

NEW EDITION
for the 2015 exam specifications

Cambridge English First

Practice Tests

Plus 2 with Key

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TEACHING NOT JUST TESTING

Exam Overview

The **Cambridge First Certificate in English** is made up of **four papers**, each testing a different area of ability in English. The Reading and Use of English paper carries 40% of the marks, while Writing, Listening, and Speaking each carry 20% of the marks. There are five grades. A, B and C are pass grades; D and E are fail grades.

Reading and Use of English	1 hour 15 minutes
Writing	1 hour 20 minutes
Listening	40 minutes (approximately)
Speaking	14 minutes (for each pair of students)

Paper	Formats	Task focus
Reading and Use of English Seven tasks 52 questions	Part 1: multiple-choice cloze. Choosing which word from a choice of 4 fits in each of 8 gaps in the text. Part 2: open cloze. Writing the missing word in each of 8 gaps in the text. Part 3: word formation. Choosing the form of the word given so that it fits into the gap in the text. Part 4: key-word transformations. Using the key word to complete a new sentence which means the same as the one given. Part 5: answering multiple-choice questions. Part 6: choosing which sentence fits into gaps in a text. Part 7: deciding which of the short extracts or paragraphs contains given information or ideas.	Part 1: choice of vocabulary and relationships between words. Part 2: grammar, vocabulary and knowledge of expressions. Part 3: grammatical accuracy and knowledge of vocabulary and expressions. Part 4: grammatical accuracy and knowledge of vocabulary and sentence structure. Part 5: reading for detailed understanding of the text. Part 6: reading to understand text structure. Part 7: reading to locate specific information, detail, opinion and attitude.
Writing Two tasks	Part 1: compulsory task: using given information to write an essay of 140–190 words. Part 2: producing one piece of writing of 140–190 words, from one of the following: a letter/email, a report, a review or an article.	Part 1: focus on writing for an English teacher in a formal style. Part 2: focus on writing for a specific target reader, using appropriate layout and register.
Listening Four tasks 30 questions	Part 1: 8 short texts each with 1 multiple-choice question. Part 2: long text with 10 sentence-completion questions. Part 3: set of 5 short texts on a theme to match to 1 of 8 prompts. Part 4: long text with 7 multiple-choice questions.	Part 1: understanding gist, detail, function, purpose, attitude, etc. Part 2: locating and recording specific information. Part 3: understanding gist and main points. Part 4: understanding attitude, opinion, gist, main ideas and specific information.
Speaking Four tasks	Part 1: examiner-led conversation. Part 2: individual long turn with visual and written prompts. Part 3: two-way collaborative task with written prompts. Part 4: three-way examiner-led discussion.	Part 1: giving personal information. Part 2: organising discourse, describing, comparing, giving opinions. Part 3: sustaining interaction, expressing, justifying and eliciting ideas, agreeing and disagreeing. Part 4: expressing and justifying ideas, agreeing and disagreeing.

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Guidance: Parts 1–4

About the paper

The Reading and Use of English paper lasts for one hour fifteen minutes. It contains seven parts, and has a total of fifty-two questions. There are texts of varying lengths, with a range of text types and styles of writing, for example extracts from newspapers, magazines, websites and novels.

Part 1

In Part 1, you read a short text and complete a multiple-choice cloze task. Eight words or phrases have been removed from the text. For each gap, you have to choose from four options the word or phrase which fits best.

Part 2

In Part 2, you read a short text and complete an open cloze task. Eight words have been removed from the text. You have to complete the gaps.

Part 3

In Part 3, you read a short text and complete a word-formation task. Eight words have been removed from the text. You are given the base form of each missing word and you have to put that word into the correct form to fit the gap.

Part 4

In Part 4, you read six pairs of sentences and complete a key-word transformation task. The pairs of sentences have the same meaning, but are expressed in different ways. Two to five words have been removed from the second sentence, and one of these words, the key word, is given as a prompt. You have to complete the second sentence, using the key word.

How to do the paper

Part 1

- Read the text, ignoring the gaps, to get a general understanding.
- Only one of the options (A–D) fits the gap.
- Check the words before and after the gap, e.g. some words can only be followed by one particular preposition.
- Some questions focus on linking words and so test your understanding of the whole passage.
- If you are not sure which word to choose, decide which options are clearly wrong, and then see which are left. If you're still not sure, you should guess. You do not lose marks for wrong answers, and your guess may be right.
- When you have finished, read your completed text again and check that it makes sense.

Part 2

- Read the text, ignoring the gaps, to get a general understanding.
- Think about the missing words. Each gap only needs one word, usually a grammatical word, e.g. pronoun, linker, preposition, etc. The gaps will not test your knowledge of topic vocabulary.
- Carefully read the text around each gap and think about what type of word is missing, e.g. preposition, pronoun, part of a fixed expression, etc.
- When you have finished, read your completed text again and check that it makes sense.

Part 3

- Read the text, ignoring the gaps, to get a general understanding.
- Decide which type of word is needed in each gap, e.g. noun, adjective, adverb. Look at the whole sentence, not just at the line including the gap.
- Look at the word in capitals to the right of the gap. You may need to add a prefix or suffix, or make other changes. More than one change may be required.
- Check to see if nouns should be singular or plural.
- When you have finished, read your completed text again and check that it makes sense.

Part 4

- Look at the key word. What type of word is it? What usually follows it, e.g. an infinitive, a preposition, or could it be part of a phrasal verb?
- Think about the other words that need to change in the new word order, e.g. an adjective may become a noun or vice versa.
- Your answer may include words or expressions not used in the first sentence, but these must express exactly the same idea. Do not include new information or change the information.
- Remember that contracted words count as two words, e.g. *won't* = *will not*.

Guidance: Parts 5–7

About the paper

Part 5

In Part 5, there is one long text to read. You have to answer six four-option, multiple-choice questions, which follow the order of the text.

Part 6

In Part 6, there is one long text from which six sentences have been removed. These are placed in jumbled order after the text along with an extra sentence that does not fit into any of the

gaps. You have to use your knowledge of grammar, vocabulary, referencing and text structure to reconstruct the text.

Part 7

In Part 7, there is either one long text that has been divided into sections, or a series of short texts on the same topic. There are also ten prompts which report information and ideas from the text(s). You have to match each prompt to the correct text or section of text.

How to do the paper

Part 5

- Read the text quickly to get a general understanding of what it's about and how it's organised.
- Read through the questions or question stems without looking at the options (A–D) and underline key words in the question stem.
- The questions follow the order of the text. Find the piece of text where a question is answered and read it carefully, underlining key words and phrases.
- Some questions which test vocabulary or reference skills will tell you on which line the targeted word or phrase can be found. Read the sentences before and after the one including this word or phrase to find the answer.
- Try to answer the question. Then read the four options (A–D) and choose the one that is closest to your own answer. Look for the same meaning expressed in different ways.
- Check that the other options are all clearly wrong. If you are still unsure, read the text again very carefully and look for reasons why some of the options may be wrong.

Part 6

- Read the base text first, ignoring the gaps, to get a general understanding of what it's about and how it's organised.
- Next, carefully read the text around each gap and think about what type of information might be missing.

- Read sentences A–G. Check for topic and language links with the base text. Highlight reference words and words that relate to people, places, events and any time references. This will help you follow the development of the argument or narrative.
- Choose the best option to fit each gap. Make sure that all the pronouns and vocabulary references are clear.
- Once you've finished, re-read the completed text to be sure that it makes sense with the answers in the gaps.

Part 7

- In Part 7, you don't need to read the whole text or texts first. The text contains information that you don't need to answer the questions.
- Read the prompts (43–52) first, underlining key words and ideas.
- Read through the text(s) quickly and find information or ideas that relate to each question.
- For each question, when you find the relevant piece of text, read it very carefully to make sure it completely matches the meaning of the prompt.
- The ideas in each prompt are likely to occur in more than one section of the text, but only one text exactly matches the idea. You need to read all these sections carefully.

Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

In the exam, mark your answers on the separate answer sheet.

Example:

0 A bright B fair C keen D sharp

0	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
---	----------	----------	----------	----------

Tip Strip

Question 2: Which of these adjectives gives the idea for 'underground'?

Question 3: Which of these phrases is used to introduce an example?

Question 7: Look at the word after the gap – only one of these words can be followed by 'as'.

Question 8: Look at the words after the gap. Only one of these words can be followed by an object and then a verb in the infinitive.

Messages from the Stone Age

The incredible pre-historic Chauvet cave art in France is painted in (0) colours and dates back to a period around thirty thousand years ago when early humans first started to create rock art. Although various (1) of this art have been found in caves in Western Europe, very few people have seen the art at Chauvet because it is located (2) inside an inaccessible underground cave system. Those who have seen it say that it is very impressive, showing animals (3) horses, rhinos and cows, and that the artwork is good enough to (4) modern compositions.

The first scientists to (5) the Chauvet paintings missed some other important (6) however. The walls of the cave are also marked with a series of lines and symbols, that were initially (7) as insignificant. But recent research has suggested that these marks may represent humankind's first steps towards the development of writing, which is (8) people to rethink their ideas about when written communication first started.

- 1 A illustrations B models C cases D examples
- 2 A deep B thick C long D dense
- 3 A by means of B apart from C as well as D such as
- 4 A rival B compare C compete D oppose
- 5 A arrive B reach C meet D know
- 6 A instances B matters C details D issues
- 7 A believed B regarded C thought D agreed
- 8 A resulting B having C making D causing

Part 2

Tip Strip

Question 9: A relative pronoun is needed here – it links the idea to the place.

Question 10: Which preposition is used after the phrase 'to get close'?

Question 12: Which preposition will create a phrasal verb meaning 'to understand'?

Question 15: Which verb combines with 'used to' to form a phrase meaning 'become accustomed to'?

Question 16: You are looking for a verb that is used with 'contact'.

For questions **9–16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

In the exam, write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example:

0	A	R	E																
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Swimming with seals

The UK is home to half the world's population of grey seals and there **(0)** many local boat trips offering sightseeing tours out to the islands and sandbanks **(9)** the animals are most regularly found.

But if you really want to get close **(10)** the seals and understand something about their way of life, then you need to go on an underwater seal-watching trip. On these trips, you have the chance to go over the side of the boat and, equipped **(11)** a wetsuit, mask and snorkel, spend time in the water alongside the animals.

Seals are extremely inquisitive creatures and, once you're in the water, they will swim past you trying to work **(12)** who you are and **(13)** you're doing there. **(14)** they can appear shy at first, seals soon **(15)** used to you being in the water, and will come and play around you. Young pups especially like to **(16)** contact with divers, and often use their teeth, gently biting masks, fins and cameras out of curiosity. It can be a thrilling experience.

Part 3

Tip Strip

Question 17: You need to add a suffix to this word to create a noun.

Question 19: Add a prefix to make a word that means 'find out'.

Question 22: The word you need means 'the people who do science'.

Question 24: Add a prefix to make this word negative.

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (0).

In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 H E A L T H Y

Brain games

According to experts, doing puzzles keeps our brains fit and (0) HEALTH
As well as gaining (17) from finding the correct answer SATISFY
to a difficult problem, we give our brains a good workout in the
process. To help us do this, all sorts of handheld 'brain games'
are now available in the shops, and the most (18) games SUCCESS
have sold in their millions.

What's more, people (19) that the more they play the COVER
games, the easier it is to find a (20) to the problems SOLVE
posed. They see this as proof that there has been an (21) IMPROVE
in the power of their brains. Unfortunately, however, this may
be a false impression.

Some (22) argue that the brain gets better at any task SCIENCE
the more often it is repeated. In other words, the improvement
in the (23) of the brain is something that happens naturally. PERFORM

So although these brain games are obviously fun to play, it
remains (24) whether they are actually helping to boost CERTAIN
brainpower or not.

Part 4

Tip Strip

Question 25: You need a phrase that creates a negative comparison with 'as'.

Question 26: 'Supposed' is followed by the infinitive with 'to'.

Question 27: Use a preposition and a gerund after 'apologised'.

Question 29: You need to turn 'disappointed' into a noun.

For questions 25–30, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

Example:

0 What type of music do you like best?

FAVOURITE

What type of music?

The gap can be filled with the words 'is your favourite', so you write:

Example: 0

IS YOUR FAVOURITE

In the exam, write only the missing words IN CAPITAL LETTERS on the separate answer sheet.

25 Brad speaks English better than his parents do.

AS

Brad's parents don't he does.

26 Cycling is not allowed in the park.

SUPPOSED

You in the park.

27 'I'm sorry I didn't let you know I was going to be late, Ann,' said Jamie.

APOLOGISED

Jamie Ann know that he was going to be late.

28 A heavy fall of snow prevented them from getting home that night.

ABLE

They home that night because of a heavy fall of snow.

29 Ursula was disappointed not to win the competition.

CAME

Not winning the competition to Ursula.

30 I paid far more money for my new computer than I expected to.

SO

I didn't expect money for my new computer.

Part 5

You are going to read an article about a woman's career. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

In the exam, mark your answers **on the separate answer sheet**.

A varied career

Chloe Kelling, a successful model and singer-songwriter, now has a new venture

I arrive for my interview with Chloe Kelling and I'm asked to wait in the garden. I hardly have time to start looking round at the carefully tended flowerbeds when Chloe appears. Every bit as tall and striking as I'd expected, Chloe emerges from the house wearing an oversized man's jacket, a delicately patterned top and jeans. Chloe is known for her slightly quirky sense of fashion and, of course, she looks great as she makes her way towards me through the flowerbeds.

'Let's talk in my office,' she says, leading the way not back to the house, but instead to an ancient caravan parked up next to it. As we climb inside the compact little van, the smell of fresh baking greets us. A tiny table is piled high with cupcakes, each iced in a different colour. Chloe's been busy, and there's a real sense of playing tea parties in a secret den! But what else should I have expected from a woman with such a varied and interesting career?

Chloe originally trained as a make-up artist, having left her home in the country at nineteen to try and make her name as a model in London, and soon got work in adverts and the fashion business. 'I went to Japan to work for a short period, but felt very homesick at first,' she recalls. 'It was very demanding work and, though I met loads of nice people, it was too much to take in at nineteen. If I'd stayed longer, I might have settled in better.'

Alongside the modelling, Chloe was also beginning to make contacts in the music business. 'I'd been the typical kid, singing with a hairbrush in front of the mirror, dreaming of being a star one day,' she laughs. She joined a girl band which 'broke up before we got anywhere', before becoming the lead singer with the band Whoosh, which features on a best-selling clubbing album. Unusually though, Chloe also sings with two other bands, one based in Sweden and another in London, and each of these has a distinct style.

It was her work with Whoosh that originally led to Chloe's link with Sweden. She was offered a song-writing job there with a team that was responsible for songs for some major stars, but gradually became more involved in writing music for her own band.

Although she now divides her time between London and Sweden, her first stay there turned out to be much longer than she'd bargained for. 'The rooms are very tall over there and so people have these rather high beds that you climb up to,' she explains. 'I fell as I climbed up the ladder and cracked three ribs. Although the people at the hospital were very kind, I was stuck there for a while, which was very frustrating. Sneezing and laughing were so painful at first, let alone singing!'

It was while recovering from her injuries that Chloe hit upon the idea of staging what she calls vintage fairs. 'It was snowing in Sweden and I wanted something nice to look forward to.' Chloe had always loved vintage clothes, particularly from the 1950s, and decided to stage an event for others who shared her passion. The first fair was held in her home village and featured stalls selling all sorts of clothes and crafts dating back to the 1950s. It was a huge hit, with 300 people turning up.

line 39 'When I had the idea of the first fair, it was only meant to be a one-off, but we had so many compliments, I decided to go ahead with more,' says Chloe. 'There's something for all ages and people find old things have more character than stuff you buy in modern shops. It also fits perfectly with the idea of recycling.' Looking round Chloe's caravan, I can see what she means.

Tip Strip

Question 31: The answer is in the first paragraph. Look for the sentence 'Chloe is known for her ... sense of fashion'. Which option has the idea 'known for' and a word that means 'fashionable'?

Question 35: The piece of text that talks about 'hospital' and 'Sweden' contains the answer.

Question 36: Find a word or phrase in the options that means the same as 'compliments' (line 39).

- 31** In the first paragraph, the writer suggests that Chloe
- A** usually keeps people waiting.
 - B** is much taller than he expected.
 - C** lives up to her stylish reputation.
 - D** is surprisingly interested in flowers.
- 32** What do we learn about Chloe in the second paragraph?
- A** She's cooked something for her guest.
 - B** She's expecting some other visitors today.
 - C** She has no room in her house for an office.
 - D** She invites very few people into her caravan.
- 33** What does Chloe say about her trip to Japan?
- A** She soon got used to her life there.
 - B** She felt lonely most of the time there.
 - C** She wishes she'd done the work better.
 - D** She wasn't old enough to appreciate it fully.
- 34** In the fourth paragraph, we find out that Chloe
- A** gave up modelling to become a singer.
 - B** had always had ambitions to be a singer.
 - C** has now left the first successful band she joined.
 - D** sings in three bands that have a very similar sound.
- 35** Chloe ended up in hospital in Sweden after
- A** breaking a rib whilst trying to move her bed.
 - B** hurting her leg in a fall from her bed.
 - C** falling off a ladder in her bedroom.
 - D** tripping over in her room at night.
- 36** What does Chloe say about her 'vintage fairs'?
- A** Her main aim is to raise awareness of environmental issues.
 - B** She has responded to positive feedback from customers.
 - C** Certain shops are now showing interest in the idea.
 - D** They are mostly popular with older people.

Part 6

You are going to read an article about a boxer. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

In the exam, mark your answers on the separate answer sheet.

In defence of women's boxing

Lucy O'Connor thinks that women's boxing is widely misunderstood

Women's boxing is a new addition to the list of sports included at the Olympic Games. But according to Lucy O'Connor, winner of various international competitions, it's still widely misunderstood – a situation that Lucy's hoping to change. After graduating, Lucy took up boxing on the advice of a sports coach, who thought it would improve her general fitness. But Lucy soon set her sights on competitions and it wasn't long before she was boxing at the National Championships, which she eventually went on to win.

As a result of her success, Lucy was accepted on to what the navy calls its 'elite sportsman's programme'. **37** Every day now starts with a run at 7 a.m., followed by a skill and technique session or a strength and conditioning circuit. Come the afternoon, there are more aerobic workouts, before Lucy gets into the ring and practises with other elite boxers.

As with all competitors, diet is a huge part of Lucy's life. Since she first started boxing, she's had to shed twenty-eight kilos. Losing the last six, which took her into the flyweight category, required great determination. **38** As she explains: 'I don't go out to party anymore. Thankfully, I'm married to my boxing coach, so at least I've got some sort of social life!' Lucy's husband boxed as a heavyweight himself and he's in her corner for all her domestic competitions.

Lucy's mum works as a buyer at a big department store, and Lucy has been testing out products for the store's

sports division. Whilst preparing for a recent international championship, Lucy wore a new titanium-based sports clothing range designed to improve circulation and aid recovery. **39** But how does her family react to her taking part in competitions? 'Mum tends to admire me boxing from afar, but Dad just loves it!'

Lucy has clearly answered questions about safety concerns before and cites all the protective gear boxers strap on before a fight such as hand bandages, head guards, gum shields and much more. 'Amateur boxing is not dangerous,' she says definitively. 'It's so safety-orientated and the rules are so stringent it's actually difficult to get hurt. We approach it more as a skill and point-scoring exercise, rather than as a fight. **40**' Boxers win points by landing the white knuckle part of their gloves on the opponent's scoring area – essentially the upper body and head – cleanly and with sufficient force. In five years of competitive boxing, Lucy's suffered only a few bruises and a broken thumb.

And in response to those who think it's 'inappropriate' to see women boxing at the Olympics, Lucy is quick to point out that women have been competing in martial arts such as taekwondo and judo for years. **41**

Her biggest concern is that people confuse amateur boxing competitions with professional fights, where the focus is more on aggression and hurting your opponents. 'Female amateur boxing is about showing skill, speed and stamina,' she says. **42** 'I find it so satisfying to be changing people's opinion.'

Tip Strip

Question 37: Look for the option that talks about Lucy's training. The text after the gap describes what she does to train.

Question 38: The text before the gap talks about a goal that Lucy achieved. Which option has a word with a similar meaning to 'goal'? The text after the gap talks about

the way Lucy lives. There's a word in the option that means this too.

Question 41: Look for the option that talks about women doing similar sports.

Question 42: Look for the option that contains a word that means 'to be wrong'.

- A** All that hard work certainly paid off and the competition itself brought out the best in Lucy.
- B** That's because in order to reach that target, she had to totally rethink her lifestyle.
- C** Having access to this space-age training kit was certainly an advantage.
- D** If the sport was more in the public eye, then fewer people would make that mistake.
- E** Nobody complained about women taking part in those events when it was introduced.
- F** That's why I've always regarded it as a thinking girl's sport really.
- G** What this meant, in effect, was that she was able to train full-time.

Tip Strip

Question 45: Look in the texts for somebody who might make travel arrangements for you.

Question 48: Read the first part of all four texts. Which one talks about the 'beginning of a trip'? Can you find a phrase that is used to express doubts?

Question 50: Look at all the pieces of text that talk about meeting people. Look for a phrase that says how similar the writer felt to these people.

Question 51: Look for another way of saying 'decision making'.

Part 7

You are going to read a magazine article about students who travelled around Australia alone during their long summer vacation. For questions 43–52, choose from the students (A–D). The students may be chosen more than once.

In the exam, mark your answers **on the separate answer sheet**.

Which student mentions ...

- | | | |
|--|----|----------------------|
| a daily activity that was not enjoyable alone? | 43 | <input type="text"/> |
| a good way of keeping travel plans flexible? | 44 | <input type="text"/> |
| appreciating not having to waste time organising practical details? | 45 | <input type="text"/> |
| becoming more tolerant of other people? | 46 | <input type="text"/> |
| feeling better after keeping in touch with others? | 47 | <input type="text"/> |
| having doubts at the beginning of a trip? | 48 | <input type="text"/> |
| liking not having to agree an itinerary with others? | 49 | <input type="text"/> |
| meeting people with a similar outlook on life? | 50 | <input type="text"/> |
| missing having someone to help with decision-making? | 51 | <input type="text"/> |
| the advisability of going for the best accommodation you can afford? | 52 | <input type="text"/> |

Solo travel in Australia

A Phil Morston

I remember sitting in the plane thinking to myself: 'What have I let myself in for?' The first few days were scary: I was all on my own on the other side of the world with nothing planned. But I soon met up with people to travel with. Of course, some you get on with, others you don't. Some, for example, had every day planned out day in minute detail, when in practice things can change and it's great to have the freedom to go with the flow. And that's easy enough to do. You can take the Oz Experience bus down the west coast, jumping off whenever you want, then catching the next bus when you're ready to move on again. Being away for a year, you do occasionally get lonely. To cheer myself up, I'd sit down and write a fortnightly email home about everything I'd been up to.

B Leila Stuart

Without doubt, you meet all sorts of people when travelling alone. I even made a friend on the plane out there. Some people are keener to make friends than others, of course, but if someone's chosen to do the same type of trip as you, you've probably got lots of ideas in common. The advantages of a pre-planned tour are that you can get an agency to take care of all the arrangements, which can be time-consuming to do yourself – but it does mean that you're tied to a predetermined itinerary, which wouldn't suit everyone. There's also the safety aspect in terms of the places you visit often being very remote. If you go off trekking in the wilds of a foreign country alone, it could be difficult to get help if things went wrong.

C Danny Holt

Travelling solo creates opportunities to meet people. There's no substitute for sharing the experiences of the day with a companion, and being alone forces you to seek someone out. I'd never have met so many people if I'd been travelling with friends. There's also the wonderful freedom to do what you like, when you like, without having to convince anybody that it's a good idea. However, there are downsides; meal times are something I've never really got to grips with in all the years I've travelled alone. But my advice would be to give solo travel a go – it can be very liberating. Maybe try a short trip to begin with, just in case it's not for you. Another thing is stay in the nicest places your budget permits. Miserable hostels can really spoil a trip. And if you really are happy 'being anti-social, a pair of headphones can ensure the person in the next seat doesn't bore you to death on the plane!

D Kerry Winterton

Fun as it is, travelling solo also has its low points, including occasional loneliness and the pressure that you're under to make your own mind up about everything. I chose to travel alone because I wanted to do something different, but I did miss people from home, and sometimes fell out with other travellers I'd teamed up with along the way. But I learnt to accept that some people have different attitudes to mine; that you have to put up with irritating people in hostels and accept not having as much privacy as you're used to at home. The best thing for me about travelling alone was that it was a brilliant experience that enhanced my independence and helped me feel more self-assured. I knew I was on my own, which made me make more effort to speak to people and by doing so I made lots of great friends.

Guidance

About the paper

The paper lasts for 1 hour and 20 minutes. There are two parts to the paper and in each part you have to complete one task.

Part 1

Part 1 is compulsory. You have to write an essay in a formal style, giving your opinion on the essay title, using the ideas given and providing an idea of your own. You should write between 140 and 190 words.

Part 2

In Part 2, you must choose one question from a choice of three. Tasks may include some of the following: an article, an email,

a letter, a report or a review. You should write between 140 and 190 words.

Task types

- Letter or email
- Article
- Report
- Review

For more information about the writing paper task types, refer to the Writing File on pages 162–168.

How to do the paper

Part 1

- Don't be in a hurry to start writing. It pays to spend a few minutes planning! Read the instructions carefully to understand:
 - the topic you had discussed in class and the title of the essay you have to write.
 - what information you have to include in your answer: this will ensure that you include the two notes provided.
- Think of a third point of your own, something which is not mentioned in the first two points given.
- Look again at the three written notes and expand them by noting down a couple of ideas for each.
- Decide how many paragraphs you will need and which ideas you want to group together in each paragraph.
- When you finish, do a final check. Is the style formal? Have you included all the notes? Are there any basic mistakes that you can correct?

Part 2

- Remember that whereas in Part 1 you always have to write an essay in a formal style, in Part 2 you need to choose from task types that may require a semi-formal or informal style, and a variety of formats.

- Don't be in hurry to start writing. Look carefully at each task (e.g. the report) and topic (e.g. the environment) and:
 - Think of report writing. Are you confident you know how to write the task type?
 - Think of the environment as a topic. Do you have some interesting language you can use?
- Choose a topic where your answers to both of the questions above is 'yes'. For example, choose the report only if you know how to present and organise the information, and you also like the topic and have some interesting language you can use.
- Read the task you have chosen and be sure you understand the following:
 - What is the situation?
 - Who will read your piece of writing?
 - What is your purpose in writing this piece?
- Jot down the ideas that come into your head, in any order. Then choose your best ideas and decide how you will organise them into paragraphs.
- When you finish, revise your writing. Have you used varied language? Are your points clearly expressed?

You **must** answer this question. Write your answer in **140–190** words in an appropriate style.

- 1 In your English class you have been talking about different ways to protect the environment. Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

What can young people do to help protect and improve their local environment?

Notes

Write about:

1. recycling things
2. cycling or walking instead of using cars
3. (your own idea)

Write your **essay**.

Tip Strip

- Begin by underlining the key words in the instructions, e.g. 'different ways to protect the environment', 'using all the notes'.
- Read the essay question and the two written prompts. Note down a couple of ideas to include for each prompt, and also some interesting vocabulary you

- may use. For example, for the second prompt you could jot down 'air pollution', 'too much traffic'. Think of a third idea of your own and make some notes on that too.
- Plan your answer. Decide which ideas you will include in each paragraph. Remember that writing an essay is much easier when you have a plan!

- Introduce the topic in the first paragraph. You can do this by rephrasing the essay question, for example, 'We all need to help protect and improve our local environment.'
- Avoid writing only very simple sentences. Try to use a variety of tenses and grammatical structures. Don't forget to summarise your opinions briefly in the

last paragraph.

- When you have finished, check that you have dealt with the two notes provided, and with a point of your own. Check that you have written between 140 and 190 words, but don't waste time counting every word.
- Finally, check your grammar and spelling.

Part 2

Tip Strip

- Before you start writing, think of the task type you have chosen. Is it an email, a review or an article? Remember what you have learnt about each task type.
- Whatever your choice, before you start writing, note down the main points you want to include in each paragraph.

Question 2: You are writing to a friend. Think of the style you have to use: is it formal or informal? Remember that your email must have opening and closing lines, and that you have to write full sentences. Do not use words that are commonly used in text messages, e.g. 'lol', 'tvl'. Plan your answer: in paragraph 1, you may want to mention the best places and things to see, in paragraph 2 you can tell him about what transport is best and whether you can join him and his friends.

Question 3: Use varied vocabulary and avoid repeating adjectives such as 'nice' and 'good'. Jot down some words or expressions you may want to use when talking about a TV series. You will need to use language of description, opinion and recommendation.

Question 4: In your article you have to describe the computer game first. Think about how you will organise your description so that it is clear to people who have not played it, e.g. what the players have to do, who the characters are, who wins, etc. Then you have to recommend it to other readers: think of the reasons you will give (e.g. it is challenging, thrilling, etc.).

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **140–190** words in an appropriate style.

- 2 You have received an email from your English-speaking friend, Jack, who is coming to visit your country with some friends. Write an email to Jack, answering his questions.

What are the best places to explore and things to see in your area? Should we use public transport or hire bikes? Are there interesting museums or exhibitions to learn about your country? Join us if you can! Please write soon.
Jack

Write your **email**.

- 3 You recently saw this notice in a magazine for students of English.

Write a review of a TV series you really enjoy!

Tell us what makes the plot and characters so interesting for you, and whether you would recommend it for viewers of all ages.

Write your **review**.

- 4 You have decided to write an article about your favourite computer game for a magazine for young people called *Funtime*. Write the article, describing the game and explaining why you would recommend it to other readers.

Write your **article**.

Guidance

About the paper

The Listening paper lasts about forty minutes and has four parts, with a total of thirty questions. There are texts of varying lengths and types, e.g. extracts from media broadcasts and announcements, as well as everyday conversations. You will hear each recording twice. You have time to read the questions before you listen.

Part 1

In Part 1, you listen to eight unrelated extracts of around half a minute each. The extracts may be monologues or dialogues and will include a range of speakers and contexts. You have to answer one three-option, multiple-choice question on each extract.

Part 2

Part 2 involves one long text of around three minutes. You will hear one speaker giving a talk or presentation on a specific

topic. A set of ten sentences report the main points from the listening. A word or short phrase has been removed from each sentence. You have to listen and complete the gaps.

Part 3

In Part 3, you hear a series of five short monologues of around 30 seconds each. Each of the five speakers is talking about the same topic. As you listen, you look at a list of eight prompts and decide which one matches what you hear. There are three prompts you do not need to use.

Part 4

In Part 4, there is one long text of around 3 minutes. This is generally an interview or a discussion between two people. You have to listen and answer seven three-option, multiple-choice questions.

How to do the paper

Part 1

- The eight extracts are not linked in any way. There will be a variety of text types, speakers and interaction patterns, e.g. interviews, informal conversations, announcements, etc.
- Before you listen to each extract, look at the context sentence. Think about who the speaker is and about the context, e.g. is it a broadcast interview, an informal chat?
- Some questions ask you to identify the speakers' opinions. Before you listen, think about which of the speakers you are listening for in each question and underline key words in the question stem. Some questions will focus on both speakers and whether they agree or not.
- Some questions will ask you to identify a speaker's feeling or attitude, or that person's purpose in talking, e.g. to explain, to apologise, etc.
- Some questions will test your understanding of a speaker's main idea, or a detailed piece of information that they give.
- Listen first to find the correct answer to the question posed in the stem.
- Listen again to match that answer to the correct option (A–C).

Part 2

- Before you listen, read the rubric and think about the context.
- You have time to read through the sentences before you listen. Think about the type of information that is missing in each sentence.
- Most answers are concrete pieces of information, e.g. proper nouns or numbers.
- The information on the page follows the same order as the information in the listening text. Use the sentences to help you keep your place as you listen.
- The words you need to write are heard on the recording. There is no need to change the form of the word or find a paraphrase.
- Write no more than three words in each gap. Most answers will be single words or compound nouns.

- Check that your answer fits grammatically, e.g. singular and plural, tense, etc. and that it makes sense in the complete sentence.

Part 3

- There are five different speakers all talking about the same topic. You will hear all five of them and the whole listening text will then be repeated.
- You have time to read the task before you listen. Read the options (A–H) so that you are ready to choose one as you listen.
- The first time you listen, pay attention to the speaker's main idea. Mark the option closest to this idea. Remember that the five speakers are all talking about the same topic, so you will hear the same vocabulary and similar information from each speaker.
- The second time you listen, check your answers. You may need to change some of them. Remember that there are three options that you don't need to use.
- Don't worry if you don't understand every word. If you're not sure of an answer, then guess. You have probably understood more than you think.

Part 4

- Before you listen, read the rubric and think about the context.
- You have time to read through the questions before you listen.
- Underline the key words in the question stems and options.
- The questions follow the order of the text. Listen out for the interviewer's questions that introduce the topic of each question that you have to answer.
- Listen first to find the correct answer to the question posed in the question stem.
- Listen again to match that answer to the correct option (A–C).
- The words in the options will not be the same as those you hear in the recording.

Part 1

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

Tip Strip

Question 1: Listen for the words 'great' and 'wonderful'. What are they talking about when they use these words?

Question 3: Listen for the phrase: 'the worst thing'. What is the boy referring to when he says this?

Question 5: Listen for a word that means 'surprising'. The answer comes after it.

Question 7: Listen for something you wear on one of these forms of transport.

- 1 You hear two friends talking about attending a motor-racing event.
They agree that the best thing about it was
A the race.
B the facilities.
C the atmosphere.
- 2 You hear a football coach talking about a match.
He thinks that the team lost because
A they lacked concentration.
B they hadn't practised enough.
C they weren't very fit.
- 3 You hear two people talking about a computer game.
Why does the boy dislike it?
A It's boring.
B It's expensive.
C It's complicated.
- 4 You hear a woman talking about judging a poetry competition.
What surprised her?
A how nature was seen in the poems
B how many poems some people wrote
C how humorous the poems were
- 5 You hear a young man talking about travelling alone for the first time.
How did his parents react to the idea?
A They were helpful.
B They were worried.
C They were angry.
- 6 You hear part of a talk by a nurse.
What is she doing?
A giving instructions to a new colleague
B explaining how patients should be treated
C outlining the good and bad points of the job
- 7 You hear a man talking about a long-distance journey he made.
How did he travel?
A by bus
B by motorbike
C by car
- 8 You hear two friends talking about listening to the radio.
What did the girl like about the programme she mentions?
A It was amusing.
B She learned something.
C The presenter was good.

Part 2

Tip Strip

Question 9: Be careful: two shows are mentioned, but only one of them fits here.

Question 10: The words 'exactly' and 'older' tell you that you are listening for a number.

Question 12: Listen for the word 'difference'. It's also in the sentence, and the answer comes after it in the listening text.

Question 13: You are listening for a comparative adjective that describes the boys.

Question 14: Be careful: other lessons are mentioned, but what did Tim start learning?

Question 17: Listen for the word 'image' in the text. The answer follows this. Wait until you hear a word with a similar meaning to 'key' – what does it refer to?

You will hear a singer called Tim Tanner, who sings with his twin brother Sam Tanner, talking about their lives and career. For questions 9–18, complete the sentences with a word or short phrase.

Singing twins: Tim and Sam Tanner

The name of the talent competition which the twins won is
(9)

Tim is exactly (10) older than Sam.

The twins were born in the month of (11)

The main physical difference between Tim and Sam is their
(12)

Tim has a less (13) personality than Sam.

At school, both Tim and Sam were good at
(14)

Sam started taking (15) lessons when he
was thirteen.

The fact that the twins share the same (16)
sometimes leads to arguments.

Tim says a key part of the twins' image is the
(17) they wear.

The title of the twins' next album is (18)

Part 3

Tip Strip

Speaker One: Listen for the phrase 'the best teacher in the world'. What she says next explains why she decided to start playing classical music.

Speaker Two: Listen to what he says about a big rock star – it helps with the question.

Speaker Three: Be careful: a teacher is mentioned by Speaker 3, but D is not the answer.

Speaker Four: When he says 'to some fast-food place', what is he referring to? This helps with the answer.

Speaker Five: Listen to the second half of what she says. What or who is she talking about?

You will hear five short extracts in which people are talking about classical music. For questions **19–23**, choose from the list (**A–H**) the reason each person gives for starting to play classical music. Use the letters only once. There are three extra letters which you do not need to use.

-
- | | | | |
|---|-----------|----------------------|-----------|
| A following a family tradition | Speaker 1 | <input type="text"/> | 19 |
| B being introduced to a range of good music | Speaker 2 | <input type="text"/> | 20 |
| C the experience of attending a concert | Speaker 3 | <input type="text"/> | 21 |
| D the encouragement of a teacher | Speaker 4 | <input type="text"/> | 22 |
| E hearing it in an everyday situation | Speaker 5 | <input type="text"/> | 23 |
| F realising the importance of starting young | | | |
| G the influence of someone famous | | | |
| H finding other types of music unexciting | | | |

Part 4

Tip Strip

Question 25: What does Ann say about the countryside? Which option does this refer to?

Question 27: Listen to what Ann says about 'professional distance'. What does she mean by this?

Question 28: Be careful: all three sports are mentioned. Which one does Ann 'get into quite a bit'?

Question 29: Listen for the expression 'a bit of a pain'. What does it refer to?

You will hear an interview with a professional athlete called Ann Brown. For questions 24–30, choose the best answer (A, B or C).

24 What does Ann say about her performance in the world championships?

- A She was disappointed not to win.
- B She wishes she'd been more prepared.
- C She did better than she'd been expecting to.

25 How does Ann feel about the place where she trains?

- A She finds it quite boring.
- B She enjoys looking at the scenery.
- C She pays little attention to where she is.

26 What does Ann think of the idea of taking a 'day off' from training?

- A She thinks all athletes need one sometimes.
- B She would like to have more of them.
- C She doesn't find them necessary.

27 What is Ann's attitude towards the other competitors in races?

- A She avoids close social contact with them.
- B She's made a few good friends amongst them.
- C She finds it easy to talk to them when she has to.

28 In her free time, Ann enjoys

- A kite flying.
- B skiing.
- C reading.

29 How does Ann feel about being recognised in public?

- A She's relaxed about it.
- B She finds the attention exciting.
- C She dislikes signing autographs.

30 When thinking about the future, Ann

- A plans around five years in advance.
- B admits to worrying about getting injured.
- C remains focused on winning important races.

Guidance

About the paper

The Speaking paper contains four parts and lasts fourteen minutes. There are two candidates and two examiners. One examiner acts as interlocutor and interacts with the candidates and the other examiner acts as assessor and does not join the conversation. The candidates are assessed on their performance over the whole test.

Part 1 (2 minutes)

The examiner asks candidates questions about their own lives, focusing on areas such as their daily life, leisure, work, future plans, holidays, likes and dislikes. The examiner addresses each candidate in turn and does not invite them to talk to each other, though the candidates may do so if they wish. This is a natural way to begin the test and it allows candidates to settle and feel comfortable.

Part 2 (4 minutes)

Each candidate is given the opportunity to speak for 1 minute without interruption. The examiner gives each candidate two pictures and reads out a task. One part of this task is to compare them, but there is also an extra task which is written

above the pictures. At the end of each long turn, the examiner asks the other candidate a question which only requires a brief answer.

Part 3 (4 minutes)

Both candidates are given oral instructions and a diagram with one question and five written prompts, which is the basis for the task that they have to carry out together. The instructions for this part are in two parts. **First** the interlocutor will ask the candidates to talk to each other about the question and the different written prompts. The written question helps candidates focus on the task. The candidates will be given 15 seconds to look at the task before starting the discussion. **Then**, after two minutes, the interlocutor will give the candidates 1 minute to decide on something. When making their decision, candidates will be expected to give reasons for their choices.

Part 4 (4 minutes)

The examiner asks the candidates questions related to the points discussed in Part 3, which broaden the topic and allow the candidates to discuss issues in more depth.

How to do the paper

Part 1

Listen carefully to the examiner's questions and to your partner's answers, as you might be asked the same or a similar question, or a completely different one.

Give full answers, adding relevant comments, reasons or examples.

Part 2

First compare the two pictures, pointing out similarities and differences.

Then move to the next task written above the pictures.

Part 3

First explore each of the issues suggested by the written prompts. Don't be afraid to give opinions and make comments, agreeing or disagreeing with your partner.

Then when reaching a decision, remember there are no right or wrong choices and you won't be given marks on your opinions but on the language you produce.

Part 4

Answer questions in depth and express your opinions clearly.

Involve your partner in the discussion.

TEST 1 SPEAKING

Tip Strip

Free time

Question 2: Give examples of activities you used to like and of activities you have taken up recently.

Question 4: If you don't remember a party, you can invent one! The examiner only wants you to produce some language that he/she can assess.

