

**Examiner's commentary**

**Content** Although this is a reasonable attempt at telling an interesting story which might appeal to the student readers, it ends, instead of beginning, with the words: *She realized that if she didn't take action now, it would be too late.* It does include the two content points required, however.

**Communicative achievement** The register is consistently appropriate for a story of this kind. The target reader would be able to follow the storyline, but might be confused by the fact that the story does not begin in the way the question requires.

**Organization** The paragraphing is clear and there are some basic linking words and phrases (*but, two days before, and suddenly*).

**Language** The candidate has an adequate rather than a wide range of vocabulary and structure. There are a number of non-impeding errors (*making an important exam, made a shock question, everyone have every chance to do it, leave the experience*). However, the narrative is mainly coherent.

**Question 4**

**Content** The email should respond to the questions in Alison's email.

**Communicative achievement** Informal language. Email format.

**Organization** Clear organization and paragraphing, with use of linking words where appropriate.

**Language** Giving opinions, making recommendations, giving details.

**Sample answer**

Hi Alison,

Thanks, I've got an email from you. I'm really glad you've decided to write about my country when you'll do a school project. I'm sure that's a good idea because Russia is beautiful country with the most interesting culture and very friendly people. In my opinion you have a good opportunity to do an excellent project.

I'll introduce you to my uncle which is a professor of Moscow university. He's really nice and friendly person besides he's lecturer of Russian history in university. Perhaps he'll help you. You can email him for more information.

You could write lots about the different food we eat in Russia, and the special kinds of things we do for different celebrations. You can find out lots about our culture online. But there are some very good books about Russia, too. I will find out their names in English and email you later.

Love,

(name)

(152 words)

**Examiner's commentary**

**Content** The writer refers to the questions in Alison's email about learning the language and a popular festival, but does not directly answer them.

**Communicative achievement** The register is consistently appropriate for an email to a friend. A fairly positive impression would be made on the reader.

**Organization** Each paragraph has a clear focus and the organization of ideas is logical. Simple linking devices are used, though there is no great variety.

**Language** The candidate uses a wide range of vocabulary and structures, which is sufficient to answer the question reasonably well. There are a number of errors (*which* and *who* are confused, *when* is used with *will* rather than the

present tense when talking about future time and articles are sometimes omitted), but they do not impede communication or cause confusion.

**Question 5**

**Content** The review should open with a general introduction and then go on to give a description of the book, mentioning setting, subject and characters (but not giving away the ending). The candidate should then give their reaction to various aspects of the story and explain why they felt this way. The review should conclude with a summary of the candidate's impression of the book, and perhaps a recommendation.

**Communicative achievement** Neutral or informal with school students as the target reader.

**Organization** Clear organization and paragraphing, with use of linking words where appropriate.

**Language** Describing, giving opinions, giving reasons, recommending.

**Sample answer**

While it may not have won many awards, [title of set text] is one of the best loved pieces of young adult fiction from the last decade. The characters are believable, well-drawn, and the heart-rending story will stay with you for quite some time. In addition, unlike many novels written for a younger audience, the dialogue never feels forced. When characters speak you believe that these are things real people say to one another. As the story begins, we meet Eli, an orphan who is surviving in a dark and dangerous world using his wits alone. He has somehow managed to escape from the overlords who patrol the outer limits of the city. In time, we find out just how he does this.

I really enjoyed the story, and found its various plot turns convincing. However, if I do have one complaint, it is that sometimes the author's descriptions of the surroundings are so detailed that the pace of the story slows down.

All in all, the story is well worth reading, as it shows an imaginative and gripping version of a future which may, if we are not careful, someday happen.

(189 words)

**Examiner's commentary**

**Content** The candidate has followed the instructions and fully answered the question about their opinion of the book. The review expands on the ideas, giving examples from the book.

**Communicative achievement** The candidate uses the conventions of the task with flexibility and style. The target reader's attention is held throughout.

**Organization** The text is coherent and is well organized into paragraphs. A range of linking words and cohesive devices is employed.

**Language** The candidate uses a range of vocabulary and grammatical forms with a good degree of control. Functional language to express opinions is employed effectively (*However, if I do have one complaint ..., All in all ...*).

**Listening****Part 1 p134**

1 **A** The speaker says *I used to be really nervous, but Alex could see that and he helped me get over it* and adds that *his advice made a big difference to me.*

**B** The speaker says that *even though he had such a big influence on me, he wouldn't acknowledge it – he's far too modest for that.*

**C** The speaker says that *some stars don't find the time to talk to young people like me, but he did.*

2 **B** The speaker talks about the key events in the development of the library in sequence, including dates.

