

Part 1

You will hear ten sentences twice. Choose the best reply in each situation.
Now look at the replies. You have two minutes to read the replies.

Now listen to the sentences and select the best reply. Mark the answer on the mark sheet.

1. a. They don't look alike.
 b. She does like her father.
 c. It's all that she likes.

2. a. It's a big decision.
 b. I'm totally undecided.
 c. What's the point of liking it?

3. a. It was mind-boggling.
 b. You can't believe that.
 c. I feel under the weather.

4. a. Really? He needs to go.
 b. Really? That's none of his business.
 c. It's that obvious, is it?

5. a. I hope it's tasty.
 b. I hope it's tasteful.
 c. I hope it's tasted.

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6.
 - a. Yes, they are, aren't they?
 - b. No, they didn't, did they?
 - c. They surely did, didn't they?

7.
 - a. You do it, don't you?
 - b. You did it, didn't you?
 - c. You do, don't you?

8.
 - a. I couldn't make up my mind.
 - b. It's worth it.
 - c. I couldn't see the point.

9.
 - a. It's in one ear, out the other.
 - b. It's on my way out.
 - c. There's a very good possibility.

10.
 - a. That will have been brilliant, won't it?
 - b. That's dreadful, isn't it?
 - c. It would be brilliant, wouldn't it?

Part 2 – Conversations

You will now 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. Record your answers to the questions on the mark sheet.

Conversation 1

1. **What are the speakers discussing?**
 - a. A soccer game they saw.
 - b. The enjoyment of watching sports.
 - c. How sports and competitions have changed.

2. **Why didn't they enjoy the soccer match?**
 - a. The players weren't in good form.
 - b. It was all endorsements and ads.
 - c. It was a sham.

3. **What do they claim about top athletes?**
 - a. They are excellent role-models.
 - b. They all make personal appearances.
 - c. Some are extremely rich.

4. **What does George say about sportsmanship?**
 - a. It no longer exists.
 - b. It goes hand in hand with endorsements.
 - c. The spectators have it.

5. **What is true about sports today?**
 - a. They are all televised.
 - b. It's all about business and money.
 - c. No one plays fair.

Listen to the conversation again and check your answers.

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Now listen to Conversation 2. Record your answers on the mark sheet.

Conversation 2

1. **What is the conversation about?**
 - a. The origins of cheese.
 - b. Dietary preferences.
 - c. Types of cheese.

2. **What does he mean by 'staple food'?**
 - a. A food supplement.
 - b. An animal product.
 - c. A basic part of any diet.

3. **Which type of cheese is her favourite?**
 - a. typical Mediterranean cheese
 - b. cheese from cow's milk
 - c. cheese from camels

4. **How is he such an authority on cheese?**
 - a. He's a cheese lover.
 - b. He recently saw a TV broadcast on cheese.
 - c. He likes to read.

5. **What does he say about sheep and goat's milk cheeses?**
 - a. They are very healthy.
 - b. They are very fatty.
 - c. They have a strong flavour.

6. **What does she say about cheese today?**
 - a. It is made mostly of milk from cows.
 - b. It is all very spicy.
 - c. It is usually from powdered milk.

Listen to the conversation again and check your answers.

Part 3 – Debate and Discussion

You will now hear a debate and a discussion. You will hear them twice. You have two minutes to look at the questions for both the debate and the discussion.

Now listen to the Debate. Record your answers on the mark sheet.

Debate

1. **What is a negative impact of rising economies?**
 - a. The developing world has too many demands.
 - b. Industrialised nations are suffering.
 - c. Global energy sources are being used up faster.

2. **What does Armstrong say about saving energy?**
 - a. It's up to governments to do so.
 - b. It's the equivalent of finding a new energy source.
 - c. Greenhouse gas emissions will force us to do it.

3. **What does he claim could reduce energy consumption by 40%?**
 - a. Replacing old-fashioned light bulbs.
 - b. Using energy-efficient technology in new constructions.
 - c. Teaching people to conserve.

4. **What position does George Armstrong maintain?**
 - a. There are many viable alternative sources.
 - b. Industrialised nations are the root of the problem.
 - c. Conservation is our strongest weapon.

