

International ESOL
English for Speakers of Other
Languages
 Mastery Level – C2
Practice Paper 3



8984-76-076
 (EL-IESOL 6)

Candidate's name (block letters please)

Centre no **Date**

Time allowed: 3 hours

- Listening
- Reading
- Writing

Instructions to Candidates

- Answer all the questions.
- All your answers must be written in **ink** not pencil.

For examiner's use only

Parts	L1	L2	L3	L4	Total	R1	R2	R3	R4	Total	W1	W2	Total
Candidate's score													
RESULTS:	LISTENING					READING					WRITING		
OVERALL RESULT:													

Listening Part 1

You will hear eight sentences once. 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) You can't have caught a cold.
b) We'd better start thinking about lunch then.
c) I'm sure you'll feel better tomorrow.
d) I'd see a doctor right away if I were you.
2. a) It serves him right.
b) Neither have I.
c) You bet!
d) Be my guest.
3. a) I'll try to put more effort into it.
b) I don't mind leaving earlier.
c) Flattery will get you nowhere.
d) I'd love to perform more often.
4. a) Every little helps.
b) It has made her day.
c) Well, she hasn't a clue.
d) Well, she's never complained.
5. a) My lips are sealed.
b) I could do with one.
c) Sorry if I offended you.
d) A little bird told me.
6. a) Over my dead body!
b) I'm all ears!
c) I can't be bothered.
d) He'd take your word for it.
7. a) I'm afraid you can't have it both ways.
b) I don't know, it's the thought that counts.
c) The best things in life are free.
d) Yes, he has marvellous taste in jewellery.
8. a) I haven't cleaned it yet.
b) I'm afraid it's a bit slippery.
c) It seems too much for me.
d) Thank you very much.

(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 The speakers are discussing
- a) stressful working conditions.
 - b) what they are entitled to.
 - c) whether to sue the employer.
 - d) compensation for a broken limb.
- 1.2 The woman feels
- a) embarrassed.
 - b) intimidated.
 - c) confused.
 - d) complacent.

Conversation 2

- 2.1 Where is the conversation taking place?
- a) At a car rental office.
 - b) At an information centre.
 - c) At a petrol station.
 - d) At an insurance company.
- 2.2 What does the woman say about her satellite navigator?
- a) She needs the latest model.
 - b) She thinks it isn't good value.
 - c) She could do away with it.
 - d) She can always rely on it.

