

For an explanation of how marks are calculated, see page 100.

TEST 1

Paper 1: Reading

PART 1

- | | |
|-----|-----|
| 1 A | 4 C |
| 2 C | 5 D |
| 3 B | 6 B |

PART 2

- | | |
|-----|------|
| 7 G | 10 A |
| 8 B | 11 F |
| 9 E | 12 D |

PART 3

- | | |
|------|------|
| 13 C | 17 A |
| 14 A | 18 B |
| 15 B | 19 B |
| 16 D | |

PART 4

- | | |
|---------------|---------------|
| 20 E | 28 D |
| 21 B | 29 E |
| 22 B | 30 A |
| 23 / 24 A / B | 31 / 32 A / C |
| 25 C | 33 E |
| 26 / 27 A / D | 34 D |

Paper 2: Writing

For General impression mark scheme, see page 102.

QUESTION 1 Task specific mark scheme

Content

The article should contain brief general descriptions of the main newspapers, perhaps in different categories if this is possible. It should summarize the main features of the papers, and include the writer's opinions on one or more of them. It is not necessary to include all of the bullet points in the list of notes (they are described as 'possible' things to include).

Range of grammar and vocabulary

It is likely that the accurate use of comparative structures is required, in addition to the appropriate use of passive structures and the appropriate, mostly present simple, verb tenses. Vocabulary appropriate to describing types of newspaper and the content of newspapers is required, as well as vocabulary for giving opinions on them.

Register

The register should be mostly neutral, because the article contains description / analysis of something factual. Where opinions are given, the register may be more informal.

Organization and cohesion

The article should be divided appropriately into paragraphs, dealing with different types of newspaper or aspects of the newspapers discussed. Separate paragraphs may be used for the bullet points in the list of notes that the writer chooses to include. Opinions may come in a separate paragraph or within each paragraph. Appropriate linking words and phrases should be used for comparing (e.g. *whereas*), for contrasting (e.g. *however*, *although*), for exemplifying (e.g. *for example*) and for giving reasons (e.g. *because*).

Target reader

The reader should have a clear picture of what the national newspapers in the writer's country are like, and should learn other information about them such as which ones are most popular or what kind of people read *different ones*. The reader should also be clear as to the writer's opinions on the papers.

Model answer

THE NATIONAL NEWSPAPERS IN MY COUNTRY

The national newspapers in my country can be divided into two main categories – broadsheets and tabloids. The broadsheet newspapers are big and the tabloids are the same size as magazines.

In general terms, the broadsheets are serious newspapers, which mainly contain news from the country and abroad, and comment on that news. The tabloids focus less on actual news and more on either gossip about celebrities or controversial social issues. The broadsheets are written in a sophisticated style, whereas the tabloids are more sensational and written in the sort of language that ordinary people might use.

The broadsheets are generally read by people who are interested in the news and in politics and who want to spend some time reading their newspaper, whereas the tabloids are read by people who want a bit of entertainment, for example on their way to work or during a break at work. You have to concentrate to read a broadsheet, whereas it's easy to read a tabloid quickly.

Although I don't have any statistics to support this, I believe that more people buy tabloids than the other categories of paper. I usually read one of the tabloids because it's entertaining and I find the other kinds of paper rather dull.

QUESTION 2 Task specific mark scheme

Content

The review should describe the product in some detail and give the writer's opinions on it, including whether or not the writer recommends it.

Range of grammar and vocabulary

The review should include appropriate structures for describing the writer's experience with the product, including appropriate past and present tenses. Appropriate structures for giving opinions and recommending should also be used. Vocabulary associated with buying and using products should be used accurately, as well as vocabulary connected with the particular product chosen.

Register

The review may be neutral or fairly informal. The writer may be completely objective about the product, or take a more personal, informal approach.

Organization and cohesion

The review may be divided into paragraphs separating a description of the product from the writer's opinions of it. The background, for example explaining why the writer bought the product, where the writer came across it, etc. may be included, perhaps as a separate paragraph. The product itself must be identified at the beginning, perhaps in a title for the review. Linking words and phrases should be used appropriately, perhaps to link stages in a sequence of events or to link opinions with reasons for them.

Target reader

The reader should have a clear idea of exactly what the product is and what the writer thinks of it.

Model answer**THE GEORGETOWN SHELVING SYSTEM**

I recently purchased this product, having seen it widely advertised. As my apartment is quite small and I have quite a large number of books, DVDs and CDs, I was looking for something that would save space and enable me to keep everything in a neat and tidy way in one place. The pictures of the shelving system in the adverts made it look ideal for someone in this situation, as did the price, which is significantly below that of other comparable products.

I bought the product online and had it delivered to me. The shelving system came in three separate boxes and it required self-assembly. When I had removed everything from the boxes, I was initially concerned as to whether I would be able to put it together myself. The plans looked complicated and time-consuming, and this kind of thing is not one of my strengths. However, I embarked on the process, and was both surprised and pleased to discover forty-five minutes later that I had completed the process and my shelving system was ready for use.

I then organized and put away all the items that have been lying around in a mess in my apartment for some time. I was able to place the shelving system along one wall and put everything neatly into it. The system enables you

to store an enormous number of items in a relatively small space and it has transformed my apartment. I heartily recommend it to anyone who needs to save space – it is cleverly designed and extremely good value for money.

