

PAPER 1 READING (1 hour)

Part 1

You are going to read an extract from a novel. For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

Many trees in the Brackham area were brought down in the terrible storms that March. The town itself lost two great lime trees from the former market square. The disappearance of such prominent features had altered the appearance of the town centre entirely, to the annoyance of its more conservative inhabitants.

Among the annoyed, under more normal circumstances, would have been Chief Inspector Douglas Pelham, head of the local police force. But at the height of that week's storm, when the wind brought down even the mature walnut tree in his garden, Pelham had in fact been in no fit state to notice. A large and healthy man, he had for the first time in his life been seriously ill with an attack of bronchitis.

When he first complained of an aching head and tightness in his chest, his wife, Molly, had tried to persuade him to go to the doctor. Convinced that the police force could not do without him, he had, as usual, ignored her and attempted to carry on working. Predictably, though he wouldn't have listened to anyone who tried to tell him so, this had the effect of fogging his memory and shortening his temper.

line 16 It was only when his colleague, Sergeant Lloyd, took the initiative and drove him to the doctor's door that he finally gave in. By that time, he didn't have the strength left to argue with her. In no time at all, she was taking him along to the chemist's to get his prescribed antibiotics and then home to his unsurprised wife who sent him straight to bed.

When Molly told him, on the Thursday morning, that the walnut tree had been brought down during the night, Pelham hadn't been able to take it in. On Thursday evening, he had asked weakly about damage to the house, groaned thankfully when he heard there was none, and pulled the sheets over his head.

It wasn't until Saturday, when the antibiotics took effect, his temperature dropped and he got up, that he realised with a shock that the loss of the walnut tree had made a permanent difference to the appearance of the living-room. The Pelhams' large house stood in a sizeable garden. It had not come cheap, but even so Pelham had no regrets about buying it. The leafy garden had created an impression of privacy. Now, though, the storm had changed his outlook.

Previously, the view from the living-room had featured the handsome walnut tree. This had not darkened the room because there was also a window on the opposite wall, but it had provided interesting patterns of light and shade that disguised the true state of the worn furniture that the family had brought with them from their previous house.

line 33 With the tree gone, the room seemed cruelly bright, its worn furnishings exposed in all their shabbiness. And the view from the window didn't bear looking at. The tall house next door, previously hidden by the tree, was now there, dominating the outlook with its unattractive purple bricks and external pipes. It seemed to have a great many upstairs windows, all of them watching the Pelhams' every movement.

'Doesn't it look terrible?' Pelham croaked to his wife.

But Molly, standing in the doorway, sounded more pleased than dismayed. 'That's what I've been telling you ever since we came here. We have to buy a new sofa, whatever it costs.'

- 1 Why were some people in Brackham annoyed after the storm?
 - A The town looked different.
 - B The police had done little to help.
 - C No market could be held.
 - D Fallen trees had not been removed.

- 2 In the third paragraph, what do we learn about Chief Inspector Pelham's general attitude to his work?
 - A He finds it extremely annoying.
 - B He is sure that he fulfils a vital role.
 - C He considers the systems are not clear enough.
 - D He does not trust the decisions made by his superiors.

- 3 Who does 'her' in line 16 refer to?
 - A Molly Pelham
 - B the doctor
 - C the chemist
 - D Sergeant Lloyd

- 4 When Inspector Pelham's wife first told him about the walnut tree, he appeared to be
 - A worried.
 - B shocked.
 - C saddened.
 - D uninterested.

- 5 What aspect of the Pelhams' furniture does 'shabbiness' in line 33 describe?
 - A its colour
 - B its condition
 - C its position
 - D its design

- 6 As a result of the storm, the Pelhams' living-room
 - A was pleasantly lighter.
 - B felt less private.
 - C had a better view.
 - D was in need of repair.

- 7 Why did Molly sound pleased by her husband's comment?
 - A It proved that he was well again.
 - B She agreed about the tree.
 - C She thought he meant the sofa.
 - D It was what she expected him to say.

- 8 From what we learn of Inspector Pelham, he could best be described as
 - A open-minded.
 - B well-liked.
 - C warm-hearted.
 - D strong-willed.

Part 2

You are going to read a magazine interview with a sportswoman. Seven sentences have been removed from the article. Choose from the sentences **A–H** the one which fits each gap (9–15). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet**.

The Netball Captain

In our series on women in sport, Suzie Ellis went to meet England's netball captain.



Kendra Slawinski is captain of England's netball team. When I met her, she'd had a typical day for the weeks leading up to next month's World Championships: a day's teaching at a local school followed by a training session in the local supermarket car park.

I was surprised to hear about her training venue.

'Don't you get strange looks?' I asked her. 'I'm too involved in what I'm doing – concentrating on my movements and my feet – to see anything else,' she said. 'I might notice cars slow down out of the corner of my eye, but that's all.'

'My whole life now is all about making sure I'm at my absolute best for the Championships,' says Kendra.

'**9** _____' These are her fourth World Championships and they are guaranteed to be the biggest ever, with 27 nations taking part.

'We'll have home support behind us, which is so special,' she says. 'And it's important that the reputation of netball in this country should be improved. **10** _____' A home crowd will have expectations and give more support. People will expect us to start the tournament with a good game.'

Their first game is against Barbados and it comes immediately after the opening ceremony.

'**11** _____' They have lots of ability.'

The England team are currently ranked fourth in the world. But, as Kendra points out, the World Championships will be tough. 'You have to push yourself to play each day, there's no rest between games as in a series. And you can still win an international series if you lose the first game. **12** _____'

In the fifteen years since she has been playing at top level, the sport has become harder, faster. On court, players are more aggressive. 'You don't do all that training not to come out a winner,' says Kendra.

