

I. LISTENING (50 POINTS)

Part 1: 02 points for ONE correct answer

1. frame	5. hand
2. 195	6. background
3. payment	7. 10 days
4. grandparents	

Part 2: 02 points for ONE correct answer

- 8. Business Administration
- 9. aeronautical engineering
- 10. Western Europe
- 11. Private Pilot's Licence
- 12. across the Sahara
- 13. over the Alps
- 14. balloon manufacturing capital
- 15. the highest level

Part 3: 02 points for ONE correct answer

16. T	17. F	18. F	19. F	20. T
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Part 4: 02 points for ONE correct answer

21. C	22.B	23.D	24.C	25.A
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II. LEXICO AND GRAMMAR (30 POINTS)

Part 1: 01 point for ONE correct answer

26. C	27. B	28. A	29. B	30. C
31. B	32. A	33. D	34. C	35. A
36. C	37. D	38. C	39. D	40. B

Part 2: 01 point for ONE correct answer

Question	Mistake	Correction
41	loose	lose
42	for	to
43	make	shed/cast/ throw
44	Furthermore	Therefore/ Consequently/ As a result/...
45	ensure	ensuring

Part 3: 01 point for ONE correct answer

Question	Answer	Question	Answer
46.	sustainability	51.	imperceptible
47.	incomprehensible	52.	critically
48.	resolute	53.	disposal
49.	beneficial	54.	embodiment
50.	avoidance	55.	exclusive

III. READING (60 POINTS)**Part 1: 01 point for ONE correct answer**

56. A	57. D	58. C	59. B	60. D
61. B	62. B	63. A	64. B	65. B

Part 2: 01 point for ONE correct answer

Question	Answer	Question	Answer
66.	emotional	71.	which/that
67.	forward	72.	but
68.	laughter	73.	associated
69.	decreased	74.	replacing
70.	by	75.	corners

Part 3: 01 point for ONE correct answer

76. C	77. C	78. B	79. A	80. A
81. C	82. B	83. B	84. A	85. C

Part 4: 02 points for ONE correct answer

86. v	87. vii	88. ix	89. viii	90. iv
91. bred	92. agricultural crop	93. man- made	94. cautious	95. long time

Part 5: 01 point for ONE correct answer

96. B	97. C	98. E	99. C	100. A
101. B	102. D	103. C	104. A	105. D

IV. WRITING (60 POINTS)

Part 1: (20 pts)

1. Contents (10 points)

The report MUST have at least 2 paragraphs covering the following points:

- Introduce the charts and state the overall trends & striking features
- Describe main features with relevant data from the charts and make relevant comparisons

The report MUST NOT contain personal opinions (A penalty of 1 point to 2 points will be given to personal opinions found in the answer)

2. Language Use (10 points)

The report:

- Should demonstrate a wide variety of lexical and grammatical structures.
- Should have correct use of words (verb tenses, word forms, voice, ...) and mechanics (spelling, punctuations, ...)

Part 2: (40 points)

The mark given to part 3 is based on the following criteria:

1. Task achievement (10 points)

- ALL requirements of the task are sufficiently addressed
- Ideas are adequately supported and elaborated with relevant and reliable explanations, examples, evidence, personal experience, etc.

2. Organization (15 points)

- a. Ideas are well organized and presented with coherence, cohesion and unity
- b. The essay is well-structured:
 - *Introduction*: is presented with clear thesis statement
 - *Body paragraphs* are written with unity, coherence, and cohesion. Each body paragraph must have a topic sentence and supporting details and examples when necessary.
 - *Conclusion* summarises the main points and offers personal opinions (prediction, recommendation, consideration, ...) on the issue.

3. Language use (10 points)

- a. Demonstration of a variety of topic-related vocabulary
- b. Excellent use and control of grammatical structures

4. Punctuation, spelling and handwriting (5 points)

- a. Correct punctuation and no spelling mistakes
- b. Legible handwriting

Tapescript

PART 1:

Employee: Hello, Picturerep. Can I help you?

Woman: Oh, hi. I saw your advertisement about copying pictures to disk and I'd

like a bit more information about what you do.

Employee: Sure. What would you like to know?

Woman: Well, I've got a box full of old family photos that's been up in the attic for years, some of them must be 50 or 60 years old, and I'd like to get them converted to digital format.

Employee: Sure, we can do that for you.

Woman: Right. And what about size? The photos are all sorts of sizes – are there any restrictions?

Employee: Well the maximum size of photo we can do with our normal service is 30 centimetres. And each picture must be at least 4 centimetres, that's the minimum we can cope with.

Woman: That should be fine. And some of them are in a frame – should I take them out before I send them? (1)

Employee: Yes please, we can't copy them otherwise. And also the photos must all be separate, they mustn't be stuck into an album.

Woman: OK, that's not a problem. So can you give me an idea of how much this will cost? I've got about 360 photos I think.

Employee: We charge £195 for 300 to 400 photos for the basic service. (2)

Woman: OK. And does that include the disk?

