

# CITY & GUILDS C2

## Practice Test

# 1

**Time Allowed:** 3 hours

- Listening
- Reading
- Writing

**Instructions to Candidates**

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

## Part 1

## LISTENING

You will hear eight sentences twice. Choose the **best reply** to each sentence. Look at the example. If you hear: "When's the party? When's the party?" the best reply is (b). Put a circle around the letter of the **best reply**.

Example:

- a) last week
- ☒ b) tomorrow night
- c) a few times
- d) sooner or later

1.
  - a) Yes, to be honest, I've been dreading it too.
  - ☒ b) Yes, I'm relieved they finally reached an agreement.
  - c) Oh well, tomorrow's sure to be better!
  - d) Yes, it's a shame there wasn't a better outcome.
2.
  - a) I agree; she's got ill because she's working too hard.
  - ☒ b) Still, I wouldn't want to be in her shoes right now!
  - c) Well, I guess if the shoe fits, wear it.
  - d) Do you really think she's not pulling her weight?
3.
  - a) Well, what is your excuse then?
  - b) I never said I thought you were lying!
  - ☒ c) I couldn't agree more!
  - d) I accept your apology.
4.
  - ☒ a) No, actually, it was a briefcase.
  - b) No, actually, a brown one.
  - c) No, it was made of cloth.
  - d) It was a black handbag, yes.
5.
  - a) It's nothing; honestly.
  - b) Certainly, and next time, you must visit us!
  - c) I'm glad you've had a comfortable journey.
  - ☒ d) It's been a pleasure.
6.
  - a) I don't think I like him, either.
  - b) Perhaps there just isn't a reason.
  - c) Well, what would he like then?
  - ☒ d) He's entitled not to like something, you know.
7.
  - a) I'm afraid it's got a bit over the top.
  - b) No need to watch your back!
  - ☒ c) I'm glad the matter is in good hands.
  - d) I'm surprised you're backing down like this.
8.
  - a) Oh, I'm so glad you liked it!
  - b) I hope you weren't disappointed.
  - c) Why wouldn't you have expected it?
  - ☒ d) I'm so sorry; may we offer you a refund?

## Part 2

You will hear three conversations. Listen to the conversations and answer the questions below. Put a circle around the letter of the correct answer. Choose the correct answer a, b, c or d. You will hear each conversation once only. Look at the questions for Conversation 1.

### Conversation 1

- 1.1 The man is stuck because
- a) he is not interested in the books.
  - b) he needs to read more books.
  - c) he doesn't understand essay structure.
  - d) he needs an idea for a topic.**
- 1.2 The woman's behaviour towards the man is
- a) helpful.**
  - b) condescending.
  - c) comforting.
  - d) indifferent.

### Conversation 2

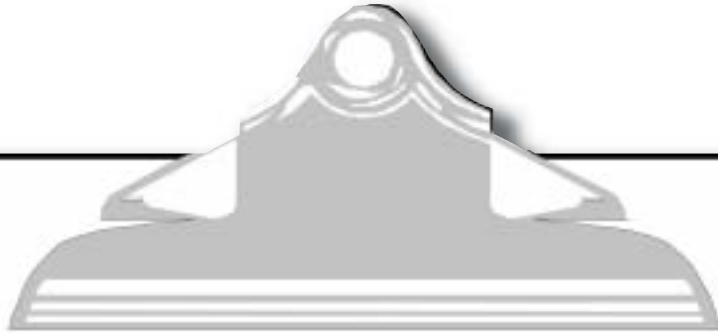
- 2.1 The man thinks that they will get a new printer
- a) for sure.
  - b) probably.
  - c) possibly.**
  - d) under no circumstances.
- 2.2 The relationship between George and the speakers is
- a) friends.
  - b) boss/employee.
  - c) fellow employees.**
  - d) repairman/client.

### Conversation 3

- 3.1 What is the worst thing the woman thinks could happen if they go to the opera?
- a) She would feel stressed.
  - b) She wouldn't like it.
  - c) She would fall asleep.**
  - d) She would have to take a shower.
- 3.2 How does the woman feel about the opera in general?
- a) She thinks it is boring.
  - b) She likes it.**
  - c) She thinks it's not worth the money.
  - d) She knows nothing about it.

## Part 3

Listen to the lecture about the life of the architect Charles Rennie Mackintosh, and complete the notes. Do **NOT** write more than three words for any one answer. First look at the notes. The first one is done for you. You will hear the lecture once.