Education and work

Question 2: Don't spend time making exact calculations, just answer the question and add some comment, i.e. how useful you find it.

Questions 3/4: You may not have thought about your future, but you can quickly think of an interesting job or skill to answer these questions.

Media

Questions 2/3: Don't be afraid to say you never do this, but explain why you don't. The examiner wants to hear you produce some language.

Question 4: Don't spend time thinking about the details of the film, just talk!

PART 1 (2 minutes)

Good morning/afternoon/evening. My name is ... and this is my colleague

And your names are?

- Where are you from, (*Candidate A*)?
- And you, (*Candidate B*)?

First we'd like to know something about you.

Select one or more questions from any of the following categories, as appropriate.

Free time

- Do you prefer to spend time on your own or with other people? (Why?)
- Has your choice of free time activities changed over the years? (In what way?)
- What kind of music do you like? (Why do you enjoy it?)
- Do you like going to parties? (Tell us about a party you remember well.)

Education and work

- Do you work or do you study? (Tell us where you study/work.)
- How often do you use the Internet to study?
- What type of work would you like to do in the future?
- What new skill would you like to learn? (Why?)

Media

- What kind of television programmes do you like best?
- Do you like reading newspapers and magazines? (Where do you read them?)
- Do you ever listen to the radio? (When?)
- Do you like going to the cinema? (Tell us about a film you've seen recently.)

Tip Strip

Candidate A: You could compare being at home or in the countryside, with many people or on your own, enjoying a noisy or a quiet time. You could refer to *having a good time with friends, playing instruments and singing, enjoying silence, a peaceful moment, favourite music.*

Candidate B: You could compare two different shopping experiences, an artisans' market and a busy shopping centre. You could refer to *looking for something special, enjoying the atmosphere, seeing lots of people, buying everything you need in one place.*

Tip Strip

For the first part of the task you could say: *You have to concentrate when watching a film because if you don't you can't follow what's going on.*

For the second part: *I think concentration is most important when you study maths because it's not an easy subject.*

Tip Strip

Question 1: Possible answers include: *it is hard work, they get bored, they lack patience, etc.*

Question 2: *They have a better/worse memory, they are (not) used to working hard, they have more/less energy, it is easier/more difficult to learn new things, etc.*

Question 3: *It does, because you must learn the grammar, remember the spelling of new words, understand spoken language, etc.*

PART 2 (4 minutes)

Interlocutor In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs. They show **people enjoying music**. [Turn to the pictures on page 169.] I'd like you to compare the photographs, and say **why you think the people are enjoying these experiences**. All right? (1 minute)

Thank you. (Candidate B), **do you like going to concerts?** (30 seconds)

Thank you. Now, (Candidate B), here are your photographs. They show **people shopping in different places**. [Turn to the pictures on page 170.] I'd like you to compare the photographs, and say **why the people might have chosen to shop in these places**. All right? (1 minute)

Thank you. (Candidate A), **do you enjoy shopping?** (30 seconds)

PART 3 (4 minutes)

Interlocutor Now, I'd like you to talk about something together for about two minutes.

Here are some activities which may need a lot of concentration and a question for you to discuss. First you have some time to look at the task (15 seconds). [Turn to the task on page 171.]

Now, talk to each other about **why it might be necessary to concentrate when doing these activities**. (2 minutes)

Thank you. Now you have a about minute to decide **which two activities need the most concentration**. (1 minute)

PART 4 (4 minutes)

Interlocutor Use the following questions, in order, as appropriate:

- Sometimes, people don't like having to concentrate. Why do you think this is?
- Do you think young people find it easier to concentrate on things than older people? (Why/Why not?)
- Do you think that learning languages requires a lot of effort and concentration? (Why/Why not?)
- How important is it for people to have time to relax and forget the pressure of work or studies?
- What do young people do to relax in (candidate's country)?
- How easy do you think it is to work when there is background noise?

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Interlocutor Thank you. That is the end of the test.

Guidance: Parts 1–4

Testing focus

Part 1

In Part 1, there is a range of testing focuses. Most questions focus on your knowledge of vocabulary and how it is used. Questions may focus on:

- your knowledge of general vocabulary related to the topic of the text.
- the relationship between words, e.g. which preposition is used after a word, or whether it is followed by an infinitive or a gerund.
- your knowledge of fixed expressions and collocations, including phrasal verbs.
- your knowledge of linking words and phrases. This tests whether you have understood the meaning of the whole text.

Part 2

Part 2 mostly tests your knowledge of grammar and sentence structure. Questions can focus on:

- the relationship between words, e.g. which words go together to form a fixed expression or phrasal verb.
- sentence structure, e.g. asking you to insert the correct relative pronoun or a conjunction.
- other grammatical words, e.g. quantifiers, determiners, articles, etc.
- linking words and phrases to test whether you have understood the meaning of the whole text.

Part 3

Part 3 tests whether you can create the correct form of the word to fit in the sentence. Questions may focus on:

- your knowledge of prefixes and suffixes.
- your grammatical knowledge, e.g. which form of the word is needed to complete the meaning in the sentence.
- common expressions and collocations, e.g. which form of the word is used to form a common expression.
- your knowledge of compound words.

Part 4

Part 4 tests your knowledge of both vocabulary and grammar. Questions always have two testing points, e.g. it could be a change to a word from the input sentence, plus a change to the word order to create a new sentence pattern.

- You are tested on your ability to express the same ideas using different grammatical forms and patterns, e.g. in a sentence that starts with a different word, or using a different part of speech.
- Questions may test your knowledge of fixed phrases and collocations by asking you to find the words that combine with those already in the target sentence.
- Your answer must be grammatically accurate.

Preparation tips

- Do as many practice tests as possible so that you fully understand what is expected of you and so that you feel confident going into the exam.
- Keep a vocabulary notebook in which you write down useful vocabulary you come across, arranged by topic.
- Try to learn words in chunks rather than in isolation. When you learn a new word, write down not only the word, but also the sentence it is used in.
- When you're doing practice tests, keep a note of items you get wrong and attempt them again two weeks later.
- Write a verb on one side of a card, and its dependent preposition on the other. Test yourself on them in your free time.
- Choose a text in English and underline all of the prepositions. Then go back through and decide which ones are part of set word patterns.
- Go through a reading text and write a list of all of the adjectives. Is there a noun in the same family? What about an adverb?

Guidance: Parts 5–7

Testing focus

Part 5

Although they all have the same multiple-choice format, the questions in Part 5 have a range of testing focuses. Part 5 questions test your detailed understanding of the meaning of the text, as well as general language and reading skills. Most questions relate to specific pieces of text.

Some questions test a detailed understanding of parts of the text, whilst others test the use of particular vocabulary and expressions, or the use of reference words. Other questions may test your understanding of the writer's intended message, attitude or opinion. Occasionally one question may test your understanding of the text as a whole, in which case it would be the last question.

Some questions will focus on a phrase or sentence in the text, whilst others will ask you to interpret the meaning of a whole paragraph.

Look for clues in the question stems to help you find the targeted piece of text. For example, 'In the third paragraph' is a clear indication of the piece of text you need to read; but it also tells you not to consider information and ideas from elsewhere in the text when choosing your answer.

Part 6

Part 6 tests your ability to see the links between the different sentences and parts of a text, and use these to put a jumbled text into the correct order. This means looking for the links the writer makes between sentences to tell the story, or develop the argument coherently. These links can be of different types, and often more than one type of link will help you answer the question. Look for:

- vocabulary links between the sentences in a paragraph, especially where an idea from one sentence is developed in the following one. Don't expect to see the same word

used, however. You should look for different words with a similar meaning.

- grammatical links between the sentences, especially the use of pronouns and other words that summarise or refer to things already mentioned.
- logical links of topic and focus. Look for where people, places or ideas are first introduced in the base text. If these are referred to in an option, then that sentence will usually fit later in the text.

You are looking for links that work, but also looking for links that don't work. For example, if a sentence in the options seems to fit a gap logically and contains the right sort of ideas and vocabulary, you need to check whether there are any pronouns, e.g. *his*, *these*, etc., or other reference words in the option. Check whether all these words have a clear point of reference in the text before or after the gap.

Part 7

In Part 7, you are being tested on your ability to locate relevant parts of the text, or texts, and match them to the ideas in the prompt questions. Two types of reading skill are involved.

Firstly, the ability to read through a text, understand how it is organised and locate the parts relevant to a particular prompt. This involves reading quickly to get a general idea of the text, without worrying about the meaning of every word or the exact point being made by the writer.

Secondly, it involves the skill of careful reading to understand the precise meaning in both the prompt question and in the relevant part of the base text. The prompt question will report ideas from the text, but will not use the same vocabulary and ideas to do this.

Preparation tips

- Do as many practice tests as possible so that you fully understand what is expected of you, and you feel confident going into the exam.
- Remember that the Cambridge First exam aims to test real-life skills. The reading that you do outside the classroom will help you become a more fluent reader.
- To help with Part 5, read (online or elsewhere) texts which express people's attitudes and opinions, such as interviews with famous people, and concentrate on understanding how the people feel.
- Look at pieces of written English and underline the words that refer from one sentence to another. This will help you with Part 6 in particular.
- Practise reading texts quickly all the way through to understand the gist. You could read online articles and summarise the main ideas or opinions in them, even if you don't know all the vocabulary.

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

In the exam, mark your answers on the separate answer sheet.

Example:

0 A number B amount C quantity D crowd

0	<u> A </u>	<u> B </u>	<u> C </u>	<u> D </u>
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Tip Strip

Question 1: You are looking for a word which goes with 'ambition'.

Question 3: Only one of these words can be followed by the preposition 'to' in this context.

Question 7: Which of these verbs means 'go in the direction of' when followed by 'for'?

Question 8: Only one of these words creates a common expression with the two prepositions.

Where to go whale watching

When asked to list the things they would most like to experience in life, a surprising (0) of people mention seeing whales in their natural habitat. It's an ambition that can be (1) surprisingly easily. It is (2) that the seas around Iceland are home to over five thousand orca whales. But their behaviour, and therefore your chances of seeing them, varies (3) to the season.

In summer, the whales have a (4) to hang out near the coast and can be seen swimming up fjords and inlets. During the winter months, however, the animals are generally to be found (5) out at sea. (6) season you choose for your trip, whale-watching trips are very easy to organise, and there's a chance you'll get to see other whale species too.

Besides Iceland, another option is to (7) for northern Norway between October and January. Orcas arrive here at this time of year in (8) of large shoals of herring, which form an important part of their diet.

- | | | | | |
|---|-------------|-------------|-------------|-------------|
| 1 | A answered | B rewarded | C honoured | D fulfilled |
| 2 | A estimated | B counted | C guessed | D totalled |
| 3 | A according | B depending | C relying | D agreeing |
| 4 | A custom | B tendency | C habit | D trend |
| 5 | A longer | B wider | C broader | D further |
| 6 | A Whenever | B Whoever | C Whichever | D However |
| 7 | A head | B set | C point | D pick |
| 8 | A hunt | B follow | C pursuit | D seek |

Part 2

Tip Strip

Question 9: Which verb completes the expression with 'as a surprise'?

Question 12: Which word indicates a point in time in the past?

Question 13: Which preposition usually follows 'inspiration'?

Question 14: A modal verb is needed here.

For questions **9–16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	W	H	I	C	H														
---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

The Mini-Monet

Kieron Williamson is a very successful landscape painter. His paintings, **(0)** mostly depict the peaceful countryside around his home village in eastern England, sell very well. Perhaps this shouldn't **(9)** as that much of a surprise. It's a beautiful part of the world, and landscape paintings are always popular.

The strange thing about Kieron, however, **(10)** that he is only seven years old. At a recent exhibition of his work, all the paintings were sold in half an hour, some for £100,000 each. Kieron now has fans all over the world, and has gained the nickname the 'Mini-Monet'.

What's even **(11)** surprising is that Kieron doesn't come from an artistic family, and only started painting two years **(12)** He first got inspiration **(13)** some boats he saw on holiday at the seaside. Kieron asked his parents if they **(14)** buy him a sketch pad and pencils **(15)** that he could draw them. Only when they saw **(16)** well he drew did they realise that he was talented.

Part 3

Tip Strip

Question 17: You need to add a suffix to this verb to make a noun.

Question 19: Add both a prefix and a suffix to make a negative adjective.

Question 20: To make a noun from this adjective, you change the last letter and add a vowel.

Question 24: Add a suffix to turn this adjective into an adverb.

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 R E S E A R C H

Don't catch cold

According to recent (0) , at least some of the advice about health that was passed down to our grandparents by previous generations may actually contain some (17)

SEARCH

TRUE

A good example is the (18) between feeling cold and catching a cold. My grandmother was convinced that being outside when the temperature is low, or simply dressing in (19) clothes for the cold weather, was a sure way of catching a cold.

RELATION

SUIT

Now, as we know, colds are caused by viruses. Therefore, in the (20) of a virus, you cannot catch a cold – no matter how low the temperature or how (21) your clothing.

ABSENT

APPROPRIATE

But (22) now think that we may have viruses in our bodies already, which are just waiting for the chance to turn into a cold. In cold weather, for example, blood vessels in the nose get smaller to stop heat escaping. (23) , this also allows the cold virus to attack the nose or throat more (24) So, perhaps Granny was right!

SCIENCE

FORTUNATE

EASY

Part 4

Tip Strip

Question 26: You need to use the word 'except' in this sentence.

Question 27: You need to use the past perfect tense in this clause.

Question 28: Which verb form comes after 'be used to'?

Question 29: You need to transform 'broke' into another form of the verb.

Question 30: You need to make a multi-word verb here.

For questions **25–30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Example:

0 What type of music do you like best?

FAVOURITE

What type of music?

The gap can be filled by the words 'is your favourite,' so you write:

Example: **0** IS YOUR FAVOURITE

In the exam, write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 Tania hasn't played volleyball for three years.

SINCE

It Tania last played volleyball.

26 The only thing Carl forgot to buy was a new battery for his watch.

EVERYTHING

Carl remembered to a new battery for his watch.

27 Declan was angry because Claire arrived late.

TIME

If Claire , Declan would not have been angry.

28 I don't usually wear a hat and so it feels strange.

USED

I am a hat and so it feels strange.

29 Rob said to Jennifer: 'You broke the strap on my new camera.'

ACCUSED

Rob the strap on his new camera.

30 Mark can't wait to use his new computer-games console.

FORWARD

Mark is his new computer-games console.

Part 5

You are going to read an extract from a novel. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

In the exam, mark your answers **on the separate answer sheet**.

A whole year had gone by since Tyler and I'd hung out together and I'd grown used to people reporting bad things about him. Mostly I just sighed. I'd accepted the fact that he was no longer the lad I once knew. He'd chosen the wrong kind of people to hang around with and had got into trouble. I knew these things only too well. Still, the news that he was in hospital shook me all the same. It was Beth's brother who told me.

'Wait for me outside Whitechapel station, Ashe,' Beth had said. She was late and I kept looking at my mobile to check the time.

The odd thing was that I'd been thinking about Tyler since the previous afternoon. I'd seen him while walking home from college. He'd got out of a car about ten metres in front of me. It had taken me only a second to recognise who it was and I'd darted into the doorway of a closed shop to avoid coming face to face with him.

line 15 When eventually I'd peeked out, he was standing on the pavement speaking on the phone. He had a long coat on over jeans and boots. His hair was cropped and his face was pale. He wasn't wearing his glasses and his free hand was cutting the air as if he was making points while talking. He was looking round but his attention was on the call. Suddenly, he brought it to an abrupt end and slipped the mobile into a pocket. He walked a couple of steps and then, to my dismay, he spotted me. He smiled and headed in my direction. I kept my face towards the glass window and studied one of the posters that had been stuck there. 'Ashe!' he'd called.

'Oh, hi!'

'What are you up to?' he said, glancing at the poster on the shop window. I stumbled out some words about looking for a gig to go to. I'd no idea what my hair looked like or if I'd got a spot on my chin or if he'd noticed me earlier watching him from the shop doorway. 'Fancy a coffee?' he said.

'I've got to be somewhere,' I said, stepping out of the shop doorway and making off.

'See you, Ashe,' he'd called after me.

After about twenty metres, I looked round and saw that he was in exactly the same position, staring at me. He raised his hand in a tiny wave and I turned and went on. I didn't look back again.

I'd thought about him on and off during the previous evening. Now, while waiting for Beth, I thought about him again. I wondered what he was doing. I pictured the funny brown glasses he'd worn to read with and wondered if he still read books by George Orwell. Perhaps I should have gone for that coffee, I might not get another chance to find out what he was really up to these days.

line 37 Beth was very late. A couple of cars started hooting and there were some raised voices from a group of pedestrians who were ignoring the red man and crossing the road. I looked through the shoppers to see if I could see Beth's cheery face but there was no sign. I took my mobile out of my pocket again and stared at the screen, but again drew a blank. I wondered what to do. I was stamping my feet with the cold. Something must have happened. Beth wouldn't just leave me standing in the freezing cold for no reason. Tyler came into my mind again. That's when I saw her brother walking towards me.

Tip Strip

Question 31: Look for a word in the text that means 'surprised.'

Question 33: 'It' refers to the phone call Tyler was making. So which option is correct?

Question 35: Look at the last sentence in the paragraph. Which of the options is suggested by the use of 'really up to'?

- 31** In the first paragraph, Ashe is surprised to discover that Tyler
- A** has got into trouble again.
 - B** has made unsuitable friends.
 - C** has been admitted to hospital.
 - D** has been the subject of rumours.
- 32** How did Ashe feel when she'd first seen Tyler the previous day?
- A** unsure if it was him
 - B** surprised that he was driving
 - C** keen that he shouldn't see her
 - D** upset that he didn't recognise her
- 33** The word 'it' in line 15 refers to
- A** a movement.
 - B** a conversation.
 - C** a way of looking.
 - D** a piece of equipment.
- 34** When Tyler finally noticed her, Ashe felt
- A** relieved that he was smiling.
 - B** sure he'd been waiting for her.
 - C** offended by something he said.
 - D** concerned about her appearance.
- 35** After meeting Tyler the previous day, Ashe had felt
- A** sorry that she'd been rude.
 - B** curious about his current life.
 - C** guilty about refusing his invitation.
 - D** convinced that she would see him again.
- 36** The phrase 'drew a blank' (line 37) suggests that
- A** Beth had left no message.
 - B** Ashe's mobile wasn't working.
 - C** Ashe had decided to wait no longer.
 - D** Beth was just being typically unreliable.

Part 6

You are going to read an article about an amateur archaeologist. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

In the exam, mark your answers **on the separate answer sheet**.

Treasure in the mud

Ian Smith likes to spend his free time looking for ancient objects

Mudlark was the nineteenth-century name for someone who searched in river mud at low tide, on the lookout for objects that other people had lost or thrown into the water. For the original mudlarks it was a way of making a living. But for Ian Smith it's a hobby, because he's looking for objects of historical interest.

Ian heads down to the River Thames at low tide with his electronic metal-detector and a spade. Working around fast and sometimes dangerous tides, he hunts for ancient everyday objects, from cups and coins to buttons and badges. Anyone can have a go, as long as they have permission. There are currently about 300 licensed mudlarks in Britain. But Ian, who is an antique dealer by profession, is not an ordinary one. After thirty years, there's barely a patch of wet mud on any tidal river in the UK that he doesn't know. **37**

'You're not likely to find a chest of gold on a foreshore and the spectacular stuff in museums is there because it is extremely rare,' Ian tells me when I meet him under London's Tower Bridge shortly after breakfast. Here it's more likely to be the everyday possessions of ordinary families. **38** It's mostly rubbish – literally, from a time when unwanted things were simply thrown into the river.

Mudlarking involves working with a metal detector, but also using your eyes – studying the surface, picking it over and knowing what you're looking at when you see it.

Mudlarking, says Ian, is an activity that tends to attract solitary characters. **39** 'But,' he adds, 'it's also very tranquil. You may be in the middle of the city but the lapping of the water takes you away from the hustle.'

We quickly make our first find, the sole from a sixteenth-century shoe. Then, much to my dismay, Ian casually tosses aside our find: 'You get to see a lot of those over the years,' he says. **40** That piece of shoe leather, for example, is a give-away that the patch of mud around it is likely to have been eroded by the tides to the sixteenth-century layer. Several oyster shells – an expensive shellfish now, but common workman's food then – support the theory.

Conscious that the tide is against us, we dig a little deeper. An item is often better preserved in the mud than it would be if exposed to the air. **41** 'While mudlarking is ultimately about the love of history, it is also a race to capture and record what we can before it's gone,' says Ian. 'The water erodes layers, and property developments push further and further out into the river.'

Sifting the mud in his surgeon's gloves, Ian picks up what the untrained eye would see as a lump of stone. **42** Next, what looks to be a bit of grit reveals itself to be a tiny silver penny bearing the image of Queen Elizabeth I. As Ian says, 'You also have the pure excitement of seeing something that's been buried for centuries. It's still amazing to me that this stuff is there.'

Tip Strip

Option B: What does 'such objects' refer to in this option? Check the

base text for objects that Ian has found in the mud.

Option D: Look for the piece of text that talks about a particular type of person.

Option F: Look for words in the base text which suggest many years of experience.

Part 7

Tip Strip

Question 44: Look for a phrasal verb that means the opposite of 'giving up'.

Question 45: 'Light-hearted' means not sounding very serious. Which father gave advice in this way?

Question 48: What does 'blamed' mean? Look for a phrase with a similar meaning.

Question 50: Be careful. The word 'equipment' is in paragraph B, but it's not the answer. Which son felt bad when equipment was unreliable?

You are going to read an article about fathers and sons. For questions 43–52, choose from the fathers (A–D). The fathers may be chosen more than once.

In the exam, mark your answers **on the separate answer sheet**.

Which person's father ...

always had faith in his son's abilities?

encouraged his son not to give up in the face of disappointment?

gave his son advice in a light-hearted way?

made his son realise the need to try harder?

may not have succeeded in passing on certain ideas to his son?

never blamed his son for mistakes that he made?

put no pressure on his son to follow in his footsteps?

reassured his son when equipment let him down?

showed his son how to perform practical tasks?

was willing to listen to his son's suggestions?

What's the best advice your father ever gave you?

We asked four successful young men.

A Tony: Racing driver

'Drive it like you stole it and keep it on the black stuff!' I was quite nervous when I first started racing, but those were my dad's jokey words of wisdom and they made me feel better at the time. In the beginning, I had quite a few spins on the circuits – the very first one was particularly scary because the car left the track, but he never said it was my fault. I used to drive a Porsche 924 and pretty much every single race something would break, but Dad would just say: 'Don't worry about the car, we can always fix it.' I didn't like people behind me when I went round corners, but Dad was always telling me not to take any notice, to focus on what I was doing. I've got a long way to go, but Dad's really good – he's hardly the most polite person to have around if things don't go well, but he's my role model.

B David: Record producer

Because Dad and I have always been close, there was no one moment when he imparted some big philosophical piece of advice. I think his greatest gift has been his general unwavering belief in me. Since I was about fourteen, he's given me the opportunity to input ideas and have my say about the bands we work with or the equipment we use, which is amazing. When you're part of a family business, it can sometimes feel as if you have to be there, but my brother and I have done other things, and we're back with Dad again because we want to be. He left the decision to us. Dad's also been good at giving career advice because he's done it and he's got the experience. He's given me that drive and ambition to succeed.

C Andy: Buyer for a department store

I was probably Dad's most unruly son. He tried to teach me a lot of things – how much I've taken on board is another matter. But I don't think I'm such a disappointment to him! He's a very cool dad, but he's quite traditional in some ways. He's always said that if you want to succeed, then get on with it. If you're going to do something, do it right away or at least write it down so you don't forget! I'm proud of my dad and how hard he worked for us to have a lovely childhood and good lifestyle. Dad also taught me valuable skills like how to change the oil in my car, how to play tennis and ski – although the last time he saw me doing that he said he feared for his life!

D Simon: Rugby player

He had this catchphrase: 'Under-prepare, and you prepare to fail.' I heard it time and again. A typical teenager when things went wrong, I was always trying to blame everything and everyone but myself. He used his catchphrase and explained that if you don't put sufficient effort in, you'll never get anything out of whatever it is you're doing. That's stayed with me ever since, even now when I'm playing professionally. He's always given a fair amount of advice. He made me realise that if you just stick at something, no matter how hard things get, then your time will come. It's the hardest thing to hear when things aren't going well. At the beginning of the season, I wasn't getting picked for many matches. Then when the chance came to play, I really took it.

Guidance

Testing focus

Both parts carry equal marks. Spelling and punctuation, the right length, paragraphing and legible handwriting are taken into account in both parts of the test.

Part 1

- **content:** Have you included the three points required, including one of your own? Is the content of your piece relevant, i.e. are all the points clearly connected with the task?
- **organisation:** Have you organised your essay so that the different paragraphs and sentences are connected logically? Have you used a range of words and phrases to link sentences and paragraphs (not just basic linking words such as 'but')?
- **language:** Have you used a range of language? Have you used varied vocabulary, including some less common lexis? Have you used some complex structures, using linking words and different tenses? Is the grammar and vocabulary correct?
- **communicative achievement:** Is the style you have used appropriately formal? Have you communicated your ideas (both simple and complex) in an effective way, holding the reader's attention? Would the reader of your essay understand all your arguments?

Part 2

- **content:** Have you included all the information required in the task? Is the content of your piece relevant, i.e. are all the points clearly connected with the task?
- **organisation:** Have you organised your piece in clear paragraphs? Have you used a range of words and phrases to link paragraphs and sentences (not just basic linking words such as 'but')?
- **language:** Have you used a range of language? Have you used varied vocabulary, including some less common lexis? Have you used some complex structures, using linking words and different tenses? Is the grammar and vocabulary correct?
- **communicative achievement:** Have you used the correct format (e.g. article) and the correct style (e.g. semi-formal) for the task? (Though there is no compulsory format for the different task types, the use of appropriate features of presentation, such as headings for reports, will be given credit.) Would the reader be fully informed and find your piece of writing interesting?

Preparation tips

Look at good examples and learn from them. Use the Writing File on pages 162–168, which also gives you useful language you can use. Look at the sample answers on the multiROM to see what may win or lose you marks.

Part 1

- Practise writing the essay in the time allowed and keeping to the required number of words.
- Work with a partner to discuss content and organisation and to correct each other's language errors.

- Practise developing an argument for or against an idea, giving your opinions and backing them up with a few reasons.

Part 2

- Work on improving your wealth of vocabulary by reading as widely as possible and noting down words and expressions you might want to use.
- Look at examples of articles, reviews, reports and letters in English-language newspapers and magazines. How are they organised? What makes them interesting to read?

You **must** answer this question. Write your answer in **140–190** words in an appropriate style.

Tip Strip

- Begin by underlining the key words in the instructions, e.g. 'the importance of team work', 'give reasons for your point of view'.
- Read the essay question and the two written prompts. Note down a couple of ideas for each prompt, and also some interesting vocabulary you may use. For example, for the second prompt you could jot down 'individual sports like swimming', 'team mates give support'. Think of a third idea and make some notes on that too. Possible topics might be social activities, travelling, etc.
- Introduce the topic in the first paragraph. You can do this by rephrasing the essay question, for example: 'There are times when it is better to do things with other people, and times when it is better to be on your own.'
- In paragraph 2, you may want to deal with school projects, homework, etc. In paragraph 3, you may want to discuss some individual and team sports. Don't forget to summarise your opinions briefly in the last paragraph.
- Try to use a variety of tenses and grammatical structures.
- When you have finished, check that you have dealt with the two notes provided, and with a point of your own. Check that you have written between 140 and 190 words, but don't waste time counting every word.
- Finally, check your grammar and spelling.

- 1 In your English class you have been talking about the importance of team work. Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Is it better to do things with other people
or to do them on your own?

Notes

Write about:

1. work at school or college
2. sports activities
3. (your own idea)

Write your **essay**.

Part 2

Tip Strip

- Read all the questions carefully before choosing one. Think: Do you like writing that task type (e.g. an article)? Do you have some ideas and enough vocabulary to complete the task? For example, choose Question 4 if you like writing articles and have some vocabulary related to fun activities to keep fit.
- All the options require you to write in paragraphs. Before you start writing, note down the main point you want to include in each paragraph.

Question 2: Underline the four points you have to write about (what your classmates like or dislike, the sports page, the school news section, your advice on improvements). You may want to use a heading for each part, or combine two sections under one heading.

Question 3: First of all, think of who you are writing to and what style you need to use. Will it be formal or informal? Then look at the three points you need to cover (reasons for wanting to attend the course, your experience, and your availability). You may want to write three paragraphs and include one point in each.

Question 4: Think of fun ideas for students to exercise, for example, skateboarding or playing volleyball, and explain why you recommend them. Give some ideas about easy and inexpensive meals and snacks. Think of one more piece of advice, e.g., drinking water instead of soft drinks.

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **140–190** words in an appropriate style.

- 2 Your school has recently published the first issue of the school magazine. Now your teacher has asked you to write a report, saying what your classmates like or dislike about the articles, the sports page and the school news section, and making suggestions on how the magazine could be improved.

Write your **report**.

- 3 You have seen an advertisement for a drama course and you want to apply.

Do you dream of a career in film or theatre?

At the Lloyd Drama College, we are offering four free places on our summer courses.

Write to Cynthia Roddick, the director, explaining

- why you want to attend a course
- what acting and/or dancing experience you have
- how many days a week you would be available.

Write your **letter**. Do not write any postal addresses.

- 4 You have read this in the website of a student magazine.

Write for us

How would you like to see your own article on 'Staying Fit' on our website? Get your foot on the ladder to literary fame!

Tells us:

- What kind of exercise you'd recommend for a busy student
- How students could eat a healthy diet on a small budget
- Any other advice?

Write your **article**.

Guidance

Testing focus

Part 1

A range of things will be tested in Part 1:

- Some questions focus on a detailed understanding of parts of the text or on the use of particular vocabulary or expressions.
- Some questions test your understanding of the text as a whole or of the speakers' attitudes, feelings or opinions.

Part 2

Part 2 tests your ability to locate, understand and record specific information from the listening text.

- This task does not test grammar, so you don't have to change the form of the words you hear. However, you should think about the meaning of the sentence to check if the word you have heard is, for example, singular or plural.

- This task doesn't test extra information. If you write too much, you risk losing the mark by not creating a good sentence.

Part 3

Part 3 is designed to test your understanding of what people say, as well as the ability to pick out key words and phrases and the main idea that each speaker is expressing.

Part 4

Part 4 tests a detailed understanding of the speakers' feelings, attitudes and opinions. Each question relates to a specific section of text and there is a range of testing focus:

- some questions will focus on a phrase or sentence in the text.
- some questions ask you to interpret the meaning of a whole long turn from the main speaker.

Preparation tips

- Remember that the Cambridge First exam aims to test real-life skills, so any listening practice you do is likely to improve your general listening skills.
- When you're doing practice tests, think about different ways that the same idea can be expressed, e.g. 'What's the price?' and 'How much does it cost?' are different ways of asking the same question. Listening tests use synonyms and paraphrasing in questions.
- Practise using the sample answer sheets so that you will know how to fill them in on the day of the exam.
- Search online for an English-language radio programme on a topic that interests you. You won't understand every word, but listen and try to note down the key ideas as you listen.

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

Tip Strip

Question 1: When the boy mentions the number of pages in the book, what point is he making?

Question 3: When the man says 'It was a good starting point for exploring', he's agreeing with the woman. But what is he referring to?

Question 6: Listen to the last words of the listening text. 'Let down' is a negative expression – what does it refer to?

- 1 You hear two friends talking about a book.
What does the boy like about it?
A It's short.
B It's educational.
C It's amusing.
- 2 You hear a man talking about family holidays as a teenager.
What part did he find most enjoyable about them?
A the journey
B being outdoors
C watching films
- 3 You hear two friends talking about a hotel they stayed in.
What do they agree about it?
A The location was convenient.
B The staff were friendly.
C The room was comfortable.
- 4 You hear a woman talking about a new film.
How did she feel after seeing it?
A confused
B frustrated
C sad
- 5 You hear a woman telling a friend about her job in a supermarket.
What was she doing there this morning?
A working on the checkout
B filling the shelves
C serving at the fish counter
- 6 You hear a man talking about a band he saw at a concert.
What is he critical of?
A the image of the band
B the quality of the music
C the length of the show
- 7 You hear a sports instructor giving advice.
What is he doing?
A giving feedback on a technique they've tried
B describing a technique they might find useful
C explaining why a technique might be inappropriate
- 8 You hear a woman talking about being at university.
What surprised her about it?
A how quickly time passed
B how much money she spent
C how many friends she made

Tip Strip

Question 12: Be careful. Five countries are mentioned. A friend from which country has Grace kept in touch with?

Question 15: Grace mentions two parts of the body. An injury to which one meant she had to visit hospital?

Question 16: Be careful. A number of objects are mentioned. Listen for the one Grace bought.

Question 18: You are listening for a gerund (-ing form) that describes a physical activity.

Part 2

You will hear a woman called Grace Connolly talking about her travel experiences in New Zealand. For questions 9–18, complete the sentences with a word or short phrase.

New Zealand journey

Grace travelled around South Island on something called

(9)

The first part of Grace's journey took her along the

(10) coast of the island.

When Grace took a day trip to a place called Kaikoura, she particularly

wanted to see (11)

Grace has kept in touch with a friend from

(12) since she returned home.

Grace took her own (13) to New Zealand,

so didn't need to hire one.

The best part of the trip for Grace was jet-boating on the Buller River with

a company called (14)

Grace had to visit a hospital because she injured her

(15)

At a market, Grace bought a (16)

to take home.

The name of the hostel that Grace particularly recommends is the

(17)

Grace plans to go (18) with friends

when she next visits North Island.

Part 3

Tip Strip

Speaker One: Listen for another way of saying 'children'.

Speaker Two: Which option contains the idea of 'overseas'?

Speaker Three: What does this speaker try to avoid?

Speaker Four: The speaker uses the words 'entertaining', 'fun' and 'humour' in a positive way. Which option matches these ideas?

You will hear five short extracts in which people are talking about a radio station. For questions **19–23**, choose from the list (**A–H**) what each person says about it. Use the letters only once. There are three extra letters which you do not need to use.

-
- | | | | | | |
|----------|--|-----------|--------------------------|--------------------------|-----------|
| A | I appreciate the lack of commercials. | Speaker 1 | <input type="checkbox"/> | <input type="checkbox"/> | 19 |
| B | There are suitable programmes for children. | Speaker 2 | <input type="checkbox"/> | <input type="checkbox"/> | 20 |
| C | One of the presenters is very funny. | Speaker 3 | <input type="checkbox"/> | <input type="checkbox"/> | 21 |
| D | There should be more coverage of sport. | Speaker 4 | <input type="checkbox"/> | <input type="checkbox"/> | 22 |
| E | It broadcasts high-quality news programmes. | Speaker 5 | <input type="checkbox"/> | <input type="checkbox"/> | 23 |
| F | I approve of what it does for the local area. | | | | |
| G | The comedy shows are disappointing. | | | | |
| H | It should give more attention to international issues. | | | | |

Tip Strip

Question 25: Penny liked 'breaking the rules'. Which option reflects this attitude?

Question 28: Penny talks about people feeling 'comfortable'. Which option includes this idea?

Question 29: Penny uses the phrase 'I wouldn't live without'. What is she referring to?

Part 4

You will hear an interview with a woman called Penny Greer, who works as a photographer. For questions **24–30**, choose the best answer (**A**, **B** or **C**).

- 24** How did a college course in photography most affect Penny?
- A** She realised the importance of light.
 - B** She learnt a more commercial style.
 - C** She developed certain artistic skills.
- 25** Penny decided to specialise in wedding photography because she
- A** had always been interested in weddings.
 - B** hoped to photograph weddings in a new way.
 - C** was influenced by other wedding photographers.
- 26** Penny currently gets most of her customers through
- A** her website.
 - B** magazine advertising.
 - C** a mailing list.
- 27** What takes up most of Penny's time?
- A** talking to clients
 - B** taking the shots
 - C** editing her work
- 28** Penny says she gets the photographs she wants when people
- A** relax fully.
 - B** dress in an original way.
 - C** express their feelings strongly.
- 29** What does Penny love most about her job?
- A** having the chance to work with different types of people
 - B** seeing the work go through a number of stages
 - C** organising the work in her own way
- 30** Penny advises young photographers to
- A** develop a personal style.
 - B** take as many photos as they can.
 - C** start their own business as soon as possible.

Guidance

Testing focus

Candidates will be assessed on the following:

- grammar and vocabulary
- discourse management
- pronunciation
- interactive communication
- global achievement

Part 1

In this part, candidates have to show that they are able to use everyday social and interactional language, such as answering questions about themselves. Examiners will encourage the use of natural language and discourage prepared speeches. Students will need to speak clearly and show an ability to use good basic grammar and a good range of vocabulary.

Part 2

This part tests the candidates' ability to speak for 1 minute without the examiner's support. Candidates have to be able to produce a long stretch of language which fulfils the task they

have been given. They have to organise their ideas in such a way as to make it easy for the listener to understand. This will require the use of some complex language forms, different tenses, linking words, etc.

Part 3

This part tests the candidates' ability to take part in a discussion by initiating, responding to their partner's comments and inviting their partner's opinions. Candidates will be assessed on their ability to express, justify and evaluate different opinions and on their use of the language of collaboration and negotiation. There is no right or wrong answer to this task and candidates won't be penalised if they fail to reach a decision.

Part 4

This part tests the candidates' ability to engage in a discussion and to deal with issues in more depth than in earlier parts of the test. Candidates are expected to use a range of grammar and vocabulary when expressing ideas and opinions. They will be assessed on their use of language, not on the opinions they express.

Preparation tips

- **General:** Make sure you are familiar with the structure of the test: what you are expected to do in each part, what the examiner will say, what materials you will be given, how long each part lasts.
Practise paraphrasing, i.e. expressing the same idea in different ways. This will be useful if you cannot remember a word or expression.
- **For Part 1,** practise talking about yourself with other students, on a range of different topics. Choose a topic, e.g. work, and ask each other a variety of questions.
- **For Part 2,** practise talking for a minute on a topic, with a classmate timing you. Think of how you want to organise your extended turn, and note down linking words you may want to use.
- **For Part 3,** practise talking about the content of each of the five written prompts as fully as possible.
- **For Part 4,** practise asking for and giving your opinions on current events. When answering a question, always expand on your views.

TEST 2 SPEAKING

PART 1 (2 minutes)

Good morning/afternoon/evening. My name is ... and this is my colleague ...

And your names are?

- Where are you from, (*Candidate A*)?
- And you, (*Candidate B*)?

First we'd like to know something about you.

Select one or more questions from any of the following categories, as appropriate.

Health and fitness

- Do you think it is important to keep fit? (Why?)
- How much exercise do you do every day?
- Do you prefer playing or watching sport? (Why?)
- Is eating healthy food important for you? (What is your favourite food?)

Everyday life

- How do you get to school every day? (How long does it take you?)
- Do you usually have a large or a small breakfast? (Why?)
- Who do you live with? Tell us about them.
- Do you help with the housework at home? (What do you do?)

Celebrations and special occasions

- What special occasion have you celebrated recently?
- Do you like big parties? (Why/Why not?)
- How do you celebrate the New Year?
- What presents do you like to give and to receive?

Tip Strip

Health and fitness

Question 2: You don't need to be exact, so don't spend time thinking about your answer.

Question 4: You don't have to tell the truth if you don't want to! You will be marked on your language, not on your opinions.

Everyday life

Question 2: Describe your breakfast in some detail and say whether it is an important meal for you.

Question 4: Volunteer some information without waiting for the examiner to ask a follow-up question, e.g. 'No, at the moment I don't have the time because ... but I'd like to ...'

Celebrations and special occasions

Question 1: Mention the occasion (e.g. a birthday) and describe how you celebrated it.

Question 3: This is a personal question about you, not about celebrations in your country in general.

Tip Strip

Candidate A: You could compare teenagers and adults, working in pairs or in a group, in a classroom or in an office. You could say *they are happy/ comfortable, they are enjoying it, the teacher has asked them to do it, the colleagues at work are perhaps worried about a problem.*

Candidate B: You could compare the ages of the people learning, the very different skills, the different situations, the different teachers. You could refer to *being able to drive, driving a parent's car, buying a car, using computers to contact family by email, to do work, as entertainment.*

Tip Strip

For the first part of the task, you could say:

Getting a degree is very important after so many years of studying hard.

For the second part, you could say: *The young pianist must have worked really hard to achieve this success.*

Tip Strip

Question 2: You might talk about: *taking part in something, enjoying a game with no pressure to win, making friends, keeping fit.*

Question 3: Think of achieving success as a student, in a sport, as an inventor, as an artist, as a parent, etc.

Question 5: This may be a friend, a family member, a celebrity, a writer, a teacher, etc.

PART 2 (4 minutes)

Interlocutor In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs. They show **people working together**. [Turn to the pictures on page 172.] I'd like you to compare the photographs, and say **how you think the people feel about working together**.

