

**General Description**

**Paper Format**

The paper contains five parts.

**Timing**

1 hour 30 minutes.

**Number of Questions**

44.

**Task Types**

Open cloze, word formation cloze, gapped sentences, sentence transformations, open-ended comprehension questions and summary task.

**Answer Format**

Candidates write their answers on two answer sheets. For Parts 1, 2 and 3 candidates must write their answers in capital letters in the spaces provided on the first answer sheet. For Parts 4 and 5 candidates write on the second answer sheet and capital letters are not required. For all parts of the paper candidates should use a soft pencil (B or HB) and mark their answers firmly. Candidates should use an eraser to rub out any answer they wish to change.

**Marks**

For Parts 1 and 2 one mark is given for each correct answer. For Part 3 two marks are given for each correct answer. For Part 4 up to two marks are given for each correct answer. For Part 5, questions 40–43, two marks are given for each correct answer. For question 44 fourteen marks are available. Up to four marks may be awarded for content and up to ten for summary writing skills.

PART	TASK TYPE AND FORMAT	TASK FOCUS	NUMBER OF QUESTIONS
1	Open cloze  A text containing fifteen gaps. Each gap corresponds to a word. Candidates must write the missing word.	Grammatical/lexico-grammatical	15
2	Word formation  A text containing ten gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be transformed to provide the missing word.	Lexical (e.g. affixation, compounding)	10
3	Gapped sentences  Questions are made up of three discrete sentences. Each sentence contains one gap. The gapped word is common to the three sentences. Candidates must write one word which is appropriate in all three sentences.	Lexical (e.g. collocation, phrasal verbs, word combinations)	6
4	Key word transformations  Discrete items with a lead-in sentence and a gapped response to complete using a given word.	Lexical/lexico-grammatical	8
5	Comprehension questions and summary writing task  Two texts with two questions on each text. The summary task requires selection of relevant information from both texts.	Question focus: awareness of use of language (recognising and understanding the force of lexical items, rhetorical and stylistic devices and referencing). Summary tests information selection, linking, sentence construction.	4 questions on the texts and 1 summary writing task

**Introduction**

The Use of English paper is divided into five parts. The amount of language candidates are required to produce increases progressively from one-word answers to short phrases and then on to a paragraph. There are four texts in the paper and these are largely contemporary and taken from journalistic, academic and literary sources.

Candidates need exposure to as wide a range as possible of different kinds of texts which develop their ability to understand the language system and how this system can be manipulated. The training and preparation which go into the Reading and Writing papers also have an essential role in the Use of English paper. Candidates need to analyse language at both sentence and paragraph level and be encouraged to regard texts critically in order to develop sensitivity to, for example, word combinations, collocations and idioms. Candidates also need to increase their awareness of appropriacy in the selection of language and to be able to analyse the use of modality and tenses.

Candidates should familiarise themselves with the format of the paper and the task types. It is valuable to work through a sample paper before the examination takes place and to learn how to apportion time to the different parts and to have practice in completing the answer sheets. Answers must be transferred to the answer sheets within the time allowed for the Use of English paper (1½ hours).

**Part 1**

Part 1 is a modified cloze text containing fifteen gaps. Candidates are required to draw on their knowledge of the structure of the language and understanding of the text in order to fill the gaps. The focus of the gapped words is either grammatical or lexico-grammatical. A single word is needed to fill each gap. There may be more than one acceptable word for a gap, defined by the mark scheme. Candidates must write their answers in capital letters and correct spelling is required.

Candidates are advised to read the whole text before attempting to fill the gaps. Learning words and expressions in context, especially grammatical patterns and collocations, will help candidates in this part of the paper.

**Part 2**

Part 2 is a word-building task, based on a text with ten gaps. The types of word-building involve not just the addition of affixes (e.g. 'honest' to 'dishonesty' or 'person' to 'impersonal'), but also internal changes (e.g. 'strong' to 'strengthened') and compounding (e.g. 'rain' to 'raindrop' or 'set' to 'outset'). Any number of changes may be made to the stem word and candidates may be required to demonstrate understanding of the text beyond sentence level. Candidates

must write their answers in capital letters and correct spelling is required. To prepare for this part of the paper, candidates should develop flexibility in the application of affixation and word formation.

**Part 3**

Part 3 consists of six questions; each question is made up of three discrete sentences. Each sentence contains one gap and candidates must supply the word which is common to all three sentences. Candidates must write their answers in capital letters and correct spelling is required.

The focus of this task is lexical and aims to test candidates' knowledge of lexical patterns, e.g. collocations and phrasal verbs. Exercises which increase candidates' awareness of the use of vocabulary in a range of contexts and with a range of meanings would be helpful in preparation for this task.