## Scottish Architecture - Lesson 3

Second employer: Honeyman and Keppie

What did he do to become a better architect? took art classes/  
studied drawing (art college)

What allowed him to go to Italy? a travelling studentship

Mackintosh and his wife often: collaborated

The new Library was inspired by: Japanese domestic interiors

Mackintosh's masterwork can be described as: eclectic

In Europe, Mackintosh was: appreciated

Mackintosh participated in exhibitions: internationally

Often, people associate Mackintosh with: furniture design/manufacture

## Part 4

Listen to the discussion, and answer the questions. Put a circle around the letter of the correct answer. First look at the questions. The first one is done for you. You will hear the discussion twice.

**Example:** What kind of topics does this programme address?

- a) controversial topics
- b) health topics**
- c) news topics
- d) legal topics

1. What does Ben think the smoking ban threatens?
  - a) People's health.
  - b) Doctor's incomes.
  - c) Individual rights.**
  - d) The state.
2. Who is not considered a minority?
  - a) smokers.
  - b) non smokers.**
  - c) children.
  - d) the wealthy.
3. What is Ben presenting smokers as?
  - a) oppressed victims.**
  - b) freedom fighters.
  - c) greedy.
  - d) the oppressors.
4. Why does Mary Ann mention drunk drivers?
  - a) they are usually smokers.
  - b) they help illustrate her point.**
  - c) they are also oppressed minorities.
  - d) they are a metaphor for smokers.
5. When Mary Ann makes the statement that secondhand smoke can kill, she is:
  - a) bluffing.
  - b) winding Ben up.
  - c) making an assumption.
  - d) confident.**
6. How is the US study innovative?
  - a) It shows smoking is dangerous.
  - b) It shows a drop in heart attacks.
  - c) It looks at non smokers.**
  - d) It only looks at people with risk factors.
7. What does Ben say is an alternative to banning smoking in restaurants?
  - a) offering smoking and non smoking restaurants
  - b) allowing smoking in pubs.
  - c) offering smoking and non smoking sections.**
  - d) offering incentives to small businesses.
8. What does data from Scotland say about heart attack numbers?
  - a) There were less.**
  - b) There were less among smokers.
  - c) There were less among non smokers
  - d) There was the usual rate.

## Part 1

## READING

Read the text and fill the gaps with the correct sentence (A – H). Write the letter of the missing sentence in the box in the gap. There are two extra sentences you will not need.

## The Domestication of Cats



Some 10,000 years ago, somewhere in the Near East, an audacious wildcat crept into one of the crude villages of early human settlers, the first to domesticate wheat and barley. **1 C** The rodents that infested the settlers' homes and granaries were sufficient prey. Seeing that she was earning her keep, the settlers tolerated her and their children greeted her kittens with delight.

**2 G** And from these five matriarchs all the world's 600 million house cats are descended. A scientific basis for this scenario has been established by Carlos A. Driscoll of the National Cancer Institute and his colleagues. **3 B** He then analysed the DNA of the wildcats and of many house cats and fancy cats.

**4 F** They are known as the European wildcat, the Near Eastern wildcat, the Southern African wildcat, the Central Asian wildcat and the Chinese desert cat. Their patterns of DNA fall into five clusters. The DNA of all house cats and fancy cats falls within the Near Eastern wildcat cluster, making clear that this subspecies is their ancestor.

Wheat, rye and barley had been domesticated in the Near East by 10,000 years ago, so it seems likely that the granaries of early Neolithic villages harboured mice and rats and that the settlers welcomed the cats' help in controlling them. **5 H** The Mediterranean island was settled by farmers from Turkey who brought their domesticated animals with them, presumably including cats, because there is no evidence of native wildcats in Cyprus.

Unlike other domestic animals, which were tamed by people, cats probably domesticated themselves.

**6 A** The cats were adapting themselves to a new environment, so the push for domestication came from the cat side, not the human side.

- A.** This could account for the haughty independence of their descendants.
- B.** He spent more than six years collecting species of wildcat in places as far apart as Scotland, Israel, Namibia and Mongolia.
- C.** There she felt safe from her many predators in the region, such as hyenas and larger cats.
- D.** Dr. Driscoll and his colleagues published the report on the Web site of the journal *Science*.
- E.** Until recently the cat was commonly believed to have been domesticated in ancient Egypt.
- F.** Five subspecies of wildcat are distributed across the Old World.
- G.** At least five females of the wildcat known as *Felis silvestris lybica* accomplished this delicate transition from forest to village.
- H.** The earliest evidence is the remains of an 8-month-old cat buried with its human owner at a Neolithic site in Cyprus.