'**13** _____' We're all friendlier after the game.'

Netball is also taking a far more scientific approach to fitness testing.

'It is essential that we all think and train like world-class players,' says Kendra.

'**14** _____' I see my role as supporting and encouraging the rest of the team.'

'From the very beginning, my netball career has always been carefully planned,' she says. '**15** _____'

Doubtless she will coach young players in the future, but at the moment her eyes are firmly set on her last big event. As she leads out her team in the opening candlelight ceremony, she is more than likely to have a tear in her eye. Her loyal supporters will be behind her every step of the way.

- | | |
|---|---|
| <p>A But the Championships are different because there's only one chance and you have to be ready to make the most of it.</p> <p>B In fact, some of them help me with my speed and ball-skills training.</p> <p>C But once the final whistle blows, you become a different person.</p> <p>D So I took the decision some time ago that this competition would be the end of it as far as playing is concerned.</p> | <p>E I'm on a strict timetable to gain maximum fitness for them.</p> <p>F As far as I'm aware, we have always beaten them, but they'll be exciting to play.</p> <p>G As captain, I think it's important that I have a strong mental attitude and lead by example.</p> <p>H As a result of playing here, there will be more pressure than we're used to.</p> |
|---|---|

Part 3

You are going to read a magazine article about five young designers. For questions **16–30**, choose from the designers (**A–E**). The designers may be chosen more than once. When more than one answer is required, these may be given in any order.

Mark your answers **on the separate answer sheet**.

Which designer(s)

advises against certain styles?

16	
----	--

took a business decision based on their own personal taste?

17	
----	--

had begun designing before being trained?

18	
----	--

have adapted a traditional style?

19	
----	--

20	
----	--

works in a variety of environments?

21	
----	--

is working with a material which is new to them?

22	
----	--

have used their reputation to develop a new area of business?

23	
----	--

24	
----	--

are completely self-taught?

25	
----	--

26	
----	--

mention how tastes have changed recently?

27	
----	--

28	
----	--

have received professional recognition?

29	
----	--

30	
----	--

Style Merchants

Style informs every part of our lives today from clothes to interior decoration and accessories. Jo Foley provides a taste of the trends for this year's followers of fashion.

A Ned Ingham: Dress Designer

Ned Ingham makes dreamy, romantic wedding dresses. 'People would do well to avoid the traditional, rather stiff dresses and the 'frilly' look in favour of much simpler styles,' he explains. Ingham has been drawing and designing wedding dresses since he was a schoolboy. Then, at the age of 16, he enrolled at fashion school, where he gained the technical skills to cut and construct clothes. But you do not have to be a bride to own an Ingham dress: he also designs long, classic evening dresses, given a fresh touch by up-to-the-minute colours and fabrics. For the less adventurous, Ingham's designs include a classic summer navy-blue suit, the centrepiece of the Englishwoman's wardrobe for most of the 20th century. But in his hands, it looks as new as tomorrow.

B Sally Quail: Jeweller

Although she once worked for an art dealer, Sally Quail has had no formal training in jewellery. It was only when she could not find an engagement ring she liked that she decided to design her own. The resulting enquiries encouraged her to set up as a designer in 1990. Now her pieces are sought out by many stars of stage and screen. Her signature style is large semi-precious stones set in gold to make magnificent necklaces, bracelets and rings fashioned after those worn in the 18th century. However, she has recently begun to use the most precious stone of all – diamonds. 'It must reflect my age,' says 36-year-old Quail. 'I reached that moment in every woman's life when she wants a diamond and that is when I began working with them.'

C Lily Grimson: Handbag Designer

Just four years after setting up in the fiercely competitive fashion business, Lily Grimson, with only an introductory course in art and design behind her, has had two of her creations selected for a major design exhibition. Whatever the shape and form of her designs, they are never ignored. All of

Grimson's fashion bags are handmade in the UK. The Grimson handbag is not simply a container – the bags are full of glamour, whether fashioned from the finest calfskin or the heaviest silk. A combination of chic and care makes a Grimson bag something special.

D Peter Little: Hairdresser

For over 20 years, Peter Little has taken his scissors to some of the world's top heads. Everyone who is anyone has had their hair styled by this man. 'Most women want real-looking hair and a style they can manage at home,' he says. So his approach is a novel one – to ensure that his clients never appear as if they have just walked out of a salon. But this carefree attitude and casual look does not come cheap – £250 for the first appointment, and there's a three-month waiting list. Trading on his celebrity, Peter has produced his own range of hairdryers and other styling equipment. Now, those who can't make it to his salon can create their own styles back at home.

E Penny Pratt: Florist

In addition to running her tiny shop, Penny Pratt is a flower consultant for a large chain of supermarkets and provides floral ideas to a number of top restaurants. All of this is good going for someone who has no floristry qualifications and gave up her job as a teacher 10 years ago in order to do 'something different'. And her simple, yet incredibly modern, creations have begun to capture every design prize in the flower business, which has helped her in setting up her own London Flower School. She has recently combined her skills on extremely successful lecture trips to Japan and the USA. She says, 'Flower arrangements are much simpler these days. Keep them simple but strong and don't have too many leaves – they are too large and architectural. For wedding bouquets, whatever your arrangement, the golden rule remains: the flowers must be of the same species.'

PAPER 2 WRITING (1 hour 20 minutes)

Part 1

You **must** answer this question. Write your answer in **120–150** words in an appropriate style.

