



Mock Examination 1

**CERTIFICATE
IN ENGLISH
adVantage**

B2

These extracts from the mock examination can provide language teachers and learners with an impression of the level and format of the TELC examination concerned. The complete mock examination with instructions for candidates and teachers, the tapescript and the answer key, as well as the accompanying CD, can be ordered from WBT (see TELC – publications on the TELC website www.telc.net).

Die folgenden Auszüge des Modelltests vermitteln Unterrichtenden und Lernenden einen Eindruck von Niveau und Format der betreffenden TELC-Prüfung. Den vollständigen Modelltest mit Hinweisen für Teilnehmende und Unterrichtende, Transkript der Hörverstehens-Texte, Lösungsschlüssel sowie die Audio-CD für den Testteil Hörverstehen können bei der WBT bestellt werden (siehe TELC-Publikationen unter www.telc.net).



CERTIFICATE IN ENGLISH
adVantage

Mock Examination 1



Weiterbildungs-Testsysteme GmbH

In order to work through the sub-test
Listening Comprehension the CD
(order-No. **C27M-001C**) is required.

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This publication replaces and invalidates all previously issued versions of the Mock Examination for B2 Certificate in English –adVantage used in the revision process for expert evaluation and pre-testing.

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Important Information

Please read this page before starting the examination.

Information for Learners

Dear Learner,

There are three ways of approaching this mock examination:

- You can take it as if it were a real examination
- You can use the whole or parts of it for practice purposes
- You can acquire a general impression of the contents and procedures of the examination

It is important to decide which of these alternatives you wish to choose before reading on.

If you wish to work through the mock examination as if it were a real examination, you need the help of a teacher to organise it in the same way as a real examination is conducted. In this case, please do not read on. Above all, you should not read any of the items, you should not look at any of the pictures and you should also not look at the Information for Teachers. Wait for the instructions and information that your teacher will give you.






If, on the other hand, you wish to use this material for practice purposes, we would recommend you to keep to the specified times for the individual parts – as in a real examination – e.g. 90 minutes for *Reading Comprehension* and *Language Elements*. In this way you will develop a feeling for the time allotted for the individual test items. You can practise the sub-tests *Reading Comprehension*, *Language Elements*, *Listening Comprehension* (with the help of the recording – Order No. C27M-001C) and *Writing*.

The sub-test *Writing* can be marked by your teacher or a similarly qualified person. It is of course not possible for you to practise the oral examination by yourself, but you will be able to familiarise yourself with the tasks and procedures as well as the assessment criteria.

Should you simply wish to have a general overview of the examination, all you need to do is to study the material in this booklet.

We hope that you will find this mock examination interesting and that you will pass with flying colours!

The Structure of the Examination

Sub Test	Aim	Type of Test	Points	Time in minutes
Written Examination				
1 Reading Comprehension				
	1.1	Reading for Gist	5 matching items	25
	1.2	Reading for Detail	5 multiple-choice items	25
	1.3	Selective Reading	10 matching items	25
2 Language Elements				90
	2.1	Part 1	10 multiple-choice items	15
	2.2	Part 2	10 matching items	15
Break				20
3 Listening Comprehension				
	3.1	Listening for Gist	5 true/false items	25
	3.2	Listening for Detail	10 true/false items	25
	3.3	Selective Listening	5 true/false items	25
				approx. 20
4 Letter Writing				
	a (semi)formal letter choice of two tasks		45	30
Oral Examination				
	■	Part 1 Presentation	two or three candidates	75
	■	Part 2 Discussion		
	■	Part 3 Task		
				approx. 15



Important Information:

This is the start of the mock examination.

Before you look at the following pages, we recommend that you read the Information for Learners on Page 3.

Written Examination

The first two sub-tests are

1

Reading Comprehension

2

Language Elements

You are allowed a total of 90 minutes for these two sub-tests.



Sub-Test 1: Reading Comprehension

This sub-test consists of three parts, testing:

- Reading for Gist
- Reading for Detail
- Selective Reading

This sub-test contains a total of 20 items (1–20). Each item has only one correct answer.



Sub-Test 2: Language Elements

This sub-test consists of two parts:

- Part 1
- Part 2

This sub-test contains a total of 20 items (21–40). Each item has only one correct answer.



1 Reading Comprehension (Part 1)

First read the ten headlines (a–j). Then read the five texts (1–5) and decide which text goes best with which headline.

Mark your answers on the answer sheet in the boxes 1–5.

- a) **19-year old can't see father**
- b) **Buying a home together shows commitment**
- c) **Couple win jackpot twice**
- d) **Few GM crops could bring success to UK economy**
- e) **GOING TO BED STRAIGHT AFTER LEARNING A GOOD IDEA**
- f) **No-one in UK wants GM food**
- g) **PRIZE-MONEY USED FOR GOOD CAUSES**
- h) **TESTS SHOW FEAR OF SLEEP**
- i) ***Women prefer marriage to home ownership***
- j) **Years of silence after car accident**



1

A man in a coma for 19 years after a car crash woke up and started talking to his mother, sitting at his bedside. Terry Wallis began slowly with just a few nouns, but gradually a torrent of phrases came pouring forth. “He started out with ‘Mum’ and surprised her, and then it was ‘Pepsi’ and then it was ‘milk’” said Alesha Badgley, director of the Arkansas rehabilitation centre where Wallis was being cared for. “Now it is anything he wants to say.”