## Part 2

Read the 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.

As I never saw my father or my mother, and never saw any likeness of either of them (for their days were long before the days of photographs), my first fancies regarding what they were like were unreasonably derived from their tombstones. The shape of the letters on my father's gave me an odd idea that he was a square, stout, dark man, with curly black hair. From the character and turn of the inscription, "Also Georgiana Wife of the Above", I drew a childish conclusion that my mother was freckled and sickly. To five little stone lozenges, each about a foot and a half long, which were arranged in a neat row beside their grave, and were sacred to the memory of five little brothers of mine - who gave up trying to get a living, exceedingly early in that universal struggle - I am indebted for a belief I religiously entertained that they had all been born on their backs with their hands in their trousers-pockets, and had never taken them out in this state of existence.

Ours was the marsh country, down by the river, within, as the river wound, twenty miles of the sea. My first most vivid and broad impression of the identity of things seems to me to have been gained on a memorable raw afternoon towards evening. At such a time I found out for certain that this bleak place overgrown with nettles was the churchyard; and that Philip Pirrip, late of this parish, and also Georgiana, wife of the above, were dead and buried; and that Alexander, Bartholomew, Abraham, Tobias, and Roger, infant children of the aforesaid, were also dead and buried; and that the dark flat wilderness beyond the churchyard, intersected with dykes and mounds and gates, with scattered cattle on it, was the marshes; and that the low leaden line beyond, was the river; and that the distant savage lair from which the wind was rushing, was the sea; and that the small bundle of shivers growing afraid of it all and beginning to cry, was Pip.

Adapted from *Great Expectations* by Charles Dickens



- A. Pip could not remember what his parents looked like.
- B. Pip believed his father was a small thin man.
- C. Pip judged his mother's appearance by the writing style on the tombstone.
- D. Georgiana gave birth to six children.
- E. Pip's brothers were born with clothes on.
- F. Pip lived near a river.
- G. Pip describes a moment when he understood a lot suddenly.
- H. One of Pip's brothers was named Philip.
- I. The marshes contained many hills.
- J. Pip was frightened by his thoughts.

✓
✓
✓
✓
✓

## 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 same text may be used more than once. The first one is done for you.

### A.

Experimentation has shown that the two different sides, or hemispheres, of the brain are responsible for different manners of thinking. The following table illustrates the differences between left-brain and right-brain thinking:

Left Brain	Right Brain
Logical	Random
Sequential	Intuitive
Rational	Holistic
Analytical	Synthesising
Objective	Subjective
Looks at parts	Looks at wholes

Most individuals have a distinct preference for one of these styles of thinking. Some, however, are more whole-brained and equally adept at both modes.

### B.

Turn to the small advertisements in many a Sunday magazine and you'll find something rather like this: "Are you good at logic, great at analysis and working out maths problems? Then you're probably a left-brainer. Do you want to get in touch with your intuitive, creative right brain and find a whole other you?"

Many a myth has grown up around the brain's asymmetry. The left cerebral hemisphere is supposed to be the coldly logical, verbal and dominant half of the brain, while the right developed a reputation as the imaginative side, emotional, spatially aware but suppressed. Two personalities in one head, Yin and Yang, hero and villain.

To most neuroscientists, of course, these notions are seen as simplistic at best and nonsense at worst. So there was general satisfaction when, a couple of years ago, a simple brain scanner test appeared to reveal the true story about one of neurology's greatest puzzles: exactly what is the difference between the two sides of the human brain? Fortunately, or unfortunately, depending on how you like your theories, the big picture revealed by that work appears to be far less romantic than the logical-creative split, intriguingly complex and tough to prove.

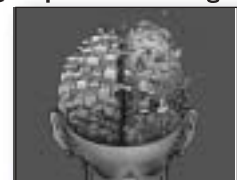
### C.

Directions: Take this test by selecting the answer which best describes you at this present time. Every time you read a description or characteristic that applies to you, select the first response that seems right. Don't over analyse your responses. After you are done, we'll evaluate your responses automatically by adding them up. Whichever number is higher represents your dominance ...

### D.

#### How Right-Brain vs. Left-Brain Thinking Impacts Learning

**Curriculum**--In order to be more "whole-brained" in their orientation, schools need to give equal weight to the arts, creativity, and the skills of imagination and synthesis.



**Instruction**--To foster a more whole-brained scholastic experience, teachers should use instruction techniques that connect with both sides of the brain. They can increase their classroom's right-brain learning activities by incorporating more patterning, metaphors, analogies, role playing, visuals, and movement into their reading, calculation, and analytical activities.

