

Higher Levels



Advanced (B2)
AcCEPT and General
Proficiency (C1)
Masters (C2)

**Practice for the new and revised
sections of Anglia Examinations**





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Advanced

Section R2 (7 marks) 1.

Read the five short news stories below. Choose from the articles (A to E) and complete the answer grid. The articles may be chosen more than once. One has been done for you as an example.

A. Two police officers were called ‘heroes’ after a dramatic snowstorm rescue. Tom Rogers and John Roberts were inspecting what looked like an abandoned car in deep snow. They opened the car door and found a pregnant woman, who had been on her way to hospital when she crashed. Officers Roberts and Rogers took Mrs Mill to hospital, where she gave birth to a healthy boy. She named him Thomas John, as a thank you to her police ‘heroes’.

B. A man rescued by police has explained how he survived for two days covered with snow. John Fry fell into a deep snowdrift on his way home from the supermarket. Part of a tree had fallen only days before. This provided a shelter under the snow and gave Fry space to breathe. ‘I was walking home with my groceries when the storm hit’, said Fry. ‘If it hadn’t been for the tree and its pocket of air, I wouldn’t be here. It was pretty cold but at least I had my groceries to eat.’

C. The fathers of three teenagers who were fined for throwing snowballs at police angrily told reporters it was ‘ridiculous’ for police to have taken action over such ‘youthful high spirits’. A police officer said, ‘It may seem a small thing but these kids throw snowballs at us as soon as the snow starts and they don’t stop till the spring. Maybe now they’ll stop.’

D. A student has described being trapped inside a car during the snow storm. Amy Teraura, from Tahiti had never seen snow before, so didn’t know what to expect. ‘I thought I was going to die’, she said. Ms Teraura, who was wearing only a t-shirt and jeans, was admitted to hospital for hypothermia. The hospital has issued a reminder to the public to always carry blankets and warm clothes in a vehicle in winter as the temperatures can kill.

E. Police have appealed for witnesses to a burglary at Hurst Farm, when tools and cash were taken. Two young teenage boys have already been arrested but police are hunting a third. ‘We know there were three burglars as their footprints in the snow led from the road to the farm. The depth of the tracks shows they were about the same age,’ said a spokesman.

Which article, A, B, C, D or E, talks about

| | | |
|--|------|---|
| a crime in which teenagers were arrested. | e.g. | E |
| an act which shows gratitude to the police. | 1 | |
| parents who are angry at the actions of police. | 2 | |
| someone who had never experienced snow before. | 3 | |
| a narrow escape for a shopper. | 4 | |
| a fine for something that isn’t usually a crime. | 5 | |
| an incident when snow helped the police. | 6 | |
| the danger of being unprepared in cold weather. | 7 | |

Section R2 (7 marks) 2.

Read the five short news stories below. Choose from the articles (A to E) and complete the answer grid. The articles may be chosen more than once. One has been done for you as an example.

A. ‘I have been bitten by more dogs than anyone else in this country’, said postman Arnold Peters at his retirement celebration in Nimbleton. ‘People laugh at the idea of a dog chasing a postman but the reality isn’t funny. I’ve been bitten over 300 times, in hospital twice and once I nearly lost two fingers when a terrier got hold of them through a letter box’, he said to loud laughter from the audience.

B. Post Office staff are trying a special spray to keep vicious dogs away from them and prevent them from being bitten. There are 5,000 dog attacks on post men and women every year. As a result at least 600 take time off work. The spray costs £5.99. It contains a gas and oil spray, which confuses the dog for a moment. It also sprays red vegetable colour onto the animal so that the owner knows what has happened. Animal welfare groups, however, say that the spray is cruel and can cause breathing difficulties.

C. Postmen are refusing to go to a housing estate because of repeated attacks by dogs. The post office has announced that all deliveries to addresses in Moss Hill would be suspended until a solution has been agreed. This follows five attacks in two weeks by dogs on postmen, which have resulted in bites to limbs and facial injury.

D. A new, high-tech post office machine might make it possible for a blind person to get a job delivering letters. The new machine reads the addresses, and prints a special *braille* sticker which can be read by a blind person. A spokesman said today, ‘If this can be added to all letters, there is no reason why there shouldn’t be blind postmen and women. Specially trained guide dogs could guide the postmen and also protect them from other dogs.’

E. A petition, signed by 87 Bark Hill residents, has been handed in to the town hall. It follows an attack on a postman by a dog called Tibs. As a result, Tibs is due to be put down by vets tomorrow, but he is very popular in the local community. ‘Tibs is a gentle dog,’ said the dog’s owner. Everyone round here loves Tibs and no one wants him killed. That’s why they’ve all signed the form.’

Which article, A, B, C, D or E, talks about

| | e.g. | D |
|---|------|---|
| employing postmen with a disability. | | |
| community action to save a dog’s life. | 1 | |
| an area where attacks on postmen are common. | 2 | |
| a postman with a very unfortunate record. | 3 | |
| a disruption of postal services. | 4 | |
| a product which helps prevent dog attacks. | 5 | |
| gives national statistics on attacks by dogs. | 6 | |
| dogs which would help postal workers. | 7 | |

Section R2 (7 marks) 3.

