

**International
English for Speakers of Other
Languages**
Mastery Level – C2
Practice Paper 2

This paper must be returned with
the candidate's work, otherwise the
entry will be void and no result will
be issued.



Time Allowed: 3 hours

- Listening
- Reading
- Writing

Listening Part 1

You will hear eight sentences once only. Choose the **best** reply to each sentence. Look at the example. If you hear "What's the matter? You look very pale", the best reply is (c). Put a circle round the letter of the **best** reply.

Example:

- a) *I've really got no idea!*
- b) *I definitely didn't do it.*
- ☒ c) *I've just had some bad news.*
- d) *I've had a wonderful holiday.*

1. a) What has his appearance got to do with it?
b) Yes, he always was very bright.
c) Yes, I heard he was having difficulty.
d) I can't believe he would do that!
2. a) I don't think so.
b) It's been a long day.
c) I'm afraid I must.
d) I'm not sure about that.
3. a) I'd rather have it now.
b) There they are.
c) I can do it tomorrow.
d) That sounds fair.
4. a) I don't know what to say.
b) I'm not sure I'll be able to.
c) You should have told me.
d) It's not a good idea.
5. a) I can assure you that these are the facts.
b) I don't understand a word of this.
c) It's the only one I have at present.
d) I'm not in a position to take advice.
6. a) He doesn't look like it.
b) We'd better hurry up.
c) I'll keep an eye out.
d) He's having a rest.
7. a) Which one was that?
b) I was just coming to that.
c) You had to concentrate.
d) It was fascinating, wasn't it?
8. a) I don't think that's fair.
b) Yes, but please get to the point.
c) Next time would be best for us.
d) I understand you perfectly.

(Total: 8 marks)

Listening Part 2

You will hear three conversations. Listen to the conversations and answer the questions below. Put a circle round the letter of the correct answer. You will hear each conversation once only. Look at the questions for Conversation One.

Conversation 1

- 1.1 What does the man think about the boy's behaviour?
- a) The behaviour is a sign of a child with difficulties.
 - b) He behaves in this way because his mother allows him to.
 - c) It's quite normal for young children to behave like this.
 - d) The mother was distracted by what she was doing.
- 1.2 What is the woman doing in the conversation?
- a) Suggesting reasons for the behaviour.
 - b) Disagreeing with the man about the mother.
 - c) Defending the mother.
 - d) Criticising the child.

Conversation 2

- 2.1 What are the two people talking about?
- a) A work colleague.
 - b) A rearrangement.
 - c) A travel arrangement.
 - d) A company report.
- 2.2 How is the man feeling?
- a) Furious.
 - b) Surprised.
 - c) Anxious.
 - d) Confused.