His mother Angilee Wallis said it was a miracle. “I couldn’t tell you my first thought, I just fell over on the floor” she said.

Terry Wallis, now 39, was driving with a friend 19 years ago when their car left the road and plunged into a creek. The pair were found the next day under a bridge – the friend was dead and Wallis was in a coma. His daughter Amber, who was born just before the crash, is now 19. “It has been hard dealing with it; it has been hard realising the man I married cannot be there” said his wife, Sandi. “The whole family missed out on his company.”

His father Jerry said his son talks almost non-stop now. “It was kind of peculiar. He wrecked on Friday the 13th, and, 19 years later, he started talking on Friday the 13th” Jerry Wallis said.

2

Genetically-modified (GM) crops could offer some cost advantages to UK farmers, says a report by the Prime Minister’s Strategy Unit. But it added that any economic benefit to the UK is likely to be limited, at least in the short-term.

Only a narrow range of existing GM crops are currently suited to UK conditions, and weak consumer demand is likely to limit take-up.

Long-term, GM crops may offer wider-ranging benefits, said the report, *Field Work: Weighing Up The Costs And Benefits Of GM Crop*.

The Soil Association said: “This is a huge shift in the government position to acknowledge there is no immediate economic case for growing GM crops.”

3

Faced with a tough problem, often the only option left to us is to ‘sleep on it’. But – while it seems a rather vague and desperate tactic – it may be exactly the right thing to do, research suggests.

A good night’s sleep really does help the brain get to grips with new knowledge and makes us better able to act on it the following day, American scientists believe. Researchers at the University of Pennsylvania studied how well mice absorbed, or ‘consolidated’, new information and then remembered it the next day. The experiment worked by giving mice a small electric shock when they were put in a distinctive setting – thus generating fear of that particular location. The two groups of mice were then tested to see if they ‘froze’ when put in this same area again 24 hours later.

The five hours after learning were crucial for ‘memory consolidation’. This was the period when a lengthy sleep was most beneficial to the brain. Sleep deprivation in the five hours after learning impaired the brain process which deals with orientation in a new environment and recognition of surroundings. Those mice which were allowed to sleep in the hours immediately after the first test were four times more likely to show fear than those which were kept awake.



4

A couple who have given away more than £5.5 million of the £7.6 million they won on the lottery three years ago spent yesterday logging car number plates in the hope of finding the combination for another big win. Even though they have already walked off with one jackpot, Raymond and Barbara Wragg still play the game, which could be good news for good causes near their home in Sheffield.

Speaking on BBC Radio's *The Morning Show*, Mrs Wragg said they had first made gifts to family and friends before making further donations for charity. Their most recent donation was £20,000 to fund a teenage cancer unit at Weston Park Hospital in Sheffield. They have also given £10,000 to pay for a child-size MRI scanner at Sheffield Children's Hospital and took 240 pupils from a local school in a deprived area to see a Disney-on-ice show.

5

Bachelors who want to stay single were warned not to buy a home with their girl-friend yesterday after research showed that women see property, not engagement, as the biggest bond. Tradition used to dictate that a woman's only desire was to get a ring on her finger, but a survey published yesterday showed that buying a home with her boyfriend is now seen as far more significant.

The research, conducted by the Woolwich, found that 34 per cent of women think a joint deposit on a property is "the clearest signal for a long-term relationship." Just 13 per cent think that getting engaged is making such a clear signal.

The number of people marrying has fallen to fewer than 250,000 a year, the lowest for more than a century, according to the Office for National Statistics. Women's attitudes towards buying a home with a boyfriend may well have been influenced by the fact that a deposit on a property is a far greater financial burden than an engagement ring. The rise in property prices around the country means that the average deposit paid by a couple on their first property is £25,000, compared with £1,100 for an engagement ring.

Please go to page 10.



1 Reading Comprehension (Part 2)

Read the following text, then choose the answers to questions 6–10.

Fatherhood Today

MODERN men see fatherhood as their biggest life-changing experience and desperately want to be ‘hands on’ during the pregnancy and the upbringing of their child. The days of fatherhood being limited to discipline and breadwinning look to be long gone, as a third of today’s dads say they would even consider leaving work to take on the role of full-time father. But despite being anxious about the birth of their child, men are more worried about money than losing their freedom.

The results of Pregnancy & Births magazine’s annual fatherhood survey, reveal the respect with which many men now regard the role of fatherhood. More than 2,000 couples across the UK, who were expecting their first or second child were asked about their feelings. According to 98% of the fathers-to-be, they believe fatherhood will make them happy and 90% say it is their biggest ‘life-changing event ever’. It seems that men are taking child rearing seriously, wanting to be ‘hands on’ both before and after the birth. Nine out of ten dads-to-

be attend scans and check-ups; only 2% of the men surveyed would not be at the birth because they “could not face it”. Eight out of 10 women say their partner is more caring during the pregnancy and 83% of men would rather stay in with their partner than go out with some friends. 72% of men say they will take the two-week paternity leave at £100 a week. And a further 77% say they wish they could have more time off to bond with their baby.

More than half of the men questioned, however, still think that the mother should take time off work if the child is ill, but 39% said they would share it jointly. Modern fathers-to-be are also more likely to be engaged in the chores of life compared to decades ago: almost half of them do more of the housework, 41% do more meal preparation and a third shop more. The role of child rearing has changed dramatically over the



past 50 years and more men would consider leaving work to raise their child. A third of men say they would be prepared to be a full-time stay-at-home dad, another third would like to work part-time while the rest wish to continue with work.

