

READING

DO NOT OPEN THIS QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO!

Time: 45 minutes

- *Answer all the questions.*
- *You may write on the question paper but make sure you write all your answers on the separate Answer Sheet.*
- *You must not speak to the other candidates.*
- *You may use a dictionary throughout this test.*

Task One: Paragraph Headings (10 minutes) – Questions 1-6

Read the following article about English spelling.

- Match each paragraph to the correct heading.
- Place a ☐ in the appropriate box on your Answer Sheet.
- The first one has been done for you.
- There are two extra paragraph headings that you DO NOT need.

Paragraph Headings

- A UNSOLVABLE PROBLEMS BLOCK REFORM
- B UNCONTROVERSIAL REFORMS IN SPELLING
- C PARTIAL AND INEFFECTIVE ATTEMPTS AT REFORM
- D NO OFFICIAL BODY TO REGULATE SPELLING
- E NEW REGULATIONS IN ENGLISH SPELLING
- F *VARIOUS INEFFICIENCIES OF THE CURRENT SPELLING***
Example
- G FLEXIBILITY WITHIN LIMITS
- H ONE SPELLING SYSTEM DOES NOT FIT ALL
- I THE CHAOTIC STATE OF ENGLISH SPELLING

The Nightmare of English Spelling

EXAMPLE

F

4

Supporters of spelling reform assert that the many inconsistencies and irregularities of English spelling lead to severe difficulties for learners. The result, it is argued, leads to a lower level of literacy among English speakers compared with speakers of other languages. A hundred year ago the author George Bernard Shaw pointed out that irregular spelling inflicts costs on business and indeed all users of the language.

Unlike most other major languages, the English language lacks a worldwide regulatory authority with the power to promulgate changes to English spelling. Examples for other language include the Nederlandse Taalunie (Dutch), the Académie française (French) and the Accademia della Crusca (Italian). The establishment of such a body may be necessary before any efforts to reform English spelling can succeed.

1

Unlike many other languages, English spelling has never been systematically updated with the result that the current spelling system is only partly phonetic. There is, however, a system of weak rules with many exceptions and ambiguities. The spellings, for instance, of *through*, *though*, *thought*, *enough*, *daughter* and *laughter* all contain the 'ugh' but the pronunciation of this combination of letters is different in each word

5

Some proposed spelling systems allow limited variation in spelling. Indeed, before the introduction of standard dictionaries, many words had several variations. Different spellings still exist in English spelling, for example: *jail* and *gaol*. Other words have alternative spellings on account of differing pronunciation, such as *indexes* and *indices*. The introduction of new spellings for some words would not necessarily displace the established spellings.

2

Many exceptions in English spelling are the result of misguided innovations by scholars to 'correct' older spelling by adding silent letters to reflect the word's Latin or Greek origin. The word *island*, for example, is not related to *isle*, and was once spelled *iland* (compare with the corresponding Dutch word *eiland*).

6

The large number of vowel sounds in English and the small number of vowel letters make phonemic spelling unacceptably difficult to achieve without resorting to unusual letter combinations, diacritic marks or the introduction of new letters. An even more important impediment has been strong public resistance to reform since the nineteenth century when spelling was finally fixed by influential dictionaries.

3

English is largely a Germanic language which has extensively borrowed from Norman French, Latin and Greek. All of these languages have very different phonemes and approaches to spelling. Any reform tends to favour one language in preference to the others resulting in a large percentage of words that must change spelling to fit the new scheme.

Remember to copy your answers onto the Answer Sheet.

Task Two: Long Text (20 minutes) – Questions 7-14

You will read an article about the island, St Martin.

- Below are 4 questions about the text.
- Each answer requires several pieces of information.
- Answer each question with as FEW words as possible. You do not need to write full sentences.
- You can copy from the article, but do not write more than 15 words for each piece of information.

- **Which two factors prevented fighting between the Spanish, French and Dutch in 1648? (2 points)**
- **According to the legend, which two reasons resulted in the French acquiring a larger share of the island? (2 points)**
- **Until the 20th Century, which continents did manual workers come from? And what was their status? (2 points)**
- **Which two factors account for St. Martin's reputation for excellent food? (2 points)**

*Important: the text lasts **three** pages – pages 5, 6, **and** 7.*

Saint Martin

Saint Martin is an island in the south of the Caribbean. It has a land area of 87 square kilometres, 53 km² of which in the north is under the sovereignty of France while 34 km² in the south is under the jurisdiction of the Kingdom of the Netherlands. The main towns are Philipsburg on the Dutch side and Marigot on the French. While the city with the highest population, Marigot, lies on the French side, the Dutch side is more heavily populated.