QUESTION 3 *Task specific mark scheme***Content**

The proposal must contain details of what the event would be, where it would take place, what it would involve and how it could be organized. It should also make clear what the scenario is, for example the kind of establishment that is celebrating its anniversary.

Range of grammar and vocabulary

It is likely that the proposal will need to include accurate use of modals such as *would*, *could*, etc. to talk about possibilities and arrangements for the event. Appropriate structures for recommending and suggesting should be used accurately. Vocabulary connected with the kind of event suggested should be used accurately.

Register

The proposal should be fairly formal or neutral because the context is fairly formal – the writer is submitting a proposal to people who are in charge.

Organization and cohesion

The proposal should be appropriately organized in paragraphs or sections, which may each be given a title. These should deal with different aspects, for example the background, the nature of the proposed event and reasons for choosing it, and suggestions for how it can be organized. Appropriate linking of points should be present.

Target reader

The reader would understand clearly the kind of event being proposed, what that event would involve and how it could be organized.

Model answer**20TH ANNIVERSARY EVENT****A Reunion**

My suggestion is that the event should be primarily a social one that involves both the past and the present. Since the school opened, former students have gone on to do all sorts of interesting things, and the school has maintained contact with many of them. I think we should stage a reunion of as many of these people as possible, to bring them back together with members of staff they knew from their time here and introduce them to current members of staff who joined after their time here.

The Event

The event that I am proposing would be a party / dinner in the Main Hall. We would employ outside caterers to provide the food and we can decide in due course whether

this should be a buffet or a sit-down meal. We can also decide later on the precise number of people to invite, but I suggest that a maximum of about 100 would be appropriate. I suggest that the event should include one or two speeches. One speech should be given by the Principal, and I suggest that we ask one of the former students also to give a speech, in which they recall their time here.

An Exhibition

I propose that a further ingredient of the event should be an exhibition of photographs and other items connected with the history of the school since it opened. The exhibition should be arranged chronologically to provide an interesting, and perhaps amusing, look back over the years. I believe that we can select suitable photos and items from the records kept by the school.

QUESTION 4 Task specific mark scheme

Content

The essay must fully address the points made in both statements – both that work and education should be fun and that people cannot do them well if they are not fun.

Range of grammar and vocabulary

Appropriate active and passive verb tenses should be used accurately, as should appropriate adverb forms for describing how people do things. It is likely that the accurate use of both conditional structures and comparative structures is also required. Vocabulary connected with work or education should be used accurately, and vocabulary describing feelings and attitudes should also be used accurately.

Register

The essay may be neutral, fairly formal or fairly informal, depending on the approach the writer chooses to take to the topic.

Organization and cohesion

The essay should have an appropriate introduction and an appropriate conclusion. It should be appropriately divided into paragraphs. This may involve a paragraph or paragraphs agreeing with the statements and a paragraph or paragraphs disagreeing, or agreement and disagreement may be combined within paragraphs. Appropriate linking words and phrases should be used for linking related points and for linking points with supporting reasons for them.

Target reader

The reader should understand fully the writer's views on the topic, and the arguments that the writer puts forward in support of those views.

Model answer

It is of course true that people are happier if they enjoy their work or education, but in my view it is not necessarily true that they cannot learn or work effectively unless they are having fun.

These days, the idea that work and education have to be 'fun' is widespread in some countries. In other places, people assume that education and work may be hard and not at all fun. These people regard education and work as things that simply have to be done, and they do not expect them to be particularly enjoyable. Some people believe that the more you enjoy doing something, the better you do it, but I do not believe that this is always the case. Plenty of people do jobs they don't enjoy but they do them very effectively because that is what is expected of them and that is what they expect of themselves. They do their jobs well because that is what they are being paid to do, and enjoyment is not the main thing on their minds. Equally, many people do well in their education because they want to be successful and therefore they study hard, not because they particularly enjoy studying.

In my opinion, the word 'essential' should be changed to 'desirable' in the first sentence. Of course, it would be great if everyone could do things that they really enjoy, but the reality is that not everyone can. I think it's a bonus if you can spend your time doing things that are fun, not a requirement.

Paper 3: Use of English

PART 1

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

PART 2

- 13 your
- 14 about
- 15 most / greatest / biggest
- 16 over
- 17 of
- 18 not
- 19 take / have
- 20 it
- 21 longer
- 22 comes
- 23 way
- 24 even
- 25 better
- 26 Although / Though / While / Whilst
- 27 at

PART 3

- | | |
|--------------|-------------|
| 28 annoyance | 33 workings |
| 29 bearing | 34 Existing |
| 30 reference | 35 offence |
| 31 emotional | 36 disclose |
| 32 honesty | 37 truthful |

PART 4

- | | |
|-----------|----------|
| 38 chance | 41 place |
| 39 excuse | 42 meet |
| 40 late | |

PART 5

- 43 there's / there is][**hardly** any petrol
 44 had no **idea** (that)][cars cost
 45 **let** it][get you
 46 to be][making a **recovery**
 47 take her work seriously enough,][according
 48 of his **inability**][to do
 49 can't / cannot be **bothered**][to have
 50 causing you][such a lot of

Paper 4: Listening**PART 1**

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

PART 2

- | | |
|--------------------|------------------|
| 7 melted | 11 a restaurant |
| 8 mass(-)producing | 12 a competition |
| 9 (some) popcorn | 13 meat |
| 10 exploded | 14 counter |

PART 3

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

PART 4

- | | | |
|------|------|------|
| 21 G | 25 H | 29 D |
| 22 C | 26 C | 30 A |
| 23 E | 27 F | |
| 24 A | 28 H | |

Paper 5: Speaking

Teachers should use their own judgement to award marks out of 20 based on the assessment criteria on page 103.