Read the five short news stories below. Choose from the articles (A to E) and complete the answer grid. The articles may be chosen more than once. One has been done for you as an example.

A. Hays Yard shopping centre was filled with the sound of music last weekend, when it hosted a music festival featuring some of the town's newest talent. As well as listening to the different musical acts, shoppers were able to enter a photo competition to win cash prizes.

B. A four-year project about everyday life in Sandwell opened yesterday. A collection of photographs, tools and other items help document lifestyles of the past. Some fascinating pictures taken at the ironmongery factories in the early 1800s show the people who kept these industries alive for so long. A spokesman said, 'We ask local audiences to keep coming and really hope that photographs continue to have value and meaning.'

C. A local theatre has offered a group of young people the chance to take part in creative activities. The group toured the theatre, met and talked with performers, watched a rehearsal and took part in varied workshops, such as designing a costume. Everyone then created a scrapbook to include their memories and impressions, which they could take home.

D. A troupe of dancers has taken part in a spectacular performance on the beach with crowds of people watching the show. The misty conditions on the beach created a unique atmosphere. The choreographer said, 'The mist coming in from the sea was a real bonus. It looked like the dancers were floating on air. It was better than we had ever hoped for.'

E. A popular, local artist has come home to put on a one-day show. Zac Hale grew up in Welham but now has his own studio in London. His interest in art started as a passion for graffiti and street art. His one-day exhibition, however, will also feature work which uses more traditional techniques that Zac is now interested in.

Which article, A, B, C, D or E, talks about

| | | |
|--|-------------|----------|
| an event where people could win money. | e.g. | A |
| how the weather made an experience better. | 1 | |
| preserving local history. | 2 | |
| an event that was even better than expected. | 3 | |
| a mix of modern and traditional styles. | 4 | |
| the large number of skilled performers available. | 5 | |
| hoping people continue to support an event. | 6 | |
| making a souvenir of an event. | 7 | |

Section R2 (7 marks) 4.

Read the five short news stories below. Choose from the articles (A to E) and complete the answer grid. The articles may be chosen more than once. One has been done for you as an example.

A. Supporters of a scheme in Sundon hope that it will give small, independent shops a chance to fight back against the out-of-town superstores which are taking over. The scheme gives customers points whenever they use shops in the town. Customers will be able to use their smartphones to collect these points, which they can spend at any local shop on its network.

B. The Riverside food market has returned due to popular demand. Last year's trial period was so successful that the market has been made permanent. Local food growers and producers are setting up permanent stalls in the market, which will take place every Friday and Saturday. An area of the market will also soon be set aside for local hand-made crafts and cooking demonstrations by local chefs, which will give publicity to restaurants in the area.

C. A new superstore has been built at a cost of £500,000 on one of the old football pitches in Locks Heath. It stocks more than 10,000 grocery products and full clothing, home and leisure ranges. Online ordering and home delivery are expected to play an important part in the predicted success of the superstore.

D. One of main routes into Holton could be transformed, with low rents helping to turn empty shops into butchers, fishmongers and delicatessens to help revive the area, which has become run-down and neglected.

E. A warehouse has been transformed into a stylish shop and post office. Local builders gave their time and materials for free and the decoration was also carried out by volunteers. The shop is now open and over 50 people from the village regularly give up their time to stock shelves and serve customers.

Which article, A, B, C, D or E talks about

| | | |
|---|-------------|----------|
| a fight between large supermarkets and small businesses. | e.g. | A |
| an experiment which had very positive results. | 1 | |
| a project which depends on unpaid labour. | 2 | |
| an opportunity to bring an area of town back to life. | 3 | |
| others benefitting from an extension of a project. | 4 | |
| a shop which has been built on a former sports field. | 5 | |
| a scheme that rewards people for using small shops. | 6 | |
| different ways customers can receive goods. | 7 | |

Proficiency

Section R3 1

Read the passage about The Native Languages of Britain. 5 sentences have been removed from the text. Choose from the extracts A - H, the one which fits each gap. There are two extracts you do not need to use. An example has done for you.

- A - What happened to the Celtic speakers who were forced to the West?
- B - Of course there were plenty of other dialects as well and some of them lingered until late medieval times.
- C - They would, however, have noticed the arrival of German tribes called the Angles and Saxons in 449AD, as these people forced them to the west of the island and took over their country.
- D - The contribution to the English language by the Vikings is often ignored; scholars today estimate that as many as 30% of English words are of Scandinavian origin.
- E - However, language societies all over the area have helped regenerate the culture and there are now about 5,000 people who can speak Cornish reasonably well.
- F - Their efforts, along with the enlightened language policies of various governments and other organised groups have ensured language survival so far.
- ~~G~~ - To understand how this situation came about it is necessary to go back nearly 2,000 years to the year 44AD, when Britain was conquered by the Roman Empire.
- H - However, the language is not limited to use in culture and history. On the contrary, supporters and speakers of the language have embraced modern life.

The Native Languages of Britain

Over 300 languages are spoken in London today but this is the result of relatively recent immigration to Britain. These languages would not be considered native British languages. Many visitors to Britain, however, are surprised to learn that there *are* other native languages spoken in the British Isles. They may only be distantly related to English, but some of these languages are relatively popular and making a serious contribution to British culture.