**Part 4**

Part 4 consists of eight key word transformations. Each question consists of a prompt sentence followed by a response sentence of which the beginning and end are given. The gap must be filled with between three and eight words, one of which must be the key word which is given. This word must not be changed. Candidates are required to manipulate structures and lexical phrases in order to produce sentences similar in meaning to the input provided. Developing an awareness of parallel and synonymous expressions should be included in candidates' preparation for this part.

**Part 5**

Part 5 consists of two texts from different sources which represent different treatment of the same topic. Questions 40–43 are designed to test candidates' understanding of the content and awareness of the use of language, such as the force of lexical items, stylistic devices, text organisation features and referencing. Complete sentences are not necessarily required; some questions can be answered by a short phrase or a single word. Candidates should practise selecting and interpreting specific information from a text and increase their awareness of linguistic devices which mark the development of a text.

Question 44, the summary task, tests the ability to select appropriate information from the two texts, and to organise it into a well-constructed and grammatically accurate summary of between fifty and seventy words. The paragraph must be written in complete sentences and should be in a formal/neutral register. Candidates should be encouraged to use their own words rather than relying on 'lifting' and to practise paraphrasing the points required. All the information required is found in the texts and candidates are not expected to offer their own opinion. The task focus is on productive language, so texts will be well within the reading competence of candidates at this level.

Exercises which practise selecting and interpreting key information in texts should be part of candidates' preparation for this task. Candidates also need practice in presenting relevant information in a coherent and concise manner with appropriate use of cohesive devices.

## ASSESSMENT OF SUMMARY WRITING TASK

For question 44, an impression mark for summary skills is awarded using the mark scheme on the following page. Content points are separately assessed; see Paper 3 answer keys on pages 72–73.

The ten marks for summary writing skills are divided into five bands, as described in the mark scheme, and candidates can be awarded one of two performance levels within each band. For example, in band 4, 4.1 represents weaker performance; while 4.2 represents stronger performance within band 4.

### **Length**

Fifty to seventy words are asked for. Candidates producing very short or long summaries will be penalised, as specified in the mark scheme.

### **Spelling and Punctuation**

These are important aspects of accuracy and must be taken into account. American spelling and usage is acceptable (see page 7 Varieties of English).

### **Handwriting**

If handwriting interferes with communication without preventing it, the candidate will be penalised. Totally illegible responses receive 0.

Note: This mark scheme is interpreted at CPE level. A separate mark scheme is used to assess content (see pages 72–73).

<b>5</b>	<p>Outstanding realisation of the task set:</p> <ul style="list-style-type: none"> <li>• Totally relevant</li> <li>• Concise and totally coherent</li> <li>• Skilfully organised, with effective use of linking devices</li> <li>• Skilfully re-worded, where appropriate</li> <li>• Minimal non-impeding errors, probably due to ambition</li> </ul> <p>Clearly informs and requires no effort on the part of the reader.</p>
<b>4</b>	<p>Good realisation of the task set:</p> <ul style="list-style-type: none"> <li>• Mostly relevant</li> <li>• Concise and mostly coherent</li> <li>• Well organised, with good use of linking devices</li> <li>• Competently re-worded, where appropriate</li> <li>• Occasional non-impeding errors</li> </ul> <p>Informs and requires minimal or no effort on the part of the reader.</p>
<b>3</b>	<p>Satisfactory realisation of the task set:</p> <ul style="list-style-type: none"> <li>• Generally relevant, with occasional digression</li> <li>• Some attempt at concise writing and reasonably coherent</li> <li>• Adequately organised, with some appropriate use of linking devices</li> <li>• Adequately re-worded, where appropriate</li> <li>• Some errors, mostly non-impeding</li> </ul> <p>Adequately informs, though may require some effort on the part of the reader.</p>
<b>2</b>	<p>Inadequate attempt at the task set:</p> <ul style="list-style-type: none"> <li>• Some irrelevance</li> <li>• Little attempt at concise writing, so likely to be over-length and incoherent in places OR too short</li> <li>• Some attempt at organisation, but only limited use of appropriate linking devices and may use inappropriate listing or note format</li> <li>• Inadequately re-worded and/or inappropriate listing</li> <li>• A number of errors, which sometimes impede communication</li> </ul> <p>Partially informs, though requires considerable effort on the part of the reader.</p>
<b>1</b>	<p>Poor attempt at the task set:</p> <ul style="list-style-type: none"> <li>• Considerable irrelevance</li> <li>• No attempt at concise writing, so likely to be seriously over-length and seriously incoherent OR far too short</li> <li>• Poorly organised, with little or no use of appropriate linking devices and/or relies on listing or note format</li> <li>• Poorly re-worded and/or over-reliance on listing</li> <li>• Numerous errors, which distract and impede communication</li> </ul> <p>Fails to inform and requires excessive effort on the part of the reader.</p>
<b>0</b>	<p>Negligible or no attempt at the task set:</p> <ul style="list-style-type: none"> <li>• Does not demonstrate summary skills</li> <li>• Incomprehensible due to serious error</li> <li>• Totally irrelevant</li> <li>• Insufficient language to assess</li> <li>• Totally illegible</li> </ul>

Candidate \_\_\_\_\_

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Number

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**Examinations in English as a Foreign Language**  
**CERTIFICATE OF PROFICIENCY IN ENGLISH**

PAPER 3 Use of English

**SAMPLE PAPER 1**

1 hour 30 minutes

Additional materials:

- Answer sheets
- Soft clean eraser
- Soft pencil (type B or HB is recommended)

**TIME** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

Do not open this booklet until you are told to do so.