TEST 2**Paper 1: Reading****PART 1**

- | | |
|-----|-----|
| 1 C | 4 A |
| 2 B | 5 C |
| 3 D | 6 B |

PART 2

- | | |
|-----|------|
| 7 E | 10 A |
| 8 G | 11 F |
| 9 C | 12 B |

PART 3

- | | |
|------|------|
| 13 B | 17 A |
| 14 C | 18 B |
| 15 D | 19 A |
| 16 B | |

PART 4

- | | | |
|------|------|------|
| 20 B | 25 A | 30 B |
| 21 C | 26 A | 31 C |
| 22 A | 27 B | 32 C |
| 23 B | 28 D | 33 B |
| 24 D | 29 D | 34 D |

Paper 2: Writing

For General impression mark scheme, see page 102.

QUESTION 1 *Task specific mark scheme***Content**

The letter must describe the writer's experience of the adventure sports centre, and give the reader information and advice concerning his/her possible visit to it. Everything that the friend mentions in the letter should be addressed but it is not necessary or possible to include every single detail from the diary – the writer should choose which ones to include.

Range of grammar and vocabulary

Appropriate past tenses must be used accurately for describing the writer's experiences. Appropriate structures for giving advice and recommending must also be used. Vocabulary appropriate to the activities described should be used accurately, and vocabulary for describing feelings should also be used accurately.

Register

The register should be fairly informal because it is from one friend to another.

Organization and cohesion

The letter should be organized into appropriate paragraphs. There should be clear opening and closing

paragraphs giving a brief summary relating to the writer's experience and the writer's advice to the friend. The description of the writer's own experience may be divided into suitable paragraphs. Suitable linking words and phrases should be used.

Target reader

The reader should be completely clear as to what the writer felt about his/her visit to the centre, what happened when he/she was there and whether the writer believes that the reader would enjoy visiting it.

Model answer

Dear Nick,

I think you'd really enjoy the place. I had a really good time there and I reckon you would too.

The scariest thing I did was diving. I got pretty worked up while I was doing that and couldn't carry on with it. We each had a qualified teacher with us, so I knew I was safe, but I panicked anyway and gave up. The canoeing was pretty scary too, but again there was a teacher looking after me the whole time so I didn't feel I was really in a lot of danger.

Apart from that, all the activities were great fun, even if some of them were pretty hard. The assault course, which I did on the first day, was extremely demanding but I enjoyed it and I think you would too. I was pretty useless at rock climbing at first, but I got the hang of it after a while and really enjoyed that. You really must try that!

There was a great bunch of people at the centre and we had a lot of fun together. Setting up a camp was hilarious – we got into a terrible mess. I'm sure I'll see some of them again.

I felt that I achieved a lot at the centre and that it was well worth going. I certainly think you should go too.

QUESTION 2 Task specific mark scheme

Content

The guidebook contribution must describe the building, say why it is notable, describe people's opinions of it and give information about visiting it.

Range of grammar and vocabulary

Appropriate present and past tenses should be used for describing the building and its history. Passive structures are likely to be required. Appropriate structures for describing other people's opinions of something should also be used accurately (e.g. *be regarded as*). Vocabulary associated with the appearance of buildings and places must be used accurately.

Register

The register should be neutral or fairly formal, as the context (writing a piece for a book) requires.

Organization and cohesion

The guidebook contribution should be organized appropriately into paragraphs. Different paragraphs may describe the history of the building, its physical appearance, opinions of it and details concerning visiting it. Appropriate linking words and phrases should be used within and between sentences and paragraphs.

Target reader

The reader should have a clear mental picture of what the building looks like, why it is worthy of inclusion in the book, what people think of it and the situation regarding visiting it.

Model answer

THE WHITEHEAD TOWER

The Whitehead Tower is now perhaps the most famous landmark in the city, and when it was constructed three years ago, it was certainly the most controversial new building in the city for many years.

The Tower is not only the tallest building in the city, it is the tallest building in the country. Its unusual shape has given rise to its local nickname 'The Guitar'. The top of the building is visible from just about any part of the city centre and it could be said to dominate the city. Critics describe it as an eyesore that does not fit in with the architecture of the city centre at all. Certainly, its steel and glass exterior contrast markedly with the older styles of architecture that characterize the majority of major buildings in the city.

The building certainly has many supporters, though. They say that a modern city needs the latest in modern architecture, and that the Whitehead Tower represents the right image of the city to others. They say that it reflects the fact that the city is a modern city for the modern age, a vibrant city with much to offer to young and ambitious people.

The Tower is mostly given over to offices, but certain parts of it are open to the public. Anyone can use the state-of-the-art gym on the ground floor, as well as the famous Tower Restaurant on the 50th floor, with its panoramic views over the city. Bookings are usually required for the restaurant because of its enormous popularity.

QUESTION 3 Task specific mark scheme

Content

The competition entry must describe three possessions, saying why they are so important to the writer and describing how or why they came into the writer's possession.

Range of grammar and vocabulary

Appropriate past and present verb tenses must be used throughout, and the present perfect tense is likely to be required to link the history of items with the present situation concerning them. Relative clauses are likely to be required to give information on the items. Vocabulary connected with each item must be used accurately, and vocabulary connected with feelings and memories should also be used accurately.