The people now known as the Britons, spoke various Celtic languages at the time. The upper class learned Latin to gain favour with their Roman rulers but the ordinary people continued speaking their Celtic languages and many of them may not have even been aware of the Roman departure in 420AD. The forms of early German spoken by the Angles and Saxons eventually became *Anglish* or what today we call English and it is still the dominant language in Britain. It has many accents and dialects, but it is spoken throughout the country and many speakers of other languages know it.

They are still there and many of them are still speaking Celtic languages. We can divide these languages into two sub-families. Firstly, there are the so-called *Goidelic* languages - Scottish Gaelic, Irish Gaelic and in the Isle of Man, Manx Gaelic. Irish Gaelic is the official language of the Republic of Ireland and is actively encouraged by the government. Scottish Gaelic has fewer than 60,000 native speakers but efforts are being made to maintain it, as is the case with Manx Gaelic.

The second group of Celtic languages is known as the *Brythonic* group. Shortly after the arrival of the Angles and Saxons, many Britons fled to northern France to the area that we call Brittany. This is where Breton is still spoken by about 260,000 people. Breton is most closely related to Cornish, the language historically spoken by the people of Cornwall in the south-west of England. In 2009 the Cornish language was branded 'extinct' by UNESCO, the cultural section of the United Nations.

The jewel in the *Brythonic* crown, however, is Welsh. A million people can speak Welsh and half of them are native speakers. There are Welsh radio stations and TV channels, Welsh newspapers and books and - crucially - Welsh language primary schools where children get thorough teaching in their own language and therefore in their own culture and history. If you want to talk about things digital or financial then that is quite normal in Welsh. It isn't just for talking about traditional farming or sheepdogs.

The fact that any of these minority languages have survived is a result of the resilience of the people who speak them. Only time will tell whether all these languages can survive indefinitely. In the end, if people see no future for their children in speaking Gaelic then they will let them drift away into English and something will have been lost.

Proficiency. Section R3 2

Read the passage about Billy Butlin and his Holiday Camps. 5 sentences have been removed from the text. Choose from the extracts A - H, the one which fits each gap. There are two extracts you do not need to use. An example has been done for you.

- A - So they took advantage of the existence of the British Empire and sailed for Cape Town in South Africa.
- B - Holidays, which had once only been enjoyed by the wealthy, were now available to everybody.
- C - Knowing that the Bahamas was a desirable holiday destination for Americans, Billy bought a hotel there.
- D - His family assumed that he would go to Cambridge University, like his father before him, with a view to becoming a clergyman, in true family tradition.
- E - One such game, hoopla, was one where the player had to throw a ring over a block of wood to win the prize displayed on the block.
- F - He struggled to fit in at school and soon dropped out to work briefly in a department store, before enlisting into the army.
- ~~G~~ - In the 1950s and 60s there was hardly anyone in Britain who hadn't heard of him.
- H - Within a few years Billy had his own travelling fair and very soon he was building permanent fairgrounds in holiday resorts.

Billy Butlin and his Holiday Camps

It was an unusual sequence of events that made Billy Butlin a millionaire and a household name in the UK. He may not be quite so well-known among the younger generation today, but anyone over the age of 60 would remember him as a successful and popular entrepreneur.

Billy was a product of slightly unusual family history. His father, William, was the son of a clergyman in a rural Gloucestershire village. The family was well-respected and Billy's father had a fortunate childhood. He was considered to have a good future ahead of him. This indeed seemed to be the case, and for a while his life continued to be easy and comfortable, and William graduated with a degree in theology.

It was at this point that a travelling fair arrived in the village. Like many other local boys, Butlin's father was fascinated with the fair with its exotic animals, colourful rides and beautiful girls. In 1896 William Butlin shocked his parents by announcing that he had fallen in love with a girl from the fair and was going to get married. William's father was outraged; this was socially unacceptable and the young couple could certainly not live anywhere near the village. They set up home and their son, Billy Butlin was born there in 1898. Earning a living was hard; the marriage didn't last and in 1905 Billy's mother returned to England, without her husband but with her young son. She returned to the only life she knew, that of the travelling fair. As a result, the grandson of a church clergyman became a travelling showman.

As he grew up Billy worked in all areas of the fair. While still a teenager, he showed a talent for mathematics and realised that some of the games of skill at the fair were not very attractive to the customers. As the ring would only just fit over the block, the chances of winning were approximately 1 in 10. Billy set up his own stall using smaller blocks, which made the chances of success just 1 in 3. Customers loved it and although Billy had to give out more prizes than other stallholders, the number of customers meant that he made far more profit than anyone else. He had become a rich man.

In the back of his mind was an incident that had happened when he was 20. He had been on holiday in a hotel in Wales. The weather had been terrible but to his dismay the young Billy found he was not allowed to stay in the hotel between 10 and five o'clock. This was normal practice at the time but it gave Billy an idea. He did nothing about his thoughts until 1938 when an act of parliament gave all workers in Britain a week's paid holiday. Billy saw his chance and had some accommodation built at one of his fairgrounds. An advertisement in the national press promised "a week's holiday for a week's pay" and places quickly sold out. He quickly hired outgoing young people to entertain the holidaymakers. He dressed them in red jackets and called them Redcoats. Over the years many successful people in the entertainment industry began their careers as Redcoats at one of the 10 holiday camps Billy Butlin built.