Employee: Yes, one disk – but you can get extra ones for £5 each.

Woman: That's good. So do I need to pay when I send you the photos?

Employee: No, we won't need anything until we've actually copied the pictures. Then we'll let you know how much it is, and once we've received the payment, we'll send the parcel off to you. (3)

Woman: Right.

Employee: Is there anything else you'd like to ask about our services?

Woman: Yes. I've roughly sorted out the photos into groups, according to what they're about – so can you keep them in those groups when you copy them?

Employee: Sure. We'll save each group in a different folder on the disk and if you like, you can suggest a name for each folder.

Woman: So I could have one called ‘Grandparents’ for instance? (4)

Employee: Exactly. (4)

Woman: And do you do anything besides scan the photos? Like, can you make any improvements?

Employee: Yes, in the standard service each photo is checked, and we can sometimes touch up the colour a bit, or improve the contrast – that can make a big difference.

Woman: OK. And some of the photos are actually quite fragile – they won’t get damaged in the process, will they?

Employee: No, if any look particularly fragile, we’d do them by hand. We do realise how precious these old photos can be. (5)

Woman: Sure.

Employee: And another thing is we can make changes to a photo if you want – so if you want to remove an object from a photo, or maybe alter the background, we can do that. (6)

Woman: Really? I might be interested in that. I’ll have a look through the photos and see. Oh, and talking of fixing photos – I’ve got a few that aren’t properly in focus. Can you do anything to make that better?

Employee: No, I’m afraid that’s one thing we can’t do.

Woman: OK.

Employee: Any other information I can give you?

Woman: Er... oh, how long will it all take?

Employee: We aim to get the copying done in ten days. (7)

Woman: Fine. Right, well I’ll get the photos packed up in a box and post them off to you.

Employee: Right. If you’ve got a strong cardboard box, that’s best. We’ve found that plastic ones sometimes break in the post.

Woman: OK. Right, thanks for your help. Bye.

Employee: Bye.

PART 2:

Speaker: Douglas Finch is to be awarded the Honorary Degree of Doctor of Business Administration (8) in recognition of his outstanding scientific, design, and entrepreneurial achievements and their important contribution to the history and reputation of Bristol.

Douglas Finch was born near Glasgow and attended Allan Glen's School before reading aeronautical engineering at Glasgow University, from which he graduated in 1961 (9). He gained a Master's Degree in Industrial Engineering at Cornell University, USA in 1963 before returning to the United Kingdom and joining the Bristol Aeroplane Company.

He joined the Bristol Gliding Club and in 1965 received the Silver 'C' Gliding Badge. In 1967 he helped build the 'Bristol Belle', a red and white striped balloon which made its first flights at Weston-on-the-Green near Oxford. It was the first modern hot air balloon in Western Europe. (10) In 1968 Doug Finch was issued with the first ever Private Pilot's Licence for Hot Air Balloons. (11)

The success of Doug Finch in translating his ballooning expertise into a commercial concern is reflected in the birth and success of his company, Finch Balloons of Bristol, which was formed by Finch in 1971 – five years after he constructed his first balloon. The new company was based in Dutton, Bristol, where a total of twenty-nine balloons were made in the basement of the property. 1971 also saw Finch build Golden Falcon, a balloon designed specifically to fly across the Sahara. (12)

In 1972 Doug Finch received the Royal Aeronautical Club Bronze Medal, the first awarded for hot air airships. A year later he was awarded the Royal Aeronautical Club Silver Medal for the first balloon flight over the Alps. (13) In the same year he received the Lighter Than Air Society (USA) Achievement Award for the development of the first hot air ship. Five years later he attempted the first Atlantic crossing by balloon for which he received the Royal Aeronautical Club Gold Medal. In 1978 his attempt to make the premier Atlantic crossing by balloon ended

when bad weather forced his heated helium balloon ‘Zanussi’ down after a 2,000 mile flight from Canada.

The Finch company moved to its present site in Gellingborough in 1983 and in the following years all of the records for distance and duration were taken by pilots flying Finch balloons. In 1989 Finch Balloons Limited received the Queen’s Award for Export, confirmation that Doug Finch had made Bristol the undisputed balloon manufacturing capital of the world. (14) During the 1990s interest in becoming the first to fly around the world by balloon became intense and almost all the contenders have used Finch helium or hot air balloons.

Doug Finch has advanced the science, technology and art of balloon flight to the highest level. (15) His factory in Bristol is the world’s largest and last year he was awarded the Prince Philip Design Award.

Doug Finch will receive his Honorary Degree of Doctor of Business Administration at the award ceremony at Bristol Business School on Tuesday 20 November at 11.30 am at Bristol Cathedral.

