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## Answer Sheet

### LISTENING

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### READING

1.	A	B	C	D	E	F	G	H	I
2.	A	B	C	D	E	F	G	H	I
3.	A	D	C	D	E	F	G	H	I
4.	A	B	C	D	E	F	G	H	I
5.	A	B	C	D	E	F	G	H	I
6.	A	B	C	D	E	F	G	H	I
7.	A	D	C	D	E	F	G	H	I
8.	A	B	C	D	E	F	G	H	I
9.	A	B	C	D					
10.	A	B	C	D					
11.	A	B	C	D					
12.	A	B	C	D					
13.	A	B	C	D					
14.	A	B	C	D					
15.	A	B	C	D					

### USE OF ENGLISH

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<b>30</b>	

## LISTENING

**Time: 20 minutes**

### THE VIRGIN QUEEN

Elizabeth was the daughter of Henry VIII and Anne Boleyn. She became Queen of England in 1558 when she was 25 years old. Queen Elizabeth was a strong, intelligent and dedicated queen. She is remembered as one of England's greatest monarchs. She never married and was called the Virgin Queen. She brought peace, unity and progress to England. Elizabeth commissioned a great number of portraits of herself. These portraits contributed to ensuring the loyal devotion of her subjects and to her popularity.

At that time the English often had portraits of Elizabeth in their homes and some wore miniatures of the Queen on necklaces! By analysing Elizabeth's portraits we can learn many things about her personality and her historical period.

During the Elizabethan Age many important events took place. English explorers sailed the seas of the world to look for new lands to set up colonies. In 1584 Sir Walter Raleigh's ships explored the southern part of the east coast of North America. His men founded the new colony of Virginia in honour of Elizabeth, the Virgin Queen. They brought tobacco, potatoes and other riches back to England.

Sir Francis Drake was a sea captain and a great explorer. He became the first Englishman to circumnavigate the world between 1577 and 1580. Drake was also a 'privateer'; he took treasures from Spanish ships that returned from America and then gave the riches to Queen Elizabeth. She was very pleased and made him a knight!

Mary Stuart, Queen of Scots, was Elizabeth's cousin and a devout Catholic. Elizabeth knew that many Catholics in England wanted Mary Stuart to be their queen so she put Mary in prison for 19 years. In 1587, Mary was accused of treason and was beheaded.

### THE SPANISH ARMADA

When the Catholic King Philip II of Spain heard this news he was furious. He decided to invade England and take the throne from Elizabeth.

In May 1588 an Armada of 130 ships and about 28,000 men left Spain for England. Duke Medina of Sidonia commanded the Spanish Armada. There were bad storms at sea and many ships lost their supplies.

England had a fleet of 160 smaller ships and about 14,000 men. The English ships were faster and had better guns. Lord Howard of Effingham commanded the English fleet. Sir Francis Drake, Sir John Hawkins and Martin Frobisher were the other captains. The English fleet attacked the Spanish Armada at Plymouth, after which the Armada went to Calais, France. The English sent 8 fireships into Calais harbour. When the Spanish saw the blazing fireships they escaped from Calais and the English attacked the Armada again. The battle was a long, difficult one. In the end, the Armada was defeated and returned to Spain with only 67 ships. This was a glorious victory for the English, but it was a tremendous humiliation for the Spanish. After this defeat Spain slowly lost its sea power.

During part of her reign Elizabeth was at war with other countries to defend England's grandeur and power. However, above all else, Elizabeth loved the arts and the refined life of her court, which prospered during times of peace.

### THE 'RAINBOW PORTRAIT'

In keeping with her elegant taste, Elizabeth commissioned the 'Rainbow Portrait', one of her most astonishing portraits. The portrait itself is a bit of a riddle where every detail has a symbolic meaning. The rainbow that the Queen holds in her hand is accompanied by the Latin motto *Non sine sole iris* ('No rainbow without the sun'). The sun is the symbol of peace, under which beauty can flourish.