- 1 You are helping to organise a visit to a college in an English-speaking country for a group of students. You have received a letter from Michael Slater, the College Director. Read the letter and the notes you have made. Then write a letter to Mr Slater using **all** your notes.

I am very glad to hear that you are coming to our college this September. We will make sure you all have a very enjoyable time and that you learn a lot of English!

Yes, very important because . . .

Your accommodation can either be with English-speaking families, or you can all stay together in a youth hostel. Which would you prefer?

Say which and why

To help me organise some interesting free-time activities, tell me something about the group. What sort of things do they like doing?

Give details

If you need any other information, please ask.

Yours sincerely,

Michael Slater

Weather and clothes?

Write your **letter**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Do not write any postal addresses.

Part 2

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **120–180** words in an appropriate style.

- 2** Your English class has done a project on transport. Your teacher has now asked you to write an essay giving your opinions on the following statement.

There is no future for public transport because travelling by car is so much more convenient.

Write your **essay**.

- 3** You see this announcement in your school English-language magazine.

New Clubs after School

Your school wants to start some new after-school clubs. Chess, table tennis, guitar playing and cookery have been suggested as possible ideas for clubs. What do you think? Write us an article for the school magazine.

- Tell us which one of these four ideas you like best **and** why.
- Make one other suggestion for a new club **and** explain why it would be a good idea.

Write your **article**.

- 4** You recently saw this notice in an international travel magazine.

Reviews needed

We would like our readers to send us reviews of good or bad hotels. Write about a hotel anywhere in the world. In your review, describe the hotel and say why you did or did not enjoy staying there.

We will publish the most interesting reviews.

Write your **review**.

- 5** Answer **one** of the following two questions based on **one** of the titles below.

- (a)** *Officially Dead* – Richard Prescott

You have had a class discussion on the robbery in *Officially Dead*. Now your teacher has asked you to write an essay answering this question:

*'Why did the police suspect John and Linda Bentley **and** how were they eventually caught?'*

Write your **essay**.

- (b)** *Pride and Prejudice* – Jane Austen

You have received this letter from your English penfriend, Greg.

Pride and Prejudice has so many different characters! Which person do you feel the most sympathy for and why? Write and tell me.

Greg

Write your **letter** to Greg.

PAPER 3 USE OF ENGLISH (45 minutes)

Part 1

For questions **1–12**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. There is an example at the beginning (**0**).

Mark your answers **on the separate answer sheet**.

Example:

0 **A** learn **B** capture **C** discover **D** get

0	A	B	C	D
	—	—	—	—

Learning to make a perfect pizza

According to the European Pizza-Makers' Association, making a good pizza is not a straightforward skill to **(0)** The ingredients seem very simple: flour, yeast, water and a bit of salt. **(1)** , water and flour can easily **(2)** a rather unappetizing gluey mix, and anyone who has eaten a **(3)** quality pizza will know how bad it can make your stomach **(4)**

'In Italy, 70 per cent of pizza makers could improve on their product, not to **(5)** all the pizza makers around the world who **(6)** uneatable meals,' says Antonio Primiceri, the Association's founder. He has now started a pizza school in an attempt to **(7)** the reputation of this traditional dish. As part of an **(8)** course, the students at Mr Primiceri's school are taught to **(9)** common mistakes, produce a good basic mixture, add a tasty topping and cook the pizza properly. 'Test the finished pizza by breaking the crust,' advises Mr Primiceri. 'If the soft **(10)** inside the pizza is white, clean and dry, it's a good pizza. If it is not like this, the pizza will **(11)** your stomach. You will feel **(12)** full and also thirsty.'

- | | | | | |
|----|-------------------------|------------------|------------------------|----------------------|
| 1 | A However | B Despite | C Although | D Conversely |
| 2 | A make out | B take up | C put out | D turn into |
| 3 | A sad | B poor | C short | D weak |
| 4 | A sense | B do | C feel | D be |
| 5 | A state | B mention | C remark | D tell |
| 6 | A submit | B give | C provide | D deal |
| 7 | A save | B hold | C deliver | D return |
| 8 | A extensive | B extreme | C intensive | D intentional |
| 9 | A pass | B escape | C miss | D avoid |
| 10 | A spot | B part | C side | D slice |
| 11 | A worry | B upset | C ache | D depress |
| 12 | A discouragingly | B tightly | C uncomfortably | D heavily |

Part 3

For questions **25–34**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning **(0)**.

Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example:

0	M	E	E	T	I	N	G										
---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--

A new supermarket for the town

At a public **(0)** ^{meeting} held recently, residents of the town of Oxwell met local politicians and shop owners to discuss plans to build a large supermarket in the town. A wide **(25)** of opinions was expressed, some in favour and some against the project. A **(26)** of the supermarket group, who was present at the meeting, stated that the supermarket would benefit the **(27)** of Oxwell as it would give people more **(28)** when shopping. He also pointed out that it would lead to a **(29)** in the number of jobs available in the town, which has a high rate of **(30)** Although there was general **(31)** on the need for new jobs, some of those present claimed that the presence of the proposed new supermarket would actually lead to the **(32)** of jobs. They pointed out that small shops would be forced to close as they would be **(33)** to compete with supermarket prices. The final **(34)** on whether or not to build the supermarket will be made next month.

MEET

VARY

DIRECT

INHABIT

CHOOSE

GROW

EMPLOY

AGREE

LOSE

ABLE

DECIDE

Part 4

For questions **35–42**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given**. You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Example:

0 You must do exactly what the manager tells you.

CARRY

You must instructions exactly.