Conversation 3

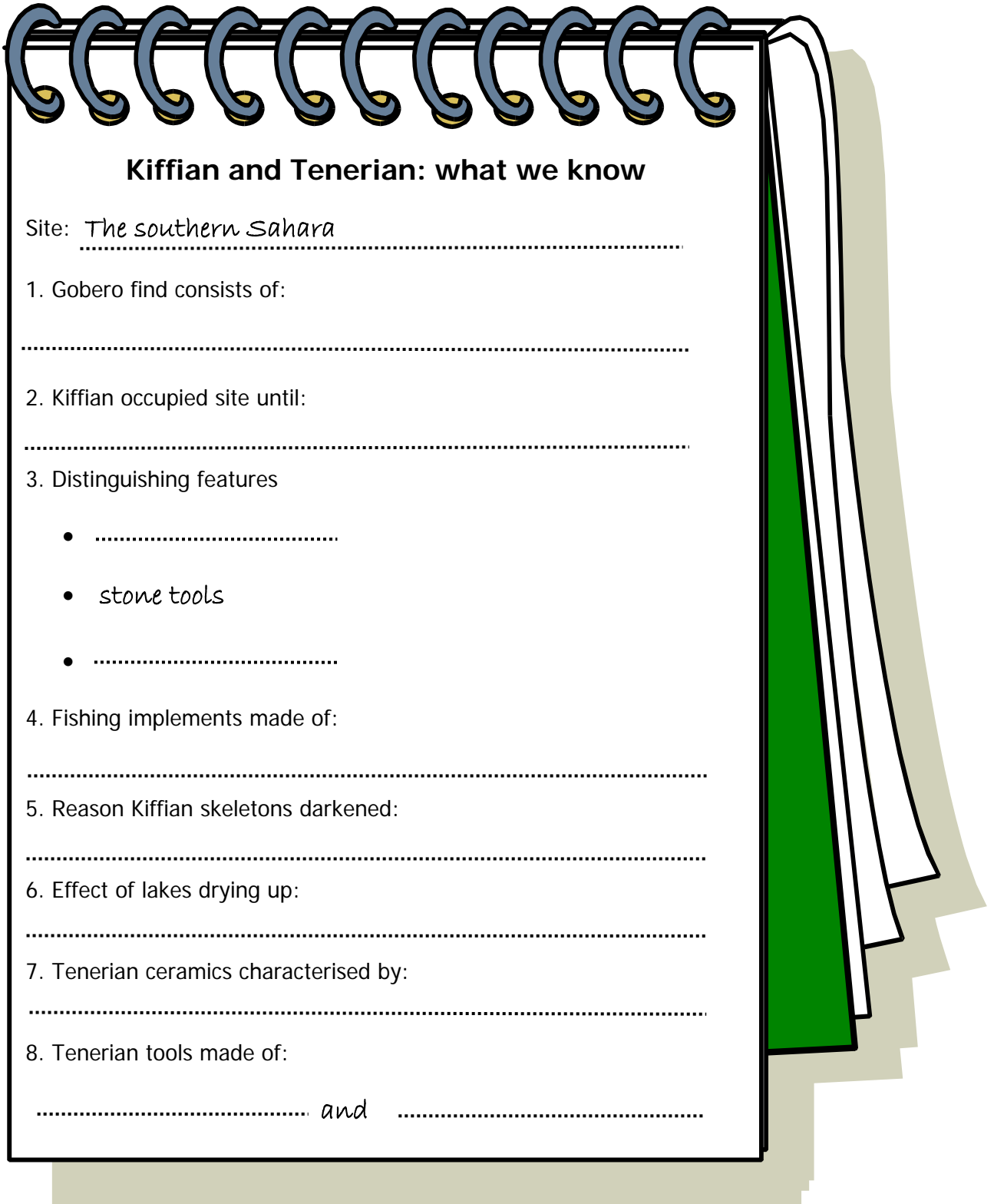
- 3.1 What is the relationship between the speakers?
- a) Manager/workman.
 - b) Hotel receptionist/tourist.
 - c) Husband/wife.
 - d) Customer/tradesman.
- 3.2 What does the woman want the man to do?
- a) Rewrite the plans.
 - b) Leave the lights on.
 - c) Do more decorating.
 - d) Alter something.

(Total: 6 marks)

Listening Part 3

Listen to the extract from a lecture and complete the notes. Write **short** answers (1-5 words). An example is done for you. At the end of the extract 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.



(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 conversation most probably taking place?

- a) In an examination hall.
- b) In a library.
- c) In a café.
- d) At the man's house.

1. Jordan found the survey
 - a) not very informative.
 - b) slightly subjective.
 - c) quite confusing.
 - d) rather long-winded.

2. According to Jack, the role of the media is to
 - a) present statistical data.
 - b) raise people's awareness.
 - c) answer pressing questions.
 - d) shape people's attitudes.

3. Jack brings up an example of potatoes because
 - a) growing them nowadays is more problematic.
 - b) their breeding process is a bit similar to cows'.
 - c) some people are unaware of their origin.
 - d) they have long been genetically modified.

4. Jordan mentions the study in Canada to show
 - a) mice's preference for normal over GM corn.
 - b) some potential dangers of GM food.
 - c) her familiarity with the topic of GM food.
 - d) some similarities between mice and people.

5. What is Jordan's attitude towards research studies referred to by Jack?
 - a) He thinks their results can be trusted.
 - b) He finds it hard to understand them.
 - c) He questions their usability on the market.
 - d) He's quite sceptical about them.

