an indicator of spiritual state. The ophthalmologist examines the back of the eye, the retina, through the pupil, the black hole at the front of the eye. The only place where nerve endings and blood vessels can be viewed directly is through the retina.
- H It is for this reason that iridology is growing in popularity, and practitioners of alternative therapies find this holistic attitude particularly encouraging. However, it could be that this emphasis is the reason why iris diagnosis has yet to be taken more seriously by the orthodox doctor.

READING & USE OF ENGLISH

PART 7

You are going to read a magazine article about the study experiences of various students. For questions 44-53, choose from the people (A-D). The people may be chosen more than once.

Which person

has changed courses?

44	<input type="checkbox"/>
----	--------------------------

is dedicated to their subject?

45	<input type="checkbox"/>
----	--------------------------

had lots of family help?

46	<input type="checkbox"/>
----	--------------------------

was affected by written assessment procedures?

47	<input type="checkbox"/>
----	--------------------------

completed a preparatory course?

48	<input type="checkbox"/>
----	--------------------------

had prior work experience which helped them?

49	<input type="checkbox"/>
----	--------------------------

had accommodation to himself / herself?

50	<input type="checkbox"/>
----	--------------------------

is enthusiastic about studying more?

51	<input type="checkbox"/>
----	--------------------------

has nearly finished their degree?

52	<input type="checkbox"/>
----	--------------------------

gets some kind of financial aid from outside the family?

53	<input type="checkbox"/>
----	--------------------------

READING & USE OF ENGLISH

Student Lives

A DAVID

After completing A levels, I went on to university and studied mathematics, which I thoroughly enjoyed. I finished a four-year degree course, then got straight onto an MA programme. However, as I couldn't secure financial backing, I did this part-time and worked to support myself. After that, I worked for a data-processing company and was involved in statistical analysis work. I regret not being able to do a doctorate, but there's the constraint of finances. My parents are putting my younger sister through university now, so I can hardly expect them to pay for me again. We'll see what the future brings, because I'd jump at the chance to pursue further studies. At the moment, I'm exploring other avenues. There's always the hope of getting sponsorship from my employers, particularly if they can see it as an investment. I think that I was born to study maths and all I'd really want to do is further and deeper research in this field, especially pure mathematics. For me, the world we live in is all based on numbers, and numbers hold the key to many of life's seemingly inexplicable mysteries.

B TINA

I'm currently in my second year of Hotel and Tourism Studies, which will eventually lead to a bachelor's degree. I came onto the course from the sixth form after doing A levels. Well, to tell you the truth, the beginning was far more difficult than I had imagined it would be. There was just so much work and also stressful deadlines for all the assignments. As for the exams, I used to get very nervous and irritable beforehand. Looking back, I must have been a real pain to my flatmates, but then again, we were all in the same boat. It was such a relief to find out that I'd got through the first year successfully. Initially, I'd chosen Management Studies, I transferred after the first two months. I needed something more interesting, something that would suit my personality better. I've got another year to go, but after I've graduated it's going to be work, as I need to start bringing in my own money as quickly as possible to pay back my loans. Living on government financing can be difficult, because the money doesn't come to you every month, but as three cheques during the year – which I normally go through very quickly. Wish me luck!

C MARK

My route to university was different from the conventional one, as I'd left school at sixteen with only a few O levels. After working in a number of jobs for the next seven years, ranging from office clerk and accounting assistant to library helper, I decided that I wanted to get onto a university course. The main reason for doing this, I suppose, was to try to improve my quality of life. I applied to several institutions which were offering foundation courses. I had an interview and finally managed to get onto a BSc Computing course. I did have some experience with computers, which was considered a plus. It was very hard at first because I felt different from the other students, who were all about nineteen years old. But once the work got going, I soon became too involved to think about that. Now, I've only one term left before I graduate and I'm really excited about it. I'm confident that my chances of finding better employment will be much higher as soon as I'm qualified. I definitely recommend becoming a mature student. It's never too late if you have the willpower.

