

Total marks available: 31

You have **35 minutes** to finish the examination.

PART 1

You will hear 10 sentences twice. Choose the best answer in each situation.

Now look at the answers. You have two minutes to read the answers.

Now listen to the sentences and select the best answer.

1. a. When did they arrive?
b. When do you think they'll arrive?
c. Will they be leaving soon?
2. a. For quite a while now.
b. If it's worth her while.
c. Every once in a while.
3. a. I'm not honest.
b. You should ask for an opinion.
c. I'm not sure I really like it.
4. a. I don't know this music.
b. I would if you knew.
c. I would if I knew how.
5. a. Don't worry about it.
b. You know where it is.
c. You told me what happened.
6. a. Some people have got maths on the brain.
b. Let's not beat around the bush.
c. I can't get my head round algebra.
7. a. They will look into the incident.
b. They will look out for the incident.
c. They will look for the incident.
8. a. You could do better.
b. I'm really pleased for you.
c. I knew you would regret it.
9. a. She doesn't like her mother.
b. She looks more like her father.
c. I don't like her mother.
10. a. Oh, dear. I always go the wrong way.
b. Oh, dear. I always get it right.
c. Oh, dear. I always take the wrong path.

PART 2

You will hear two conversations. You will hear them twice.

You have two minutes to look at the questions for both conversations.

Now listen to **Conversation 1**.

1. **What do the speakers say about the restaurant?**
 - a. It has changed ownership.
 - b. It has an impressive view.
 - c. It did not appear to be attractive.

2. **When the man arrived at the restaurant**
 - a. he had already ordered online.
 - b. he wanted to have a drink first.
 - c. he had to wait for his table.

3. **The table**
 - a. did not have a view.
 - b. was not clean.
 - c. had a strange tablecloth.

4. **What did the man say about the special burger?**
 - a. It had no flavour.
 - b. It was too spicy.
 - c. It had no sauce.

5. **What was the problem with the bill?**
 - a. It did not include an apology.
 - b. It was incorrect.
 - c. It included a large tip.

Listen to the conversation again and check your answers.

Now listen to **Conversation 2**.

1. **The psychologist says that how much screen time a child is allowed**
 - a. can be answered very simply.
 - b. may not have a definitive answer.
 - c. is a new problem parents are facing.

2. **According to Doctor Bond, grown-ups today**
 - a. spend a long time in front of a screen.
 - b. no longer watch so much TV.
 - c. are not aware of young people's screen use.

3. **What does Doctor Bond say about young people's leisure time?**
 - a. It must be spent outside the house.
 - b. The dangers are constantly underestimated.
 - c. They do not have many safe alternatives.

4. **What is more important than the time spent on social media?**
 - a. how it is used
 - b. whether games are violent
 - c. if bullying takes place

5. **What is recommended about rules?**
 - a. They could be based on school performance.
 - b. They must be enforced strictly.
 - c. They should be applied only when necessary.

Listen to the conversation again and check your answers.

PART 3

You will hear a debate and discussion. Read the questions and answers for both the debate and the discussion.

Now listen to **the debate**.

1. **Chris believes that university fees**
 - a. will not please the rich.
 - b. will benefit the poor.
 - c. will lead to greater inequality.
2. **What does the professor say about the costs of universities if fees were scrapped?**
 - a. It is possible for the government to pay for them.
 - b. They would become a strain on the nation's economy.
 - c. They will not increase teaching standards.
3. **What does Chris say about greater university attendance?**
 - a. It will lower taxes.
 - b. It will increase fees further.
 - c. It will allow people to find good jobs.
4. **What does the professor say about taxes?**
 - a. The government should tax universities.
 - b. The government distributes them to different areas.
 - c. They take a good few years to collect.
5. **Why does Chris object to the loans system?**
 - a. It results in students becoming heavily indebted.
 - b. It prevents students receiving scholarships.
 - c. It requires students to study for many years.

