

PAPER 1 Reading

▶▶ PART 1

- 1 A: Correct. 'With hindsight, I think we were naive.'
- 2 D: Correct. 'This is because problems like global warming are so huge that ordinary individuals don't feel they could possibly make any difference. I think that's the real danger facing us today – that we'll succumb to a feeling of helplessness instead ... future generations.'
- 3 C: Correct. 'The main problem is that the high seas do not fall under the jurisdiction of any one country, making restrictions difficult to impose. Advances in fishing technology mean that large factory ships can stay out for weeks on end, using huge nets which indiscriminately scoop up everything in their path'
- 4 B: Correct. 'The overfishing of krill in the Antarctic threatens wildlife further up the food chain such as whales, seals and penguins, which rely on the krill for food. In some Canadian coastal areas, cod fish populations have been fished to commercial extinction, thereby destroying the livelihood of whole communities.'
- 5 C: Correct. 'Suffice it to say, they do *not* care. In fact, they don't approve of those who do, and do little to disguise their feelings. ... I ... was met with a brick wall from the husband and derisive sarcasm from the wife.'
- 6 B: Correct. 'Bruce (the husband) scoffs at our neat row of separate recycling bins for plastic, paper and metal'

▶▶ PART 2

- 7 G: Link between 'remnants of the Inca civilisation' in the previous paragraph and 'the greatest Inca discovery of them all'. Also, link between 'But this region of southern Peru is still full of ruins' and 'an advanced civilisation existed here' in the following paragraph.
- 8 D: Link between 'firing the ambitions of those hoping to make similar spectacular finds' in the previous paragraph, 'That amounts to an awful lot of culture buried under the ground' and 'It is the mountains of the Vilcabamba range that perhaps hold the most tantalising, spectacular ruins' in the following paragraph.
- 9 A: Link between 'foundations of buildings, foundations of roads, water channels' and 'The finds' in the following paragraph.
- 10 E: Contrastive link between 'About ninety percent has not been investigated' in the previous paragraph and 'vigorous exploration combined with serious scientific research'. Also, Johan Reinhard's name is mentioned for the first time in paragraph E.
- 11 C: Contrastive link between 'It's the Indiana Jones fantasy' in the previous paragraph and 'But exploring is not all about adventure'.
- 12 B: Link between 'In two lengthy expeditions to Qoriwayrachina in 2001 and 2002' and 'future expeditions to Qoriwayrachina' in the following paragraph.

▶▶ PART 3

- 13 A: Correct. 'Later came the beach buggy, a briefly fashionable, wildly impractical, single-terrain vehicle' and 'there is no doubt which pointless recreational vehicle ... it's the quad bike'
- 14 C: Correct. 'There's nothing cool about a quad' and 'Spoilt children get them for Christmas.'

- 15 B: Correct. 'Originally, the ATV ... was developed in Japan as a three-wheeled farm vehicle, an inexpensive mini-tractor that could go just about anywhere.'
- 16 D: Correct. 'the quad's recreational appeal lies in its potential to deliver a safe thrill' and 'The quad bike, in short, provides middle-aged excitement for men who think a Harley might be a bit dangerous.'
- 17 C: Correct. 'Employers are required to provide training to workers who use quad bikes'
- 18 B: Correct. 'they have all but replaced the tractor as the all-purpose agricultural workhorse'
- 19 D: Correct. 'this squat, ungainly, easy-to-flip machine' and 'Outside of racing, quad bikes are growing in popularity and injuries have trebled in the last five years.'

▶▶ PART 4

- 20 E: 'Books and films for older children (and adults) that deal with time travel indicate just how, well, timeless, that interest is.'
- 21 B: 'The haunting pictures of the dilapidated farm buildings and scruffy animals are just one of the outstanding features in this first novel'
- 22 H: 'nobody must look at the old oak. Everyone in the village knows this ... except Arthur ... We learn what happens to Arthur when he looks at the tree'
- 23 C: 'The sparse text is cleverly interwoven with the line drawings in such a way as to encourage reading without being too overtly didactic.'
- 24 F: 'But a new teacher at nursery school brings out the artist in Viji'
- 25 E: 'As Heather ventures backwards and forwards in time, she learns fascinating details about life in different epochs, each of which is entirely plausible and very real.'
- 26 H: 'as in her first novel, Carson depicts brilliantly the isolation of childhood'
- 27 D: 'Problems begin to emerge when he discovers he is slipping in and out of his imaginary world without realising it – and then he finds he can't control which world he is living in.'
- 28 C: 'Even toddlers who show no interest in the usual baby bathtime books will be entranced by the delightful narrative.'
- 29 F: 'A useful message for every child who is unwilling to try something new because of doubts about his or her ability.'
- 30 D: 'the younger members of the target market for this work may find the material too unsettling' and 'If this marketing mismatch could be addressed'
- 31 G: 'Wilmot captures brilliantly the ... uniformity, but also the quaint quality of life in that decade' and 'their house, number 54 Mafeking Place'
- 32 A: 'the breathtaking finale comes right out of the blue'
- 33 B: 'This enables young readers to understand fully the awkward issues facing the grown-ups in this world'
- 34 G: 'Wilmot's ability to demonstrate what is going on in the minds of the adults in the story without talking down to his young readers, as so many writers do'

