

**LanguageCert**  
**Mastery C2**  
**Level 3**  
**International ESOL (Listening, Reading, Writing)**  
**Practice Paper 3**

<b>Candidate's name</b> (block letters please)	
<b>Centre no</b>	<b>Date</b>

**Time allowed:**

- Listening about 30 minutes
- Reading and Writing 2 hour and 40 minutes

**Instructions to Candidates**

- An Answer Sheet will be provided.
- All answers must be transferred to the Answer Sheet.
- Please use a soft pencil (2B, HB).

## Listening Part 1

You will hear some sentences. You will hear each sentence twice. Choose the best reply to each sentence.

1. a) A bit over the top, wasn't it?  
b) What shall we do next?  
c) It's such a lot to cover.
2. a) Oh, yes. It's a done deal.  
b) Yes, I was shaking in my boots.  
c) No, he wasn't that frightened.
3. a) I agree. History's too important.  
b) Absolutely. To the future, then.  
c) Please don't ever forget them.
4. a) Exactly. You're doing a sterling job.  
b) It is quite painful, isn't it?  
c) I'm afraid that's it, in a nutshell.
5. a) Of course, there's a better way.  
b) Of course, we heard what you said.  
c) Sorry, I think we already know your views.
6. a) Yes, I think I get it now.  
b) Yes, I'm right behind you.  
c) No, I'm ahead of you now.

## Listening Part 2

You will hear some conversations. You will hear each conversation twice. Choose the correct answers for each conversation.

### Conversation 1

1. The speakers are in a

- a) theatre.
- b) restaurant.
- c) supermarket.

2. The man's attitude is

- a) unenthusiastic.
- b) antagonistic.
- c) unsympathetic.

### Conversation 2

3. The speakers are discussing

- a) studies.
- b) health.
- c) social life.

4. The man is

- a) ridiculing.
- b) encouraging.
- c) rebuking.

### Conversation 3

5. The speakers are

- a) husband and wife.
- b) friends.
- c) neighbours.

6. The woman is trying to

- a) intimidate the man.
- b) discourage the man.
- c) persuade the man.

### Listening Part 3

You will hear someone talking. You will hear the person twice. Complete the information. Write short answers of one to five words.

#### Notes from gardening programme

1. Edge of leaf is:

.....

2. Potential annual crop:

.....

3. Best grown in:

.....

4. Soil needs to contain:

.....

5. They fruit best in:

.....

6. Amount of plant to prune:

.....

7. Avoid planting near:

.....

## Listening Part 4

You will hear a conversation. You will hear the conversation twice. Choose the correct answers.

1. The Nature Conservancy Council wants to
  - a) bring back sea eagles into the area.
  - b) research local bird life of the last two hundred years.
  - c) make local people take more interest in birds.
2. Mick believes that the NCC's idea will
  - a) make the village a venue for the film industry.
  - b) bring unwanted business interest into the village.
  - c) endanger local animals and children.
3. For Raymond, the most important outcome of the NCC's proposal will be the
  - a) economic benefits for the village.
  - b) genetic deterioration of local wildlife.
  - c) returned equilibrium of the local ecology.
4. Raymond is scornful of Mick because he
  - a) can't support his claim with facts.
  - b) brings too much drama to the discussion.
  - c) is causing people in the village to panic.
5. Mick and Raymond's different approaches to the argument could be described as
  - a) greed versus ignorance.
  - b) emotion versus reason.
  - c) tradition versus innovation.
6. In summarising their discussion, Audrey concludes that
  - a) a broad consensus has been reached.
  - b) their differences can never be bridged.
  - c) the members have contrasting views.
7. The main topic of the discussion between Audrey, Mick and Raymond is
  - a) the impact of their decisions on local business.
  - b) local agriculture and how it should be managed.
  - c) an environmental issue and its effect on their village.

## Reading Part 1

Read the text and the statements. Some of these statements are true according to the text; some of them are false. Choose the correct answer True (T) or False (F) for each statement.

### Commit to memory

Have you ever felt like a piece of information has just vanished from your memory? Or maybe you know that it's there, but you just can't seem to find it. The inability to retrieve a memory is one of the most common causes of forgetting. So why are we often unable to retrieve information from memory? One possible explanation of retrieval failure is known as decay theory. According to this theory, a memory trace is created every time a new memory is formed. Decay theory suggests that over time, these memory traces begin to fade and disappear. If the information is not regularly retrieved and rehearsed, it will eventually be lost.

Another theory, known as interference theory, suggests that some memories compete and interfere with other memories. When information is very similar to other information that was previously stored in memory, interference is more likely to occur. There are two basic types of interference depending on whether it is an old memory that makes it more difficult or impossible to remember a new memory or if it is new information that interferes with your ability to remember previously learnt information.