Listen to the debate again and check your answers.

Now listen to **the discussion**.

1. **Peter says that Gareth Bale's earnings**
 - a. are deserved due to his talent.
 - b. seem unfair when fans are considered.
 - c. surpass those of all other players.
2. **What point does Billy make about professional footballers?**
 - a. They sacrifice a lot to succeed.
 - b. They are an example to other people.
 - c. Those in other professions make less effort.
3. **Who does Peter say suffers because of high player wages?**
 - a. the clubs
 - b. the fans
 - c. the managers
4. **Why does Billy mention Hollywood?**
 - a. to show that actors are paid more than footballers
 - b. to show that other stars receive large sums of money
 - c. to show that famous people don't need high wages
5. **What is said about players who are not big stars?**
 - a. These players are unfairly treated.
 - b. They do not work as hard.
 - c. Their wages are significantly less.
6. **What does Peter say about national teams?**
 - a. They are dependent on their rich stars.
 - b. The big stars do not care about them.
 - c. They should not pay players high wages.

Listen to the discussion again and check your answers.

There are 31 questions in this examination.

You must attempt all the questions.

Total marks available: 31

You have **75 minutes** to finish the examination.

TEXT 1

When people talk about comic books, most of us immediately think of superheroes, ridiculous situations and bad jokes that make us groan, and we wouldn't be We also associate them with our parents' or grandparents' generation and young kids. Not for one moment would we contemplate that they are being used to great effect in many classrooms and lecture halls around the world.

A recent study has shown that comic books actually enable students to better retain and remember information. In the study, those students who read information presented in a comic book style got more memory questions correct compared to those whose information was presented in a text only format. This highlights the fact that using a combination of words and pictures, and presenting them in a specific sequence, actually increases students' ability to remember information.

There are several good reasons why comics might be better at imparting information to students, the main one being that we cope better with material that is presented to us in both a verbal and visual manner. This makes comics an ideal medium – the words and pictures support each other, making our memory of the material that much stronger.

Comic books actually have a long history of being used as supplementary teaching material in educational establishments. They have often been used as a tool in the teaching of subjects such as sociology and reading and, more recently, in the disciplines of geography, linguistics and even medicine. Some authors also suggest that children with learning disabilities benefit greatly from comic books. This is because they can use the images to help them read and understand the words.

Previous studies have shown that the majority of students enjoy lessons in which comics are used. And, as any teacher will tell you, this is half the battle when trying to teach students. If they enjoy what they are learning, there is a much greater chance that they will be retain what they are taught.

Overall, it would seem that comics may well be a useful tool in enhancing the educational experiences of students. Comic books produced specifically for use in schools and universities, that complement the curriculum, could be of great value to both students and teachers and might actually be better than traditional books.

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1. **According to the article, comic books are**
 - a. only read by older generations.
 - b. being used in education.
 - c. being taken too seriously.

2. **What does a recent study show about information in comic books?**
 - a. It is more easily retained.
 - b. It is better if it is text only.
 - c. It can be presented in any order.

3. **What is the main advantage of comic books for students?**
 - a. They contain educational material.
 - b. They use advanced language.
 - c. The images and words reinforce each other.

4. **The text states that comic books**
 - a. have only recently been used in education.
 - b. have been used in a variety of subjects.
 - c. are not recommended for certain children.

5. **According to the writer, most students**
 - a. do not appreciate the efforts of teachers.
 - b. battle with the idea of using comic books.
 - c. remember more when they enjoy the lessons.

6. **The main purpose of this article is to**
 - a. explain how to use comic books in education.
 - b. discuss the educational value of comic books.
 - c. argue that traditional books should be abolished.