Write your name, Centre number and candidate number in the spaces at the top of this page and on the answer sheets unless this has already been done for you.

There are forty-four questions in this paper.

Answer **all** questions.

Write your answers on the separate answer sheets. Use a soft pencil.

You may write on the question paper, but you must transfer your answers to the separate answer sheets **within the time limit**.

At the end of the test, you should hand in both the question paper and the answer sheets.

**INFORMATION FOR CANDIDATES**

Questions **1-25** carry one mark.

Questions **26-43** carry two marks.

Question **44** carries fourteen marks.

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**This question paper consists of 9 printed pages and 3 blank pages.**

**[Turn over**

For questions 1-15, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0 A S

**Global English**

Global English exists (0) ... a political and cultural reality. Many misguided theories attempt to explain why the English language should have succeeded internationally, whilst (1) ..... have not. Is it because there is (2) ..... inherently logical or beautiful about the structure of English? Does its simple grammar (3) ..... it easy to learn? Such ideas are misconceived. Latin was once a major international language, despite having a complicated grammatical structure, and English also presents learners (4) ..... all manner of real difficulties. (5) ..... least its spelling system. Ease (6) ..... learning, therefore, has little to (7) ..... with it. (8) ..... all, children learn to speak their mother tongue in approximately the same period of time, (9) ..... of their language.

English has spread not so (10) ..... for linguistic reasons, but rather because it has often found (11) ..... in the right place, at the right time. (12) ..... the 1960s, two developments have contributed to strengthening this global status. Firstly, in a number of countries, English is now used in addition to national or regional languages. As (13) ..... as this, an electronic revolution has taken (14) ..... It is estimated that (15) ..... the region of 80% of worldwide electronic communication is now in English.

For questions 16-25, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0 I N F L U E N T I A L

**A Musical Genius**

For many people, Ludwig van Beethoven (1770-1827) is the most (0) **INFLUENTIAL** figure in the history of western classical music. His (16) ..... talent was already clearly evident as a young man, (17) ..... surviving a somewhat unconventional (18) ..... during which his eccentric father would often force him to take music lessons in the middle of the night.

The young Beethoven's ability won him the admiration of the leading contemporary musical figures. Throughout the 1790s, he worked hard to secure the interest of wealthy patrons. Such patronage (19) ..... him to concentrate on becoming a successful composer.

Whatever his awe-inspiring musical (20) ..... , however, his personal life was something of a disaster. His day-to-day (21) ..... with people invariably turned out to be rather turbulent. Although he apparently fell in love with a number of society women, the identity of the girl who lay closest to his heart remains (22) ..... to this day.

However, just at the point when Beethoven was beginning to reap the rewards of his early endeavours, he had to come to terms with the crushing (23) ..... that his increasing deafness was (24) ..... From that moment on, his music displayed a (25) ..... change in style, becoming both heavier in tone and larger in scale.

[Turn over

4

Part 3

For questions 26-31, think of **one** word only which can be used appropriately in all three sentences. Here is an example (0).

**Example:**

0 Some of the tourists are hoping to get compensation for the poor state of the hotel, and I think they have a very ..... case.

There's no point in trying to wade across the river, the current is far too .....

If you're asking me which of the candidates should get the job, I'm afraid I don't have any ..... views either way.

**Example:** 0 

S	T	R	O	N	G
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Write only the missing word **IN CAPITAL LETTERS on the separate answer sheet.**

26 It is very difficult to fully ..... certain pieces of jazz music until you've heard them a good few times.

Although I'm always ready to lend a hand, Marta never really seems to ..... the things I do for her.

Given the market for decorative antiques, I'd say that the value of that beautiful vase is set to ..... considerably in the next few years.

27 James is able to ..... an enormous amount of factual information in his head.

Although the old house has been completely renovated, care has been taken to ..... as many of the original features as possible.

When you're buying outdoor adventure clothing, the thing to look for is material that does not ..... a lot of moisture.

5

28 With less than a minute of the football match to go, Phil managed to ..... the ball into the back of the net.

I think the best course of action would be to jump into the car and ..... for Bristol as soon as possible.

Louise has been asked to ..... an investigation into what went wrong on the night of the accident.

29 Initially, few companies saw any potential in computers designed for the ..... rather than the office environment.

Although extremely independent, and well able to look after themselves, cats are generally classified as ..... animals.