Dr. Maureen Marks, a specialist psychiatrist on fathers and their changing roles, does not believe the sample survey is wide enough. But she agrees that men’s parental roles have changed dramatically. Dr. Marks, a senior lecturer at the

Institute of Psychiatry, King’s College London, said, “Generally speaking, men are more able to be involved. As women work more they are not totally dependent on their husbands for money so the roles are less rigid.” She believes that although the roles have been modified biological differences are important. “Women are the ones who carry the child and breast-feed them. In those early days, however involved the father might be, they miss that connection” she said.

She says men make up for this when the child is old enough to be played with. “Men are much more active when they are playing with their children and encourage their sociability, but when children want comforting or soothing they go to their mother.”

Dr. Marks sees the modern parenting role as harmonious where both parents play to their strengths.

Tom Beardshaw, from Fathers Direct, believes these results confirm society’s changing views on fatherhood. He said, “This confirms the equal opportunities research which shocked a lot of people by how much fathers want to get involved. There are historical changes such as women working more, and also cultural role models, such as Jude Law, who show that being a proud father is not a wimpish attribute.”



Now decide which is the correct answer (a, b or c) to the items 6–10 and mark your answers on the answer sheet.

6. A number of modern fathers
 - a) are afraid of not being able to raise a child.
 - b) are prepared to sacrifice careers for their family.
 - c) think fatherhood provides discipline in their lives.

7. Men today
 - a) do not want to attend the birth of their children.
 - b) take an active part in pre-natal care.
 - c) wish they could afford to have leave when a child is born.

8. If a child is ill, most of the men questioned said
 - a) either partner could stay with the child.
 - b) the mother of the child should take time off work.
 - c) they would stay off work themselves.

9. Dr. Marks
 - a) has certain reservations about carrying out the survey.
 - b) says parental behaviour patterns have changed for financial reasons.
 - c) thinks both parents should be equally involved in the first weeks of the child's life.

10. Tom Beardshaw says
 - a) modern parents provide new role models.
 - b) society still thinks that a positive attitude to fatherhood is a sign of weakness.
 - c) the results of this survey are the first findings of this type.



1 Reading Comprehension (Part 3)

First read the ten situations (11–20) and then read the twelve texts (a–l). Decide which text goes best with which situation. Each text can be used only once. Mark your answers on the answer sheet (11–20).

In some cases there may be no suitable text. Then mark x.

11. You like wining and dining as well as music and would like to spend a few days where all this is offered.
12. You would like to do a cookery course in England.
13. You want to enjoy a few days during the cold season in a warm, English-speaking environment where you don't have to pay extra for being on your own.
14. A colleague needs some advice on the dos and don'ts of travelling.
15. You would like to invest some money in a flat by the sea.
16. A young friend of yours likes music but cannot afford tickets at normal prices.
17. You like travelling to countries apart from Britain and are looking for special offers for overnight stays.
18. Your young niece is looking for travel bargains as well as tips for travelling.
19. You are spending a few weeks in Britain with your family and are looking for suggestions as to what to do and where to stay.
20. A friend of yours is a book lover and is looking for special book deals on approval.



a

The latest high-quality art books at great savings

From painting and sculpture to architecture and photography, Arts Guild features books on all the big names from across the centuries and the contemporary scene too.

As a member you'll **save up to 40%** on the R.R.P. of every book you choose, but with this special joining offer you can take any four books from this page from just 99p each (plus £3.99 p&p). Plus, receive a copy of *Exploring Art* (R.R.P. £12.95) **FREE!**

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b

Win a weekend break

Courtesy of Paramount Group of Hotels, two lucky readers and their families (two adults, two children) can enjoy a weekend break at the fourstar Chesford Grange, a luxurious country house set in 17 acres on the river Avon near Warwick. The prizes, each worth £750, include dinner, full English breakfast and use of the gym, swimming pool, sauna and solarium. Call 01926 859 331 or visit www.paramount-hotels.co.uk for details.

c

No Cook Cookbook by Orlando Murrin (Quadrille, £16.99).

Never mind 15 minutes. Here we have no cooking at all. But this is not the layabout's guide to snacking on the sofa. It is more what a gourmet might nibble on if the cooker has died – Circassian chicken, salmon with watercress mousseline, celeriac remoulade, mango and lime fool – all very cool and stylish. Successful “no-cooking” is quite an art, and Orlando Murrin (the editor of BBC Good Food magazine) explains what you need to keep in the fridge, freezer and store cupboard so that you can no-cook in no time. No-cooking also requires luxuries such as smoked duck, perfect cheese, ripe peaches and so on. You are allowed a kettle, toaster and food processor. A further advantage is that the emphasis on assembling fresh, raw ingredients makes it very healthy.

e

A WORLD-FAMOUS educational publisher reports that there is a simple technique for acquiring a swift mastery of good English. It can double your powers of self expression. It can pay you real dividends in business and social advancement, and give you added poise, self-confidence and personal effectiveness. The details of this method are described in his fascinating book, “Good English – the Language of Success”, sent free on request.