6. Jack finds Jordan's comment

- a) absolutely shocking.
- b) slightly sarcastic.
- c) really annoying.
- d) totally unrepeatable.

7. Amy's major concern is

- a) the lack of proper labelling on food products.
- b) the large amount of GM food in supermarkets.
- c) a limited choice of non-GM food in shops.
- d) the animosity between GM supporters and opponents.

8. Jack admits that he

- a) lost the verbal argument with Jordan.
- b) doesn't see eye to eye with Jordan on GM food.
- c) completely changed his mind about GM food.
- d) found the discussion rather lengthy.

(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 statements. Do **not** tick more than five boxes. Leave the other five boxes blank.

Hallucinations and their possible causes have long been the subject of speculation and research. The standard way of thinking is to suppose that hallucinations occur when there is some sort of freakish autostimulation of the brain, in particular, an entirely internally generated stimulation of some parts or levels of the brain's perceptual systems.

Descartes, in the seventeenth century, illustrated this in his discussion of the phantom limb: the startling fact that amputees feel not just the presence of the amputated part, but itches and tingles and pains in it. Descartes sought to present his idea by using the analogy of a bell-pull. Before there were electric bells, intercoms and walkie-talkies, great houses were equipped with marvellous systems of wires and pulleys all the way to the pantry, which jangled one of a number of labelled bells, informing the butler that service was required in the master bedroom or the parlour or the billiards room. The systems worked well but they were tailor-made for pranks. A disaffected chambermaid, for example, could exact revenge on an overbearing, self-important butler simply by tugging on the parlour wire anywhere along its length which would send him scurrying to the parlour under the heartfelt misapprehension that someone had called him from there – a modest hallucination of sorts.

Similarly, Descartes thought that perceptions are caused by various complicated chains of events in the nervous system that lead eventually to the control centre of the unconscious mind. If one could intervene somewhere along the chain (anywhere on the optic nerve, for instance, between the eyeball and consciousness), tugging just right on the nerves would produce exactly the chain of events that would be caused by a normal, truthful perception of something, and this would produce, at the receiving end in the mind, exactly the effect of such a conscious perception.

- A The traditional explanation of hallucinations is that they are malfunctions created within the brain.
- B Many scientists who study hallucinations feel shocked.
- C Descartes treated patients who had had limbs removed.
- D The phantom limb is an example of an hallucination.
- E Discomfort is relieved after a limb is removed.
- F The bell-pull mechanism illustrates how hallucinations might be caused.
- G Bell-pulls were suitable for their purpose.
- H The bell-pull system caused butlers to have hallucinations.
- I Pulling on a nerve can produce visual hallucinations.
- J Descartes believed that it is possible to deliberately create false experiences.

(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.

Tourism: an unsustainable luxury?

Recent research has investigated how willing the public is to change its behaviour towards more sustainable forms of tourism and leisure. It was found that, whilst people readily take action at home to promote the environment, they are largely ignorant of the impact their holidays have.

People said they felt they were 'doing their bit' by recycling all year, switching off lights when not in use and switching electronic devices off at the plug rather than leaving them on standby. 1. When people were told a flight to Thailand was the equivalent of leaving a light bulb on for seven years, many expressed their disbelief that the negative impacts of flying were not balanced out by the pro-environmental behaviour they undertook throughout the year.

Despite any of the statistical evidence presented to them of the harmful effects of air travel on the environment, people were very reluctant to give up their holidays and would only consider the possibility of changing their second or third holidays of the year. 2. When questioned more closely on the mode of transport, some people said they would be willing to consider taking the train rather than flying, but given the destinations people wish to travel to these days, that just wasn't always feasible, meaning flying was the only real option. Once on holiday, some were quite willing to try local restaurants and hotels.