The highest hilltop is the Pic Paradis (424 m) on the French part of the island. There are no rivers on the island, but many dry guts. Hiking trails give access to the dry forest covering tops and slopes. The average yearly air temperature is 27°C with a minimum of 17°C and a maximum of 35°C. The average sea surface temperature is 26.4°C. The total average yearly rainfall is 995 mm, with 99 days of thunder.

In 1493 Christopher Columbus embarked on his second voyage to the New World. According to legend, Columbus sighted and perhaps anchored at the island of Saint Martin on 11 November 1493, the feast day of Saint Martin of Tours. In his honour, Columbus named the island San Martin. This name was translated to Sint Maarten in Dutch and Saint-Martin in French.

Prior to Columbus's arrival, St. Martin was populated by Caribs. The earlier inhabitants, the Arawaks had been driven from the island by the Caribs, who originated from the north coast of South America. The Arawaks were agricultural people who fashioned pottery and whose social organisation was headed by hereditary chieftains who derived their power from personal deities. Territory controlled by the Caribs was not completely conquered by Europeans until the mid-17th century when most of them perished in the struggle between the French, English, Dutch and Spanish for control of the island.

The Dutch first began to ply the island's ponds for salt in the 1620s. But Spanish forces captured Saint Martin from the Dutch in 1633, seizing control and driving most or all of the colonists off the island. At Point Blanche, they built the Old Spanish Fort to secure the territory. The Dutch retaliated in several unsuccessful attempts to win back St. Martin. However in 1648 the Spanish abruptly abandoned the Island for a variety of reasons.

With St. Martin abandoned by the Spanish, both the Dutch and the French jumped at the chance to re-establish their settlements. Dutch colonists came from St. Eustatius, while the French came from St. Kitts. After some initial conflict, both sides realised that neither would yield easily. To avoid the cost of an all-out war, St Martin became the smallest Island on earth to be divided into two jurisdictions. On 23 March 1648, France and the Dutch Republic agreed to divide the island between their two states, with the signing of the Treaty of Concordia.

A legend grew up around the division of the island. According to legend, in order to determine the boundary, the two sides held a contest. It began with a Frenchman drinking wine and a Dutchman drinking gin. With both in an inebriated state, they set off from Oysterpond on the island's east coast in opposite directions. The Frenchman headed off following the coast to the north, while the Dutchman followed the coast to the south. The plan was that wherever the two men met on the coast was to be the point from which a straight line across the island would be drawn to Oysterpond. This line bisecting the island would become the border. As things worked out, the Dutchman met a woman and stopped to sleep off the effects of the gin, while the Frenchman cheated by cutting inland through the north-eastern part of the island instead of following the coast. The French therefore ended up with more territory.

Though often repeated, the story is not historically accurate. During the treaty's negotiation, the French had a fleet of naval ships off shore, which they used as a threat to bargain more land for themselves. In spite of the treaty, relations between the two sides were not always cordial. Between 1648 and 1816, conflicts changed the border sixteen times. In the end, the French came out ahead with 54 km² to the 41 km² for the Dutch side.

The Spanish introduced the first African slaves to the area in the 16th century, but the main influx of African slaves took place in the 18th century with the development of sugarcane plantations owned by the French and Dutch. Slavery was abolished in the first half of the 19th century, after which Chinese and Indians were brought to the island to work the plantations under exploitative contractual terms. Thus historically St. Martin is populated by a mixture of Amerindian, European, African, Indians and Asian peoples. Its culture is consequently exceedingly rich and varied.

In the past twenty years, due to a major influx of immigrants, particularly from Spanish speaking Latin America, searching for better employment and living conditions, St Martin has become even more diverse. Today, the island's population of 69 000 is truly a melting pot of people from seventy or more different

countries.

With so many different ethnic groups, several languages are spoken. An English-based creole is the local dialect. However, the official languages are French for Saint Martin, with Dutch and English being official for Sint Maarten. Other common languages include various French creoles. Spanish is also spoken by immigrants from the Dominican Republic and Papiamentu. The most common Lingua Franca on the Island is English.

The whole island is known for its excellent cuisine. Creole, French, and West Indian cooking are particularly renowned. Chefs trained in Europe elevate restaurant cuisine to gourmet level. Of course, with the diverse nationalities, plenty of mouth-watering international fare is also served.