### QUEEN ELIZABETH AND THE ARTS

Queen Elizabeth was a patron of the theatre and the arts. Her court became a centre for musicians, playwrights and artists. Theatres opened in London. People from all social classes went to the theatre, which became a popular form of entertainment. William Shakespeare (1564-1616), the famous English poet and playwright, lived during the Elizabethan Age. His theatrical company performed at the famous Globe Theatre and at Elizabeth's court. Shakespeare was the most popular playwright of his time. Other important poets and writers were Edmund Spenser, Ben Jonson and Christopher Marlowe.

During Elizabeth's rule the English economy expanded. London, Liverpool, Bristol and other seaports grew in size and importance. The cloth and coal industries became a substantial part of the economy. Coal was used in the production of iron, bricks and glass. Queen Elizabeth died in 1603. She was the last Tudor monarch. She named Mary Stuart's son, King James VI of Scotland, as her successor. England was now a prosperous and respected European power.

**1. You will hear a lecture about the Elizabethan Age. As you listen complete each gap in the passage (1-15) below with a suitable word OR number from the story.**

### Questions 1-15

Elizabeth I became queen when she was (1).....years old. She is probably the greatest (2).....in the history of the British Isles, and while she was queen there were famous examples of expansion of her territory and of knowledge of the world. Sir Walter Raleigh was an (3)..... and (4).....the colony of Virginia in North America, named in honour of Elizabeth. Sir Francis Drake circumnavigated the world between 1577 and 1580. He brought a lot of treasures to England from America. To recognize his merits Queen Elizabeth made him a (5).....

Mary Stuart, Elizabeth's Catholic cousin, was (6)..... of treason and beheaded in 1587. This made King Philip II of Spain (7)..... and he decided to (8).....England in 1588. The English (9).....was faster and had better (10).....After several (11).....the Spanish Armada was finally (12).....

Elizabeth's time is known not only for exploration and military success. Queen Elizabeth was a great (13)..... of the theatre and the arts. The world-famous poet and (14).....William Shakespeare wrote many of his plays during the Elizabethan Age, when the theatre became a popular form of entertainment.

Elizabeth died in 1603 and her (15)..... was James VI of Scotland.

**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!**

**READING****Time: 30 minutes**

**Task 1.** You are going to read a magazine article about a woman who works for the film industry.

Choose the most suitable heading from the list **A – I** for each part **1 – 8** of the article. There is one extra heading which you do not need to use.

Write your answers on the answer sheet.

- A** Initial career move
- B** The purpose of an audition
- C** Huge effort to attend auditions
- D** Determination is essential
- E** Looking good on the screen
- F** Choosing an alternative career
- G** Chance of stardom in future
- H** Turning down promising actors
- I** The pressures in holding auditions

**MY KIND OF LIFE**

*Fiona Bartlett is a talent scout for a film company.*

*It is her job to find the right faces for the right film.*

*She has spent the last month selecting the final cast for a new soap opera for teenagers.*

<b>1</b>	
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I studied Theatre Arts at university and had intended to end up working as a stage manager in a theatre. However, during one summer holiday I did some voluntary work with a children's theatre group and I met a number of casting agents – people whose job it is to look for children to take part in any new production. They do this by holding auditions – which are rather like interviews – where they can assess a child's acting ability.

<b>2</b>	
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It was fascinating sitting in on the auditions. Children whom I thought were brilliant, who could sing and dance and had such confidence were not always the ones who got the parts. The casting agents would explain that one of the things they were looking for was how photogenic the child would appear in front of the camera, so each audition is videoed and watched on a monitor at the same time as the child is performing live.

3

Three people usually sat in on each audition and the director made the final decision. The schedule was always very tight and auditions were held in a different place each day for a period of up to two weeks at a time. So they were constantly on the move and might audition up to a hundred young hopefuls in one day. I spent two days accompanying children to these auditions, and it was that experience that attracted me to the profession.