7. **The phrase completing the sentence in line 2 is:**
 - a. far wrong
 - b. wrong way
 - c. going wrong

8. **There is a grammatical error on:**
 - a. line 9
 - b. line 18
 - c. line 25

9. **There is a spelling mistake on:**
 - a. line 13
 - b. line 19
 - c. line 29

10. **The best word to replace 'value' in line 29 is:**
 - a. cost
 - b. benefit
 - c. concern

We've all seen news reports that show footage of the miraculous survival of people in life-threatening situations – the lone survivor of a plane crash; the mountain climber who survived against However, it is widely believed by psychologists that people often make self-destructive decisions when under extreme pressure or caught up in a disaster that could potentially end their life. Apparently, if people escape with their lives, it is usually despite their actions, not because of them.

Plenty of people in deadly scenarios don't act fast enough to save their own lives – having a look at some videos on *YouTube* of people standing on a beach filming a tsunami as it approaches will help you comprehend this. In a major crisis, approximately 80% of the people involved will respond inappropriately. Therefore, the best way to teach people how to survive is not to show them what to do but rather to train them in what not to do.

So, if you find yours in a life-threatening situation, what should you try to avoid doing?

✓ **Try not to freeze**

Think of all the films you've seen where, in the event of a disaster, everyone runs around, waving their arms and screaming – mass hysteria. In reality, the most natural response is to simply do nothing – when you are paralysed by fear, your brain literally stops you from moving. Learn how to think and process things while you are on the move.

✓ **Avoid tunnel vision**

We all like to think that we'd respond to a disaster by creatively thinking through the problem but, unfortunately, we do just the opposite. Our typical response is 'preservation' and we attempt to solve a problem in a single way – again and again and again, regardless of the results. Learn to be flexible in your thinking.

✓ **Do not stick with your usual routine**

An extremely common reaction in a disaster is to follow your usual routine. For instance, a person's house could be burning down, but they will instinctively try to grab their phone or wallet before leaving the house, as they would on a normal day if they were going out. Unfortunately, this reaction could cause you to lose your life. Is your smartphone really worth risking your life for! Learn to ignore your normal routine.

✓ **Avoid denial**

Denial usually happens for one of two reasons – either the person fails to interpret the situation as dangerous, or because they simply don't want to. Apparently, many people are terrible at calculating risk and tend to rely more on feeling than fact. Learn not to ignore the danger that is in front of you.

So preparation, acting fast, breaking routines and avoiding denial may all be ways of ensuring that we live a little longer when faced with a life or death situation – sometimes, though, you also need a good measure of luck too.

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11. In a life-threatening situation, the majority of people
- react the wrong way.
 - try to film the incident.
 - have been trained what to do.
12. What is the most typical response in the event of a disaster?
- You think on the move.
 - You become motionless.
 - You become hysterical.
13. According to the text, how do we normally think when faced with a disaster?
- We do not look for alternatives.
 - We are flexible in our thinking.
 - We try to think creatively.
14. How should you react in a disaster?
- Act as if everything was normal.
 - Leave with just your phone and wallet.
 - Leave quickly without any possessions.
15. Why would someone be in denial about a dangerous situation?
- They don't follow their instincts.
 - They refuse to acknowledge the danger.
 - They prefer to take calculated risks.
16. The best words to finish a sentence in line 2 are:
- all odds
 - bad luck
 - no chance
17. There is a spelling mistake on:
- line 23
 - line 36
 - line 40
18. The best word to replace 'instinctively' in line 29 is:
- casually
 - sensibly
 - automatically
19. There is a punctuation mistake on:
- Line 28
 - Line 31
 - Line 41
20. There is a grammatical mistake on:
- Line 13
 - Line 22
 - Line 40

This year could prove to be one of significance for conspiracy theorists. October will see the release of thousands of never before seen documents relating to the assassination of President John F. Kennedy. It is widely expected that this will reignite interest in the assassination, which will no doubt lead to a flood of new conspiracy theories. It will be a while before they appear though, as the theorists will need time to pore over the documents and take them apart word by word.