Over the years, the proportion of foreign stories in this newspaper has declined as people have become more engrossed in ..... issues.

30 The chess champion held off a serious ..... from his younger opponent in the last match of the tournament.

The chairman of the meeting seemed to regard questions from the audience as some kind of ..... to his authority.

You'll find some aspects of the job a real ....., but we're confident that you can cope.

31 Melanie practised her lines each day after school, getting increasingly nervous as the date of her audition ..... even closer.

Although Tim had been in the lead for most of the race, as they reached the final bend, Graham ..... level and threatened to overtake him.

On an impulse, Laurie ..... all the money out of his bank account and went to London, intending to spend every last penny of it.

**[Turn over**

Part 4

For questions 32-39, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given. Here is an example (0).

Example:

0 Mick will give you lots of excuses for being late but don't believe any of them.

many

No ..... Mick gives you for being late, don't believe any of them.

0 matter how many excuses

Write only the missing words on the separate answer sheet.

32 The mistake in the accounts was not noticed until the figures were re-checked.

light

The mistake in the accounts only ..... the figures were re-checked.

33 I had no problems at all during my trip to France.

plan

Everything ..... during my trip to France.

34 The heavy downpour brought their picnic to an abrupt end.

cut

They had to ..... because of the heavy downpour.

35 The reforms will not succeed unless they are carefully planned.

crucial

Careful ..... of the reforms.

36 They think that Helen's brother stole the money.

suspected

Helen's brother ..... the money.

37 I feel completely exhausted when I've listened to Marion for half-an-hour.

leaves

Half-an-hour ..... completely exhausted.

38 Karen's schoolwork definitely seems to be improving this term.

signs

Karen's schoolwork ..... this term.

39 The old railway station is now a museum.

turned

The old railway station ..... a museum.

Part 5

For questions 40-44, read the following texts on speaking in public. For questions 40-43, answer with a word or short phrase. You do not need to write complete sentences. For question 44, write a summary according to the instructions given. Write your answers to questions 40-44 on the separate answer sheet.

Does the thought of making a presentation to a group of peers bring you out in a cold sweat? If so, you're not alone. The mere idea of having to 'stand and deliver' in front of others is enough to strike dread into the heart of even the most experienced business person, let alone students. Yet effective spoken communication is an essential skill for career success in today's business and academic environments.

So what can people do to add sparkle to their speaking skills and overcome this understandable but unfounded fear of speaking in public? The bad news is that presentation nerves are quite normal and you will probably always suffer from them. The good news is that interesting speakers are made and not born. You can learn the techniques that will turn you into a calm and convincing speaker.

The first step is to persuade yourself you can do it. Just like an actor waiting in the wings, or an athlete warming up for the big race, you need to get yourself on a confidence high. Try focusing your thoughts on moments of particular success during your life to date. Remember that the physical symptoms of nerves are most obvious to you. The audience won't see your knees knocking or your hands trembling, so don't worry about it. Some of the worst presentations are those where the speaker clearly hasn't devoted enough time to it beforehand. Let's face it; a presentation that's slung together half an hour before it's going to be delivered isn't going to impress anyone.

line 17

40 In the first paragraph, what image of public speaking does the writer create?

41 Explain in your own words why the writer has chosen to use the expression 'slung together' in line 17.

Inexperienced public speakers generally rely too heavily on words, so that they overlook other features which give a successful speaker impact.

Research has indicated that words account for only 7% of the speaker's impact on the audience. A massive 55% of the speaker's impact is visual, i.e. how he or she looks, facial expression, gestures, body language, posture, etc., while 38% of impact comes from the voice; does the person sound trustworthy, is the voice varied and interesting to listen to?

line 8

This breakdown of the impact that a speaker has may sound unlikely, but imagine a situation: you have returned a faulty item to a shop, and the shop assistant says, 'I'm sorry, I'll see what I can do'. If this is said in an uninterested voice as the assistant leans on the counter about to resume a conversation with a colleague, you won't feel confident that very much will happen. But an assistant who is standing up straight and looking directly at you will create an entirely different impression with the same words.

Think of your favourite teacher from school. The person who comes to mind is probably someone who was enthusiastic and animated, someone with both vocal and visual impact. Try recalling phone calls with people you've never met. Invariably, we make judgements about people based on their voices and how they sound. They might say, 'he seemed ill at ease' or 'she looked very confident' and often these opinions are formed before the speaker has said one word.

42 What exactly does the phrase 'this breakdown' (line 8) describe?

43 Which two words in paragraph 4 echo the need for 'liveliness' mentioned in the first text?

44 In a paragraph of 50-70 words, summarise in your own words as far as possible the reasons given in both texts for why people perform badly when speaking in public. Write your summary on the separate answer sheet.