**A** The speaker mentions *a gift of priceless manuscripts* and Bodley's generosity, but no amount of money is mentioned.

**C** The speaker mentions a few objects such as *books ... coins and medals, sculptures and pictures*, but this is not the main point of the talk.

3 **A** The speaker says *I don't have to be worried about him being dishonest.*

**B** The speaker says *I can't shout at him if something goes wrong*, but does not mention his manager/dad ever getting angry.

**C** The speaker says *my dad obviously wants what's best for me* and that *he's often been advised not to trust anyone* but does not mention his manager/dad giving him advice.

4 **B** The speaker says *to my astonishment, I was announced as the overall winner. Astonishment means surprise.*

**A** The speaker says *The whole audience clapped as I got onto the stage to collect my award*, but she does not say how she felt about this attention from the audience.

**C** The speaker says *I couldn't believe it wasn't a mistake*, suggesting that she was happily surprised, but not that she shouldn't be there.

5 **C** The speaker says that *unlike with other gift ideas, you don't have to worry about someone being at home ... as they will fit through any letter box.*

**A** The speaker says *there are several delicious and unusual flavours*, but doesn't suggest this makes them different to other chocolates.

**B** The speaker says that their *special packaging keeps the handmade chocolates in perfect condition for up to a week*, but doesn't suggest that this makes them different to other chocolates.

6 **A** The man says that *you're more likely to get a table if you don't have an exact time in mind*, suggesting that flexibility is important.

**B** The man says *it's a good idea if you call straight after lunch – that's when many customers cancel at the last minute*, suggesting that booking a long time in advance is less effective.

**C** The man says that *it pays to be polite* when booking a table, but does not suggest that you will be speaking to a waiter in this case.

7 **C** The woman says that she is *never without a camera*. If you are *never without* something, you always have it with you.

**A** The woman says *I don't always tell people what I'm doing*, suggesting that she doesn't always ask permission.

**B** The woman says that she sometimes goes to the park in fine weather, but adds that she is sometimes happier taking shots indoors.

8 **C** The man says *it only takes a few hours to learn the basics*, and that *with today's equipment and teaching techniques, it's never been easier to pick up.*

**A** The man says that *the original boards were made of wood, which made the sport hard to do* but that *with*

*today's equipment ... it's never been easier to pick up.* This contrast shows the equipment is easy to use.

**B** The man says *there were very few coaches to start with*, but that *it's a different story now*, suggesting that teachers are readily available.

**Part 2 p135**

9 **4%/four per cent** The adverb *approximately* indicates that a statistic is required. ... *only about 4% ever do us any harm.*

10 **ants** The phrase *insects such as* indicates that nouns, as examples, are required. ... *bees, beetles and ants, and many of them are in serious danger of extinction.*

11 **chocolate** The phrase *such as* indicates that a noun is required. ... *most of us would miss special treats like chocolate, which wouldn't exist without the work of insects.* *Special treats* is a synonym here for *luxuries*.

12 **butterfly** The definite article indicates that a noun is required. ... *I am even more worried about the butterfly ...* *Worried about* is a synonym for *concerned about*.

13 **fields** The phrase *sites such as* indicates that nouns, as examples, are required. *Conservation societies are working to look after important wildlife sites, such as fields or woods ...* *Sites* are places.

14 **roads** The preposition *on* indicates that a noun is required. *Almost every day we hear of plans for new roads that will destroy environments that are home to many unusual insects.*

15 **birds** The determiner *large numbers of* indicates that a noun is required. ... *two centuries ago we wiped out countless birds ...* *Countless* and *large numbers* are synonyms.

16 **variety** The indefinite article indicates that a noun is required. *We should give them a variety of flowers rich in nectar all year round.*

17 **nest/nests** The possessive adjective indicates that a noun is required. ... *bees also need shelter and somewhere to construct their nests. If you can leave an area of your garden a bit wild ...* *Construct* and *build* are synonyms.

18 **survey** The indefinite article indicates that a noun is required. ... *your listeners can help by participating in our survey.* *Participate* is a synonym for *take part in*, meaning *to be involved in*.

**Part 3 p136**

19 **D** The speaker says *a lot of people around us were laughing so loudly that it began to get a bit annoying* and that *I've tried hard since to work out why it didn't work for me, but I still can't figure it out.* *To figure something out* means *to try to understand it*.

20 **H** The speaker says that the theatre is *a rather small place, but that added to the whole feel of the play* and also says that *the theatre has great seating, and ... you can see the stage clearly from just about anywhere, and everyone feels involved in the action.*

21 **G** The speaker says that the play *falls apart towards the end and you start to lose track of what's going on* and *it didn't make any sense at all.* If you *lose track of something*, you cannot understand it.