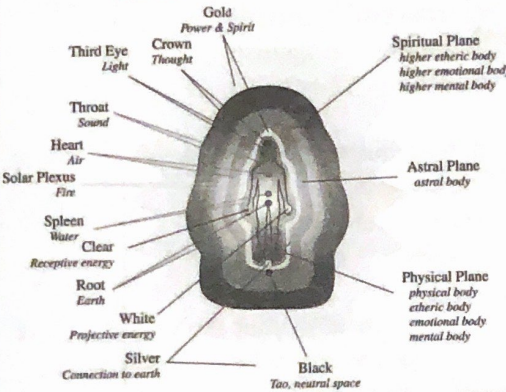
5. **Mary Green states that ...**
 - a. people are eager to help conserve.
 - b. governments and businesses must conserve energy.
 - c. people need to be made aware about conservation.

Listen to the Debate again and check your answers.

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Text 1

Read the text below and answer the questions.

Chakras*	Aura*	Colour Therapy - a complementary therapy	1
	<p>Colour Therapy is a complementary therapy for which there is evidence dating back thousands of years to the ancient cultures of Egypt, China and India. Colour is simply light of varying wavelengths, thus each colour has its own particular wavelength and energy.</p> <p>The energy relating to each of the seven spectrum colours of red, orange, yellow, green, blue, indigo and violet, resonates with the energy of each of the seven main chakras or energy centres of the body. If you can imagine the chakras as a set of cogs or wheels, they are rather like the workings of a clock or an engine; each wheel needs to move smoothly for the clock or engine to</p>	<p>3 4 5 6 7 9 10 11 12 13 14 15 16 17 18 19</p>	
<p>work properly. Thus good health and wellbeing is achieved by a balance of all these energies. Balance of the energy in each of the body's chakras is very important for health and wellbeing. Colour therapy can help to re-balance and stimulate these energies by applying the appropriate colour to the body and therefore re-balance our chakras.</p>		<p>20 21 22 23 24</p>	
<p>Colour is absorbed by the eyes, skin, skull our 'magnetic energy field' or aura and the energy of colour affects us on all levels; that is to say, physical, spiritual and emotional. Every cell in the body needs light energy - thus colour energy has widespread effects on the whole body. There are many different ways of giving colour, including: light boxes/lamps with colour filters, colour silks and direct healing using colour.</p>		<p>25 26 27 28 29 30 31</p>	
<p>Colour therapy can be shown to help on a physical level, which is perhaps easier to quantify, however there are deeper issues around the colours on the psychological and spiritual levels. Our wellbeing is not, of course, purely a physical issue. Fortunately, many more practitioners are now treating patients in a holistic manner. That is to say, we are body, mind and spirit and none of these areas function entirely alone; each has an effect upon the other. This is why Colour Therapy can be so helpful since colour addresses all levels of our being.</p>		<p>32 33 34 35 36 37 38</p>	
<p>_____ babies we first experience colour in the womb where we are enveloped in a nurturing and comforting pink. Then as a child we associate with colour as part of our first learning processes. These first associations contributes to our consciousness. As we get older we attach many different feelings, memories and meanings to certain colours and this can then become a feature in our subconscious. We can build up prejudices to colours which have happy, sad, or frightening connotations for us.</p>		<p>39 40 41 42</p>	
<p>Noting strong colour preferences can also be a _____ aid to finding possible problems and working with the appropriate colour or colours to help to dispel negative feelings, free blocks and re-balance the body emotionally, spiritually and, in turn, physically.</p>		<p>43 44 45 46</p>	

1. According to the text, which of the following statements is true?

- a. Colour therapy doesn't help the body as much.
- b. Even babies have colour preferences.
- c. Different colours arouse different feelings in us.

2. What are chakras?

- a. the cogs of a clock
- b. centres of energy in the body
- c. a form of balance

3. What is true about the body, mind and spirit?

- a. They all absorb colour.
- b. They are all made up of energy.
- c. They all work together to achieve balance.

4. What does the article claim about wellbeing?

- a. It is purely a matter of mind.
- b. It is related to colours.
- c. It is not just about being well physically.

5. The text suggests that ...

- a. colour is with us from the womb.
- b. colours affect the mind most.
- c. the Chinese invented Colour Therapy.

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6. A grammatical error has been made on ...
- a. line 19
 - b. line 24
 - c. line 36
7. The word '*stimulate*' can best be replaced by ...
- a. adapt
 - b. encourage
 - c. activate
8. A spelling error has been made on ...
- a. line 6
 - b. line 13
 - c. line 22
9. The missing word or phrase starting the sentence on line 34 is ...
- a. as
 - b. since
 - c. all
10. A word has been omitted on line 40. The missing word should be ...
- a. helping
 - b. helped
 - c. helpful

Text 2

Read the article below and answer the questions.