Billy Butlin eventually sold his holiday camp empire for millions of pounds. The son of a fairground girl and a clergyman's son had become richer than he could ever have imagined.

Proficiency. Section R3 3.

Read the passage about juggling. 5 sentences have been removed from the text. Choose from the extracts A - H, the one which fits each gap. There are two extracts you do not need to use. An example has been done for you.

A - It diverts your mind from whatever you are desperate for and absorbs you completely in the activity.

B - And at the other end of the age spectrum, children and teenagers are usually quick to enthuse about it too.

C - Juggling, on the other hand, is both.

D - It utilizes body mechanics in which we normally do not engage, moving the body in new ways to maintain range of motion.

E - Juggling usually comes easily to such people, although this isn't to say that they don't need to work at it.

F - When children can get up and juggle successfully for their friends, their self-esteem soars.

~~G~~ - This makes it the perfect exercise for any traveller.

H - You can't just throw all the balls up in the air and hope everything comes together - you need to think it through and concentrate.

Juggling

Juggling may bring circus clowns to mind and seem slightly ridiculous, but don't underestimate it as a way to help take your mind off the stresses of daily life. It is well-known for improving hand-eye co-ordination, but the benefits don't stop there.

Firstly, juggling is a truly portable workout. The equipment required for it is minimal, and scarves or balls can easily fit into your bag, briefcase, or suitcase.

What's more, juggling may be the only aerobic exercises you can do in a tiny space - and it doesn't even feel like exercise. Many people are surprised to learn that it burns 280 calories per hour. However, it is very different from running on a treadmill, lifting weights, or doing push-ups. Simply put, these exercises aren't fun, and they aren't usually entertaining to watch either.

You don't often hear about coordination as an essential element of fitness, but juggling is a very popular activity with athletes. This actually makes perfect sense. Someone who must connect racquet to ball, catch or hit a speeding baseball, or shoot into a basket needs to develop a high level of co-ordination. Quite the contrary, in fact. By learning more challenging juggling patterns and moves, they can take their coordination to even higher levels.

Sedentary people, even those that have trouble walking from lack of activity, can also benefit from juggling. It's a gentle, no-impact workout that is not stressful on the joints, which makes it a great fitness activity for older people. It has an infinite number of patterns and levels of challenge, which presents an immediate temptation to a young generation raised on video games.

As well as its physical benefits, recent research has demonstrated that juggling can even affect the size of your brain. Several studies have shown a connection between juggling and changes in the brain's cell bodies and nerve fibres. Juggling sharpens your focus and concentration by engaging your problem-solving skills. This intense focus which is required for juggling will then filter into other areas of your life that require the same type of close attention. What's more, juggling is the ultimate in stress relief. When you are learning, you are immediately absorbed in the activity, making it almost impossible to think of anything but the task at hand, thus clearing your mind when you are overwhelmed.

Juggling helps ward off cravings too. Do you ever hit that afternoon 'slump' where you are not really hungry but eat an unhealthy snack anyway? Juggling for just a few minutes can take your mind off that craving and give you a burst of energy to combat the need for chocolate, sugary drinks, or any other food.

And finally...it's a laugh! Juggling makes exercising with family and friends easy. It's the perfect way for a family to exercise together, because everyone can workout at their own level. Friends can share new juggling moves they have learned and help each other to troubleshoot problems so it's also an excellent team-building activity because it gets people having fun together.

Proficiency. Section R3 4.

Read the passage about eclipses. 5 sentences have been removed from the text. Choose from the extracts A - H, the one which fits each gap. There are two extracts you do not need to use. An example has been done for you.

A - He realised that it was caused by an element in the Sun unknown on Earth. He named it “helium”, after the Greek word for Sun.

B - Satellite based observations have contributed enormously to our understanding of the Sun and have generally taken the place of observations that were previously undertaken during total solar eclipses.

C - Eventually, however, they ran out of things to exchange and, with no food supplies, their future looked bleak.

D - As totality approaches, a mysterious kind of twilight begins to descend and birds and animals start behaving strangely.

E - People would produce great noise and commotion - drumming, banging on pans, shooting arrows into the sky - to frighten the beast away and restore daylight

F - This is the reason why the moon appears large enough to be able to completely hide the sun from view.

~~**G**~~ - Even though the sun returned, the angry ruler ordered the unfortunate men to be killed.

H - This lack of understanding meant that it was often given great religious or spiritual significance.

Eclipses

A solar eclipse happens when the moon passes between the earth and the sun and casts a shadow on the earth. The sun and moon appear to be the same size in the sky but their sizes are actually very different - by coincidence, the sun is about 400 times larger than the moon but the sun is also about 400 times further away. [1.] The sun disappears and the sky darkens within minutes. An eclipse of this kind happens rarely and only lasts for a brief moment in time.

Anyone who has witnessed a total solar eclipse will tell you what a dramatic sight it is. It is not surprising that in ancient times, before there was a scientific explanation of the event, it was viewed with fear or even terror. [2.] Eclipses were often seen as signs of a forthcoming natural disaster or the death of a ruler, so offerings of crops or animals were made to the gods or spirits to please them.