The South is known for its casino's, exotic drinks, jewellery and nightlife and is also a major destination for cruise ships, while the North is better known for its beaches, shopping and restaurants. At the border between the French and Dutch territories is the Caribbean's largest lagoon Simpson Bay which attracts tourists with yachts. There is no border control between the two parts of the Island, but passport checks exist for all those travelling between the island and elsewhere.

Getting to St. Maarten by air or sea is now easier than ever. It is just three hours from New York City and four hours from Miami; direct flights are offered by such carriers as Continental, American, U.S. Air, United, Delta, Spirit and Jet Blue. In 2006 a new terminal building was completed at St. Maarten's Princess Juliana International Airport. Other recent upgrades to the airport include air traffic control and radar system upgrades and improvements to the taxiways.

Task Three: Multiple-Choice Reading (15 minutes) – Questions 15-20

Read the following two texts about a village in Italy.

- Answer the questions that follow them.
- Place a ☐ in the appropriate box on your Answer Sheet.

Calcata

Whether you arrive in Calcata by car or by one of the buses from Rome, it is impossible to remain untouched when the village first comes into sight. Perched high atop a cake-shaped stump of tan volcanic rock the fortified village plays on the travelers' collective myth of the quintessential Italian hill town. But navigate the S-shaped passageway to the marble bench-lined piazza in the middle of this bewitching



village, about 30 miles north of Rome, and something might seem amiss. Maybe it's the fresco of Jimi Hendrix painted on the wall of an 18th-century building. Or the ponytailed locals, some of whom might be milling about in Indian-style saris. Or the absurd number of art galleries tucked away in the tangle of cobblestone alleyways. Whatever it is, it doesn't take long to figure out that Calcata is not your everyday Italian hill town. The village is home to a wacky community of about 100 artists, bohemians, aging hippies and New Age types.

Its offbeat roots began in the 1930s, when the government condemned the medieval village for fear that the craggy cliffs it sits on were crumbling. Calcata's inhabitants relocated a half mile up the road to a newly built town, Calcata Nuova, and except for a few holdouts and a clutch of feral cats, the old hilltop village lay deserted, awaiting a government wrecking crew.

Then, in the late '60s and early '70s, artists and bohemians began gravitating to the village, drawn by its rugged beauty and a mythical energy that some say emanates from Calcata's 150-foot-high volcanic stump. The new artsy inhabitants squatted in the abandoned stone houses before buying them (the original owners were happy to sell). They patched up potholes in the cobblestone alleys and transformed many of the caves under the village into subterranean homes. They opened art galleries, restaurants and cafes. And, finally, they successfully campaigned to have Calcata's death sentence rescinded, convincing the government that the earlier assessment was wrong.

Calcata is also charmingly backward. There are many places to get a tarot card reading or a box of incense, but to withdraw money from an A.T.M., mail a letter or other modern conveniences, you have to drive to Calcata Nuova or three miles to Faleria. Still, for most Calcata residents, it's a fair trade-off. "You could walk around here in your pajamas holding a cup of coffee or a glass of wine, and no one is going to judge you because you're not tied to the proper Italian way of doing things," says one of the inhabitants.

15 In the 1930s...

- A** the village was partly demolished.
- B** everyone left the village.
- C** the government made the people move to other regions of Italy.
- D** the inhabitants were moved to new homes.

16 After the 60s the new inhabitants...

- A** started building houses from the cobblestones they found.
- B** lobbied to have an earlier resolution changed.
- C** were apprehensive of the volcanic base.
- D** rented out the old homes.

17 The impression one gets from Calcata based on this writing is that...

- A** it is a mixture of old traditions and modern facilities.
- B** its beauty is impaired by its backwardness.
- C** its unconventionality is appealing.
- D** its historical background is the main attraction.

Must Read Italy Book: An Irreverent Curiosity

Despite the impression some flowery expat memoirs can give, small Italian towns aren't the easiest places for outsiders to assimilate into. Visiting one for a few days and trying to live in one are two very different propositions. Each village has its own rhythms, unspoken rules and age-old taboos and secrets; trying to decipher them can be like searching for buried treasure without a map.



So it is with some anxiety that New York writer David Farley moves to the tiny town of Calcata, 30 miles north of Rome. Will the fact that this town of a hundred is a haven for hippies, artists and New Age types make it easier or harder for him to assimilate? Oh, and there's another complicating factor, David Farley has come to Calcata to find a bizarre reliquary of Christendom, some physical remains of Jesus Christ. Yes, you read that right. *An Irreverent Curiosity: In Search of the Church's Strangest Relic in Italy's Oddest Town* is David Farley's account of his yearlong pursuit to discover what happened to Calcata's relic, which was stolen from the town church in 1983.

