

# MS. CHI ENGLISH

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Class: GE8

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## FCE 2008 (4) – TEST 2 - PART 1

*Test 2*

### PAPER 1 READING (1 hour)

#### Part 1

You are going to read an extract from a novel. For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

'He'll be in soon for this,' thought Mrs Bland, who ran the village shop, putting on her glasses to examine the envelope more closely. Every Friday, for over a year, she'd received a letter addressed to Mr Smith. She hadn't, at first, objected when he asked if his post might be sent care of her address. After all, he was new to the village and she liked to oblige people, especially a customer. He'd taken a cottage, he'd explained, a couple of kilometres out of the village and wanted to be sure of getting his letters regularly. So she'd agreed. There seemed no harm in it.

He hadn't been so odd, either, in those first few weeks; a bit untidy, admittedly, and apparently rather shy, but anyone could tell he came from a good background; he was well spoken and polite. There had been gossip about him among the locals, of course. Where had he come from and why had he chosen to live in Stokes Cottage? It had been empty for two years because nobody wanted to live up that lane, far from the main road. The villagers came to the conclusion that the newcomer was from London and had been ill or, more likely, unlucky in love. He had the withdrawn, faded look of illness or disappointment.

As the months passed, however, Mrs Bland became less sure of her decision. With time, he became even less talkative. He would stand silently in the shop, looking out of the window, running his hands through his increasingly long and untidy-looking beard, if another customer was being served. Nobody could draw him into conversation, let alone find out anything about him, and in the end people gave up trying. Some of them complained that he made them feel uneasy and avoided coming into the shop while he was there. But, as Mrs Bland said to them, what could she do? He only came in once a week, on a Friday morning, and she couldn't refuse to serve him on the grounds that he wasn't sociable. 'Besides,' she added to herself, 'I can't start turning people away for no reason.'

She wondered about him, though, and every week looked at the envelope, hoping to find out something. She'd decided that it must contain money, although she couldn't be sure because it was never opened in her presence and even her most inquisitive customers hadn't dared to question him about it. There was clearly something thin and flat inside anyway. The London postmark never varied, and the typewritten address gave no clue as to the sender.

A storm had broken that Friday morning. Mrs Bland had run to put down newspapers to save the flooring tiles from the worst of the wet and mud, and that's when she saw him coming. He was trudging along with his head bent against the downpour. When Smith entered the shop, Mrs Bland felt the need to begin a conversation immediately, although she knew he would not respond.

'Good morning, Mr Smith. What dreadful weather we're having. Your letter's come.'

'Yes,' said Smith. He took the envelope and put it, without looking at it, into his inside pocket, handing her in exchange the shopping list he always had prepared.

She read through the list of items, saying each one aloud as she fetched it from the shelf and entered the price in the till. She liked talking. Even when alone, she chatted to herself in her head, but she was afraid of serious conversations. She left that sort of thing to her husband, who was clever with words and sometimes alarmed her with the force of his opinions. You had to be so careful what you said to people in a shop. She would have hated to cause offence, so she limited herself to pleasant chat that said little and harmed nobody. And when Smith was in the shop, she didn't notice his silence so much if she talked, but her thoughts ran alongside her speech, deeper and less comfortable.

- 1 How did Mrs Bland react when Mr Smith first asked her to keep his letters?
  - A She felt sorry for him.
  - B She was curious about him.
  - C She didn't mind helping.
  - D She wasn't sure what to do.
- 2 In the second paragraph, we learn that the local people were
  - A amused by Mr Smith's shyness.
  - B convinced of Mr Smith's unhappiness.
  - C impressed by Mr Smith's physical appearance.
  - D worried by Mr Smith's odd behaviour.
- 3 Why did Mrs Bland's attitude to Mr Smith begin to change?
  - A He appeared at the shop at increasingly inconvenient times.
  - B He answered her questions impolitely.
  - C His appearance alarmed some customers.
  - D He no longer made any effort to communicate.
- 4 How did Mrs Bland respond to people who talked about Mr Smith?
  - A She agreed with their point of view.
  - B She apologised for his behaviour.
  - C She pointed out his right to shop there.
  - D She explained that he was a valuable customer.
- 5 What gave Mrs Bland the idea that the letters might contain money?
  - A the fact that the sender's name was not shown
  - B the way the envelopes looked
  - C the fact that they came so regularly
  - D the secretive way in which Mr Smith handled them
- 6 What does the word 'trudging' (line 27) tell us about Mr Smith?
  - A how he was moving
  - B his facial expression
  - C how he was dressed
  - D his physical size
- 7 What does 'it' (line 33) refer to?
  - A the list
  - B the weekly letter
  - C a price
  - D a product
- 8 What do we learn about Mrs Bland in the final paragraph?
  - A She found her work unsatisfying.
  - B She was frightened of her husband.
  - C She worried about upsetting her customers.
  - D She found it hard to understand people.