Register

The register could be informal, neutral or formal, depending on the approach the writer wishes to take. The announcement suggests that all three would be acceptable.

Organization and cohesion

The competition entry should be organized into appropriate paragraphs, probably one for each possession. Appropriate linking words and phrases should be used to link information about the possessions with reasons why they are important to the writer.

Target reader

The reader should understand fully what exactly the possessions are and why they are so precious to the writer.

Model answer**MY THREE MOST PRECIOUS POSSESSIONS**

One of the possessions that is most precious to me is the photograph album I put together of photos of the trip around Europe that I took two years ago. The trip is the most enjoyable thing that I have ever done and the photographs bring back all sorts of memories of that wonderful time. When I look at them, I feel as if I am back in the fantastic places I went to. The photos remind me of some of the great adventures I had and some of the fascinating people I met.

Another of my most precious possessions is a ring that belonged to my great-grandfather, given to me many years ago by my grandmother. It isn't a particularly valuable ring and I never met my great-grandfather, but it's something I really treasure. From what people in the family have told me, he was an incredible man who had a fascinating life and it's great to have this link with the past.

The other possession that is most precious to me is the autograph of my favourite singer. He came to my city last year and I found out which hotel he was staying in. I stood outside the hotel for hours and eventually he came out to get into his car. I managed to speak to him and he was very friendly and agreed to sign his name on a piece of paper for me. He even wrote a special message for me. I was so thrilled.

QUESTION 4 *Task specific mark scheme***Content**

The report must address all the points listed – who the writer visited and when, what happened during the visit, how the visit compared with the earlier visit, and general comments on the exchange programme.

Range of grammar and vocabulary

Appropriate past tenses must be used accurately to describe the writer's visit and the earlier visit. Comparative structures are required to compare the two visits. Structures for giving opinions or recommending are required for the general comments. Vocabulary appropriate to the topic of visiting people and places must be used accurately, as should vocabulary for describing behaviour and feelings.

Register

The register should be fairly formal or neutral, as is appropriate for a report.

Organization and cohesion

The report should begin with an opening paragraph, briefly explaining the background. It should then be divided appropriately into paragraphs dealing with different aspects, for example the previous visit, the recent visit and general points about the programme. Each paragraph could be presented as a separate section with its own heading. Appropriate linking should be used for connecting causes with results (e.g. why the writer felt as he/she did), for comparing and contrasting (e.g. *whereas, although, however*, etc.), and perhaps for making further points (e.g. *in addition, as well as*).

Target reader

The reader should understand fully what both visits were like and what the writer's opinion of them is, as well as what the writer thinks of the programme in general and why.

Model answer**EXCHANGE VISIT TO LONDON**

In July, I went to London to stay with Helen Oliver and her family for three weeks as part of the exchange programme. Helen had previously been to stay with me for three weeks in March.

Helen and her family made me feel welcome from the very beginning. I was told that I should make myself at home and come and go as I pleased. They provided wonderful meals and made me feel that I was part of the family. In view of all this, it may be unfair to criticize. However, the problem for me was that I had no idea what to do or where to go most of the time. Helen took me into the town once or twice but apart from that she didn't take me to any places of interest. I had to find things to do for myself, with little or no guidance, and as a result I felt that I wasted a lot of my time.

When Helen stayed with me, my family and I took her somewhere almost every day, and she commented on how much she had appreciated our efforts and how much she had learnt about our city. I had been expecting something similar to happen when I stayed with her.

So, although I enjoyed my trip in many ways, I recommend that it should be made clear to everyone taking part in the programme that they are expected to provide some sort of programme of activities for visitors, or at least give them the information they need to make the most of their stay.

Paper 3: Use of English

PART 1

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

PART 2

- | | | |
|----------|-------------|-----------------|
| 13 to | 18 anything | 23 from |
| 14 how | 19 an | 24 great / good |
| 15 being | 20 then | 25 so |
| 16 and | 21 do | 26 that |
| 17 its | 22 by | 27 for |

PART 3

- | | |
|---------------|----------------|
| 28 nomination | 33 entry |
| 29 receipt | 34 evenly |
| 30 diners | 35 deadline |
| 31 chosen | 36 unannounced |
| 32 contested | 37 prestigious |

PART 4

- | | |
|----------|----------|
| 38 wrong | 41 true |
| 39 view | 42 issue |
| 40 treat | |

PART 5

- 43 a **while**][before / until / till I fully
 44 isn't / is not **worth**][arguing about
 45 there be][any / a **delay**
 46 made no **effort**][to give / offer me
 47 have anything][in **common** with
 48 have a private][**word** with
 49 my amazement,][nothing **went**
 50 wouldn't / would not **dream** of doing][any

Paper 4: Listening

PART 1

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

PART 2

- | | |
|------------------------------|----------------|
| 7 radiator | 11 cross |
| 8 two-thirds / $\frac{2}{3}$ | 12 buildings |
| 9 travel | 13 backgrounds |
| 10 young adulthood | 14 campus |

PART 3

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

PART 4

- | | | |
|------|------|------|
| 21 G | 25 A | 29 A |
| 22 D | 26 E | 30 H |
| 23 B | 27 G | |
| 24 F | 28 C | |

Paper 5: Speaking

Teachers should use their own judgement to award marks out of 20 based on the assessment criteria on page 103.