WHAT THIS FREE BOOK CAN SHOW YOU

How to stop making embarrassing mistakes in English!
 How to earn more – get a better job!
 How to become a fluent conversationalist and effective public speaker!
 How to increase your word power!
 How to read faster and better!
 How to put punch into your writing!
 How to pass English examinations!
 How to develop self-confidence!

f

BOOK OF THE WEEK

Run out of ideas for the summer holidays? A Great Place To See (Bertrum, £8.95) lists historic sites including gardens, castles and stately homes throughout the British Isles. The book has more than 600 colour pages, showing off such gems as Dorchester's Teddy Bear Museum and Chatsworth House in Derbyshire, with listings of contact details, admission prices, opening times and a bed-and-breakfast section. Nostalgic black-and-white prints reflect the good old days of the featured counties. Available from all good bookshops.

d

Website of the week

Young travellers will find plenty of inspiration and information on new website.

www.Youthtravel.com : log on to search for discounted air fares and accommodation and purchase all the extras such as bus passes, Inter-rail tickets, insurance and car hire. Features include an interactive round-the-world map with airline routes to key destinations and dates and prices to help plan more extensive adventures. A safety section has up-to-the-minute destination information, medical tips, useful contact numbers and web addresses in the event of emergencies.



g

EXPLORE vineyards by day and listen to fine chamber music by night at Le Fauré estate near Bordeaux. Orpheus&Bacchus (07808/727735/ www.orpheusandbacchus.com) arranges a nine-day event on October 3-12, with musicians from across Europe playing to guests after a gourmet dinner, in the salon of an 18th-century house. A three-night break costs £345pp including half-board, concerts and transfers. Excursions to vineyards and a one-day cookery course are extra. Air France (0845 0845 111/ www.airfrance.com/uk) has flights to Bordeaux from £79 return.

h

Warm weather, picturesque towns and villages plus a wealth of archeological and historic treasures make Malta an ideal destination for a winter holiday. Add to this friendly English speaking locals, a comfortable 4-star hotel and flights from your local airport and you have all the ingredients for an enjoyable and relaxing break.

Situated on a gentle slope overlooking Salina Bay, the **4-star Coastline Hotel** enjoys panoramic views yet is only a short walk to St. Paul's Bay and the lively resort of Bugibba. There is also a courtesy bus to Bugibba from the hotel and, at a charge, to Valletta and Sliema.

The hotel offers a range of excellent guest facilities which include a large swimming pool complex, health club with gym, sauna and massage, 3 bars, a restaurant, pizzeria/ coffee shop and tennis courts.

On your own? Don't worry, we have some rooms available with no single supplements.

i

TORQUAY

The Atrium, Torquay, Devon - there's an art to living on the English Riviera. The superb new 1, 2 and 3 bedroom apartments, set in a stunning location half a mile from the seafront in Torquay are a perfect example of the art of building stylish, modern properties for today's demanding homebuyers. With each of the apartments having individual views and the highest quality built in, this could be your perfect seaside retreat.

SUPERB SHOW APARTMENT NOW OPEN. WITH PRICES STARTING FROM JUST £200,000, DON'T DELAY! CALL NOW ON 01803 212597 TO MAKE AN APPOINTMENT TO VIEW.

j

DEAL OF THE WEEK

InterContinental Hotels&Resorts has launched a "Whole World Half Off" promotion which gives 50 per cent off room rates, including breakfast, on InterContinental properties in more than 60 countries. They include the new InterContinental Malta at St. George's Bay from 55£ per night and the refurbished InterContinental Le Grand Hotel Paris from 95£. The promotion runs until September 21. Further information: 0800 096 4478/ www.intercontinental.com/halfoff.

k

The London Symphony Orchestra has announced a cheaper ticket-pricing policy. Tickets were previously 6.50-35, but are now being sold for 5-25. Buy tickets eight weeks in advance and that becomes 4-20. So, if you book before next Saturday, you can hear the violin virtuoso Maxim Vengerov and the LSO under Sir Colin Davis for just 4 on September 14. Bookings: www.iso.co.uk.

l

BEFORE you go on holiday be aware of local dangers to avoid ending up injured, without your valuable possession, ill- or even dead.

So what precautions should people take when they are away? Maya Catsanis, of Lonely Planet, which publishes guidebooks covering every corner of the planet, says, "It's so important to be prepared, rather than just arriving blindly in a country. Travellers need to do a bit of research before they get there."

Tips in Lonely Planet's Know Before You Go campaign, which is a joint initiative with the travel industry to ensure travellers are as well-prepared as possible, include:

- Check what vaccinations you need at least 6 weeks before you go, and also check to see if you need to take extra health precautions (<http://www.doh.gov.uk/traveladvice>).
- Make copies of your passport, insurance policy plus 24-hour emergency number, and ticket details, and leave copies with family and friends.
- Take enough money for your trip and some back-up funds like travellers cheques, sterling or US dollars.
- Leave a copy of your itinerary and a way of contacting you, such as email, with family and friends.

In terms of health, as well as vaccinations and checking if there are any extra health precautions you need to take in a particular country, it is also important to take insect repellent, as mosquitoes, for example, can carry malaria or yellow fever.

In addition, check that the water is all right to drink, take care in the sun, and also take care on the roads, as traffic accidents are the major cause of death among travellers.

**2 Language Elements (Part 1)**

Read the following letter and decide which word or phrase a, b, or c is missing in items 21–30. Mark your answers on the answer sheet.

July 28, 200___

Dear Linda,

How have you been?! As usual I have to start my letter with an **21** for not having written sooner. **22** time you didn't even get my traditional Christmas letter . . .

Thank you very much for your Christmas card and the photos though!