Candidate \_\_\_\_\_

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Candidate  
Number

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PAPER 3 Use of English

**SAMPLE PAPER 2**

1 hour 30 minutes

Additional materials:

Answer sheets

Soft clean eraser

Soft pencil (type B or HB is recommended)

**TIME** 1 hour 30 minutes

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**[Turn over**

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Example: 0 S O M E T H I N G

### The Freedom to Wander

The natural environment is (0) ..... something ..... that is important for many people. There are, after all, a far (1) ..... number of arguments about the right to roam through the countryside than through industrial areas. What reason can be put (2) ..... to explain this?

Many people feel a need to (3) ..... into close contact with the natural environment but this feeling can turn (4) ..... one of unease in some natural environments, such as deserts, perhaps because we believe we are (5) ..... to function well there. These feelings probably have both a learned and a genetic component, but, either (6) ..... they relate to the extent that we feel the environment provides all of (7) ..... with what we need in (8) ..... to survive. Favoured environments offer unlimited views or safe places to hide, an example of (9) ..... is shown by the way diners in restaurants more often than (10) ..... choose tables alongside walls or windows.

Research into preferences has shed (11) ..... on the importance to many people of outdoor settings with rugged scenery. Forests are popular, (12) ..... that they are not too dense. For the most (13) ....., landscapes altered by human intervention are not so appealing. Given these facts, it comes (14) ..... no surprise that people want to roam, as (15) ..... as live, in the countryside.

For questions 16-25, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example: 0 M I G R A T I O N

### Bird Navigation

The theory that each year the (0) **migration** of birds involves their travelling hundreds or thousands of kilometres from their nesting site finally gained acceptance towards the end of the eighteenth century. At the same time (16) ..... revealed that, despite the distances involved, some

**FIND**

birds returned year after year, often to the same nest. The question of how

**MIRACLE**

birds perform such (17) ..... navigational feats has ever since provided a major puzzle to tease the enquiring minds of biologists and non-specialists alike. As a result, the phenomenon has provoked perhaps the most (18) .....

**IMAGINE**

theorising and (19) ..... research in the whole field of biological investigation.

**PAIN**

Now there are signs that at last the mystery has been solved. It has

**MISTAKE**

been suggested that a memorised map of (20) ..... smells is utilised in

**AWARE**

conjunction with the position of the sun and an (21) ..... of magnetic

**SUFFICE**

fields. This is (22) ..... to explain the navigational performances

of homing pigeons.

**PREDICT**

(23) ..... , many people will disagree, thus illustrating what has been the one

**FAIL**

feature of the study of bird navigation which appears with (24) ..... regularity.

**PROPOSE**

It is probably true to say that not a single major (25) ..... as to how birds

navigate has ever received whole-hearted support when initially advanced.

[Turn over

Part 3

For questions 26-31, think of one word only which can be used appropriately in all three sentences. Here is an example (0).

Example:

0 Some of the tourists are hoping to get compensation for the poor state of the hotel, and I think they have a very ..... case.

There's no point in trying to wade across the river, the current is far too .....

If you're asking me which of the candidates should get the job, I'm afraid I don't have any ..... views either way.

Example: 0 S T R O N G

Write only the missing word IN CAPITAL LETTERS on the separate answer sheet.

26 The victory of the national football team ..... the people's attention from the country's economic problems.

The politician was accused of having ..... public money into his private bank account.

The aircraft had to be ..... to Boston because of engine problems which developed after take-off.

27 Lisa ..... it to the station just in time to catch her train.

Like most artists he ..... very little during his lifetime and lived in virtual poverty.

All the family getting together for the party really ..... my aunts' 60<sup>th</sup> birthday.

28 She had very ..... views on how children should be brought up.

In later life he didn't appreciate any changes to his ..... routine.

Everything was packed and they were all ..... for the journey.

29 I really don't think there is any ..... in waiting more than about twenty minutes for Paul.

This picture seems to convey the ..... of excitement experienced by the artist.

Sam is working very slowly and seems to have no ..... of how urgently the report is needed.

30 It was a ..... day in mid-July and the Price family were finally off on holiday.

Although a month had passed, the witness was able to give the court a ..... account of the incident.

It was ..... to everyone that the girl was lying.

31 Colin knew how his sister would take the news and he didn't have the ..... to tell her.

It took the journalist weeks to get to the ..... of the matter.

Julia's mother told her that she couldn't go to the party but at the last minute she had a change of .....

[Turn over

6

Part 4

For questions 32-39, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between three and eight words, including the word given. Here is an example (0).

Example:

0 Do you mind if I watch you while you paint?

objection

Do you ..... you while you paint?

0 have any objection to my watching

Write only the missing words on the separate answer sheet.

32 Nobody can predict what Anna's reaction to the news will be.

seen

It ..... to the news.

33 Toby got ideas for his novels from local newspapers.

source

Toby used local ..... ideas for his novels.