The gap can be filled by the words 'carry out the manager's', so you write:

Example:

0	<i>CARRY OUT THE MANAGER'S</i>
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Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

35 We had to finish all the work before we could leave.

UNTIL

We had to stay all the work.

36 Tim had not expected the concert to be so good.

BETTER

The concert had expected.

37 If Cheryl doesn't train harder, she'll never get into the swimming team.

DOES

Cheryl will never get into the swimming team more training.

38 'Do you realise what the time is, Steve?' asked Chris.

WHAT

Chris asked Steve it was.

- 39 The company decided to advertise the job in a national newspaper.

PUT

The company decided to the job in a national newspaper.

- 40 At the end of his speech, the winner thanked his parents.

FINISHED

The winner his parents.

- 41 I applied for the job a month ago.

MONTH

It I applied for the job.

- 42 They received many letters of support after they had appeared on television.

FOLLOWING

They received many letters of support on television.

PAPER 4 LISTENING (approximately 40 minutes)**Part 1**

You will hear people talking in eight different situations. For questions **1–8**, choose the best answer (**A**, **B** or **C**).

- 1** You hear part of a radio play.
Where is the scene taking place?

 - A** in the street
 - B** in a bank
 - C** in a police station

- 2** You overhear the beginning of a lecture.
What subject are the students taking?

 - A** medicine
 - B** sport
 - C** music

- 3** You overhear a conversation in a college.
Who is the young man?

 - A** a new student
 - B** a student in the middle of a course
 - C** a former student

- 4** You hear a woman on the radio talking about a cookbook.
What does she regret?

 - A** not looking after it
 - B** not having kept it
 - C** not using it properly

- 5 You hear someone talking about the day he met someone famous.
How did he feel after meeting Chris Turner?
- A unimpressed with the footballer
 - B angry with his friend
 - C disappointed with himself
- 6 You hear a woman talking on the phone.
Why has she called?
- A to request a meeting
 - B to offer assistance
 - C to apologise for her absence
- 7 You overhear an extract from a radio play.
What is the young woman's relationship with the man?
- A She's a pupil of his.
 - B She's a relative of his.
 - C She's a patient of his.
- 8 You hear someone telling a story about a strange thing that happened in the mountains.
What point does the story prove?
- A how strange things can be explained simply
 - B how easy it is to imagine things
 - C how you can be tricked by the silence

Part 2

You will hear part of a talk about dolls. For questions 9–18, complete the sentences.

Dolls

The first known dolls were found in **9** in ancient Egypt.

The earliest dolls in the museum date from the **10**

Early European dolls were dressed like **11**

On the 17th-century dolls, you can see details like the **12**

17th-century dolls may cost as much as **13** each.

Collectors look for examples in perfect condition, with their **14**

19th-century dolls had **15** and real hair.

If you can take off the doll's hair, you may see the **16** underneath.

Before the 20th century, all dolls were **17**, not babies.

From the 1930s, dolls were made of **18**

Part 3

You will hear five different people talking about why they decided to become nurses. For questions **19–23**, choose which of the reasons (**A–F**) each speaker is giving. Use the letters only once. There is one extra letter which you do not need to use.

A It was a childhood dream.

Speaker 1

	19
--	----

B Teachers had recommended it.

Speaker 2

	20
--	----

C A friend had decided to do it.

Speaker 3

	21
--	----

D It offered a secure income.

Speaker 4

	22
--	----

E It is a family tradition.

Speaker 5

	23
--	----

F It is emotionally satisfying.

Part 4

You will hear an interview with someone who works in the film industry. For questions **24–30**, choose the best answer (**A**, **B** or **C**).

- 24** What does Alan say about his job title?
- A** It confuses a lot of people.
 - B** It is just a name for the job.
 - C** It encourages him to work hard.
- 25** Alan considers his job to be
- A** creative.
 - B** managerial.
 - C** administrative.
- 26** When he started in films, Alan
- A** immediately learnt new skills.
 - B** did the same kind of work as before.
 - C** had to change his working methods.
- 27** When Alan was working on his latest film,
- A** problems were caused by the weather.
 - B** there were difficulties moving the equipment.
 - C** he wished he was in the studio.
- 28** For Alan, the disadvantage of the job is
- A** the amount of responsibility.
 - B** the criticism he receives.
 - C** the effect on family life.

- 29** For a job like this, Alan recommends
- A** studying to be an electrician.
 - B** getting a qualification in maths.
 - C** doing a course in film production.
- 30** In thinking about the future, Alan wants to
- A** face different problems.
 - B** work in other areas of production.
 - C** continue doing the same job.

PAPER 5 SPEAKING (14 minutes)

You take the Speaking test with another candidate, referred to here as your partner. There are two examiners. One will speak to you and your partner and the other will be listening. Both examiners will award marks.

Part 1 (3 minutes)

The examiner asks you and your partner questions about yourselves. You may be asked about things like 'your home town', 'your interests', 'your career plans', etc.

Part 2 (a one-minute 'long turn' for each candidate, plus 20-second response from the second candidate)

The examiner gives you two photographs and asks you to talk about them for one minute. The examiner then asks your partner a question about your photographs and your partner responds briefly.

Then the examiner gives your partner two different photographs. Your partner talks about these photographs for one minute. This time the examiner asks you a question about your partner's photographs and you respond briefly.

Part 3 (approximately 3 minutes)

The examiner asks you and your partner to talk together. You may be asked to solve a problem or try to come to a decision about something. For example, you might be asked to decide the best way to use some rooms in a language school. The examiner gives you a picture to help you but does not join in the conversation.

Part 4 (approximately 4 minutes)

The interlocutor asks some further questions, which leads to a more general discussion of what you have talked about in Part 3. You may comment on your partner's answers if you wish.