I think it's great that you and John have found a hobby to **23**, especially such an interesting and unusual one as **24** the bagpipes and the drums in a Scottish folk music band! I guess it must be quite difficult to learn to play the bagpipes. It's a good thing you've got your own house to practise in – I imagine my flat neighbours wouldn't be very cooperative!!!

You asked how I **25** and I'm very happy to report that I have found a wonderful new job. I **26** to use my knowledge of English and enjoy working with really nice colleagues. **27** I lucky?!

Mike and the kids are just fine, too. It's **28** to believe that Emma will be starting school next year! How are your nieces and nephews? I'm sure little Katie will be keen **29** watching the Olympic gymnastics on TV this summer! That might motivate her even more. Actually, I've been reading **30** on the sport in the internet and I must say that . . .

21. a) apologetic
b) apologise
c) apology

25. a) did
b) have done
c) was doing

29. a) at
b) on
c) to

22. a) That
b) The
c) This

26. a) can
b) get
c) let

30. a) out
b) over
c) up

23. a) include
b) part
c) share

27. a) Am
b) Aren't
c) Don't

24. a) play
b) playing
c) to play

28. a) hard
b) harder
c) hardly



2 Language Elements (Part 2)

Read the following text and decide which of the words or phrases a–o is missing in items 31–40. Mark your answers on the answer sheet.

Software can monitor e-mail, deleted documents

Right now, your boss, your spouse or the government could secretly be reading all your typed words, even the ones you deleted, while secretly snapping your picture.

Sound alarming? The man who makes it possible is the first to **31**.

“It’s horrifying!” said Richard Eaton, who develops, markets and answers the technical help line for WinWhatWhere Corp. software.

“I’m normally the person people expect to guard their **32**, so it’s kind of ironic” said Eaton, a lanky 48-year-old with a diamond stud earring. “Every time I add a feature into it, it’s usually something that I’ve fought for a long time.”

His qualms haven’t stopped him from selling the product, **33**, more than 200,000 copies of it, to everyone from **34** husbands to the FBI.

And Eaton is **35** ever-more-detailed tricks into his Investigator software.

The latest version, released this month, can snap pictures from a WebCam, save screen shots and read keystrokes in **36** languages.

Investigator already can read every e-mail, instant message and document you send and receive, even if you delete, or never even saved, what you typed.

The \$99 downloadable program runs “hidden in plain sight”. It changes names **37** so often, and files containing the information it gathers are

38 given old dates to make them difficult to find.

The monitor can choose to have a user’s every move sent to an e-mail address, or the program can be instructed to look for keywords like “boss”, “pornography” or “terrorist” and only send records when it finds those prompts.

Software like Investigator was **39** unknown two years ago. Now it’s become a **40** niche market, attracting plenty of competitors and at least one product that aims to track down the snooping software itself.

- | | | | |
|--------------|------------------|--------------|---------------|
| a) agree | b) building | c) even | d) every |
| e) inventing | f) investigation | g) lucrative | h) monitoring |
| i) multiple | j) privacy | k) security | l) suspicious |
| m) though | n) virtually | o) while | |



The next sub-test is

3 Listening Comprehension

Once you have started the recording, let it run until you hear the words: *That is the end of Listening Comprehension. Thank you for listening.* All the pauses are on the recording. You should not stop the recording during the test.



Sub-Test 3: Listening Comprehension

This sub-test consists of three parts, testing:

- Listening for Gist
- Listening for Detail
- Selective Listening.

This sub-test contains a total of 20 items (41– 60). Each item has only one correct answer.



3 Listening Comprehension (Part 1)

*You will hear a news programme. First you will have half a minute to read the items. Then you will hear the news. You will hear the news **only once**. Then you will have time to answer the questions.*

Decide if the statement for each of the items is true (+) or not true (–) and mark your answers on the answer sheet.

Now you will have half a minute to read the items.

41. There has been a terrible accident in Japan with many dead.
42. There has been a serious fire in Margate which the police suspect was not an accident.
43. Police are searching for a man who has disappeared.
44. There have been delays at many European airports.
45. Negligence has been named as the cause of a helicopter accident which killed three people.



3 Listening Comprehension (Part 2)

*You will hear a radio interview. First you will have one minute to read the introduction and the items. Then you will hear the interview. You will hear the interview **only once**. Then you will have time to answer the questions.*

Decide if the statement for each of the items is true (+) or not true (–) and mark your answers on the answer sheet.

Now you will have one minute to read the items.

46. According to research, British drivers are not safe when driving on the continent.
47. British drivers usually have enough information about the French road traffic system.
48. Steve Norris believes French drivers set British drivers a bad example.
49. The interviewer says that the French think British drivers are more polite and careful.
50. According to Steve Norris, the Scandinavians are the best in Europe as far as road safety is concerned.
51. In Britain, governments of all political parties have never taken road safety seriously.
52. The interviewer thinks that lunch-time drinking is a serious problem in Britain.
53. Steve Norris explains that the punishment for drink-driving is extremely severe in Britain.
54. Steve Norris thinks that making drink-driving socially unacceptable is more effective than punishment.
55. Steve Norris thinks that British drivers are among the least aggressive in the world.



3 Listening Comprehension (Part 3)

*You will hear five short texts. You will hear the texts **only once**. Then you will have time to answer the question for each text.*

Decide if the statement for each of the items is true (+) or not true (–) and mark your answers on the answer sheet.