Conversation 3

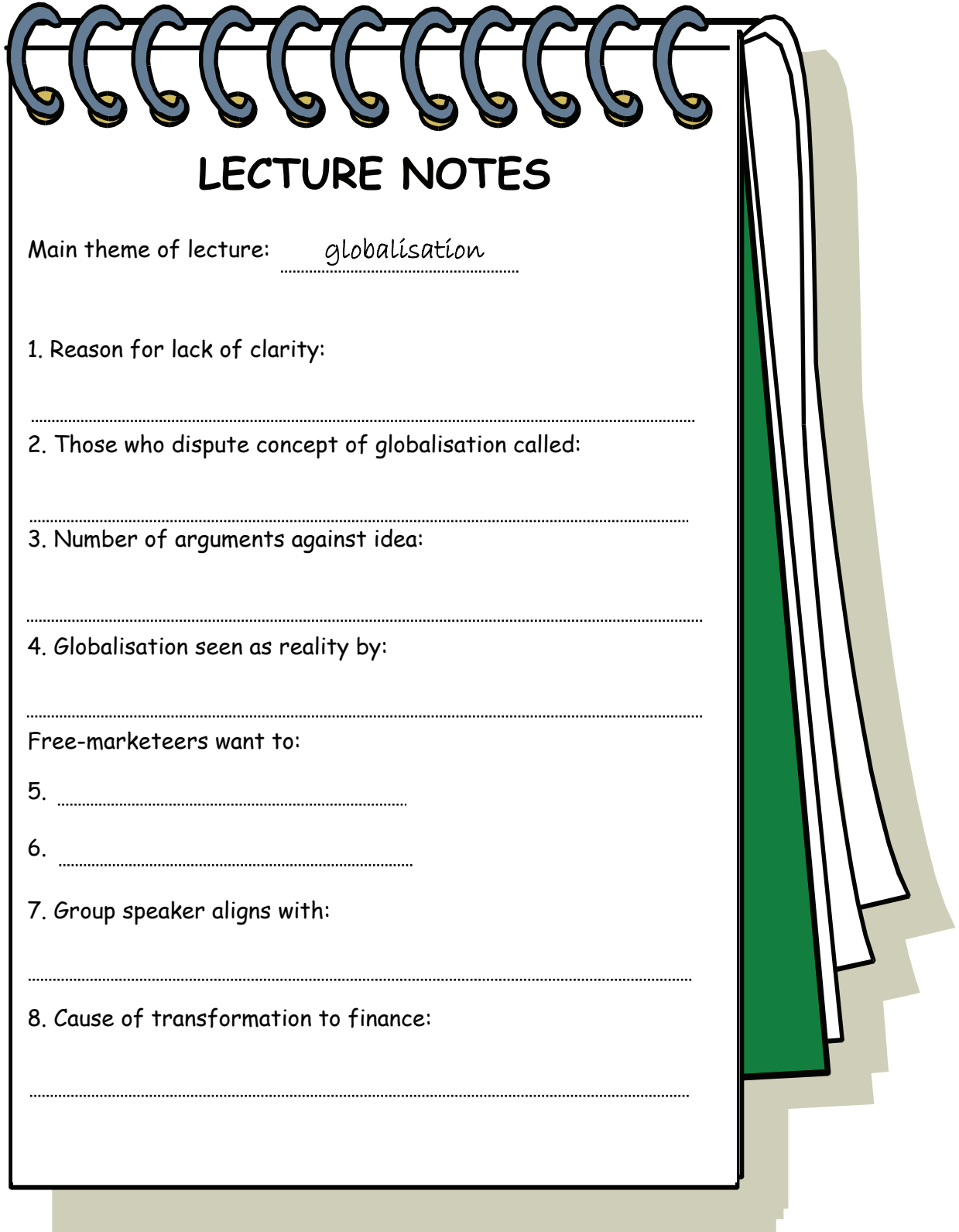
- 3.1 What does the woman want to do?
- a) Reassure the man.
 - b) Take advantage of the man's uncertainty.
 - c) Start a business with the man.
 - d) Get a decision from the man.
- 3.2 What is 'Bouldings'?
- a) A company with which the man does business.
 - b) A company with which the man would like to do business.
 - c) A company with which the man used to do business.
 - d) A company that wants to do business with the woman.

(Total: 6 marks)

Listening Part 3

Listen to the lecture about globalisation and complete the notes. Write **short** answers (1-5 words). An example is done for you. At the end of the lecture you will have two minutes to read through and check your answers. You will hear the lecture once only.

You have one minute to look at the notes below.



LECTURE NOTES

Main theme of lecture: globalisation

1. Reason for lack of clarity:
.....

2. Those who dispute concept of globalisation called:
.....

3. Number of arguments against idea:
.....

4. Globalisation seen as reality by:
.....

Free-marketeters want to:

5.

6.

7. Group speaker aligns with:
.....

8. Cause of transformation to finance:
.....

(Total: 8 marks)

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Listening Part 4

Listen to the conversation and answer the questions. Put a circle round the letter of the correct answer. An example is done for you. You will hear the conversation once only.

You have two minutes to read through the questions below.

Example:

Where is the discussion taking place?

- a) In a family kitchen.
- ☒ b) In a radio studio.
- c) In a board room.
- d) In a university lecture theatre.

1. Why did Emily become concerned about the topic?
 - a) There was a change in her working conditions.
 - b) She went through a bad time at work.
 - c) She stood back and reflected on her life.
 - d) Her husband convinced her of its importance.
2. What fact does Andrew present to support Emily's concern?
 - a) British workers now work longer hours than ever before.
 - b) British managers work particularly long hours.
 - c) UK shop floor workers work as long as in the 1800s.
 - d) UK managers now work almost as long hours as workers.
3. What does Emily suggest makes things worse?
 - a) Holiday allowances are very short.
 - b) People eat junk food at lunchtime.
 - c) Men and women don't have equal opportunities.
 - d) People don't take all the breaks they could.
4. What does Andrew suggest makes people work longer hours?
 - a) The chance to earn more.
 - b) The desire to appear committed.
 - c) The enjoyment in their work.
 - d) The quantity of work to be done.
5. What point is Andrew making when he mentions France?
 - a) Working shorter hours leads to a stronger family life.
 - b) The French economy has improved since changing its rules.
 - c) Working longer hours may not improve business.
 - d) People work better when they are not tired out.
6. What does Emily say people increasingly look for in their jobs?
 - a) A sense of self-worth.
 - b) Friendship and relationships.
 - c) Financial security.
 - d) Good leisure facilities.