An Irreverent Curiosity is really many stories in one and Farley expertly weaves them together. There's of course the history of this Holy Relic and the journey it has taken over the years, but Farley also entertainingly relays the history of Christian relics in general. However, the most compelling story is that of Calcata and its eclectic townspeople. The book sheds light on human relations and small town culture. Italians are characters and Farley has happened upon quite a collection in Calcata.



Farley doesn't sugarcoat and romanticise the experience of being a stranger in Calcata. At various times, he feels embraced and ostracised. The fact of the matter is, he is here on a mission and everyone has an opinion as to whether he should just mind his own business when it comes to the relic.

In the end, though, more than anything *An Irreverent Curiosity* is a mystery. Does Farley find the relic? Or is his year-long search fruitless? Who took it? Was it Satanists? The Vatican? This reader couldn't help but worry that the tale would end in a disappointing way. Without giving away the ending, the conclusion is both surprising and satisfying, following one heck of a wild ride.

18 David Farley moved to Calcata...

- A** because he was enchanted by the beauty of the town.
- B** to enjoy the cultural challenge.
- C** to uncover a mystery.
- D** to find out if he could assimilate.

19 Farley's book...

- A** is a collection of individual short stories.
- B** is a travel documentary of the country.
- C** focuses mainly on the strange behavior of people.
- D** concerns themes related to a quest.

20 Regarding Farley and his book the inhabitants...

- A** have diverse views.
- B** appreciate the way Farley portrayed them.
- C** think Farley should not interfere with the town's cultural life.
- D** are indifferent.

READING – ANSWER SHEET



AEF1

Candidate Number:

PLACE BAR CODE HERE

Place a ☒ in the appropriate box.

Do not make corrections.

Never mark more than one box.

Task One: Paragraph Headings Questions 1-6

Question	Your Answer								
	A	B	C	D	E	F	G	H	I
Example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A	B	C	D	E	F	G	H	I

Task Two: Long Text Questions 7-14

TURN OVER to write your answers.

Task Three: Multiple-Choice Reading Questions 15-20

Question	Your Answer				Question	Your Answer			
	A	B	C	D		A	B	C	D
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A	B	C	D		A	B	C	D

Task Two: Long Text Questions 7 - 14

- **Which two factors prevented fighting between the Spanish, French and Dutch in 1648?**

For this question there are 2 pieces of information to find; and for each piece write no more than 15 words.

7.	
8.	

- **According to the legend, which two reasons resulted in the French acquiring a larger share of the island?**

For this question there are 2 pieces of information to find; and for each piece write no more than 15 words.

9.	
10.	

- **Until the 20th Century, which continents did manual workers come from? And what was their status?**

For this question there are 2 pieces of information to find; and for each piece write no more than 15 words.

11.	
12.	

- **Which two factors account for St. Martin's reputation for excellent food?**

For this question there are 2 pieces of information to find; and for each piece write no more than 15 words.

13.	
14.	

DON'T FORGET TASK 3 - TURN OVER

READING – ANSWER KEY

AEF1

Task One: Paragraph Headings Questions 1-6

Question	Your Answer								
	A	B	C	D	E	F	G	H	I
Example	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A	B	C	D	E	F	G	H	I

Task Two: Long Text Questions 7-14

TURN OVER to write your answers.

Task Three: Multiple-Choice Reading Questions 15-20

Question	Your Answer					Question	Your Answer			
	A	B	C	D			A	B	C	D
15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		18	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A	B	C	D			A	B	C	D

Task Two: Long Text Questions 7 - 14

- **Which two factors prevented fighting between the Spanish, French and Dutch in 1648?**

For this question there are 2 pieces of information to find; and for each piece write no more than 15 words.

7. The Spanish abandoned the island.

8. The French and Dutch did not wish to fight / wanted to avoid the costs of war.

- **According to the legend, which two reasons resulted in the French acquiring a larger share of the island?**

For this question there are 2 pieces of information to find; and for each piece write no more than 15 words.

9. The Dutch runner stopped to sleep off drunkenness

10. The French runner cheated

- **Until the 20th Century, which continents did manual workers come from? And what was their status?**

For this question there are 2 pieces of information to find; and for each piece write no more than 15 words.

11. Africa – as slaves

12. Asia – as exploited contract workers

- **Which two factors account for St. Martin's reputation for excellent food?**

For this question there are 2 pieces of information to find; and for each piece write no more than 15 words.