56. To listen to a weather forecast again, you should press “2”.
57. If you have had an accident, the NHS Direct service cannot help you.
58. You can buy as many of the Safeway’s special offers as you want.
59. To set up your own message on your answering machine, you should press “3”.
60. There will be a musical performance at the National Exhibition Centre on Sunday.

Please go to page 22.



The next sub-test is

4 Letter Writing

You are allowed a total of 30 minutes for this sub-test.

You have two different tasks to choose from. Decide quickly which letter you are going to write as you only have a total of 30 minutes to complete the task.

Either:

1. **An application for a job in response to an advertisement** (p. 23)

or:

2. **A letter asking for more information** (p. 24)



4 Letter Writing


Situation: You are interested in doing a period of work experience at a company in Britain or North America. You can apply to the following firms:




Cranebank
PO Box 59
Heathrow Airport
Hounslow
Middlesex
TW6 2SL
Email: hr.1.recruitment@britishairways.com



IBM Corporation
1133 Westchester Avenue
White Plains, New York 10604
United States



Hewlett-Packard Company
3000 Hanover Street
Palo Alto, CA 94304-1185
USA



Marriott Royal Hotel
College Green
Bristol
England, Great Britain BS1 5TA

Write a letter of application to one of the firms above for a period of work experience. At least two of the following points should be mentioned in your letter plus one other aspect.

- Your experience with this sort of work/your training
- Your interests
- Your reason for applying for a period of work experience
- Your reason for wanting to work in Britain/North America

You decide to write for more information. Write the letter using a suitable greeting and a suitable closing formula.

*Before starting the letter, decide on **the order** in which you think the four points should be included as well as an appropriate **introduction** and **close**. Include **your address** and **the address of the company**, also the **reference line**, **date**, **salutation** and **closing formula**.*

*You have 30 minutes in which to write the letter.
Please write 150 - 200 words.*



4 Letter Writing

You see the following advertisement in a newspaper.

International Culture Festival – Harrogate, Yorkshire, England

The International Culture Festival was run for the first time in 1992 and has been held every year since then. It is a non-political event open to all those who are interested in finding out about culture and customs in other countries.

Our aim is to promote international understanding. Please come along and present the culture and customs of your country to others. You can find out about other countries and meet interesting people.

We welcome people from all corners of the world. The common language is English, although of course many different languages are spoken at the festival. Last year 750 people from 30 different countries attended the Festival.

The Festival offers you a unique opportunity to set up a stand or give a performance of music, dance or theatre from your country. As well as this, you can offer specialities to eat and drink and display goods for sale or order.

For more details of the next festival please write to Janet Atkinson at

International Culture Festival
P.O. Box 34467
Harrogate HG 45 67F

You and a group of friends would be interested in attending the International Culture Festival and presenting something from your country. However you would like to have more details first and decide to write to the organisers.


Write a letter to Janet Atkinson and express your interest in the festival. Your letter should contain at least two of the following points and one other aspect:

- Ask about costs involved for you
- Ask for more details about the festival
- Explain what you expect from the festival
- Say what you would like to present from your country

*Before starting the letter, decide on **the order** in which you think the four points should be included as well as an appropriate **introduction** and **close**. Include **your address** and **the address of the festival organiser**, also the **reference line**, **date**, **salutation** and **closing formula**.*

*You have 30 minutes in which to write the letter.
Please write 150 -200 words.*

Certificate in English - adVantage

Surname																																													
First name																																													
Examination centre																																													

Your examination no.	27							Please copy from your S3 answer sheet!
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Written Examination



4 Letter Writing

For Examiners' Use

(The main writing area contains horizontal lines for text input.)	
---	--

Blank area for writing or marking, consisting of multiple horizontal lines.

Criterion

I	II	III
I	II	III

Wrong topic?

<input type="checkbox"/>	<input type="checkbox"/>
yes	no
<input type="checkbox"/>	<input type="checkbox"/>
yes	no

1st Correction

Signature _____

2nd Correction

Signature _____

Cer

CERTIFICATE IN ENGLISH adVantage

S3 -CSEng



27 00000

Familienname · Surname · Apellido · Nom · Cognome · Achternaam · Apelido																			
Vorname · First name · Nombre · Prénom · Nome · Voornaam · Nome próprio																			
<p> </p> <p> ▶ Beispiel: 23. April 1982 ▶ Example: 23rd April 1982 19820423 </p>																			
Geburtsdatum · Date of birth · Fecha de nacimiento · Date de naissance · Data di nascita · Geboortedatum · Data de nascimento																			
Geburtsort · Place of birth · Lugar de nacimiento · Lieu de naissance · Luogo di nascita · Geboorteplaats · Local de nascimento																			
Prüfungsinstitution · Examination centre · Centro examinador · Centre d'examen · Centro d'esame · Examencenter · Centro de examinação																			

SNT MNT S Q P

27 00000

Written Examination



1 Reading Comprehension

1	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	1			
2	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	2			
3	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	3			
4	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	4			
5	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	5			
6	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c								6			
7	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c								7			
8	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c								8			
9	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c								9			
10	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c								10			
11	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> x	11
12	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> x	12
13	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> x	13
14	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> x	14
15	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> x	15
16	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> x	16
17	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> x	17
18	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> x	18
19	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> x	19
20	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> x	20