21

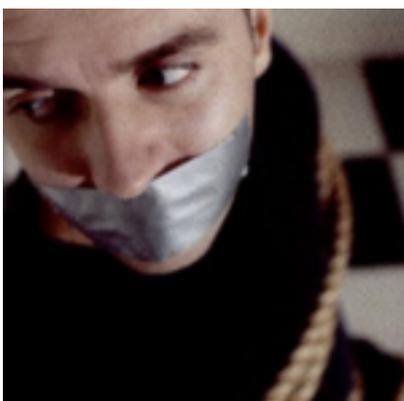
Part 1

- How many people are there in your family? (Who are they?)
- Which family member do you spend the most time with?
- Could you tell me about your family home?
- Do you like your neighbourhood?
- Is there anything you would like to change about your neighbourhood?

Part 2

Examiner: In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

Why might each situation be stressful?



22

Why might people be afraid of these things?



Examiner: Now, I'd like you to talk about something together for about two minutes.

How entertaining is each type of TV show?

CRIME DRAMA



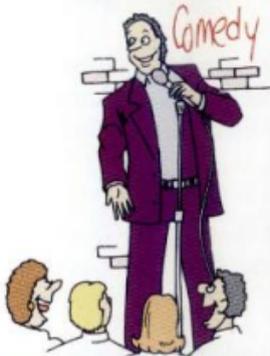
Talent Competition



Game Show



Comedy show



Tragedy



Talk Show



Part 4

- Do you spend a lot of time watching television?
- What do you think about advertising on television; does it influence you?
- Do you think young people who watch a lot of violence on TV are more likely to be violent themselves?
- Why do you think watching television is such a popular pastime?

Key

Paper 1 Reading (1 hour)

Part 1

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

Part 2

9 E 10 H 11 F 12 A 13 C 14 G 15 D

Part 3

16 A 17 B 18 A 19/20 A/B (in either order) 21 E 22 B
 23/24 D/E (in either order) 25/26 B/E (in either order) 27/28 A/E (in either order)
 29/30 C/E (in either order)

Paper 2 Writing (1 hour 20 minutes)

Task-specific Mark Schemes

Part 1

Question 1

Content

The letter must include all the points in the notes:

- 1) say why learning English is important
- 2) say where group would prefer to stay and why
- 3) give information about the group's interests
- 4) ask about weather and/or clothing.

Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking, and opening/closing formulae as appropriate to the task.

Appropriacy of register and format

Consistent register appropriate to the situation and target reader.

Range

Language relating to the functions above. Vocabulary relating to the visit.

Target reader

Would be informed.

Part 2

Question 2

Content

Essay should agree or disagree with the statement, or discuss both sides of the argument.

Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

Appropriacy of register and format

Consistent register suitable to the situation and target reader.

Range

Language of describing, explaining and giving opinions.

Target reader

Would be informed.

Question 3

Content

Article should give information about one of the four ideas given for a club and say why the writer is choosing that idea. There should also be one other idea for a club with the reason for suggesting that idea.

Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

Appropriacy of register and format

Consistent register suitable to the situation and target reader.

Range

Language of describing, explaining and giving opinion.

Target reader

Would be informed.

Question 4

Content

Review should describe the hotel, and say why the writer did or did not enjoy staying there.

Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

Appropriacy of register and format

Consistent register suitable to the situation and target reader.

Range

Language of describing, explaining and giving opinion.

Target reader

Would be informed.

Question 5(a)

Content

Essay should answer the question and show understanding of the story.

Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

Appropriacy of register and format

Consistent register suitable to the situation and target reader.

Range

Language of describing, explaining and expressing opinion.

Vocabulary relating to crime.

Target reader

Would be informed.

Question 5(b)

Content

Letter should answer the question and show understanding of the story.

Organisation and cohesion

Clear organisation of ideas, with suitable paragraphing and linking.

Appropriacy of register and format

Consistent register suitable to the situation and target reader.

Range

Language of describing, explaining and expressing opinion.

Vocabulary relating to character.

Target reader

Would be informed.

Paper 3 Use of English (45 minutes)

Part 1

1 A 2 D 3 B 4 C 5 B 6 C 7 A 8 C 9 D
10 B 11 B 12 C

Part 2

13 which 14 so 15 the 16 would/might 17 something 18 for
19 with 20 without 21 up 22 to 23 had 24 as

Part 3

25 variety 26 director 27 inhabitants 28 choice/choices 29 growth
 30 unemployment 31 agreement 32 loss 33 unable 34 decision

Part 4

35 **until** | we had finished/done 36 **was better** | than Tim 37 **if** | she does not do OR
 unless | she does 38 **if/whether** he realised | **what** time 39 **put** an advertisement | for
 40 **finished** his speech | before thanking 41 **has been / is** | a **month** since 42 **following**
 their | appearance

Paper 4 Listening (approximately 40 minutes)*Part 1*

1 A 2 A 3 C 4 B 5 C 6 B 7 C 8 A

Part 2

9 graves 10 twelfth century 11 their/the owners 12 make(-)up
 13 ten thousand pounds 14 original clothes 15 soft bodies
 16 maker(?)'s name(s) 17 (little) adults 18 plastic

Part 3

19 E 20 F 21 D 22 B 23 C

Part 4

24 B 25 C 26 B 27 B 28 C 29 A 30 C

Transcripts for the listening part

I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound:

tone

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

[pause]

Now open your question paper and look at Part One.

[pause]

PART 1

You'll hear people talking in eight different situations. For questions 1 to 8, choose the best answer, A, B or C.