D COLIN

I took a year out before starting university because I wanted to see some of the world with my friends. Five of us backpacked around Europe and it was a mega-experience. After I had got that out of my system, I started a BA in English Literature and found it gripping from day one. I studied a lot, probably because I was living alone. OK, there were some parties, but on the whole I worked hard. It was an amazing time and after graduation, I applied to do a master's degree. I've just started my dissertation, but that's going to take at least a year. After that, if all goes well, I might apply to do a doctorate, but it all comes down to money. I suppose I should really concentrate on looking for a job now, as I've run up a few debts. My parents were great and gave me all the necessary moral and financial support to help me get this far. I'm really grateful to them and they are very proud of me.

WRITING

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

Juvenile delinquency on the rise

It is beyond dispute that violent crime has become an ever-increasing problem amongst today's younger generation. Some people put the blame on the lack of discipline both in the home and at school. They claim that young people are not being taught the difference between right and wrong nor are they punished harshly enough when they get into trouble. The various social problems that young people have to face are also being blamed. Unemployment and poverty play a major role as some young people find they have no option but to resort to crime in order to survive.

What's to blame?

Judging by contemporary society, the high incidence of violent crimes committed by young people seems set to rise in the twenty-first century, and many reasons have been put forward for this worrying phenomenon. There are those who attribute it to changes in the family structure, including the demise of the extended family as well as high divorce rates. However, for others the problem is a natural consequence of the increased amount of violence young people are subjected to every time they turn on their television sets, play a computer game or even take a trip to their local cinema.

Write your essay.

WRITING

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** An international English-language magazine has invited readers to send in articles about the importance of a healthy diet for both the mind and the body. You decide to submit an article. Your article should also refer to the eating habits of people in your country.

Write your **article**.

- 3** You are employed at your local tourist office and have been asked by your boss to visit two campsites in your area and to write a report comparing them in terms of facilities and location. You should also comment on which campsite you feel the tourist office should recommend to people visiting your area.

Write your **report**.

- 4** You are involved on a voluntary basis with a local charity, which is **always** looking for new volunteers. Write a letter to the local high school about the aims and activities of the charity and encouraging more young people to become involved. Include details of a recent fund-raising **activity** you helped organise.

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

[The 5th question is an alternative choice based on three prescribed books changed every two years.]*

LISTENING

PART 1

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

Extract One

You hear a woman talking about holidays.

- 1 How does she feel about the holidays she describes?
 A indignant
 B pleased
 C bored
- 2 Which of the following holidays do you think she would prefer to go on?
 A a seaside holiday in England
 B a resort holiday overseas
 C a visit to a place of cultural interest

Extract Two

You hear a man explaining a replanting method to a woman.

- 3 Where might this method do the most good?
 A a flooded river valley
 B a deforested area
 C polluted farm
- 4 The method uses a variety of seeds in each ball so that
 A a variety of plants will grow.
 B there can be growth in autumn.
 C a plant which suits its surroundings can grow.

Extract Three

You hear two friends discussing a film.

- 5 According to the woman
 A film versions of Shakespeare aren't necessarily bad.
 B directors are usually too ambitious.
 C the film she saw would have made a good play.
- 6 The man thinks
 A it's difficult to translate Shakespeare's plays.
 B other people's interpretations can give us something to think about.
 C Shakespeare should be performed as it originally was.

LISTENING

PART 2

You will hear part of a speech about the Welsh language. For questions 7-15, complete the sentences with a word or short phrase.

From 1850 to 1900, the speaking of Welsh was

 7

A 'Welsh Not' was used as a

 8

to stop children speaking Welsh.

In the space of fifty years, the number of Welsh speakers dropped from
per cent to approximately fifty per cent.

 9

The 'Welsh Not' contributed to the

 10

of Welsh speakers in 1981.

The

 11

in the number of Welsh speakers among a particular group suggested
the language would survive.

The Welsh National Party campaigned for the

 12

of the language.

Much of the Welsh language was

 13

due to marginalisation.

In 1967, it was ruled that lessons in the first years of schooling would be

 14

Trends in

 15

have paralleled changes in education.

LISTENING

PART 3

You will hear an interview with Marsha McDonald, who recently went on a whale watching holiday in Baja, Mexico. For questions 16-20, choose the answer (A, B, C or D) which fits best according to what you hear.