2 Language Elements

21	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	21	31	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> m	<input type="checkbox"/> n	<input type="checkbox"/> o	31
22	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	22	32	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> m	<input type="checkbox"/> n	<input type="checkbox"/> o	32
23	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	23	33	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> m	<input type="checkbox"/> n	<input type="checkbox"/> o	33
24	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	24	34	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> m	<input type="checkbox"/> n	<input type="checkbox"/> o	34
25	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	25	35	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> m	<input type="checkbox"/> n	<input type="checkbox"/> o	35
26	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	26	36	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> m	<input type="checkbox"/> n	<input type="checkbox"/> o	36
27	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	27	37	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> m	<input type="checkbox"/> n	<input type="checkbox"/> o	37
28	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	28	38	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> m	<input type="checkbox"/> n	<input type="checkbox"/> o	38
29	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	29	39	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> m	<input type="checkbox"/> n	<input type="checkbox"/> o	39
30	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	30	40	<input type="checkbox"/> a	<input type="checkbox"/> b	<input type="checkbox"/> c	<input type="checkbox"/> d	<input type="checkbox"/> e	<input type="checkbox"/> f	<input type="checkbox"/> g	<input type="checkbox"/> h	<input type="checkbox"/> i	<input type="checkbox"/> j	<input type="checkbox"/> k	<input type="checkbox"/> l	<input type="checkbox"/> m	<input type="checkbox"/> n	<input type="checkbox"/> o	40



3 Listening Comprehension

41	<input type="checkbox"/> +	<input type="checkbox"/> -	46	<input type="checkbox"/> +	<input type="checkbox"/> -	51	<input type="checkbox"/> +	<input type="checkbox"/> -	56	<input type="checkbox"/> +	<input type="checkbox"/> -
42	<input type="checkbox"/> +	<input type="checkbox"/> -	47	<input type="checkbox"/> +	<input type="checkbox"/> -	52	<input type="checkbox"/> +	<input type="checkbox"/> -	57	<input type="checkbox"/> +	<input type="checkbox"/> -
43	<input type="checkbox"/> +	<input type="checkbox"/> -	48	<input type="checkbox"/> +	<input type="checkbox"/> -	53	<input type="checkbox"/> +	<input type="checkbox"/> -	58	<input type="checkbox"/> +	<input type="checkbox"/> -
44	<input type="checkbox"/> +	<input type="checkbox"/> -	49	<input type="checkbox"/> +	<input type="checkbox"/> -	54	<input type="checkbox"/> +	<input type="checkbox"/> -	59	<input type="checkbox"/> +	<input type="checkbox"/> -
45	<input type="checkbox"/> +	<input type="checkbox"/> -	50	<input type="checkbox"/> +	<input type="checkbox"/> -	55	<input type="checkbox"/> +	<input type="checkbox"/> -	60	<input type="checkbox"/> +	<input type="checkbox"/> -



4 Letter Writing

1	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	
2	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	
3	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D	
4	<input type="checkbox"/> 1	<input type="checkbox"/> 0	<input type="checkbox"/> 2	<input type="checkbox"/> T	<input type="checkbox"/> NT

Oral Examination



Part 1

1	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
2	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
3	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
4	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D

Part 2

1	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
2	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
3	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
4	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D

Part 3

1	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
2	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
3	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
4	<input type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D

Please go to page 30.



● Important Information

If you would like to use this mock examination to simulate an oral examination with the help of your teacher, you should not read further than this page. Otherwise your practice examination in class will not reflect the real examination situation.

If you wish to use this mock examination at home, in order to get a general impression of the format of the oral examination, you can now read on.

Oral Examination

The oral examination consists of three parts and an introduction which is not marked:

Introduction : Social Contacts

Part 1: Presentation

Part 2: Discussion

Part 3: Task



Each oral examination for the Certificate in English – adVantage normally takes place with two candidates. For each examination there are two examiners. In exceptional cases, e.g. when there is an odd number of candidates at your examination centre, you may be tested with two other candidates.

The examination is intended to have the character of a conversation, not an interrogation. The main task of the examiners is to supervise the conversation. They are instructed to say as little as possible. For the purpose of the examination, it is more important for you to have an active conversation with your partner. You should respond to what your partner says without trying to dominate the conversation. Both candidates are expected to involve themselves in the conversation so as to produce an interesting dialogue on a variety of topics. It will have a positive effect on your mark if you try to help your partner, should he/she at any time have problems trying to express what he/she would like to say.

The oral examination will last no longer than 15 minutes with two candidates, 25 minutes with three candidates. Before the examination starts, you will have twenty minutes to prepare for the examination with the help of candidate's sheets giving details of the tasks you will have to complete. During this preparation time, you will not be allowed to communicate with your partner.



The time necessary for the oral examination depends on the number of candidates (2 or 3). The times given below are per candidate.

Introduction: Social Contacts (30-60 seconds)

In the first part of the examination you should talk to your partner in order to get to know each other a bit better. Depending on how well you know each other already, you can talk about your family, learning languages, preparing for this examination and any other topics you wish. You will not be given any prompts.

Part 1: Presentation (approx. 2 ½ minutes)

In this part of the examination you should present something briefly to your partner. You can choose from five topics. The presentation should not be longer than 90 seconds. It should only be interrupted if something is really not understood or you want to help your partner. After your presentation, you can answer the questions your partner asks. The same procedure applies to all candidates: presentation, questions and answers.

Part 2: Discussion (approx. 2 ½ minutes)

In this part of the examination you and your partner will have a discussion on a controversial topic. First say something about the text you have read during the preparation. Present the arguments or points you think are interesting (one minute per candidate at the most).

