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FIRST

for schools **2**

WITH ANSWERS

AUTHENTIC EXAMINATION PAPERS



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Shirley
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Introduction

This collection of four complete practice tests comprises papers from the *Cambridge English: First for Schools* examination; students can practise these tests on their own or with the help of a teacher.

The *Cambridge English: First for Schools* examination is part of a suite of general English examinations produced by Cambridge English Language Assessment. This suite consists of five examinations that have similar characteristics but are designed for different levels of English language ability. Within the five levels, *Cambridge English: First for Schools* is at Level B2 in the Council of Europe's *Common European Framework of Reference for Languages: Learning, teaching, assessment*. It has been accredited by Ofqual, the statutory regulatory authority in England, at Level 1 in the National Qualifications Framework. The *Cambridge English: First for Schools* examination is widely recognised in commerce and industry and in individual university faculties and other educational institutions.

Examination	Council of Europe Framework Level	UK National Qualifications Framework Level
Cambridge English: Proficiency <i>Certificate of Proficiency in English (CPE)</i>	C2	3
Cambridge English: Advanced <i>Certificate in Advanced English (CAE)</i>	C1	2
Cambridge English: First for Schools <i>First Certificate in English (FCE) for Schools</i>	B2	1
Cambridge English: Preliminary <i>Preliminary English Test (PET)</i>	B1	Entry 3
Cambridge English: Key <i>Key English Test (KET)</i>	A2	Entry 2

Cambridge English: First for Schools follows the same format as *Cambridge English: First* and the level of the question papers is identical. The only difference is that the content and treatment of topics in *Cambridge English: First for Schools* have been particularly targeted at the interest and experience of school pupils. *Cambridge English: First for Schools* candidates who achieve Grade C or higher in the exam receive a *Cambridge English: First for Schools* certificate.

Further information

The information contained in this practice book is designed to be an overview of the exam. For a full description of all of the above exams, including information about task types, testing focus and preparation, please see the relevant handbooks which can be obtained from Cambridge English Language Assessment at the address below or from the website at: www.cambridgeenglish.org

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The structure of *Cambridge English: First for Schools*: an overview

The *Cambridge English: First for Schools* examination consists of four papers.

Reading and Use of English 1 hour 15 minutes

This paper consists of **seven parts**, with 52 questions. For Parts 1 to 4, the test contains texts with accompanying grammar and vocabulary tasks, and separate items with a grammar and vocabulary focus. For Parts 5 to 7, the test contains a range of texts and accompanying reading comprehension tasks.

Writing 1 hour 20 minutes

This paper consists of **two parts** which carry equal marks. In Part 1, which is **compulsory**, candidates have to write an essay of between 140 and 190 words, giving their opinion in response to a task. In Part 2, there are four tasks from which candidates **choose one** to write about. The range of tasks from which questions may be drawn includes an article, an email/letter, an essay, a review and a short story. The last question is based on a set text. In this part, candidates have to write between 140 and 190 words.

Listening 40 minutes (approximately)

This paper consists of **four parts**. Each part contains a recorded text or texts and some questions, including multiple-choice, sentence completion and multiple-matching. Each text is heard twice. There is a total of **30 questions**.

Speaking 14 minutes

The Speaking test consists of **four parts**. The standard test format is two candidates and two examiners. One examiner takes part in the conversation while the other examiner listens. Both examiners give marks. Candidates will be given photographs and other visual and written materials to look at and talk about. Sometimes candidates will talk with the other candidate, sometimes with the examiner, and sometimes with both.

Grading

Candidates will receive a score on the Cambridge English Scale for each of the four skills and Use of English. The average of these five scores gives the candidate's overall Cambridge English Scale score for the exam. This determines what grade and CEFR level they achieve. All candidates receive a Statement of Results and candidates who pass the examination with Grade A, B or C also receive the *First Certificate in English*. Candidates who achieve Grade A receive the *First Certificate in English* stating that they demonstrated ability at Level C1. Candidates who achieve Grade B or C receive the *First Certificate in English* certificate stating that they demonstrated ability at Level B2. Candidates whose performance is below B2 level, but falls within Level B1, receive a *Cambridge English* certificate stating that they have demonstrated ability at Level B1. Candidates whose performance falls below Level B1 do not receive a certificate.