Part 2

You are going to read a newspaper article about an elephant. Seven sentences have been removed from the article. Choose from the sentences A–H the one which fits each gap (9–15). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

## Saving an elephant

*Douglas Turner tells the story of a baby elephant who was taken on a 1,500 km journey in order to save her life.*

The first time I saw Wiwin, she looked like a wizened old woman with wrinkly skin, but she was in fact a baby elephant. She had been left behind when her family group was chased back into the forest after being caught raiding a rice field in Southern Sumatra, Indonesia. She had been rescued by the local people, who quickly realised that they lacked the means to care for her.

So she was brought to the local office of the Wildlife Conservation Society. Wiwin was desperate for affection. **9** Because her growing teeth were sore, she had also taken to chewing on anything and everything.

Everyone at the Conservation office was impressed by her spirit; she was clearly a survivor, but having her there presented a number of problems. **10** So the staff desperately contacted anyone who could give advice and began constructing feeding equipment from a length of tubing attached to a plastic bottle. Once they discovered the formula of a blend of cow's milk, coconut water and milk powder, Wiwin started to take in liquids.

There could be no question of releasing her back into the wild. The only option was for her to go to an elephant training centre (ETC), which cared for orphaned elephants. The nearest ETC was 1,500 km away, but transporting Wiwin over that distance would be extremely difficult, especially as she was so weak. **11** We set off in convoy. Wiwin was in a jeep on a cushion of

coconut palms, with the wildlife centre staff; I followed with a photographer.

The first twenty-four hours went well. **12** Mostly, we travelled in the cool of the night, driving through sleeping villages and setting up camp at daybreak, putting up a tent to give Wiwin shade.

We continued on our way in the late afternoon and drove straight into a torrential rainstorm. Trees were blown down, even blocking the road in places. **13** We stopped for breakfast at a roadside café, where one local peered in and touched her nervously as if expecting an electric shock.

After three days we arrived at the Sebanga ETC, to be met by the resident vet, Joanne Hammatt. She agreed that we should try to see if the elephant with the newborn calf might let Wiwin into their group to feed. **14** However, she did soon settle into life at Sebanga, interacting well with the other elephants.

So, after a week we left Wiwin at the centre. Regular updates from Joanne kept us informed of Wiwin's improving condition. It could be questioned whether we were justified in putting all this effort into keeping just one animal alive – in order for it to live a limited life in captivity. **15** She was a symbol of hope for a group of weary conservationists who are very aware that it takes an enormous amount of time and stamina to make a difference.

- A** Despite all this, Wiwin managed to sleep contentedly.
- B** However, as we were told they had an elephant with a newborn calf, which might provide a suitable foster mother for Wiwin, it seemed too good an opportunity to miss.
- C** But Wiwin was more than just an orphan elephant.
- D** Even when she was sleepy, she would wrap her trunk around the nearest person, pleading for company.
- E** After weighing her, our fears were confirmed.
- F** Introductions were made the next day, but Wiwin could not be separated from her bottle, so unfortunately we had to give up the fostering idea.
- G** Wiwin determined our schedule: if she was tired we stopped, and if she was hungry we opened a coconut and fed her.
- H** The most immediate of these was her unwillingness to drink anything in the sweltering heat.

**Part 3**

You are going to read a magazine article about students who have travelled the world before going to university. For questions 16–30, choose from the students (A–E). The students may be chosen more than once. When more than one answer is required, these may be given in any order.

Mark your answers on the separate answer sheet.

**Which student(s)**

need not have worried about health problems?

**16**

says he wanted to be more adventurous than his friends?

**17**

had to delay the start of his trip?

**18**

was concerned about an aspect of his preparations for the trip?

**19**

gained unexpected benefits from a limited budget?

**20**

changed his original plans in order to explore another place?

**21**

found different ways of earning money while he was away from home?

**22**

was unaccustomed to travelling alone?

**23**

wanted to avoid having a fixed programme?

**24**

changed his study plans as a result of his experiences abroad?

**25**

found accommodation through some colleagues?

**26**

was forced to alter his route?

**27**

were aware of personal security when travelling?

**28**

**29**

disliked the restrictions of a limited budget?

**30**

## Taking off

Five young people remember their 'gap year' experiences, when they travelled the world between finishing school and going to university.

**A Tom Baker**

After my exams, I read through all the gap year literature, but I'd had enough of having to turn up to lessons every day at school. So I flew to New Zealand, without any structured plans, just to see what happened. I had to live very cheaply, so I didn't use public transport, preferring to hitch-hike the long distances between the towns. I was amazed how generous people were. I was always being picked up by strangers and invited into their homes after nothing more than a conversation at the roadside. My hosts invited me to climb volcanoes, go trekking with them, even play a part in a short film. In a way, I learned just as much about life as I did when I was at university back in the UK.