4

However, when I first left university I worked as a personal assistant to the Production Manager of a children's animation and cartoon company. It was my job to look after his diary, arrange meetings, book actors and musicians for recording sessions and so on and in that way I met hundreds of different people. Then one day I heard that a TV company was looking for a casting agent and I applied for and got the job.

5

I was prepared for the hard work and the travel but one thing that I was completely unprepared for was the emotional strain of the job. You arrive at the hall where the auditions are being held to be greeted by hundreds of young people all desperate to be chosen. And sometimes, however good they are, they are simply not right for the part, so you end up disappointing the vast majority of these kids.

6

Obviously they've all worked and rehearsed enormously hard to get as far as the first audition. Most of them are accompanied by their teachers or a parent, they may have travelled miles to reach the place on time and spent money on fares and new clothes and so on. And they've got probably no more than five minutes to show us what they can do. Some of them are so nervous they just freeze, others are over-confident and burst into tears when you have to tell them they are not what you're looking for.

7

In an ideal world you'd like to be able to offer everyone a job. But it is a very competitive world and if you can't survive these knocks early on when you're still a teenager, the chances are you've picked the wrong profession. But if you believe in yourself and you can cope with these setbacks, it is worth auditioning over and over again. Sometimes people wait years before they get

through an audition and there are no guarantees that you'll succeed in this business.

8	
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But on the positive side there's enormous job satisfaction to be gained from choosing the right actors for a new production. I know that all the hours I've spent this last month will have been worth it when the first episode of this new soap is broadcast, and perhaps some of these new young faces will go on to become big names in the years ahead.

**Task 2.** Read the passage and choose the correct answer (**A, B, C** or **D**) to the questions (**9 – 15**) that follow.

### GRAFFITI ART

Is graffiti an art form? Most of us associate it with scribbles on walls: names, slogans, limericks, drawings - sometimes witty, sometimes obscene, but surely without aesthetic appeal, and not what anyone would call 'art'. The word graffiti simply means words or drawings scratched or scribbled on a wall and has been around since humans have lived in societies. It has been found on ancient Egyptian monuments and preserved on walls in Pompeii. However, most people now agree that art in the form of graffiti originated in New York in the 1960s – and it has been developing ever since. However, it is not readily accepted as being art, like those works that we go to galleries or museums to see. It is not denied the status of genuine art because of a lack of form or other basic aesthetic elements. In fact, most of the opposition to graffiti art is due to its location and bold, unexpected and unconventional presentation; but the criticism of illegality, incoherence and nonstandard presentation does not necessarily disqualify it as art.

Suppose that Picasso, or any of the recognised artists of Western European culture, were to paint a masterpiece on the side of your house or on your front door or on a wall in your neighbourhood, would it be art or graffiti or vandalism? Some would claim that it would be art in the form of graffiti – it would only qualify as vandalism if it appeared on private or public property without permission. But for some graffitiists that is the point.

There are three main (and distinct) levels and types of graffiti. First, there is the 'tag' – the stylised writing of a name - which, while it might suggest a flair or style of writing, has little or no aesthetic appeal. In fact, the tag or individual mark is not produced for aesthetic purposes, but is basically a means of indicating the writer's presence - the age-old statement of "I was here". Gang markings of territory also fit the definition of graffiti, and they mainly consist of tags and messages that provide news of happenings in the neighbourhood. Murals for community enhancement and beautification are also a form of graffiti, even though they are not thought of in this way because most murals are



commissioned. These are more colourful and complex. They take a considerable amount of skill to complete, and murals can be done in a graffiti art style or as a traditional pictorial scene. The last form of graffiti is graffiti art, which is the creative use of spraypaint to produce an artwork that is graffiti or done in a graffiti-like style.