PART 3:

Humanity has confronted countless crises – and many have led to profound and sometimes unexpected change. It was the economist Milton Friedman who once said - “Only a crisis – actual or perceived - produces real change.” But what kind of change can we expect in the aftermath of the coronavirus pandemic? And will it be change for the better? History may give us some answers By the summer of 1349 the Black Death had killed nearly 50 % of the population of England. (16) There was a “second wave” of the plague in 1361 which killed another 20%. A disaster, yes, but the plague did something which had begun to look impossible: It stopped the 100 Years’ War – the series of bloody conflicts between England and France. There was also a profound labour shortage – because so many people had died - which put those who survived in a stronger position. Eventually, the exploitative feudal system - under which peasants swore allegiance to lords in exchange for a patch of land and some protection- collapsed. (17) Fast forward to

1918, and another devastating wave of disease was sweeping the world. The so-called Spanish flu – although it didn't actually come from Spain - spread through crowded troop transports and munitions factories towards the end of the First World War. (18) By the end of the pandemic, more than 50 million people had died. But it did give rise to a new understanding of infectious diseases. And that spurred the development of public health systems across the developed world, as scientists and governments realised that the best defence against pandemics was at a societal rather than an individual level. Calls for a unified medical service in the UK date back even earlier but it wasn't until after the Second World War, in 1948, that Britain's National Health Service was launched. (19) According to the NHS's official historian, Charles Webster, the Luftwaffe “achieved in months what had defeated politicians and planners for at least two decades”. We only gave you part of Milton Friedman's famous quote earlier. He went on to say: "When that crisis occurs, the actions that are taken depend on the ideas that are lying around." As well as the launch of free universal healthcare in the UK, the post-war period saw the adoption of other radical ideas that were “lying around” at the time, including the rapid nationalisation of industry and the creation of the modern welfare state. Globally, institutions such as the United Nations were set up, determined to prevent future wars through international co-operation and diplomacy. Will the aftermath of coronavirus leave us with similarly fertile ground in which new ideas might flourish? Will it kick start new ways of living, working and travelling? Or make us think again about our attitudes to consumption or our responsibilities to one another? Will ideas such as a universal basic income, virtual education or even healthcare delivered by robots become logical next steps in a profoundly altered world? Or will we pick up where we left off, as if nothing had happened? And if there is to be change, who will decide if it's change for the better? After all: not all the ideas lying around will prove to be the right ones. (20)

PART 4:

Interviewer And now Sarah Brown is here to talk to us about her latest book, Patterns of Friendship. Sarah, you've found that there are quite noticeable patterns in the way that people make friends.

Sarah Brown: Mmm, absolutely. For example, friendship becomes important quite early on, in children as young as three. But up to about five, children have what you could call unchosen playmates, based quite practically on what's available, they can't exactly go out to look for them ... often the children of their parents' friends, or family relations. And it's actually quite an egoistic relationship at this stage (21C) - there may be frequent quarrels over possessions - toys and so on ...

I: Yes, you think they'll play together happily sharing their toys and the next thing you know, one's in floods of tears and you have to sort it out...

SB: Yes, but by the time the child's about five it starts to change. Once they're at school, children begin to choose their own playmates. (22B) - other children in the same class, or living nearby, maybe in the same street and they start to cooperate more. But friendship's still a way of serving self-interest, and friends are expected to keep to certain rules.

I: Yes, I've noticed with my own kids that they can get really upset with their friends ...

SB: Yes, exactly, and this carries on to eight or ten years old, but gradually they begin to be able to see things from other people's point of view - and this, er, marks the point at which the child is beginning to acquire knowledge of social relationships.

I: And how do they develop these social skills?

SB: Well, from 12 onwards, as they enter adolescence, children are beginning to stand on their own feet, er, the influence of their parents tends to decline, and they feel the need for a close friend, nearly always with someone of the same sex. They're looking for friends who are people they admire, who they see as similar to the sort of person they'd like to be and these friendships take on great importance. Friends have got to be trustworthy.(23D) and friendships are very exclusive, but

at the same time there's the group thing, they're developing networks of friends, having fun together ...

I: So they go to clubs and cafes in big groups ...

SB: Mmm, yes, and spend a lot of their free time together. And this continues for some years - so young adults - from 18 to 25, or when they get married, have close friendships, like adolescents, and may see their friends every day, and spend hours on the phone ...

I: I suppose that for most of us, this is probably the period when our circle of friends is at its widest, isn't it? But is it affected by marriage?

SB: Oh, yes, quite considerably - the couple may move away, they may have children. Friends still see one another, but instead of every day or every week, they might get together once a month or just at special times ... parties and so on.

I: And what about new friends?

SB: They may make some, but they tend to be based more on neighbourhood and work contacts, and they're often less intimate than the friendships formed earlier on. (24C)

I: So less in the way of sharing secrets and confidences.

SB: Yes, exactly. And in middle age, between 55 and 65 - or even older, after retirement, people take on new friends even less easily. At this time of life they hold on to earlier friendships. (25A) which are often more intimate than the more recent ones, even though they see these older friends less often. Friends now aren't based so much on neighbourhood - they can be with people of any age. And ironically, when they give up work there's a further decline in contacts with friends.

I: Really?

SB: Yes, because of transport difficulties, illness, that sort of thing. They're more likely to turn back to their families at this point - full circle, as you might say!

I: Sarah Brown, thank you ...