13. Chefs trained in Europe

14. The multi-cultural background

DON'T FORGET TASK 3 - TURN OVER

WRITING

DO NOT OPEN THIS QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO!

Time: 60 minutes

- *Write your answer to Task 1 on the Answer Sheet - Task 1.*
- *Write your answer to Task 2 on the Answer Sheet - Task 2.*
- *You must not speak to the other candidates.*
- *You may use a dictionary throughout this test.*

Task One: Transactional Writing (30 minutes)

You have recently ordered three DVDs from an on-line company.

- Write an **email of complaint** to the company on the basis of the information below.
- Write ca. 200 words.
- Write your answer to this question on the Answer Sheet – Task One.

Part of the company website:

Sunshine DVD Service

- High quality DVDs
- Delivered within two day
- Customer care line 24/7

My notes

- Ordered 3 DVDs
- One defective (give them details)
- One Japanese soundtrack only
- Delay in arrival
- Couldn't get through on customer care line

Task Two: Discursive Writing (30 minutes)

- Choose only **ONE** of the following questions – 1, 2 OR 3.
- Write ca. 200 words.
- DO NOT answer more than one question.
- Write your answer to this question on the Answer Sheet - Task Two.

1.

A major fire has burned down two historic buildings in your town. Write an article for an international architectural magazine.

Write **an article**. *Make sure it is presenting your case clearly. Keep in mind that you are writing for the readers of an architectural magazine.*

**2.**

A recent article in your local newspaper has in your view wrongly described the financial issues facing your town.

Write **a letter to the editor** to put the record straight. *Make sure it is presenting your case clearly. Remember that you are writing for the readers of a newspaper.*

**3.**

"The media in your country is usually accurate and objective." To what extent do you agree with this statement?

Write **an essay**. *Explain your points for and against; and arrive at a conclusion at the end. Make sure you state your argument in a logical way.*



WRITING – ANSWER SHEET – TASK ONE

Candidate Number:

PLACE BAR CODE HERE

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

[illegible]

LISTENING

DO NOT OPEN THIS QUESTION PAPER UNTIL YOU ARE TOLD TO DO SO!

Time: approx. 40 minutes

- *Answer all the questions.*
- *You may write on the question paper but make sure you write all your answers on the separate Answer Sheet. (You will have 5 minutes at the end of the exam for this.)*
- *You must not speak to the other candidates.*
- *You may use a dictionary to check your work at the end of the test.*

Task One: Short Conversations – Questions 1-4

You will hear two people who have got lost while walking in the country.

- You will hear four conversations.
- For each conversation

» **SELECT ONE ITEM FROM LIST A which best describes the problem or difficulty in Justine's eyes,**

AND

» **SELECT ONE ITEM FROM LIST B which best describes Justine's attitude to the problem or difficulty.**

- Place a ☐ in the appropriate box on your Answer Sheet.
- You will hear each conversation twice.
- There are two items in each list which you will not need.

(List A)

Which best describes the problem or difficulty in Justine's eyes?

- A** No obvious options
- B** Something is left behind
- C** Unable to agree on the position of landmarks
- D** The distance
- E** Something is lost
- F** Fear of being out all night

(List B)

Which best describes Justine's attitude to the problem or difficulty?

- G** Irritated
- H** Resigned
- I** Cruel
- J** Playful
- K** Argumentative
- L** Cynical

Task Two: Making Notes – Questions 5-7

You will hear a presentation about the history of potatoes.



- The presentation will be in three parts. Before each section you will be asked a question.
- While listening, take notes which will help you answer the question.
- After each section you will hear the question again and then you will have 2 minutes to write each answer.
- Each question is worth three marks and seeks three pieces of information.
- The recording will only be played once.
- Write your notes below but remember to copy your answers onto the separate Answer Sheet.

Your Notes

Remember to copy your answers onto the Answer Sheet.

Task Three: Radio Programme – Questions 8-15

You are going to hear an extract from a radio programme about a life-threatening incident.

- On the test paper you have eight multiple choice questions about the programme.
- Choose the best response (A, B, or C) for questions 8-15.
- Place a ☒ in the appropriate box on your Answer Sheet.
- You will hear the recording twice.
- You have two minutes to read the questions before the recording starts.

8. Chris attended the party because...

- A** it was organised by his firm.
- B** he was invited personally by the party organisers.
- C** his firm asked him to go.

9. Concerning his feelings, Chris...

- A** had been looking forward to the party.
- B** believed he wouldn't enjoy the party.
- C** didn't know what to expect from business parties.