One Chinese myth involved an invisible dragon or other demon that consumed the sun during an eclipse. [3.] In India people immersed themselves in water up to their necks, believing this act of worship would help the sun and moon defend them against the dragon. In Japan, the custom was to cover wells during an eclipse to prevent poison from dropping into them from the dark sky.

Because the exact date, time and place of solar eclipses can now be accurately determined for thousands of years into the past (and future), we can see how history has been influenced by the drama of an eclipse. The earliest record of a solar eclipse comes from ancient China, over 4,000 years ago. The story goes that two royal astronomers had neglected their duties and failed to predict the event, so the emperor was unprepared. [e.g. G] An eclipse in the Persian Empire around 585 BCE ended a five-year war between two ancient kingdoms, when the final battle finished abruptly due to a solar eclipse. It was seen as an omen, indicating that the gods wanted the fighting to stop.

Lunar eclipses, when the earth moves between the sun and the moon, so that the moon is in shadow, have also featured in history. When Christopher Columbus made his fourth voyage to the new world, his ship became stranded in Jamaica. Initially he and his crew managed to trade with the islanders for food. [4.] Looking at his star charts, Columbus noticed that a lunar eclipse was about to happen, so he gathered the islanders together and said that God was angry and would cover the moon. When this actually happened, the islanders were so impressed and frightened that they continued feeding the crew!

However, it is the solar eclipse that has perhaps made some of the most important advances in science. During an eclipse in 1868, French astronomer Pierre Janssen noticed a mysterious yellow line coming from the eclipse, which he could not identify. The English astronomer Norman Lockyer also noticed the line. [5] The discovery of one of the most abundant elements in the universe had been made. The total solar eclipse continues to thrill those lucky enough to see one. A total solar eclipse still allows astrophysicists to make valuable scientific measurements, particularly when coordinated with measurements from observatories in space.

Masters

Section R1 Reading (10 marks) 1.

For questions 1 - 5 read the following piece about the importance of music in education and decide which word (A, B, C or D) best fits each gap.

Research into the effects of music on learning has been ongoing for decades. Back in the 1950s the theory that listening to Mozart's music could improve academic performance was popularized. This was known as the Mozart Effect, and parents everywhere began to try and ⁽¹⁾ _____ their children to more classical music.

As with most theories, opinion was varied and criticism was controversial. However, what is generally agreed, and what is supported by a strong ⁽²⁾ _____ of evidence, is the fact that ongoing music education does help children across a wide range of criteria. El Sistema, the music education program in Venezuela was inaugurated in 1975. With 125 youth orchestras and instrumental training programmes, it is known for rescuing young people in ⁽³⁾ _____ circumstances from the environment of crime and drug abuse into which they would likely otherwise be ⁽⁴⁾ _____.

Based on this phenomenon, several programmes have been set up in England's most ⁽⁵⁾ _____ communities. Statistics from just one of these programmes show that the number of children exceeding 'expected' progress rose from 35% to 69% in maths and from 36% to 86% in literacy within five years, surely evidence that future of music education must surely be made a priority.

- | | | | |
|--------------------|-----------------|----------------|-----------------|
| 1. A. reveal | B. expose | C. disclose | D. uncover |
| 2. A. bulk | B. shape | C. body | D. form |
| 3. A. impoverished | B. unrestrained | C. uninhibited | D. insolvent |
| 4. A. hauled | B. dragged | C. drained | D. drawn |
| 5. A. harassed | B. fraught | C. challenged | D. apprehensive |

For questions 6 - 10 read the following extract from *The Worst Journey in the World* by Apsley Cherry-Garrard and decide which answer (A, B, C or D) best answers each question.

The horror of the nineteen days it took us to travel from Cape Evans to Cape Crozier would have to be re-experienced to be appreciated; and any one would be a fool who went again: it is not possible to describe it. The weeks which followed them were comparative bliss, not because later our conditions were better—they were far worse—because we were callous. I for one had come to that point of suffering at which I did not really care if only I could die without much pain. They talk of the heroism of the dying—they little know—it would be so easy to die, a dose of morphia, a friendly crevasse, and blissful sleep. The trouble is to go on....

It was the darkness that did it. I don't believe minus seventy temperatures would be bad in daylight, not comparatively bad, when you could see where you were going, where you were stepping, where the sledge straps were, the cooker, the primus, the food; could see your footsteps lately trodden deep into the soft snow that you might find your way back to the rest of your load; could see the lashings of the food bags; could read a compass without striking three or four different boxes to find one dry match; could read your watch to see if the blissful moment of getting out of your bag was come without groping in the snow all about; when it would not take you five minutes to lash up the door of the tent, and five hours to get started in the morning....

But in these days we were never less than four hours from the moment when Bill cried "Time to get up" to the time when we got into our harness. It took two men to get one man into his harness, and was all they could do, for the canvas was frozen and our clothes were frozen until sometimes not even two men could bend them into the required shape.