All right? (1 minute)

Thank you. (Candidate B), **do you like working with other people?** (30 seconds)

Now, (Candidate B), here are your photographs. They show **people learning a new skill**. [Turn to the pictures on page 173.] I'd like you to compare the photographs, and say **why the people might have decided to learn this skill**. All right? (1 minute)

Thank you. (Candidate A), **are you good at learning new skills?** (30 seconds)

PART 3 (4 minutes)

Interlocutor Now, I'd like you to talk about something together for about two minutes.

Here are some examples of people who have achieved success in something, and a question for you to discuss. First you have some time to look at the task (15 seconds). [Turn to the task on page 174.]

Now, talk to each other about **how hard each person might have had to work to achieve success**. (2 minutes)

Thank you. Now you have about a minute to decide **which person you think had to work the hardest to achieve success**. (1 minute)

PART 4 (4 minutes)

Interlocutor Use the following questions, in order, as appropriate:

- Tell us about something you've done which you are proud of.
- Do you think winning is important in sport or is taking part enough?
- What would you most like to achieve in the future?
- Would you like to be rich or famous? (Why/Why not?)
- Which person do you most admire? (Why?)
- Do you think it is important to be ambitious in life?

Interlocutor Thank you. That is the end of the test.

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

In the exam, mark your answers **on the separate answer sheet**.

Example:

0 A moment B present C current D minute

0	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
---	---------------------------------------	----------------------------	----------------------------	----------------------------

The Gesture Interface

At the (0), if we want mobile (1) to the Web, we have to travel around with things like tablets and smartphones in our bags or pockets. But the inventor of something called the Gesture Interface has (2) up with a way of doing this using only something we've (3) around with us for millions of years – our hands.

The idea is (4) on simple technology that is already in existence. (5) carrying around the usual hardware, you have a small wearable device on your hands. This contains a projector, a camera and wireless technology to (6) you to the Web. It also has sensors which read and interpret simple hand gestures. For example, when you want to (7) a photograph, simply make a frame around the image with your hand and click your fingers. The device (8) out what you want and operates the camera.

- 1 A line B entry C access D link
- 2 A come B thought C found D done
- 3 A delivered B fetched C brought D carried
- 4 A based B started C founded D begun
- 5 A Along with B Instead of C Except for D Apart from
- 6 A sign B download C log D connect
- 7 A make B take C do D get
- 8 A works B reckons C meets D knows

Part 2

For questions **9–16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

In the exam, write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example:

0	O	F																	
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Choosing the best shades

Most of us buy a new pair **(0)** fashionable sunglasses each year. To be honest, we probably **(9)** more thought into looking cool than we do into ensuring that the glasses match our needs.

It seems an obvious thing to say, **(10)** the main role of sunglasses isn't actually to enhance your image. It is rather to protect your eyes from the potentially harmful rays of the sun. What's **(11)** , price isn't necessarily the best guide **(12)** the effectiveness of sunglasses. Indeed, expensive designer glasses may not provide the best defence against sun damage. **(13)** you may still want to choose a pair of sunglasses that look good on you, it's also crucial to check out just how effective they will be in protecting your eyes.

There are three types of light **(14)** can harm the human eye. They are known **(15)** ultra-violet light, visible light and infra-red light. If you **(16)** the choice of sunglasses seriously, then you will want to protect yourself against all three.

Part 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 S P E C T A C U L A R

Rafting on the Zambezi river

Victoria Falls on the Zambezi river in Africa is one of the most (0) sights in the world. It is also an (17) place for water sports. The translation of the local Zambian name for the falls is 'the smoke that thunders' and it's a pretty good (18) On arrival, it's the noise that makes the greatest (19) on you as the water drops 108 metres in a waterfall that is nearly two kilometres wide. The (20) landscape is also awesome, and well worth a visit.

- SPECTACLE
- CREDIBLE
- DESCRIBE
- IMPRESS
- SURROUND

You can't go white-water rafting over the falls themselves, but the rapids (21) down the Zambezi river provide a very exciting location. Although the rapids are given grades five and six on the sports (22) scale, there are places where relative (23) can have a go, as long as they are accompanied by experienced operators. These people guide you through the rapids and ensure that you don't stray into the more (24) sections by mistake.

- FAR
- DIFFICULT
- BEGIN
- DANGER

Part 4

For questions **25–30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Example:

0 What type of music do you like best?

FAVOURITE

What type of music?

The gap can be filled by the words 'is your favourite', so you write:

Example:

0	IS YOUR FAVOURITE
----------	--------------------------

In the exam, write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

25 The band probably won't do another tour this year.

UNLIKELY

The band another tour this year.

26 It's very hard for Alex to get up in the morning.

TROUBLE

Alex up in the morning.

27 Lily is so good at swimming that she is going to train for the Olympics.

SUCH

Lily that she is going to train for the Olympics.

28 One of us ought to go and meet the visitor at the airport.

SHOULD

The visitor one of us at the airport.

29 I went to the dentist's because I couldn't stand the toothache any longer.

UP

I couldn't the toothache any longer, so I went to the dentist's.

30 I wasn't invited to the party and feel sad about that.

WISH

I invited to the party.

Part 5

You are going to read an extract from a novel. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

In the exam, mark your answers on the separate answer sheet.

Moving house

A few days later, Lyn's mother told her to spend her evening sorting out and packing her belongings. 'I'll see to your clothes,' she said. 'I want you to do your books and paints and things. I've put some cardboard boxes in your room.'

'You should've asked me,' said Lyn, following her into the bedroom and seeing the assorted boxes. 'I would've got some. There's lots outside the supermarket near school.'

'These came from the local shop. Oh it's all right, I've shaken out all the dirt,' she said as Lyn tipped up the nearest one, checking that it was empty.

line 8 'OK. I'll do it,' said Lyn. 'We're ready to move then, are we?'

'Yes, the day after tomorrow. You're going to miss the end of school term, but you won't mind that, will you?'

'You mean Friday's my last day at school?' Lyn pushed the boxes aside with her foot to clear a path to her bed so that she could sit down. 'You could've told me,' she said. 'I have got people to say goodbye to, you know.'

'I am telling you,' said her mother reasonably. 'It doesn't take two days to say goodbye, does it? You'll only get upset.'

'Why are we doing my things first?' Lyn asked. 'I haven't got much. There's all the other stuff in the house – shouldn't we start on that first?'

'Don't worry about that. Mrs Wilson's coming to help me tomorrow.'

Lyn remembered what Mandy Wilson had said all those days ago. 'My mum's coming round to help you pack.' She felt angry with herself for not having said something straightaway – it was probably too late now. But worth a try. 'I can help you,' she said. 'We can do it together.'

'You'll be at school – you want to say goodbye.'

'I'll go in at lunchtime for that. Mum, we can do it together. I don't want that Mrs Wilson touching our things.' Mandy Wilson's mother – picking things over – telling Mandy what they'd found – Mandy at school announcing importantly, 'My mother says they've got cheap plates and half of them are cracked and none of their towels match.' The image was intolerable.

Lyn's mother moved over to sit beside her on the bed. She was wearing her harassed expression. She was clearly feeling the pressure too, but managed to keep her patience. 'Nothing's ever straightforward with you, is it?' she said. 'It's been agreed for a long time and it's extremely kind of her to help. Everything's got to be wrapped up carefully so it doesn't get broken, then put in storage boxes in the right order – I don't doubt you'd do your best, but there's not room for anyone else – and she offered first.'

Lyn said no more and got on with the job she'd agreed to do. Her bedroom looked odd when she'd finished, but not as odd as the rest of the house when she got home from school next day. It was so sad. There were no curtains at the windows and no ornaments on the shelves, and in the middle of the room stood four large wooden boxes, full of objects wrapped in newspaper. But what really struck Lyn most were the rectangles of lighter-coloured paint on the wall where pictures had once hung. It was as if they had been atomised by a ray gun. Moving into the kitchen, she saw empty cupboards, their doors wide open. Somebody had done a thorough job.

- 31 When Lyn is asked to pack her belongings, she
- A objects to putting her clothes in boxes.
 - B is worried whether the boxes are clean.
 - C thinks that boxes are unsuitable for the job.
 - D is annoyed that she forgot to get better boxes.
- 32 When Lyn says 'I'll do it' in line 8, she is talking about
- A filling something.
 - B checking something.
 - C collecting something.
 - D replacing something.
- 33 How does Lyn react to the news that the family is moving soon?
- A She's sad to learn that she's leaving her old home.
 - B She wonders how her friends will take the news.
 - C She's worried about missing her schoolwork.
 - D She wishes she'd been told earlier.
- 34 Why does Lyn offer to do more of the packing?
- A She feels her mother needs her support.
 - B She regrets having refused to do it before.
 - C She distrusts the person who is coming to help.
 - D She's concerned that some things will get damaged.
- 35 What reason does Lyn's mother give for not accepting Lyn's offer of help?
- A Other people have already said they will do it.
 - B The job will take more than two people.
 - C Lyn would not be capable of doing it.
 - D Lyn would not enjoy doing it.
- 36 What made the greatest impression on Lyn when she came home the next day?
- A how sad her bedroom looked
 - B the empty spaces where things had once been
 - C how the things from the house had been packed
 - D the fact that the kitchen had been completely cleared

Part 6

You are going to read an article about a man who takes photos of celebrities. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

In the exam, mark your answers **on the separate answer sheet**.

The airport photographer

I'm a photographer based at Heathrow Airport in London. Airlines often commission me to take photos of aircraft or their staff. But mostly I concentrate on getting shots of celebrities as they come through the arrivals hall. I sell some photos direct to the daily newspapers and celebrity magazines, and the rest go to a picture agency.

On a typical day I look out for the flights arriving from Los Angeles on the major airlines. **37** Most of them fly either with British Airways because it's such an established company, or with Virgin Atlantic because the owner, Richard Branson, moves in those celebrity circles.

You've got to cover all the incoming flights though – Victoria Beckham took to flying with Air New Zealand at one time. I know the ground and security staff here very well. **38** That can really make all the difference to being in the right place at the right time.

I've been working here for many years now, so I've seen thousands of celebrities throughout the decades. In my experience, the old stars are the best. Joan Collins is my favourite – she sends me a Christmas card every year. Mick Jagger also knows me and always says hello. People like Paul McCartney and Rod Stewart are lots of fun, too. **39** I guess that's because they can see the value of it.

Today's big stars are generally okay and give you a polite smile. I won't mention names, but there are some who

wave me away rudely, whilst others even have their managers popping up from nowhere, saying: 'no pictures' to the waiting photographers. **40** You've probably seen photographers leaping around in this manner on TV footage of celebrities arriving at airports and wondered why they do it – well often that's why.

41 One time, Naomi Campbell refused to come out from behind a pillar. She called up for a buggy and hopped on the back, so there I was chasing it, trying to get a shot of her. But the next time I saw her she'd just got engaged and came up to me to show me the ring.

But if today's stars don't make my job as easy as it was, today's technology more than makes up for it. When I started out it was much less sophisticated. I remember when the British queen's granddaughters, Princesses Beatrice and Eugenie, were just babies. I heard that their mother, the Duchess of York, was coming through Heathrow with them. She was carrying both babies in her arms. **42** I realised I had a good chance of getting one of them onto the front page of the newspaper, which is always the photographer's aim.

So I called my editor to warn him, took the shots, then rolled up the film, labelled it, put it in an envelope and organised for a motorbike dispatch rider to pick it up, take it back to the newspaper offices and have it developed. It had taken three hours. Today, using digital cameras and a laptop, the office gets images in three minutes.

- A** You get the impression that they enjoy the attention.
- B** I was lucky enough to get some lovely shots of them.
- C** Often it's one of them who tips me off that a big star has just come through passport control.
- D** That's where you generally find the celebrities.
- E** They could be appearing in the arrivals hall at any time, night or day, of course.
- F** When that happens, they have to do what we call 'duck and dive' to get a shot.
- G** With some stars, however, you're never quite sure what you're going to get.

Part 7

You are going to read an article about cycling. For questions 43–52, choose from the cyclists (A–D). The cyclists may be chosen more than once.

In the exam, mark your answers **on the separate answer sheet**.

When talking about their bike, which cyclist

- | | | |
|--|----|----------------------|
| accepts the need to wear uncomfortable safety equipment? | 43 | <input type="text"/> |
| advises people to make sure a new bike is comfortable to ride? | 44 | <input type="text"/> |
| believes that false information was given by the seller? | 45 | <input type="text"/> |
| disagrees with other people's opinion of one of the bike's features? | 46 | <input type="text"/> |
| hopes not to get caught in bad weather on the bike? | 47 | <input type="text"/> |
| feels that cycling is less frustrating than driving? | 48 | <input type="text"/> |
| finds some cycle journeys easier than others? | 49 | <input type="text"/> |
| feels that the bike matches the owner's character? | 50 | <input type="text"/> |
| was once the victim of bike crime? | 51 | <input type="text"/> |
| was a professional cyclist for a short time? | 52 | <input type="text"/> |

I love my bike

Four young Dubliners talk about the joys of cycling in the city

A Erin

This old second-hand bike gets me from A to B all right because you don't need flashy sets of gears or anything like that in a city this size and it makes it less of a target for thieves. But having said that, mine's a very bright colour – it cheers me up, especially when I have to cycle home in the pouring rain. I've always thought that the bike was a good reflection of the real me actually, and I usually wear jeans when I'm cycling. I might need to rethink that though because I've just started my own company, and my outlook on life has changed a little. There may be times when I need to turn up looking a bit more elegant! I'd say to anyone thinking of getting a bike, make sure the saddle's right before you part with your money. If you're going to use it a lot, you don't want to get sore.

B Luke

I bought my bike from an Internet auction site and had to have it shipped from Germany in pieces. I then paid to have it assembled here in Dublin – but it was worth it. I use it every day and tend to wear everyday clothes and try and dodge the showers. I cycle all over the city because it's much quicker than walking and you don't get snarled up in the traffic, which can be a pain in a motor vehicle. At least on a bike you can keep moving. The only tip I'd give to novice cyclists round here is keep a lookout for drivers turning left, it's easy for them to miss you because you can see what they're doing but they can't necessarily see you. I worked briefly as a cycle courier – delivering letters and stuff. It was fun, but I wouldn't recommend making a career out of it!

C Claire

My parents picked this bike up for me in New York. It's a red and black cruiser with a burger-shaped bell – some of my friends think that's a bit uncool, but I don't really go along with that idea. I've got two helmets, a summer and a winter version – but I still get too hot on really sunny days. Still, you can't really do without one, can you? I cycle down to college in no time at all, but the uphill trek home takes me around thirty-five minutes. I only take the bus if it's wet. It's quicker, but on the bike I can make my own mind up about when I travel. I cycle in high heels, which you might think would be tricky, but is actually easier than walking any distance in them. But I wouldn't really recommend them to other cyclists.

D Kieran

My bike's an early 1980s racer and I bought it off an old man who sells junk out of his garage. He reckoned it had once belonged to a professional cycling champion, but I think he was making it up. I was looking for old cameras, but when I saw it I couldn't resist it. It did get stolen on one occasion, but then later that week I saw someone riding it up my street. I grabbed him and gave him his taxi fare home so that I could take it back. My advice to cyclists would be to wear fluorescent armbands, especially at night or in poor weather conditions. They're less uncomfortable than the waistcoats or jackets in the same material. I've just invested in special raingear actually, but I don't find it very comfortable, to be honest, because as soon as the sun comes out, you feel overdressed.

Part 1

You **must** answer this question. Write your answer in **140–190** words in an appropriate style.

- 1 In your English class you have been talking about the importance of money in the modern world. Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Some people say you don't need much money to be happy. What do you think?

Notes

Write about:

1. when money is necessary
2. having the latest gadgets
3. (your own idea)

Write your **essay**.

Part 2

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **140–190** words in an appropriate style.

- 2 You are doing a school project about family life in different countries. Your teacher has asked you to write a short report about your country, saying what activities families do together, how much grandparents are involved in family life and whether you think family life has changed in the past few years.

Write your **report**.

- 3 You want to do some volunteer work with your English-speaking friend. You have found this leaflet. Write a letter to the Young Volunteers Group giving the information requested and asking about accommodation, food and transport.

Young Volunteers Group

Volunteering is about doing something useful without getting paid.

We need:

- Events assistants
- Environmental workers
- Children's activities coordinators

Tell us what skills you have and when you are available.

Write your **letter**.

- 4 You have found this in the new website of a magazine for students of English.

Do you like our new website?

Write a review of it!

- What do you think of the students blogs section?
- Is the section on help with exam preparation useful?
- What feature of the website do you like most?
- What can we do to improve it?

We'll publish the best three reviews!

Write your **review**.

Part 1

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear a hotel manager talking about the staff who work for her.
What does she say about them?
A They get to do a range of tasks.
B They often suggest new ideas.
C They sometimes arrive late.
- 2 You overhear a student talking on the phone.
What does he say about life at college?
A He's made a lot of new friends.
B His teachers are pleased with his progress.
C He finds his accommodation is very convenient.
- 3 You hear a caller on a radio phone-in programme.
Why has she phoned?
A to disagree with a previous caller
B to warn other listeners about something
C to explain how she feels about something
- 4 You hear a man talking about a wildlife documentary.
What aspect of it disappointed him?
A the animals which were featured
B the quality of the photography
C the style of the commentary
- 5 You overhear two people talking in a café.
The man has just come from
A his workplace.
B a shopping centre.
C the house of a friend.
- 6 You hear a man talking about how he designs light shows for music concerts.
He usually gets his ideas by
A watching films of previous shows with similar music.
B listening to the music for the show several times.
C asking the performers to describe the audience.
- 7 You hear two friends talking about a new 'free bike-hire' scheme.
What do they agree about?
A the effect it might have on levels of bike crime
B who should be responsible for paying for it
C how much it would improve their city
- 8 You hear a woman talking about her favourite movie.
Why does she like it?
A It's very romantic.
B It's very funny.
C It's very exciting.

Part 2

You will hear a museum director called Carl Halford talking about the museum where he works. For questions 9–18, complete the sentences with a word or short phrase.

Museum director

Carl says that the museum was last renovated in the year

(9)

Carl says that improvements in the (10)

in museums often goes unnoticed.

There are now a total of (11) exhibits which

visitors can see in the museum.

The exhibits are now arranged according to their

(12)

One of Carl's favourite pieces is a 4,500-year-old cup with a design of a

(13) on the bottom.

Carl describes a strange farm model in the museum that features

(14) and a farmer.

Some visitors to the museum are frightened by the

(15) of one large statue.

Carl also describes a vase which shows a man fighting with a

(16)

Carl finds it surprising that one of the coins in the museum has such

(17) decoration.

One simple exhibit that Carl likes is a plain stone with a picture of a

(18) on it.

Part 3

You will hear five short extracts in which people are talking about what makes a good teacher. For questions 19–23, choose from the list (A–H) what each speaker says a good teacher should do. Use the letters only once. There are three extra letters which you do not need to use.

A set an example of hard work

Speaker 1

	19
--	----

B keep up-to-date with the latest ideas

Speaker 2

	20
--	----

C give information on individual progress

Speaker 3

	21
--	----

D be available outside class time

Speaker 4

	22
--	----

E give a lot of encouragement

Speaker 5

	23
--	----

F have an entertaining approach

G set a realistic amount of homework

H have good qualifications

Part 4

You will hear an interview with a singing teacher called Rosie Carnes, who is talking about her work. For questions 24–30, choose the best answer (A, B or C).

- 24 What difficulty for singers does Rosie mention?
- A not hearing how they sound to others
 - B not fulfilling childhood expectations
 - C not knowing how to breathe properly
- 25 According to Rosie, which part of the body should singers warm up first?
- A the spine
 - B the mouth
 - C the throat
- 26 Rosie says that a singer's knees should
- A remain tense.
 - B be bent slightly.
 - C be kept close together.
- 27 To maintain a good voice, Rosie mostly recommends that singers
- A drink water.
 - B suck sweets.
 - C breathe in steam.
- 28 When learning the words of songs, Rosie often
- A imagines they have different meanings.
 - B gets a friend to help her practise them.
 - C repeats them while doing other things.
- 29 Rosie advises people hoping to become singers to
- A consider how strong their ambition is.
 - B be careful not to damage their voice.
 - C take advantage of opportunities to perform.
- 30 Rosie tells us about a friend who
- A avoids singing on recordings.
 - B prepares in her car before performing.
 - C suffers very badly from nerves on stage.

PART 1 (2 minutes)

Good morning/afternoon/evening. My name is ... and this is my colleague

And your names are?

- Where are you from, (*Candidate A*)?
- And you, (*Candidate B*)?

First we'd like to know something about you.

Select one or more questions from any of the following categories, as appropriate.

Eating and drinking

- What is your favourite food and your favourite drink?
- What do you have for breakfast?
- What is more important for you, lunch or dinner?
- Have you been to a restaurant lately? (Tell us about it.)

Communication

- How often do you meet your friends for a chat?
- How do you keep in touch with friends who don't live near you?
- How do you keep up with the latest world news? (Do you watch the news on TV or read it online?)
- Do you like to read about the lives of famous people?

Free time and entertainment

- Do you like playing computer games? (Tell us about the one you like most.)
- What do you usually do when you come back from school (work)?
- Can you sing or play an instrument? (Who taught you how to do it?)
- Do you ever go to concerts? Tell us about the last one you went to.

PART 2 (4 minutes)

Interlocutor In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs. They show **different places where people stay on holiday**. [Turn to the pictures on page 175.] I'd like you to compare the photographs, and say **why you think the people have chosen these places to stay**. All right? (1 minute)

Thank you. (Candidate B), **do you like camping?** (30 seconds)

Now, (Candidate B), here are your photographs. They show **people competing against each other**. [Turn to the pictures on page 176.] I'd like you to compare the photographs, and say **why the people may have decided to compete**. All right? (1 minute)

Thank you. (Candidate A), **do you enjoy taking part in competitions?** (30 seconds)

PART 3 (4 minutes)

Interlocutor Now, I'd like you to talk about something together for about two minutes.

I'd like you to imagine that some students are looking for a **summer job that involves contact with nature**. Here are some **jobs** and a question for you to discuss. First you have some time to look at the task (15 seconds). [Turn to the task on page 177.]

Now talk to each other about **the skills people need to do these jobs**. (2 minutes)

Now you have a minute to decide **which two jobs would be most difficult for the students to do**. (1 minute)

PART 4 (4 minutes)

Interlocutor Use the following questions, in order, as appropriate:

- Tell us about animals you like or dislike.
- Do you think animals should be kept in zoos? (Why/Why not?)
- How important do you think it is to protect wildlife?
- Which do you prefer, working outdoors or working in an office? (Why?)
- Do you think it is a good idea to do volunteer work? (Why/Why not?)
- Do you think it is important to finish your studies before you get a job? (Why/Why not?)

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Interlocutor Thank you. That is the end of the test.

Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

In the exam, mark your answers on the separate answer sheet.

Example:

0 A have B make C get D put

0	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
---	----------	----------	----------	----------

Slacklining

Slacklining is an increasingly popular activity in London's parks. All you need if you want to (0) a go at slacklining is two trees about fifteen metres apart, a five-centimetre-wide strap of around the same length and the equipment to (1) the strap to the trees.

The slackline is not a rope, but a flat piece of strong webbing material. The (2) is to try to walk along the line without (3) your balance. As the line is usually (4) about a metre or so above the ground, there is no (5) risk of injury if you don't (6) to stay on the line. Other street sports, such as skateboarding and parkour are much more dangerous.

Basically, slacklining (7) quite a lot of practice, but it is something that you can learn to do. At first, most people like to (8) on to a friend's hand until they get used to the feeling of the moving line under their feet.

- | | | | | |
|---|--------------|------------|-----------|------------|
| 1 | A join | B attach | C unite | D stick |
| 2 | A aim | B target | C plan | D schedule |
| 3 | A dropping | B missing | C losing | D slipping |
| 4 | A positioned | B stood | C settled | D arranged |
| 5 | A deep | B great | C wide | D tall |
| 6 | A realise | B achieve | C manage | D succeed |
| 7 | A asks | B requests | C calls | D requires |
| 8 | A keep | B hold | C touch | D stay |

Part 2

For questions **9–16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

In the exam, write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example:

0	U	P																	
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Blanca Huertas: butterfly expert

As a little girl growing **(0)** in Colombia, Blanca Huertas was fascinated by wildlife, and especially by butterflies. In those days you couldn't buy butterfly nets locally, so her father made **(9)** for her, using the end of a broom. He also bought her some books and took her to different places at the weekends so **(10)** she could see different species and learn about different types of habitat. It was at this time that she started her butterfly collection.

(11) she was sixteen, Blanca went to university to study biology. Her professor convinced her that the study of butterflies **(12)** become a career, not just a hobby. What's more, he encouraged Blanca to apply **(13)** a place on a field trip to the Cauca region of the Amazon, **(14)** was being organised by students from Oxford and Cambridge.

The two-month trip was an incredible experience. Blanca rediscovered a butterfly that hadn't **(15)** seen for thirty years and collected information about new species. **(16)** a result of the trip, the region was turned into a national park.

Part 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 S U I T A B L E

In praise of plastic

Wherever you are, you're likely to be surrounded by objects made of some kind of plastic material. There are many types of plastic, each one (0) for a particular use. Thin, flexible plastic is good for making objects such as bags, whereas thick, hard plastic is a (17) material for making functional objects, and has been used to make very (18) pieces of furniture.

SUIT

USE

ATTRACT

Although plastic has a (19) for being cheap and disposable, in the hands of a good (20), it can be used to make objects of great beauty. As well as offering (21) high quality at a low price, plastic can take almost any shape, colour or consistency.

REPUTE

DESIGN

EXTREME

Plastic can also be seen as an environmentally friendly (22) of material. It can be used in place of wood and other materials that are in short supply in their (23) state, and it is also very hard-wearing. A good plastic chair, for example, could last you a lifetime and when you no longer wanted it, then it would probably be possible to (24) the material.

CHOOSE

NATURE

CYCLE

Part 4

For questions **25–30**, complete the second sentence so that it has a **similar** meaning to the first sentence, using the word given. **Do not change the word given**. You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Example:

0 What type of music do you like best?

FAVOURITE

What type of music?

The gap can be filled by the words 'is your favourite', so you write:

Example: **0** IS YOUR FAVOURITE

In the exam, write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 Heidi stayed with a friend when she went to London.

PUT

A friend when she went to London.

26 The singer dislikes people asking for his autograph in the street.

LIKE

The singer people ask him for his autograph in the street.

27 I advised Kylie to enrol at a gym, which she did.

ADVICE

Kylie and enrolled at a gym.

28 I had no idea that a famous film star was born in the town.

UNAWARE

I fact that a famous film star was born in the town.

29 Simon was the only student to apply for a scholarship.

NONE

Apart the students applied for a scholarship.

30 Debbie wore a jumper because she thought it might be cold in the mountains.

CASE

Debbie wore a jumper in the mountains.

Part 5

You are going to read an article about a sporting event. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

In the exam, mark your answers on the separate answer sheet.

A hop, skip and a jump away

Audrey Pirog talks about her first triple-jump competition

'I want you warming up. Do some bounding on the grass while you wait to sign in.' It was Paula, our coach. I wasn't too keen on this idea, knowing it would only tire me. My eyes met those of my three fellow triple-jumpers. We all sighed in agreement, all wanting to conserve our energy. Nobody moved. What's more, I needed to qualify for the state championships. It was all I could think about. I had to jump twenty-nine feet, six inches to do this.

line 9 The sun was bright in the cloudless sky as I looked down the runway to the sand-filled triple-jump pit. Sounds of feet pounding on the track and cheers filled the air. I closed my eyes and tried to imagine it; the perfect jump. I'd only recently taken up this event and wished I'd had more practice. It's so much more than a hop, skip and a jump. It's a take-off. The announcer's voice boomed, 'All triple-jump girls please sign in now.' About nine of us meandered down to the pit where he was holding a clipboard and measuring tape.

Waiting for my turn, I checked out the competition, seeing who had the longest legs or greatest muscle tone. My legs were still aching a little from the hundred-metre hurdles. I stretched them out, feeling the lump in my left one, the remnants of a pulled muscle. When I heard my name called, I began to feel nervous. What if I didn't make it? This was the last chance to qualify and I had three jumps to do it. I bounced on my toes as I watched the girls before me jump. Analysing their form, you could see those who didn't have enough momentum from the board.

Finally my turn came. I stepped onto the runway and found my chalk mark. Steadying myself, I narrowed my eyes and took a deep breath. Pushing off my back foot, I lunged forward into a sprint. One, two, three, four, five and by six strides I was on the board. The actual jump is hard to remember; a one-legged hop, a skip and a long jump into the hot sandy pit. A long breath escaped me as I stepped out of the pit and waited to hear my measurement. 'Twenty-eight feet, five-and-a-half inches,' called the clipboard guy.

I walked down the runway to be met by Paula, and was thankful for her kind face. 'I want you to try something. Alright? Where's a relaxing place for you?' 'In the water, I guess. Swimming.' It was the first thing that came to mind and I didn't realise how silly it must sound. 'Perfect', she responded. 'Right before you jump, I want you to imagine you're in the water, just floating, OK?' I agreed, smiling to show my appreciation. I paced until my name was called again.

'Pirog, you're up!' I closed my eyes and imagined the water running over me, soothing me. My muscles relaxed and I exhaled as I pushed into take-off. This sprint felt loose and free. When I took off from the second board, I was sure my first phase was too high, that my second was chopped, and my landing wasn't quite what it should have been. I stood up, shaking off the sand as the officials drew out the long measuring tape. The suspense was killing me.

'Twenty-nine feet, ten inches.' I couldn't stop myself from screaming and jumping into the air. My team-mates rushed to me, I was encircled and soon my hand stung from the force of all the customary high-fives. It was a relief finally to have made it and my success couldn't be put down to sheer luck. My face ached from smiling but I knew I wouldn't stop. I found Paula and ran to hug her. 'That was all thanks to you.' She smiled in return: 'Thank the water.'

- 31 From the first paragraph we understand that Audrey
- A was already feeling very tired.
 - B needed to beat the other jumpers.
 - C had a specific aim in mind that day.
 - D felt guilty about ignoring her coach.
- 32 The word 'it' in line 9 refers to
- A background noise at the event.
 - B the place where this event is held.
 - C the amount of practice needed for the event.
 - D a technically good performance in the event.
- 33 In the third paragraph, Audrey reveals that
- A she once suffered a leg injury.
 - B she had already won another event that day.
 - C she felt confident in her ability to achieve her goal.
 - D she was impressed by the performance of the other jumpers.
- 34 When she was talking to Paula, Audrey felt
- A embarrassed by a question her coach asked her.
 - B amused by a suggestion her coach made.
 - C sad that she'd let her coach down.
 - D grateful for her coach's support.
- 35 During her second jump, Audrey
- A was still feeling very tense.
 - B felt unhappy with one aspect of her jump.
 - C was rather self-critical of her performance.
 - D felt that everything was going better than last time.
- 36 When she heard the length of her second jump, Audrey
- A realised that she had actually been very lucky.
 - B acknowledged the contribution of her coach.
 - C was surprised by her team-mates reaction.
 - D was lost for words for a few moments.

Part 6

You are going to read an article about an environmental campaigner. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

In the exam, mark your answers **on the separate answer sheet**.

Would you turn off your engine, please?

I was walking around my neighbourhood in New York one spring evening two years ago when I came across a stretch limousine parked outside a restaurant. The driver's clients were inside having dinner, and he had his engine running while he waited. It really bothered me. He was polluting the air we breathe as well as wasting huge amounts of fuel, so I knocked on the driver's window.

I explained to him that he didn't need to waste his boss's money or pollute our air. I addressed the issues politely and, after a ten-minute chat, he agreed to shut off the engine. I felt empowered – I could make a difference to our environment. **37** So whenever I see a driver sitting with the car engine running, I go over and talk to him or her.

Six months later, I talked to a guy who turned out to be an undercover police officer. He told me he wouldn't turn off his engine because he was on a job, but asked me if I knew there was actually a law against engine idling, as it's called. **38** Sure enough, under New York City's traffic laws, you could be fined up to \$2,000 for engine idling for more than three minutes.

I had small business cards printed up that referred to the relevant law on one side and the penalties on the other, and started to hand them out to idlers. **39** It's surprising how many people are unaware that they could get a fine. That's why I start my encounters the same way every time.

I say: 'Excuse me for bothering you, but are you aware that it is against the law in New York City to idle your car for more than three minutes?' **40** They want to know who I am, am I a cop? I tell them that I'm just a concerned citizen and want to make sure we improve our environment and address our oil addiction.

We usually have a discussion and I always try to conclude the encounter on a positive and polite note, saying how great it would be if they shut off their engine so we can all have a better environment. **41** Most are convinced by these arguments. Indeed, I'm successful seventy-eight percent of the time. Although, of course, there are people who are aggressive or who won't do it. My success rate with cops is only five percent.

I keep an Excel spreadsheet so that I have a precise record of each of my encounters. If I get an aggressive reaction, I list their comments and highlight them in red. **42** I don't give up, however, and try to approach them professionally. But my feelings do get hurt on occasion. Then I remind myself that because I make the first approach, I'm actually the aggressor in this situation. My victims are just sitting there thinking: 'Who is this guy?'

To date, I have had 2,500 encounters and, overall, I have made a difference. I'm in touch with the Department of Energy in Washington and my work is endorsed by the American Lung Association. And recently a New York traffic cop wrote the city's very first ticket for idling.

A I also tell them that it saves money and avoids breaking the law.

B I decided to have these conversations on a regular basis after that.

C I find this fact always takes my victims by surprise.

D I went home and checked this out.

E It's not the sort of mistake that you make twice.

F I try not to get affected emotionally if drivers respond in this way.

G I've been distributing them in this way ever since.

Part 7

You are going to read an article about advertising in public places. For questions 43–52, choose from the people (A–E). The people may be chosen more than once.

In the exam, mark your answers **on the separate answer sheet**.

Which person says that advertising

- | | | |
|---|----|----------------------|
| can be uninteresting if there's a lack of variety? | 43 | <input type="text"/> |
| has a mostly negative impact on the urban landscape? | 44 | <input type="text"/> |
| can damage the appearance of the countryside? | 45 | <input type="text"/> |
| may be a waste of energy resources? | 46 | <input type="text"/> |
| can lead to a break of concentration in a job? | 47 | <input type="text"/> |
| should not be allowed in certain public places? | 48 | <input type="text"/> |
| can be a source of potential danger? | 49 | <input type="text"/> |
| can sometimes make you feel better? | 50 | <input type="text"/> |
| is good if it makes you think about something? | 51 | <input type="text"/> |
| is useful in providing work for talented and creative people? | 52 | <input type="text"/> |

Advertising in public places. like it or love it?

We asked five people for their opinions

A Rob Stevenson, lorry driver

The main problem is that the location of posters can be a safety hazard if they block your view of junctions or road signs. I'm not distracted from driving by the content so much, just by the fact that a poster is there. I've no time to read them or study them, though the names of products must stick in your memory. Posters in fields get a lot of attention because you certainly notice them as you drive down the motorway. They must be a bonus for the farmer who gets an income from them, but I suppose they do make a bit of a mess of the rural environment. On the whole, there aren't too many posters on the roads – not compared with some countries I've driven through.

B Josie Pelham, cabin crew

Walking through airports in uniform, I tend not to look around too much. That's because I run the risk of being asked questions by confused passengers who mistake me for ground crew, but helping them is not my job. But adverts in airports have a captive audience because people end up hanging around waiting for delayed flights in lounges or at boarding gates, so in those places they must work well for the advertisers. When travelling, an amusing advert can brighten up my day, but I do tend to see endless dull adverts for banks round the airport and they don't fit into that category! Planes are even being painted externally to carry advertising. I saw one decorated to advertise house music in Ibiza. How cool is that?

C Damian Stenton, lawyer

To be honest, I can take or leave street advertising – I don't pay it much attention and posters aren't that obtrusive. I don't even mind posters in the countryside, though I know that's an issue for some groups in society. Some of the paper posters are being replaced by TV screens. I guess that enables the company to make more money, as they can switch adverts easily – and it also saves paper. But it's rather environmentally unfriendly as each advertising screen obviously has to be powered by electricity. At a time when we're all being urged to cut down on consumption of precious resources, putting up TV screens everywhere seems rather counterproductive.

D Danni Rochas, interior designer

I often feel surrounded by posters and advertising, it seems to be taking over our city. I am reminded of an episode of *The Simpsons* where the town's outdoor advertising comes to life and hunts down the residents. I'm resigned to the fact that posters are 'necessary' commercialisation, but I find them less annoying when they 'give' something positive in exchange for being such an intrusive presence on the urban landscape. Occasionally, though, advertisers find a new angle on an issue that's really thought-provoking and that must be positive. So maybe I'd prefer it to exist rather than not.

E Naomi Hesketh, student

I try to walk straight past most posters as if they weren't there, but some do manage to grab your attention nonetheless. I really like those that are colourful or imaginative. I think advertising allows lots of clever people to reach a wide public with their ideas, and we all benefit from that. Why would you even look at a boring poster? I think production values are important, too, in making you trust the advertiser. I agree with banning posters from parks and on historic buildings, but there's nothing wrong with them in shopping streets and main roads. They make the environment brighter.

Part 1

You **must** answer this question. Write your answer in **140–190** words in an appropriate style.

- 1 In your English class you have been talking about the importance of friendship. Now your English teacher has asked you to write an essay .

Write an essay using **all** the notes and give reasons for your point of view.

What are the most important things we need to do to make and keep friends?

Notes

Write about:

1. keep in touch regularly
2. always tell a friend the truth
3. (your own idea)

Write your **essay**.

Part 2

Write an answer to **one** of the questions 2–4 in this part. Write your answer in **140–190** words in an appropriate style.

- 2 You recently saw this announcement on a teenage website.

Write an article for us!

Do you know how people your age in your country feel about the future? What opportunities are there for young people to get jobs or continue their studies after secondary school?

The best articles will be published on the website next month.

Write your **article**.

- 3 You have seen an advertisement for a part-time job and you want to apply.

Part-time team leaders needed for an activity camp for children from different countries. You need to:

- have experience in organising activities for children aged 8–12
- be able to communicate well in English and one other language
- be good at at least one outdoor sports activity.

Write to Amy Salomon, Senior Manager, explaining why you would be suitable for the job.

Write your **letter**. Do not write any postal addresses.

- 4 You have seen this in a magazine for students of English and you want to write a review.

English Alive

The international magazine for students of English

Have you been to a music festival recently?

Write a review for us, telling us about

- the place!
- the atmosphere!
- the audience!
- the music you liked most and what you liked least!

The best review wins a one-year subscription

Write your **review**.

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear a man talking about a book.
What does he particularly like about it?
A It's amusing.
B It's well written.
C It's informative.
- 2 You hear a caller on a radio phone-in programme.
Why has she called?
A to criticise the appearance of a new building
B to question the purpose of a new building
C to explain the location of a new building
- 3 You overhear a conversation about families.
What language does the man usually speak at home?
A Dutch
B English
C Spanish
- 4 You hear a woman talking about learning how to make jewellery.
What does she say about it?
A It's made her realise that she lacks practical skills.
B It's easier to do than she had expected.
C It's created new opportunities for her.
- 5 You hear a man talking about a new car he's just bought.
The man was most attracted to this model by
A its economy.
B its reliability.
C its size.
- 6 You overhear two sales assistants talking about their new manager.
What does the woman say about him?
A He's well qualified for the job.
B He's been very polite so far.
C He seems very efficient.
- 7 You hear a man talking about a tennis competition.
What does he say about it?
A It was less successful than a newspaper suggested.
B More people should have taken part in it.
C The players enjoyed it.
- 8 You hear a cycle mechanic talking to a customer.
What does he say about the customer's bike?
A It's not worth repairing.
B It would be impossible to repair.
C It's difficult to get the parts needed for the repair.

Part 2

You will hear a woman called Britt Foxton talking about women's basketball. For questions 9–18, complete the sentences with a word or short phrase.

Women's basketball

Britt first designed her website when she was at

(9)

Britt's website is now called (10)

Britt says that (11) is the main topic now covered by her website.

Britt began writing her book in the month of

(12)

Britt says that women's basketball has been an Olympic sport since the year

(13)

The first women basketball players suffered (14) as well as discomfort as a result of their clothing.

Britt says that both handkerchiefs and (15) were often found on court after early women's games.

Britt mentions (16) as something that women basketball players were not allowed to use on court.

Britt tells us about a women's team with the name

(17)

When talking about her book, Britt describes herself as a

(18)

Part 3

You will hear five short extracts in which people are talking about holiday jobs they have done. For questions **19–23**, choose from the list (**A–H**) what each speaker says about the job they did. Use the letters only once. There are three extra letters which you do not need to use.

A I was disappointed not to earn more.

Speaker 1 **19**

B The routine made it very boring.