3. Instead, people would prefer to continue to do the things they want to do, but would agree to doing them in slightly different ways, giving more thought to exploring techniques which would be more environmentally-friendly. If all tourists sought the most environmentally-friendly way of doing what they wanted to do, many negative impacts of tourism might be avoided.

4.

Instead, we may need to think along more drastic lines and alter our behaviour more radically by doing such things as, for instance, holidaying nearer to home and only travelling abroad as a rare treat. One can envisage a time when tourism could become the kind of luxury we can only afford very occasionally.

5.

There are myriad mechanisms for reducing tourism demand if it is felt to be unsustainable. All of them, however are likely to be unpopular. 6. If we don't make the changes to our behaviour voluntarily, then international tourism may become an unsustainable activity and become the rare luxury item that it was forty years ago.

- A Many respondents said they would contemplate taking as many as four or more holidays a year.
- B The main holiday was seen as inviolable and, perhaps even more worryingly, a right.
- C However, the attraction of travel, the growing wealth of the world and technological limitations make it doubtful that this can deliver changes to avert climate change.
- D Nevertheless, it behoves all of us to think about whether all our travel is necessary and if it is, to find the most sustainable way.
- E On the other hand, people did not think about the environmental impact on their holiday travel.
- F Switching from air travel to trains, for instance, is one important way of reducing a holiday-maker's impact on the environment.
- G Overall, however, there was a reluctance to change their pattern of behaviour even when this might have less of a negative impact on the environment.
- H This may be brought about by peak oil production pushing up the price of flying, or personal carbon allowances that limit the emissions we cause per year, or taxes that limit travel.

(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

In a study involving more than 8,000 males and females ranging in age from 2 to 90, researchers Stephen Camarata and Richard Woodcock discovered females have a significant advantage over males on timed tests and tasks, especially among preteens and teens.

'We found very minor differences in overall intelligence,' said Camarata. 'But if you look at the ability of someone to perform well in a timed situation, females have a big advantage. 'It is very important for teachers to understand this difference in males and females when assigning work and structuring tests,' he added.

The study focused on understanding differences in 'processing speed' between males and females - the ability to effectively, efficiently and accurately complete work that is of moderate difficulty.

They found although males and females showed similar processing speed in kindergarten and preschool, females became much more efficient than males in elementary, middle and high school.

B

Girls aren't better than boys. Boys aren't better than girls. We may each have genetic predispositions towards certain traits, which may be explainable through Evolutionary Theory. But the changes in performance we see today in education are largely related to the Women's Movement which resulted in changes in the curriculum, more positive female role models (hard working, career driven) and a reversal of potential based stereotyping. Now girls are seen as hard working, organised and more likely to succeed in early education; boys are seen as lazy, disobedient and less likely to succeed. These stereotypes are internalised by the schoolchildren and teachers (everyone in fact), resulting in self-perpetuating beliefs and related performance. Education now is largely seen as a 'girly' thing by many adolescent boys, who have adopted an attitude that learning will damage their masculinity, so they generally focus on activities that are either gender equal or male dominated.

C

Boys' attitudes to reading and writing have been the focus of much Government and media attention. Girls started outperforming boys at GCSE when new exams were introduced in 1988. In 2000, girls scored better at A-level than boys for the first time. In 2001 women achieved more first-class degrees than men. In 2007, 76% of 11-year-old boys reached the expected level 4 in English, compared with 85% of 11-year-old girls.

In March 2005, the Department for Children, Schools and Families concluded that boys' performance was lower than girls' in all literacy related tasks and tests in England. Three-quarters of mothers read with their children but only half of fathers do so. Girls do better in every area of learning before they are five.

The National Literacy Trust has attempted to pull together a range of viewpoints relating to this as well as girls' attitudes to reading, useful statistics, and resources.

D

Attention Deficit Hyperactivity Disorder (ADHD) affects between 1.5 and 3.5 million school-age children in the U.S., or an estimated 5% of all boys and 2% of all girls. Why ADHD affects more boys than girls is a mystery at this point. Up to 60% of these children will continue to have symptoms into adulthood. According to the National Institutes of Health, more than a million children take prescription medicines to control hyperactive behavior. The estimated cost to schools is about 3 billion dollars.