6. Having reached Cape Crozier, why does the writer describe conditions as 'comparative bliss'?
- a. They had an opportunity to rest and recuperate.
 - b. They became desensitised to their situation.
 - c. They had access to better medical help.
 - d. Their situation improved significantly.
7. The word 'friendly' in paragraph one is used to emphasise
- a. how closely the crevasses resembled human faces.
 - b. how visually spectacular the scenery was.
 - c. how relatively pleasant death would be.
 - d. how dangerous the crevasses could be.
8. The author gives the impression in paragraph two that the main problem was the
- a. frostbite in his feet caused by extreme temperatures.
 - b. despondence at having become so utterly lost.
 - c. lack of foodstuffs and other basic supplies.
 - d. inability to see objects with any clarity.
9. What did the author need help to do?
- a. read his compass
 - b. get out of his bag
 - c. get into his harness
 - d. tie up the tent door
10. The overall impression of this passage is of
- a. a terrible but manageable journey.
 - b. an exercise in team building.
 - c. a continuous period of torment.
 - d. heroism surmounting all difficulties.

Masters. Section R1 Reading (10 marks) 2.

For questions 1 - 5 read the following extract from *The Time Machine* by H. G. Wells and decide which word (A, B, C or D) best fits each gap.

I stopped very gently and sat upon the Time Machine, looking round. The sky was no longer blue. North-eastward it was ⁽¹⁾ _____ black, and out of the blackness shone brightly and steadily the pale white stars. Overhead it was a deep Indian red and starless, and south-eastward it grew brighter to a glowing scarlet where, cut by the horizon, lay the huge hull of the sun, red and motionless. The rocks about me were of a harsh reddish colour, and all the ⁽²⁾ _____ of life that I could see at first was the intensely green vegetation that covered every projecting point on their south-eastern face. It was the same rich green that one sees on forest moss or on the lichen in caves: plants which like these grow in a ⁽³⁾ _____ twilight.

The machine was standing on a sloping beach. The sea stretched away to the south-west, to rise into a ⁽⁴⁾ _____ bright horizon against the wan sky. There were no breakers and no waves, for not a breath of wind was ⁽⁵⁾ _____. Only a slight oily swell rose and fell like a gentle breathing, and showed that the eternal sea was still moving and living. And along the margin where the water sometimes broke was a thick incrustation of salt pink under the lurid sky.

- | | | | |
|-----------------|-------------|-------------|-------------|
| 6. A. woody | B. starry | C. inky | D. vibrant |
| 7. A. sigh | B. breath | C. trace | D. wisp |
| 8. A. perpetual | B. sonorous | C. colluded | D. lucid |
| 9. A. gloomy | B. murky | C. dim | D. sharp |
| 10. A. stirring | B. mixing | C. going | D. drifting |

For questions 6 - 10 read the following extract from *Silas Marner* by George Eliot and decide which answer (A, B, C or D) best answers each question

In the days when the spinning-wheels hummed busily in the farmhouses—and even great ladies, clothed in silk and thread-lace, had their toy spinning-wheels of polished oak—there might be seen in districts far away among the lanes, or deep in the bosom of the hills, certain pallid undersized men, weavers, who, by the side of the brawny country-folk, looked like the remnants of a disinherited race. The shepherd's dog barked fiercely when one of these alien-looking men appeared on the upland, dark against the early winter sunset; for what dog likes a figure bent under a heavy bag?—and these pale men rarely stirred abroad without that mysterious burden. The shepherd himself, though he had good reason to believe that the bag held nothing but flaxen thread, or else the long rolls of strong linen spun from that thread, was not quite sure that this trade of weaving, indispensable though it was, could be carried on entirely without the help of the Evil One. In that far-off time superstition clung easily round every person or thing that was at all unwonted, or even intermittent and occasional merely, like the visits of the pedlar or the knife-grinder. No one knew where wandering men had their homes or their origin; and how was a man to be explained unless you at least knew somebody who knew his father and mother? To the peasants of old times, the world outside their own direct experience was a region of vagueness and mystery: to their untraveled thought a state of wandering was a conception as dim as the winter life of the swallows that came back with the spring; and even a settler, if he came from distant parts, hardly ever ceased to be viewed with a remnant of distrust, which would have prevented any surprise if a long course of

inoffensive conduct on his part had ended in the commission of a crime; especially if he had any reputation for knowledge, or showed any skill in handicraft.

6. The author suggests that the weavers looked

- a. brawny.
- b. unhealthy.
- c. aggressive.
- d. indispensable.

7. The author gives the impression that the weavers were viewed by others as

- a. supercilious.
- b. rebellious.
- c. suspicious.
- d. enigmatic.

8. Why did dogs bark at the weavers?

- a. They carried bags.
- b. They were foreign.
- c. They were pedlars.
- d. They carried knives.

9. The word 'unwonted' in line 12 means

- a. boring.
- b. ugly.
- c. expensive.
- d. unusual.

10. This passage describes

- a. a sinister and dangerous group of men.
- b. a time when outsiders were not trusted.
- c. a yearning for travel among settled people.
- d. a period when shepherds wandered the lanes.

Masters.

Section R1 Reading (10 marks) 3.

For questions 1 - 5 read the following extract from an article on *Volcanoes in Hawaii* and decide which word (A, B, C or D) best fits each gap.