22 **C** The speaker says that the play *was amusing, exciting and occasionally rather sad* and adds that *you just never knew what you were going to experience next.*

23 **B** The speaker says that *the main actor ... was very poor, which made the whole experience very dull.* A, E, and F are not used.

## Part 4 p137

- 24 **A** Julie says *I knew I had to make some changes. I'd been working in the same place ... for over twelve years.*  
**B** Julie says she *had to make some changes* but not that her work involved many changes.  
**C** Julie says *I got on quite well with the people I worked with.*
- 25 **C** Julie says *The worst thing ... was not being able to speak to anyone.*  
**A** Julie mentions that *it was raining and a bit cold*, but this refers to diving in the sea a few days later.  
**B** Julie says *it was really difficult*, but not with reference to her physical strength.
- 26 **B** Julie says *the accommodation itself was a lot less sophisticated than I'd expected.*  
**A** Julie says that she *was really worried that [she] might not be up to the diving once [she] was out there*, but not that she actually had any problems.  
**C** Julie says she was worried that she *wouldn't get along with the other people* but that they *all got on really well.*
- 27 **C** Julie says that they *carried out surveys on certain sea mammals and sharks, and kept records of the number of fish that could be found in the coastal waters.*  
**A** Julie says that they *kept records of the number of fish*, not that they made recordings.  
**B** Julie says that they taught the local children *how to care for the wonderful wildlife*, not that they taught them how to dive.
- 28 **B** Julie says *I wanted even more of the independence that I'd discovered.*  
**A** Julie says that she *could never fit into [her] old routine again.*  
**C** Julie says she was convinced that [she] *could do something similar* to her friend, but not that she wanted to travel with her.
- 29 **A** Julie says *I didn't think I had much hope of getting a job, because competition is so intense.*  
**B** Julie says that she *didn't waste any time* looking for a job, not that she didn't have enough time to do so.  
**C** She says that meeting the man who hired her was *like a very relaxed interview*, not that she has any problem with interviews in general.
- 30 **C** Julie says *I spend my days doing what I always wanted to and what I'm good at.*  
**A** Julie mentions her *nine-to-five routine back in Scotland*, but not the routine involved in her current job.  
**B** Julie says *I have a house near where I work.*

## Practice Test 6

## Reading and Use of English

## Part 1 p140

- 0 **C** **risen** There is no object here, and the only verb of the four options that does not require an object in this context is *rise*.
- 1 **A** **published** When books are *published*, they become available to purchase. We can also say that books are *manufactured*, but this refers to the process of making them.

- 2 **B** **growing** The verb *grow* collocates with *popularity*.
- 3 **D** **alone** Only *alone* has the meaning required here of being without anyone else physically present.
- 4 **C** **invention** The meaning here is something which has been newly created.
- 5 **D** **opportunity** The expression is *give (somebody) the opportunity to ...*, meaning a chance that he/she did not previously have.
- 6 **C** **simply** The meaning here is *just*, used for emphasis.
- 7 **B** **make** The verb *make* completes the collocation with *a difference*.
- 8 **A** **spare** Only *spare* can complete the expression *has a (moment, minute, etc.) to spare*, meaning that this time is available.

## Part 2 p141

- 0 **that** The reference is to a particular past point in time, so *that* is needed.
- 9 **had** The missing word forms part of the passive verb form *to be put*; the reference to *two years earlier* means it must be the past perfect form *had been*.
- 10 **which** The non-defining relative pronoun referring back to *the Space Station* is *which*.
- 11 **for/over** *Several more years* refers to how long *work on the Space Station* will last, so *for* not *during* is needed. *Over* can also be used here with a similar meaning to *for*.
- 12 **many** A determiner is needed here after *so*; *different countries* is plural, so *many* not *much* is correct. Several countries are mentioned, so *few* would not be a logical answer.
- 13 **there** This completes the present perfect form of *there is*, which refers to *visits* and is therefore plural (*have been*).
- 14 **where/that** In this defining relative clause, the relative pronoun refers to *a place*.
- 15 **on** The correct preposition with planets is *on*, as it refers to the surface of the planet.
- 16 **in** The preposition *in* completes the expression *in particular*, meaning *especially*.