7. What does Ron say about people's current attitude to their work?
- a) It's healthier than it was in the past.
 - b) It shows that people are too materialistic.
 - c) It encourages people to be selfish.
 - d) It's advantageous to society.
8. What danger does Andrew refer to?
- a) People taking too many risks at work.
 - b) People being let down by employers.
 - c) People not working hard enough.
 - d) People losing interest in their work.

(Total: 8 marks)
(Total marks for Listening: 30)

Reading Part 1

Read the following text then read the ten statements A - J. Five of these statements are correct according to the text. Tick (✓) the boxes of the correct sentences. Do **not** tick more than five boxes. Leave the other five boxes blank.

After one more dip, the road swung sharply to the right, over a crumbling concrete bridge with rusted iron rails, and climbed sharply for the last time. On the brow of the hill was the moss-covered statue and the rutted path to the white stone house. Two thin lions sat on top of the gateposts, grimacing over the cold countryside. The grey stone chippings of the driveway clotted the wheels and Charlotte dismounted, propping the bicycle against a low wall that enclosed a terrace.

A momentary thrill of self-consciousness went through her as she walked up the well-trodden stone steps and stood at the front door.

She saw herself and her desperate errand as through the eyes of an incredulous stranger.

Then it was gone, because the urgency of what she did was too great, as she turned the large brass handle and slowly pushed open one half of the heavy double door.

The great staircase rose in front of her, a blossoming flower connecting the hall to the floor above, its broad white steps illuminated by candles gripped in iron holders on the walls. Charlotte went slowly up, feeling the lovely surface of the stone, polished by the passage of centuries, beneath her feet. She walked down the straight broad passageway ahead, her shoes now cradled and sprung by polished oak. From the last bedroom on the right, the one where they had met before, she could see a flame flickering through the open doorway, over the pinkish markings in the white distemper of the walls, appearing like a child's fresh skin desperate to escape from the imprisonment of new white stockings.

She should have breathed in deeply at the threshold, she thought; she should have sent a small prayer arrowing to heaven; but she wanted too much to hear what was waiting for her; she wanted to hear the echo of his words.

- A The road fell away in front of her when she crossed the stream.
- B The ornaments at the bottom of the drive smiled at her as she approached.
- C Once through the gates, Charlotte had an easy ride to the house.
- D There was a paved area in front of the house.
- E She felt as though someone was looking at her.
- F She was too keen to get on with her mission to linger outside.
- G The house was clearly very old.
- H So as not to make a noise, Charlotte walked barefoot up the stairs to the bedroom.
- I There didn't appear to be any electricity supply to the house.
- J Her impatience to see what awaited her overcame her need to stop and calm her nerves.

(Total: 5 marks)

Reading Part 2

Read the text and fill the gaps with the correct sentences A–H. Write the letter of the missing sentence in the box in the gap. There are two extra sentences you will not need.

Two billion slum dwellers

It is forecast that, in about twenty years time, nearly 2 billion people will live in cityslums, primarily in Africa and Asia, lacking access to clean drinking water and working toilets, surrounded by desperation and crime.

1. But to their residents they do function, complete with social hierarchies, commerce and a degree of home-grown government. One might be inclined to ask, are these people really better off than in the villages they fled? 2. After all, nearly all of the residents are there by choice, so they themselves think they are better off. The vast majority moved to the city seeking better economic prospects, and many find them.

Many slum dwellers are in fact entrepreneurs, albeit writ very small. They recycle trash, sell vegetables, do laundry. 3. Even though they are technically squatters lacking legal title to their land, many also improve their dwellings, often just one brick at a time. After decades of home improvement, some of the best dwellings in the favelas of Rio de Janeiro sport balconies and ocean views.

Life in the slums is extremely perilous. According to the United Nations, slum children in sub-Saharan Africa are more likely to die from water-borne and respiratory illnesses than rural children, while women living in slums are more likely to contract HIV than their country cousins. 4. Overall, the world's urban population is expected to continue to grow at an annual rate of 1.78% until 2030, while rural communities shrink.

For decades, governments around the world simply abdicated responsibility for this massive urban influx. One result is that most of the world's slum dwellers, a billion people, remain cut off from the legal economy, working outside the tax system and with only tenuous rights to the land on which they live.