10. During the party...

- A** barely any alcohol was consumed.
- B** Chris had a long, uninteresting conversation.
- C** Chris felt integrated into the group.

11. Concerning the accident, Chris...

- A** had no warning that the boat would sink.
- B** saw water coming into the cabin.
- C** was taken by surprise at the speed the boat sank.

12. When he found himself in the water, Chris...

- A** went to the aid of others.
- B** was indecisive.
- C** underestimated the distance to the shore.

13. Chris was surprised...

- A** that no-body saw him swimming in the lake.
- B** that Jack Duval was on the quayside.
- C** that his friend was writing so early in the morning.

14. The rest of the partygoers...

- A** were saved after Chris alerted the rescue-services.
- B** alerted the rescue services when they got ashore.
- C** had to swim a shorter distance than Chris.

15. Chris's attitude to this life-threatening experience could best be described as...

- A** nonchalant.
- B** irreverent.
- C** empathetic.

YOU HAVE 5 MINUTES TO CHECK YOUR WORK. YOU MAY USE A DICTIONARY. DON'T FORGET TO TRANSFER YOUR ANSWERS TO THE ANSWER SHEET.

LISTENING – ANSWER SHEET

AEF3

Candidate Number:*PLACE BAR CODE HERE*Place a ☒ in the appropriate box.

Do not make corrections.

Never mark more than one box.

Task One : Short Conversations Questions 1-4

Question	Your Answer (List A)						Your Answer (List B)					
	A	B	C	D	E	F	G	H	I	J	K	L
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A	B	C	D	E	F	G	H	I	J	K	L

Task Two: Making Notes Questions 5 - 7**TURN OVER** to write your answers.**Task Three: Radio Programme** Questions 8-15

Question	Your Answer			Question	Your Answer		
	A	B	C		A	B	C
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A	B	C		A	B	C

Task Two: Making Notes *Questions 5-7*

- Each question is worth three marks and seeks three pieces of information.

5	•
	•
	•
6	•
	•
	•
7	•
	•
	•

DON'T FORGET TASK 3 - TURN OVER

LISTENING – ANSWER KEY

AEF3

Task One : Short Conversations *Questions 1-4*

Question	Your Answer (List A)						Your Answer (List B)					
	A	B	C	D	E	F	G	H	I	J	K	L
1	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A	B	C	D	E	F	G	H	I	J	K	L

Task Two: Making Notes *Questions 5 - 7***TURN OVER** to write your answers.**Task Three: Radio Programme** *Questions 8-15*

Question	Your Answer			Question	Your Answer		
	A	B	C		A	B	C
8	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	12	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	13	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	14	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	A	B	C		A	B	C

Task Two: Making Notes Questions 5-7

- Each question is worth three marks and seeks three pieces of information.

5	<ul style="list-style-type: none"> • 6000 years ago potatoes were first cultivated in Peru.
	<ul style="list-style-type: none"> • The Peruvians have around 1000 words to describe potatoes and potato varieties.
	<ul style="list-style-type: none"> • Potato dishes were presented to the royal court in 1537.
6	<ul style="list-style-type: none"> • It was considered food for the underprivileged only.
	<ul style="list-style-type: none"> • People's ingrained eating habits.
	<ul style="list-style-type: none"> • Its relationship to poisonous plants.
7	<ul style="list-style-type: none"> • George Crum invented potato crisps.
	<ul style="list-style-type: none"> • NASA developed a special variety of potato to feed astronauts (on long space voyages).
	<ul style="list-style-type: none"> • Luigi Giavanni invented the automatic Potato Peeler.

DON'T FORGET TASK 3 - TURN OVER

Tapescripts:

Task One:

Conversation 1

- John What idiots we are, Justine, to come walking in this forest without a map. I should have bought one. And we're crazy for straying from the marked paths. Luckily the weather is holding up.
- Justine Well, it's your fault, I thought you had a map in your pocket, John. Now I'm sure we'll come back to the main track if we head that way. We had that hill top on the right of us earlier.
- John It can't be that way. You've lost all sense of direction; the stream we've been following has curved round to the left.
- Justine But it must be right if it is the same stream, we crossed earlier.
- John Well, it can't be, can it? - unless it does a 180 degree turn.

Conversation 2

- John Now, Justine, stop fooling around, all we have to do is to continue straight along here and we'll find the main track.
- Justine It goes on for ever. Can you take me piggy-back?
- John Not when we are going up hill. You can see the path starts to go up soon.
- Justine Yes, it stretches into the horizon and I'm fed up with it. Here take my bag and let me get onto your shoulders.
- John Oh come on and sober up. We want to get out of here before it gets dark.