Speaker 2 **20**

C I didn't like the way some people were rude to me.

Speaker 3 **21**

D I didn't have to work very hard.

Speaker 4 **22**

E My boss was very demanding.

Speaker 5 **23**

F I needed to be very sociable.

G Some of my colleagues were very friendly.

H I had to be prepared for unexpected events.

Part 4

You will hear an interview with a novelist called Greg Field. For questions 24–30, choose the best answer (A, B or C).

- 24 What led Greg to start reading as a child?
- A the encouragement of his parents
 - B spending time exploring a local library
 - C some books he was allowed to look through
- 25 What does Greg say about his schooldays?
- A He found books more interesting than websites.
 - B He liked reading books that had been made into films.
 - C He was inspired by the way one teacher used books in class.
- 26 How did Greg feel when his first novel was published?
- A calm
 - B relieved
 - C disappointed
- 27 What does Greg say about the place where he writes?
- A He likes to keep distractions to a minimum.
 - B He has a favourite pen that he always uses.
 - C He enjoys varying the room where he works.
- 28 What is different about Greg's next book?
- A the period in which it is set
 - B the readers it is intended for
 - C the seriousness of the message
- 29 Greg says that writing novels based on your own experiences can
- A be very difficult to do well.
 - B limit what you can describe.
 - C quickly become boring for readers.
- 30 Greg advises new writers to avoid
- A explaining the meaning of symbols they use.
 - B mentioning people's clothes too much.
 - C involving too many different places.

PART 1 (2 minutes)

Good morning/afternoon/evening. My name is ... and this is my colleague

And your names are?

- Where are you from, (*Candidate A*)?
- And you, (*Candidate B*)?

First we'd like to know something about you.

Select one or more questions from any of the following categories, as appropriate.

Home and daily routine

- Do you have to get up early every day? (Why?)
- How often do you have meals with all your family?
- Which room in your house is the best one to study? (Why?)
- How often do you go shopping for food? (Where do you go?)

Holidays and travel

- Do you like travelling to other countries? (Which ones have you been to?)
- What country would you like to visit in the future?
- Do you like camping holidays? (Why/Why not?)
- What activities do you like to do when you are on holiday?

Sport

- Did you play any sport when you were a child? (How good were you?)
- Is there a sport that you would really like to learn? (How difficult would it be?)
- Have you ever been to a gym? (Did you like it?)
- Who is your favourite sports personality? (Why?)

PART 2 (4 minutes)

Interlocutor In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs. They show **memorable days in people's lives**. [Turn to the pictures on page 178.] I'd like you to compare the photographs, and say **how clearly you think the people will remember these occasions in the future**. All right? (1 minute)

Thank you. (Candidate B), **do you like celebrating your birthday?** (30 seconds)

Now, (Candidate B), here are your photographs. They show **people having meals in different places**. [Turn to the pictures on page 179.] I'd like you to compare the photographs, and say **why the people might have chosen to eat in these places**. All right? (1 minute)

Thank you. (Candidate A), **do you enjoy eating in restaurants?** (30 seconds)

PART 3 (4 minutes)

Interlocutor Now, I'd like you to talk about something together for about two minutes.

I'd like you to imagine that a school wants to organise a student workshop on the subject 'Save the Planet'. Here are some of the topics they are thinking about and a question for you to discuss. First you have some time to look at the task (15 seconds). [Turn to the task on page 180.]

Now talk to each other about **how easy it might be to interest teenagers in these topics**. (2 minutes)

Now you have about a minute to decide **which topic teenagers would feel most strongly about**. (1 minute)

PART 4 (4 minutes)

Interlocutor Use the following questions, in order, as appropriate:

- Are young people in your country taught to save energy or protect their local environment? (How?)
- Do you think it is easier to learn about the environment when you are a child or when you are older?
- If you were asked to give a talk to young children, what subject would you choose?
- Have you seen a television programme about the natural world lately? Tell me about it.
- Do you think people should be encouraged to use public transport more?
- How easy do you think it is to help your local environment?

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Interlocutor Thank you. That is the end of the test.

Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

In the exam, mark your answers **on the separate answer sheet**.

Example:

0 A found B arrived C fetched D reached

0	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
---	----------	----------	----------	----------

Vera Neumann: fabric designer

Vera Neumann was a designer and businesswoman whose products (0) their way into the homes of people across the USA.

Vera was born in Connecticut in 1907 and showed artistic (1) from an early age. After attending art college in New York, she got a job as a textile designer, but didn't like being (2) what to do. Determined to develop her own styles, Vera started to produce tablecloths each item printed by hand in her kitchen.

But it was her scarves that (3) Vera's name. Good fabric was in short (4) during the Second World War, but Vera was lucky enough to (5) across some silk left over from the manufacture of parachutes. Vera used it to design scarves with floral, abstract and geometric designs. These were an (6) success when they appeared in department stores and during the 1950s they were the (7) of fashion, being worn by celebrities such as the film star Marilyn Monroe. By 1960, the company which Vera had (8) was employing 200 staff and producing 130 patterns per season.

- 1 A training B talent C expert D gift
- 2 A led B directed C told D forced
- 3 A got B did C gained D made
- 4 A supply B availability C quantity D delivery
- 5 A fall B come C happen D run
- 6 A acute B urgent C instant D extreme
- 7 A height B peak C top D crown
- 8 A worked out B put on C carried off D set up

Part 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (0).

In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 B O R E D O M

Games in space

For astronauts on long missions into space, (0) can be a real problem. In order to help the astronauts, (17) and doctors need to find out what this feels like. As part of the (18) programme, six volunteers will be locked away for 520 days to see what effect this has on their mind and body. During their time in (19) , the volunteers will be able to communicate with their controllers, but only in a way that replicates the astronauts' experience. For example, the further away from 'Earth' they get, the longer the delay in the signal, so they will be (20) to have a conversation in real time.

BORE
SCIENCE
SEARCH
ISOLATE
ABLE

As part of the experiment, the volunteers will be allowed to play computer games. There will be a (21) of solo games and competitive games available. Afterwards, they will be asked to give (22) on how hard they found the games to play and what their (23) state was at the time. As a result of the (24) gathered, it may be possible to create special software for crews on future missions.

MIX
FEED
EMOTION
INFORM

Part 4

For questions **25–30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

Example:

0 What type of music do you like best?

FAVOURITE

What type of music?

The gap can be filled with the words 'is your favourite', so you write:

Example:

0

IS YOUR FAVOURITE

In the exam, write **only** the missing words **IN CAPITAL LETTERS** on the **separate answer sheet**.

25 Learning to sew seemed a waste of time to Lisa.

POINT

Lisa couldn't learning to sew.

26 I reckon Barry was relieved to find his missing cellphone again.

BEEN

Barry must he found his missing cellphone.

27 According to the gossip, the actress will be getting married soon.

RUMOURED

The actress getting married soon.

28 Pamela said that she regretted sending that angry text message to Harry.

ONLY

'If that angry text message to Harry', said Pamela.

29 Ashley always eats a big breakfast before going out in the morning.

WITHOUT

Ashley never goes out in the morning
..... a big breakfast.

30 Liam has decided not to go to football practice any more.

GIVE

Liam has decided to football practice.

Part 5

You are going to read an article about an actor. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

In the exam, mark your answers **on the separate answer sheet**.

The reluctant hero

The most endearing thing about Aaron Green – and there are many – is his refusal to accept how famous he's about to become. 'I can walk down the street and not be hassled, which is really nice. I kind of hope that continues and I'm sure it will,' he says earnestly. He seems genuinely to believe that the job won't change his life. 'There's nothing fascinating about my life, and there's absolutely no reason why that should start happening.' You can only wish him well.

How lovely if this turned out to be true, but the chances are it won't, and he must know this. Aaron has been cast as the hero in the latest fantasy blockbuster that will hit our screens next year. The first photo of him in his costume was released last week to an Internet frenzy.

line 11

After an award nomination for his last film, Aaron is having the biggest year of his life, but it hasn't gone to his head. 'It's nice if your work is praised, but it's all very new to me, this,' he says. 'I really like working in this profession and exploring its possibilities. Who knows what the future holds? We could dream about what might happen next, but there's not much point. I'm just enjoying my job and want to do well in it in the future, but that's kind of it, really. No big hassles.'

Of all the characters in his last film, which is based on a true story about a group of university students who start an influential blog, Aaron's character is the one who emerges as most likeable. But he insists that the plot is not as straightforward as it might appear. 'What's wonderful about this film is that everyone feels they are the good guy. I don't think anyone in the cast felt they were playing the villain. It was just a group of human beings that had different opinions.'

It's a typically thoughtful answer from the 27-year-old, who seems to be a bit of a worrier and prefers to avoid watching himself on screen. Doubtless he doesn't care for interviews either, but he is so open and engaging that you wouldn't know it. He felt 'a heightened sense of responsibility' playing a real-life person in his last film, but had no contact with the person concerned. 'These people are living and breathing somewhere – of course that has a great effect on the care with which you approach your work. I kept wondering if he'd come and see the film, if he'd recognise himself in my performance or be angered by it.'

His performance has a vulnerability about it that is almost painful to watch. Does he seek out those parts or do directors see that quality in him? 'I don't know, I think it's probably a bit of both. I certainly have that unwillingness to lose naivety; to lose that childlike way of looking at the world. I find it a very real and profound theme in my life and, talking to other people my age, I think it's universal.'

- 31 In the first paragraph, the writer suggests that he thinks Aaron
- A has a sensible attitude towards fame.
 - B seems confident that he can deal with fame.
 - C seems unaware that he's about to become famous.
 - D has unrealistic ideas about what it's like to be famous.
- 32 The phrase 'hasn't gone to his head' (line 11) suggests that Aaron is
- A modest about his achievements.
 - B used to receiving so much praise.
 - C doubtful whether he will win an award.
 - D unsure whether he deserves so much attention.
- 33 What does Aaron say about his last film?
- A There are clear heroes and villains in it.
 - B The story is not as simple as it may seem.
 - C He knows why people liked his character best.
 - D There were often disagreements between the actors.
- 34 What makes the writer think that Aaron is an anxious person?
- A He has no wish to watch his own films.
 - B He obviously doesn't like giving interviews.
 - C He feels responsible for the character he plays.
 - D He thinks carefully before answering a question.
- 35 What does Aaron say about playing a real-life person on screen?
- A He was disappointed that he never met that person.
 - B He was sure that person wouldn't want to see the film.
 - C He was concerned that the person might easily be offended.
 - D He was pleased that the person approved of the fact he was playing it.
- 36 What does Aaron suggest in the final paragraph?
- A He only plays parts that suit his own personality.
 - B He lets the director decide how a part should be played.
 - C He's not such an immature person as he may appear.
 - D He shares certain feelings with lots of other young people.

Part 6

You are going to read an article about a language. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one sentence you do not need to use.

In the exam, mark your answers **on the separate answer sheet**.

I'm the last speaker of my language

I come from Chile and I've always been interested in my country's history and culture. It all started when I was about eight and I started to learn about the country's indigenous inhabitants. When I first found out about the native people of Patagonia, in the far south, I had no idea that my mother's family was from there and that her grandfather had been a Selk'nam. The last speaker of Selk'nam died in 1974. I really wanted to learn Selk'nam, so relatives on my father's side who live in Punta Arenas, the southernmost town in mainland Chile, sent me dictionaries. **37** But I had no idea what these sounded like.

Then, when I was about eleven, I saw a television programme about the Yagán people who lived on the island of Tierra del Fuego, the southernmost tip of South America. The programme interviewed two sisters, Cristina and Ursula Calderón, and said they were the only two speakers of their language left. **38** Only later did I discover that the two languages are quite different; that the two peoples couldn't communicate with each other.

One day, my mother told me that although she was born in the capital, Santiago, her grandfather was a Selk'nam from the north of Tierra del Fuego. Nobody had ever told me anything about this before. When I asked why, she said that when she was young she had been teased for looking different, and so she had just kept quiet about it.

When I was thirteen, I went to the south for the first time on my own to meet Cristina Calderón. **39** I discovered that there used to be four thousand Selk'nam

in Tierra del Fuego. They were hunters of wild cats and foxes. The Yagán lived further south and travelled by canoe all the way down to Cape Horn, but the Selk'nam moved on foot.

Settlers from the north arrived in the nineteenth century and introduced diseases like measles and typhoid, which affected the local people very badly. Now, there's no way back. I got hold of some recordings of a Selk'nam shaman from the 1960s and started to study them. **40** Gradually, however, I began to understand how the words sounded and began to reproduce them.

The Selk'nam express themselves using lots of prefixes and suffixes, and the sounds are guttural, nasal and tonal. **41** For example, it has lots of different words for the weather. The hardest thing in Selk'nam, however, is the verbs – they all sound a bit the same. There are some English loanwords, such as 'bread' and 'money'. Others are descriptive: 'read' translates as 'playing with words' and 'drum' as 'vibrating leather'. Then there are words for modern things – for 'telephone', you have to say 'speak from afar', and 'car' is 'go on four wheels'. I speak the language well now. Cristina's husband spoke Selk'nam and apparently I sound just like him.

Because music is something that reaches lots of people, I started composing traditional songs in Selk'nam and formed a band with two friends. This meant that they had to learn some words, too. **42** I need to teach my language to more people because if something happened to me, it would die out all over again.

- A** I felt a sudden desire to learn that one too.
- B** It was slow because I had no one to talk to.
- C** Yagán is quite different, however, because it has more vocabulary.
- D** This meant that I was able to start learning words, verbs and expressions.
- E** This was good because I didn't want to be the only one.
- F** These turned out to be rather hard for me to pronounce, however.
- G** The trip seemed the best way to find out about my roots.

Part 7

You are going to read an article about groups run by volunteers in their local community. For questions 43–52, choose from the groups (A–D). The groups may be chosen more than once.

In the exam, mark your answers **on the separate answer sheet**.

Which of the groups

- | | | |
|---|----|--------------------------|
| has a name that might give people a wrong idea of its activities? | 43 | <input type="checkbox"/> |
| wants to respond to feedback from users of a service it provides? | 44 | <input type="checkbox"/> |
| has put the results of its work on show to the public? | 45 | <input type="checkbox"/> |
| has found it hard to finance its activities? | 46 | <input type="checkbox"/> |
| offers advice to beginners in an activity? | 47 | <input type="checkbox"/> |
| provides a pick-up service for its users? | 48 | <input type="checkbox"/> |
| plans to start selling things to make money? | 49 | <input type="checkbox"/> |
| would use the prize money to publicise its activities? | 50 | <input type="checkbox"/> |
| noticed that something that was still useful was going to waste? | 51 | <input type="checkbox"/> |
| provides a service for people all over the country? | 52 | <input type="checkbox"/> |

Future-Friendly Awards

*Four local community groups run by volunteers have been nominated to win a cash prize.
Who do you think should win?*

A CycleStreets

You're keen to get on your bike, but you're not so keen on bumping over poor roads, sweating up hills or riding between all the large trucks on the main roads. Where can you go? The answer is to ask www.cyclestreets.net, a journey-planning website for cyclists. 'We aim to give newcomers the confidence to start cycling – with all its environmental and health benefits – and to improve routes for those who already cycle,' says spokesperson Martin Lucas-Smith. The not-for-profit group is based in Cambridge, but routes are available in all regions nationwide. Cyclists can get involved, too, by contributing photographs and reporting obstructions or other issues. 'We've done years of unpaid work and winning this award would help us make some major improvements, which the cyclists who contact us have been asking for,' says Martin.

B Sefton Green Gym

If you visit Sefton Green Gym in Liverpool, don't go expecting to see weights or rowing machines – this 'gym' just has rows of lovingly tended organic fruit and vegetables. The gym was set up to help local people improve their skills, make new friends and enjoy the health benefits of gardening. Members range from young people with learning difficulties to elderly people with health problems. 'My dad went along after a serious illness to get fit and make new friends,' says Joanne Woods. 'He's worked hard to raise funds but with limited success, and the gym faces closure if we don't get any more.' The award would help the gym to expand by installing eco-friendly solar heating, as well as advertising for new members and extending its links with the community.

C The Project Group

The Project Group, from the small town of Oswestry, helps people with health problems and learning disabilities to build their self-esteem through creativity. This year, the group has focused on using recycled materials, including making vases from waste paper and pictures from recycled glass. Last year, it helped stage an exhibition of sculptures entirely created from rubbish such as crisp packets, plastic bags and odd shoes. It has also created posters for the local Wildlife Trust, and helped other community groups. 'The whole organisation is user-led, and our artwork can now be admired in many public buildings and spaces in our region,' says spokeswoman Jo Davis. 'We also hope to use the award to develop a retail range of recycled products to help fund our activities.'

D Cleanstream Carpets

Every year, an astonishing three-and-a-half million carpet tiles are thrown away in South Wales and south-west England. Recognising that many tiles could be reused, a group of volunteers formed Cleanstream Carpets to collect and supply them at affordable prices to local organisations and community groups. Volunteers collect and grade tiles before selling them from Cleanstream's premises near Rhondda. Satisfied customers range from local schools to a community furniture bank in Bedfordshire, and the tiles have even been used to build refuges for endangered animals such as great crested newts. 'Our unique selling point is the guarantee that the product is diverted from landfill,' says one volunteer. 'Winning the award would give us encouragement to explore other ways of using other recycled material.'

Part 1

You **must** answer this question. Write your answer in **140–190** words in an appropriate style.

- 1 In your English class you have been talking about the advantages and disadvantages of using social media websites. Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Do we share too much personal information on social media websites?

Notes

Write about:

1. uploading images
2. posting comments
3. (your own idea)

Write your **essay**.

Part 2

Write an answer to **one** of the questions 2–4 in this part. Write an answer in **140–190** words in an appropriate style.

- 2 You have seen this advertisement in an international music magazine.

**Do you like listening to music?
Do you play an instrument?**

Write an article for our World Music Experience pages!

Tell us:

- what kind of music you like most and why.
- where you and your friends go to see live music.

And please recommend some music from your country!

Write your **article**.

- 3 Read this part of a letter from an English-speaking friend, Oliver.

When I saw you last summer, you said you were going to change schools. How do you like your new school? How is it different from your old one? Have you made many new friends there?

Please write back soon.

Oliver

Write a **letter** to Oliver, answering his questions.

- 4 You and three of your classmates recently saw an English-language film. Now your English teacher has asked you to check your classmates' opinions and write a report, addressing the following points:

- Was the plot easy to understand?
- Were the characters interesting for all of you?
- Would the film appeal to teenagers of different nationalities?
- Would you advise other students to see it?

Write your **report**.

Part 1

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear a man talking about long-distance swimming.
What does he like about it?
A It contrasts with his normal lifestyle.
B It provides him with challenges.
C It suits his solitary nature.
- 2 You hear a woman talking about a film she saw.
How did she feel while she was watching it?
A bored
B scared
C amused
- 3 You overhear a conversation in a restaurant.
The man thinks the dish he's just eaten was
A better than in other restaurants.
B a bit spicier than he was used to.
C served in a rather unusual way.
- 4 You hear a man talking about a holiday.
What does he say about it?
A It wasn't worth the money he'd paid.
B The place wasn't as interesting as he'd expected.
C The accommodation wasn't as good as he'd been told.
- 5 You hear a woman talking about an old camera.
What does she regret?
A the fact that she didn't look after it properly
B not getting more money when she sold it
C her decision to replace it
- 6 You hear a television newsreader talking about his job.
What does he say about it?
A Some of the news items he reports on are a bit dull.
B Luck plays a large part in what news is reported.
C He needs to plan his news reports carefully.
- 7 You hear part of an interview with a prize-winning musician.
How did she feel during the competition?
A impressed by the other competitors
B disappointed with her performance
C confident in her ability to win
- 8 You hear a man talking about the experience of going to university.
How did he feel at the start of his course?
A shy about talking to the other students
B unsure how best to organise his time
C surprised by the teaching methods

Part 2

You will hear a woman called Carly Clarkson talking about her career as a street-dance teacher. For questions 9–18, complete the sentences with a word or short phrase.

Street-dancer

Carly mentions lessons in (9) she took as a child, which helped with her street-dancing.

Carly tells people that she regards street-dance as part of her (10)

Carly decided to take up dancing after seeing a move called (11) being performed.

Carly's street-dance students can be as young as (12) years old.

The name of the school where Carly is based is (13)

Carly uses the word (14) to describe her feelings if people don't appreciate her work.

Carly feels that street-dance is getting better known thanks to the support of (15)

Carly thinks street-dancing appeals to young people because it is regarded as a (16) activity.

Carly feels that both (17) *and* are needed to succeed as a professional street-dancer.

Carly suggests consulting the (18) as a first step in finding out about street-dancing in your area.

Part 3

You will hear five short extracts in which people are talking about a charity running event. For questions 19–23, choose from the list (A–H) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

A I feel proud of my latest performance.

Speaker 1 19

B I don't think it was very well organised.

Speaker 2 20

C I felt sorry for the runners who weren't fit enough.

Speaker 3 21

D I'm still in pain from an injury I got that day.

Speaker 4 22

E I was surprised by how many people came to watch.

Speaker 5 23

F I was disappointed at the amount of money raised.

G I regret changing my mind about taking part.

H I was embarrassed to find I'd forgotten my race number.

Part 4

You will hear an interview with a woman called Sally Gartree, who works as an organiser of the three-day Ixford Music Festival. For questions 24–30, choose the best answer (A, B or C).

- 24 Sally says that her involvement with the festival began
- A before her parents were asked to help run it.
 - B when it was first held over twenty years ago.
 - C after she had started attending the event regularly.
- 25 Sally feels that the biggest change in the festival has been in
- A the scale of the event.
 - B the atmosphere at night.
 - C the facilities for performers.
- 26 Sally regrets that some people attending the festival now seem most interested in
- A how well known the bands are.
 - B trying out different types of food.
 - C the retail outlets selling souvenirs.
- 27 What does Sally enjoy most about the festival?
- A the non-stop entertainment
 - B the relaxed attitude of the people
 - C the range of musical styles on offer
- 28 What would Sally like to change about the festival?
- A so many people arriving by car
 - B the reliance on good weather
 - C how poorly advertised it is
- 29 Sally tells the story about the famous rock star to show
- A how well respected the festival is.
 - B how unreasonable such people can be.
 - C how important the festival was to his career.
- 30 Sally hopes that in the future the festival will
- A go on for longer.
 - B be shown on TV.
 - C stay the same size.

PART 1 (2 minutes)

Good morning/afternoon/evening. My name is ... and this is my colleague

And your names are?

- Where are you from, (*Candidate A*)?
- And you, (*Candidate B*)?

First we'd like to know something about you.

Select one or more questions from any of the following categories, as appropriate.

Everyday life

- Are you a very busy person? (What keeps you busy?)
- Do you take regular breaks when you are working? (What do you do?)
- Tell us about a daily activity that you particularly enjoy.
- What is your favourite season? (Why?)

The future

- Do you think you will use your English in the future? (How?)
- Have you got any plans for next weekend?
- What do you think you'll be doing this time next year?
- What practical skill would you most like to learn? (Why?)

Entertainment

- Have you got a hobby? (What do you like about it?)
- Do you like watching soap operas on television? (Why/Why not?)
- Can you play any card games? (Who do you usually play with?)
- Do you like to have a good time with friends? (What do you do?)

PART 2 (4 minutes)

Interlocutor In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs. They show **children doing different sports**. [Turn to the pictures on page 181.] I'd like you to compare the photographs, and say **how much you think they are enjoying the experience**. All right? (1 minute)

Thank you. (Candidate B), **do you like playing or watching tennis?** (30 seconds)

Now, (Candidate B), here are your photographs. They show **people taking photos in different situations**. [Turn to the pictures on page 182.] I'd like you to compare the photographs, and say **why the people might think it is important to take these photos**. All right? (1 minute)

Thank you. (Candidate A), **do you like taking photos of people?** (30 seconds)

PART 3 (4 minutes)

Interlocutor Now, I'd like you to talk about something together for about two minutes.

Here are some situations in life when people might need advice, and a question for you to discuss. First you have some time to look at the task. (15 seconds) [Turn to the task on page 183.]

Now talk to each other about **how helpful a friend's advice might be in these situations**. (2 minutes)

Now you have about a minute to decide **in which situation you think a friend's advice would be the most helpful**. (1 minute)

PART 4 (4 minutes)

Interlocutor Use the following questions, in order, as appropriate:

- Who would you turn to for advice if you had a problem?
- How important is it to have good friends who can give advice?
- Do you think young people are better able to deal with problems than older people?
- How much do you think parents can do to help their children?
- Do you think young people may worry too much about their appearance?
- Do you think it is possible to enjoy life and not worry about anything?

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Interlocutor Thank you. That is the end of the test.

Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

In the exam, mark your answers **on the separate answer sheet**.

Example:

0 A meet B link C join D unite

0	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
---	---------------------------------------	----------------------------	----------------------------	----------------------------

What is a coincidence?

A coincidence is a surprising thing that happen to us. For example, two friends go shopping alone on the same day. When they (0) up afterwards, they discover that they've each bought an identical T-shirt. Many people (1) coincidences as significant or mysterious. But the simple (2) could be that friends tend to have similar taste in clothes.

In reality, life is (3) of coincidences, but normally we don't notice them. For example, in almost fifty percent of all football matches, two players share the same birthday. This seems surprising, (4) that there are 365 possible birthdays in the year. But most of these matches will be played without anybody being (5) that the coincidence exists. (6) your birthday is today or tomorrow, you don't generally go around telling people when it is. What's more, without realising it, you probably (7) into contact with lots of people born on the same day as you. But when a coincidence is (8) to your attention, it still seems amazing.

- 1 A regard B think C consider D believe
- 2 A explanation B definition C motivation D resolution
- 3 A heavy B rich C full D crowded
- 4 A given B except C even D instead
- 5 A noticed B known C aware D intelligent
- 6 A Therefore B Whereas C Meanwhile D Unless
- 7 A make B come C have D go
- 8 A taken B carried C brought D shown

Part 2

For questions 9–16, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

In the exam, write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: 0

T	H	E	M	S	E	L	V	E	S								
---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--

The Recyclists

What do you do to help fight climate change? Two teenage boys from Scotland have just won an award for their efforts. Niall Watson and Roarke Hughes call (0) the Recyclists. They pedal (9) their neighbourhood on their bikes collecting rubbish to be recycled. In the area (10) the boys live, the local council only collects a few types of refuse to be recycled, so the boys help their community to recycle more, in (11) for a small fee.

Their business venture started three years (12) as a way of making some extra pocket money. Now Niall and Roarke have expanded their business. They have invested (13) some chickens and now also sell their own organic eggs (14) they cycle round the town.

The judges of the 'Ethical Kids Award', (15) the boys won, were very impressed by them, saying: 'The Recyclists captured our imaginations straightaway. Their idea was innovative and green at the (16) time.'

Part 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 T W E N T I E T H

Travel posters

Travel posters were an important form of advertising in the first part of the (0) century. The classic travel poster was designed to make people believe that they could (17) a more luxurious lifestyle. They aimed to tempt people away from their ordinary working lives by presenting them with images of (18) and glamour.

TWENTY

JOY

RELAX

As travel became less (19) , posters were produced to advertise railways, cruise liners, motoring and airlines, as well as individual tourist destinations. The golden age of posters, however, was the period from 1910–1950, before television made other ways of advertising more (20)

SPEND

EFFECT

The value of a poster is often linked to the (21) who created the original. Some of the leading poster designers, influenced by (22) such as cubism and surrealism, created their own style and use of colours, which is (23) recognisable. Posters designed by these people are often the most striking and can command (24) high prices.

ART

MOVE

INSTANT

SURPRISE

Part 4

For questions **25–30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given**. You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Example:

0 What type of music do you like best?

FAVOURITE

What type of music?

The gap can be filled by the words 'is your favourite', so you write:

Example: **0** IS YOUR FAVOURITE

In the exam, write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 Is it all right if I turn the television off?

MIND

Would the television off?

26 We're not going to have our car washed because it costs too much.

AFFORD

We have our car washed.

27 Grace knows a lot about Web design, even though she has never studied it.

HAVING

Despite, Grace knows a lot about Web design.

28 Damon looked so funny in his brother's tracksuit that we had to laugh.

HELP

We at Damon because he looked so funny in his brother's tracksuit.

29 An electric fence kept visitors away from the animals.

PREVENTED

An electric fence close to the animals.

30 Graham likes to spend time alone just before a race.

BY

Graham likes to spend time just before a race.

Part 5

You are going to read an extract from a novel. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

In the exam, mark your answers **on the separate answer sheet**.

'This came today, Jo. I forgot to tell you', Dad said, an opened brown envelope in his hand. He took out a letter, saying as he handed it to me, 'The big house at the back of ours has been bought by a property developer. The letter's from the City Council, asking if we object. They've applied for permission to pull down the house and put up an apartment block instead, plus eight three-storey houses on the garden.' This came as such a shock that I didn't say anything about it at all at first.

Dad had been right when he'd said that whoever bought the big house would probably really be buying the garden. What neither of us had realised, though, was that it wouldn't be the garden itself they'd be after. I couldn't imagine it with a big block of flats and houses standing on it, the earth covered over and suffocated; my greatest fear was that there would be nowhere for the butterflies and bees to come any more. Some might move into our little gardens, but there wouldn't be much room.

That night I had a dream about bulldozers and I woke up in the morning with a terrible jump. I supposed that everyone else in our street would have had the same letter as us. I wondered why they weren't all out there, talking over their garden walls – painting banners, tying themselves to trees – protesting. Come to think of it, why wasn't I? Before I had time to feel guilty about that, though, the scramble to get to school began and I stopped thinking about it for a while.

line 16

I often go into Dad's study after school. He always pretends he wants to be left till about six, but he's on his own all day and I think he must need a bit of company by four-ish, to see him through. That day he was trying to finish designing a book called *Home Maintenance*. He'd scanned a lot of pictures and diagrams into the computer and he was busy numbering them, muttering that the text was too long as always.

'Everyone will have had that letter we had, won't they?' I said, leaning against his work table to watch him. Dad said they would. I noticed he was wearing his chewed-up grey sweater, the one he puts on when he's expecting a job to be challenging. 'Well, will they do anything?'

'Like what?' He wasn't paying attention. He was sliding a diagram about on the screen, and trying to fit some text in beside it. It wasn't going to be easy.

'Well, will they do something to stop it happening?'

'Shouldn't think so,' he said. 'It's not going to be stopped by anything we say.'

I felt sure he was missing the point. Even though he was making a big thing about looking at me and not looking at his screen, I knew what his mind was really on. 'The developers have asked for permission,' I said, in the same annoyingly patient voice he'd been using. 'If you ask for *permission* that means someone could refuse. The Council must be able to.'

'They could,' said Dad, speaking even more 'patiently'. 'Our not wanting it isn't a good enough reason, Jo. We've got our own houses and gardens, nobody's taking those away.'

'We could try,' I said, but Dad shook his head.

- 31 From the first paragraph, we learn that the letter Jo's father gave her
- A informed the family of a decision already made.
 - B contained news that the family had been expecting.
 - C was replying to a question that the family had asked.
 - D was giving the family the chance to give their opinion.
- 32 What concerns Jo most about the proposed housing development?
- A how it would change her family's garden
 - B how the building work would be carried out
 - C the effect it would have on the local wildlife
 - D the type of buildings that would be constructed
- 33 The word 'that' in line 16 refers to Jo's
- A attitude towards her neighbours.
 - B failure to protest against the plans.
 - C dream about the proposed buildings.
 - D lateness in getting reading for school.
- 34 In the fourth paragraph, we discover that Jo's father usually
- A spends most of his day working alone.
 - B works for a company that makes computers.
 - C gets home from work at a regular time each day.
 - D welcomes interruptions during his working day.
- 35 Jo realised that her father was having a difficult day because of
- A the look on his face.
 - B the way he was sitting.
 - C the way he was dressed.
 - D the fact he stopped to talk to her.
- 36 How does Jo's father feel about the proposed building development?
- A resigned to its going ahead
 - B angry not to be able to prevent it
 - C sure that they'd soon get used to it
 - D worried about the council's attitude towards it

Part 6

You are going to read an article about white-water kayaking. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

In the exam, mark your answers **on the separate answer sheet**.

Paddle power

Before tackling white-water rapids in a kayak, you need to get your basic skills sorted

'I guarantee you'll be getting wet today,' says my kayaking coach, Sarah Lind. I've come to the Bala Watersports Centre in North Wales for a crash course in white-water kayaking. If anyone knows what they're talking about, it's thirty-five-year-old Sarah. Having started her kayaking career at the age of eleven, she went on to win a gold medal for Great Britain. For years I've dreamed of paddling white water and this is my big opportunity.

The sleepy Welsh town of Bala is the white-water capital of Britain. Local residents include Matt Cook, who once came fourth in the freestyle world championships, and former European freestyle champion Lynsey Evans. **37** These create a natural playground for paddlers. One of the toughest sections of white water lies on the Tryweryn river, which cuts straight through Bala. Graded four out of six (six being impassable), it is a swirling mass of furious white water, interspersed by slippery rocks. Used for the world championships, it's where the world's best paddlers pit their wits and strength against nature. And later on today, it will be the venue for my first white-water voyage.

Before allowing us near any white water, Sarah insists that we head out onto the calm waters of Bala Lake to learn a few basic skills. **38** As I paddle my first few strokes, it causes my boat to bob about alarmingly. I'm having trouble simply going in a straight line.

The most important thing you need to master before going out into white water is the 'low brace turn', which

breaks down into three main elements. The first is the 'sweep stroke'. **39** While doing this you need to 'edge' – or cause the kayak to tip slightly towards the side that you wish to turn. This is achieved by straightening the leg that corresponds to the direction in which you wish to turn, while bending your other leg and bracing it against the top of the boat.

Finally, you need to put your paddle into the 'brace' position: bar held against your stomach, arms parallel with your shoulders. The idea is that if at this point you find yourself tipping over too far, you can use your paddle to prevent the kayak turning over. **40** I flounder around in the freezing cold lake like an ant stuck in a puddle, and my breath is snatched away.

After we eventually master the basics, it's time to tackle some world championship level white water, on the Tryweryn. **41** I can hardly hear myself think. The first section of the course involves crossing a segment of high-speed water punctuated by slippery stone slabs. This is where the 'edging' technique I learned earlier comes into play.

The next section involves traversing an even angrier patch of white water. All I remember is paddling frantically through a narrow corridor of rocks, as the water splashes up in my face and my boat bounces its way through the swirling torrent. **42** Eventually, things slow down slightly and I'm able to take stock. This is it. I'm off and running: racing down the river at ridiculous speed. Awesome!

- A** A stiff breeze is blowing across this massive open space.
- B** Basically, you use the paddle to turn the boat sharply in the opposite direction.
- C** Despite my understandable trepidation, Sarah is confident that she can get me to complete it in one piece.
- D** Despite my best efforts, however, I end up in the water almost immediately.
- E** Only a shout of 'Right paddle!' from Sarah saves me from going over again.
- F** Standing on the bank, psyching myself up, the sound of the raging water crashing over rocks is deafening.
- G** They're attracted here by the huge number of rivers that cascade down from the surrounding mountains.

Part 7

You are going to read an article about a man who holds a number of world records. For questions **43–52**, choose from the sections **A–D**. The sections may be chosen more than once.

In the exam, mark your answers **on the separate answer sheet**.

In which section do we read about ...

- | | | |
|--|----|----------------------|
| activities that help Ian prepare for a trip? | 43 | <input type="text"/> |
| Ian having problems finding his way on a trip? | 44 | <input type="text"/> |
| the achievement that gives Ian the most satisfaction? | 45 | <input type="text"/> |
| Ian needing to stay awake because of an unexpected danger? | 46 | <input type="text"/> |
| Ian's desire to do something that few other people had managed before? | 47 | <input type="text"/> |
| Ian feeling that a lot must be achieved in a lifetime? | 48 | <input type="text"/> |
| an example of Ian not being successful at the first attempt? | 49 | <input type="text"/> |
| a specific activity designed for people less experienced than Ian? | 50 | <input type="text"/> |
| Ian seeing something that inspired him to go on further trips? | 51 | <input type="text"/> |
| a delay that didn't prevent Ian achieving something? | 52 | <input type="text"/> |

For the record

Ian Couch holds a number of records for adventurous trips.

A Ian Couch and his travelling companion Ben had prepared themselves thoroughly for the physical and mental demands of the 600 kilometre crossing of the Greenland ice-cap. But two days into the trek, snow was blowing so forcefully there was no distinguishing sky from ground and the temperature had hit -40°C . All they could do was blindly follow their compass and hope they were heading in the right direction. Fortunately, conditions did improve but improved visibility only revealed another potential danger: two male polar bears were following their party. After more than fourteen hours of exhausting skiing and running, they had to set up camp. Despite being exhausted, they decided to take it in turns to sit on guard for hourly watches. The next day local hunters were sent to chase off the bears and, although Ian and Ben had lost vital hours, they still completed the journey in fifteen days – the fastest-ever British crossing. It's just one of eight records that Ian holds.

B Ian became hooked on endurance events after a record-breaking row across the Atlantic Ocean, and he's drawn to tackling super-human challenges. 'Partly it's about finding out what I'm capable of,' says the forty-year-old, who was also part of the first crew to row the entire Indian Ocean unassisted, 'and partly it's knowing we have a limited amount of time to see so many things.' Two years ago, Ian set up Adventure Hub, an activity company that offers support and advice to people who wish to test themselves with ocean rowing, polar exploration, trekking or mountaineering. Ian has been doing this sort of thing since childhood. While still at university, he joined an unsupported row across the Atlantic in 2007. The appeal, he says, was because there weren't many challenges that either hadn't been done before or were still unusual.

C The crew rowed 2,600 miles and set a world record for the fastest thousand-mile row by boat, despite battling incredible storms and close encounters with sharks and whales. He recalls: 'One morning, I came out of the cabin to take the dawn shift and a pod of forty dolphins was swimming around the boat. At that moment, I decided I wanted to do it again.' The following year, Ian started training for the Greenland ice-cap expedition with friend Ben. Hours spent on a cross-country skiing machine and dragging tractor tyres on a harness around his home village to improve his fitness counted for little when Ben suffered severe frostbite on his thumbs two days into the attempt and they had to be evacuated by helicopter so that he could receive medical attention. Although hugely disappointed at the time, the pair returned this April and claimed the British record.

D Not one to rest for long though, six months later he was signed up to lead a crew of twelve people on another trans-Atlantic rowing trip, for which he was awarded his proudest world record to date: the fastest triple ocean crossing. While the four-hour sleep rotas were a luxury for the father of two young children, Ian admits he missed his family greatly. At Adventure Hub, plans are underway for another Atlantic row, for which the boxer Jackson Williams has signed up. Nearer home, he's recently organised a sixty-mile ultra run that takes in forest, cliff-top and stony beach. 'It's a flat route, but a good way for non-adventurers to push themselves out of their comfort zone.' There's also an unsupported South Pole trip planned which, for the very first time, will be tackled not use kites or dogs. It's therefore just too tempting for this record-breaking adventurer to resist.

Part 1

You **must** answer this question. Write your answer in **140–190** words in an appropriate style.

- 1 In your English class you have been talking about young people's interest in local, national or international news. Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Is it important to follow national and international events in the news?

Notes

Write about:

1. major events
2. news about famous people
3. (your own idea)

Write your **essay**.

Part 2

Write an answer to **one** of the questions 2–4 in this part. Write your answer in **140–190** words in an appropriate style.

- 2 The drama club at your school put on a stage musical last Saturday. Now you have been asked to write a review for the school magazine, including information about the quality of the performances, the costumes and the people in the audience, and saying whether you think the drama club should take this musical to other schools.

Write your **review**.

- 3 You have received an email from your Scottish friend, Catriona, who is going to give a talk about Scotland to your class. Write an email to her with the information she needs.

Choose three topics for the talk and explain your choices:

- The Scottish Highlands and Islands: nature and wildlife
- The education system in Scotland
- Traditional and modern music in Scotland
- How Scottish teenagers learn other languages.

Thanks!
Catriona

Write your **email**.

- 4 You recently saw this notice in a magazine for students of English.

We need young reporters!

Have you been to the new Tenby Amusement Park?
If so, send us your report and you could
win a month's free tickets!

Tell us about the attractions for children and teenagers, what you thought of the facilities and prices, and whether you would recommend it to people visiting the area.

Write your **report**.