## Part 3 p142

- 0 **turning** The article *a* indicates that a noun is needed, and *off the main road* is the clue to the meaning.
- 17 **impressive** The determiner *most* and the noun phrase *national parks* indicates that an adjective is needed.
- 18 **length** The article *the* indicates that the noun form is needed.
- 19 **scenery** The superlative *the best* before the gap indicates that a noun is needed, and since there is no other noun after the gap, the missing word cannot be an adjective.
- 20 **rainfall** The superlative *the lowest* before the gap indicates that a noun is needed. The compound *rainfall* means *the amount of rain that falls*.
- 21 **extraordinary** An adjective is needed here to describe *contrast*; the context indicates that it means *surprising* or *striking*.
- 22 **incredibly** An adverb is needed here to describe the verb clause that follows, i.e. *large numbers of penguins live*.
- 23 **height** The article *a* indicates that the noun form is required.
- 24 **entrance/entry** The collocation *entrance/entry fee*, meaning how much you pay to go in, is completed with the noun modifier *entrance* or *entry*.

## Part 4 p143

- 0 **don't always have to** The personalized form of the passive structure *it isn't ... necessary* becomes the active *you don't have to*.
- 25 **there was a fall in/saw a fall in/we saw a fall in** The noun *fall*, meaning a reduction (in something), is used here in the passive structure *there was a fall in*; the use of a subject *we* is optional. *To see a fall in* means to *experience a fall in*.
- 26 **been looking forward to meeting** The past perfect continuous form of *look forward to + -ing* is needed here.
- 27 **could hardly see** Here, the adverb *hardly* means *almost not*. *Could* is used to express past ability.
- 28 **what time she had/she'd got** In reported speech, the simple past becomes the past perfect.
- 29 **if/whether this book belongs to** The structure needed here is *noun (thing) + belong(s) to + noun (person)*.
- 30 **may have broken down** *It's possible that + simple past* changes to the past modal form *may have + past participle*.

## Part 5 p144

## 31 B Paragraph 1

The writer states: *It gets relatively little attention from conservationists, and the reason is obvious ... it tends to be the more glamorous of the world's threatened natural wonders that enjoy all the fuss.* Also, *when an ugly and hard-to-love plant is under similar threat*, the result is *silence*. *Ugly* and *hard-to-love* are synonymous with *unattractive*.

**A** *Welwitschia* is *fast disappearing* and is under similar threat to other natural wonders which are facing extinction.

**C** *Welwitschia* is found in *the great Namib Desert of southern Africa*, but it is not suggested that its location is a factor in the reaction to it becoming scarce.

**D** *It gets relatively little attention from conservationists*, not none at all.

## 32 B Paragraph 2

The writer states: *most astonishing of all is welwitschia's longevity. Longevity* means how long something lives.

**A** The plant can be enormous (*twenty feet wide and six feet tall*), but *most astonishing* is its longevity.

**C** The plant is *poisonous to most animals*, but *most astonishing* is its longevity.

**D** The plant *can survive for more than 2,000 years*, but there is no suggestion of great change over this period.

## 33 C Paragraph 3

The writer states: *because it seemed so different from other plants, welwitschia was placed in its own family.*

**A** It was partly named after Friedrich Welwitsch, but this refers to the naming, not the classification, and there is no suggestion of difficulty.

**B** There is no reference to animals or the plant's resemblance to one.

**D** The writer says: *In fact, it does have something in common with two other plant families, but the connections between them are distant.*

## 34 C Paragraph 4

The writer states: *welwitschia adapted to its harsh desert setting, where there is now little competition.*

**A** *Most of the plants from the Jurassic era ... died out or evolved into other species*, so this cannot be the reason for its survival.

**B** It lives *in an arid landscape*, but we are not told that it lives in only one part of the region.

**D** The writer says the landscape *has grown even more hostile down the centuries*, so conditions have become more, not less, extreme.

## 35 B Paragraph 5

The writer states: *The answer lies in the fogs ... Those hideous leaves might seem repellent to us, but they serve the purpose of sucking moisture out of the fog.*

**A** The *Benguela sea current* is mentioned, which helps to create the mist but does not supply water directly to *welwitschia*.

**C** *The Namib Desert is exceptionally hot and dry*, so the ground could not supply enough water.

**D** *A stream of cool water* is mentioned, but it is an ocean stream, not a river, and it does not directly supply *welwitschia* with water.

## 36 B Paragraph 6

The writer states: *the more I stare at the mess of sunburnt leaves in front of me, the fonder I become of it.*

**A** It is the plant that *has an air of shy sadness*, not the writer.

**C** The expression *The funny thing is ...* refers to something strange, not amusing.

**D** The writer still describes it as a *mess*, and in the final sentence implies that it has no beauty.

## Part 6 p146

37 **D** The use of *But* shows a contrast with the previous sentence, and *one* refers back to *bags: plastic* as opposed to *Baskets, rucksacks and reusable bags*.