Conversation 3

- John Now, I'm sure we'll be fine if we continue along this forest track. It must curve round with the stream and join that small road further up.
- Justine Can you give me my bag; I need to check my emails. I actually have important things to do as well.
- John I haven't got it, Justine. I thought you had it on your shoulder. You can't have dropped it.
- Justine Oh, John this is ruining my whole day. It was quite fun until now. I had everything in that bag.
- John Don't panic, Justine. I know where it is exactly. It's by that fallen tree where we had a rest. It's just a major irritation that we need to go back to get it.

Conversation 4

- John I can see light at the end of the tunnel. We just need to climb up this hill and then we are back on the main track.
- Justine You don't have the first clue of where we are, John. Don't give me that serious look which you use on your clients at work. I'm knackered and I don't care where we're going any more. It's quite funny really.
- John Here take my hand, let me pull you up. You may be right we are not where I think we are. But look, here is a track for vehicles; we haven't seen one of those for some time.
- Justine But it forks and then look in the other direction where it forks again. I mean, it's hopeless, isn't it?
- John Well.
- Justine It's a bit of an arbitrary choice really, isn't it? We just have to accept that we are lost.

Task Two

Examiner

What is the significance of the following figures?: 6000, 1000, 1537

Speaker I was introduced to you as an expert on potatoes but in many ways we are all experts on the subject: you've all eaten potatoes, probably cooked them in many different ways and, I am sure, a lot of you have grown them too. But I wonder how many of you know anything about where they first came from. Well, they originated in the windswept mountains of the Andes in South America about 8000 years ago and it was 6000 years ago that they were first cultivated in Peru. People were impressed by their ruggedness, storage quality and nutritional value. The potato was also believed to have medicinal qualities and was rubbed on the skin of sick patients as a remedy. One interesting fact is that the Peruvians have around 1000 words to describe potatoes and potato varieties!

Centuries later, the invading Spanish conquistadors also became very fond of the Peruvians' potatoes. The Spaniards had been on the look out for gold and jewels but potatoes became one of the exotic finds they excitedly brought back to Europe to impress royalty in 1536. In the following year 1537 potato dishes were presented to the royal court as a new speciality. The word 'potato' known in Spanish as 'patata' is derived from the word 'batata'.

What is the significance of the following figures?: 6000, 1000, 1537

(2 minute pause)

Which 3 reasons are given for the initial unpopularity of the potato in Europe?

Speaker And so the potato was brought to Europe and cultivated here. Though the tuber was productive and hardy, it was for some time not held in high regard. The Spanish put it to very limited use: many Spanish considered it food for the underprivileged only as later did many other Europeans.

It would take three decades for the potato to spread to the rest of Europe. Throughout much of the continent it was at first cultivated primarily as a curiosity by amateur botanists. Part of the resistance to using it was due to ingrained eating habits. Well established vegetables such as turnips and other root crops and grains like oats and barley remained popular.

The potato is a member of the nightshade family and its leaves are poisonous. A potato left too long in the light will begin to turn green. The green skin contains a substance called solanine which can cause illness in humans. This relationship to poisonous plants was a very important reason why the potato was not widely accepted as a food.

Such drawbacks were understood in Europe, but the advantages, generally, were not. Europe would wait until the 1780s before the potato gained prominence anywhere. At this time the people of Ireland adopted the rugged food crop. The primary reason for its acceptance in Ireland was its ability to produce abundant and nutritious food.

Which 3 reasons are given for the initial unpopularity of the potato in Europe?

(2 minute pause)

Examiner **Which inventions or developments are associated with the following names: George Crum; NASA; Luigi Giavanni?**

Speaker Potatoes provided sustenance for much of the Irish population. Indeed, the Irish became so dependent on this crop that its failure in the mid 1800s provoked a famine. By this time potatoes had become commonly eaten in many European countries as well in America and Asia.

Sometimes people discovered how versatile the potato was by accident. In 1853, chef George Crum served a dish of potatoes to a prominent businessman who rejected them for being too thick. Enraged, Crum sliced them incredibly thin, fried them in hot oil and threw salt over them before sending them back to the dissatisfied customer. Amazingly, the customer thoroughly enjoyed them. And so potato crisps were invented.

Potatoes are still making history. A special variety was developed by NASA to feed astronauts on long space voyages.