For further information on grading and results, go to the website (see page 5).

Test 5

READING AND USE OF ENGLISH (1 hour 15 minutes)

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**).

Mark your answers **on the separate answer sheet**.

Example:

0 **A** basically **B** naturally **C** regularly **D** necessarily

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

Why do we dream?

Dreams are **(0)** stories and pictures that our brains create when we're asleep. It is **(1)** knowledge that the majority of dreams take place while we're in deep sleep, and our eyes begin to move quickly under our eyelids. This is called Rapid Eye Movement, or REM. Although dreams can **(2)** at any point during the night, REM dreams are typically the most memorable and realistic.

Some experts believe that dreams are a way to **(3)** all the events of the day helping us to make **(4)** of what has happened. Others suggest that dreams are the result of our brains trying to solve **(5)** problems. Dreams may also be our brain's attempt to interpret what is going on around us while we sleep. For example, the sound of the radio may be included in the content of our dreams. **(6)** , dreaming could be a sort of clean-up operation, refreshing our minds in preparation for the next day. However, there are also experts who **(7)** that dreams have no real **(8)** at all.

- | | | | | |
|---|-----------------------|---------------------|------------------------|-----------------------|
| 1 | A typical | B routine | C ordinary | D common |
| 2 | A exist | B result | C occur | D reveal |
| 3 | A deal | B process | C cope | D arrange |
| 4 | A reason | B logic | C point | D sense |
| 5 | A definite | B specific | C absolute | D determined |
| 6 | A Particularly | B Especially | C Alternatively | D Consequently |
| 7 | A claim | B realise | C wonder | D expect |
| 8 | A aim | B purpose | C intention | D design |

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)**.

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	O	U	T														
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Bed making made easy

Do you help **(0)** with jobs that need doing around the house? If you are anything **(9)** me, you do, but you hate making your bed! Well, there's good news, thanks **(10)** a Spanish company which has designed a bed that makes **(11)** You can press a button, which automatically makes the bed after you get out of it. Your bed will be made in just 50 seconds, leaving you time to do other things. As the inventor explained: 'Many people hate leaving home without **(12)** made their bed, but they are often in too **(13)** of a hurry to bother. For others, the job is simply **(14)** boring that they keep **(15)** it off until later. An unmade bed can be the cause of arguments between parents and their children.' The design of the bed making machine **(16)** being finalised now and the bed should be available for sale in the near future. Good news for lazy people!

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).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 H I S T O R I C A L

Young People and History

Most famous (0) figures are adults, and yet our world has also been shaped by children and teenagers.

HISTORY

The German (17) , Carl Friedrich Gauss (1777–1855), made the first of several important (18) while he was still in elementary school. One day, his teacher asked him to add up all the numbers from 1 to 100. To the teacher's great surprise, Carl (19) the answer in seconds. The formula he devised to do this is still used by scientists worldwide to (20) them to come up with (21) to other maths problems.

MATHEMATICS

DISCOVER

PRODUCT

ABLE

SOLVE

Young people have also contributed to cultural history. In 1816, horror writing was changed forever when, at eighteen, Mary Shelley, the English (22) , began work on *Frankenstein*. US teenage fiction was changed (23) when 15-year-old S. E. Hinton wrote *The Outsiders* in 1965. Both these books gained long-lasting popularity, but the writers' ages are rarely mentioned. Now, however, there is far more interest in celebrating the many (24) of young people throughout history.

NOVEL

DRAMA

ACHIEVE

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 Prizes are given out when the school year finishes.

PLACE

Prize-giving end of each school year.

The gap can be filled by the words 'takes place at the', so you write:

Example:

0	TAKES PLACE AT THE
---	--------------------

Write **only** the missing words **IN CAPITAL LETTERS** on the **separate answer sheet**.

- 25 My geography homework is to think of at least three ways to collect water in the desert.

COME

My geography homework is to at least three ways to collect water in the desert.

- 26 Rav will need to try harder if he wants to win the race.