In the discussion which follows, you will be expected to give your own opinion on the topic concerned. Make sure you have a discussion in which you express your points of view, exchange arguments and respond to what your partner says.

Part 3: Task (approx. 2 ½ minutes)

In this part of the examination you will be given a task to carry out. You will be given only the situation and will have to think of the details yourself. Think about all the points you wish to make, express your opinions, make suggestions and respond to what your partner says.

Please note:

You may make notes during the preparation which you can use during the examination but you should not read from these notes.

You may use a dictionary during the preparation but not during the examination.

 Introduction: Social Contacts**Candidates A/B/(C)****0**

Introduce yourself to your partner if you do not already know each other. You can talk about, for example, why you are learning English, what your hobbies and leisure interests are or how you prepared for this examination.

This part of the examination will not be marked.



Part 1: Presentation

Candidates A/B/(C)

1

You are expected to give a short presentation to your partner(s) on one of the following topics. (The prompts in brackets may help you.) Your presentation should take about 90 seconds and you should answer your partner's questions afterwards.

While your partner is giving his/her presentation, listen and think of the questions you would like to ask.

You should not interrupt your partner during her/his presentation.

- A book that you have read (topic or plot, author, style, your opinion, etc.)
or
- A film that you have seen (topic and plot, actors, your opinion, etc.)
or
- A trip you have made (where, when, the local people and area, sights, etc.)
or
- A concert you have attended (type of music, musicians, where, personal preferences, etc.)
or
- A sporting event you have attended (which sport, where, people involved, result, etc.)

**Part 2: Discussion****Candidates A/B/(C)****2**

Read the following text from a magazine. Discuss the content of the text with your partner. Tell her/him your opinions, give reasons and personal examples to support your ideas. Talk about your own experience with the problems mentioned and possible solutions.

Children given ‘golden goodbyes’ to leave home

BY MAXINE FRITH - Social Affairs Correspondent

PARENTS ARE bribing their twenty-something children with £5,000 “golden goodbyes” in an attempt to make them leave home, research suggests.

Young graduates are becoming increasingly unwilling to forgo the creature comforts of the family home for “real” life and a mortgage, it seems. Now parents are becoming so desperate to reclaim their homes that they are sacrificing holidays and missing loan repayments in an effort to put their children on the proper ladder.

The research, for the Skipton Building Society, was based on interviews with 1,000 parents of twenty-somethings who were still living at home. It found that parents were subsidising their children by £3,000 a year, through providing food, paying bills and letting them off rent.

They were also giving their offspring an average of £5,000 for a deposit on a house. And in the meantime, more than 80 per cent of mothers admitted to doing their adult children’s washing and cooking. Social commentators say rising property prices and student debts, along with twenty-something fears, are keeping a generation of graduates at the family home.

The proportion of mortgage sales to first-time buyers has slumped in the past few years, and they now account for just 30 per cent of loans. Most house loans now go to people re-mortgaging a home - and many of these applications are from parents trying to raise cash for their offspring.

Terri Apter, a researcher at Newnham College, Cambridge coined the phrase “thresholders” for twenty-something graduates reluctant to fly the nest. The classic thresholder may have been a high achiever at school, but has become directionless after university.



Part 3: Task

Candidates A/B/(C)

3

You and your partner want to organise something special over a day or two for your friend Susan's 30th birthday.






First decide on your ideas for Susan's birthday celebration.

Tell your partner your ideas and try to agree on something that you and Susan would all enjoy.

Please go to page 37.

Points and Grades

A maximum total of 300 points can be awarded for the whole examination. The following table shows the number of points awarded for the individual sub-tests. The results of the mock examination can be filled in the right-hand column.

	Sub-Test	Maximum Number of Points	Number of Points Awarded
	Reading Comprehension	75	<input type="text"/>
	Part 1 (1-5)	25	<input type="text"/>
	Part 2 (6-10)	25	<input type="text"/>
	Part 3 (11-20)	25	<input type="text"/>
	Language Elements	30	<input type="text"/>
	Part 1 (21-30)	15	<input type="text"/>
	Part 2 (31-40)	15	<input type="text"/>
	Listening Comprehension	75	<input type="text"/>
	Part 1 (41-45)	25	<input type="text"/>
	Part 2 (46-55)	25	<input type="text"/>
	Part 3 (56-60)	25	<input type="text"/>
	Letter Writing	45	<input type="text"/>
	Sub-Total Written Examination	225	<input type="text"/>
	Oral Examination		
	Presentation	25	<input type="text"/>
	Discussion	25	<input type="text"/>
	Task	25	<input type="text"/>
	Sub-Total Oral Examination	75	<input type="text"/>
	Written Examination	225	<input type="text"/>
	Oral Examination	75	<input type="text"/>
	Total Points	300	<input type="text"/>

For an overall pass in the whole examination, you must achieve at least 60% of the maximum possible total number of points, both in the written and in the oral examination. This corresponds to a total of 135 points in the written examination and 45 points in the oral examination.

If the pass mark is achieved for the examination as a whole, then the number of points awarded for the written examination will be added to the number of points awarded for the oral examination. The grade is then calculated according to the following table:

270 – 300 Points	Very Good
240 – 269.5 Points	Good
210 – 239.5 Points	Satisfactory
180 – 209.5 Points	Pass

If, in the real examination, you fail or do not attempt one of the two parts (written or oral), you can retake that part of the examination during the calendar year in which you took the examination or the following calendar year. The entire examination can be retaken as many times as you wish, e.g. in order to gain a better grade.