Part 1

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear a woman talking about the gym she goes to.
What made her decide to join it?
A the chance to do a group activity
B a friend's recommendation
C its high-quality facilities
- 2 You hear some information on a travel programme.
Which holiday destinations have become more popular this year?
A city breaks
B traditional beach resorts
C skiing and other activity centres
- 3 You hear part of an interview with a man who teaches people to ride a bicycle.
He says that the adults he teaches
A take the lessons more seriously than kids do.
B are more likely to feel embarrassed than kids.
C worry less about making mistakes than kids do.
- 4 You hear a businesswoman leaving a phone message.
What is she doing?
A apologising for a delay in something
B explaining why she can't do something
C requesting further information about something
- 5 You hear a man talking about how he gets ideas for his work.
What does he do?
A He's a film director.
B He's an artist.
C He's a writer.
- 6 You overhear a woman talking to a sales assistant in a shop.
What does she want him to do about her computer?
A refund the money she paid for it
B provide her with a different model
C show her how to set it up correctly
- 7 You hear two friends talking about a rock concert they went to.
What do they agree about?
A Some of the acts were a bit disappointing.
B The tickets were good value for money.
C The venue was not really suitable.
- 8 You hear part of a programme about websites.
What is the woman's opinion of the sites she visited?
A There's little difference between them.
B Most of them aren't very well designed.
C They aren't as interesting as she'd expected.

Part 2

You will hear a student called Erica talking about learning how to do make-up for the entertainment industry. For questions 9–18, complete the sentences with a word or short phrase.

Learning about make-up

Erica got a diploma in a subject called (9)

Erica's usual school uniform is (10) in colour.

In her first lesson, Erica is learning about how to use
(11)

Erica was particularly interested in a lesson given by a
(12) teacher.

Erica is hoping to have a career in the (13)
department of a cosmetics firm.

Erica's brother did a course in (14)
which he didn't enjoy.

Erica remembers using the (15)
from their mum's make-up bag as children.

They learnt a lot from a recent lesson on the subject of
(16)

Erica's brother hopes to follow a career as a make-up artist in the
(17) industry.

They have already been offered a work-experience placement at a local
(18)

Part 3

You will hear five short extracts in which people are talking about being given advice. For questions **19–23**, choose from the list (**A–H**) what each speaker was advised to do. Use the letters only once. There are three extra letters which you do not need to use.

- | | | |
|--------------------------------|-----------|-------------------------|
| A make an apology | Speaker 1 | <input type="text"/> 19 |
| B accept an offer | Speaker 2 | <input type="text"/> 20 |
| C issue an invitation | Speaker 3 | <input type="text"/> 21 |
| D change a plan | Speaker 4 | <input type="text"/> 22 |
| E consult an expert | Speaker 5 | <input type="text"/> 23 |
| F admit to a mistake | | |
| G make an excuse | | |
| H cancel an arrangement | | |

Part 4

You will hear an interview with a girl called Steffi Smeeton, who is talking about a group cycling trip she went on. For questions 24–30, choose the best answer (A, B or C).

- 24 How did Steffi feel when she first heard about the trip?
- A unsure whether she'd be fit enough
 - B surprised that such things existed
 - C certain that she'd enjoy it
- 25 The main thing that Steffi hoped to get out of the trip was
- A a greater commitment to cycling.
 - B a new way of dealing with life's challenges.
 - C a chance to meet many different sorts of people.
- 26 How did Steffi's family react to news of the trip?
- A Everyone wanted to help her get ready.
 - B Her brother wished that he could go too.
 - C Her sister-in-law thought it was a bad idea.
- 27 Steffi says that some of the group members
- A lost patience with those who couldn't keep up.
 - B were too tired to socialise in the evenings.
 - C already had experience of that sort of trip.
- 28 Steffi says that some group members agreed to
- A go out cycling together at weekends.
 - B keep in electronic contact with each other.
 - C go on another trip together in the future.
- 29 Steffi says that the trip has taught her to
- A see the importance of being part of a team.
 - B work more efficiently in her college studies.
 - C have a more relaxed attitude in general.
- 30 What activity does Steffi plan to try next?
- A running
 - B sailing
 - C flying

PART 1 (2 minutes)

Good morning/afternoon/evening. My name is ... and this is my colleague

And your names are?

- Where are you from, (*Candidate A*)?
- And you, (*Candidate B*)?

First we'd like to know something about you.

Select one or more questions from any of the following categories, as appropriate.

Eating and drinking

- Do you like cooking for your friends? (What dishes do you cook?)
- What is your favourite dessert? (How often do you have it?)
- Do you prefer eating vegetables or meat? (Why?)
- Do you ever buy take-away food? (How good is it?)

Communication

- Do you prefer to text people or to phone them?
- Are you somebody who enjoys talking? (Who do you mostly talk to?)
- Do you like sharing photos with people you know? (Why/Why not?)
- Do you think you can communicate easily with children? (How?)

Sport

- Do you like sports? (Which ones?)
- Have you ever taken part in a sports competition? (Tell us about it.)
- Are you a member of a sports club? (How often do you go there?)
- What is the best time of day to do some exercise?

PART 2 (4 minutes)

Interlocutor In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs. They show **people who have chosen different forms of transport**. [Turn to the pictures on page 184.] I'd like you to compare the photographs, and say **why the people might have chosen these forms of transport**. All right? (1 minute)

Thank you. (Candidate B), **do you like travelling by plane?** (30 seconds)

Now, (Candidate B), here are your photographs. They show **people enjoying different kinds of entertainment**. [Turn to the pictures on page 185.] I'd like you to compare the photographs, and say **why the people might have chosen these forms of entertainment**. All right? (1 minute)

Thank you. (Candidate A), **do you like watching horror movies?** (30 seconds)

PART 3 (4 minutes)

Interlocutor Now, I'd like you to talk about something together for about two minutes.

I'd like you to imagine that a large department store is offering students the opportunity of doing work experience. Here are some of the jobs, and a question for you to discuss. First you have some time to look at the task (15 seconds). [Turn to the task on page 186.]

Now talk to each other about **what skills students might learn by doing these jobs**. (2 minutes)

Now you have a minute to decide **which two jobs would give them the most valuable experience for the future**. (1 minute)

PART 4 (4 minutes)

Interlocutor Use the following questions, in order, as appropriate:

- How difficult do you think it is to work and study at the same time?
- Do you think it is a good idea for teenagers to do work experience?
- How easy do you think it is for young people to find a job nowadays?
- Is it better to try different jobs or to stay in the same job for a long time?
- How enjoyable is it to shop in large department stores?
- Some people say TV ads make us buy things we don't need. What do you think?

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Interlocutor Thank you. That is the end of the test.

Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

In the exam, mark your answers **on the separate answer sheet**.

Example:

0 A far B long C distant D remote

0	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
---	----------	----------	----------	----------

Karakamia wildlife sanctuary

The Karakamia reserve is located not (0) from Perth in Western Australia. Suburban is not usually a word that you (1) with a wildlife paradise, but Karakamia is actually part of the township of Chidlow. The land was purchased by the Australian government in 1991 with the (2) of protecting threatened species of indigenous wildlife. That's why there is a nine-kilometre fence around it, designed to (3) out species introduced by European settlers, (4) foxes, cats and rabbits.

The sanctuary (5) its name from the Aboriginal word meaning 'home of the red-tailed black cockatoos', and at dusk the air is (6) with the calls of these birds. This is when the sanctuary is at its most magical. A guided walk by spotlight is the perfect way to experience it. Many of the animals are quite tame, which means you can (7) them at close quarters and get an idea of what Australia was like (8) to European colonisation.

- 1 A refer B accompany C regard D associate
- 2 A proposal B aim C target D plan
- 3 A catch B send C keep D hold
- 4 A including B intending C involving D indicating
- 5 A bears B finds C gains D takes
- 6 A crowded B filled C completed D packed
- 7 A observe B notice C realise D glance
- 8 A advance B former C ahead D prior

Part 2

For questions 9–16, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning (0).

In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 N U M B E R

Spot the gorilla

The gorilla experiment is famous in modern psychology. Participants are asked to watch a video of friends playing an informal game of ball and count the (0) of times the ball is passed from one player to (9) The entire game and all the players are visible on screen throughout the experiment, and only one camera was used to film it.

Halfway through the game, someone wearing a gorilla costume walks into the shot and begins to (10) part in the game. The figure remains on screen for around nine seconds. The strange thing is that the viewers are (11) busy counting the number of passes that around half of (12) regularly fail to notice the gorilla (13) all. (14) these people are told about the gorilla, they are amazed to think they could (15) missed it.

The experiment works every time, but why some people see the gorilla and others don't remains a mystery. Indeed, researchers have never been able to predict which participants (16) see the gorilla.

Part 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning (0).

In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 B E G I N N I N G S

Review of *The Porsche Book*

Many of the world's biggest brand names had very humble (0) **BEGIN**

The car manufacturer Porsche is no (17) Whether you are **EXCEPT**
a fan of fast sports cars or not, reading about the (18) of **GROW**
a small business into a large internationally renowned company
makes for interesting reading.

This is the story of the company's rise to fame and covers eight
decades and the book includes a wonderful (19) of two **COLLECT**
hundred glossy photographs, including what is (20) one of **SURE**
the most famous cars ever: the shiny Porsche 718 that will be
forever associated with the (21) actor James Dean, who **LEGEND**
famously crashed one in 1955.

This is a very classy coffee table book that is both (22) and **ENJOY**
informative. It isn't cheap at £85, but if you are a fan of (23) **GLAMOUR**
sports cars, you may well find it (24) to resist. **POSSIBLE**

Part 4

For questions **25–30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Example:

0 What type of music do you like best?

FAVOURITE

What type of music?

The gap can be filled with the words 'is your favourite', so you write:

Example: **0** IS YOUR FAVOURITE

In the exam, write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 John qualified as an instructor three years ago.

BEEN

John instructor for three years.

26 Although we thought the minibus would be comfortable, we were mistaken.

TURN

The minibus did as comfortable as we had expected.

27 The tour bus stopped frequently to let people admire the view.

THAT

The tour bus stopped frequently admire the view.

28 Faye hadn't finished her dinner when Steve called her.

STILL

Faye when Steve called her.

29 'It's getting late, so I ought to go home', said Zoe.

BETTER

Zoe said it was getting late and that home.

30 Sandra's sister can ski better than she can.

SKIER

Sandra is as her sister.

Part 5

You are going to read an extract from a novel. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

In the exam, mark your answers **on the separate answer sheet**.

Trip to Scotland

The four of us, my best friend Ruth, my parents and me, were walking over a piece of damp moorland in Scotland. It was cold, in spite of the spring sunshine, and rather bleak. I have to say, I'd been quite anxious about Ruth when we set out. I wasn't sure how a New Yorker would react to all this empty scenery. Although she's lived in London for years, this was the first time she'd ever been to Scotland, which was surprising. It was also the first time she'd been on a trip with my family, which was not so surprising. My parents almost never go away.

My family runs a travel agency, so a holiday's just like work for them – or so they say. Just occasionally, though, something gets them moving. This time it was a small advert in the newspaper. My father saw it in the travel section, which normally he only reads for research purposes. It was a special offer – a long weekend in a farmhouse at a really good price. What was crucial, though, was that it ended with the magic words 'excellent bird-watching country'. Suddenly, we were in the car heading north for Scotland.

'I think I've just seen a sparrow-harrier,' said Ruth, 'but now all I'm getting is sky.'

'Binoculars can be very tricky if you're not used to them,' said my mother.

'So can bird names,' I said. 'You've just invented the sparrow-harrier. It must've been either a sparrowhawk or a hen harrier.'

line 18 My father was struggling with one foot deep in a wet patch of mud. He heaved it free; it gave out a loud squelch. 'In actual fact,' he said, 'it was a buzzard.'

I think Dad likes bird-watching the way some people like fishing. It gives him an excuse to go somewhere lonely and stare into space. To be fair, though, he can get quite animated; when he thought he'd spotted a firecrest up an oak tree, he brought the binoculars up so fast he blacked both his eyes. I remember trying not to laugh. Somehow, though, I hadn't expected Ruth to find it appealing. Here she was staring at a disappearing dot in the sky and saying, 'Okay. So can I claim to have seen a buzzard? Even though I didn't know what it was?' My father bent down and pointed to a small, boring plant, half-hidden in the grass. 'What's that?' he said.

Ruth examined it carefully. 'I have absolutely no idea,' she said.

'Neither have I,' said my father, 'but whatever it is, we've definitely both seen it.'

'I think that was a "yes" to your buzzard question,' said my mother.

We only had one more day away. Then it was back to reality for all of us. Ruth and I are both taking a 'year out' between school and college. I have to admit things weren't turning out exactly as we expected – though bits have been really good. The idea was to work and save, then travel and party. I got a job at once, as an assistant at the agency. I would like to point out, here, that this only sounds like an easy option to people who have never worked for my parents. It's been hard for Ruth to find jobs though, so she never has much money. It's a pity because, wherever you want to travel, you have to pay – unless you're my parents, of course. It was on the walk back to the farm that they began to discuss all the free holidays they'd had over the years. Which I have to say I thought was very tactless of them.

- 31 What worried the narrator about the trip before they left?
- A whether Ruth would get on with her parents
 - B whether her parents would enjoy themselves
 - C whether Ruth would appreciate the landscape
 - D whether low temperatures would spoil their fun
- 32 According to the narrator, what had attracted her father to the trip?
- A the place where he saw it advertised
 - B the relatively low cost it involved
 - C the chance to practise his hobby
 - D the opportunities for research
- 33 The word 'squelch' in line 18 describes
- A the noise something made.
 - B the way something looked.
 - C a way of moving something.
 - D a way of talking about something.
- 34 The narrator mentions the incident with the firecrest to show
- A how unlucky her father tended to be.
 - B how keen on bird-watching her father was.
 - C how amusing her father could be at times.
 - D how knowledgeable about birds her father was.
- 35 How does the narrator feel about her 'year out' so far?
- A Most of it has been enjoyable.
 - B She is thoroughly disappointed by it.
 - C It has not been going according to plan.
 - D This holiday is the best part of it to date.
- 36 What does the narrator suggest about her job?
- A It isn't very well paid.
 - B It doesn't really interest her.
 - C It's fun working with her parents.
 - D It's much harder than people imagine.

Part 6

You are going to read an article about a mountain climber. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

In the exam, mark your answers on the separate answer sheet.

I run up mountains

Mountain climbing hasn't developed much in the past fifty years or so, but I want to introduce a new style. I call it 'skyrunning'. It means climbing high mountains as fast as possible and using as little equipment as possible. Skyrunning is the most honest kind of mountaineering.

Some years ago, I decided to climb Mount Aconcagua, in the Andes, which usually takes three days. I didn't have that sort of time – so I thought about how it could be done more quickly. In the end, I managed it in four hours and twenty-five minutes. Since then I've climbed several mountains this way, including the 'seven summits', the highest mountains on each continent. **37** When I climbed Mount Everest, the only nutrition I took with me was carbohydrate gels, salted crackers and about three litres of roship tea. It took me sixteen hours and forty-two minutes to go up – a new speed record on the northern route.

I have also set speed records on Antarctica's Mount Vinson, the Carstensz Pyramid in New Guinea and other summits. Attempts such as these need months of training and preparation, as with any serious sport. To build up strength, I sometimes haul an enormous tractor tyre behind me while running uphill. **38** I call it 'the beast' because of the aggressive energy I build up during these training sessions.

The psychological side of training is as important as the physical. I use foreign languages to affect my mental state and enhance my performance. I shout things out in these, even though I know there's nobody to hear me.

I'm Austrian and speak only a few words of the Russian language. **39** I couldn't tell you why that should be the case.

Whereas Russian is full of energy and strength, English is a language that calms me and helps me to focus. Two years ago, I was climbing in Nepal and knew that I was in danger from avalanches. I noticed that I kept saying to myself: 'Hey man, take care!' **40** It was as if one part of me had stepped outside myself to make sure I made the right decisions, and that phrase helped.

For other people, this might sound ridiculous, but I don't care. In high altitudes, any mistake can be lethal, and I know how it feels to face death. Seventeen years ago, when I was twenty-four, I was climbing with a friend in the Karakoram mountains in Pakistan at about 18,000 feet. **41** It was the sound of an avalanche, which hit us and broke my right thighbone.

My friend pulled me out of the snow, but although we had survived, we realised he wouldn't be able to drag me back to the base camp. I said: 'Go, just leave me here.' And he left me behind. I lay alone in the mountains for days. Sometimes I hallucinated, other times I shouted. **42** Finally, my friend came back with other climbers and saved me. I thought extreme mountaineering was too risky at first, but slowly my perspective changed.

There are so many mountains to climb, but I know my records won't last forever. In ten or twenty years, skyrunning will be established as a sport. I see myself as a pioneer.

A All kinds of songs I'd never thought twice about ran through my mind.

B I can drag this for four hours at a time.

C I couldn't stop repeating that.

D I managed to get up all of those without any oxygen or tents.

E It's the one I use when I need to push forward through heavy snow, however.

F Suddenly, there was an incredible rumble up above us.

G These clearly came as quite a shock.

Starting your own business

We talked to four people who gave up working for somebody else and started their own business

A Beautician

I had to rethink my future when the multi-national company I worked for as a marketing executive decided to move my job to the USA. My life back then, wearing designer clothes and taking regular long-haul flights, couldn't be more different from today. Well, I wanted a job where I'd have the chance to interact with people more, and saw a gap in the market for a beauty salon locally. Working for yourself is great as you can make your own mind up about things and you aren't driven by someone else about when and how you do that. But the flipside is that there's nobody to share the burden with when you wake up in the middle of the night worrying about how you're going to pay the rent. But I have no regrets.

B Gym owner

After seventeen years working in banking, I wanted to try something totally different. A business that used a combination of my financial, sporting and parenting experience, but which didn't involve such long exhausting hours at the office appealed to me a great deal. I came across the concept behind The Little Gym by accident when I was surfing the Internet. It's a novel concept that had gone down really well in the USA. It caters for children from four months to twelve years, giving them good-quality physical instruction and a cerebral work-out at the same time. Having control of my own life is a definite high, as is seeing my staff doing a good job. Every day is different, so it's never boring.

C Caterer

I worked for a big international company, but was no longer finding it rewarding. I'd completed twenty years' service, so I had some money saved up, but not enough to retire on. But I took six months off and we went to stay with my wife's family in Spain. It was a good opportunity to ponder the question: 'What next?' That's when we got the idea for Tapas in a Box. We were in a bar eating the local Spanish food called 'tapas' and I thought: 'This would be perfect for people back home who want to have a great, relaxed time with friends, without spending ages cooking.' The challenge was then to work out how to deliver the mix of foods all at once, because tapas includes things like raw almonds and chilled cheeses as well as the hot things that need heating in an oven. Once we'd cracked that, we were up and running. I can't stress too much the thrill you feel when a customer tells you they've had a great time. The sense of having gone from a new idea to actually delivering something good is very motivating.

D Virtual PA

I'd been a secretary and personal assistant (PA) for twenty years and had begun to dread the thought that I'd be at the same desk until I retired. When the company announced that its European office was to close, I could've taken a drop in salary and found another job locally, but decided to set up my own business instead. I got my idea because, in effect, I'd been a virtual PA all along. My boss was usually only in the office a couple of days a month, so we'd always worked remotely by email and phone calls. I thought I could offer a similar service to other busy people. Now I've got all sorts of regular clients, including surveyors, solicitors, an advertising agency and even an author. I never expected such a mix. I can't wait to see what challenges lie in store for me.

Part 7

You are going to read an article about people who gave up their jobs to start their own business. For questions **43–52**, choose from the people (**A–D**). The people may be chosen more than once.

In the exam, mark your answers **on the separate answer sheet**.

Which person

- | | | |
|---|----|----------------------|
| mentions how good it is being able to make your own decisions? | 43 | <input type="text"/> |
| enjoys seeing employees making a success of things? | 44 | <input type="text"/> |
| had to solve a technical problem before launching the business? | 45 | <input type="text"/> |
| is surprised to have attracted such a wide variety of clients? | 46 | <input type="text"/> |
| is happy to have received positive feedback from clients? | 47 | <input type="text"/> |
| sometimes feels anxious about financial aspects of the business? | 48 | <input type="text"/> |
| took time to decide what type of business to start? | 49 | <input type="text"/> |
| was able to draw on experience gained in a similar working situation? | 50 | <input type="text"/> |
| was keen to make use of a wide range of existing skills? | 51 | <input type="text"/> |
| was keen to work on a more personal level with clients? | 52 | <input type="text"/> |

Starting your own business

We talked to four people who gave up working for somebody else and started their own business

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D Virtual PA

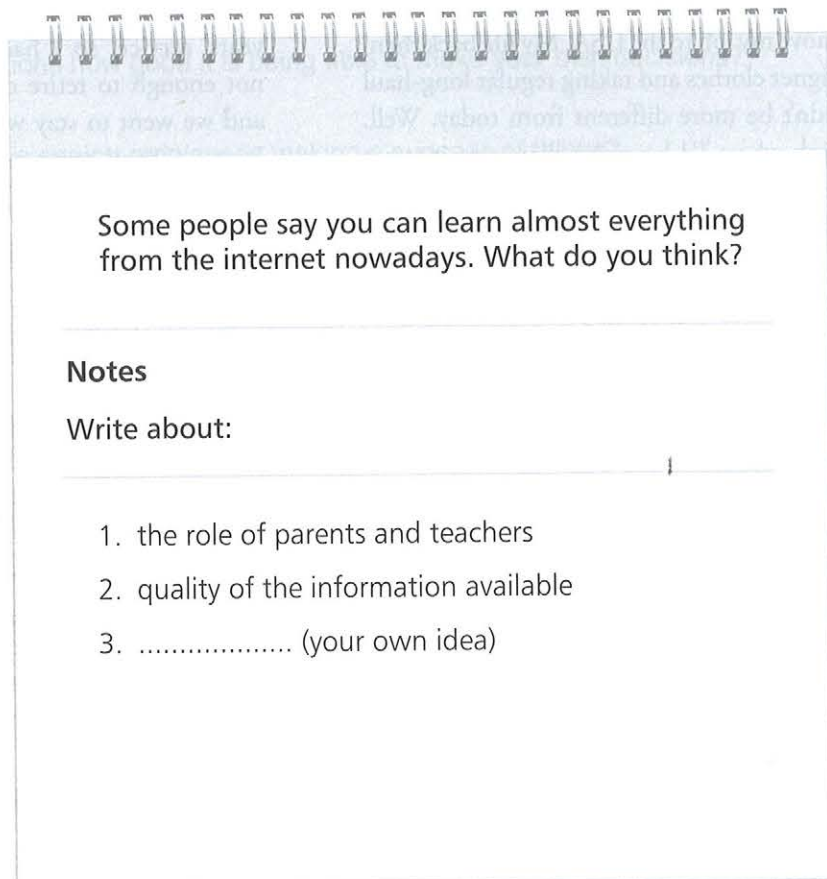
I'd been a secretary and personal assistant (PA) for twenty years and had begun to dread the thought that I'd be at the same desk until I retired. When the company announced that its European office was to close, I could've taken a drop in salary and found another job locally, but decided to set up my own business instead. I got my idea because, in effect, I'd been a virtual PA all along. My boss was usually only in the office a couple of days a month, so we'd always worked remotely by email and phone calls. I thought I could offer a similar service to other busy people. Now I've got all sorts of regular clients, including surveyors, solicitors, an advertising agency and even an author. I never expected such a mix. I can't wait to see what challenges lie in store for me.

Part 1

You **must** answer this question. Write your answer in **140–190** words in an appropriate style.

- 1 In your English class you have been talking about the effect of the internet on ways of learning. Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.



Some people say you can learn almost everything from the internet nowadays. What do you think?

Notes

Write about:

1. the role of parents and teachers
2. quality of the information available
3. (your own idea)

Write your **essay**.

Part 2

Write an answer to **one** of the questions 2–4 in this part. Write your answer in **140–190** words in an appropriate style.

- 2 You have seen this advertisement about adventure holidays organised by a travel agency.

Exciting Adventure Holidays in Wales!

Climbing, mountain biking and white-water kayaking

To find the best holiday for you, tell us:

- how fit you are
- how long you want to stay
- any previous experience of the activities
- accommodation you prefer: hotel or cabin?

Email Chris Barnes for a quote.

Write your **email**.

- 3 You recently visited a museum in your area. Now your teacher has asked you to write a report, describing the sections of the museum that you found the most interesting and saying whether younger students should be encouraged to visit it and why.

Write your **report**.

- 4 You have seen this announcement in an international magazine.

I was only a child!

Tell us about an experience you had in your childhood and say why you will always remember it.

We will publish the best article in our next issue.

Write your **article**.

Part 1

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear a man talking about a childhood holiday.
How did he feel?
A upset by his brother's attitude
B disappointed by the weather
C bored with the local activities on offer
- 2 You hear part of an interview with a novelist.
What does she say about her novels?
A She bases them on real-life events.
B She includes a lot of historical detail.
C She plans the action very carefully.
- 3 You hear two characters in a soap opera.
Who is the boy?
A the woman's patient
B the woman's student
C the woman's employee
- 4 You hear part of an interview with a teenage celebrity chef.
What does she suggest about the pizzas she used to cook at home?
A She worked out the recipe herself.
B Her parents helped her to make them.
C Some were more successful than others.
- 5 You overhear a conversation in a cinema.
What did the woman lose?
A her bag
B her ticket
C her umbrella
- 6 You hear part of an interview with a young businessman.
What does he say about interviews?
A He gets bored answering the same questions.
B He finds getting ready for them very tiring.
C He always enjoys the experience.
- 7 You hear a girl talking about a school visit to a recording studio.
The aspect of the trip she found most interesting was
A seeing how a song was actually recorded.
B learning about how the equipment works.
C finding out all about the band's lifestyle.
- 8 You hear part of an interview with a teenager about health and fitness.
What advice does she give about exercise?
A Some types are better for you than others.
B Doing it with another person is more fun.
C It's important to set aside time for it.

Part 2

You will hear a man called Lance Arbury telling a group about his job at a zoo. For questions 9–18, complete the sentences with a word or short phrase.

Lance Arbury: working at a zoo

Lance's official job title at the zoo is

(9) keeper.

The subject which Lance studied at college is

(10)

During his internship, Lance had a job looking after

(11)

When Lance arrives at work each day, his first task is usually to go to a

(12)

Lance's favourite part of the day is when he gives the animals their

(13)

Lance says that he tends to regard the animals as his

(14)

Lance says that for his job he has to be (15)

as well as physically fit.

Lance disagrees with people who think that rhinos are

(16) by nature.

Lance invites his audience to attend what's called a

(17) at the zoo.

Lance recommends those wishing to attend to

(18) to be sure of a place.

Part 3

You will hear five short extracts in which students are talking about the best way to study. For questions **19–23**, choose from the list (**A–H**) the advice the speaker gives to other students. Use the letters only once. There are three extra letters which you do not need to use.

A Arrange to study with another person.

Speaker 1 **19**

B Make sure you have a comfortable place to sit.

Speaker 2 **20**

C Listening to music will help you to concentrate.

Speaker 3 **21**

D Don't eat too much while you're studying.

Speaker 4 **22**

E Study in the morning when your mind is clearer.

Speaker 5 **23**

F Set yourself a series of targets to achieve.

G Tell your friends not to interrupt you.

H Find the best approach for the subject you're studying.

Part 4

You will hear an interview with a man called Jason Phipps, who is a member of a rock band called *Well Kept Secret*. For questions 24–30, choose the best answer (A, B or C).

- 24 Jason says that the name of the band
- A has no particular significance.
 - B was chosen to attract interest.
 - C started off as a joke.
- 25 Why did the band need a new name?
- A They were changing direction musically.
 - B The new members asked for a change.
 - C They found the old one embarrassing.
- 26 Jason thinks the band's new album is good because
- A they were under pressure to do it well.
 - B they listened to feedback from their fans.
 - C they wanted to please themselves and not others.
- 27 When creating the music for a new album, the band members usually
- A all work in isolation at first.
 - B all bring their own skills to the job.
 - C all contribute equally at each stage.
- 28 Jason says that the songs on the album all started with
- A an idea for a title.
 - B a strong melody.
 - C some interesting words.
- 29 What does Jason say about recording sessions?
- A It's best to do the vocals first.
 - B Some turn out better than expected.
 - C It's hard to predict how long each one will take.
- 30 When asked about live tours, Jason says that the band
- A may be doing fewer of them in future.
 - B tends to take the preparation very seriously.
 - C can't reproduce the quality of a studio recording.

PART 1 (2 minutes)

Good morning/afternoon/evening. My name is ... and this is my colleague

And your names are?

- Where are you from, (Candidate A)?
- And you, (Candidate B)?

First we'd like to know something about you.

Select one or more questions from any of the following categories, as appropriate.

Food and drink

- Have you ever tried typical food from another country? (How did you like it?)
- Do you like eating fast food? (Why/Why not?)
- What do you like to eat and drink when you go to a party?
- Do you usually have lunch at home or at school (work)?

Family and home

- Is your house old or new? (Tell us about it.)
- Do you like staying at home at weekends? (Why/Why not?)
- Have you got any brothers or sisters? (Tell us how you get on with them.)
- Does your family like spending time together? (When?)

Education and work

- Have you got any plans for when you finish school/university?
- In your opinion, which subject is the easiest to learn? (Why?)
- How long does it take you to get ready for school/college/work every day?
- What would be your ideal job? (Why?)

PART 2 (4 minutes)

Interlocutor In this part of the test, I'm going to give each of you two photographs I'd like you to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs. They show **people doing challenging activities**. [Turn to the pictures on page 187.] I'd like you to compare the photographs, and say **why you think the people may be doing these challenging activities**. All right? (1 minute)

Thank you. (Candidate B), **would you like to try sky-diving?** (30 seconds)

Now, (Candidate B), here are your photographs. They show **places that are visited by lots of tourists**. [Turn to the pictures on page 188.] I'd like you to compare the photographs, and say **why you think people would want to visit places like these**. All right? (1 minute)

Thank you. (Candidate A), **do you like sightseeing in an old town?** (30 seconds)

PART 3 (4 minutes)

Interlocutor Now, I'd like you to talk about something together for about two minutes.

I'd like you to imagine that a language school is designing a new brochure to attract more students. Here are some ideas for things to include, and a question for you to discuss. First you have some time to look at the task (15 seconds). [Turn to the task on page 189.]

Now talk to each other about **why this information might attract more students**. (2 minutes)

Now you have a minute to decide **which two things not to include in the brochure**. (1 minute)

PART 4 (4 minutes)

Interlocutor Use the following questions, in order, as appropriate:

- Why did you choose the school where you are studying?
- Do you think it is better to have language lessons in a group or individually?
- How much can you learn by using the Internet?
- What is the best age to start learning a foreign language?
- How important is it to enjoy the experience of learning?
- Do you think that people are influenced by advertisements they see?

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Interlocutor Thank you. That is the end of the test.

Part 1

For questions 1–8, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

In the exam, mark your answers **on the separate answer sheet**.

Example:

0 A handed B brought C carried D taken

0	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
---	---------------------------------------	----------------------------	----------------------------	----------------------------

Old skills: new products

If ancient skills which have been (0) down from generation to generation are going to survive, then we must find new uses for them. A good example is the cloth (1) as Harris tweed, which is produced on an island off the northwest coast of Scotland. A few years ago, there was only one full-time weaver of the cloth left on the island. It was all that (2) of an industry that once employed a large (3) of local people.

But local producers are now providing material for use in a (4) of fashionable handbags, hats and furnishings. This (5) in the fortunes of the industry all started way (6) in 2004, when a sample of Harris tweed was sent to Nike, the sportswear manufacturer. The company decided to use the material on a trainer called 'The Terminator' to demonstrate how (7) a traditional material can be incorporated into a modern product. This (8) to a large order for cloth, which involved lots of people on the island rediscovering the ancient skill of weaving.

- 1 A seen B referred C known D regarded
 2 A remained B recalled C resumed D repeated
 3 A extent B number C degree D amount
 4 A range B choice C mixture D pick
 5 A turn B change C switch D move
 6 A ago B past C back D since
 7 A effectively B especially C actually D certainly
 8 A followed B resulted C caused D led

Part 2

For questions **9–16**, read the text below and think of the word which **best fits each** gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

In the exam, write your answers **IN CAPITAL LETTERS** on the **separate answer sheet**.

Example:

0	O	F																	
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Snow-holing

The winter sport of snow-holing developed out **(0)** a survival technique. If you get lost and have to spend the night outside in a frozen landscape, then digging a snow hole to provide **(9)** with warmth and shelter is a good idea. The snow-hole works on the same principle **(10)** the igloos built by Inuit people out of ice.

Snow-holing has now developed **(11)** an adventure sport. Before you try it, however, you need to do a basic snow-skills course, where you also learn how to use an ice-axe and other necessary equipment. But experience of winter hillwalking is also essential in **(12)** to be accepted onto a course. You also work in a team, and **(13)** it in turns to dig out the hole. It is **(14)** something you can do alone.

(15) to people who have tried it, a snow-hole is surprisingly comfortable. Having constructed your hole, you settle **(16)** for the night and wake up to absolute silence and the incredible light of the dawn sun on the ice.

Part 3

For questions 17–24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 I M P O R T A N C E

Understanding time

Since the earliest times, civilisations have understood the (0) of time. If you want to plan your future, or simply know how long things take to do, then the precise (17) of time is a necessity. That's why ancient cultures put such a lot of effort into the development of (18) calendars and clocks.

IMPORTANT

MEASURE

RELY

At first, people used the (19) of movements in the night sky as a way of predicting annual events. The Ancient Egyptians realised that it would be (20) to divide days up into smaller units of time. They were responsible for the (21) of the system of twenty-four hours in a day that we still use today.

OBSERVE

USE

INVENT

The first clocks were sundials using the (22) of the Sun's shadow to mark the passing of the day. This worked well in sunny countries but was (23) for places where the sky was often cloudy. People living there had to wait for the development of the mechanical clock before they could tell the time with any degree of (24)

LONG

APPROPRIATE

ACCURATE

Part 4

For questions **25–30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Example:

0 What type of music do you like best?

FAVOURITE

What type of music?

The gap can be filled by the words 'is your favourite', so you write:

Example: **0**

In the exam, write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 I think you should complain about that horrible meal.

WERE

If I a complaint about that horrible meal.

26 Christina had never visited Venice before.

FIRST

It was to Venice.

27 No matter how hard he tried, Victor couldn't open the box.

VERY

Even, Victor couldn't open the box.

28 It isn't really worth trying to fly the kite when there's no wind.

HARDLY

It fly the kite when there's no wind.

29 Oliver says he will only play football if he can be team captain.

UNLESS

Oliver says that he he can be team captain.

30 Dancing was an activity that David had never wanted to do.

APPEALED

Dancing was an activity that David.

Part 5

You are going to read an article about a man who appeared on a reality TV programme. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

In the exam, mark your answers on the separate answer sheet.

The fake hairdresser remembers

Some years ago, a British TV company came up with an idea for a reality TV show. People with no experience would be trained in a profession in a very short period of time, then would try and pass themselves off as the real thing with the general public. The show was called *Faking It*, and the format has since been imitated the world over. One of the first contestants was Gavin Freeborn, a twenty-three-year-old farmer's son, who trained with celebrity hairdresser Trevor Sorbie in London. Gavin remembers the experience.

'I was at university, studying for a degree in agriculture, when some friends mentioned that a TV company had advertised for people to take part in *Faking It*. They were looking for someone who'd never picked up a pair of scissors or thought of hairdressing as a career, which I certainly hadn't. I reckoned it would be a laugh. Having spent my school holidays shearing sheep on my parents' farm, I was used to the idea of haircutting, but obviously it's harder doing it on people – because they have an opinion about it!

'I'd never been to London before and it was so busy that I felt a bit overwhelmed at first. Meeting Trevor for the first time, he seemed really strict, but once he realised I was taking the challenge seriously we got on like a house on fire and they often had to stop filming because we couldn't stop giggling. Fortunately, I didn't have to do any of the washing or sweeping floors other people new to the business have to do. I went straight into blow-drying and cutting instead.'

'At first I practised on a dummy's head, which was a welcome safety net, but I did make a really bad mistake halfway through filming when I was cutting one real man's hair. I'd been shown how to use clippers to get a cropped effect but hadn't been warned to angle the comb. I ended up shaving off a huge patch of hair! He couldn't see what I'd done, but the camera crew couldn't stop laughing, so it was obvious I'd made a mistake. Luckily, I managed to rectify the situation and told the client, who was alright about it, so I forgave them.'

'By the day of my final test, I knew I was capable but I felt sick with nerves. I didn't want to let Trevor down. But even though I failed to convince the client that I was a real hairdresser, she approved of the haircut and the judges were impressed by it, too. It didn't worry me at the time but, looking back now, I think it was a bit unfair that I was penalised for taking too long – an hour-and-a-half – when I'd been taught the most important thing was to ensure your client walks out of the salon feeling like a million dollars.'

line 33 'After the programme, I went home for a week but I decided to come back to London because I'd fallen in love with the buzz of the city. People in town kept stopping and staring at me as if I was famous. I found this unnerving at first, but with time I got used to it. There were a few comments about me being too full of myself, but I took no notice.'

'When I agreed to do *Faking It*, I had no idea how much I was signing my life away, but I couldn't say I have any regrets. The thing is that I've discovered growing up on a farm doesn't mean I can't work in a creative field. What's more, I've now got choices I didn't realise I had, which is brilliant. Although I still keep in contact with everyone from Trevor's salon, and we all go out when I'm in London, I'm hardly a celebrity anymore.'

- 31 Why did Gavin first apply to be on the programme?
- A He thought it would be fun.
 - B He liked the idea of going to London.
 - C His friends managed to talk him into it.
 - D He had some experience of hairdressing.
- 32 How did Gavin feel about the hairdressing mistake he made one day?
- A sorry that the client was dissatisfied
 - B relieved that the client didn't notice it
 - C pleased that he was able to find a solution
 - D annoyed by the reaction of the camera crew
- 33 How did Gavin feel on the day of his final test?
- A unsure if he was good enough
 - B worried that he might not succeed
 - C unconvinced that the client was really happy
 - D disappointed by the feedback from the judges
- 34 Thinking about the final test now, Gavin feels that he
- A was too slow in completing the haircut.
 - B didn't take enough notice of his client's wishes.
 - C was unjustly criticised for one aspect of his performance.
 - D should have paid more attention to things he'd been taught.
- 35 What does the word 'it' in line 33 refer to?
- A people making comments about Gavin
 - B people looking at Gavin in the street
 - C Gavin feeling proud of himself
 - D Gavin feeling uncomfortable
- 36 Looking back on the whole experience, Gavin now
- A wishes he'd thought more carefully before applying.
 - B realises that his life is different as a result.
 - C appreciates his farm upbringing more.
 - D accepts that it's helped him socially.

Part 6

You are going to read an article about gliding. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

In the exam, mark your answers **on the separate answer sheet**.

Going up in a glider

Gliders are planes without engines. We sent our reporter to find out what it's like to fly in one.

When I arrive at the London Gliding School, Adrian, a volunteer instructor who has been gliding for ten years, warmly greets me. He immediately takes me off to what's clearly the centre of all operations – the cafeteria. After a quick chat, we drive to the launch base where Dan, my instructor for the day, begins to prepare me on all I need to know. Dan, who is twenty, did his first solo flight at eighteen after joining the club's cadet scheme.

Going through all the theory of how everything works and what to do once airborne seems pretty simple. I'm not so keen, though, on the instructions about what to do in an emergency. **37** At least I'm wearing a parachute!

The glider is connected by rope to a light aircraft as we're pulled up into the air. A bumpy start along the field and we're off and up. 'I like it when people scream' were Dan's words on the ground. **38** But I am fiercely gripping my parachute straps and lots of noises are coming from my stomach, which is doing somersaults. Once we're up to around 1,500 feet, the rope is detached with a clunk from the underside of the glider and we're free.

It's a strange feeling – there's a sense of safety when the rope is attached to the aeroplane. **39** 'I am in control,' Dan tells me. He's not attempting to be heroic; this is glider talk. 'You are in control,' I respond. Thankfully I'm not or I doubt we'd be swooping through the peaceful skies so smoothly and effortlessly. Something

you notice straightaway is the lack of an engine, which results in an eerie silence.

The weather conditions aren't ideal, as it's an all-too-familiar grey English day. **40** But I'm told that, with perfect weather conditions of a clear windy day and lots of cumulus cloud, we'd be able to catch the thermals and rise, staying up in the air for longer. It's possible to glide as far as Scotland and back again with the right conditions!

In a glider both pilot and passenger have a set of controls, so either person can take control. The passenger can also 'follow through' with the controls, basically lightly touching all their own controls and feeling what the pilot is doing. **41** So when Dan tells me 'You are in control' and I repeat 'I am in control,' I'm glad he can't see the terror in my face. After some jumpy manoeuvres to keep the glider at 'normal gliding attitude,' where the horizon remains at a constant level, I'm just getting into the swing of it when Dan regains control to bring us in for landing.

Landing a glider is much calmer than other types of aircraft. **42** You descend and approach the landing area, deploying the spoilers (flaps on the wings) to weaken the air flow, and ease the glider lower until the wheels make contact and you're gently bumping along the field. I absolutely loved it and can't wait to get back up in the air.