5. But for every benign community organisation that rises to power in a slum, so does a criminal gang or a militant movement.

Western security experts rightly fear failed states; in the future, they will have to worry about failed cities. Mega-cities, of 10 million or more, are on the rise across Asia, while cities like Dhaka, Jakarta, Lagos and Delhi will cross the 20 million threshold by 2020. 6. The world ignores the slums at its own peril.

- A Planning and building are not keeping pace.
- B Except, it's very hard to find a real solution to that.
- C To the outsider, many developing-world slums look unbearably awful.
- D Some even run tiny restaurants and bars for their neighbours.
- E Dismal though the slums may be, the answer is often yes.
- F Many of these slum dwellers are also squatters, lacking leases or legal title to their homes.
- G Still, the dream of a better life in the city persists.
- H Into this vacuum of power have stepped all sorts of organic movements.

(Total: 6 marks)

Reading Part 3

Read the four texts below. There are ten questions about the texts. Decide which text A, B, C or D tells you the answer to the question. The first one is done for you.

A

It looked as if the Russian President would fail to deliver on a promise to provide fine weather for world leaders attending Victory Day celebrations. Russian news agencies said eleven planes had taken off to seed the clouds with chemical dispersal agents. Russians have enjoyed the benefits of 'cloud bursting' ever since Stalin ordered research into weather control in the 1930s. Over decades, the St Petersburg observatory has developed techniques to dispel clouds, divert hailstorms, arrest avalanches, disperse fogs and bring rain to drought-afflicted regions. Ground-based meteorologists direct the cloud-burster pilots towards rain clouds. Geophysicists on board order dry ice to be dispensed into them from a mile away. Rain then crystallises within the cloud and falls ten or fifteen minutes later. For the Victory Day Parade, rain clouds were burst 30 miles away.

B

The amount of sun, wind and rain we are exposed to really can be a matter of life or death. Research at the University of New Mexico, for example, has recently shown that cases of plague in humans occurred more frequently in years when rainfall was thirteen per cent above normal. Their conclusion is that the moist environment allows more disease-carrying fleas to survive and reproduce. A study at Trinity College, Dublin studies show that rainfall has an effect on mood and on the buying of stocks and shares, while researchers at Canada's University of Guelph have found that water-borne infections, including E. coli, increase after heavy rainfall. High rates of dampness have been linked to headaches and respiratory problems, while levels of negative ions in the air after a storm may also affect mood.

C

This paper presents the results of analysing a large drop-size-distribution (DSD) sample. A sample of one year and seven months of tropical rain was collected in San José, Costa Rica. A quality control procedure was applied to the sample in order to construct a robust data set. Frequency distributions of DSD-derived parameters were examined and distinct shapes of average DSDs observed for convective, transition, and stratiform rain. Curves for the two latter types proved to be parallel, suggesting that these raindrops evolve by similar physical process. Stratifying the DSDs by precipitation types leads to very distinct normalised shapes. Thus, the idea that all DSDs can be represented by a single two-parameter normalisation does not apply in our case. Results indicate that many of the microphysical characteristics of the rain in the sample resemble those observed in orographic rain at Hawaii.

D

The rain stops, fleetingly, to reveal... a new Atlantis. It's been the wettest October for a century. But as the clouds break, a new realisation dawns: ten thousand houses are significantly flood-damaged. The Environment Agency starts a flood-risk scoring system taking account of such things as economic and social benefits and the number of properties that would be protected, in order to prioritise flood defences. It also issues two-hour flood warnings of the onset of river flooding, along with instructions about protecting your home. 'Severe flooding is expected. There is extreme danger to life. Act now! 'Thirty times as costly as getting burgled, this thief takes everything in its path', the website warns, to clarify that this is your problem. The point is made: with rising sea levels and a wetter climate, if yours is one of the half a million houses on a flood plain, start filling those sandbags.

In which text does the writer:

1. Mention a national event.
2. summarise a specific research project?
3. adopt a somewhat flippant tone?
4. give an explanation of a process for laymen?
5. compare the weather to a human?

A

Which text is saying the following?

6. High rainfall favours micro-organism growth.
7. Heavy rainfall can have some serious effects on property.
8. Clear processes must be evolved to obtain meaningful results.
9. Climate control can be carried out to order.
10. Weather can affect business and immune systems.

(Total: 9 marks)

Reading Part 4

Read the text and answer the questions. **Write a maximum of three words for each answer.**
The first one is done for you.