Volcanoes are ⁽¹⁾ _____ land builders. They have created the island chain of Hawaii, which ⁽²⁾ _____ two of the world's most active volcanoes, and are still adding to it. These volcanoes, Kīlauea and Mauna, are constantly producing fiery fountains and rivers of molten lava. These flows produce ⁽³⁾ _____, volcanic landscapes that serve as a fountain for life. Today, the Volcanoes National Park displays the results of at least 70 million years of volcanism, migration, and evolution. Chain processes have ⁽⁴⁾ _____ a bare land from the sea and clothed it with complex and unique ecosystems and a distinct human culture. Created to preserve the natural setting of the volcanoes, the park is also a ⁽⁵⁾ _____ for the island's native plants and animals and a link to its human past. Research by scientists at Kīlauea makes it one of the best understood volcanoes in the world, shedding light on the birth of the Hawaiian Islands and the beginnings of planet Earth.

- | | | | |
|-----------------|-----------------|---------------|------------|
| 1. A. oversized | B. titanic | C. prodigious | D. fatuous |
| 2. A. boasts | B. brandishes | C. flaunts | D. brags |
| 3. A. fruitless | B. impoverished | C. parched | D. barren |
| 4. A. thrust | B. hauled | C. shoved | D. tugged |
| 5. A. hideout | B. refuge | C. resort | D. lair |

For questions 6 - 10 read the following extract from the novel *Revolutionary Road* by Richard Yates and decide which answer (A, B, C or D) best answers each question.

“There it is, Frank,” Earl Wheeler said to his son on a summer morning in 1935. “Straight ahead. That’s the Home Office. Better take my hand here, this is a bad crossing...” It was the only time that Frank had ever been brought to New York by his father, and it had come at the climax of an exhilarating several weeks that always seemed, in retrospect, the only time his father could ever have been described as jovial. During that time, the cryptic phrase “Oat Fields” had flown in happy profusion through his father’s dinner-table talk, along with “New York” and “The Home Office” and had repeatedly caused his mother to say “Oh, that’s wonderful, Earl,” and “Oh, I’m so glad”.

Frank had eventually figured out that Oat Fields had nothing whatever to do with Quaker Oats but was in fact the odd name of a man - Mr. Oat Fields - a man remarkable not only in his size (“One of the biggest men in the Home Office”) but in his intellectual astuteness. And he’d scarcely put this information straight in his mind before being presented, by his mother, with some startling news. Mr. Oat Fields, upon learning that Mr. Earl Wheeler had a son of ten, had invited that son to accompany his father on a visit to the Home Office. Father and son would then be the guests of Mr. Fields at luncheon (it was the first time he’d ever heard her use that word instead of lunch), following which Mr. Fields would take them to a ball game at Yankee stadium.

In the next few days the suspense had grown all but intolerable until it threatened to *spoil* everything on the morning of the trip; he very nearly threw up his breakfast from

tension and train sickness on the way to town, and might have done it in the taxi too if they hadn't gotten out to walk the last several blocks in the fresh air; but with the clearing of his head as they walked it began to seem that everything was going to be fine.

6. Paragraph 1 suggests that Frank's visit to New York
- a. made his mother very proud of him.
 - b. came after a period of great excitement.
 - c. caused his father to be increasingly moody.
 - d. produced misunderstandings in the family.
7. According to Earl, Oat Fields was
- a. a close friend.
 - b. impatient to meet Frank.
 - c. of average stature.
 - d. very knowledgeable.
8. Frank's mother's use of the word "luncheon" suggests that she
- a. thought Frank should improve his manners.
 - b. was worried that Frank would be out of his depth.
 - c. didn't understand what the invitation was for.
 - d. wanted Frank to appreciate the importance of the
9. On the day of the visit, Frank
- a. was over-excited at the prospect.
 - b. tried to hide his feelings from his father.
 - c. was forced to cancel due to illness.
 - d. was sick on his way to the Home Office.
10. Overall, the passage suggests that Frank felt
- a. thrilled by the turn of events.
 - b. close to his father.
 - c. drawn to New York.
 - d. keen to meet Oat Fields.

Masters.

Section R1 Reading (10 marks) 4.

For questions 1 - 5 read the following extract from an article on *the Slow Food movement* and decide which word (A, B, C or D) best fits each gap.

The Slow Food movement was started in 1986 by an Italian, Carlo Petrini, who had become ⁽¹⁾ _____ by the presence of fast food companies eroding Italy's ancient culinary culture. The opening of a well-known fast food chain in central Rome was the last ⁽²⁾ _____. That this could happen in the heart of an ancient city symbolised the vulnerability of older values to ⁽³⁾ _____ new industrial methods. Petrini believed that processed food was not only changing the physical landscape through intensive farming, but it was also eroding a way of life that revolved around producing and eating great food in a relaxed, sociable way. Since then, the slow food movement has been adopted in many countries. It holds that traditional methods of farming are being threatened by modern methods, which depend more on chemicals. The movement encourages ⁽⁴⁾ _____ food production to preserve local cultures and ⁽⁵⁾ _____ with teachers in schools to pass on the message to the next generation.