The Family Unit

The institution of the family is central to our society, providing a secure basis for bringing up children and a stable grouping which offers its members mutual support. Despite attempts in recent years to create alternative social groups, such as communes, and the increase in the number of single-parent families, the most common configuration of a family is still that of a married couple and their children, perhaps with an elderly relative living with them. And although there are more unmarried parents these days, the majority of people still feel that children born out of wedlock (#18) may suffer some disadvantages as a result.

It is estimated that a third of the people who get married today will later get divorced, and if those people remarry, nearly half those marriages will also end in divorce. Perhaps people fall in love very quickly and get married to soon, after a whirlwind romance, forgetting that being truly compatible with someone else involves being able to share your thoughts and feelings on a long-term basis. Perhaps another reason for the increasing number of divorces are the boring routine which sometimes becomes established in a marriage, when people get in a rut and fail to treat themselves to some romantic times, when they escape briefly from their daily grind.

A happy marriage and the pleasure of rearing children can provide you with companionship for the rest of your life, and problems that are shared can be more easily overcome. Some people maintain that many married couples only stay together because of their children, and that the first feelings of love soon give way to boredom, indifference and _____. A marriage might make the partners lose contact with their old friends, which could also lead to feelings of discontent. And it may well be true that both the couple and the children suffer less if a really unhappy marriage is ending in divorce, rather than inexorably deteriorating, leading eventually to violent outbursts from one or both of the partners.

Perhaps the majority of people find that even though the initial romance cannot be sustained over many years of marriage, there are other lasting benefits of married life with a family. Proud parents can help their children make their way in life, giving them a good start and taking pride in their successes. Constant support and mutual understanding help the couple to grow together, becoming closer and happier as the years go by.

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11. **According to the text, which statement is true?**
- a. Single parent families are the most common.
 - b. Alternative social groups are today's families.
 - c. A married couple with children makes up the family unit.
12. **What percent of marriages end in divorce?**
- a. 25%
 - b. 33%
 - c. 60%
13. **What is the meaning of 'get in a rut'?**
- a. Become used to.
 - b. To become involved.
 - c. To be stuck.
14. **What does the passage claim is important in marriage?**
- a. being similar
 - b. not being boring
 - c. having good companions
15. **What is true about marriage?**
- a. The initial romance can be sustained.
 - b. Most people rush into it.
 - c. It does have benefits.

16. **A grammatical error has been made on ...**
- a. line 13
 - b. line 23
 - c. line 29
17. **A subject-verb error has been made on ...**
- a. line 9
 - b. line 17
 - c. line 24
18. **A spelling error has been made on ...**
- a. line 4
 - b. line 10
 - c. line 22
19. **A word has been correctly spelt but incorrectly used on ...**
- a. line 14
 - b. line 27
 - c. line 32
20. **A word has been omitted on line 26. The missing word should be ...**
- a. frustrating
 - b. frustrated
 - c. frustration

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Text 3

Read the article below and answer the questions.

Among higher animals, that are vertebrates, we find remarkable examples of regenerative power. The animals which furnish these examples all belong to the class of amphibians, and among them is the tailed amphibians, or Urodela, which exhibit the most highly developed faculty of regeneration.

The triton is in spring commonly found in pools and ditches filled with water. The triton can, after amputation, regrow all four legs, its tail, its jaws, and even its eyes.

The structure of the regenerated organ is in every way comparable to the original organ and it is extraordinary to see how, within a few weeks, a structure as complicated as a vertebrate's leg, with all its bones, muscles, blood vessels and nerves, will grow again. The stump of a triton's leg will almost always restore the missing parts in their entirety, no matter how or at what level of the leg they have been removed.

Several successive regenerations of the same organ can take place. Within a period of three months researchers obtained the regeneration of the four legs and of the tail six times in a row, all being equally rapid.

Adult mammals have limited regenerative capacity, compared to most vertebrates. But, through the regenerative therapy approach using electrical stimulation, there are promising results for rats and mammals in general. Studies in the 1970's showed that children up to the age of 10 or so, who had lost fingers in accidents, could regrow the tip of the digit finger within a month, provided the wound was not sealed up with flaps of skin, which was then the treatment in such emergencies. The result was that the child didn't have a fingerprint, and if a piece of fingernail were left, the nail would grow back as well, usually in a square shape rather than round.

In August 2005, a man in his early sixties accidentally sliced off the tip of his right middle finger just above the first phalanx. His brother, a doctor, provide him with a powder to cover the wound, and the tip of the finger regrew in four weeks. A similar story was reported by CNN.

Undergoing regenerative therapy can help regain a fingertip but for humans, that's as far as it goes.