TEST 3

Paper 1: Reading

PART 1

- | | |
|-----|-----|
| 1 C | 4 C |
| 2 D | 5 C |
| 3 A | 6 A |

PART 2

- | | |
|-----|------|
| 7 E | 10 F |
| 8 G | 11 D |
| 9 B | 12 C |

PART 3

- | | |
|------|------|
| 13 C | 17 B |
| 14 C | 18 B |
| 15 A | 19 A |
| 16 D | |

PART 4

- | | | |
|------|------|------|
| 20 B | 25 B | 30 B |
| 21 D | 26 B | 31 C |
| 22 C | 27 D | 32 B |
| 23 A | 28 D | 33 A |
| 24 C | 29 A | 34 D |

Paper 2: Writing

For General impression mark scheme, see page 102.

QUESTION 1 *Task specific mark scheme*

Content

The report must describe and comment on all the events. It cannot include every detail provided on the events and in the notes. Instead, it must select the appropriate event details and comments to create a coherent report that presents an analysis of the events and the writer's comments and conclusions on them.

Range of grammar and vocabulary

Appropriate past tenses to describe the events must be used accurately. Appropriate future tenses are required for future recommendations and conditional structures may be required both to talk about how the events could have been organized in the past and how they could be organized in the future. Vocabulary associated with organizing, staging events and profit and loss must be used accurately.

Register

The register should be neutral or fairly formal, as this is a report for a committee.

Organization and cohesion

The report should have an appropriate format, probably divided into sections dealing with each event. Descriptions of what happened should be linked with causes and results of what happened and recommendations relating to it by the appropriate use of linking words and phrases.

Target reader

The reader should be clear as to the main points concerning what happened for each event and what the writer has concluded concerning each event.

Model answer

REPORT ON ENTERTAINMENTS

Theatre Trip (19 March)

The choice of play was excellent – it was as funny as it had been described in the local paper. However, not many people came to the event, and because of the cost of hiring a coach to take us there, we lost money on the event. If we are to offer a similar trip in future, we will need to advertise more extensively so that we get enough people to make it viable financially.

Music Evening (20 June)

This event was very successful and very well attended. We were able to choose excellent bands to perform because there are so many talented bands locally. As a result, demand for tickets was high and we sold out of them before the event. The atmosphere at the event was

excellent and it was enjoyed by everyone there. We made a big profit on this event.

Annual Party (1 August)

We need to change the way we organize this in future. We didn't sell tickets in advance and underestimated the number of people who would come. As a result, there were too many people and the Main Hall was overcrowded. On the other hand, the very varied food that was provided proved very popular and we were able to make a small profit on the event.

QUESTION 2 *Task specific mark scheme*

Content

The article should describe one or more future inventions, and give reasons why it would be good if it was or they were invented. It should mention the advantages of the invention(s) for the writer and / or people in general.

Range of grammar and vocabulary

The article is likely to require accurate use of modals (e.g. *would, could*, etc.) to describe future possibilities and wishes. Appropriate conditional structures may also be required, as may relative clauses to give further information on the inventions. Vocabulary connected with the kind of invention being described must be used accurately, and vocabulary connected with the advantages of something may also be required.

Register

The register can be fairly formal, neutral or fairly informal, depending on the approach the writer chooses to take. The topic and context mean that the article may be intended to make readers think or it may be intended to entertain or amuse readers.

Organization and cohesion

The article should be organized appropriately in paragraphs. These may each deal with different inventions or with different aspects of a single invention. Appropriate linking words and phrases should be used to link descriptions of the invention(s) with reasons why the invention(s) would be a good thing.

Target reader

The reader would understand fully what the invention(s) is / are and why the writer considers it desirable for it / them to be invented.

Model answer

THINGS THAT REALLY WORK

Although we live in a technological age, and there are devices to perform all sorts of functions, it seems to me that many of these things often don't work, and that this causes all sorts of annoyance and inconvenience. So I would like to see the invention of things that work properly

all the time.

First of all, I would like to see the invention of the computer that never crashes. It seems to me that everyone assumes that from time to time their computer will not work properly or will not work at all. This causes a great deal of trouble, and the fact that computers are unreliable can of course affect not just individuals but many thousands of people. How many times do we hear that something that affects the public can be blamed on computer problems? This is a very serious problem that people don't seem to pay attention to. So I would like to see the invention of the computer that never goes wrong.

Similarly, I would like to see the invention of the car that never breaks down and the domestic appliance that always works. We all accept that we could be driving somewhere and at any point our cars might simply stop working, without warning, leaving us in a very difficult situation. In the same way, everyone is familiar with the experience of switching on something at home like a vacuum cleaner and finding that nothing happens. It has simply died, although it was working perfectly well the last time you used it. This kind of thing drives you mad.

QUESTION 3 *Task specific mark scheme*

Content

The review must explain who gave the performance and what the writer and audience thought of it. It must also compare the performance with the same person's / people's performances in recordings or on TV / in films.

Range of grammar and vocabulary

It is likely that a wide variety of verb tenses will be required – past tenses for the performance, and present and present perfect tenses for the background and the situation until the performance. Comparative structures are required to compare the live performance with the previously seen or heard performances. Vocabulary associated with performing and entertainment must be used accurately, and vocabulary describing people's feelings, impressions and reactions should also be used accurately.