The reasons and values for why one might engage in graffiti art are as varied as the artists who produce it. A chief reason is the prospect of fame and recognition of one's artistic talent. Graffiti is also a form of self-expression. The art as 'writing' is a creative method of communicating with other writers and the general public. What it communicates is the artist's identity, expression and ideas. Judgments are based solely on one's artistic ability. This type of communication is of value because it links people regardless of cultural, linguistic or racial differences in a way that nothing else can. In addition, producing graffiti art with a crew builds team work in that the crew works together for the accomplishment of a common goal. Some graffitiists view their art as a political protest, others as a protest against the established art market and gallery system, in that art is not only that which appears in a gallery as determined by the curator. Some also view their creations on public and private spaces as statements against private property. Of course, the majority of graffitiists enjoy what they do and find it to be fun, rewarding and exciting. Although these reasons are valid, they do not conclusively settle the matter as to why graffiti art is art or why it is a valid art form despite its illegal origins.

Furthermore, graffiti art has a function of not only communicating to others, but also of beautifying the community by appearing on areas that would normally be eyesores, such as a wall in a vacant lot, or on an abandoned building. Also, all of the aesthetic properties and criteria, from the base element of colour to the complex issue of artistic intention which are ascribed to other works in order to characterise them as art - all of these can be found in examples of spraycan art. The only difference between those works in a gallery or museum and graffiti art, in terms of how and why the latter is not readily accepted as art, is due to its location and presentation. Indeed, the issues of location and presentation are the most significant obstacles to a wholehearted acceptance of spraycan art as art. Graffiti art cannot be disregarded simply because it is not presented in the conventional manner - that is, framed and placed in a museum or gallery. The location of it on a wall or subway train without permission only makes it unsolicited art. Another objection to graffiti art is that it is forced on the public because people have no say in its production (despite the fact that public funds are used to remove it). Graffitiists counter with the argument that buildings, billboards, campaign ads and flyers are also forced on the public in a similar manner.

Graffiti can be analysed according to the elements of lines, colours and structures that are present in the work in order to produce a narrative about it. Artistic intention must also be considered: graffitiists intend their work to be apprehended as art that can communicate feelings and ideas to their audience. So, while it is difficult to formulate a theory of necessary rules or conditions

specifying when graffiti art is art, it is sufficient to draw on already established aesthetic theories and criteria to point out that some forms of graffiti do qualify as art.

### Questions 9-15

9. It is suggested in paragraph 1 that graffiti
- A is a late artistic development.
  - B is an ancient art form.
  - C is not an art form at all.
  - D should be considered an art form.
10. Some graffitiists believe that
- A graffiti is vandalism.
  - B Picasso painted graffiti art.
  - C illegality is part of graffiti art.
  - D permission is needed to do graffiti.
11. 'Gang' graffiti is sometimes used
- A to pass on information.
  - B as a way of showing off.
  - C as a way to earn money.
  - D to paint traditional scenes.
12. Graffiti murals are considered art because
- A they are not thought of as graffiti.
  - B they enhance the neighbourhood.
  - C they are bright and decorative.
  - D they are commissioned.
13. The writer suggests that the main value of graffiti art is
- A it makes the artists famous.
  - B its display of artistic ability.
  - C that it always involves teamwork.
  - D as a unique method of communication.
14. The main objection to graffiti art is
- A it is not found in galleries.
  - B how and where it is exhibited.
  - C it vandalises public property.
  - D it has no aesthetic appeal.
15. The writer thinks graffiti art should be judged
- A in the same way as conventional art.
  - B by how well it provides a narrative.
  - C by finding out the artist's intentions.

**D** by finding a new theory to explain it.

## TRANSFER YOUR ANSWERS TO THE ANSWER SHEET

### USE OF ENGLISH

Time: 30 minutes

#### Task 1

For items 1-10 match the parts of the sentences in the first column (1-10) with the right ending in the second column (a-k) so that they make famous quotations of William Shakespeare. There are some extra words in the second column, which you do not have to use. The first example (0) is done for you.