MORE

Rav will need to an effort if he wants to win the race.

- 27 My parents don't like me lending my skateboard to my friends.

RATHER

My parents would my friends borrow my skateboard.

- 28** I sometimes find my little brother annoying.

NERVES

My little brother sometimes.

- 29** The teacher asked me whether I was interested in history.

FIND

'Do ?', the teacher asked me.

- 30** Adam hates volleyball, so how did the coach manage to persuade him to join the team?

SUCCEED

Adam hates volleyball, so how did the coach him to join the team?

Part 5

You are going to read an extract from a novel about an English girl travelling across Morocco with her mother, her uncle and her two sisters. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

We were still hours away from Marrakech when the van backfired, veered sharply off the road into a field, and shuddered to a halt. John got out and opened up the bonnet. He stood for a long time peering in at the engine with his hands in his pockets and a knowing, not-to-be-disturbed look on his face. 'Actually, I haven't a clue what I'm doing,' he said eventually, and he and Mum began to giggle. Bea was worried, 'We can't stay here forever,' she said. The field stretched as far as I could see. There was nothing much in it, just grass and a lot of flowers. Poppies and daisies. 'No, we can't stay here forever,' I repeated, because it was always safest to be on Bea's side. We both got back into the van and waited for Mum and John to stop laughing.

We sat on the side of the road and watched John grow smaller and smaller as he went off in search of someone who knew something about cars. Mum stretched out on the grass. 'Tell us a story,' she said. Bea lay down next to her. 'Go on, tell us a story.'

So I told them about how on the day before we left London, I heard two birds talking. I told them all the things the birds had talked about. Breadcrumbs. Other birds. The weather. I told them about the argument they had had over a worm.

'That's stupid, no-one understands bird language,' Bea said.

My eyes stung. 'I do.' But my voice didn't sound very convincing.

'Liar.'

I flushed. How could I be lying if I remembered every single word? The more I thought about it, the more I wasn't sure. 'Mum...?'

But she had fallen asleep in the sun.

John had returned with three Moroccan boys who helped us push the van along the road to the hotel. Bea refused to get out. The boys didn't seem to mind at all. They waved and smiled at her through the windows in the back door. We followed John into the tiled café. It was set back from the road and was not far from where our van was now parked.

'It's a hotel,' John whispered. 'I think it might be a bit expensive.'

'We'll just have some tea,' Mum reassured him, and we sat down in the shade of the terrace.

The tea they brought was made from mint leaves and was very, very sweet. Mum looked into the pot. 'It's like syrup in there,' she said.

We stayed at the café all day while John squinted dismally into the engine. 'I suppose it's a miracle it got us this far,' he said when it began to grow dark.

Mum dragged blankets out onto the road. She made an open-air bed for us in the hotel garden. It was nice to go to sleep on ground that wasn't rushing away from under you.

'I'll have to have us towed into Marrakech,' John said from the other side of Mum.

Half an hour later we were sitting in the truck watching our van trailing behind a rope with John at the wheel. At first Bea hadn't wanted to move, so John had picked her up and put her in the truck himself. Now she sat in the front with the man who was driving. I kept wondering how we'd get home again now that our van had to be dragged everywhere. I thought it might be easier if we could take a boat straight to London. Then I must have fallen asleep.

line 65

- 31** What do we learn about the family in the first paragraph?
- A** The children rarely agree with one another.
 - B** The children have little confidence in the adults.
 - C** The adults think the children are too serious.
 - D** The adults pretend to be more relaxed than they really are.
- 32** What is revealed about the writer when she tells the story of the birds?
- A** She was embarrassed to have to make things up.
 - B** She had a good memory for things that had happened.
 - C** She had less imagination than Bea.
 - D** She was upset by Bea's criticism of her.
- 33** When the family reach the hotel
- A** John was concerned about being there.
 - B** Bea was grateful to the boys for getting them there.
 - C** the writer was happy to be able to spend time there.
 - D** the mother was disappointed about the lack of food there.
- 34** Why was the writer happy about where her mum made their beds that night?
- A** She had expected to sleep in blankets by the side of the road.
 - B** It would be an adventure to sleep outside in a hotel garden.
 - C** She had become used to sleeping in a moving vehicle.
 - D** It would be cooler than sleeping inside during the night.
- 35** What does 'trailing' in line 65 mean?
- A** following slowly
 - B** stopping suddenly
 - C** rolling dangerously
 - D** moving purposefully
- 36** How did the writer feel about their situation by the end of the text?
- A** pleased that they wouldn't now be going home immediately
 - B** excited that they would be able to try another mode of transport
 - C** disappointed that they needed to rely on other people to help them
 - D** anxious that there was now no obvious way for them to travel home by road