34 Christine failed to get promotion because of her limited experience.

due

Christine's ..... her limited experience.

35 Alistair has no chance of being selected for the team because of his poor sprint times.

paid

Alistair's poor sprint times ..... of being selected for the team.

7

36 There's nothing to stop you from applying for the job.

why

There's ..... for the job.

37 The restaurant manager thought that they were likely to lose all their customers if service didn't improve.

ran

The restaurant manager thought that they ..... all their customers if service didn't improve.

38 The standing ovation came as a complete surprise to the young singer.

aback

The young singer ..... the standing ovation.

39 The members of the council expressed their approval of the plans for the new hotel complex.

favour

The members of the council ..... the plans for the new hotel complex.

[Turn over

## Part 5

For questions 40-44, read the following texts on sport. For questions 40-43, answer with a word or short phrase. You do not need to write complete sentences. For question 44, write a summary according to the instructions given. Write your answers to questions 40-44 on the separate answer sheet.

The goal of the world-class archer is to hit the centre of the target with each arrow shot. He trains himself to be in the middle of the middle, to see only one centre.

One world champion describes this focusing as 'blocking out everything except my world, except me and my target. The bow becomes an extension of me. All attention is focused on lining up the sight with the centre of the target. At this point in time, that is all I see, hear or feel. With the bow drawn and sight on target, a quick body scan will tell me if anything is off. I then hold focus and simply let the arrow fly. It will find the target.'

line 6

Once a person has trained his muscles and nervous system to shoot an arrow into the middle of the target, theoretically he should be able to put it into the centre every time. What prevents him from doing that? Fatigue? Sometimes, but not on the first few rounds. The wind? Sometimes, but not on a calm day. What then? Like most other athletes, archers are prevented from achieving total accuracy by worry, by distracting thoughts, by overactivation, by a loss of focus. They have the programme in their brain to perform the skill flawlessly. They can do it without thinking. Their challenge is to free the body of irrelevant movements and the mind of irrelevant thoughts in order to totally connect with their goal.

40 In your own words explain the relationship between an archer and his bow.

41 What does the writer mean by 'a quick body scan will tell me if anything is off'? (line 6)

Through the turquoise waves, two huge yachts are competing for the America's Cup, one of the most valuable prizes in world sport. Hundreds of millions of pounds have been spent by the competitors and huge prestige and profits await the winner. In order to win, a crew's teamwork needs to be perfectly synchronised.

It is a catastrophic time to lose your nerve and even though so much can hang on the tiniest mistake, yachting crews of this calibre are unlikely to falter. Mentally groomed by coaches and sports psychologists, they have visualised every tactical manoeuvre in advance as the entire crew close their eyes while ashore to imagine they are racing, trying to anticipate every possible manoeuvre so that nothing will come as a surprise on the water.

line 6

When the unexpected does happen a second set of disciplines kicks in to calm the team in a crisis. When the going gets tough, they use pre-arranged 'trigger words' to calm one another and become more 'centred'. It is like taking a mental deep breath as the words act almost subconsciously on the psyche. Others will have focused their minds using counselling-based therapies such as SWOT analysis – thinking intelligently about their Strengths, Weaknesses, Opportunities and Threats out on the water.

'A lot of amateur yachtsmen still think it's mumbo-jumbo,' says one umpire who also coaches an Olympic team. 'Professionals are more receptive and are always on the lookout for something that gives them an edge.'

42 What does the writer mean by the word 'groomed'? (line 6)

43 Explain in your own words how the opinions of amateur and professional yachtsmen vary as to the usefulness of psychological techniques.

44 In a paragraph of 50-70 words, summarise in your own words as far as possible the psychological techniques described in both texts which athletes may use to enhance their performance. Write your summary on the separate answer sheet.

**Part 1**

One mark for each correct answer

- 1 others
- 2 something
- 3 make
- 4 with
- 5 not
- 6 of
- 7 do
- 8 After
- 9 regardless / irrespective
- 10 much
- 11 itself
- 12 Since
- 13 well
- 14 place
- 15 in

**Part 2**

One mark for each correct answer

- 16 extraordinary
- 17 mercifully
- 18 upbringing
- 19 enabled
- 20 achievement(s)
- 21 relationships
- 22 elusive
- 23 realisation
- 24 incurable
- 25 striking

**Part 3**

Two marks for each correct answer

- 26 appreciate
- 27 retain
- 28 head
- 29 domestic
- 30 challenge
- 31 drew

**Part 4**

Up to two marks for each correct answer

- 32 came to light (1) + when / after / once (1)
- 33 went according (1) + to plan (1)
- 34 cut short (1) + their picnic (1) *or* cut their (1) + picnic short (1)
- 35 planning is crucial (1) + to / for the success (1) *or* plans are crucial (1) + to / for the success (1)
- 36 is suspected (1) + of having stolen / stealing (1)
- 37 (of) listening to Marion (1) + leaves me (feeling) (1)
- 38 shows definite signs (1) + of improvement / improving / having improved (1)
- 39 has (now) been (1) + turned into (1)

Note that correct spelling is required for questions 1 to 39.