- | | | | | |
|----|-----------------|---------------|-------------|---------------|
| 1. | A. captivated | B. horrified | C. hooked | D. enthralled |
| 2. | A. straw | B. hay | C. grain | D. corn |
| 3. | A. arrogant | B. forward | C. brash | D. blatant |
| 4. | A. primitive | B. indigenous | C. original | D. intrinsic |
| 5. | A. collaborates | B. conspires | C. colludes | D. concurs |

For questions 6 - 10 read the following extract from the novel *Last train from Liguria* by Christine Dwyer Hickey and decide which answer (A, B, C or D) best answers each question.

It was her father who had arranged the position, introducing the idea to Bella in early spring. "I think it would do you the world of good," was to become his recurring expression, as if he were talking about a day at the seaside or a course of cod liver oil. At first she hadn't paid the matter much heed - it was probably just one of his "notions" as her late mother might have put it. "Best ignored, soonest fizzled". When the subject persisted, it began to dawn on Bella that the poor man simply felt in need of a little reassurance - just enough to preserve the dignity of both father and daughter in their present arrangement. For her part, that she fully understood she was free to go if she so wished. For his part, that she insisted she would much, much rather stay.

And so she had humoured him for a while with soothing smiles and a little teasing. "Yes, father, I'm sure Sicily must be quite beautiful but I'm happy, thank you all the same, to stay where I am. And yes, it must be lovely to wake each day-in-day-out to the sun - if not a little tedious." She also gave the occasional chide "Oh father, now really. Stop it! Or I might just go off and leave you and then when would you be?"

But what had started out as a flimsy notion had somehow solidified into a definite plan and one morning just before Easter there was her father, flapping a letter over his boiled egg and toast. "It's marvellous news, marvellous, marvellous. And congratulations to you, Bella." "To me- why? Have I won something?" "Such an adventure! A year or two in another country. Perhaps longer, she doesn't say how long you'll be needed, I'm afraid. Nor does she specify your duties. Never mind - all that can be ironed out when you meet Signora Lami."

6. The first paragraph suggests that Bella realised
- a. she should take advantage of the opportunity.
 - b. she had to get away from the family home.
 - c. her father was desperate to get rid of her.
 - d. her father had his own reasons for suggesting the trip.
7. What does paragraph 1 tell us about Bella's mother?
- a. She didn't approve of her husband's lifestyle.
 - b. She didn't take her husband seriously.
 - c. She didn't respect her husband.
 - d. She didn't love her husband.
8. How did Bella deal with her father?
- a. She pestered him.
 - b. She indulged him.
 - c. She harassed him.
 - d. She consoled him.
9. The third paragraph suggests that the idea had originally been
- a. unusual.
 - b. inappropriate.
 - c. insubstantial.
 - d. unrealistic.
10. The overall impression of Bella's relationship with her father is that
- a. he has no interest in pleasing her.
 - b. they have each other's best interests at heart.
 - c. they tend to aggravate each other.
 - d. she finds him domineering.

Section W3 Writing For Results (15 marks) 1.

Write an email of about 80-100 words in response to each of the following situations, A and B.

- A. You are going on a jungle “expedition” for tourists in the Amazon. Write an email to the tour leader asking what you should bring with you and if any equipment is supplied.
- B. You are going to look after your friend’s children on Saturday night. You do not have much experience of children but do not want to concern your friend. Write an email to your friend asking for some advice.

Email A

| |
|--|
| To: |
| From: |
| Date & Subject: |
| |

Email B

| |
|--|
| To: |
| From: |
| Date & Subject: |
| |

Section W3 Writing For Results (15 marks) 2.

Write an email of about 80-100 words in response to each of the following situations, A and B.

- A. You are going to take evening classes in car maintenance. Write an email to the course leader asking him what you should expect from the course and what equipment you will need.
- B. You are going to meet your girl/boyfriend's parents for the first time. You are very nervous. Write an email to a friend asking for some advice.

Email A

| |
|--|
| To: |
| From: |
| Date & Subject: |
| |

Email B

| |
|--|
| To: |
| From: |
| Date & Subject: |
| |

Section W3 Writing For Results (15 marks) 3.

Write an email of about 80-100 words in response to each of the following situations, A and B.

- A. You recently went out to a local restaurant for a family celebration. You were very dissatisfied. Write an email to the restaurant complaining about the food and service you experienced.

- B. Your friend borrowed some books from you during the holidays and has gone back to university without returning them. Write an email to your friend, complaining about the inconvenience he/she has caused you.

Email A

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|--|
| To: |
| From: |
| Date & Subject: |
| |

Email B

| |
|--|
| To: |
| From: |
| Date & Subject: |
| |

Section W3 Writing For Results (15 marks) 4.

Write an email of about 80-100 words in response to each of the following situations, A and B.

- A. You recently sent an angry email to a sports shop because they had failed to deliver an order you had made. Now you have discovered it was delivered to your neighbour when you were out. Write an email to the company apologising for your mistake.

- B. You accepted an invitation from your friend to stay with him/her next weekend but you have just remembered that you have a prior arrangement. Write an email to your friend apologising for your mistake.

Email A

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|--|
| To: |
| From: |
| Date & Subject: |
| |

Email B

| |
|--|
| To: |
| From: |
| Date & Subject: |
| |