- A** This doesn't make a jot of difference to the experience for me.
- B** Release the safety belts and jump out seems to be the only response possible.
- C** This has been the limit of my involvement so far.
- D** Once it goes, I feel I want to hold onto something in case we start falling to the ground.
- E** He tells me that it's too cloudy for those acrobatics, however, and relief washes over me.
- F** I manage not to do this, however.
- G** It's much less sudden and you notice the absence of engine roar.

Part 7

You are going to read an article about country walking. For questions 43–52, choose from the sections (A–D). The sections may be chosen more than once.

In the exam, mark your answers **on the separate answer sheet**.

In which section is the following mentioned?

- | | | |
|--|----|----------------------|
| a reason for the writer not going on a country walk | 43 | <input type="text"/> |
| the need to achieve something on one particular walk | 44 | <input type="text"/> |
| one reason why walkers spend a lot of time looking at paths | 45 | <input type="text"/> |
| not enjoying a meal whilst out on a walk | 46 | <input type="text"/> |
| walking routes that become hard to follow in places | 47 | <input type="text"/> |
| how interesting it might be getting to know strangers on a walk | 48 | <input type="text"/> |
| the fact that group walking activities are growing in popularity | 49 | <input type="text"/> |
| the amount of work needed to maintain paths for walkers | 50 | <input type="text"/> |
| walkers feeling a need to compete with each other | 51 | <input type="text"/> |
| paths maybe having been originally made by animals | 52 | <input type="text"/> |

A good walk

When songwriter and singer Roddy Woomble isn't playing with his band, he loves nothing more than going on long country walks. He tells us about his hobby.

A I'm sure I'm not the only one who occasionally stops to think about the footpaths that carry us over the hills. Who made them? Who was the first to walk that way – the sheep or the shepherd? The dictionary definition of a path is 'a track laid down for walking or made by continual treading' and also 'the direction in which a person or thing moves'. Somewhere in between I think you'll find the mountain path. I am particularly fond of watercolours or photos with paths in them. I also like it when old paths suddenly vanish only to reappear a bit further on, to the frustration of many other walkers. I appreciate also all the effort that has gone into the upkeep of mountain paths, so that they are still available for recreational use.

B Walking in upland areas, you get to know the paths pretty well since a good proportion of your time is likely to be spent head down, gazing at them as you walk. This is never truer than when you're walking into wind and driving rain. That's when your boots have to pick your way over the slippery rocks and muddy puddles that constitute many mountain paths and trails in the winter. But I'm no great fan of walking on my own. Occasionally I'll do it – I'll read a few lines of Rousseau's *Reveries of a Solitary Walker* to get myself mentally prepared, then head out for a day of solitude. The problem is, halfway through I usually get the urge to share my thoughts about things I've noticed along the way. Even if you do bump into other walkers, this is not always something you want to do with strangers. Time on your own is worthwhile, of course, but I think it's better to mix it up with some company.

C On previous solitary rambles I've often reached the summit only to enviously watch a group having a mid-walk picnic, happily chattering away, snapping pictures of the view, while I sat, just out of sight, alone, brooding over a sandwich. I've forgone many days out on the hills in order to avoid this feeling. Sometimes I wonder what it's like to join a group and take to the hills with people you've only just met. It's fascinating to imagine the group dynamics on such initial outings. For example, would there be long awkward pauses in the conversation? Would you feel the need to keep a conversation going from leaving the car to returning to it, or would it become an ego thing about how many hills you've each climbed and how steep the path was?

D On the other hand, is an established walking group a collective of like-minded, interesting, articulate individuals, all enthusiastic for the outdoors? A place where conversation is free-flowing, with long gaps left for each other's thoughts, followed by a shared meal afterwards? I'm assuming it's both since walking clubs seem to be attracting more members than ever. I must think about joining one. Another ambition of mine is to climb the hill in front of me as I write this. I'm sitting at a picnic table outside the club where my band is giving a concert later and, as I eat my lunch, I have an uninterrupted view of the highest mountain in the British Isles, Ben Nevis in Scotland. As I say, I've never been up it, but I have a brilliant photo which a friend took from the summit. It's said to be a vantage point like no other. There may be technically harder mountains in the country, but there are none higher; which means lots of people feel an urge to go to the top of it.

Part 1

You **must** answer this question. Write your answer in **140–190** words in an appropriate style.

- 1 In your English class you have been talking about how much admiration television, sports and other celebrities deserve. Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.

Do celebrities deserve the admiration they receive?

Notes

Write about:

1. the influence they have on young people
2. the money they are paid
3. (your own idea)

Write your **essay**.

Part 2

Write an answer to **one** of the questions 2–4 in this part. Write your answer in **140–190** words in an appropriate style.

- 2 Your class wants to go on a camping weekend. Your teacher has asked you to write a review of a campsite where you stayed recently, including information about the area and facilities and explaining why it would be suitable for your class.

Write your **review**.

- 3 You have seen this advertisement in an international travel magazine.

Can you write an article recommending a great destination in your country to our readers?

We want to know:

- good destinations for young and energetic travellers.
- the scenery, wildlife and adventure opportunities the place has.
- the best time of year to go.

Write your **article**.

- 4 You recently saw this advertisement in the local newspaper.

We need enthusiastic young people to help us organise a series of music festivals.

Write and tell us why you think you would be good for this job. Describe any experience you have in organising events and say how much time you could offer us during the summer.

Write your **letter**. Do not write any postal addresses.

Part 1

You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 You hear a review of a new pop album.
What does the man like best about it?
A how thoughtful the words are
B how memorable the tunes are
C how well it has been produced
- 2 You hear a woman talking on the phone.
What is she doing?
A apologising for a mistake
B responding to an accusation
C making an alternative suggestion
- 3 You hear a teenager talking about something he bought.
What did he buy?
A a book of cartoon stories
B a photograph album
C a computer game
- 4 You overhear a couple talking about playing tennis.
What do they agree about?
A the desire to do well in a competition
B the dangers of doing too much exercise
C the need to have high-quality equipment
- 5 You hear part of an interview with a young website owner.
Why did he decide to start his own business?
A to live up to other people's expectations
B to find out what he was capable of
C to prove somebody wrong
- 6 You hear two students talking about fashion.
What are they looking at?
A a blog on a website
B an article in a magazine
C an advertisement in a newspaper
- 7 You hear two friends talking about a new art form called 'reverse graffiti'.
What do they think about it?
A It shouldn't be considered as art.
B It isn't as attractive as other sorts of graffiti.
C It ought to be encouraged by the authorities.
- 8 You hear a television scriptwriter talking about her work.
She suggests that if you want to become a scriptwriter, you should
A try talking to a successful director about it.
B get some relevant work experience.
C watch lots of good programmes.

Part 2

You will hear a woman called Angela Newell, who is a vegetarian chef, talking about her career. For questions 9–18, complete the sentences with a word or short phrase.

Vegetarian chef

Angela first realised she was a good cook after making
(9) for her family.

Angela studied (10) as well as cookery
..... on her training course.

In Paris, Angela's training helped her to get work as a
(11)

Angela stayed in Paris for a period of (12)

The first restaurant where Angela worked was located on a
(13)

In terms of international cooking, Angela likes
(14) dishes best.

Angela eventually went to work for a famous
(15) as her personal chef.

The name of Angela's restaurant is (16)

Angela's restaurant won an award for the quality of its
(17)

Angela will have her own (18)
..... in the near future.

Part 3

You will hear five short extracts in which people are talking about hotels they stayed in. For questions 19–23, choose from the list (A–H) what each speaker says about their hotel. Use the letters only once. There are three extra letters which you do not need to use.

A The new building was very impressive.

Speaker 1

<input type="checkbox"/>	19
--------------------------	----

B It wouldn't be very suitable for families.

Speaker 2

<input type="checkbox"/>	20
--------------------------	----

C The gardens were nice to walk in.

Speaker 3

<input type="checkbox"/>	21
--------------------------	----

D Several of the normal facilities weren't available.

Speaker 4

<input type="checkbox"/>	22
--------------------------	----

E The meals provided were of a high standard.

Speaker 5

<input type="checkbox"/>	23
--------------------------	----

F Some of the staff didn't seem well trained.

G It would be more suitable for business people.

H It was located close enough to the city centre.

Part 4

You will hear an interview with a rap musician called Joey Small, who has just started a new career as a movie actor. For questions 24–30, choose the best answer (A, B or C).

- 24 Joey thinks the hardest part of making the movie was
- A acting and roller-skating at the same time.
 - B adapting to how the filming was organised.
 - C convincing people that he was able to act.
- 25 What does Joey say about roller-skating?
- A He mastered the moves relatively quickly.
 - B He learnt how to do it especially for the movie.
 - C He couldn't get used to wearing old-fashioned skates.
- 26 Because the film was set in the 1970s, Joey had to
- A wear clothes that didn't suit him.
 - B talk in a way that made him laugh.
 - C follow the instructions of acting coaches.
- 27 When asked about his co-star, Joey says that
- A he appreciated the help she gave him.
 - B he disliked her telling him what to do.
 - C he found her rather unfriendly.
- 28 What advice does Joey have for young actors?
- A Make sure you know your lines perfectly.
 - B Don't attempt to speak too naturally.
 - C Try to hear what you sound like.
- 29 How does Joey feel about being famous?
- A He wishes people would show him more respect.
 - B He accepts that he cannot have total privacy.
 - C He dislikes having to be polite to strangers.
- 30 How does Joey feel about the future?
- A He'd like to concentrate on acting work.
 - B He's keen to go back to being a rap performer.
 - C He thinks he's too young to have definite plans.

PART 1 (2 minutes)

Good morning/afternoon/evening. My name is ... and this is my colleague

And your names are?

- Where are you from, (*Candidate A*)?
- And you, (*Candidate B*)?

First we'd like to know something about you.

Select one or more questions from any of the following categories, as appropriate.

Holidays and travel

- Do you like travelling to other countries? (Which ones have you been to?)
- What country would you like to visit in the future?
- Do you like camping holidays? (Why/Why not?)
- What activities do you like to do when you are on holiday?

Celebrations and special occasions

- What do you usually do on your birthday? (Who do you spend it with?)
- Do you like organising parties? (Tell us about one you organised recently).
- Which do you prefer, celebrations with family or with friends? (Why?)
- Have you ever been to a fancy-dress party? Tell us about it.

The future

- Would you like to do full-time or part-time work in the future?
- Would you like to learn how to play an instrument? (Which one?)
- What are your plans for when you finish your studies?
- Where do you think you will be at this time next year?

PART 2 (4 minutes)

Interlocutor In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs. They show **people spending time together**. [Turn to the pictures on page 190.] I'd like you to compare the photographs, and say **what the people are enjoying about spending time together**. All right?
(1 minute)

Thank you. (Candidate B), **do you like spending time with friends?**
(30 seconds)

Now, (Candidate B), here are your photographs. They show **people learning in different ways**. [Turn to the pictures on page 191.] I'd like you to compare the photographs, and say **how much you think the people are learning in these situations**. All right?
(1 minute)

Thank you. (Candidate A), **do you like museums?** (30 seconds)

PART 3 (4 minutes)

Interlocutor Now I'd like you to talk about something together for about two minutes.

I'd like you to imagine that a group of students want to organise an event to raise money for their college library. Here are some ideas for events to include, and a question for you to discuss. First you have some time to look at the task (15 seconds). [Turn to the task on page 192.]

Now talk to each other about **how difficult it might be for the students to organise these events**. (2 minutes)

Now you have a minute to decide **which event would be the most successful to raise money for the college library**. (1 minute)

PART 4 (4 minutes)

Interlocutor Use the following questions, in order, as appropriate:

- What would you do if you wanted to raise money for a good cause?
- Do you think teenagers are responsible enough to organise events like these?
- Many young people do volunteer work in their free time. Do you think it is a good idea?
- How important do you think it is to raise money for good causes?
- When organising a big event, how important is it to plan ahead?
- How can parents encourage their children to be generous and help other people?

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

Interlocutor Thank you. That is the end of the test.

Part 1

In this part of the test, you will answer a few questions on personal topics such as your home, your daily routine, your work, likes and dislikes, etc.

Watch the full test online.



Useful language

Communicative strategies

Sorry, can you say that again?

Sorry, I didn't quite catch that.

Would you mind repeating that, please?

Do you mean ... ?

Well, that's an interesting question.

Now, how can I put this?

Giving personal information

I have two siblings and we all get on very well.
That's why ...

My house is rather small, just ... ,
but I love it because ...

Although I have lots of friends/family, I don't see them
very often because ...

To be honest, I'm not very good at ...

Responding to questions about everyday life and interests

I'm studying ... now, but I'd really like to ...
in the future.

I used to be very keen on ... but now ...

I don't like ... , really, though I do enjoy ...

My favourite time to ... is ... because ...

I'm not very sure what I'll do, but I may decide to ...

Exam help

- You know the answer to these questions, so reply confidently and add interesting information.
- Avoid making basic grammar mistakes. Think about the verb tense you are going to use: is the question about the past, the present or the future?
- Activate the vocabulary area of the question. For example, if the question is about your favourite type of TV programme, think of comedies, soap operas, news, quizzes, etc.
- Speak clearly so that your partner and the two examiners can understand everything you say.

Part 2

In this part of the test, you will speak on your own for one minute. You will compare two photographs and say something else about them.



Watch the full test online.

Useful language

Comparing

The people in the photos are in very different places.

In the first photo they are ... , whereas in the second photo ...

These are very different activities ...

The type of food these children are preparing is very different ...

I can see some similarities in these photos, they have the same ...

This first photo is more/less attractive than the second because ...

These girls seem to be having a better time than the girls in ...

The situations are very different, here people are enjoying ... whilst here they are ...

Speculating

Perhaps they have decided to do this because ...

The people seem to be enjoying ...

I get the impression that the woman ...

The girl looks like she is feeling ...

He may have chosen to stay at home because ...

I think this man looks really tired; he may have been working all day.

The family in the first photo are probably at home.

I think these people may be feeling rather nervous because ...

Exam help

- Remember that you have not been asked to describe the photos but to compare them. There is no time to comment in detail on one photo at a time. Start off by comparing the people, the places and the situations and give a personal reaction to the pictures.
- Use the question written above the photo to remind yourself that after you have compared the photos, you have to do the second task. In the second part, you are asked to speculate, i.e. to say what you think and give opinions.
- Use varied vocabulary and try to use comparative forms correctly.
- Don't stop to search for a word you don't remember. Explain what you want to say in other words.

Part 3

In this part of the test, you will discuss a task with your partner. You will both initiate discussion of the different written prompts in turn, and respond to each other's comments.

Watch the full test online.



Useful language

Inviting your partner's opinion and taking turns

Some of these situations could be avoided, don't you think?

I don't know about you, but in my opinion this is very good.

These places are very crowded. Would you agree with that?

What do you think? Is this a better option?

Following up on your partner's opinions

I'm sure that's what it is, I agree.

As I see it, ...

In my opinion, ...

That's an interesting point, but I think ...

As you said, this job must be really challenging. However, ...

I take your point, but ...

I'm afraid I don't agree; I think ...

Well, I would say that ...

Moving to another written prompt

Right, why don't we talk about ... ?

How about this idea? Do you want to say something about it?

Now, moving on, ...

Shall we discuss this idea next?

I'm not sure what this means. What do you think?

Exam help

- Focus on the first task you are given, which requires you to discuss the options for about two minutes. To remind yourself of the task, look back at the question printed in the central box.
- Remember that after the two-minute discussion, you will be given a one-minute decision-making task. Don't come to a decision too soon because you may then struggle to find other things to say.
- When your partner gives an opinion on a written prompt, respond fully before moving to something else. It does not matter if you do not discuss all the prompts, what is important is that you produce sufficient language at the right level.
- If your partner seems happy to let you do the talking, do involve him/her by asking his/her opinions. You will be given credit for doing that.

Part 4

In this part of the test, you will take part in a discussion by answering questions which broaden the topic of Part 3. You can also respond to what your partner says.

Watch the full test online.



Useful language

Giving opinions

Well, personally, I feel ...
People often say that ... , but I ...
People often complain that ... , and I agree.
I don't think that is the answer to ...
I'd do something different ...
I think it is unlikely that anybody would ...
Yes, I think young people have much more freedom than ...
No, that's not the way I see things.
I'm not sure, to be honest.
My friends/family/teachers think I am wrong, but I believe ...

Giving examples and/or reasons

I can think of a few examples of this, ...
For example, when you ...
I once had an experience which ...
To clarify what I mean, I can give you ...
There are many reasons for this ...
People dislike This is because ...
People often don't tell the truth. That's why I ...
Just think of all the problems that causes; to begin with ...

Exam help

- Remember that these questions require more extended responses than those in Part 1. Don't be afraid to talk about your opinions and feelings. The examiner only wants you to produce some complex language to show off your level.
- There is no 'correct' answer to the questions and you will not be assessed on what you think, but you should always give reasons and back up your opinions.
- You are encouraged to contribute ideas to what your partner says, even if the question was not addressed to you.
- You have now warmed up and this is the last part of your test. Enjoy the interaction and the feeling that you can express your ideas with confidence!

Essay (Part 1)

Test 1, Part 1, Question 1 (see task on page 17)

Sample answer

What can young people do to help protect and improve their local environment?

There are many things young people can do to protect and improve their local environment.

Some of these are recycling, using cars less, and planting trees.

First of all, they can make sure that things such as plastic containers, glass bottles and newspapers are recycled. And they can pick up any litter they find in the street and put it into a rubbish bin.

Secondly, nowadays the air is polluted because too many people use cars, even to go very short distances. Young people can try to use public transport or walk or cycle to their destinations instead. By doing this, they would make their environment less polluted and they would be able to enjoy cleaner air.

Finally, they can help to make their local environment greener by helping to look after public parks or gardens. They can also plant trees or help people who want to grow vegetables in their gardens.

All these actions will make their areas look cleaner and more pleasant and also help save the world's natural resources. We will all have a better future if young people do everything possible to help protect and improve their environment.

Using words such as 'firstly' or 'finally' may help you to organise the ideas in your essay.

You can introduce the subject by rephrasing the sentence you will discuss.

Use one topic for each paragraph.

Your conclusion should be a summary of the opinions you have expressed earlier.

Useful language

Introduction

I think this topic is really important.

People often disagree about ...

Many people feel that ...

You often hear people say that ...

Linking ideas

It is true that ... but ...

It is often said that However, some people disagree.

Giving opinions

I've thought about this and I have come to the conclusion that ...

While I agree there are some advantages in ... , I can also see several disadvantages.

It seems to me that ...

I am convinced that this is the right way to do it.

Conclusion

To sum up, it seems to me that ...

Taking all of this into account, I believe ...

Having presented all the arguments for and against, it seems clear to me that ...

Finally, I feel very strongly that there are clear advantages in ...

Exam help

- Read the essay question carefully and plan what you want to include in four or five clear paragraphs. See a suggested essay plan on page 163.
- Write down some interesting ideas for each paragraph, together with some language you may want to use. You will need to use varied vocabulary relevant to the topic and some complex sentences using linking words.
- Remember that you are presenting your point of view and you need to back it up with some reasons or evidence.
- Make sure you use a formal or semi-formal style and avoid the use of informal language.

Essay (Part 1)

Planning your essay

Aim to write five paragraphs.

Paragraph 1

The introduction. Try to write two sentences to avoid a single-sentence paragraph. The first sentence can be a re-phrasing of the essay title. The second sentence can be a very brief outline of the three main ideas you are going to include.

Paragraph 2

Deal with the first note: recycling.

Paragraph 3

Deal with the second note: cycling or walking instead of using cars.

Paragraph 4

Deal with the third note (your own): planting trees.

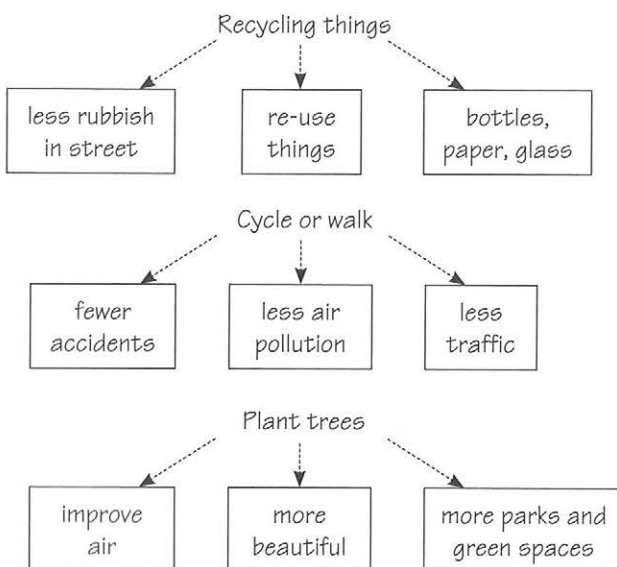
Paragraph 5

The conclusion. Summarise your main opinions by referring briefly to the points mentioned in paragraphs 2, 3 and 4. Try to write at least two sentences to avoid a single-sentence paragraph.

How to use the written notes

Each note will be just a few words long. The note on its own will not give you sufficient material. Before you start writing, take a few minutes to expand them. Here's a way to do it:

- 1 Write down the notes (including your own) and draw three lines from each one. Now concentrate on each note in turn. Try to think of three ideas that can add content to that note. For example:



- 2 Choose the best ideas from your notes and start writing.

Checklist

When you finish writing an essay, use this checklist.

Content

Have you covered the two notes given and one of your own?

Communicative achievement

Is your style correct for an essay, i.e. is it fairly formal? Are your opinions easy to follow?

Organisation

Have you divided your writing into paragraphs, with an introduction and a conclusion?

Language

Have you used:

- some complex sentences using linking words?
- a variety of grammatical structures and tenses?
- some interesting vocabulary?

Email (Part 2)

Test 1, Part 2, Question 2 (see task on page 18)

Sample answer

This is an example of a Part 2 informal email. Remember that the email or letter in Part 2 can be formal or informal.

Hi Jack,

That's great news! You and your friend will be very welcome here.

As you're only staying for a week, I think you should see the national park and also the Lake District, which is about ten kilometres away. In my opinion, it would be a good idea for you to hire bikes because public transport is not very good here, and I haven't got a driving licence yet!

There is a good museum full of great displays about the history of my city, which is not boring at all! There is also an old castle you can visit, which is very special.

I'd love to join you, but it would only be for the weekend because I have to attend classes from Monday to Friday and I get home really late.

Do email me or phone if you need me to do anything.

Looking forward to seeing you again very soon!

Best wishes,

Alex

Use an informal opening and informal language

Divide your email into clear paragraphs

Remember to give your opinion on both points: good places to explore and public transport.

Use linking words to produce some complex sentences.

Useful language

Informal openings

Dear Jack, Hello Jack, Hi Jack, Jack

Welcoming a visitor

You'll be very welcome ...

I'm so happy you're coming ...

It's great news that you are coming ...

I was so happy to hear that ...

Giving an opinion or advising

In my opinion, you should ...

I really think it would be a good idea to ...

I don't think it is advisable to ... because ...

You may want to hire bikes because ...

Giving reasons why you can't do something

I'm afraid I won't be able to ... because ...

Unfortunately, I can't ...

I'm really sorry that I won't be able to ...

What a pity! I have to go to school, so I can't ...

Informal closings

See you soon!

All the best

Yours

Love

Exam help

- Read the instructions and the email from your friend very carefully, noting down all the information you need to include.
- Decide what to include in each paragraph and jot down some vocabulary you may want to use.
- Try to write close to the maximum number of words.

Letter (Part 2)

Test 2, Part 2, Question 3 (see task on page 41)

Sample answer

Use a formal opening. Use Ms followed by the surname if you are writing to a woman.

Dear Ms Roddick,

I am writing to apply for your drama summer course which I saw advertised in the local newspaper. I am twenty-four years old and I am studying history of art at college. I would very much like to attend the drama course because I love acting and I am very keen to improve my skills. I would love to work in the theatre in the future.

I have had a passion for acting and dancing since I was ten years old. I have some experience in acting in school plays and dancing in a local ballet group. I have always enjoyed performing in front of an audience. I attended two short drama schools in 2006 and 2007: the first one was a contemporary theatre one and the second was about seventeenth-century Italian drama.

Organise your content points into paragraphs: this one deals with the second bullet point in the task: your acting or dancing experience.

I would be available every afternoon and early evenings from Monday to Friday. At the moment I am doing some part-time work on Saturday mornings, but I would be free the rest of the weekend.

I look forward to hearing from you.

Yours sincerely,

Alecia Brown

Always start by stating what the purpose of your letter is.

This is a good way to end a formal letter.

Useful language

Talking about yourself

I think I am the right person for the summer job because ...

I think I have the knowledge and experience that is needed for ...

I am very reliable and I get on well with people ...

I have always had an interest in ...

Talking about your experience

I have no experience of working full-time but I have had summer jobs.

I have helped to organise a number of school events.

I've always enjoyed working on projects to do with the environment.

I have some experience of working as a group leader.

Talking about your availability

I would be able to start immediately.

I am available only at weekends.

At the moment I am available Monday to Friday, but I would be able to work weekend shifts in the summer.

Exam help

- Read the question carefully to decide the level of formality of the letter. Remember the task does not tell you that you have to write a formal letter: it is up to you to decide.
- Underline the points in the question and decide how many paragraphs you want to write and which point or points you will include in each one.
- Note down the ideas you want to use for each point. For example, why do you want to do the course? Don't start writing until you have got some ideas.
- When you write about your experience, give clear details and examples. Be imaginative and remember you do not have to tell the truth!

Article (Part 2)

Test 1, Part 2, Question 4 (see task on page 18)

Sample answer

Have fun and learn with 'WordsMix'!

You can use direct or indirect questions to add colour.

These two sentences engage the readers by addressing them directly.

Are you tired of computer games that are a waste of time? This one is great fun and it also helps you enrich your vocabulary. I know that you must be thinking this is another boring educational game. Well, think again! This is exciting stuff – try it and you won't want to stop!

At the beginning of the game, you are given some letters and you have to come up with as many words as you can. It's got wonderful visual effects, so the words you write flash and dance on the screen. You receive points for each word and when you collect a certain number of points, you move on to the next level.

I would highly recommend this game to other readers for two reasons. First, the game requires you to use your brain but it is not full of complicated rules. Secondly, you can play this game alone – just you against the computer – or you can have competitions with your friends. I am sure you'll become a fan of this great game!

Give your article a catchy title to attract attention.

The task requires you to describe the computer game, but it needs to be only a brief summary.

Notice how the recommendations have been grouped together in a paragraph.

Useful language

Rhetorical questions

How would you react in a situation like this?

Was I surprised? Well, not really.

Are you keen on adventure? Then why not ...

Have you ever heard anything like it?

Addressing the reader directly

Just think about it. You'll probably agree with me that ...

We are told that this is the best way to But I don't agree, and I am pretty sure you don't either.

If you like to read good thrillers, then this is for you.

Recommending

There are a number of reasons why I would recommend this to ...

I'm in no doubt that this is really good for ...

This is by far the best ... I have come across.

This is the ideal ... for young teenagers because ...

I can't think of any other game that is as entertaining as this one.

Exam help

- Read the question carefully and plan your article before you start to write. Pay attention to who you are writing the article for. If it is for your school magazine, you may use an informal style. If it is for a magazine with a wider readership, you may need a semi-formal style.
- Write down some interesting, colourful language that you may want to use. Remember that the purpose of your article is not only to inform but also to entertain the reader.
- Think of an interesting title.
- Use interesting details, examples or anecdotes to ensure that your article has a personal touch.

Report (Part 2)

Test 2, Part 2, Question 2 (see task on page 41)

Sample answer

Report on the School Magazine

In this report I will summarise my classmates' opinions and our suggestions for improvements.

The articles

They were well written and on topics that interest the students. Everybody loved the article by the student who is back from a school exchange in France. She has inspired several students to try next year.

The sports page

This was of great interest to all, particularly as some of the school teams are doing very well. Students liked the very entertaining football and hockey reports, which included some interesting interviews.

The school news page

It is great to have forthcoming dates for school events and also to be told about future changes in the school, such as the need to move the IT room and the plan to organise a summer concert.

How it could be improved

There was a general request for more articles about the trips organised by the school. Some students suggested that the magazine should include interviews with students from other countries who visit our town.

To conclude, I'll say that students agree that this is a great magazine and most of them would like to contribute to it in future.

In the first paragraph, say what the purpose of your report is.

The use of headings allows you to organise the sections of your report clearly.

Try to use some complex sentences by using linking words.

Include a final sentence or two summarising your conclusions.

Useful language

Introducing the report

The aim of this report is to ...

In this report I will ...

I have been asked to write a report about ...

Making recommendations

I would suggest that ...

It seems to me that the best solution is ...

There are a few changes I would like to recommend ...

Taking all this into account, I suggest that ...

Finishing the report

In conclusion, I think that ...

To conclude, I would say that ...

To sum up, I think ...

The main conclusion of my report is that ...

Taking everything into account, I conclude that ...

Exam help

- Read the question carefully and plan your report before you start to write. Think of the format you are going to use and whether you are going to use headings. Decide how many headings or paragraphs you will need and make a quick calculation of the number of words you can use under each.
- Remember you have to write approximately 180 words, so don't get carried away and write too much under any one heading.
- Remember you have to show a range of language, so use interesting vocabulary and write full sentences, linking some of your ideas to produce some complex sentences.
- Include a conclusion, even if it is short.
- Check that you have used a semi-formal or formal style and correct any informal language you may have used.

Review (Part 2)

Test 1, Part 2, Question 3 (see task on page 18)

Sample answer

The series 'Sandy Bay' is about the life of eight friends, four boys and four girls, who are neighbours and spend a lot of time together.

The characters are all very different; for example, Sam is outgoing and full of enthusiasm while Ralph is very shy. Though they are just ordinary people, they often do crazy, unpredictable things that we would not do in real life and this is what makes the series so enjoyable. For example, you can never guess who they will fall in love with!

I love this series because it is full of humour and drama – you get to laugh and also to cry. I enjoy following the changes in the characters' relationships and I can almost believe they are my own friends.

I'd recommend it to people up to the age of 40 because they'll definitely share the experiences of the main characters. Once they have watched it a few times, I am sure they'll find it very hard to miss an episode! However, as the humour is targeted at the younger generation, older people might not find it so appealing.

Back up your answers with examples.

Don't be afraid of expressing your personal views.

Don't write too much about the plot of the series – remember you need to address the other requirements of the task.

Use varied structures and try to avoid repeating 'because' too often.

Useful language

Introducing the plot

This ... is about ...

This ... tells the story of two friends.

In this ... , we learn about the adventures of ...

This ... takes the reader into a fantasy world.

Giving positive and negative opinions

I love the way the main character deals with ...

I don't think the female character is true to life.

The story is so exciting you don't want the series to end.

I found the plot rather confusing.

Recommending only for a certain audience

This is an excellent ... for young teenagers, but I don't think it would appeal to ...

As this ... is set in a future world, I would not recommend it to anyone who doesn't like science fiction.

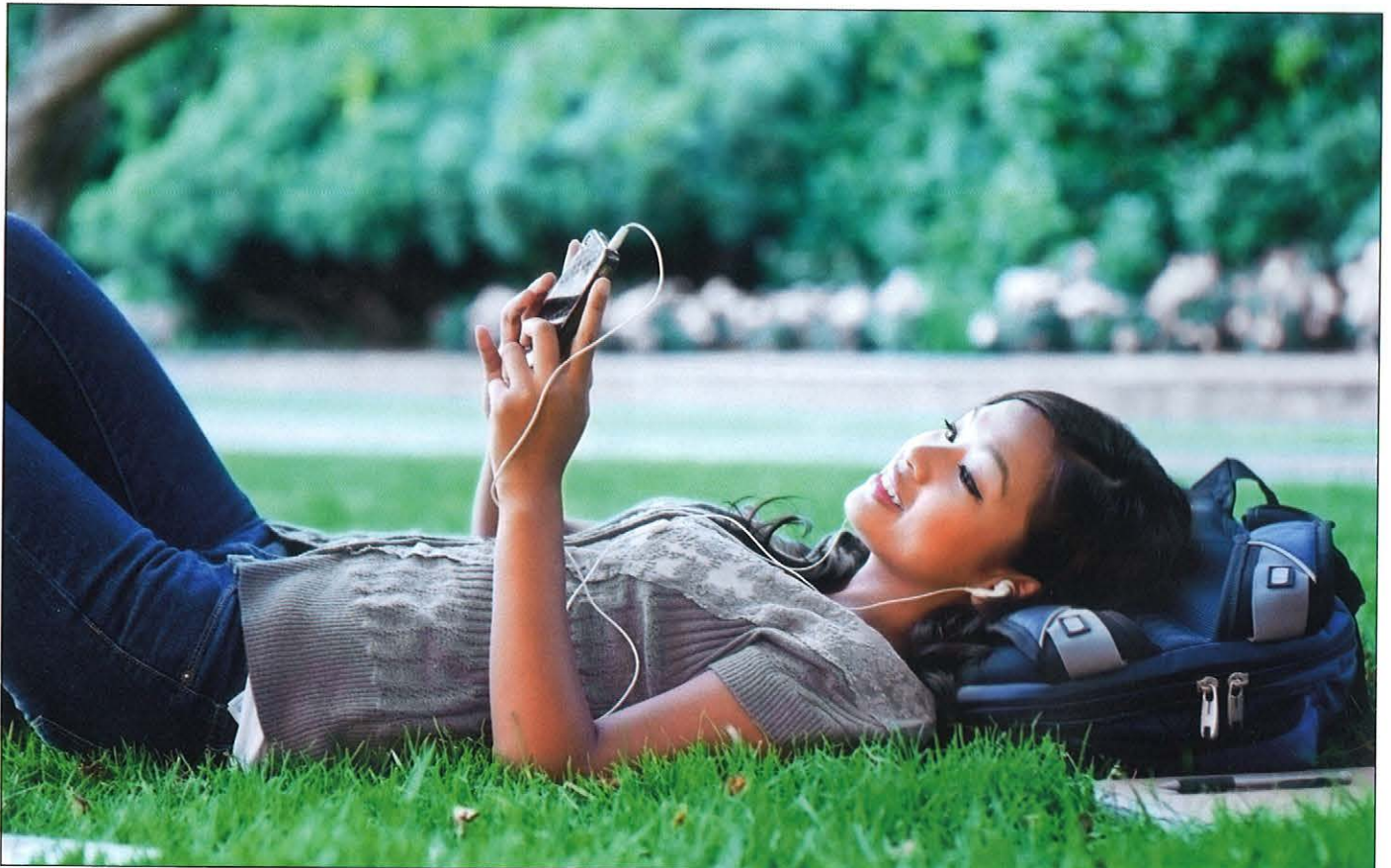
Teenagers would not understand some of the situations in this ... , so I think it's unsuitable for them.

If you enjoy thrilling adventure, then this is the ... for you.

Exam help

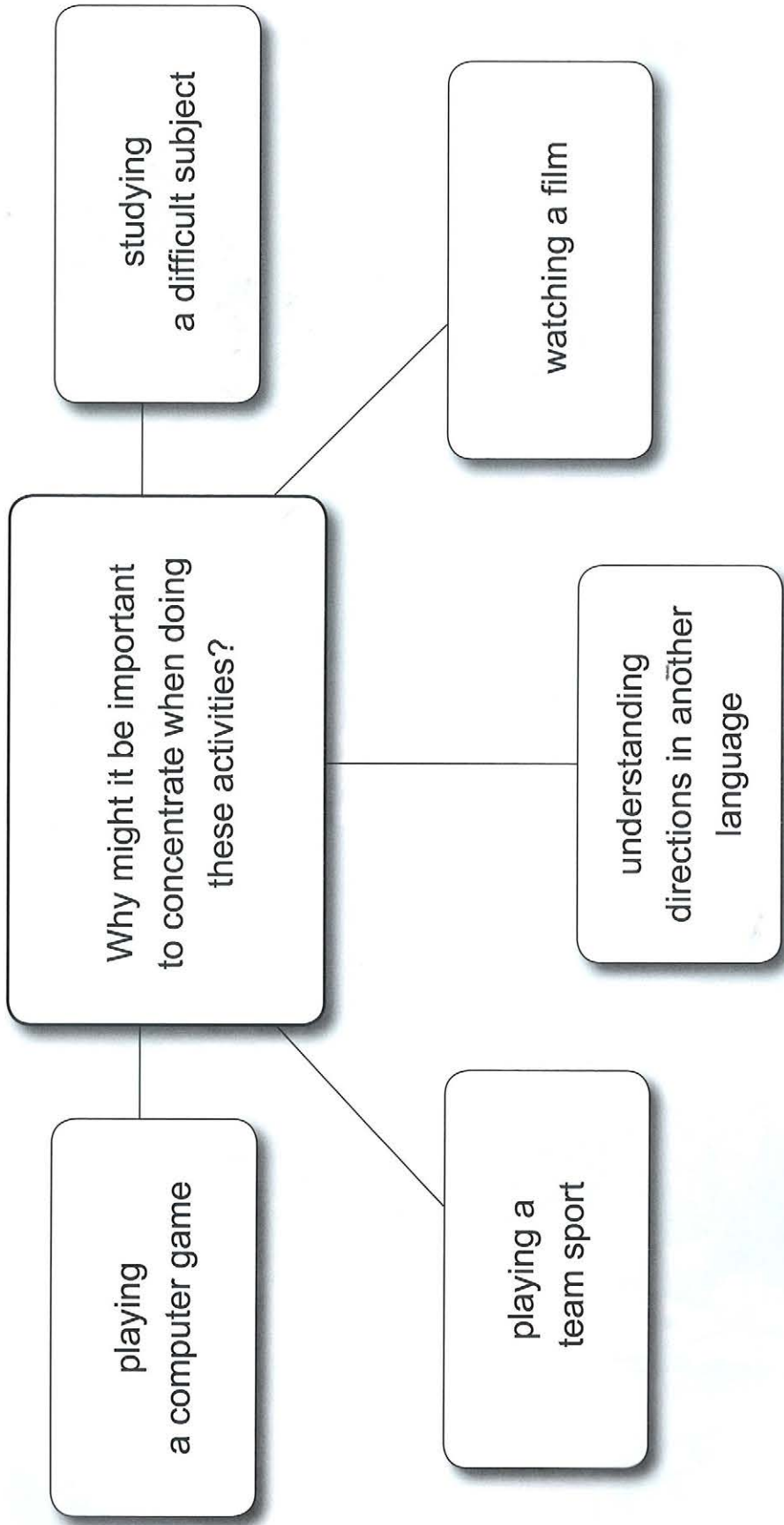
- Read the question carefully and plan your review before you start to write. Think of the style you will use, which will probably be semi-formal.
- Think about how you will organise the content into paragraphs. You need to deal with several tasks within the question: to inform the reader about the book or programme, to give your personal opinion and to say whether you would recommend it.
- You will need to use varied language, including interesting adjectives. Jot down some words you may want to use so that you can avoid the overuse of words such as 'good' or 'nice'.
- Check your spelling and punctuation and correct any basic errors you may have made.

- Why are the people enjoying these experiences?



- Why have the people chosen to shop in these places?



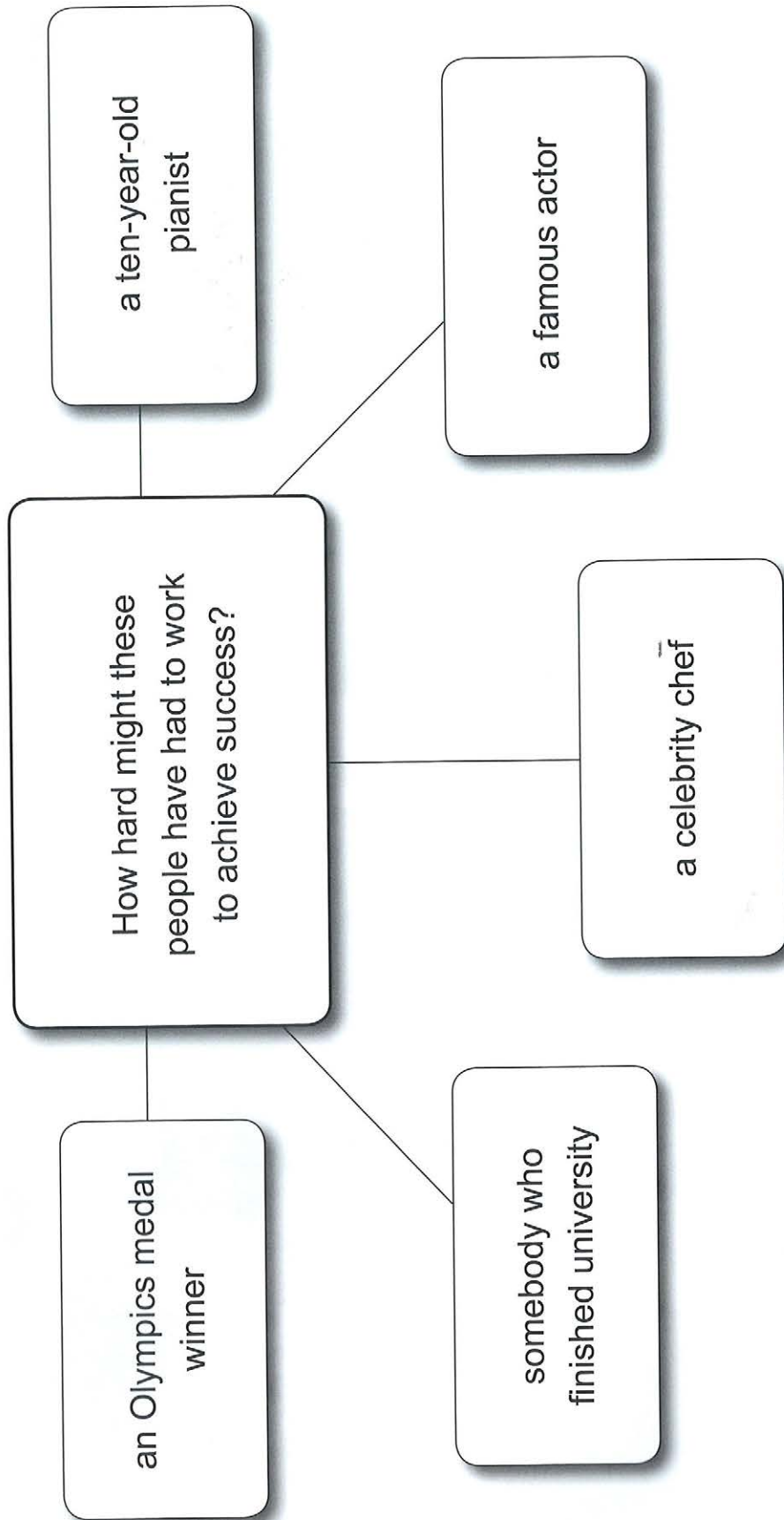


- How do the people feel about working together?