Question 1

One.

You hear part of a radio play.

Where is the scene taking place?

A in the street

B in a bank

C in a police station

[pause]

tone

Policeman: So what happened, madam?

Woman: Well, I saw this old man, he was kind of holding this briefcase under his arm, like this. He'd just left the bank and I was still queuing up to collect my pension, but I was near that door. Now, this young man came running past him and grabbed him by the arm.

Policeman: And they both fell down?

Woman: Yeah, and the young man ran away and the poor old man sat on the pavement, still clutching his briefcase, and we managed to help him up. Now, can I go back in to collect my money?

Policeman: Would you mind coming with us, madam? We need a few more details.

[pause]

tone

[The recording is repeated.]

[pause]

Question 2

Two.

You overhear the beginning of a lecture.

What subject are the students taking?

A medicine

B sport

C music

[pause]

tone

It's important that you really listen to what people are telling you. For example, I had a trumpet player who came to see me with back pain and breathing difficulties. He couldn't take his final exams because of the muscular tension in his jaw, but when I quizzed him about it, it turned out

that the actual problem was in his teeth – far away from where the pain actually was. The same applies to sports people who often have injuries as a result of their job ...

[pause]

tone

[The recording is repeated.]

[pause]

Question 3

Three.

You overhear a conversation in a college.

Who is the young man?

A a new student

B a student in the middle of a course

C a former student

[pause]

tone

- Man: It all looks so different. Where's the canteen?
 Woman: It's in the basement. You get there by going down the main staircase from the entrance hall.
 Man: Right. I'll get there in the end. Everything seems to have moved around.
 Woman: Yes, there was a rebuilding programme last year, which wasn't much fun for those of us trying to study. The main building was altered a lot. And they're building a new sports centre. It should be open for the new students in September.
 Man: Well, I'm envious. Everything looks a lot better.

[pause]

tone

[The recording is repeated.]

[pause]

Question 4

Four.

You hear a woman on the radio talking about a cookbook.

What does she regret?

A not looking after it

B not having kept it

C not using it properly

[pause]

tone

I used to watch Granny cooking, and right from when I was five years old I was allowed to season the soups, test the potatoes, and so on. One year for

my birthday, she bought me a cookbook. It was just like Granny talking; all the recipes were simple, economical and linked with little stories, useful advice and amusing sketches. I treasured it, but gradually it fell to bits from overuse, my tastes changed and, finally, I threw it out. Now, of course, I wish I'd hung on to it despite its sad state and despite the fact that all the advice would be out of date.

[pause]

tone

[The recording is repeated.]

[pause]

Question 5

Five.

You hear someone talking about the day he met someone famous.

How did he feel after meeting Chris Turner?

A unimpressed with the footballer

B angry with his friend

C disappointed with himself

[pause]

tone

I went to a party with a friend and she knows that I'm a big fan of Chris Turner, the footballer. I just think he's a genius and, anyway, he was going to be there. Now, I knew that I would be really shy, which is stupid because he's exactly the same age as me and, you know, he's just a regular bloke, I'm sure. But when my friend introduced us and he shook my hand, my mouth just went, you know, really dry and I didn't know what to say, honestly, which was awful. I felt so bad about it afterwards, my friend just couldn't understand it.

[pause]

tone

[The recording is repeated.]

[pause]

Question 6

Six.

You hear a woman talking on the phone.

Why has she called?

A to request a meeting

B to offer assistance

C to apologise for her absence

[pause]

tone

Hi, can I just talk to you about our plans for the summer conference? I think I said that I was going to be away for the opening meeting and couldn't give you a hand, but it seems I got my diary muddled up and I will actually be around, so what would you like me to do?

[pause]

tone

[The recording is repeated.]

[pause]

Question 7

Seven.

You overhear an extract from a radio play.

What is the young woman's relationship with the man?

A She's a pupil of his.

B She's a relative of his.

C She's a patient of his.

[pause]

tone

Man: So, Sophie, tell me all about it.
 Woman: I'm sorry, but I've just been feeling terrible for the last week or so and last night I just couldn't do my homework, I felt so bad. I was aching all over. So my dad said I had better make an appointment and come and see you. Perhaps you can tell me what's wrong.

[pause]

tone

[The recording is repeated.]

[pause]

Question 8

Eight.

You hear someone telling a story about a strange thing that happened in the mountains.

What point does the story prove?

A how strange things can be explained simply

B how easy it is to imagine things

C how you can be tricked by the silence

[pause]

tone

My wife Margaret and I were sitting behind a rock on the top of a mountain in the Highlands one day, nobody else around, perfectly silent, and Margaret said, 'I just heard a telephone bell ringing.' 'Oh,' I said, 'Margaret, there are no telephone kiosks up here.' But in the silence of the hills, you can imagine

anything. I said, 'I often imagine things. I've heard babies crying in this silence. I've thought I heard a symphony orchestra,' and Margaret said, 'I'm sure I heard a telephone ringing.' She got up and went round the back of the rock and there was a cow with a bell around its neck.

[pause]

tone

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

[pause]

PART 2

You'll hear part of a talk about dolls. For questions 9 to 18, complete the sentences.

You now have forty-five seconds in which to look at Part Two.

[pause]

tone

Dolls have always fascinated me, and that's why, five years ago, I was delighted to be offered the job of running a doll museum.