Jim Marrs, who wrote a number of best-selling books and various articles on a wide range of alleged cover-ups and conspiracies, was a prominent figure in the JFK conspiracy press and his book *Crossfire: The Plot That Killed Kennedy* was a source for Oliver Stone's film *JFK*. Marrs believed that Kennedy was murdered by some high-ranking officials and businessmen who didn't agree with his policies. Rather ironically, he passed away a few months ago and will not have the pleasure of seeing these documents first-hand or of taking part in the discussions that will ensue.

So what is it that prompts people to come up with conspiracy theories? Well, it has been noted that conspiracies often emerge during times of fear and uncertainty – major disasters, financial crises, and deaths. Researchers believe that this points to the need for some measure of control over these world-changing events, allowing people to make sense of things that would otherwise overwhelm them.

Although there are those who would criticise the belief in conspiracy theories, many are widely supported and even accepted by the general public. These theories often go on to influence people's perceptions of current and historical events. The theory that the 1969 moon landing was a hoax is a good example of this.

Conspiracy theories appear with a constant regularity, and the fact that they are so enduring accentuates their social significance. There are a whole host of reasons as to why people endorse them, the most common being when there is no conclusive explanation for an event or the official explanation appears inadequate.

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21. According to the text, which of the following will happen first in October?

- a. Thousands of documents will be produced.
- b. Theorists will read the documents very carefully.
- c. New conspiracy theories will appear.

22. What did Jim Marrs do?

- a. He made a film with Oliver Stone.
- b. He used the documents to write his book.
- c. He alleged that Kennedy's death was a conspiracy.

23. Why do conspiracy theories emerge?

- a. to help people comprehend certain events
- b. to blame things on major disasters
- c. to conceal the truth

24. According to the text, which statement is true?

- a. The moon landing was a hoax.
- b. Conspiracy theories are long-lasting.
- c. Conspiracies happen all the time.

25. The word 'prominent' used in the second paragraph can be best replaced with:

- a. important
- b. public
- c. minor

TEXT 4

Easter Island is one of the most remote, inhabited islands in the world. Yet, even though it is so far removed from the rest of civilisation, thousands of tourists, travellers and researchers are drawn to it. The reason for this is the massive stone figures, known as *moai*, erected all over the island. These giant stone statues represent a remarkable cultural achievement, especially when you consider the island seemingly lacked the resources and the people to carry out such a feat. How these statues were actually moved to their final resting places has long been speculated about. Legend states that they 'walked' there themselves!

Due to its isolated location, the easiest and most conventional way to get to Easter Island is by plane. This flying to Santiago International Airport in Chile, the only airport with daily, scheduled flights to Easter Island. From there, the duration of the flight is approximately 5 hours and 40 minutes, although the return journey is somewhat quicker, taking around 4 hours and 45 minutes, due to the influence of the wind. Tickets range in price from \$350 during the low season up to \$1,000 in high season. The further in advance you book, the cheaper the tickets will be.

High season encompasses the summer months and summer in the southern hemisphere, where Easter Island is situated, runs from December to March. Most people in the area take their holidays during the months of January and February, which not only means a considerable increase in prices but also in the number of tourists that travel to the island. Throughout this period, you can expect the price of accommodation to increase by at least 30% and the cost of flights to almost triple in price.

Low season commences in April, after Easter, and extends until the end of November. You are likely to experience more rainy days during April and May and there is an almost continual breeze, which is likely to discourage any but the most determined swimmers. The coldest months are from June to September, and on wet and windy days it can get quite cold, especially at night. Prices during the low season are much more reasonable and you can find some exceptionally good offers, especially on flights if you book in advance. The influx of tourists decreases considerably, making it much easier to find decent accommodation at affordable prices. However, you may find that some of the services available to tourists are less regular or not available at all.

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26. What is remarkable about the giant statues on Easter Island?

- a. They have legs that can move.
- b. How they got there is a mystery.
- c. They were probably made locally.