38 **G** *Instead* shows that the missing sentence contrasts with the previous sentence, i.e. *bags made of materials that do not harm the environment* contrasts with *plastic bags*. Lexical links include *butchers, supermarkets and traders with stores*.

39 **A** *It* refers to the television documentary which she, Ms Hosking, had made. The reference to *town's traders* is reflected in the synonymous phrase *local shopkeepers* in the sentence which follows.

40 **E** The time link *Since then* refers to *1 May* at the end of the previous paragraph. *For instance* introduces examples of the *thousands of calls* Ms Hosking took from *across the world*.

41 **F** *Her food store* refers back to Julie Davies, who is introduced as a *shopkeeper*. *Used to* contrasts with *now*, as does *200 plastic bags every day* with *barely ... two reusable bags a day*.

42 **C** The use of *however* shows a contrast, which is between *just a six-month experiment* in the preceding sentence and *no turning back* in the missing sentence. The pronoun *they* in the next sentence refers to *the local residents and shop owners*.

## Part 7 p148

43 **C** ... *the water tended to leak out onto the motor, causing it to short-circuit and break down.*

44 **A** ... *although the earliest models were considered luxury items, prices soon fell to a level that many families could afford.*

- 45 D *Nowadays, more American homes have them than any other electrical item.*
- 46 A *... such as ... the restaurants on board ocean liners ...*
- 47 B *... it was the department stores which first attracted large numbers of people ...*
- 48 D *... several decades would pass before one was actually built.*
- 49 A *... took up so much space that they were hardly practicable for the average home.*
- 50 C *... a built-in water heater that used either gas or electricity.*
- 51 B *... as cold air is denser, or 'heavier' than warmer air, it tended not to mix with the air above, staying close to the floor where it froze people's feet.*
- 52 A *... he suddenly noticed that a bar of chocolate in his pocket had melted. The radar waves, he realized, had done it.*

## Writing

### Part 1 p150

#### Question 1

The answer should address these points:

**Content** The essay should give an opinion on whether we should give up watching television.

**Communicative achievement** The answer should be in an essay format with neutral or formal language. The target reader is a class teacher.

**Organization** Clear organization and paragraphing, with use of linking words where appropriate.

The essay should either provide an opinion in paragraph 1 and then present arguments to support this opinion OR consider both sides of the argument before giving an opinion in the final paragraph.

**Language** There should be level-appropriate vocabulary and use of functional language to describe, express opinion, give reasons, express contrast, make additional points, evaluate, and conclude.

#### Sample answer

Since it was invented, television today, more than ever causes many controversies.

In its first days, television was considered as one of the biggest technological achievement. Miracle was born and until today has changed the lives of many people. In that time, watching the first human step on the Moon, Liverpool pop attraction Beatles, or president Kennedy's speech, helped television to be seen as one of the greatest invention by humans. Television has shown people the places they would never see and emotions they would never experience. As the time changed, the television also changed. It became the most popular, and also the most cheapest way of entertainment. But, there is a huge money involve in it. The hole families instead of spending their time together, watch television and not communicate. There is also a problem with a large number of violente films and series which have great influence on children left alone without any control. Television is this days also wildly used for political propoganda. Entertainments TV shows daily bring new instant stars, who without any true value become a role model for young people. So, although TV certainly used to have an educational role and gave people the opportunity to experience the things they would never see, today television has definitely lost that role and become just a range of shallow entertainment, political

manipulation and lots of commercials. So, I think we should all throw our televisions away, and today!

(242 words)

#### Examiner's commentary

**Content** All the content points are addressed and fully expanded.

Register and language use is consistently appropriate.

**Communicative achievement** The essay is very well written, using the conventions of the task effectively to hold the target reader's attention. The language is formal throughout and the topic is treated in an appropriate way. Balanced views and opinions are given, and the candidate also suggests scenarios to support certain views.

Both straightforward and more complex, abstract ideas are communicated clearly to the reader.

**Organization** The text is well organized, and a range of cohesive devices, including reference and substitution, is used with some skill and flexibility.

**Language** There are a number of basic errors, but a wide range of structures and vocabulary are attempted and some awareness of less common lexical items is evident.

### Part 2 p151

The answers should address these points:

#### Question 2

**Content** The story should follow on from the given prompt and is a submission for the college newspaper.

**Communicative achievement** Neutral language. Story format.

**Organization** Clear organization and paragraphing, with use of linking words where appropriate.

**Language** Narrative tenses, discourse markers, direct or reported speech.

#### Sample answer

As soon as Carol arrived at her new school, she knew there was something strange about the place and some of the people.