- 16 According to Marsha, the holiday
- A differed from the brochure's promises.
 - B was a once-in-a-lifetime experience. 16
 - C didn't live up to her expectations.
 - D was better than she'd anticipated.
- 17 What does she say about the grey whales she observed from the land?
- A They enjoyed showing off.
 - B They were sometimes disturbed by their observers. 17
 - C They seemed receptive to attention.
 - D They shared some human attributes.
- 18 Why is the camp she stayed at a good choice for this kind of holiday?
- A It's on a lagoon.
 - B It's on a low-lying headland. 18
 - C It's a popular holiday destination.
 - D It's next to the San Ignacio Lagoon.
- 19 According to Marsha, the grey whale
- A needs protection.
 - B is no longer facing extinction. 19
 - C is threatened by hunters.
 - D cannot be affected by tourists.
- 20 What does she say about seeing a whale close-up?
- A It was the highlight of the trip.
 - B It changed her view of life. 20
 - C It humiliated her.
 - D It made her realise how intelligent whales are.

LISTENING

PART 4

You will hear five short extracts in which athletes talk about their performance in the Olympics.

TASK ONE

For questions 21-25, choose from the list (A-H) what event each speaker took part in.

TASK TWO

For questions 26-30, choose from the list (A-H) how each speaker felt after the event.

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

- A high jump
- B long jump
- C 110-metre hurdles
- D 100-metre sprint
- E javelin
- F marathon
- G discus
- H triathlon

Speaker 1	<input type="text"/>	21
Speaker 2	<input type="text"/>	22
Speaker 3	<input type="text"/>	23
Speaker 4	<input type="text"/>	24
Speaker 5	<input type="text"/>	25

- A pessimistic
- B devastated
- C emotional
- D indifferent
- E smug
- F outraged
- G triumphant
- H motivated

Speaker 1	<input type="text"/>	26
Speaker 2	<input type="text"/>	27
Speaker 3	<input type="text"/>	28
Speaker 4	<input type="text"/>	29
Speaker 5	<input type="text"/>	30

SPEAKING

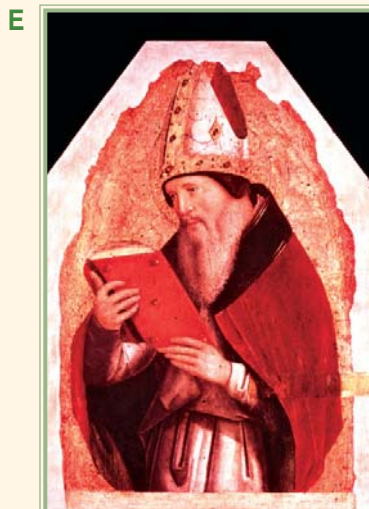
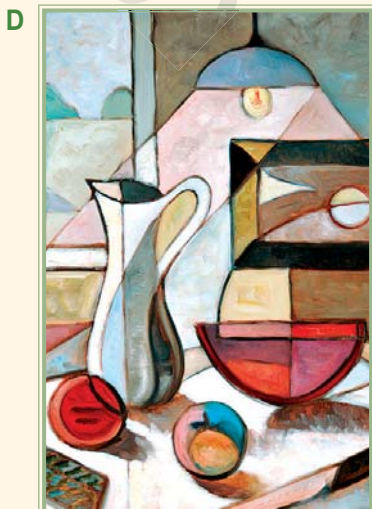
PART 1 (2 minutes) (Candidates A & B)

Listen to the teacher and answer his / her questions.

PART 2 (Approximately 4 minutes) (Candidates A & B)

Art Exhibition - The Importance of Self-Expression

Listen to the teacher and follow his / her instructions.



SPEAKING

PART 3 (approximately 10 minutes) (Candidates A & B)

Changes in People's Attitudes

Listen to the teacher and follow his / her instructions.

Prompt Card (A)

How are our attitudes to health changing?

- ➔ prevention of illness
- ➔ alternative medicine
- ➔ life expectancy

Prompt Card (B)

How are our attitudes to travel changing?

- ➔ technology
- ➔ work commitments
- ➔ spare time

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