*Example: 0. f)*

<b>0. If all the year were playing holidays</b>	<b>a)</b> Among the thorns and dangers of the world.
<b>1.</b> Life is as tedious as a twice-told tale,	<b>b)</b> The eyes of men without an orator.
<b>2.</b> When Fortune means to men most good	<b>c)</b> poison more deadly than a mad dog's tool.
<b>3.</b> There is no sure foundation set on blood	<b>d)</b> Makes heaven drowsy with the harmony.
<b>4.</b> But love, first learned in a lady's eyes,	<b>e)</b> vexing the dull ear of a drowsy man.
<b>5.</b> I am amazed, methinks, and lose my way	<b>f) to sport would be as tedious as to work.</b>
<b>6.</b> When Love speaks, the voice of all the gods	<b>g)</b> lives not alone immured in the brain.
<b>7.</b> A woman moved is like a fountain troubled	<b>h)</b> for we may pity, though not pardon thee.
<b>8.</b> I could not endure a husband with a beard on his face:	<b>i)</b> she looks upon them with a threatening eye.
<b>9.</b> The venom clamour of a jealous woman	<b>j)</b> Learning is but an adjunct to ourself.
<b>10.</b> Beauty itself doth of itself persuade	<b>k)</b> I had rather lie in the woolen.
	<b>l)</b> Muddy, ill-seeming, thick, bereft of beauty.
	<b>m)</b> it is too rash, too unadvised, too

	sudden.
	n) No certain life achieved by others' death.

## Task 2

For items 11-19, read the text that follows. Use the words in the boxes to form words that fit in the numbered spaces in the text. There is an example (0).

### Shop till you Drop!

Retail therapy has become one of Britain's most pleasurable leisure **0) pursuits**. But the percentage of the population suffering from the serious medical condition of shopping **11)** ..... is reaching crisis point.

Experts believe 10 percent of the population, and possibly 20 per cent of women, are manic, **12)** ..... shoppers. Most shopaholics are seriously in debt, and the condition has led to **13)** ....., family break-ups, and in some cases to **14)** .....and even suicide.

More **15)** ..... known as *omniomania*, the condition has been recognised by **16)** ..... since the early 1900s but only now is it reaching **17)** ..... proportions. A European Union report recently revealed that up to half of 14- to 18-year-old girls in Scotland, Italy and Spain could be classified as shopaholics, but the stigma of being a shopaholic may be masking an even higher number of **18)** .....

0 PURSUE	13 DEPRESS	16 PSYCHIATRY
11 ADDICT	14 HOME	17 EPIDEMY
12 COMPEL	15 SCIENCE	18 SUFFER

### Task 3.

Read the model and fill in the gaps with suitable prepositions.

### The Imperial War Museum, Duxford

Of the many attractions Cambridge has to offer, the Imperial War Museum, located at Duxford aerodrome, is well worth a visit. This museum houses, **19)** ..... thousands of items, a huge collection **20)** ..... aeroplanes from the twentieth century. Air shows and special events are held frequently **21)** ..... the year.

### Why go there?

The IWM will be **22)** ..... particular interest to those I keen **23)** ..... technology. Visitors who are interested **24)** ..... the history of flight will be able to trace the I technological developments which

have led **25)** ..... the sophisticated aircraft which we have today. Although the emphasis is on military aircraft, there is much more to see **26)** ..... a technological nature, including midget 1 submarines and communications equipment.

### **Getting There**

The museum is located close **27)** ..... Cambridge and a free bus service runs **28)** ..... Cambridge city centre Journey time is 35 minutes. If you are planning to take the train to Cambridge, the free bus also picks up at the railway station and takes 20 minutes.

### **Opening Times and Admission Fees**

From March to October, the museum is open **29)** ..... 10 am to 6 pm. In the winter months, closing time is 4 pm.

The price **30)** ..... admission is £8 for adults although 16- to 18-year-olds are half price. Children under 16 can enter free. Admission is also free after 3 pm in winter and after 4.30 pm in summer. For further information, check the museum's website or contact your nearest tourist office.

**TRANSFER YOUR ANSWERS TO THE ANSWER SHEET!**





**YOU CAN USE THE OPPOSITE SIDE**