**Part 5**

For questions 40–43 two marks for each correct answer

- 40 image of fear / daunting / frightening / terrifying (image)
- 41 to give an idea of insufficient and last minute preparation
- 42 how the research was divided / split into categories / the analysis of the research
- 43 enthusiastic, animated
- 44 One mark is awarded for each of the following four content points:
  - (i) lack of preparation
  - (ii) lack of confidence / nerves
  - (iii) lack of attention to visual input
  - (iv) lack of attention to tone of voice

Up to ten marks are awarded for summary skills. See mark scheme on page 61.

Parts of answers which are in brackets are not essential to the key.

**Part 1**

One mark for each correct answer

- 1 greater
- 2 forward
- 3 come / get
- 4 into
- 5 unable
- 6 way
- 7 us
- 8 order
- 9 which
- 10 not
- 11 light
- 12 provided / providing /  
supposing
- 13 part
- 14 as
- 15 well

**Part 2**

One mark for each correct answer

- 16 findings
- 17 miraculous
- 18 imaginative
- 19 painstaking
- 20 unmistak(e)able
- 21 awareness
- 22 sufficient
- 23 Predictably
- 24 unfailing
- 25 proposal

**Part 3**

Two marks for each correct answer

- 26 diverted
- 27 made
- 28 set
- 29 sense
- 30 clear
- 31 heart

**Part 4**

Up to two marks for each correct answer

- 32 remains to be seen (1) + how Anna will react (1)
- 33 newspapers as a/his/the source (1) + of ideas (1)
- 34 failure to get promotion / get/be promoted (1) + was due to (1)
- 35 (have) put paid (1) + to his chance(s) (1)
- 36 no reason why (1) + you can't/shouldn't apply (1)
- 37 ran the risk (1) + of losing (1)
- 38 was completely (1) + taken aback by (1)
- 39 said (that) they were (1) + in favour of (1)

Note that correct spelling is required for questions 1–39.

**Part 5**

For questions 40–43 two marks for each correct answer

- 40 it becomes / is part of him
- 41 he checks to see if his body's in the right position / whether anything feels wrong
- 42 (mentally / psychologically) prepared / trained
- 43 amateurs regard them with suspicion / are cynical  
AND  
professionals accept them as worth trying because they may improve performance
- 44 One mark is awarded for each of the following four content points:
  - (i) mental focusing
  - (ii) visualisation
  - (iii) use of trigger words
  - (iv) use of counselling type therapies like SWOT
 Up to ten marks are awarded for summary skills. See mark scheme on page 61.

Parts of answers which are in brackets are not essential to the key.





## CANDIDATE A

People perform badly because they don't adequately prepare themselves in advance, both immediately before the presentation and by learning useful techniques. Some speakers believe that to give a successful presentation words are the most important ingredient and they tend to rely too much on them – Instead research has shown that voice and body language give a stronger impact than words. Therefore some inexperienced speakers perform badly because they don't pay enough attention to aspects such as liveliness and to sound trustworthy.

## EXAMINER COMMENTS

Content points: (i), (ii), (iv)

**Content: 3 marks**

This candidate's summary informs the reader, is fluently written and well organised, using appropriate cohesive devices. It is almost free of linguistic errors and generally coherent.

**Summary skills: Band 4**

While generally relevant, it is slightly over-length due mainly to repetition in the final sentence.

## CANDIDATE B

People perform badly when they are speaking in public since they are usually not taught techniques about giving talks. Although it is normal becoming nervous in such occasions you can learn to concentrate just before a talk. Physical matters like sweating or trembling will not be recognised by the audience.

Besides spending enough time for preparation the speaker should know that only a small part of the actual contents contributes to his success. His ability to appear confident with what he is talking about and his eye contact with the audience are much more important.

## EXAMINER COMMENTS

Content points: (i), (ii)

**Content: 2 marks**

The summary is very well expressed, adequately organised and contains virtually no linguistic errors. The reader is adequately informed but the summary includes some irrelevant detail which leads to it being slightly over-length. The candidate has paid little attention to the wording of the task and only partially given the reasons 'why people perform badly when speaking in public'.

**Summary skills: Band 3**

## CANDIDATE C

A successful presentation has to be prepared carefully and needs to have a clear concept. Features like how the speaker performs in front of the audience are often underestimated. Research done on presentations found out that only a small part of a successful and interesting presentation is the information by itself. The major role of how a presentation performs is how it is presented. The speaker plays the key figure.

## EXAMINER COMMENTS

Content points: (i)

**Content: 1 mark**

The summary is reasonably fluently written and is within the word limit set for the task. It contains few grammatical mistakes, but is marred by inappropriate vocabulary and awkwardness of expression, and therefore requires considerable effort on the part of the reader.