Salamander

21. **According to the text, which statement is true?**
- a. The missing part is always completely restored.
 - b. The missing part is not always completely restored.
 - c. The missing part is not always identical to the lost part.
22. **What is a triton?**
- a. a type of regeneration
 - b. a regenerated organ
 - c. a vertebrate
23. **Where would you most likely see the above text?**
- a. in a textbook
 - b. in a woman's magazine
 - c. in a local newspaper
24. **What is meant by the phrase 'successive regenerations'?**
- a. Regrowth was successful.
 - b. only partial regrowth
 - c. one regrowth after another
25. **What does the article claim about human regeneration?**
- a. It is out of the question.
 - b. It only happens to children.
 - c. Fingertips have been regenerated.

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Text 4

Read the article below and answer the questions.

Slavery



Slavery began even before man gave up his wandering pastoral life and settled down to till the soil. As an act of mercy, the vanquished of the battlefield with their wives and children, were made slaves rather than put to death. Sometimes men became slaves through inability to pay their debts; others were reduced to slavery through judicial sentence; among the ancient Germans, men at times gambled away their freedom at games of chance. In times of peace, when captives were few, a slave trade was set up which dealt in slaves of many nationalities and all ranks. Often a slave might be of higher education and birth than his master. Greeks enslaved Greeks, and were in turn made to serve the Romans, who often used such slaves to tutor their children.

Countless captives were brought to Rome from Carthage, Spain, Gaul and Asia Minor, and many wealthy Roman estates could have anywhere from hundreds to thousands of slaves.

In Athens slaves were usually treated kindly, but under Roman rule brutal treatment was sanctioned by both law and custom, especially on the great estates, so that the slaves at times revolted against their masters.

During the Middle Ages, the chaos of invasion and frequent wars resulted in victorious parties again taking slaves. As a commonly traded commodity, like cattle, slaves had become a form of internal or trans-border currency. During the 15th century, the Portuguese pioneered in colonialism, starting with the exploration of the African coast. In 1452, Pope Nicholas V, granted the right to the Portuguese to reduce any "pagans and other non-believers" to hereditary slavery, which legalised the slave trade under Catholic belief at the time. Slavery was regarded as an old established and necessary institution which supplied Europe with the essential workforce.

In the 16th century, African slaves had replaced almost all other nationalities and religious enslaved groups in Europe. At this time the enslavement of Native Americans was carried out in Brazil, by the Portuguese.

After 1600, Britain and other European nations played a prominent role in the slave trade. In 1807 the Slave Trade Act banned slavery in the British Empire and in 1839 the world's oldest human rights organisation, Anti-Slavery International, was formed in Britain, to outlaw slavery in other countries.

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26. **According to the text, which statement is true?**
- a. All slaves were a by-product of war.
 - b. Slaves were more educated than their masters.
 - c. Slaves were a basic part of a nation's economy.
27. **According to the text ...**
- a. slavery was banned in England in 1839.
 - b. the Romans treated slaves humanely.
 - c. people were traded like animals.
28. **The word 'sanctioned' means ...**
- a. applauded
 - b. authorised
 - c. enforced
29. **What revived slavery in the Middle Ages?**
- a. Portuguese exploration
 - b. the Catholic Church
 - c. the African Coast
30. **Where did slavery first come into being?**
- a. Ancient Greece
 - b. Carthage
 - c. It isn't clearly stated.
31. **What was the main source of slaves at the start of slavery?**
- a. Those who owed money became slaves.
 - b. Those who lost wars became slaves.
 - c. The ancient Germans became slaves if the court sentenced them.

End of Examination

Option 1 Formal Writing Task 1 – Allow 40 minutes for this task.

Write an article for your school newspaper about the problem of bullying in your school and about what each student can do to help solve the problem.

You could write about:

- why people bully
- examples of bullying you've encountered
- how you handled the bullying
- what the school should do about the problem

Option 2 Formal Writing Task 1 – Allow 40 minutes for this task.

It is claimed that "*The institution of family is central to our society*". Write an essay giving your opinion on the topic.

You could write about:

- true, this is the first society a child has contact with
- learns rules and regulations within the family
- ready to go out into larger society – school
- school prepares the child for the community

Write 200-250 words.

You will be assessed on:

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

(20 Marks)

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

Write an email to a friend describing an article you read on the internet about how mobile phones have influenced the lives of everyday people. Your friend does not have a smartphone. Persuade your friend that he/she must get one.

You could write:

- how you feel about mobiles
- the benefits of owning one
- how they have changed people's lives
- why your friend needs a smartphone, justifying your reasons

Write 250 – 300 words.

You will be assessed on:

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

(20 Marks)