Register

The register may be neutral, fairly informal or fairly formal. The writer may choose to write a serious review or to write a review that is intended simply to entertain the reader.

Organization and cohesion

The review should be appropriately divided into paragraphs, perhaps presenting the background, a description of the performance, a comparison with other performances and a conclusion. Appropriate linking words and phrases should be used to link description with opinion.

Target reader

The reader should have a clear idea of what the performance was like, what the writer and other people there thought of it and how it compared with previous performances in the writer's opinion.

Model answer

CONCERT REVIEW: THE HIGHLIGHTS

Recently I went to see The Highlights giving a concert at a huge stadium near my home town. The Highlights are one of the most popular bands here at the moment and they are also my favourite band. I've got everything they've ever recorded and I must have listened to each song at least a hundred times! However, until that concert I had never managed to see them live before. So I was incredibly excited about seeing them.

Their performance was certainly not a disappointment. They played all of their best-known songs but they didn't play them exactly as they sound on the CDs. The sound was not as sophisticated as it is on the recordings and there were none of the special effects from the records. Instead, what we saw and heard was the band playing and singing in a natural way, without much technology, as if they were performing in a local club. In my opinion, they sounded even better than they do on the recordings. There was more energy and it seemed somehow more personal. They didn't seem like a hugely famous act, remote from the audience, they seemed like a bunch of friends playing at a party.

I was thrilled by the performance and so was the rest of the audience. The atmosphere was fantastic and everyone was dancing and smiling. It felt like a special occasion, and we were the only people involved in it. It was a very memorable experience for me and it confirmed for me that The Highlights are my favourite band of all time!

QUESTION 4 *Task specific mark scheme*

Content

The essay must fully address the points made in the statement – that everyone should travel abroad and that travelling abroad is something 'essential'. The writer can totally agree or disagree, or both agree and disagree. The writer's opinions must be supported by logical arguments and reasons.

Range of grammar and vocabulary

A wide variety of verb tenses should be used accurately, for example present tenses for general and current situations, and past simple and present perfect tenses for past situations and facts. Conditional structures, relative clauses and passive structures may also be required. Structures and vocabulary for giving opinions must be used accurately, and vocabulary connected with travel, advantages and disadvantages, and feelings and attitudes should also be used accurately.

Register

The register should be neutral or fairly formal. The topic is a fairly serious one and an essay should not be too informal.

Organization and cohesion

The essay should begin and end with a brief introduction and conclusion. Between those, it should be appropriately divided into paragraphs, each of which deals with a different aspect of the topic. Different paragraphs may agree or disagree with the statement. Points should be linked with reasons and arguments supporting them by the accurate use of linking words and phrases. Appropriate linking words and phrases should also be used for moving from one point to another.

Target reader

The reader should understand fully the writer's views on the topic, and the arguments that the writer puts forward in support of those views.

Model answer

Of course, these days travelling abroad is commonplace, and a considerable number of people have experience of it. Many young people go travelling for quite long periods when they are students, lots of people have holidays abroad, and many schools organize trips for schoolchildren. It is generally assumed that going to other countries is a good thing, but whether or not it is 'essential' is another matter.

This assumes that people who have never been to another country are in some way missing something, that their lives are in some way incomplete because of this. I am not convinced that this is the case. I think it is quite possible to learn a lot about life, and to have an enormous variety of experiences of life, if you stay in your own country for the whole of your life. That is of course what previous generations did, when there was little or no opportunity for foreign travel. We cannot say that people today who have travelled abroad are automatically 'better' in some way than everyone from the past.

It is also debatable whether everyone who does travel abroad today can be said to benefit from the experience in any serious way. Lots of people who go abroad are not really interested in the places they visit, and make no effort to learn anything about the culture, the people, the history or the way of life in the places they visit.

So I do not believe that travelling abroad is 'essential'. Of course, it is a great experience for many people, but I don't think it is necessarily something that everyone must do.

Paper 3: Use of English**PART 1**

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

PART 2

- | | |
|----------|-------------------------|
| 13 the | 21 took |
| 14 such | 22 in |
| 15 of | 23 These / Those / They |
| 16 were | 24 Had |
| 17 to | 25 which |
| 18 for | 26 no |
| 19 as | 27 being |
| 20 other | |

PART 3

- | | |
|----------------|----------------|
| 28 network | 33 emission |
| 29 length | 34 partnership |
| 30 convenience | 35 replace |
| 31 beneficial | 36 efficiency |
| 32 easing | 37 developers |

PART 4

- | | |
|-------------|-----------|
| 38 clear | 41 good |
| 39 see | 42 relate |
| 40 interest | |

PART 5

- 43 haven't / have not got **round**][to answering
 44 of][no **use**
 45 **do you feel** like][having something
 46 was a **matter**][of minutes
 47 no **doubt** (that)][things will get
 48 was Jake who / that][**got** me interested
 49 was **desperate** to][give
 50 injury][**prevented** him from playing

Paper 4: Listening**PART 1**

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

PART 2

- | | |
|-------------------------|--------------------------|
| 7 construction business | 11 marketing ideas |
| 8 don't(-)wants | 12 physical distractions |
| 9 road map | 13 past |
| 10 time management | 14 problem(-)solvers |

PART 3

- | | |
|------|------|
| 15 B | 18 C |
| 16 C | 19 C |
| 17 A | 20 B |

PART 4

- | | | |
|------|------|------|
| 21 D | 25 C | 29 A |
| 22 A | 26 D | 30 C |
| 23 G | 27 H | |
| 24 F | 28 F | |

Paper 5: Speaking

Teachers should use their own judgement to award marks out of 20 based on the assessment criteria on page 103.