PAPER 2 Writing

▶▶ PART 1

Question 1

Style: Formal

- Content: 1 Introduction: briefly describe the trip (dates, number of people, places visited).
2 Say what criticisms have been expressed:

- the coach was slow
 - a train with sleeping cars would save time
 - practice with Scottish accents needed
 - the language classes were hard for some people
 - the lectures were boring for some people
- 3 Describe the positive feedback:
- people enjoyed the guided tour of the city
 - country dancing was popular
 - people enjoyed the museums and art galleries, though this was too much for one day
- 4 Conclusion: end with your suggestions for future trips.

▶▶ PART 2

Question 2

Style: Semi-formal or formal

- Content:*
- 1 Introduction: give some basic information about the region.
 - 2 Describe the sports played in the region and the facilities.
 - 3 Describe what other recreation possibilities there are.
 - 4 Give some basic information about cinemas and theatres (how to get there, the kinds of films, plays one can see etc.).
 - 5 Give some basic information about cafés and restaurants (how to get there, prices, type of food etc.).
 - 6 Conclusion: perhaps suggest where students can get more detailed or additional information.

Question 3

Style: Semi-formal or formal

- Content:*
- 1 Introduction: describe a situation when you did manual work.
 - 2 Describe exactly what you had to do.
 - 3 Say how the work proved to be satisfying.
 - 4 Conclusion: perhaps end with a reflection on the value of doing manual work.

Question 4

Style: Informal

- Content:*
- 1 Introduction: explain what you are going to write about.
 - 2 Describe the events leading up to the accident.
 - 3 Describe the accident itself in some detail.
 - 4 Describe the reactions of the drivers and other people.
 - 5 Describe your experience with the police.
 - 6 Explain what was interesting about the whole experience for you.

Question 5(a)

Style: Formal

- Content:*
- 1 Introduction: state which two characters you are going to write about with regard to the question of guilt and responsibility in the book.
 - 2 Examine one character and the extent to which he or she is guilty/responsible.
 - 3 Compare him or her with the second character, using examples from the book.
 - 4 Conclusion: sum up your comparison.

Question 5(b)

Style: Semi-formal

- Content:* 1 Introduction: comment briefly on the film version of the book.

- 2 Compare the portrayal of the characters in the film with those in the book, using examples.
- 3 Compare the development of themes in the film with that of the book.
- 4 Conclusion: say whether you think the film is as good as the book.

PAPER 3 Use of English

▶▶ PART 1

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

▶▶ PART 2

13 than 14 number 15 them 16 in 17 as 18 what
19 why 20 worth 21 less 22 though/if 23 the 24 such
25 will/can/could/may/might 26 mind 27 in

▶▶ PART 3

28 popularity (adjective to noun)
29 increasingly (verb to adverb)
30 censorship (verb to noun)
31 powerless (noun to negative adjective)
32 growth (verb to noun)
33 tendency (verb to noun)
34 critical (noun to adjective)
35 sophistication (adjective to noun)
36 applicable (verb to adjective)
37 equally (adjective to adverb)

▶▶ PART 4

38 charged 39 dead 40 tied 41 idea 42 alien

▶▶ PART 5

43 no matter (1) how hard (1)
44 have made (1) their getaway (1)
45 seem to be (1) taken into consideration (1)
46 placed the blame (1) on herself/her/Carrie (1)
47 not only our computer (1) but (also) (1)
48 take back (1) what I said (1)
49 despite the fact that (1) it was (1)
50 accused Joe of (1) leaving his (1)

PAPER 4 Listening

▶▶ PART 1

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

▶▶ PART 2

7 a (new) motorway 8 skeleton 9 ceremonial 10 cattle
11 leader 12 France 13 west 14 the British Museum

▶▶ PART 3

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

▶▶ PART 4

Task One

21 A 22 H 23 G 24 E 25 B

Task Two

26 F 27 D 28 B 29 H 30 C