The invisible ingredient in every kitchen

Of all the ingredients in the kitchen, heat is at once the most common and the most mysterious: whether you are searing, roasting, braising, frying, or boiling, heat is an essential part of the whole spectrum of cooking techniques.

Every cook relies every day on the power of heat to transform food, but heat doesn't always work in the way we imagine. We waste huge amounts of gas or electricity, not to mention money and time, trying to get heat to do things it can't do. And even if we do everything else right, we can undermine our best cooking if we let food cool on the way to the table – all because most of us don't understand heat. Consider just a few technically challenging concepts that can be intimidating to anyone wanting to prepare a meal: carbohydrate chemistry; conduction, convection, and radiation; enzymatic reactions; tissue structure; and energy. Yet, these concepts and many more are foundational to an informed appreciation of the commonplace experiences of food preparation.

There are, of course, innumerable ways to misapply heat. If we wish to fully understand what we are doing, we need a basic knowledge of the various forms of heat transfer (conduction, convection, radiation) and their roles in cooking, along with the reasons for the differences in chemical reactivity and heat conductivity of commonly used cooking vessel materials. In most cooking, we transfer energy from a heat source, something very hot and energetic, to relatively cold and inert foods. Our usual heat sources, gas flames, glowing coals and electrical elements, have temperatures well above 540 degrees. Boiling water is around 100 degrees. A difference of just 5 or 10 degrees can mean the difference between juicy food and dry. And as every cook knows, it's all too easy to burn the outside of a potato before the centre is warm. The problem is how much heat escapes without ever getting into the food.

line 18

Maximising the transfer of heat from burner to pot produces better food. In deep frying, the faster the burner can bring the oil temperature back up after the food is added, the quicker the food cooks and the less oil it absorbs. In boiling green vegetables, a fast recovery time means better retention of vibrant colour and vitamins. The cook can make a big difference simply by covering pots and pans with their lids. Some of the heat that enters through the bottom of the pot exits through the top, but a lid prevents much of it from escaping into the air.

Cooking doesn't get much more straightforward than boiling and steaming vegetables and grains, so that, in the case of the latter the starch can gelatinise and be digestible. But sometimes it takes forever. And you can't speed the process by raising the heat. The most time-consuming part of the process is not the movement of boiling heat to the centre of each small bean or noodle, but the movement of moisture, which can take hours. Grains and dry legumes therefore cook much faster if they have been soaked. However heretical it may sound to soak dried pasta, doing so can cut its cooking time by two thirds.

The challenge of heat management doesn't end when you've cooked something to perfection. The moment hot food is served, its heat energy begins to flow out. Aromas fade, sauces thicken, fats congeal. So before you transfer heat's handiwork from the kitchen to the table, take some extra steps. Warm the plates to prolong the pleasure and encourage everyone to eat it while it's hot.

Example:

What's the most common and mysterious ingredient in the kitchen?

Heat

1. Besides the heat supply, what is often wasted in cooking?

2. What often happens between preparation and consumption?

3. What does 'inert' in line 18 mean in this context?

4. Which three words are used to describe the results of exposing food to varying temperatures?

5. What happens to the oil in deep frying with maximum speed of temperature recovery?

6. What can cooks do to help the heat transfer process?

7. What takes longest when cooking grains, etc.?

8. What can reduce cooking time for dehydrated vegetables?

9. Why does hot food on a plate get cold?

10. What can you advise everyone to do with their food?

(Total: 10 marks)
(Total marks for Reading: 30 marks)

Writing Part 1

Write an **article** as requested in the email below. Write between 200 and 250 words.

To: Roy Bland
From: Ali Shah
Subject: Permission for nightclub

Have you seen? They've got permission for the nightclub with a late music licence. As you'd expect, in our survey most villagers are against it but some are in favour. Can you write a piece for the weekly newsletter, considering the various views? Some comments from the survey below to help.

Survey results

For:	23%
Against:	63%
Not sure:	14%

Survey comments:

- What about the noise?
- Not appropriate for a quiet village.
- They'll take all the car parking spaces.
- At last, something for the youngsters.
- It'll attract the 'wrong' kind of people.
- Will they review the licence after a year?
- It's good for local businesses

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[illegible]

Every day our movements are tracked by CCTV cameras, our spending habits logged by credit card companies and our internet use spied on by search engine companies. To what extent do you think our privacy is being invaded by these elements? Write an essay of between 250 and 300 words.

[illegible]

End of Examination