TEST 4**Paper 1: Reading****PART 1**

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

PART 2

- | | |
|-----|------|
| 7 C | 10 B |
| 8 D | 11 F |
| 9 G | 12 E |

PART 3

- | | |
|------|------|
| 13 A | 17 C |
| 14 B | 18 A |
| 15 A | 19 A |
| 16 D | |

PART 4

- | | | |
|------|------|------|
| 20 B | 25 C | 30 A |
| 21 D | 26 C | 31 C |
| 22 E | 27 D | 32 B |
| 23 D | 28 A | 33 B |
| 24 D | 29 E | 34 E |

Paper 2: Writing

For General impression mark scheme, see page 102.

QUESTION 1 *Task specific mark scheme***Content**

The proposal should present a coherent programme for the day, using the list of suggestions made in the meeting and the list of notes made by the writer. It is not necessary to use everything in the lists, and it may not be possible to do so without making the proposal too long. Items from the lists should be selected in order to create a proposed programme for the day that makes sense.

Range of grammar and vocabulary

The accurate use of modals such as *would*, *could* and *should* is required, as is the accurate use of other structures for making suggestions and recommendations. Future verb tenses may also be required. Vocabulary for describing the various activities and items on the programme must be used accurately.

Register

The register should be fairly formal or neutral, as is appropriate for the subject matter of the proposal.

Organization and cohesion

The proposal should be appropriately divided into paragraphs or sections, each dealing with separate parts of the programme or a separate part of the day. The proposal may have an overall heading. The various parts of the programme should be linked with appropriate linking words and phrases, and items on the proposed programme should be appropriately linked with reasons for including them.

Target reader

The reader should be absolutely clear about what the proposed programme would include, when each item would happen and what each item would involve.

Model answer**PROPOSED SCHEDULE FOR VISITORS, 26 JUNE**

The day should begin, as suggested in the meeting, with the visitors being welcomed in the reception area. I suggest that Laura should give a short welcoming speech – as Head of Human Resources, she's done the same kind of thing quite often in the past.

Following that, I think we should divide them into groups of four for the tour of the building. This would mean three small groups – I could take one, Laura could take one and Simon could take the other. We should keep the tour to a maximum of about 30 minutes and then we should all gather together in the Conference Room. We can have coffee there, and then I suggest that Charles comes to give a talk about our activities. We can then go to the Executive Suite for lunch. I think that all the Heads of Department should join us for lunch.

After lunch, I think that we should take them to watch us doing what we normally do. I think this would be much better than the talk suggested at the meeting. To see us in action will be more interesting for them.

I think we could end the day with a Question and Answer session, which I'm happy to conduct. We could then give them an information pack and a 'bag of goodies' of the kind we usually give to visitors.

QUESTION 2 *Task specific mark scheme***Content**

The letter must include reference to all the matters mentioned in the advertisement – why the writer wishes to work at the festival, what job the writer would like to get and why they prefer this, and reasons why the writer is suitable for the job. There should also be a reference to the writer's ability at English. A second choice of job may also be given.

Range of grammar and vocabulary

A variety of verb tenses must be used accurately – present for the writer's qualities and current situation, past for the writer's background and future for the writer's plans and hopes. It is likely that the present perfect tense will be required. Vocabulary connected with the situation and the type of work must be used accurately, as should words and phrases that are appropriate for a letter of application.

Register

The letter should be fairly formal but polite and friendly – it is a job application for temporary work in informal surroundings. The letter should also indicate the writer's enthusiasm for the job.

Organization and cohesion

The letter should begin with an appropriate introduction and end with an appropriate ending for a job application. It should be appropriately divided into paragraphs dealing with why the writer wants to work at the festival, the job preferred, the writer's background and experience and reasons why the writer is suitable for the job. Sentences and paragraphs should be appropriately linked.

Target reader

The reader should understand fully why the writer is applying, what job the writer prefers and why, and why the writer believes he/she is suitable for that job.

Model answer

Dear Sir / Madam,

I am writing to apply for work at your festival this summer. I would particularly like to work on one of the stalls selling merchandise for the artists appearing.

I have been to several major rock festivals in my own country as a member of the audience and I have also previously worked on two occasions on stalls at a festival. Your festival is well-known in many other countries, including mine, and I would really welcome the opportunity to work at it. I am planning to travel round Britain during the summer and the experience of working at your festival while I am in Britain would be fantastic for me.

My level of English is very good (please see the attached list of my qualifications and previous experience). I very much enjoy meeting people and I feel that I would be suited

to working on a stall and dealing with members of the audience. I am also quite knowledgeable about many of the artists who will be appearing at the festival, and this will be an advantage when selling their merchandise on the stall. My previous experience at festivals has included of course handling money and also dealing efficiently with large queues of customers.

I hope that you will be able to offer me work at your festival. Should you be unable to use me on a merchandise stall, I would also be more than willing to work in catering, selling food on a stall or in a tent.

I look forward to hearing from you.

Yours faithfully

QUESTION 3 *Task specific mark scheme***Content**

The research project contribution must fully address all the matters mentioned in the question. It must refer both to the young people who do further studies after school and to those who go straight into employment.

