

TEST 1

Reading and Use of English

PART 1

- | | |
|-----|-----|
| 1 C | 5 D |
| 2 B | 6 C |
| 3 A | 7 A |
| 4 C | 8 B |

PART 2

- 9 it / this
10 whose
11 be
12 them
13 between
14 their
15 with / having
16 make

PART 3

- | | |
|--------------|-------------|
| 17 annoyance | 21 honesty |
| 18 bearing | 22 offence |
| 19 reference | 23 disclose |
| 20 emotional | 24 truthful |

PART 4

- 25 there's / there is][**hardly** any petrol
26 had no **idea** (that)][cars cost
27 **let it**][get you
28 to be][making a **recovery**
29 take her work seriously enough,][according
30 causing you][such a **lot** of

PART 5

- | | |
|------|------|
| 31 D | 34 D |
| 32 B | 35 B |
| 33 A | 36 C |

PART 6

- | | |
|------|------|
| 37 C | 39 C |
| 38 A | 40 A |

PART 7

- | | |
|------|------|
| 41 G | 44 F |
| 42 C | 45 B |
| 43 E | 46 D |

PART 8

- | | |
|------|------|
| 47 E | 52 D |
| 48 B | 53 E |
| 49 B | 54 A |
| 50 C | 55 E |
| 51 D | 56 D |

- Parts 1–3 = 1 mark for each correct answer
Part 4 = up to 2 marks for each correct answer
Parts 5–7 = 2 marks for each correct answer
Part 8 = 1 mark for each correct answer

Writing

For assessment information, see page 102.

QUESTION 1

Mark scheme

Content

The essay must discuss two of the three aspects of reality and talent TV shows listed in the question and state which of them the writer regards as the most important, giving reasons for this choice. The essay may include reference to the panel discussion and the quotes from it, but this is not essential. If the opinions from the discussion are used, they should be rephrased as much as possible, not simply copied.

Communicative achievement

The essay should be neutral or formal rather than informal or conversational, as it is a serious piece of academic work. The reader should clearly understand all the points made about the two aspects of these types of show, as well as the writer's reasons for selecting one of them as the most important.

Organization

The essay should be appropriately divided into paragraphs, perhaps with separate paragraphs for each of the two aspects. A short introductory paragraph and / or a short concluding paragraph could be included but neither of these is essential. Sentences and paragraphs should be linked with appropriate linking words and phrases.

Language

A wide range of suitable grammatical structures and elements should be used in sentences that are not too simple. Longer sentences with more than one clause should be well controlled and totally clear in meaning. Vocabulary connected with the topic area should be used accurately and a high level of vocabulary to make and support points on the subject should also be demonstrated.

Model answer

The discussion focused on various issues connected with TV shows that feature members of the public. They have been a worldwide phenomenon for some time and views on them vary greatly.

One of the main aspects of these shows is the entertainment they provide for viewers. Obviously, they

would not be watched by so many people if audiences didn't find them entertaining. During the discussion, it was said that the shows are enjoyable to watch and do no harm. People enjoy watching ordinary members of the public living their lives, doing their jobs or taking part in talent competitions because they can relate to those people. I think that this is true. Although I don't personally find them interesting and therefore seldom watch them, I agree that many people find them very entertaining.

However, a more serious aspect was discussed and that is the influence these shows can have on people, especially young people. This, I think, is the most important aspect. Many young people are influenced by these shows and the people on them. They too want to appear on TV, to be 'famous' just like the people they see. Rather than thinking realistically about their futures and about getting jobs and careers, they get the impression that anyone can be famous. Instead of focusing on building a life in a practical way, they dream of being like those people on the shows. I think this is the most important consequence of these shows and it is a harmful one.

QUESTION 2

Mark scheme

Content

The review should describe the product in some detail and give the writer's opinions on it, including whether or not the writer recommends it.

Communicative achievement

The review may be neutral or fairly informal. The writer may be completely objective about the product, or take a more personal, informal approach. The reader should have a clear idea of exactly what the product is and what the writer thinks of it.