Sometimes, losing information has less to do with forgetting and more to do with the fact that it never made it into long-term memory in the first place. Encoding failures sometimes prevent information from entering long-term memory. In one well-known experiment, researchers asked participants to identify the correct U.S. penny out of a group of drawings of incorrect but resembling pennies. Results showed that the majority were able to remember the shape and colour but forgot other minor details. The reason for this is that only details necessary for distinguishing pennies from other coins were stored into their long-term memory.

Finally, there are two basic forms of motivated forgetting; suppression, which is a conscious form of forgetting, and repression, an unconscious form of forgetting. Yet, there is a controversy over the concept of repressed memories as it is not universally accepted by all psychologists. One of the problems with repressed memories is that it is difficult, if not impossible, to scientifically study whether or not a memory has been repressed.

1. The decay theory explains why people need to revise memories.
2. It is necessary to revise things you want to remember even after you've memorised them.
3. Interference theory claims that previously learnt things make it easier to remember something similar.
4. Those taking part in the experiment were able to recreate the correct penny in every detail.
5. The concept of motivated forgetting is a topic still open for discussion.


## Reading Part 2

Read the text. Use the sentences to complete the text. Choose the correct sentence for each gap. There are two extra sentences you will not need.

### The London Eye

The British Prime Minister, Tony Blair, officially opened the London Eye on 31 December 1999. But it was only after a number of technical glitches had been sorted out that the public were finally allowed aboard in March 2000. **(1)**\_\_\_\_\_ They travel in the air-conditioned capsules, up and around what was, until recently, the world's biggest ferris wheel. That honour now belongs to the Singapore Flyer. **(2)**\_\_\_\_\_ But, while the Flyer looks like a gigantic version of a 19th century original – the first of the breed, designed by George Washington Ferris, began revolving at the 1893 World's Columbian Exposition in Chicago – the London Eye is a fighter jet to Singapore's biplane.

When the London Eye was first announced, though, it was hard not to think that it was going to be some sort of Victorian throwback, an enormous music-hall era fun-fair ride among London's new wave of challenging millennium monuments: Tate Modern, the Millennium Bridge and the Millennium Dome itself. **(3)**\_\_\_\_\_ The design team had come up with a striking, and rather beautiful, hi-tech big wheel.

It wasn't just the high-spec design that drew attention. **(4)**\_\_\_\_\_ And the week-long drama during which, inch by inch, the giant wheel was raised from the river and up into place alongside London's County Hall was fascinating to watch. Now, every view into and through Westminster, and along the Thames, had changed. **(5)**\_\_\_\_\_

Perhaps its best aspect is that it also offers awe-inspiring and uninterrupted views over London. From up top on a clear day, the entire city can be peered down upon and encompassed. The patterns of London's growth can be seen spreading into suburbia and the green belt, like rings marking the age of venerable trees. Rides on the Eye in rain, snow or at night offer their own haunting attractions. The London Eye was always a brave and daring adventure, a throwback to 1951's Festival of Britain, held on the same site. **(6)**\_\_\_\_\_ It thus looks to the past as well as the future.



- A When, however, the design by architects Marks Barfield was unveiled, most doubts were cast aside.
- B Suddenly, this spidery and beautifully resolved ferris wheel crowned Victorian terraces, filled unexpected views along avenues of plane trees and sat like a tiara atop government offices.
- C Aesthetically, it owes a greater debt to the 21st than to the 19th century.
- D With a height of 165 metres, it outranks the London Eye by a full 30 metres.
- E It was the bravura manner in which the Eye's prefabricated components were brought up the Thames on river barges to Jubilee Gardens.
- F That was at a time when Britain could still claim to lead the world in supersonic-era design and engineering.
- G But, despite certain reservations, London at last had a structure to rival anything else in the world.
- H Since then, well over 30 million people have taken the vertiginous but breathtaking half-hour journey.

### Reading Part 3

Read the four texts. Which text gives you the answer to each question? Choose the correct text (A-D) for each question.

**A**

Keyboard instruments such as the clavichord and harpsichord were developed in the 17th century. In a clavichord, the strings are struck by tangents, while in a harpsichord they are plucked by quills. Decades of work on the mechanism of the harpsichord in particular had shown the most effective ways to construct the case, soundboard, bridge and keyboard. The invention of the modern piano is credited to Bartolomeo Cristofori (1655-1731) of Padua, Italy. He was an expert harpsichord-maker and was well-acquainted with the previous body of knowledge on stringed keyboard instruments. It is not known exactly when Cristofori first built a piano. An inventory made by his employers, the Medici family, indicates the existence of one by the year 1700. The three Cristofori pianos that survive today date from the 1720s.