Range of grammar and vocabulary

It is likely that the present continuous tense and the present perfect tense are required and these must be used appropriately. Appropriate past tenses may be required for comparisons with the past. Comparative structures are also required to talk about changes. Appropriate vocabulary for education and employment must be used accurately. Vocabulary connected with increases and decreases and with changes must also be used accurately.

Register

The register should be fairly formal or neutral, as is appropriate for a piece of research on a serious topic, involving facts.

Organization and cohesion

The research project contribution should be appropriately divided into paragraphs. This may involve a short introductory paragraph about the area of research, and separate paragraphs about the two different aspects (further studies and work). There may be a brief closing paragraph providing a short summary. Appropriate linking words and phrases should be used throughout, for example for a list of points (*Firstly, Secondly*).

Target reader

The reader should have a clear understanding of the situation regarding school leavers in that place, and what they currently do after leaving school.

Model answer

The question of what young people do after they leave school in this part of the country is one that has been addressed by a series of surveys carried out by various organizations. These surveys reveal a fast-changing situation.

The surveys show that an increasing number of young people are going from school into further education rather than straight into employment. The figure for those doing further studies has risen by 35% compared with five years ago. This is a significant rise, and reflects both the fact that more young people now want to get further educational qualifications that they feel will be to their advantage in the world of work, and the fact that the provision of further education in the region has risen significantly. Eight new colleges have opened over the past ten years and many others have expanded.

The surveys also indicate that there have been significant changes concerning those young people who go directly from school into employment. Firstly, an increasing number are leaving the rural areas and going to work in the towns and cities – the figure for people doing that has gone up 15% compared with five years ago and 56% compared with ten years ago. Secondly, there is a pattern of young people being employed in the service industries rather than in the industrial or manufacturing sectors. Ten years ago, 67% of all school leavers going directly into employment were employed in manufacturing or manual work. That figure is now down to 28%.

QUESTION 4 *Task specific mark scheme***Content**

The competition entry must explain who the chosen person is, why the writer has chosen that person, why the writer would like to spend a day with that person and what would happen on the day.

Range of grammar and vocabulary

It is likely that modals such as *would* are required to talk about this hypothetical situation, and conditional structures may also be required. Vocabulary describing people's personalities must be used accurately, and vocabulary associated with the chosen person's job / life is also required.

Register

The register should be fairly informal – the competition is asking for personal preferences and feelings about a topic / hypothetical situation that is not very serious.

Organization and cohesion

The competition entry should be appropriately divided into paragraphs, with perhaps separate paragraphs dealing with the person and why the writer wants to spend a day with him/her, followed by the writer's ideas for how the day would be spent. Different events on the day should be linked with appropriate linking words and phrases, and the writer's preferences should be appropriately linked with the reasons for them.

Target reader

The reader should fully understand who the chosen person is, why the writer has chosen that person, and what would happen on the day the writer spent with that person.

Model answer**THE PERSON I'D MOST LIKE TO SPEND A DAY WITH**

The person I would most like to spend a day with is the footballer Harry Vincent. He plays for the club I support, and for the national team, and he's one of the most famous people in this country at the moment. He seems from the outside to be someone who can handle all the pressure of being a top sportsman and all the attention that comes with it in a very calm way. He seems like a pleasant person who hasn't let it all go to his head and who remains 'himself' despite all the things that have happened to him.

I'd like to spend a day with him because I'd like to find out what it's like to be a top professional footballer and what it's like to be a celebrity at the same time. I'd like the day to be a day when the national team is playing and I'd like to experience that day from his point of view. I'd meet up with him at the beginning of the day and then see what happens when the team gets together before a game. I'd find out what it's like behind the scenes of a big game, and how he and the other players react to the result of the game. Then I'd see what happens afterwards, with all the interviews and all the inevitable questions about his private life. I've seen all this on TV – it would be fascinating to experience it all first-hand and find out whether he really is the way he seems.

Paper 3: Use of English

PART 1

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

PART 2

- 13 to
 14 There
 15 into
 16 part
 17 so
 18 As
 19 towards
 20 of
 21 because
 22 well
 23 get
 24 for
 25 have / include
 26 a
 27 with

PART 3

- | | |
|---------------|------------------------|
| 28 originally | 33 work(-)out |
| 29 existence | 34 necessarily |
| 30 minority | 35 maximize / maximise |
| 31 sight | 36 strengthening |
| 32 untrained | 37 entirety |

PART 4

- | | |
|------------|------------|
| 38 settled | 41 contact |
| 39 part | 42 drop |
| 40 fine | |

PART 5

- 43 **come up with**][a solution
 44 be wondering why][it **has** been
 45 me of not][telling the **truth**
 46 **without** giving][enough thought
 47 there has been][a **decrease** in
 48 **however** bad][his behaviour OR
 however badly(-)behaved][he
 49 **only** I][hadn't made
 50 **accounts for**][the difference

Paper 4: Listening

PART 1

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

PART 2

- 7 (the) S/scissor M/man
 8 scholars
 9 alphabet
 10 illustrations
 11 moral lessons
 12 toys
 13 common themes
 14 innocent

PART 3

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

PART 4

- | | | |
|------|------|------|
| 21 E | 25 D | 29 B |
| 22 B | 26 D | 30 A |
| 23 G | 27 G | |
| 24 C | 28 F | |

Paper 5: Speaking

Teachers should use their own judgement to award marks out of 20 based on the assessment criteria on page 103.