Organization

The review may be divided into paragraphs separating a description of the product from the writer's opinions of it. The background, for example explaining why the writer bought the product, where the writer came across it, etc may be included, perhaps as a separate paragraph. The product itself must be identified at the beginning, perhaps in a title for the review. Linking words and phrases should be used appropriately, perhaps to link stages in a sequence of events or to link opinions with reasons for them.

Language

The review should include appropriate structures for describing the writer's experience with the product, including appropriate past and present

tenses. Appropriate structures for giving opinions and recommending should also be used. Vocabulary associated with buying and using products should be used accurately, as well as vocabulary connected with the particular product chosen.

Model answer

THE GEORGETOWN SHELVING SYSTEM

I recently purchased this product, having seen it widely advertised. As my apartment is quite small and I have quite a large number of books, DVDs and CDs, I was looking for something that would save space and enable me to keep everything in a neat and tidy way in one place. The pictures of the shelving system in the adverts made it look ideal for someone in this situation, as did the price, which is significantly below that of other, comparable, products.

I bought the product online and had it delivered to me. The shelving system came in three separate boxes and it required self-assembly. When I had removed everything from the boxes, I was initially concerned as to whether I would be able to put it together myself. The plans looked complicated and time-consuming, and this kind of thing is not one of my strengths. However, I embarked on the process, and was both surprised and pleased to discover forty-five minutes later that I had completed the process and my shelving system was ready for use.

I then organized and put away all the items that have been lying around in a mess in my apartment for some time. I was able to place the shelving system along one wall and put everything neatly into it. The system enables you to store an enormous number of items in a relatively small space and it has transformed my apartment. I heartily recommend it to anyone who needs to save space – it is cleverly designed and extremely good value for money.

QUESTION 3

Mark scheme

Content

The proposal must contain details of what the event would be, where it would take place, what it would involve and how it would be organized. It should also make clear what the scenario is, for example the kind of establishment that is celebrating its anniversary.

Communicative achievement

The proposal should be fairly formal or neutral because the context is fairly formal – the writer is submitting a proposal to people who are in charge. The reader would understand clearly the kind of event being proposed, what that event would involve and how it could be organized.

Organization

The proposal should be appropriately organized in paragraphs or sections, which may each be given a title. These should deal with different aspects, for example the background, the nature of the proposed event and reasons for choosing it, and suggestions for how it can be organized. Appropriate linking of points should be present.

Language

It is likely that the proposal will need to include accurate use of modals such as *would*, *could*, etc to talk about possibilities and arrangements for the event. Appropriate structures for recommending and suggesting should be used accurately. Vocabulary connected with the kind of event suggested should be used accurately.

Model answer

20TH ANNIVERSARY EVENT

A Reunion

My suggestion is that the event should be primarily a social one that involves both the past and the present. Since the school opened, former students have gone on to do all sorts of interesting things, and the school has maintained contact with many of them. I think we should stage a reunion of as many of these people as possible, to bring them back together with members of staff they knew from their time here and introduce them to current members of staff who joined after their time here.

The Event

The event that I am proposing would be a party / dinner in the Main Hall. We would employ outside caterers to provide the food and we can decide in due course whether this should be a buffet or a sit-down meal. We can also decide later on the precise number of people to invite, but I suggest that a maximum of about 100 would be appropriate. I suggest that the event should include one or two speeches. One speech should be given by the Principal, and I suggest that we ask one of the former students also to give a speech, in which they recall their time here.

An Exhibition

I propose that a further ingredient of the event should be an exhibition of photographs and other items connected with the history of the school since it opened. The exhibition should be arranged chronologically to provide an interesting, and perhaps amusing, look back over the years. I believe that we can select suitable photos and items from the records kept by the school.

QUESTION 4

Mark scheme

Content

The letter must give staff the reason(s) for making the video about the company, tell them what the video will consist of and explain to them what their roles in it will be.

Communicative achievement

The register should be fairly formal because it is a company announcement to the staff in general. The staff should be completely clear as to why the video is being made, what it will contain and what their involvement in it will be.

Organization

The letter should be organized into appropriate paragraphs, perhaps with separate paragraphs for each of the three elements listed in the question. There should be an appropriate opening and ending, though these do not have to form separate paragraphs. Suitable linking words and phrases should be used to connect pieces of information.