**B**

The wonder of MIDI is that it doesn't actually record sound like a tape recorder would but, rather, it uses a tool called a sequencer that records only the data used to create the sound. For example, when you play your keyboard, the sequencer records that you played middle C for one beat and you hit the key with a certain velocity, and then you played a D for three beats and you hit the key softly. This is a simplification of what actually happens, but you get the point. When you are done, you have a series or 'sequence' of musical notes recorded. No sound is recorded but rather just which notes you played – very much like the roll of paper in a player piano. To record MIDI data, you will need some sort of input device. This is generally a MIDI-capable keyboard connected to the sequencer via standard MIDI cables.

**C**

Today was a good day. I spent an hour or so simply playing a five-finger scale, with my thumb on middle C. Backwards and forwards. The fingers are beginning to learn to sit still. And then I did the exercise from the book on eighth notes and eventually managed to do it error-free. It's C to G and back again, twice, and then C to F and back again twice, all 8ths but the last C a full note as a small flourish. Then I practised that scale, always in C but up and down the keyboard and with my left hand, too. The next exercise is the same but in 16ths. I had a go but can't do that yet. However, I couldn't do the 8ths this morning and now I can.

**D**

Before spending too much money online, if I were you, I'd see someone in an instrument shop. For my gear, the full audio/MIDI interface is essential, but perhaps your keyboard has the adapter and can go straight into the USB? I play a Morg Cyclops LE 95. It's basically somewhere around being the best of low-end gear and the beginners' side of professional gear, if you see what I mean. I think it's a 62-bit polyphony (can play 62 notes at once), so it does take a lot to push it too hard. Of course, mine's a synth not a MIDI keyboard so it's loaded with various output audio jacks and if I wanted to use it live, the latency wouldn't be an issue.

**In which text does the writer:**

1. explain the evolution of a modern instrument?
2. give personal advice?
3. describe a learning experience?


**Which text is saying the following?**

4. The writer is unsure about the specifications of a piece of equipment.
5. Understanding of earlier technologies shaped contemporary ones.
6. The storage of musical data is a complex process.
7. Faultless production of a series of notes requires persistence.


## Reading Part 4

Read the text and answer the questions. Use a maximum of five words for each question.

### A Black Swan

In his recent book, *The Black Swan*, Taleb seeks to illustrate a concept that will change the way you look at the world. This is an extract:

Before the discovery of Australia, people in the Old World were convinced that all swans were white – an unassailable belief, as it was completely confirmed by empirical evidence. The sighting of the first black swan might have been an interesting surprise for a few ornithologists but that's not where the significance of the story lies. It illustrates a severe limitation of our ability to learn from past experience. One single observation can invalidate a general statement derived from millennia of previous experiences. All you need is one single black bird to confound a theory based on the sightings of millions of white swans.

What we call a Black Swan is an event with the following three attributes: first and foremost, it is an outlier. It lies outside the realm of regular expectations and so is totally unpredictable; nothing in the past can convincingly point to its possibility. Second, when it occurs, it has a massive impact. Third, in spite of its outlier status, human nature drives us towards a rational explanation in order to make it predictable for the future.

Just imagine yourself on the eve of the First World War: how little your understanding of the world would have helped you guess what was to happen next. Would the same apply to the phenomenal success of Google? What do you think? The same pattern often occurs in personal experiences. All have these Black Swan characteristics.

According to the rules of symmetry, the occurrence of a highly improbable event has to have its equivalent. So, if we are certain something will happen and it doesn't, this is also a Black Swan. However, by its very nature, this second type has a lower frequency rate.

The Black Swan is in itself a puzzle but, in addition, we tend to act as if it doesn't exist! I don't mean just you, your cousin Joey and me but almost all 'social scientists' who have operated under the false belief that their tools could measure uncertainty. Go ask your portfolio manager for his definition of 'risk' and odds are that he will supply you with a measure that excludes a Black Swan – no better predictive value for assessing risk than astrology. Maybe our innate vulnerability makes us hard-wired against fully calculating risk.

You can find evidence of Black Swans from your own armchair. Count the significant events, inventions and technological changes that have taken place in your lifetime. More personally, consider your choice of profession or meeting your mate, betrayals you faced, change of home. How often did these things happen according to plan?

1. What was the original belief that all swans were white based on?

.....

2. What does the author say cannot be relied upon as a basis for making judgements?

.....

3. What is the main characteristic of the primary feature of a Black Swan event?

.....

4. When a Black Swan event occurs, why do humans feel the urge to explain it?

.....

5. Which historical event does the author refer to, to demonstrate the futility of the knowledge?

.....

6. What do we usually do that makes a Black Swan event even more enigmatic?

.....

7. Who represents just an ordinary person, according to text?

.....

8. How could you sum up in one word the author's view of how most people's lives unfold?

.....

## Saturn's Cockroaches – Saturday night

- Write between 200 – 250 words.

[illegible]

[illegible]

Write a composition describing two people, either ones you know personally or public figures, who you believe exemplify both types of people.'

[illegible]