**Assessment**--For a more accurate whole-brained evaluation of student learning, educators must develop new forms of assessment that honour right-brained talents and skills.

In which text does the writer

- 1. challenge a viewpoint?
- 2. state what is true for most people?
- 3. give instructions?
- 4. make recommendations?
- 5. suggest that you needn't think too much?

B
A
C
D
C

Which text is saying the following?

- 6. Role playing can help develop the right brain.
- 7. Some people do not have a dominant left or right brain.
- 8. There are some wrong ideas about right and left brains.
- 9. Schools favour left brain thinkers.
- 10. Some people might wish to be more right brained.

D
A
B
D
B

## Part 4

Read the text and answer the questions. Do **NOT** use more than three words in your answer. The first one is done for you.

### Changing Faces

Every morning on her way to work, Allison Rich is met with sideways glances and furtive second looks. Some people stare openly, others turn away out of embarrassment.

Allison was born with a condition that impeded the development of the left side of her face. She has had to deal with such reactions all her life. She now works for Changing Faces, a charity that challenges the prejudices surrounding facial disfigurement.



Ahead of a public discussion on Thursday at the Wellcome Collection in London, Allison invited me to follow her daily commute to witness the reactions of fellow passengers. Don't look is usually the unspoken rule of a crowded commute. What for everyone else is a momentary shock, followed by a double-take, for Allison is constant undermining scrutiny. As suited workers file on to the drizzle-stained platform in south London, she is met with a series of second glances. One man stares openly, his mouth slightly open, eyebrows knitted in fascination. A woman looks away, her face full of pity.

No-one actually says anything, but as passengers crowd onto the train, their eyes dart up from a newspaper, or hastily look away and then back again. One woman stares, her eyes wide in grim fascination. "Some people we work with tell us people literally stand back in horror. But for me it's that constant slow drip, drip and you can imagine what that does to someone who is not emotionally equipped."

Findings by Changing Faces suggest 542,000 - or one in 111 - people in the UK have a significant facial disfigurement. While society is more accepting of physical disability, the huge growth in cosmetic surgery suggests beauty is increasingly skin-deep. A survey predicted people in Britain would spend about £1bn on cosmetic surgery this year. They found 577,000 cosmetic treatments were carried out in the UK last year, up from 300,000 three years ago. Allison believes the trend is leading to a narrower definition of what people find acceptable. There is now pressure not just from celebrity culture, but in what is expected from day-to-day life as well.

Ultimately Allison has dealt with her disfigurement through inner strength. At school, girls would be friendly outside the gates, but shun her in the classroom. At discos boys would stand in front of Allison before turning to her friends and refusing to dance with her. However, it was one of the cruelest reactions that transformed how she dealt with her disfigurement.

"I was in the student union and this guy came up to me and threw me against the wall and said: 'You are the ugliest thing I have ever seen, I'd kill myself if I looked like you'. I just didn't go out for a few days, I was quite bruised by it. But it also made me realise how I was going to handle myself and that I had to get strong inside. And I think even more importantly I needed to learn how to deal with these things."

**Example:** What happens to Alison on her way to work? *people stare*

1. How long has Alison had a facial disfigurement?

*from birth / all her life*

2. What is going to happen at the Welcome Collection?

*a public discussion*

3. What kind of an organisation does Alison work for?

*a charity*

4. What did the narrator go to work, with Alison, to see?

*other people's/commuters' reactions*

5. How does the shock of other people make Alison feel?

*(constantly) undermined*

6. Alison says the reactions would be particularly hurtful for which people?

Those who are *not emotionally equipped*

7. What has society become more accepting of?

*physical disability*

8. Where is the expectation to be beautiful now coming from ?

*daily life / celebrity culture*

9. What has allowed Alison to cope with her disfigurement?

*(her) inner strength*

10. What did Alison do at first in response to the words of the guy in the student union?

*she stayed home*

**WRITING****Part 1**

Write an **article** as requested in the e-mail below. Write between 200 and 250 words.

Could you please write an **article** for our newspaper about a place that you have visited? Our readers would be particularly interested in practical tips, and your overall opinion of the place as a holiday destination. I've included some points below that you might want to include.

**Practicalities**

- how to get there
- where to stay
- what to bring

**What to do there**

- food
- shopping
- nightlife
- sights
- activities

**What you thought of the place**

- recommend
- not recommend
- why

**Part 2**

Write a story beginning "I woke up that day with a shiver of something between anticipation and fear". Write between 250 and 300 words.