She was terribly afraid of introducing herself because when she came into the classroom, everyone stared her and nobody said anything. However she tried speaking with bearing to shake her legs.

Later, her teacher let Carol sat next to a boy whose name was Mike. Carol said to him 'Hi', but he never talked with her. Now Carol was almost crying and she began to regret why she was there. Then she found a piece of paper on the wall, 'Don't talk with classmate unless teachers allow.' Soon, she begged her mother, 'I never go back that school any more! That's completly abnormal!' Carol expected that her mother accepted her demand but she just said, 'No, you mustn't'. She'd been wailing all night. As she entered the classroom next morning, everyone shutted, 'Surprisell!'. That day was April 1st. Though Carol never forgive them. Not all lies are forgiven even it's the April fools.

(176 words)

#### Examiner's commentary

**Content** The story follows on from the prompt in an appropriate way.

**Communicative achievement** Simple sentences are accurate, but errors occur with verb patterns and tense use. However, errors do not prevent communication and the candidate uses a range of fairly complex structures.

**Organization** Cohesion is variable. The sentences do not flow naturally and there is limited flexibility. A range of cohesive devices is used, and the narrative is well structured and holds the reader's interest.

**Language** There is a wide range of vocabulary. A number of less common lexical items are used with some skill, and a variety of structures are attempted.

#### Question 3

**Content** The letter should describe the candidate's school and his or her fellow students.

**Communicative achievement** Informal language. Letter format. Suitable for an English-speaking penfriend.

**Organization** Clear organization and paragraphing, with use of linking words where appropriate.

**Language** Describing, explaining.

#### Sample answer

Dear Jen

I'm really excited for your visit in my country! We could spend a lot of time togheter

But when are you going to arrive? I'm really looking forward to see you again!

I recommend you to study in my school, we have many big classrooms and each class has about ten people, it's a good number because you can interact directly with the teacher but also with other students.

My class is great! There are a lot of people from all around the world! From Spain to Kazakhstan you can learn many things about different country! The teacher is great too, professional and comprehensive at the same time!

In the school we have several facilities as a computer room with free Internet access, a kitchen if you need to cook your own meals and a small library in which you can find many books, CDs, or also DVDs to practice your English.

It would be great if you could come and enjoy our class because you'll find it absolutely amazing and of course we'll have more time to stay togheter!

Hope to hear from you soon

(188 words)

#### Examiner's commentary

**Content** All points are addressed fully expanded on, with some good examples and plenty of realistic detail.

**Communicative achievement** Register is consistently appropriate throughout. The target reader would be informed.

**Organization** The writing has a natural flow, and a range of cohesive devices is used to good effect. The writing is well organized, and each paragraph has a clear focus.

**Language** Errors occur when more complex language is attempted, but these are minimal and do not affect the overall quality of the answer. A wide range of relevant vocabulary is used with some flexibility, including a number of less common lexical items.

#### Question 4

**Content** The review should give a description of a favourite film, explain why the candidate likes it and offer a recommendation.

**Communicative achievement** Neutral language. Review format. Suitable for readers of an English-language website.

**Organization** Clear organization and paragraphing, with use of linking words where appropriate.

**Language** Describing, explaining, giving reasons, recommending.

#### Sample answer

Are you looking for a great film to watch with your friends or family?

I recently saw *Fantastic Beasts and Where to Find Them*. I'd really recommend it to anyone who likes fantasy films, and particularly to fans of Harry Potter. It was written by JK Rowling. But it's not just about wizards. There's plenty of action, too.

The story is about a magician called Newt Scamander, hunting monsters which have escaped in New York. The actor who plays Newt is Eddie Redmayne. He's one of the best young British actors around.

The story is very exciting, and the special effects are brilliant. The monsters all look very realistic. But the thing I liked the most was the way that they used the history of the city, and real life events to add to the story. It made a fantastic film more believable. So why not take a look?

(149 words)

#### Examiner's commentary

**Content** All parts of the question are addressed, and there are some good examples and plenty of expansion.

**Communicative achievement** Register is consistently appropriate throughout. The conventions of a review are, on the whole, followed. The style is appropriate for a teenage audience, and good use is made of rhetorical questions to generate interest in the opening.

**Organization** The structure of the text is well organized and coherent. There is a good introduction to the topic, and the final closing sentence invites people to try the film themselves. Within the paragraphs, there is some use of cohesive devices and linking words, but the punctuation is also effective and appropriate for the age of the target reader.