If you had ADHD, you might have had trouble reading that first paragraph without getting distracted. You might have thought of other things to do. You might have looked around the room, focusing on things other than the computer screen. You might have even gotten up and wandered off. No wonder children with ADHD have trouble being in school and focusing on school work.

In which text does the writer:

1. recommend that information is given to the teaching profession?
2. fail to explain why a condition affects more boys than girls?
3. review historical background to educational differences between girls and boys?
4. find that girls improve most after their early school years?
5. claim that girls' superiority is not borne out by facts?

A

Which text is saying the following?

6. Girls haven't always outperformed boys in school.
7. If you believe something enough it becomes fact.
8. Girls perform better than boys simply because they don't lose concentration so quickly.
9. The differences relate to performance in tests rather than intelligence.
10. Reading support for children at home is not evenly divided between the parents.

(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.

Science reinvents the economy: Out of kilter

Borrowing techniques from seismology to calculate the likely frequency of market fluctuations is all very well, but it has the same fundamental limitation as earthquake prediction. It does not tell us what we really want to know: exactly when and where the next cataclysmic event will be. That kind of predictive capability would demand what seems an unobtainable wish – a comprehensive, bottom-up theory of why markets move as they do.

At the moment, that ideal is confounded by the fact that in any one real-life market there is a huge number of interactions that are unique and individual. The result is a gaping divide between macroeconomics (the study of movements in economy-wide indicators such as GDP, inflation and unemployment) and microeconomics (the study of how individual people and companies in a market make decisions to buy and sell). Trends in macroeconomics are the sum of microeconomic decisions, but attempts to extrapolate from the one to the other are by necessity grossly oversimplified, says Eric Weinstein, a physicist who works for the Natron Group, a hedge fund in New York City.

They often assume, for example, that agents in a market all have an unchanging list of all the things they want. There's no room for them to change those preferences, by learning, for example, or becoming interested in new products. That puts all of economic theory out of kilter at the first step.

Might physics help in bridging the divide? Physics also deals separately with the microscopic – the individual movements of particles in a gas, say – and the macroscopic, for example when the sum of those movements creates a pressure that enables a gas to push a piston. But it also has mathematical frameworks, such as statistical mechanics, capable of bridging the gap between them.

Weinstein has been involved in one of the most audacious attempts to meld physics and economics: showing how gauge theory, the mathematical underpinning of the quantum field theories of the standard model of particle physics, might be the key to a rational theory of economics based only on physically observable quantities, rather than hypotheticals akin to the economists' list of ordered preferences. Impressed by this idea, physicist Lee Smolin of the Perimeter Institute in Waterloo, Ontario, Canada, has recently studied how gauge theory ideas might be incorporated into some basic economic theories about how markets work.

It is part of a wider movement towards 'agent-based' models that are better equipped to deal with the non-equilibrium behaviour of markets. In these models agents are treated as particles, albeit ones imbued with adaptive behaviour. They make mistakes, try to learn from them, and change their beliefs and expectations about the market on the fly. Because most humans tick in broadly similar ways, all those behaviours can be dealt with statistically.

Example:

What kind of natural disaster is investigated by seismologists?

Earthquakes

1. What have techniques of seismology been used to predict?

.....

2. What needs to be in place before accurate predictions can be made?

.....

3. What do markets comprise?

.....

4. What is the name for the academic study of purchasing decisions?

.....

5. Why are theories of the movement of markets based upon individual purchasing decisions unsatisfactory?

.....

6. What does macroeconomics fail to take account of?

.....

7. What additional tool does physics have in order to investigate the relationship between the micro and the macro?

.....

8. What has Weinstein been trying to apply to economics?

.....

9. What do economic agents have that particles do not?

.....

10. What is a synonym for 'tick' as used in the last sentence?

.....

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