Potatoes are used in a huge variety of dishes. Sometimes the whole potato is used but often the skin is removed before cooking. In 1959 an Italian man called Luigi Giavanni devised the Automatic Potato Peeler when he was working in a pizza bar in the USA. The initial design was not without problems: in its development many bags of potatoes were wasted.

Today, the potato is so common and pervasive in the Western diet that it is taken for granted. It's easy to forget that it has only been with us for a few hundred years.

Which inventions or developments are associated with the following names: George Crum; NASA; Luigi Giavanni?

(2 minute pause)

That is the end of the task.

Task Three

- Sally Hello and welcome to the programme I survived it. My name is Sally Colin. On the programme today we have Chris Reninson who has survived something that fortunately few of us ever have to face. Hello, Chris. Welcome to the programme.
- Chris Hello, Sally. Thanks for the invitation.
- Sally Now, Chris, the whole incident happened as a result of a business party, didn't it.
- Chris That's right. I work as a management consultant in a local consultancy. A company which we do a lot of business with was holding a summer party for their senior staff and my firm received an invitation. I was selected to go.
- Sally So you were looking forward to the event?
- Chris Not really. I value my Friday evenings and spending them with business partners is not my idea of fun at all. I went, yet again, out of a sense of obligation to my firm. That's all.
- Sally Well, can you say something about the event?
- Chris Yes, there were ten of us, and the party was held on a boat which sailed out into the middle of Lake Grenberg during the night. I have to say the weather was fantastic: the day had been boiling and that evening you could feel the heat radiating up from the water.
- Sally So it was a really small boat?
- Chris No, it had a tiny cabin and kitchen where the food and drinks were served. The food though was all prepared beforehand.
- Sally Did you enjoy the party before the accident?
- Chris To be honest it was worse than I had anticipated. The four other men got drunk very quickly and either fell asleep or staggered around the boat causing it to rock all over the place. The women were just drunk and boring. I ended up having a long meaningless chat with one about a cat she had had when she was a child.
- Sally So when did you realise something was wrong?
- Chris Well, it all happened in a flash. One of the men came up from the cabin, laughing with an open beer bottle in his hand, and said the boat was taking water and would go under. All sorts of scenarios flashed through my mind. Then literally a second later we were under water. There was total darkness everywhere.
- Sally Oh, My God, you couldn't have been expecting that?
- Chris Of course not. Nobody could have. I came up to the surface and could hear a couple of screams in the distance, but I was not aware from where exactly.

- Sally So what was your first thought?
- Chris I saw immediately that it was up to everyone to swim for him or herself. I was totally disoriented, I'm not a trained lifeguard and it looked like several kilometres to the shore. There was no way I could swim that distance dragging someone after me.
- Sally So you set out for the shore immediately then?
- Chris Yes, I wanted to conserve my energy for swimming. Fortunately I could see the light on the roof of the Grenberg monastery on the hill behind the town. I swam towards it. I thought it might take me a couple of hours.
- Sally So you thought you could get to shore and alert the rescue service.
- Chris Yes, that seemed the obvious thing to do, but the swim lasted all through the night. Of course it was tiring, but I had little choice other than to keep going. The first light of the day even appeared on the horizon which was strangely reassuring. Finally I could see the little harbour of Grenberg ahead.
- Sally Did anyone see you coming?
- Chris Well it was four in the morning so I didn't expect anyone to be around. I also had shed my clothes to help me swim. I swam into the harbour and clamoured up the harbour steps onto the quay. I had a great surprise.
- Sally What was that?
- Chris Well, an old friend of mine, Jack Duval, was sitting on a bench in the harbour busily writing away. He's one of our two local novelists and he often gets up early in summer to write, though he usually works in the summer house in his garden. I was able to use his mobile phone to alert the authorities.
- Sally Were you then taken to hospital?
- Chris No, it wasn't necessary. I was simply exhausted. After a chat with the rescue services, Jack gave me a lift home. My wife was asleep when I got in and I went to sleep without waking her.
- Sally And what happened to the other party goers on the boat?
- Chris Strangely enough, all of them made it. They got to the northern shore, which is heavily forested. As it turned out it was a lot nearer to where the boat went down, though there was nothing to guide them swimming at night. They were lucky enough to be heard by a group partying on the shore. They called the rescue people. By the time I got ashore, they'd been all taken to the hospital.
- Sally Are you still having nightmares about the event?
- Chris I never had any nightmares about all this. To be honest I quickly forgot about it.
- Sally Thank you, Chris. Now we have our first caller on the line, Mr Hemmingway.