**Language** A range of everyday vocabulary specific to the topic is used appropriately.

#### Question 5

**Content** The first paragraph should briefly describe the background to the story and introduce the character that the candidate finds most interesting. The second paragraph should describe in some detail the chosen character and explain his/her role in the story. The third paragraph should give the candidate's reasons for choosing this character, with examples where appropriate.

**Communicative achievement** Neutral or formal language. Article format.

**Organization** Clear organization and paragraphing, with use of linking words where appropriate.

**Language** Describing a character, giving opinions, giving reasons.

#### Sample answer

Based on a folktale from Iran, [title of set text] is a thrilling exploration of a boy's journey from the streets of Isfahan to the Shah's palace. As we follow Kazem's progress from poverty to power, we see the wealth of an empire grow, and the various plots which keep everything under control. One of the key characters in the palace is Omid, the librarian. Omid has lived in the palace for most of his life. He enjoys his job because he has access to all the books which the people of the country are not allowed to read. Although he is wise, some people think he is an old fool who likes reading stories. He is also quite greedy, and spends a lot of time in the palace kitchens, where he first meets Kazem.

I would say that Omid is the most interesting character in the book because he understands the power of words, and

how saying the right thing can be the difference between success and failure. Onid also shows that to be strong you need to understand different cultures, and use this knowledge to make the world a better place.  
(193 words)

#### Examiner's commentary

**Content** The candidate has followed the instructions and fully answered the question, describing the character they find most interesting. The essay expands on the ideas, giving examples from the book.

**Communicative achievement** The candidate uses the conventions of the task well. The target reader's attention is held throughout.

**Organization** On the whole, the text is coherent and is well organized into paragraphs. A range of linking words and cohesive devices is employed.

**Language** The candidate uses a range of vocabulary and grammatical forms with a good degree of control. Functional language to express opinions is employed effectively.

## Listening

### Part 1 p152

- C** The speaker mentions a *tiny little island* which *disappears completely* and *reappears when the level goes down again*.  
**A** *When a boat comes along ... you get waves running along the banks and the sand on the bottom gets stirred up for a while*. The speaker does not mention this in the context of rain, and the boat does not sink.  
**B** The speaker says that *the river's never been known to flood the surrounding area*.
- A** The boy has *grown taller so quickly* that the trousers *don't even come down to [his] ankles*; therefore they are too short.  
**B** His mother has *just washed them*, so we know they are not dirty now.  
**C** It is his sweater that is very tight, not his trousers: ... *don't put that sweater on ... it's very tight on you now*.
- B** He lives *in quite a dangerous area* and wants *to be able to protect myself* if attacked.  
**A** Everyone he knows said that he *must be mad* and that it was *a sport for stupid people*, so we know that his friends do not box.  
**C** He says that he *was already very fit, because [he] used to do gymnastics*.
- B** The woman says: *that's exactly my own view*, so we know she is agreeing with the other person. She also says she *would've done just the same*.  
**A** The other person's boss asked him/her to work on Saturday morning. The speaker does not ask the other person to do anything.  
**C** She is talking to the other person about his/her boss, so when she says *He has no right* she is criticizing the other person's boss.
- A** They are going walking in the mountains and snow is forecast. The man is worried because *heavy falling snow can make it difficult to see where you're going*, and because *it'd be easy to take a wrong turning*.  
**B** The woman thinks the footpaths will be *well-marked*, so that there *won't be any danger of falling over the edge*.  
**C** The man says that *low temperatures don't bother him*.

- A** The woman is thinking of selling her car and says to her friend: ... *I'm wondering what you would do in my situation*.  
**B** She says that when she uses his car, she adds *more pollution to the atmosphere and [makes] climate change that bit worse*, but she is not apologizing for it.  
**C** She thinks about *the prospect of having to wait for the bus every morning*, so she is thinking about the future, not making a suggestion.
- B** The main reason the man chose the flat is that *Above all ... there's plenty of light because it's got great big windows facing south*.  
**A** The flat is *much bigger* than his studio, but he *would have liked somewhere with another bedroom*.  
**C** The new flat is *well furnished ... with fitted cupboards throughout and a new three-piece-suite in the living room*, but this is not the main reason he chose it.
- C** The receptionist is going to *have some clean towels sent up*, and she promises that the hotel staff will *do everything possible to ensure you have a pleasant stay*.  
**A** She says *we'll do everything possible*, meaning the hotel staff, which includes her boss, but she is not talking to her boss.  
**B** She says *we'll do everything possible*, meaning the hotel staff, which includes the hotel cleaners, but she is not actually talking to a member of staff.