- Why might the people have decided to learn this skill?



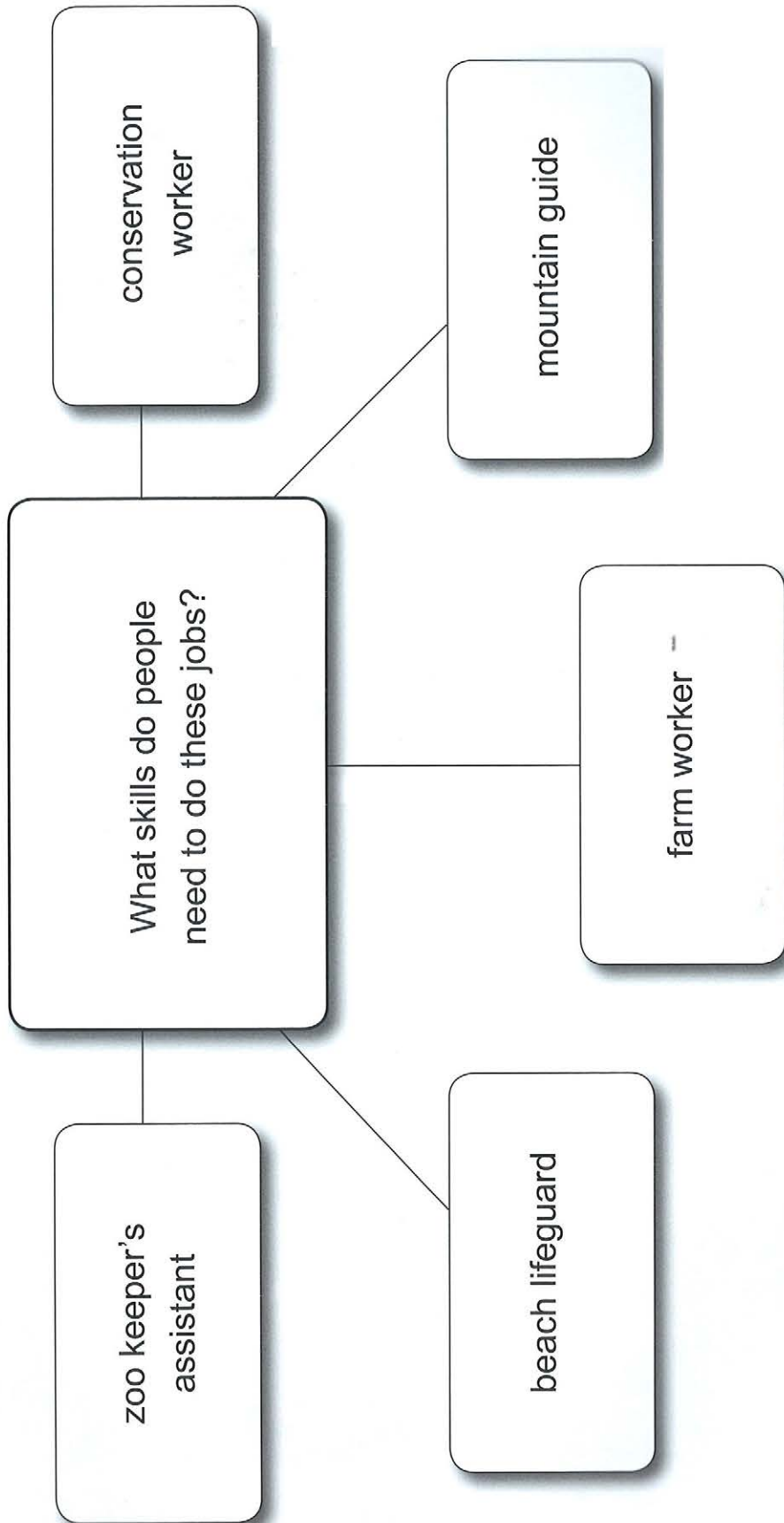


• Why have the people chosen these places to stay?



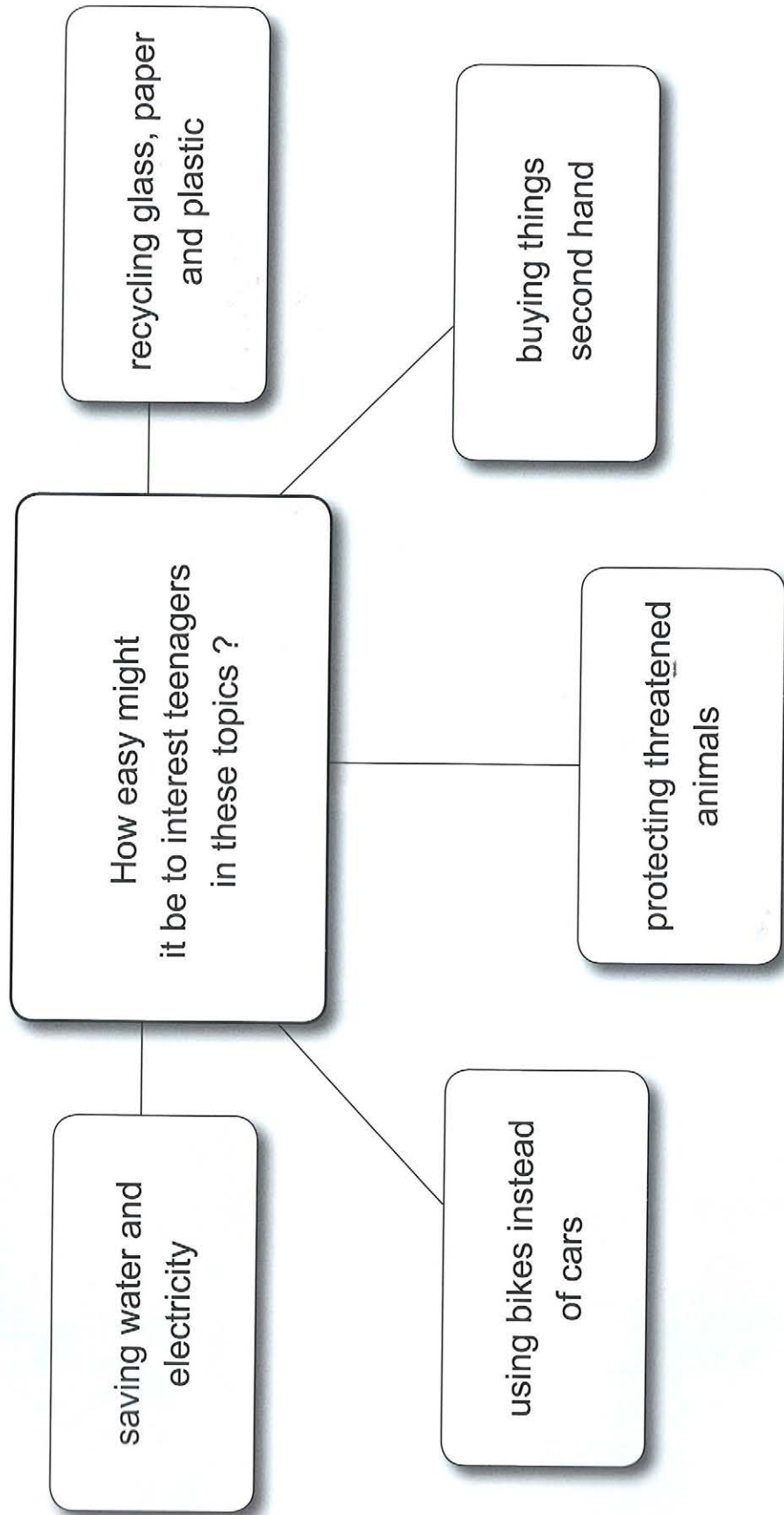
- Why do you think the people may have decided to compete?



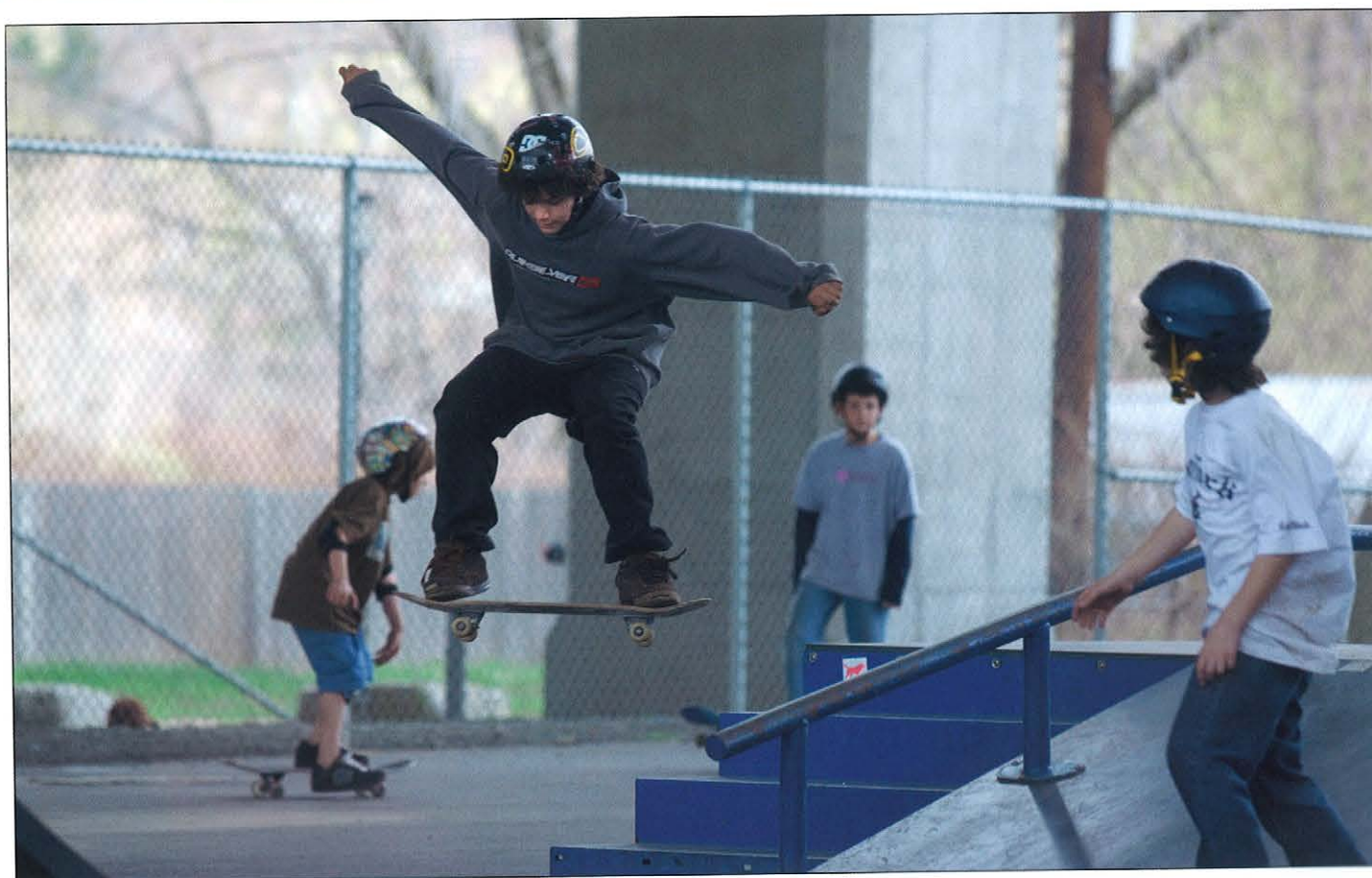


- How clearly will the people remember these occasions in the future?



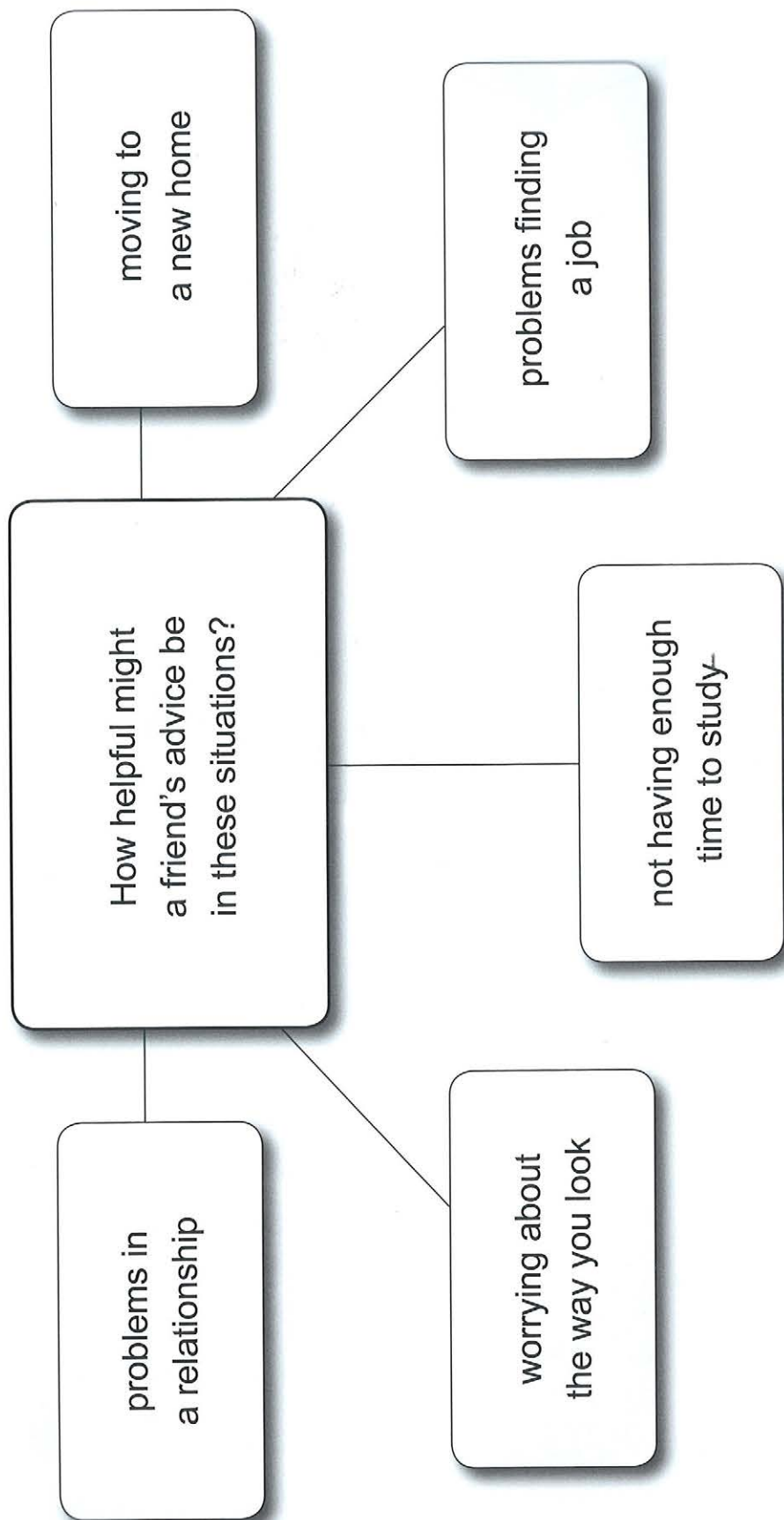


- How much are the children enjoying the experience?



- Why might the people think it is important to take these photos?



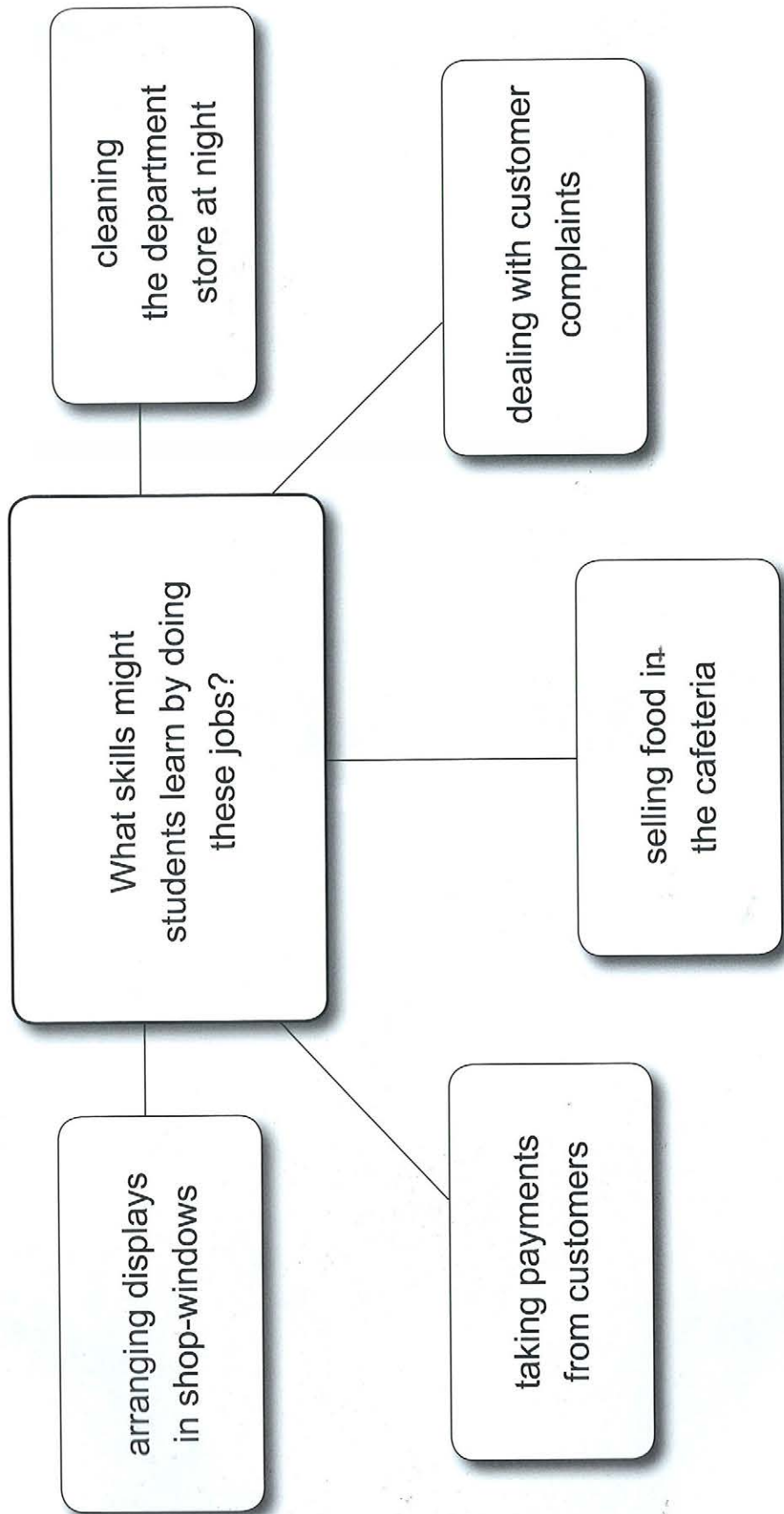


• Why might the people have chosen these forms of transport?



- Why might the people have chosen these forms of entertainment?



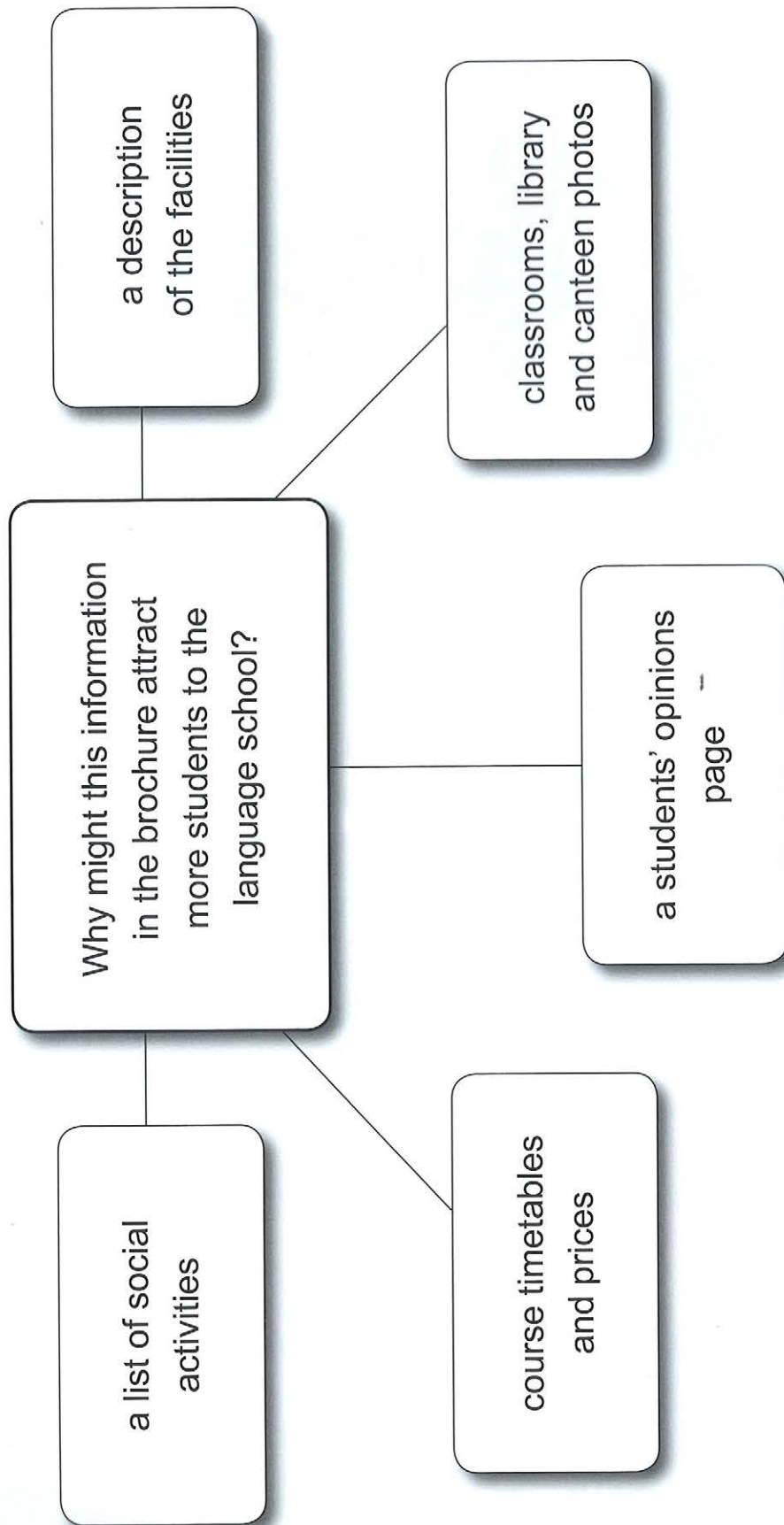


- Why do you think the people may be doing these challenging activities?

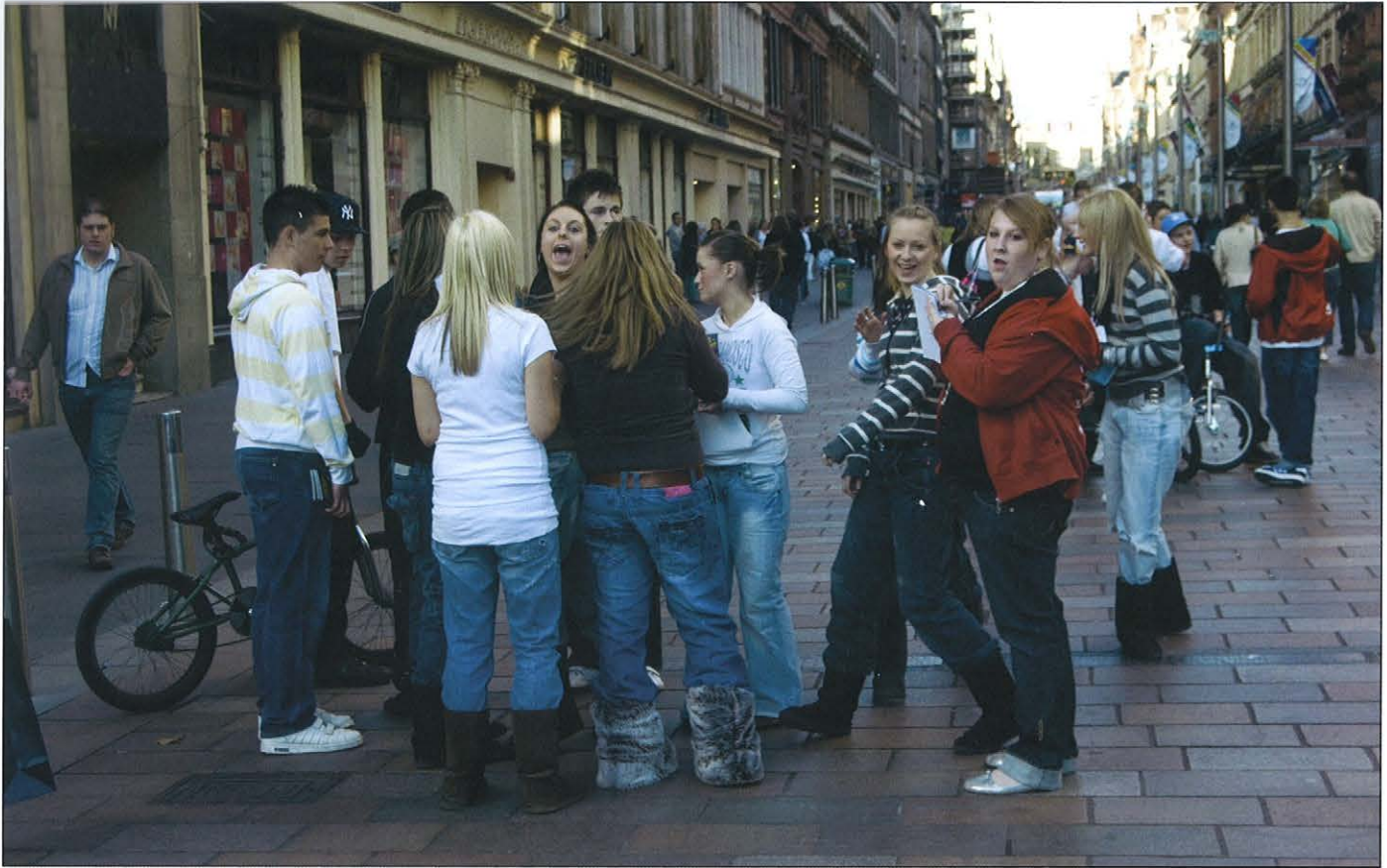


- Why would people want to visit places like these?

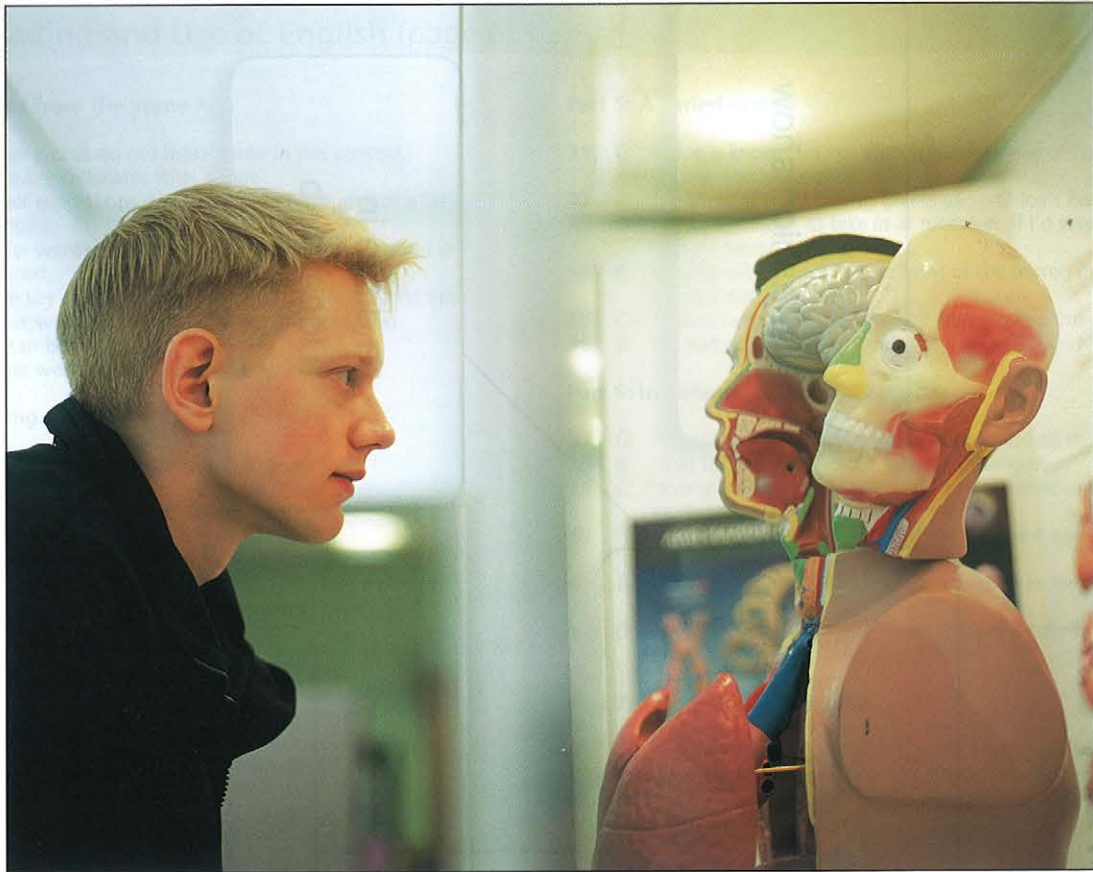


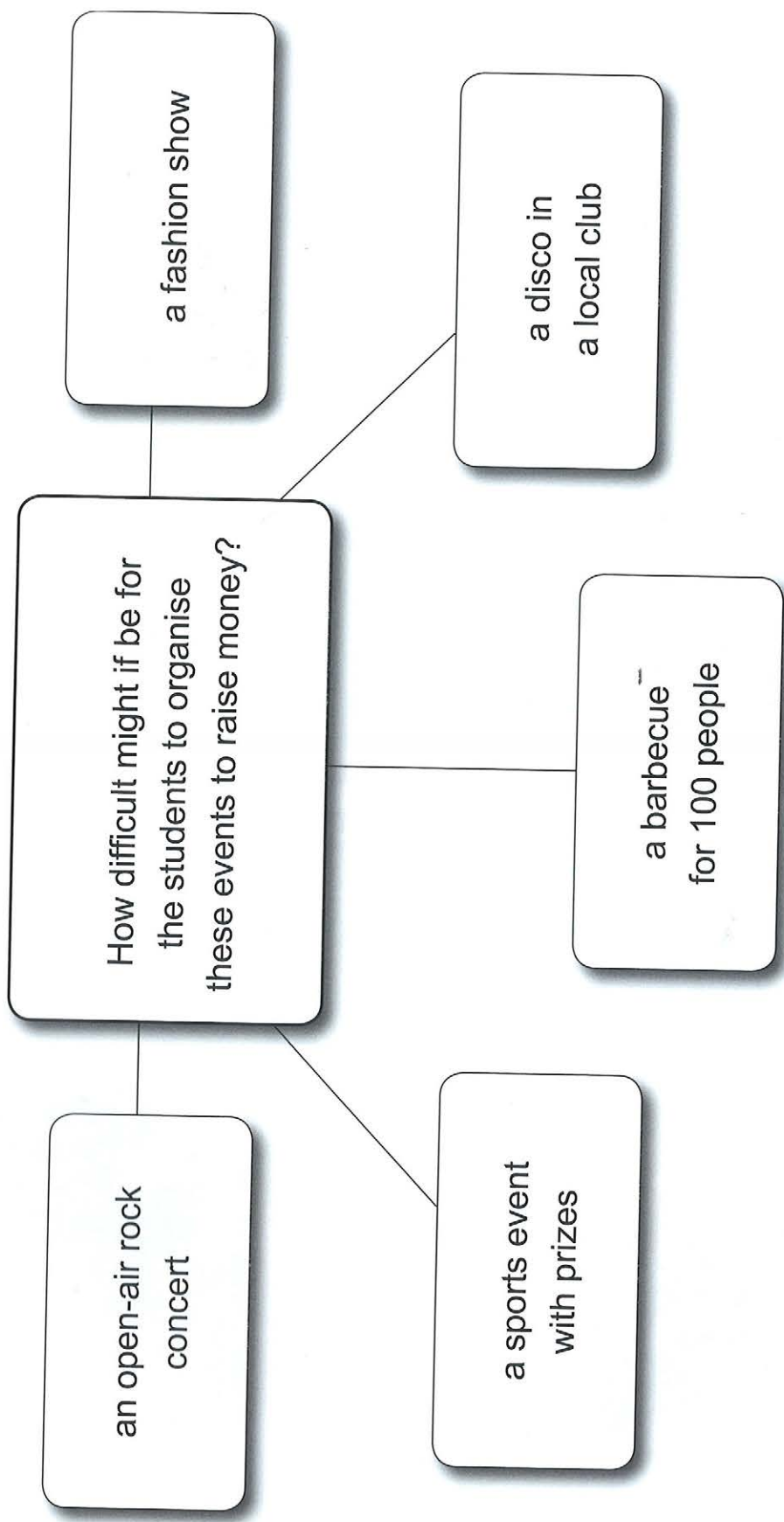


• What are the people enjoying about spending time together?



- How much are the people learning in these situations?





Answer Key

Test 1: Reading and Use of English (page 6)

Part 1: Messages from the Stone Age

- 1 D: The other words do not make sense in this context.
- 2 A: Only the key collocates with 'inside'.
- 3 D: The other expressions do not introduce the idea of a list of examples.
- 4 A: The other words need to be followed by a preposition in this context.
- 5 B: Only the key gives the idea 'getting there for the first time'.
- 6 C: The other words do not make sense in the context.
- 7 B: Only B can be followed by 'as'.
- 8 D: The other words are not followed by 'people to'.

Part 2: Swimming with seals

- 9 where: (relative pronoun) introduces a clause
- 10 to: (preposition) used after 'close'
- 11 with: (preposition) follows 'equipped'
- 12 out: follows 'work' as particle of phrasal verb
- 13 what: (conjunction) introduces a subordinate clause
- 14 (Although)Though/While(Whilst): (linker) provides a contrast
- 15 get: completes the expression with 'used to'
- 16 make/have: collocates with 'contact'

Part 3: Brain games

- 17 satisfaction: verb to noun
- 18 successful: noun to adjective
- 19 discover: verb to verb+prefix
- 20 solution: verb to noun
- 21 improvement: verb to noun
- 22 scientists: noun to plural noun
- 23 performance: verb to noun
- 24 uncertain: positive adjective to negative adjective

Part 4

- 25 speak English as well as: comparative form with adverb
- 26 are not supposed to cycle: passive form with infinitive verb
- 27 apologised for not letting: reporting verb with parallel expression
- 28 were not able to go/get: new subject with parallel expression
- 29 came as a disappointment: fixed expression with adjective to noun
- 30 to pay so much: comparative phrase with 'so'

Part 5: A varied career

- 31 C: Chloe is known for her slightly quirky sense of fashion and, of course, she looks great
- 32 A: the smell of fresh baking greets us ... Chloe's been busy
- 33 D: it was too much to take in at nineteen. If I'd stayed longer, I might have settled in better.
- 34 B: singing with a hairbrush in front of the mirror, dreaming of being a star one day
- 35 C: I fell as I climbed up the ladder and cracked three ribs.
- 36 B: we had so many compliments, I decided to go ahead with more

Part 6: In defence of women's boxing

- 37 G: 'What this meant' refers to being accepted on to the programme.
- 38 B: 'that target' refers to the flyweight category.
- 39 C: 'this space-age training kit' refers to the titanium-based clothing range.
- 40 F: 'that's why' refers to 'We approach it more as a skill and point-scoring exercise'.
- 41 E: 'those events' refers to 'martial arts such as taekwondo and judo'.
- 42 D: 'that mistake' refers to 'people confuse amateur boxing competitions with professional fights'.

Part 7: Solo travel in Australia

- 43 C: meal times are something I've never really got to grips with
- 44 A: it's great to have the freedom to go with the flow.
- 45 B: get an agency to take care of all the arrangements
- 46 D: I learnt to accept that some people have different attitudes to mine
- 47 A: To cheer myself up, I'd sit down and write a fortnightly email home ...
- 48 A: 'What have I let myself in for?'
- 49 C: do what you like ... without having to convince anybody that it's a good idea.
- 50 B: you've probably got lots of ideas in common.
- 51 D: the pressure that you're under to make your own mind up about everything.
- 52 C: stay in the nicest places your budget permits.

Test 1: Writing (page 17)

Part 1

Question 1 (essay)

Style: formal

Content: **General:** different things young people can do to protect their local environment, with reasons for all your opinions.

- 1 how recycling things like paper, glass and plastic can help
- 2 how cycling and walking instead of using cars can help
- 3 something else that can help (has to be different from 1 and 2)

Part 2

Question 2 (email)

Style: informal

Content: 1 suggest places to explore and see
2 advice about transport
3 details of interesting museums or exhibitions
4 say if you can join them

Question 3 (review)

Style: formal

Content: 1 what makes the TV series plot interesting, with examples
2 what makes the characters interesting, with examples
3 whether to recommend it for all ages, with reasons to back up opinions

Question 4 (article)

Style: formal or neutral

Content: 1 description of the computer game
2 reasons for recommending it to other readers

Test 1: Listening (page 20)

Part 1

- 1 C: M: made for a great feeling in the crowd
F: It was a wonderful day out.
- 2 A: They weren't thinking about the game.
- 3 B: The worst thing is it costs far more than I reckon it's worth.
- 4 B: something remarkable ... we weren't judging one-offs.
- 5 A: giving me advice about what to take.
- 6 C: good points: every day ... is different ... plenty of options ...
you can earn more'
bad points: 'not all are pleasant to deal with ... often have to work weekends and nights'.
- 7 B: crash helmet ... protective gear.
- 8 B: impressed by their knowledge of the subject.

Part 2: Singing twins: Tim and Sam Tanner

- 9 Funtime
- 10 10/ten minutes
- 11 October
- 12 voice
- 13 confident
- 14 football/sports
- 15 singing
- 16 shoes
- 17 glasses
- 18 Time Dance

Part 3

- 19 F: start training early on in life
- 20 G: I heard a big rock star going on about
- 21 B: got to know the work of some of the top composers
- 22 E: to some fast-food place
- 23 D: the efforts of my teacher ... she got there in the end.