Language

Appropriate future tenses must be used accurately for talking about the plans for the filming. Appropriate structures for explaining the purpose of actions must also be used. Vocabulary appropriate to the topic of filming and promotion should be used accurately, as well as vocabulary appropriate for the world of work in this context.

Model answer

To all members of staff,

I am writing to inform you of our plans to make a video to promote the company. A film company will be coming to the premises for two days next month, and they will be filming a variety of aspects of our operation, as well as interviewing various members of staff. The idea is to give an accurate picture of who we are and what we do. The final video will be prominent on the company website and it will be shown at presentations that we give in many places and at many events, as well as being sent to possible new clients. It will be an important part of our publicity material.

The video will show people in our various departments both doing their work and talking about what they do. Every aspect of our operation will be represented in the film in order to give the broadest possible picture of the company and to project the right image.

While the filming is taking place, many of you will be filmed doing your work, but this will not require you to do anything different from what you usually do. So nobody should be worried that this will be a stressful experience.

What we do need, however, is for some people to volunteer to be interviewed in the film. Please let me know as soon as possible if you would be happy to take part in a short interview with the filmmakers when they are here.

Listening

PART 1

- | | | |
|-----|-----|-----|
| 1 B | 3 A | 5 A |
| 2 C | 4 B | 6 A |

PART 2

- | | |
|--------------------|------------------|
| 7 melted | 11 a restaurant |
| 8 mass(-)producing | 12 a competition |
| 9 (some) popcorn | 13 meat |
| 10 exploded | 14 counter |

PART 3

- | | | |
|------|------|------|
| 15 B | 17 D | 19 C |
| 16 A | 18 B | 20 C |

PART 4

- | | | |
|------|------|------|
| 21 G | 25 H | 29 D |
| 22 C | 26 C | 30 A |
| 23 E | 27 F | |
| 24 A | 28 H | |

Each correct answer receives 1 mark.

Speaking

Teachers should use their own judgement to award marks based on the assessment criteria on page 103.

TEST 2

Reading and Use of English

PART 1

- | | | |
|-----|-----|-----|
| 1 A | 4 A | 7 B |
| 2 D | 5 C | 8 D |
| 3 B | 6 A | |

PART 2

- | | |
|----------|-----------------|
| 9 to | 13 anything |
| 10 how | 14 from |
| 11 being | 15 great / good |
| 12 its | 16 so |

PART 3

- | | |
|---------------|----------------|
| 17 nomination | 21 contested |
| 18 receipt | 22 deadline |
| 19 diners | 23 unannounced |
| 20 chosen | 24 prestigious |

PART 4

- 25 a **while**][before / until / till I fully
 26 isn't / is not **worth**][arguing about
 27 there be][any / a **delay**
 28 have anything][in **common** with
 29 my amazement,][nothing **went**
 30 wouldn't / would not **dream** of doing][any

PART 5

- | | | |
|------|------|------|
| 31 B | 33 D | 35 A |
| 32 C | 34 B | 36 B |

PART 6

- | | |
|------|------|
| 37 D | 39 A |
| 38 B | 40 D |

PART 7

- | | | |
|------|------|------|
| 41 F | 43 E | 45 C |
| 42 A | 44 G | 46 B |

PART 8

- | | |
|------|------|
| 47 A | 52 B |
| 48 B | 53 C |
| 49 A | 54 C |
| 50 B | 55 B |
| 51 D | 56 D |

Parts 1–3 = 1 mark for each correct answer
 Part 4 = up to 2 marks for each correct answer
 Parts 5–7 = 2 marks for each correct answer
 Part 8 = 1 mark for each correct answer

Writing

For assessment information, see page 102.

QUESTION 1

Mark scheme

Content

The essay must discuss two of the three causes of youth crime listed in the question and state which of them the writer regards as the most important, giving reasons for this choice. The essay may include reference to the documentary and the quotes from it, but this is not essential. If the opinions from the documentary are used, they should be rephrased as much as possible, not simply copied.

Communicative achievement

The essay should be neutral or formal rather than informal or conversational, as it is a serious piece of academic work. The reader should clearly understand all the points made about the two causes of youth crime as well as the writer's reasons for selecting one of them as the most important.