### Part 2 p153

- twenty-two feet/22 feet** The adjectival phrase ... *long* requires a number to complete it. ... *I've actually seen one of twenty-two feet on a beach near here*.
- May** The phrase *from September to* requires another month to complete the time reference. ... *the warmer weather ... continues until May, as a rule*.
- eggs** The possessive adjective indicates that a noun is required. ... *the females may be a little way inland guarding their eggs, and that makes them very aggressive if disturbed*. *Very aggressive* and *dangerous* are synonyms.
- bank/river bank/riverbank** The definite article indicates that a noun is required. ... *if you're walking near a river in an area where they're likely to be, don't go near the river bank*.
- legs** The possessive adjective indicates that a noun is required. ... *it may be tempting ... to put your legs over the side, in the water, to cool off. Don't do it*.
- signs/warning signs** The definite article indicates that a noun is required. *People ... pay no attention to warning signs, and suddenly there's another victim. Pay no attention and take no notice*, meaning *don't think about something enough*, are synonyms.
- nest** The possessive 's indicates that a noun is required. *I woke up in the morning to discover I'd spent the night right next to a nest. To discover and find* are synonyms.
- food** The determiner *bits of* requires a noun to complete the phrase. *Bits of* means *pieces*, or *scraps* ... *make sure the ground around your tent is free of scraps of food, as these can attract hungry crocodiles*.
- cattle** A noun as the direct object is required. ... *here their most common big target is cattle* ... . A *target* is something which you aim for, or attack.
- once** An adverb is required to complete the phrase ... *a week*. ... *other mammals eat many times a week. But crocodiles, certainly all those I've observed, do so once every seven days*.

### Part 3 p154

- H** The speaker *rarely spoke* [Russian] to anyone and found it difficult to find someone to talk to in Russian or get used to real conversation.
- A** The speaker *had a look at the booklet that came with the new MP3 player, but couldn't make sense of it* [as] *none of the sentences seemed to mean anything*.
- F** The speaker moved to England and found that it *wasn't easy to get used to driving on the other side of the road*. The speaker also says it was *strange to have the handbrake and the gearstick on the left*.
- C** The speaker found the home information technology course time-consuming and became *tired of all the mental effort required*. The speaker called the organization's information line to try and get some advice, but that was also *much harder than it sounded*.
- B** The speaker was learning karate and *often had problems doing patterns, the series of movements you do to practise different kinds of defence and attack*. The speaker says: *I kept forgetting which order I had to do them in*.  
D, E, and G are not used.

### Part 4 p155

- B** Kate says the scheme is open to anyone, *as long as you buy an access card*.  
**A** It is possible to buy a card for one day, a week or twelve months.  
**C** The scheme is *open to residents and visitors alike*, so it is not restricted to those who live in the city.
- C** Kate says: *You don't have to pay for the first half an hour, though if you use it for more than that the price goes up quite quickly*.  
**A** Kate says ... *all the bikes cost the same*, so there is no difference depending on the type of bike.  
**B** Kate mentions *riding around town all day* but does not mention any change in cost.

- B** Kate says that if the user returns the bike late for any reason, *accident, illness or whatever*, they lose the deposit, *which doesn't seem right*.  
**A** Kate thinks that £100 *seems a reasonable amount*.  
**C** The user loses the deposit if the bike *isn't back within twenty-four hours*, and Kate *can see the point of that*.
- A** Kate says that *it's the visitors to the city that are really using them now* [as] *it's such a great way to see the sights*.  
**B** People *are finding it a great way to get home late at night after public transport has stopped running*, but this is not mentioned as an increase in popularity.  
**C** Kate says that the bikes *still haven't replaced the school run* and that *kids tend to have their own bikes*, so they would not be interested in hiring them.
- B** Kate says: ... *at the stations, when everyone rushes off the trains in the morning, only a certain number can actually get one – the demand is not met*.  
**A** There are *far more than are necessary at the bottom* [of hills].  
**C** Kate mentions *out-of-town areas where lots of motorists park*, but she does not mention city centre car parks.
- C** Kate thinks *the majority of those using bikes have previously used the buses, underground or trains*.  
**A** Kate mentions *journeys that are too far to walk*, but she does not say anything about people going into the city on foot.  
**B** Kate says that the scheme has *changed attitudes towards the car rather than actually getting people out of their vehicles*, and that drivers use cars because they're comfortable, but she does not say that most people used their cars to go into the city.
- C** The increased number of cyclists will *force the council to increase the number of lanes for them on the city's streets quite considerably*.  
**A** Kate does not *think it's realistic to talk about it leading to a car-free central area*.  
**B** The increased number of cycle lanes will mean that *eventually there just won't be room on those streets for all the cars using them now*.