Dolls have existed for thousands of years, and the earliest dolls we know about were found in graves in ancient Egypt. I only wish we could get one or two for our museum, but we haven't unfortunately got anything as old as that in the museum. All the same, we have got examples from Europe from the twelfth century, but my favourite early dolls are actually from the seventeenth century. They interest me not just because they are early, or fairly early, but also because of the clothes they're wearing. They have their original clothes, and from them we know what the owners wore, since dolls in those days were always dressed like their owners. They were made of the only material readily available for things like this at the time: solid wood, and they were painted in great detail. In fact, on the best examples, like the ones in the museum, the detail includes the seventeenth-century make-up.

Dolls like these were very expensive then, and only the very rich could afford them. These days, they're popular with collectors and if you want one today, you have to pay anything up to ten thousand pounds for a doll in perfect condition from this time! By the way, what makes them so valuable is that, as far as a collector is concerned, a doll is only worth collecting if it is in perfect condition, and that means having the original clothes.

Doll collecting has become very fashionable since the museum opened, with people interested in dolls from every period, including later dolls. There's great interest in nineteenth-century examples, when dolls were no longer made of wood, but began to have soft bodies and real hair. They were very delicate and

few have survived, meaning such a doll would be worth about two thousand pounds, perhaps a bit more. Later, in the nineteenth century, you could often take off the doll's hair. If you can, you can often see the maker's name underneath, and of course the right one increases a doll's value.

There was a really big change in dolls at the beginning of the twentieth century. In the museum we have one of the earliest examples, from about 1909, of a doll that's a model of a baby. Previously all dolls, the earlier ones, were little adults. That's just one of the changes that have occurred in the last hundred years. Another, again, is to do with what dolls are made of. Although dolls with soft bodies continued, after about 1930, plastic began to be used. In fact, dolls from the 1930s and 40s are now very popular with collectors, some of them selling for very, very high prices.

[pause]

Now you'll hear Part Two again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You'll hear five different people talking about why they decided to become nurses. For questions 19 to 23, choose which of the reasons, A to F, each speaker is giving. Use the letters only once. There is one extra letter which you do not need to use.

You now have thirty seconds in which to look at Part Three.

[pause]

tone

Speaker One

[pause]

Well I have to say, I never really thought about a career until I got to my last year at school. Lots of people here say that they knew exactly what they wanted to do right from a very young age, but I never really had any burning ambitions. In the end I just sort of drifted into it because that's what our lot have always done. If I'd chosen something else – like going into business, say – I would have been the first for four generations to have gone outside the medical field. I don't think that that would have mattered but it means there are lots of things we can talk about at home.

[pause]

Speaker Two

[pause]

Most of my friends went into teaching actually – I think they felt it was more ‘academic’ and of course the pay is quite a bit better. But I’ve never really been bothered about things like that – I think the enjoyment of the job comes first and I certainly get a lot of good feelings doing this work. We have some difficult cases sometimes but there’s still a lot of laughter here and the patients can be amazing – especially the kids. I’d recommend it to anyone who likes helping people.

[pause]

Speaker Three

[pause]

I think I’m lucky really because I didn’t try very hard at school – I guess you’d call me lazy! And then it ended and I thought, ‘Wow, I’d better think about a job,’ and I got really worried and emotional about it because, well, I suddenly realised that I didn’t want to go from job to job, you know. I wanted a career and regular money and an opportunity to climb up the ladder if possible. So, one day I saw a TV programme about nursing and it looked like it had the kind of benefits that I wanted – so here I am.

[pause]

Speaker Four

[pause]

At first I thought I’d made the wrong choice ... you know, I was never really sure that it was the thing for me and I used to go back to my flat at night and think, ‘Well maybe I should have listened to my parents after all’. They thought I’d get too upset and that I should have stuck with something office-based like the rest of my family but it was my best subject at school – well Biology was – and all the staff there thought medicine would be a good choice, so ... Anyway, one day I woke up and felt fine about it and it’s been great ever since.

[pause]

Speaker Five

[pause]

I remember we all had to go to this Careers Advisor in our last year at school and I think she got really confused when she saw me because I just had no idea. I liked the sound of a lot of jobs and I couldn’t make up my mind. When the time came to tell our teachers what we were going to apply for, I thought, ‘Well what *does* matter to me is being separate from my friends’ and so I went round to see one of them – the most important I suppose, and anyway she had chosen nursing, so that was it really – a difficult decision made easy, although I must say, I’ve never regretted it.

[pause]

Now you'll hear Part Three again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Three.

Now turn to Part Four.

[pause]

PART 4

You'll hear an interview with someone who works in the film industry. For questions 24 to 30, choose the best answer, A, B or C.

You now have one minute in which to look at Part Four.

[pause]

tone

Interviewer: I suppose the first question I have to ask you, Alan, is one you get fed up answering, but here goes: what is a Best Boy?

Alan: Well, I'm not sure why I'm called a Best Boy exactly, but I like to think it's because I'm the best at what I do. But the title is an American term used to describe the assistant to the man who works with the cameramen and the electricians on a film to make sure that the film is properly lit.

Interviewer: So how do you spend your time?

Alan: Basically what I do is work between the electrical department and production. I deal with the companies where the lights come from. And I'm also there on the film set, making sure that everything runs smoothly, that the lighting is set up when the camera crew arrives to shoot the film, and then I also help with the budget – we have to do timesheets, things like that. It's mostly paperwork really.

Interviewer: When did you start working in the industry?

Alan: About fifteen years ago. I'd been an electrician and my first few film jobs were basic electrical ones, then I moved over to this.

Interviewer: It sounds a rather complicated job to me.

Alan: No, not really. I've never had to do anything out of the ordinary. But filming on location does make things more intense – there's less control than in the studio and you can have problems with the weather. On my latest film, we were working in the hills and it would take us ages to get the equipment up there. But I enjoyed it. It was a challenge.