**Summary skills: Band 2**

It suffers seriously from a lack of relevance and a tendency to outline vaguely what constitutes a successful presentation instead of adhering to the wording of the task.

## CANDIDATE D

Speaking in public is not an easy thing to do, and there are several reasons for people not doing it properly. First of all, there are the 'presentation nerves' which are unavoidable and sometimes spoil a beautiful speech. Speakers can get very nervous at the thought that the audience might notice how scared they are, which is not often the case.

Sometimes, speakers don't do enough thinking and preparation about what they are going to say, and the result is usually an awful speech which nobody seems to be interested in. Finally, some people don't realise how important the way they look and their attitude is to the audience, which are basically the most important thing as far as the audience is concerned, and rely too much on words.

## EXAMINER COMMENTS

Content points: (i), (ii)

**Content: 2 marks**

The summary informs the reader and is expressed in generally correct English. However, by using 129 words and including a great deal of irrelevance and repetition, the candidate fails to demonstrate an adequate command of summary skills.

**Summary skills: Band 1**

## CANDIDATE A

The techniques used by professional athletes to enhance their performances are very sophisticated. These vary from the blocking of every unnecessary thought other than that of the performance itself to the visualisation of any possible movement in advance. They also use 'key words' to trigger the mind to calm down and other kinds of therapies which condition the mind towards strength, and provide them with courage to overcome any possible mishap.

## EXAMINER COMMENTS

Content points: (i), (ii), (iii), (iv)

**Content: 4 marks**

A clear, concise summary which requires virtually no effort on the part of the reader. There are very few non-impeding errors, and it is well organised, conforms to the word limit and is totally relevant.

**Summary skills: Band 5**

## CANDIDATE B

Athletes must be extremely concentrated = many of them focus on the target as the only existing and remaining thing around them.

Others try to anticipate by visualising the path they have to follow and its difficulties. As for some yachtmen, they are trained to give words of encouragement to their partners in case of crisis or follow therapies helping them to react actively in such a case.

## EXAMINER COMMENTS

Content points: (i), (ii), (iii), (iv)

**Content: 4 marks**

A concise summary, fluently written with no impeding errors, which requires minimal effort on the part of the reader. It is competently linked and reworded and marred only by the use of = in the first sentence and two paragraphs instead of one, placing it in Band 4.

**Summary skills: Band 4**

## CANDIDATE C

During the competition, athletes have to keep their concentration in every situations. To do that, athletes can follow a mind training trying to imagine they are racing. In this way they can try to think of all possible manoeuvres they will have to do. It can be happen that athletes have to face unexpected events; they can use different methods to react in this kind of situation: they can repeat specific words to get calm and maintain concentration or decide to follow other therapies such as 'swots analysis'.

## EXAMINER COMMENTS

Content points: (i), (ii), (iii), (iv)

**Content: 4 marks**

This is a satisfactory realisation of the task, which is generally relevant and notes all four content points in a reasonably coherent manner. Though adequately organised and linked, it suffers from a lack of conciseness and a number of errors in grammar and spelling.

**Summary skills: Band 3**

## CANDIDATE D

Before the race professional yachting crews experience visually their tactical manoeuvres by closing their eyes, so as to imagine every possible action that can be necessary during the race, to keep everything under control on the water.

If anything goes wrong the crew will use a pre-arranged 'trigger word', which is aimed to focus the crew's attention and to make them feel more relaxed. Another way of obtaining this is the SWOT analysis, a counselling-based therapy which makes one think in a constructive way about strengths, weaknesses, opportunities and threats.

## EXAMINER COMMENTS

Content points: (ii), (iii), (iv)

**Content: 3 marks**

This is an inadequate attempt at the task set despite the inclusion of most of the content points. It is slightly over-length, written as two paragraphs and poorly reworded with unnecessary lifting. It is this that gives the impression of fluency but it is clear that the task has not been fully understood.

**Summary skills: Band 2**

- 1) You think about a special situation in your competition and you go through every movement you have to do to solve the problem. The aim is that you have already dealt with any possible situation. In a result there is no surprising situation with the effect that your fear of failing in the competition is reducing.
- 2) If there is a surprising situation you have to react coolly. One mental technique is to use a phrase, maybe 'stay cool', to persuade you and your team that you are not nervous and that it is important to concentrate on the task.

Another technique is to strengthen your self-confidence by repeating phrases like 'I am strong, I can solve any problem' and so on.

## EXAMINER COMMENTS

Content points: (ii), (iii)

This is a poor attempt at the task set, which shows little command of summary skills and is not clear in its reference to the content points. It is some 50 words over-length, has three paragraphs, contains a good deal of irrelevance and a number of errors which impede communication.

**Content: 2 marks**

**Summary skills: Band 1**