**B Robin Talbot**

It all began when I was on summer holiday staying at a friend's house in New York. By the autumn, I was convinced I didn't want to leave and I stayed there for a year. I worked three days a week in a bar and two nights in a restaurant, which gave me plenty to live on. The Brazilian band that worked in the bar offered me a room in their apartment, and we played salsa music and had barbecues all summer. I realised eventually that I couldn't be a waiter for ever, so I came back to university.

**C Mark Irvin**

I couldn't face another three years studying straight after school so, like many of my classmates, I decided to do a round-the-world trip. I wanted to set off at the end of the summer, but it took six months of working before I had enough money. I'd planned my route so that I'd be travelling with friends for part of the way and alone the rest of the time. In Japan I met some incredibly generous people who invited me into their homes. I found their culture fascinating. But in Australia it was less interesting because it was more difficult to

meet the locals, as I could only afford to stay in hostels and these were full of British travellers like me.

**D Simon Barton**

Going to Latin America was quite a courageous decision for me, and the first time I had travelled without a fixed route or any companions. I was worried that my last-minute Spanish course would not be enough. I was originally planning to fly to Mexico, then go overland by bus to Belize, but a hurricane intervened and it was too risky. So I went west by bus to Guatemala. The people were very friendly, but as I'm blond-haired and blue-eyed they stared a bit, which didn't bother me. I just smiled. I dutifully kept all my important stuff on me, as suggested in the *World Travellers' Guidebook*, but I didn't run into any trouble at all. And despite what I thought might happen, I ate anything and everything and didn't have any problems. It was great! I'm already saving for my next trip.

**E Andrew West**

Everyone I knew was going to Australia, but I wanted to go somewhere more exotic, less predictable. I went with 'Quest Overseas', who arrange gap-year holidays. I started in Ecuador with a three-week Spanish course, then went off trekking in the Andes, which was tough. It's a good thing I had my first-aid kit. I was covered in scratches! I had arranged my flight back, but I put it off to go touring in Mexico for two weeks with some friends I'd made. My advice would be, plan ahead, but don't worry if things change. Keep your cash in various places in your clothing, and take advice about the places to avoid at night. I never felt scared, I just enjoyed the adventure. And when I came back I decided to do a degree in South American History, which I'd never have considered before. I thought living in a flat again would be dull, but in fact I'd had enough of always being on the move.

## PAPER 2 WRITING (1 hour 20 minutes)

### Part 1

You must answer this question. Write your answer in **120–150** words in an appropriate style.

1 You have received an email from your English friend Alex. Read Alex's email and the notes you have made. Then write an email to Alex using all your notes.

**email**

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**From:** Alex Rodgers  
**Sent:** 6th December  
**Subject:** Holiday in Scotland

I'm so pleased you want to come to Scotland with me. Here's a picture of my uncle's house and he says we can stay there any time in the summer. When would you prefer to go?

We can get there by train but we need to decide how we're going to travel around while we're there. There are two bicycles at the house which we could use or we could hire a car. Which do you think would be better?

Another thing is the location. The house is in the countryside near the mountains. Do you think there'll be enough to do?

*Yes, because ...*

Is there anything else you would like to know?

Reply soon.

Alex



*Tell Alex*

*Say which and why*

*Ask Alex about ...*

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

## Part 2

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **120–180** words in an appropriate style.

**2** You have seen this announcement in an international magazine:

**Competition! Twentieth-century inventions**

Aeroplane Computer Television

Which **one** of these three inventions of the 20th century do you think has changed our lives the most?  
The best article will be published in next month's magazine.

Write your article.

**3** Your English teacher has asked you to write a story for the college magazine. The story must **begin** with the following words:

*Mark opened the envelope, read the letter and immediately started to pack his bag.*

Write your story.

**4** You have seen this advertisement in an international magazine:

**WANT A SUMMER JOB WITH A DIFFERENCE?**

A British film company working in your country has the following temporary job vacancies:

- actors for crowd scenes
- make-up and costume assistants
- kitchen workers.

Write to Mrs Simmons, saying which job you are interested in and why you would be suitable.

Write your letter of application.

**5** Answer **one** of the following two questions based on **one** of the titles below.

(a) *Phantom of the Opera* by Gaston Leroux

This is part of a letter from your English-speaking friend Clare:

*I've finished reading 'Phantom of the Opera' now. At the end, I felt sorry for Erik.  
How did you feel about him? Write and tell me. Clare*

Write your letter.

(b) *Great Expectations* by Charles Dickens

Your English teacher has given you this essay for homework:

What are Pip's 'Great Expectations'? Give your opinion on whether he has what he expected by the end of the book.

Write your essay.