Interviewer: Is working on location a plus for you?

Alan: Well, you see some great places, but long working days and problems with production are far more common. There's a lot of responsibility with the job, because there's so much money involved. If all the lighting goes wrong on one day, then obviously there'll be trouble. The long hours are very unsociable, which is OK if you're single, but there's quite a lot of work abroad, which puts a

lot of pressure on the family. I went away for five months once. When I left, my son wasn't talking, and when I came back, he was. It varies though. Some years you don't go away at all.

Interviewer: What advice would you give to someone wanting to give it a try?

Alan: You need a good head for mathematics, plus knowing how to mend a fuse. So training as an electrician is the first step, then you need some experience on the production floor.

Interviewer: Where do you see yourself in the future? What would promotion be for you?

Alan: I like it where I am. I like working behind the scenes and seeing how the production works. There are enough challenges in the present job for me. The more experience you get, the more you worry whether you've got things to the right stage at the right time or not. You can't just go home and switch off. But getting things right is a big satisfaction.

[pause]

Now you'll hear Part Four again.

tone

[The recording is repeated.]

[pause]

That's the end of Part Four.

There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is one minute left, so that you're sure to finish in time.

Text structure – An overview

Paper 1 Reading 1 hour

This paper consists of **three parts**, each containing a text and some questions. Part 3 may contain two or more shorter related texts. There are **30 questions** in total, including multiple-choice, gapped text and multiple-matching questions.

Paper 2 Writing 1 hour 20 minutes

This paper consists of **two parts** which carry equal marks. In Part 1, which is **compulsory**, candidates have to write either a letter or an email of between 120 and 150 words. In Part 2, there are four tasks from which candidates **choose one** to write about. The range of tasks from which questions may be drawn includes an article, an essay, a letter, a report, a review and a short story. The last question is based on the set books. These books remain on the list for two years. Look on the website, or contact the Cambridge ESOL Local Secretary in your area for the up-to-date list of set books. The question on the set books has two options from which candidates **choose one** to write about. In this part, candidates have to write between 120 and 180 words.

Paper 3 Use of English 45 minutes

This paper consists of **four parts** and tests control of English grammar and vocabulary. There are **42 questions** in total. The tasks include gap-filling exercises, word formation and sentence transformation.

Paper 4 Listening 40 minutes (approximately)

This paper consists of **four parts**. Each part contains a recorded text or texts and some questions, including multiple-choice, sentence completion, and multiple-matching. Each text is heard twice. There is a total of **30 questions**.

Paper 5 Speaking 14 minutes

This paper consists of **four parts**. The standard test format is two candidates and two examiners. One examiner takes part in the conversation while the other examiner listens. Both examiners give marks. Candidates will be given photographs and other visual and written material to look at and talk about. Sometimes candidates will talk with the other candidates, sometimes with the examiner and sometimes with both.

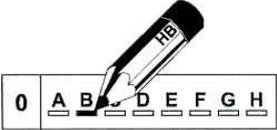
Candidate Answer Sheet

Instructions

Use a **PENCIL** (B or HB).

Mark **ONE** letter for each question.

For example, if you think B is the right answer to the question, mark your answer sheet like this:



Rub out any answer you wish to change using an eraser.

1	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
2	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
3	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
4	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
5	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
6	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
7	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
8	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
9	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
10	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
11	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
12	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
13	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
14	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
15	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
16	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
17	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
18	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
19	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
20	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>

21	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
22	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
23	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
24	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
25	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
26	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
27	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
28	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
29	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
30	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
31	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
32	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
33	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
34	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
35	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
36	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
37	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
38	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
39	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>
40	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>	<u>E</u>	<u>F</u>	<u>G</u>	<u>H</u>

Part 3											Do not write below here			
25											25	1	0	u
26											26	1	0	u
27											27	1	0	u
28											28	1	0	u
29											29	1	0	u
30											30	1	0	u
31											31	1	0	u
32											32	1	0	u
33											33	1	0	u
34											34	1	0	u



Part 4											Do not write below here					
35												35	2	1	0	u
36												36	2	1	0	u
37												37	2	1	0	u
38												38	2	1	0	u
39												39	2	1	0	u
40												40	2	1	0	u
41												41	2	1	0	u
42												42	2	1	0	u



Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).

Rub out any answer you wish to change using an eraser.

Parts 1, 3 and 4:

Mark ONE letter for each question.

For example, if you think **B** is the right answer to the question, mark your answer sheet like this:



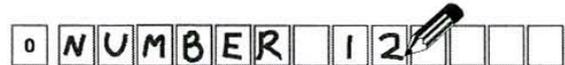
Part 2:

Write your answer clearly in CAPITAL LETTERS.

Write one letter or number in each box.

If the answer has more than one word, leave one box empty between words.

For example:



Turn this sheet over to start.

Part 1			
1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C
7	A	B	C
8	A	B	C



Part 2 (Remember to write in CAPITAL LETTERS or numbers)										Do not write below here	
9										9	1 0 u
10										10	1 0 u
11										11	1 0 u
12										12	1 0 u
13										13	1 0 u
14										14	1 0 u
15										15	1 0 u
16										16	1 0 u
17										17	1 0 u
18										18	1 0 u

Part 3						
19	A	B	C	D	E	F
20	A	B	C	D	E	F
21	A	B	C	D	E	F
22	A	B	C	D	E	F
23	A	B	C	D	E	F



Part 4			
24	A	B	C
25	A	B	C
26	A	B	C
27	A	B	C
28	A	B	C
29	A	B	C
30	A	B	C