27. Which statement is true about flights to the island?

- a. The return journey is shorter in distance.
- b. It is more economical to fly in high season.
- c. The wind assists the plane on the return journey.

28. What reason is given for the increase in prices during high season?

- a. more people visiting the island
- b. its location in the southern hemisphere
- c. the lack of flights to the island

29. What occurs during the low season?

- a. Services operate normally.
- b. Cheaper prices attract more visitors.
- c. The weather deters you from swimming.

30. A word has been omitted on line 10. It should be:

- a. considers
- b. enjoys
- c. involves

31. Which word should always be spelt with a capital letter?

- a. Easter
- b. March
- c. Internatiõnal

There are two tasks. You must attempt both Tasks.

Formal Writing Task 1, you must complete **either** Option 1 **OR** Option 2.

Informal Writing Task 2, you must complete the set Task.

Total marks available: 24

You have **75 minutes** to finish the examination.

Option 1 Formal Writing Task 1 – Allow around 35 minutes for this task

A group of foreign students are coming to your university. You have been asked by one of your professors to visit the hotel where the students will be staying to assess its suitability and to write a report about it.

Your ideas could include:

- the location and facilities
- the rooms
- the food

OR

Option 2 Formal Writing Task 1 – Allow around 35 minutes for this task

Due to budget cuts, the local council has announced plans to close the library in your town. The local schools do not have their own libraries. There is a larger, more modern library in the next town, which is a thirty-minute drive away. Write a letter to the council to explain why you think this is or is not a good idea.

You could write about:

- what you think the impact on the local community might be
- what the advantages and disadvantages of people going to the larger, more modern library might be
- what effect the changes could have on local people, especially school children and the elderly

Write 200-250 words.

(12 Marks)

Informal Writing Task 2 – Allow around 35 minutes for this task

You recently spent some time with a relative that you had never met before. Write an email to a friend telling them about the meeting.

You could write about:

- who the person was
- where you met them
- what you talked about
- what you enjoyed most about meeting them

Write 250-300 words.

(12 Marks)

You will be assessed on:

- content
- use of conjunctions, adjectives and vocabulary
- use of appropriate tenses
- legibility of writing
- word order

PART 1 (Approximately 2 minutes)

Your teacher will ask you some questions. Answer in full sentences.

PART 2 (Approximately 6 minutes)

Follow your teacher's instructions.

Situation 1: You have been asked to organise an educational trip for your classmates. There is not a lot of money available for the trip so you must think of affordable places that you could go. What would you say?

Situation 2: You are waiting in a queue at the checkout in a supermarket when someone pushes in front of you. Ask the person politely to join the back of the queue. What do you say?

Situation 3: Your friend has to come up with some ideas for an after-school club and has asked you for help. Give your friend some suggestions. What would you say?

Situation 4: Your friend has just sat down to watch an important basketball game which they recorded the day before. You accidentally tell them who wins. You feel bad. What would you say?

PART 3 (Approximately 6 minutes)

Follow your teacher's instructions.

Scenario 1: Your local council has just announced that they will no longer provide transport to school for students. You live quite a long way from the school and you don't agree with this decision as there are many busy roads between your house and the school. Talk to your local councillor and try to convince him / her that this is a bad idea. You will have two minutes to prepare your arguments. You may make notes. I will take the role of the local councillor.

Scenario 2: You feel that it is best to shop locally as this helps the local area and supports smaller businesses. Some of your friends think it is better to buy from large supermarkets and chain stores. Convince your friends that it makes more sense to shop locally. You will have two minutes to prepare your arguments. You may make notes. I will take the role of one of your friends.

Scenario 3: Your friend has decided to travel around Europe this summer and would like you to go with them. You would like nothing better than to join them on this adventure. However, you need to convince your parents to let you accompany your friend. You will have two minutes to prepare your arguments. You may make notes. I will take the role of one of your parents.

You may use this space to make notes.