Part 4

- 24 C: Only had a few weeks of training ... I wasn't thinking I'd do brilliantly.
- 25 B: There's always some attractive countryside to keep me interested.
- 26 C: I find I can keep going without one
- 27 A: I tend to keep a professional distance
- 28 B: skiing's something that I get into quite a bit
- 29 C: I find ... a bit of a pain to be honest
- 30 A: to have an eye on the next five years or so

Test 2: Reading and Use of English (page 29)

Part 1: Where to go whale watching

- 1 D: Only the key collocates with 'ambition'.
- 2 A: Only this word makes sense in this passive construction.
- 3 A: Only the key can be followed by 'to' in this context.
- 4 B: Only this word is followed by 'to' + infinitive.
- 5 D: Only this word is correct in the context of the sea.
- 6 C: A/D cannot be followed by a noun.
- 7 A: The other words are not followed by 'for'.
- 8 C: fixed prepositional phrase

Part 2: The Mini-Monet

- 9 come: (verb) to complete the fixed expression
- 10 is: (verb) completes the sense
- 11 more: (determiner) to make a comparative form
- 12 ago: (adverb) to complete the time expression
- 13 from: (preposition) indicates origin
- 14 would/could: (modal verb) past tense indirect speech
- 15 so: (linker) connects desires with actions
- 16 how: (adverb) linked to 'well'

Part 3: Don't catch cold

- 17 truth: adjective to noun
- 18 relationship: noun to abstract noun
- 19 unsuitable: verb to negative adjective
- 20 absence: adjective to noun
- 21 inappropriate: positive adjective to negative adjective
- 22 scientists: noun to plural noun
- 23 unfortunately: positive adjective to negative adverb
- 24 easily: adjective to adverb

Part 4

- 25 has been/is three years since: change of subject and tense with 'since'
- 26 buy everything except: phrase with opposite meaning depending on 'remembered'
- 27 had arrived on time: past perfect used in third conditional phrase
- 28 not used to wearing: fixed expression with same meaning
- 29 accused Jennifer of breaking: reporting verb followed by 'of' + '-ing'
- 30 (really) looking forward to using: parallel expression with verb pattern

Part 5

- 31 C: Still, the news that he was in hospital shook ...
- 32 C: I'd darted into the doorway of a closed shop to avoid coming face to face with him.
- 33 B: speaking on the phone ... the call.
- 34 D: I'd no idea what my hair looked like or if I'd got a spot on my chin
- 35 B: I ... wondered what he was doing ... if he still read books by George Orwell.
- 36 A: no sign ... but again ...

Part 6: Treasure in the mud

- 37 F: 'this wide experience' refers to 'After thirty years, there's barely a patch of wet mud on any tidal river in the UK that he doesn't know'.
- 38 C: The sentence refers back to 'the everyday possessions of ordinary families'.
- 39 D: 'that sort of person' refers back to 'an activity that tends to attract solitary characters'.
- 40 B: 'such objects' refers to 'the sole from a sixteenth-century shoe'.
- 41 G: 'this scientific fact' refers to 'An item is often better preserved in the mud than it would be if exposed to the air'.
- 42 E: 'It turns out to be' refers to 'Ian picks up what the untrained eye would see as a lump of stone.'

Part 7: What's the best advice your father ever gave you?

- 43 B: his general unwavering belief in me.
- 44 D: just stick at something, no matter how hard things get
- 45 A: those were my dad's jolly words of wisdom
- 46 D: if you don't put sufficient effort in, you'll never get anything out of whatever it is you're doing.
- 47 C: how much I've taken on board is another matter.
- 48 A: he never said it was my fault.
- 49 B: He left the decision to us.
- 50 A: Don't worry about the car, we can always fix it.
- 51 C: how to change the oil in my car
- 52 B: he's given me the opportunity to input ideas and have my say

Test 2: Writing (page 40)

Part 1

Question 1 (essay)

Style: formal

Content: **General:** advantages and disadvantages of doing these activities with other people or on your own, with reasons for all your opinions.

- 1 college or school work
- 2 sports activities
- 3 another activity (different from 1 and 2)

Part 2

Question 2 (report)

Style: neutral or semi-formal

Content: 1 what classmates like or dislike about the articles
2 what classmates like or dislike about the sports page
3 what classmates like or dislike about the news section
4 suggesting ways to improve the magazine

Question 3 (letter)

Style: formal

Content: 1 reasons for wanting to attend the course
2 experience of acting and/or dancing
3 detailed availability for attending

Question 4 (article)

Style: semi-formal or neutral

Content: 1 types of exercise for busy students
2 ideas for healthy, inexpensive recipes or foods
3 another idea for staying fit

Test 2: Listening (page 43)

Part 1

- 1 A: There aren't many pages to get through at least.
- 2 C: I insisted on staying in ... watching action movies.
- 3 A: F: It was easy to get into the city centre so we managed to see all the sights.
M: It was a good starting point for exploring.
- 4 B: I ended up feeling annoyed ... I wanted it to be more realistic.
- 5 C: I hope I get put on there again tomorrow like I was today.
- 6 C: such a brief performance
- 7 B: you can float at your natural body length
- 8 A: the whole thing would go by so rapidly

Part 2: New Zealand journey

- 9 (the) green bus
- 10 west
- 11 (the) dolphins
- 12 Japan
- 13 bike/bicycle
- 14 Adventure Tours
- 15 foot
- 16 (wooden) mask
- 17 Lakeside
- 18 walking

Part 3

- 19 B: accessible to even the youngest members of the community
- 20 H: I'd rather it took more notice of news and other subjects from overseas.
- 21 A: they don't broadcast advertisements so you never get interruptions
- 22 C: enjoy the humour in his approach
- 23 F: known for sponsoring charity organisations in this region

Part 4

- 24 A: above all, what I learnt there was how to use light
- 25 B: I was keen to experiment with breaking the rules.
- 26 C: I get over eighty percent of my calls, meetings and bookings from that source.
- 27 C: the rest is working on the shots to prepare them for presentation
- 28 A: it's when everybody's comfortable ... and I achieve what I'm looking for
- 29 C: being my own boss is something I couldn't live without.
- 30 B: The more you shoot, the more you grow.

Test 3: Reading and Use of English (page 50)

Part 1: The Gesture Interface

- 1 C: The other words do not fit the context.
- 2 A: forms a multi-word verb with 'up with' which means 'thought of'
- 3 D: The other words do not fit the context.
- 4 A: The other words cannot be followed by 'on' in this context.
- 5 B: introduces an alternative or contrast
- 6 D: Only this word can be followed by 'to'.
- 7 B: collocates with 'a photograph'
- 8 A: phrasal verb with 'out' meaning 'understand'

Part 2: Choosing the best shades

- 9 put: (verb) collocates with 'thought into'
- 10 but: (conjunction) introduces a contrast
- 11 more: (adverb) part of a fixed phrase followed by a comma
- 12 to: (preposition) follows 'guide'
- 13 (Although)Though/While(Whilst): (linker) provides a contrast
- 14 which: (relative pronoun) introduces a clause
- 15 as: (preposition) follows 'known'
- 16 take: (verb) part of a fixed expression with 'seriously'

Part 3: Rafting on the Zambezi river

- 17 incredible: positive adjective to negative adjective
- 18 description: verb to noun
- 19 impression: verb to noun
- 20 surrounding: verb to adjective
- 21 farther/further: adverb to comparative adverb
- 22 difficulty: adjective to noun
- 23 beginners: verb to plural noun
- 24 dangerous: noun to adjective

Part 4

- 25 is unlikely to do: parallel expression using infinitive construction
- 26 has (great) trouble getting: expression using '-ing' form
- 27 is such a good swimmer: verb to noun determined by 'such a'
- 28 should be met by: change of subject, modal verb in passive form
- 29 put up with: phrasal verb with same meaning
- 30 wish I had been: past perfect used after 'wish'

Part 5: Moving house

- 31 B: 'I've shaken out all the dirt,' she said as Lyn tipped up the nearest one, checking that it was empty.
- 32 A: 'I'll do it' refers to Lyn's mother's request – that she will put her belongings in boxes.
- 33 D: 'You could've told me,' she said. 'I have got people to say goodbye to, you know.'
- 34 C: 'I don't want that Mrs Wilson touching our things.'
- 35 A: 'It's been agreed for a long time and it's extremely kind of her to help.'
- 36 B: But what really struck Lyn most were the rectangles of lighter-coloured paint on the wall where pictures had once hung.

Part 6: The airport photographer

- 37 D: 'Most of them' refers back to the celebrities.
- 38 C: 'One of them' refers to the 'the ground and security staff'.
- 39 A: 'they' refers to all the stars named earlier in the paragraph.
- 40 F: 'when that happens' refers to celebrities saying: 'no pictures'.
- 41 G: This sentence with 'however' tells us that we are going to hear about someone with a different attitude from those described before.
- 42 B: 'them' refers to the Duchess and her babies.

Part 7: I love my bike

- 43 C: I still get too hot ... you can't really do without one, can you?
- 44 A: make sure the saddle's right ... you don't want to get sore.
- 45 D: I think he was making it up.
- 46 C: some of my friends think that's a bit uncool, but I don't really go along with that idea.
- 47 B: try and dodge the showers
- 48 B: snarled up in the traffic ... a pain in a motor vehicle.
- 49 C: I cycle down to college in no time at all, but the uphill trek home takes me around thirty-five minutes.
- 50 A: the bike was a good reflection of the real me
- 51 D: It did get stolen on one occasion
- 52 B: I worked briefly as a cycle courier

Test 3: Writing (page 60)

Part 1

Question 1 (essay)

Style: formal

Content: **General:** agreement or disagreement with the statement 'you don't need much money to be happy', with reasons for all your opinions.

- 1 when is money necessary
- 2 how important it is to have the latest things
- 3 another situation when money is or isn't important (different from 1 and 2)

Part 2

Question 2 (report)

Style: neutral or semi-formal

Content: 1 activities that families do together
2 grandparents' involvement
3 changes in family life

Question 3 (letter)

Style: semi-formal or neutral

Content: 1 express an interest in the volunteer jobs
2 describe any experience you have of one or more jobs
3 describe your skills (ability to do any of these jobs)
4 ask whether accommodation, food and transport are provided

Question 4 (review)

Style: formal or neutral

Content: 1 your opinions of the blogs section
2 whether you think the exam preparation section is useful and why
3 one aspect of the website that you really like
4 some ideas for improving the website

Test 3: Listening (page 62)

Part 1

- 1 A: I don't think people should get fixed in one particular role, so I have them rotating their duties
- 2 C: It's really close to everything, the centre, the campus.
- 3 C: I thought it's terrible, this business of simply telling people no
- 4 B: the camera work lets the rest of it down.
- 5 A: but just as I was leaving the office, ...
- 6 B: playing it over and over again, until it's inside me, ...
- 7 C: F: It would do a great deal for the quality of life here.
M: the environmental benefits for the city would be clear.
- 8 B: but the laughs still work, the jokes are still well delivered, ...

Part 2: Museum director

- 9 1973/nineteen seventy-three
- 10 lighting/lights
- 11 four two nine/four hundred and twenty-nine/429
- 12 age
- 13 leaf
- 14 (two) cows
- 15 eyes
- 16 monster
- 17 detailed
- 18 fish

Part 3

- 19 E: tried to push me along a bit by getting me to try a little bit harder
- 20 D: It's the teachers who're there for you in those situations that are special
- 21 F: The best teachers are the ones who make it look easy, because they make it seem fun.
- 22 A: But you can't just tell kids to be better, to study harder, you also have to demonstrate what you mean by this.
- 23 C: You need to be told the facts about how well you're managing with your studies

Part 4

- 24 A: we ourselves cannot truly know how we sound to anyone who's listening to us.
- 25 A: you need to begin with your spine, which wants to be stretched and made flexible
- 26 B: Your knees want to be ... not completely straight, but a little angled.
- 27 A: the important thing is ... to drink anything up to eight glasses of water every day, ...
- 28 C: going over them again and again and again during the course of an ordinary day, ...
- 29 C: Take every chance you can to sing in public.
- 30 B: making weird noises while sitting in her car outside the studio building.

Test 4: Reading and Use of English (page 68)

Part 1: Slacklining

- 1 B: The other words suggest something more permanent.
- 2 A: The other words don't fit the fixed expression.
- 3 C: collocates with 'your balance'.
- 4 A: The other words don't fit the context.
- 5 B: The other words don't collocate with 'risk'.
- 6 C: The other words aren't followed by 'to'.
- 7 D: The other words don't fit the context.
- 8 B: collocates with 'hand' and is followed by 'on'

Part 2: Blanca Huertas: butterfly expert

- 9 one: (pronoun) refers to 'nets'
- 10 that: (conjunction) goes with 'so' and introduces a clause
- 11 When: (conjunction) introduces a clause
- 12 could: (modal verb) completes verb form
- 13 for: (preposition) follows 'apply'
- 14 which: (relative pronoun) introduces a clause
- 15 been: (auxiliary verb) part of verb form
- 16 As: (preposition) part of fixed phrase

Part 3: In praise of plastic

- 17 useful: noun/verb to adjective
- 18 attractive: verb to adjective
- 19 reputation: noun to noun
- 20 designer: noun/verb to noun
- 21 extremely: adjective to adverb
- 22 choice: verb to noun
- 23 natural: noun to adjective
- 24 recycle: noun/verb to verb

Part 4

- 25 put Heidi up: phrasal verb with change of subject
- 26 does not like it when/if: positive to negative transformation with 'it' and new clause
- 27 took my advice: collocation including verb to noun
- 28 was (completely) unaware of the: positive parallel expression
- 29 from Simon, none of: prepositional phrase with new subject
- 30 in case it was/got cold: linker phrase with change of tense

Part 5: A hop, skip and a jump away

- 31 C: I needed to qualify for the state championships. It was all I could think about.
- 32 D: the perfect jump.
- 33 A: I stretched them out, feeling the lump in my left one, the remnants of a pulled muscle.
- 34 D: I agreed, smiling to show my appreciation.
- 35 C: I was sure my first phase was too high, that my second was chopped, and my landing was not quite what it should have been.
- 36 B: I found Paula and ran to hug her. 'That was all thanks to you.'

Part 6: Would you turn off your engine, please?

- 37 B: 'these conversations' refers to 'I addressed the issues politely' after a ten-minute chat'.
- 38 D: 'checked this out' refers to 'there was actually a law against engine idling'.
- 39 G: 'them' refers to 'small business cards'.
- 40 C: 'this fact' refers to the existence of the law about engine idling.
- 41 A: 'I also tell them' refers to the information he passes on during his 'discussions'.
- 42 F: 'respond in this way' refers to 'If I get an aggressive reaction'.

Part 7: Advertising in public places: like it or love it?

- 43 B: endless dull adverts for banks
- 44 D: it seems to be taking over our city.
- 45 A: they do make a bit of a mess of the rural environment.
- 46 C: has to be powered by electricity
- 47 A: distracted ... by the fact that a poster is there.
- 48 E: I agree with banning posters from parks and on historic buildings
- 49 A: can be a safety hazard
- 50 B: an amusing advert can brighten up my day
- 51 D: a new angle on an issue that's really thought-provoking
- 52 E: allows lots of clever people to reach a wide public with their ideas

Test 4: Writing (page 78)

Part 1

Question 1 (essay)

Style: formal

Content: **General:** what we need to do if we want to make new friends and keep the ones we have, with reasons for all your opinions.

- 1 be in contact regularly
- 2 tell friends the truth
- 3 something else we need to (different from 1 and 2)

Part 2

Question 2 (article)

Style: formal or neutral

Content: 1 opinion about how young people feel about the future
2 job opportunities for young people
3 opportunities for studying after finishing school

Question 3 (letter)

Style: formal

Content: 1 experience of organising activities for kids
2 ability to communicate in English and in another language
3 skills in at least one outdoor sports activity

Question 4 (review)

Style: semi-formal or neutral

Content: 1 describe the place where the festival took place
2 describe the atmosphere (lively, noisy, etc)
3 describe the crowd that attended the festival
4 the music you loved and the music you hated

Test 4: Listening (page 80)

Part 1

- 1 B: the style is excellent, really flowing and there are some great 'word pictures' that definitely captured my imagination
- 2 A: I worry that it's going to look very out of place – like a kind of weird spaceship, ...
- 3 C: ... wife speaks Spanish ... so we speak 'her' language in the house.
- 4 B: but it turns out I'm not so rubbish after all.
- 5 C: It came down to parking for me in the end and, with this one being so small, I can get it into pretty much any space I find.
- 6 A: But he's got all the certificates and he clearly knows all about management theory.
- 7 C: The competitors definitely had a good time
- 8 C: replacement parts ... there's only one place left now that supplies them.

Part 2: Women's basketball

- 9 (high) school
- 10 matchgirl (./dot com)
- 11 team sports
- 12 May
- 13 1976
- 14 broken bones
- 15 hairpins
- 16 chewing gum
- 17 (the) Red Heads
- 18 perfectionist

Part 3

- 19 B: the way everyone went for breaks and lunch at exactly the same time every day.
- 20 H: you never really know what's going to happen next.
- 21 F: having to smile and be nice and show an interest in everyone and laugh at some pretty terrible jokes
- 22 D: most of the time I just sat about ...
- 23 C: I got shouted at or treated badly

Part 4

- 24 C: I was in my grandma's sitting-room and she had this whole pile of books, which she let me play with because I liked the covers.
- 25 C: particular teacher we had, who at the end of every day would get out a book.
- 26 B: I can't tell you what a relief it was to see it on the shelves in a bookshop.
- 27 A: There's no sound, no music, no traffic, and that's what I need
- 28 B: Next is a book for teenagers ... – I've never tried writing one before.
- 29 B: if you do that there might be a lot of stuff you can't include.
- 30 A: symbols ... but resist the urge to spell everything out.

Test 5: Reading and Use of English (page 86)

Part 1: Vera Neumann: fabric designer

- 1 B: The other words don't fit the context.
- 2 C: The other words can't be followed by 'what to do'.
- 3 D: collocates with 'name'
- 4 A: collocates with 'in short', a fixed expression
- 5 B: part of phrasal verb with 'across'
- 6 C: collocates with 'success'
- 7 A: collocates with 'of fashion'
- 8 D: phrasal verb goes with 'a company'

Part 2: Tree-climbing

- 9 into: (preposition) follows 'turned'
- 10 one: (pronoun) precedes 'of the' with plural noun
- 11 Before: (conjunction) introduces clause
- 12 take: (verb) collocates with 'part'
- 13 have/need: (verb) with 'to' indicates necessity
- 14 case: (noun) part of fixed phrase introducing clause
- 15 After: (preposition) indicates the next step
- 16 which: (relative pronoun) introduces clause

Part 3: Games in space

- 17 scientists: noun to plural noun
- 18 research: verb to noun
- 19 isolation: verb to noun
- 20 unable: adjective to negative adjective
- 21 mixture: verb to noun
- 22 feedback: verb to noun
- 23 emotional: noun to adjective
- 24 information: verb to noun

Part 4

- 25 see any/much/the point in: parallel expression using given word and preposition
- 26 have been relieved when: modal form in the past + linker
- 27 is rumoured to be: new subject with reporting verb passive structure
- 28 only I had not/hadn't sent: past perfect indicates past regret
- 29 without (first) eating/having (first) eaten: given word + '-ing' form
- 30 to give up going: phrasal verb followed by '-ing' form

Part 5: The reluctant hero

- 31 D: his refusal to accept how famous he's about to become. 'I can walk down the street and not be hassled'
- 32 A: The rest of the paragraph tells us what his attitude is.
- 33 B: the plot is not as straightforward as it might appear.
- 34 A: seems to be a bit of a worrier and prefers to avoid watching himself on screen.
- 35 C: He felt 'a heightened sense of responsibility' playing a real-life person ... if he'd ... be angered
- 36 D: I find it a very real and profound theme in my life and, talking to other people my age, I think it's universal.

Part 6: I'm the last speaker of my language

- 37 D: 'this meant' refers to 'sent me dictionaries'.
- 38 A: 'that one too' refers to 'their language'.
- 39 G: 'the trip' refers to 'I went to the south'.
- 40 B: 'it was slow' refers to studying the recordings.
- 41 C: 'is quite different' is making the contrast with Selk'nam.
- 42 E: 'the only one' refers to the fact that the other two band members are now speaking the language, too.

Part 7: Future-friendly awards

- 43 B: don't go expecting to see weights or rowing machines
- 44 A: improvements, which the cyclists who contact us have been asking for
- 45 C: it helped stage an exhibition of sculptures
- 46 B: He's worked hard to raise funds but with limited success
- 47 A: to give newcomers the confidence to start cycling
- 48 D: to collect and supply them
- 49 C: to develop a retail range of recycled products
- 50 B: as well as advertising for new members
- 51 D: that many tiles could be reused
- 52 A: available in all regions nationwide.

Test 5: Writing (page 96)

Part 1

Question 1 (essay)

Style: formal

Content: **General:** answer the question about whether we share too much personal information, with examples and reasons for all your opinions.

- 1 when we upload images of ourselves or friends
- 2 when we post comments about people or events
- 3 another example of sharing information on a website (different from 1 and 2)

Part 2

Question 2 (article)

Style: formal or neutral

Content: **1** the kind of music you like most and why
2 the places you go to see live music
3 music typical of your country and why you recommend it

Question 3 (letter)

Style: informal

Content: **1** whether you like or dislike the new school and why
2 how the new school differs from the old one
3 whether you have made new friends

Question 4 (report)

Style: formal or semi-formal

Content: **1** why you and your friends found it easy/difficult to understand
2 why you think the characters are/aren't interesting for people your age
3 why you think the film would/would not appeal to different nationalities
4 why you would/would not advise other classmates to see it

Test 5: Listening (page 98)

Part 1

- 1 A: what appeals more is that it's so different to everything else I do.
- 2 B: This one, though, was genuinely frightening.
- 3 B: I didn't realise it would be so fiery. I could do with a nice cold drink to help with it.
- 4 C: The travel agent told me what an exceptional hotel it was. I think he went over the top a bit ...
- 5 C: I wish I'd held on to it though, because I do miss it.
- 6 B: Sometimes it's down to a reporter happening to be in the right place at the right time
- 7 A: as the finals drew closer, and I saw just how good the other performers were, then I started to worry ...
- 8 A: I lacked confidence socially, though ...

Part 2: Street-dancer

- 9 gymnastics
- 10 culture
- 11 (a/the) windmill
- 12 four/4
- 13 Footsteps
- 14 frustrating
- 15 (the) government
- 16 cool
- 17 discipline/ambition [in either order]
- 18 Internet

Part 3

- 19 C: We passed some others who I think hadn't really put the training in, poor things, and they were suffering a bit.
- 20 A: Last time I got round in my quickest ever time and that's made me feel pretty good about myself.
- 21 B: I mean, that's typical of how badly the event's run.
- 22 G: I decided at the last minute to enter after all. It was a big mistake.
- 23 E: I just couldn't believe the size of the crowd.

Part 4

- 24 C: then I went absolutely every year after that. I was asked to join the team of organisers eight years ago
- 25 A: fitted into just one field That's been the biggest change.
- 26 B: that's a shame. There are more and more stalls appearing selling exotic foods and you almost get the feeling that's what a lot of the crowd have come for.
- 27 B: It's the company that really makes it for me – everyone just seems so calm and ready just to have a good time.
- 28 A: I do wish though that we could persuade more people to leave their cars at home – because congestion's a real headache.
- 29 A: and I think of lot of them feel that way about the festival
- 30 C: so I personally wouldn't be in favour of expanding things further

Test 6: Reading and Use of English (page 104)

Part 1: What is a coincidence?

- 1 A: The other words aren't followed by 'as'.
- 2 A: The other words don't make sense in the context.
- 3 C: The other words aren't followed by 'of'.
- 4 A: must mean 'considering'
- 5 C: The other words don't fit the context.
- 6 D: must mean 'if ... not'
- 7 B: collocates with 'into contact'
- 8 C: collocates with 'attention'

Part 2: The Recyclists

- 9 around: (preposition) indicates movement within the neighbourhood
- 10 where: (relative pronoun) refers to 'neighbourhood'
- 11 return/exchange: (noun) part of fixed phrase
- 12 ago: (adverb) part of past time expression
- 13 in: (preposition) follows 'invested'
- 14 when/as: (linker) introduces clause
- 15 which: (relative pronoun) in non-determining clause
- 16 same: (adjective) part of fixed phrase

Part 3: Travel posters

- 17 enjoy: noun to verb
- 18 relaxation: verb to noun
- 19 expensive: verb to adjective
- 20 effective: noun to adjective
- 21 artist: noun to noun
- 22 movements: verb to plural noun
- 23 instantly: adjective to adverb
- 24 surprisingly: noun to adverb

Part 4

- 25 you mind if I turned: second conditional form
- 26 cannot afford to: given words always used with 'can' or 'cannot/can't')
- 27 never having studied it: verb form follows 'despite' + 'it', pronoun for 'web design'
- 28 could not/couldn't help laughing/but laugh: fixed parallel expression + '-ing' form
- 29 prevented visitors (from) getting (too): verb structure required by given word
- 30 by himself: phrase meaning 'alone'

Part 5

- 31 D: The letter's from the City Council, asking if we object.
- 32 C: my greatest fear was that there would be nowhere for the butterflies and bees to come any more.
- 33 B: I wondered why they weren't all out there ... protesting.
- 34 A: but he's on his own all day
- 35 C: he was wearing his chewed-up grey sweater, the one he puts on when he's expecting a job to be challenging.
- 36 A: It's not going to be stopped by anything we say.

Part 6: Paddle power

- 37 G: 'They're attracted here' refers to 'local residents'.
- 38 A: 'this massive open space' refers to 'Bala Lake'.
- 39 B: The sentence describes what the 'sweep stroke' is.
- 40 D: There is a link between 'tipping over' and 'ending up in the water'.
- 41 F: 'I can hardly hear myself think' refers back to 'deafening'.
- 42 E: 'going over again' refers to her earlier 'ending up in the water'.

Part 7: For the record

- 43 C: Hours spent on a cross-country skiing machine and dragging tractor tyres
- 44 A: blindly follow their compass and hope
- 45 D: his proudest world record to date
- 46 A: to sit on guard for hourly watches.
- 47 B: he's drawn to tackling super-human challenges.
- 48 B: we have a limited amount of time to see so many things
- 49 C: hugely disappointing at the time, the pair returned ... and claimed the British record.
- 50 D: a good way for non-adventurers to push themselves out of their comfort zone.
- 51 C: a pod of forty dolphins was swimming around the boat.
- 52 A: they still completed the journey in fifteen days

Test 6: Writing (page 114)

Part 1

Question 1 (essay)

Style: formal

Content: **General:** answer the question about whether we need to be informed about national and international news, with examples and reasons for all your opinions.

- 1 major events such as natural disasters
- 2 news about famous people
- 3 another type of news (different from 1 and 2)

Part 2

Question 2 (review)

Style: semi-formal or neutral

Content: 1 how good the performances were

- 2 opinion about the costumes and the audience
- 3 whether musical is good enough to take to other schools

Question 3 (email)

Style: informal or neutral

Content: 1 reasons for (not) including Scottish Highlands topic

- 2 reasons for (not) including education topic
- 3 reasons for (not) including traditional music
- 4 reasons for (not) including language learning

Question 4 (report)

Style: formal

Content: 1 description of attractions for children and teenagers

- 2 opinion about facilities and prices
- 3 whether it can be recommended to visitors

Test 6: Listening (page 116)

Part 1

- 1 C: There's quite a lot of different equipment, and it's all the latest stuff, and the best stuff on the market at that.
- 2 A: and we can see a rise in short breaks to capital cities
- 3 B: grown-ups They worry about looking silly or stupid, and feel bad when they get things wrong.
- 4 C: Can you get back to me when you can and clarify why the meeting might be put off and also if it could be moved by only a couple of days?
- 5 B: and then maybe I could start to work with those, those ideas, to translate them into paintings.
- 6 B: you should take this one back and give me the more up-to-date model.
- 7 A: F: 'Cos I didn't think the support bands were up to much actually.
M: No – same old stuff.
- 8 C: I guess I thought I was going to find something a bit more engaging to be honest.

Part 2: Learning about make-up

- 9 beauty studies
- 10 purple
- 11 hairspray
- 12 chemistry
- 13 marketing
- 14 costume (design)
- 15 lipstick
- 16 lighting
- 17 fashion
- 18 advertising agency

Part 3

- 19 D: he made me see it was better to get out and see something of the world.
- 20 B: I wasn't going to agree, but my mum said I should, so I went.
- 21 F: my friend Diana said I should accept that it just looked stupid
- 22 C: so he told me to make a list of everyone I thought was nice or interesting or something like that and then to ask them all to my room for a party.
- 23 A: she said wipe the slate clean, just go and say you're sorry

Part 4

- 24 C: Then I spotted this one on a website. It sounded just the sort of fun thing I was looking for.
- 25 A: but I was thinking it might become more important in my life in some way.
- 26 B: So he still felt enthusiastic, and even suggested he might join me.
- 27 C: A couple of them had obviously done that sort of thing before
- 28 B: Several people were taking photos the whole time, and agreed to email those to everyone.
- 29 C: Maybe that'll carry over into the rest of life too.
- 30 A: but first I have to go on a ten-kilometre running race I've put my name down for

Test 7: Reading and Use of English (page 122)

Part 1: Karakamia wildlife sanctuary

- 1 D: The other words aren't followed by 'with' in this context.
- 2 B: The other words can't be followed by 'of' in this context.
- 3 C: means 'prevent from entering'
- 4 A: The other words don't fit the context.
- 5 D: The other words don't fit the context.
- 6 B: The other words don't make sense in the context.
- 7 A: The other words don't give the idea of 'looking for some time'.
- 8 D: The other words aren't followed by 'to'.

Part 2: Spot the gorilla

- 9 another: (pronoun) follows 'one'
- 10 take: (verb) collocates with 'part'
- 11 so: (linker) precedes 'that' to introduce a clause
- 12 them: (pronoun) refers to 'viewers'
- 13 at: (preposition) part of phrase with 'all'
- 14 When: (linker) introduces a time clause
- 15 have: (auxiliary verb) completes verb structure
- 16 will: (modal verb) to indicate a future time

Part 3: Review of *The Porsche Book*

- 17 exception: preposition to noun
- 18 growth: verb to noun
- 19 collection: verb to noun
- 20 surely: adjective to adverb
- 21 legendary: noun to adjective
- 22 enjoyable: verb to adjective
- 23 glamorous: noun to adjective
- 24 impossible: positive adjective to negative adjective

Part 4

- 25 has been qualified as an/a qualified: change of tense to go with 'for' + time phrase
- 26 not turn out to be: phrasal verb with infinitive construction
- 27 so that people could: change of construction + modal verb
- 28 was still eating/having/finishing her dinner: tense used to indicate unfinished action
- 29 she had better go: parallel expression with plain infinitive
- 30 not such a good skier: negative comparative structure

Part 5: Trip to Scotland

- 31 C: I wasn't sure how a New Yorker would react to all this empty scenery.
- 32 C: What was crucial, though, was that it ended with the magic words 'excellent bird-watching country'.
- 33 A: it gave out a loud
- 34 B: To be fair, though, he can get quite animated
- 35 C: I have to admit things weren't turning out exactly as we expected.
- 36 D: this only sounds like an easy option to people who have never worked for my parents.

Part 6: I run up mountains

- 37 D: 'those' refers to 'the highest mountains on each continent'.
- 38 B: 'this' refers to 'an enormous tractor tyre'.
- 39 E: 'the one' refers to 'Russian language'.
- 40 C: 'that' refers to 'Hey man, take care'.
- 41 F: 'It was the sound of an avalanche' refers back to 'an incredible rumble up above us'.
- 42 A: The sentence provides a third example of what he did whilst waiting to be rescued.

Part 7: Starting your own business

- 43 A: Working for yourself is great as you can make your own mind up about things
- 44 B: a definite high ... seeing my staff doing a good job.
- 45 C: The challenge was then to work out how to deliver the mix of foods all at once
- 46 D: all sorts ... surveyors, solicitors, an advertising agency and even an author.
- 47 C: the thrill you feel when a customer tells you they've had a great time.
- 48 A: worrying about how you're going to pay the rent.
- 49 C: six months off ... a good opportunity to ponder the question: 'What next?'
- 50 D: in effect, I'd been a virtual PA all along.
- 51 B: my financial, sporting and parenting experience
- 52 A: the chance to interact with people more

Test 7: Writing (page 132)

Part 1

Question 1 (essay)

Style: formal

Content: **General:** agreement or disagreement with the statement 'we can learn almost everything from the internet', with reasons for all your opinions.

- 1 what we learn from parents and teachers
- 2 the good/bad quality of information on the internet
- 3 something else we can/cannot learn from the internet (different from 1 and 2)

Part 2

Question 2 (email)

Style: semi-formal or neutral

Content: **1** express an interest in the holidays and ask for a price
2 you are fit enough for these activities because...
3 you have/have not done these activities before
4 how long a stay and preferred accommodation

Question 3 (report)

Style: formal

Content: **1** description of most interesting museum sections, possibly with headings
2 opinion about whether younger students should visit, with reasons

Question 4 (article)

Style: formal

Content: **1** description of the most memorable childhood experience
2 reasons why the experience will never be forgotten

Test 7: Listening (page 134)

Part 1

- 1 B: but the weather's never that great, which meant that I got really rather bored.
- 2 C: I work hard to make sure it all fits together, calculating in advance what'll happen when x meets y for the first time, how x should react to what y does, or whatever.
- 3 A: I don't think in your case that your sight's got any worse since I last saw you.
- 4 C: Those early pizzas usually tasted great, but one time my dad cracked a tooth on the crust. You live and learn.
- 5 B: I think the man who checks them on the door thought I was making up some story.
- 6 B: they do take it out of me actually. I find them exhausting.
- 7 A: Then we actually saw a song being recorded, which made the biggest impression on me
- 8 C: It's just thirty minutes to myself. I make space for it and I think everybody owes themselves at least that long each day

Part 2: Lance Arbury: working at a zoo

- 9 large mammal
- 10 (zoo) biology
- 11 snakes
- 12 (briefing) meeting
- 13 breakfast
- 14 family
- 15 observant
- 16 aggressive
- 17 Career Discovery Day
- 18 register (online)

Part 3

- 19 A: If you have a friend that you get on with in a relaxed way, try saying you'll do some studying together
- 20 D: I've learnt, I think, that food really doesn't help, so I try now to study when I'm feeling a bit hungry
- 21 F: If you take this step-by-step approach, you can keep going much longer
- 22 B: I have a good, solid chair and my desk is at the right height and I have a good lamp. These things really help.
- 23 C: in the right mood. Your favourite band playing in the background can help with this

Part 4

- 24 C: but we jokingly referred to it with the words 'well kept secret'
- 25 A: it became clear that the music was going in a new direction – so it seemed the right moment for a new name too.
- 26 C: We just made the sort of music we felt like making. It's much easier to be creative that way!
- 27 B: We all have our parts in writing and that works well.
- 28 A: Actually we generally begin with the title and then start building from that simple concept
- 29 C: Just like any musical project, some songs take a while and some get done really quickly. It varies!
- 30 B: We practise a lot before we play live. We want to make sure people are getting an experience that not just equals but surpasses our album

Test 8: Reading and Use of English (page 140)

Part 1: Old skills: new products

- 1 C: B can't be followed by 'as' and A/D do not make sense here.
- 2 A: The other words do not make sense in the context.
- 3 B: The other words aren't used with plural nouns.
- 4 A: The other words don't fit the context.
- 5 B: The other words do not make sense in the context.
- 6 C: collocates with 'way'
- 7 A: The other words do not make sense here.
- 8 D: The other words can't be followed by 'to'.

Part 2: Snow-holing

- 9 yourself: (reflexive pronoun) necessary object for 'provide'
- 10 as: (preposition) follows 'same'
- 11 into: (preposition) follows verb meaning 'become'
- 12 order: (noun) part of prepositional phrase
- 13 take: (verb) collates with 'in turns'
- 14 not/hardly: (adverb) to introduce a negative idea
- 15 According: (verb) part of prepositional phrase
- 16 down/in: (adverb) part of phrasal verb construction

Part 3: Understanding time

- 17 measurement: verb to noun
- 18 reliable: verb to adjective
- 19 observation: verb to noun
- 20 useful: noun/verb to adjective
- 21 invention: verb to noun
- 22 length: adjective to noun
- 23 inappropriate: positive adjective to negative adjective
- 24 accuracy: adjective to noun

Part 4

- 25 were you I would make: conditional structure with verb and noun
- 26 Christina's first visit: new subject with possessive
- 27 if/though he tried very hard: parallel expression with subordinate clause
- 28 is hardly worth trying to: given word in positive construction
- 29 will not play football unless: negative transformation required by given word
- 30 had never appealed to: parallel expression with 'to'

Part 5: The fake hairdresser remembers

- 31 A: I reckoned it would be a laugh.
- 32 C: Luckily, I managed to rectify the situation
- 33 B: I felt sick with nerves. I didn't want to let Trevor down.
- 34 C: I think it was a bit unfair that I was penalised for taking too long
- 35 B: People in town kept stopping and staring at me as if I was famous.
- 36 B: I've now got choices I didn't realise I had, which is brilliant.

Part 6: Going up in a glider

- 37 B: 'the only response possible' refers to 'what to do in an emergency'.
- 38 F: 'this' refers to 'I like it when people scream'.
- 39 D: 'it' refers to 'the rope'.
- 40 A: 'This' refers to the grey weather.
- 41 C: 'This' refers to 'follow through' with the controls'
- 42 G: The sentence continues the comparison started before the gap.

Part 7: A good walk

- 43 C: I've forgone many days ... in order to avoid this feeling.
- 44 D: lots of people feel an urge to go to the top of it.
- 45 B: pick your way over the slippery rocks and muddy puddles
- 46 C: brooding over a sandwich.
- 47 A: suddenly vanish only to reappear a bit further on
- 48 C: It's fascinating to imagine the group dynamics on such initial outings.
- 49 D: walking clubs seem to be attracting more members than ever.
- 50 A: all the effort that has gone into the upkeep of mountain paths
- 51 C: or would it become an ego thing about how many hills you've each climbed
- 52 A: Who was the first to walk that way – the sheep or the shepherd?

Test 8: Writing (page 150)

Part 1

Question 1 (essay)

Style: formal

Content: **General:** answer the question about whether celebrities deserve the admiration they receive, with examples and reasons for all your opinions.

- 1 positive or negative influence on young people
- 2 they are paid enough, not enough, too much
- 3 another point to support your answer (different from 1 and 2)

Part 2

Question 2 (review)

Style: formal or neutral

Content: **1** information and opinion about the area
2 information and opinion about the campsite facilities
3 whether it would be suitable for the class

Question 3 (article)

Style: formal or neutral

Content: **1** describe a great destination for a young and energetic traveller
2 describe the scenery, wildlife and adventure opportunities
3 the best season or month to do it

Question 4 (letter)

Style: formal

Content: **1** reasons why you are good for the job
2 experience of organising events
3 availability during the summer

Test 8: Listening (page 152)

Part 1

- 1 A: lyrics that stay with you long after the songs are over. The more you listen, the more they get you thinking
- 2 C: you said I should apologise to the other team, but isn't that just going to be like an admission of guilt? Can't we just invite them to come and play the match here next week instead?
- 3 A: Each picture is cleverly framed, so the sequence of actions pulls you along, and your eyes move between the speech bubbles and the facial expressions.
- 4 A: F: ... stand a chance of winning the tournament. 'Cos that is our aim after all.
M: I'm not denying that.
- 5 C: One in particular told me he didn't think I'd ever make much of myself, and I thought, oh, OK, I'll show you that I can.
- 6 B: there's a piece here about Bryanboy Can I have that page to photocopy?
- 7 C: M: I think it's a shame that people still get into trouble for doing it.
F: Yeah, it should be allowed.
M: Yeah, but I guess the authorities think graffiti's just wrong full stop. But in this case I think they're wrong.
- 8 B: So getting a part in a soap opera or a job at the studio's a really good way in.

Part 2: Vegetarian chef

- 9 (an) apple pie
- 10 childcare
- 11 (children's) nanny
- 12 six months
- 13 golf course
- 14 Indian
- 15 fashion model
- 16 Green Leaves
- 17 service
- 18 website

Part 3

- 19 F: some of the people they had working there seemed a bit out of their depth to be honest. It should be all part of the training ...
- 20 H: It was handy to be near the centre, it's true, not having to catch a bus or taxi, but just wander down.
- 21 D: but some other things were shut all week, like the gym and the swimming pool, ...
- 22 B: there didn't seem to be any couples with young kids there. I don't think that's who it's designed for actually.
- 23 C: We spent hours wandering around in the gardens, which were so peaceful and shady.

Part 4

- 24 B: But the toughest part was just getting used to the routine on set.
- 25 A: I was a little more advanced than the other guys, so could pull off some of the moves a bit sooner than them.
- 26 C: they made all the difference, and you had to do what they said.
- 27 A: But I listened to Laurel, 'cos she knows what she's doing.
- 28 C: More important, you've got to use your ears – listen to the words as you say them
- 29 B: Loss of privacy's the price you pay. I don't have a problem with that.
- 30 C: I'm only nineteen, so I'm not closing any doors yet!

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