Part 6

You are going to read a newspaper article about a teenager who invented a new kind of torch. 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.

Mark your answers on the separate answer sheet.

Torch powered by body heat

Fifteen-year-old Ann Makosinski, from Canada, has designed an award-winning torch – powered only by the heat from a human hand. Ann won a prize for her invention in a competition at an international science fair, beating 15 other finalists from around the world.

Neither of Ann's parents has a post-secondary science education, but they have always encouraged her. Her father works as a laboratory manager and helped her by teaching her the basics of electronics.

37

Ann has been submitting projects to school science fairs ever since she was 11 and has always had an interest in alternative energy. While researching different sources of energy, she learned about devices called Peltier tiles that can generate electricity when heated on one side and cooled on the other. **38** The tiles could be used to capture heat from the human hand.

Ann started by doing some calculations to see whether the warmth of a human hand could produce enough energy to power a torch. **39** Now all she had to do was put her ideas into practice.

However, this was by no means as straightforward as she had originally hoped. Ann spent months researching on the internet, trying out different models and refining her design. **40** The cost of materials was also becoming an issue. In the end, she came across an internet article which gave her the idea for an affordable design that she believed would work.

Ann's torch consists of a hollow aluminium tube with a cut-out section into which a Peltier tile has been placed. The air flowing through the tube makes contact with one side of the tile, while the other side is heated by the user's hand. **41** Because of the way the tiles work, it is brighter in colder temperatures than warmer ones; when it's colder, there's a bigger difference in temperature between the human hand and the surrounding air.

Ann explains that, if mass-produced, the torch could be manufactured and sold very cheaply. She's keen to see her invention being used all over the world, but in the meantime, she has been giving its wider applications some serious thought. **42** This is particularly true in parts of the world where access to electricity is not assured.

- | | |
|---|---|
| A The intensity of the light produced varies according to external conditions. | E She experimented with these and realised what their potential might be. |
| B There were moments when she thought she'd never find a solution. | F She began to take an interest in it and come up with her own inventions. |
| C She has tried it out and the results have been way beyond her expectations. | G She was delighted to discover that in theory this was possible. |
| D And she is convinced there will be plenty of them. | |

Part 7

You are going to read four reviews of a computer game called 'Endless Ocean'. For questions 43–52, choose from the reviewers (A–D). The reviewers may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Which person

criticises the lack of realism in *Endless Ocean*?

43

took time to get used to operating the controls?

44

found the game lacked variety?

45

notes that *Endless Ocean* provides opportunities for learning?

46

enjoyed the absence of risk in *Endless Ocean*?

47

feels the music is well suited to its subject matter?

48

found it difficult to review *Endless Ocean*?

49

explains the attraction of playing computer games?

50

thinks *Endless Ocean* should provide more of a challenge?

51

concludes that the game is worth playing despite its faults?

52

Reviews of *Endless Ocean*

A

The primary goal in *Endless Ocean* is to explore a fictional ocean and identify species of sea life. This makes it a pretty uncommon species in itself – a videogame which is designed to be soothing and relaxing! The controls are sensitive and the game's graphics are impressive, and the sea life is beautiful in appearance though the information is less than reliable. I was ready to believe in what I was seeing until a polar bear magically appeared on the deck of my yacht – in the South Pacific. But seeing a whale in close-up or the pitch-black depths of the ocean is visually very pleasing. It's just a shame the game doesn't make many demands on the player. Having said that, I'd recommend giving it a go, if only for the relief of playing something that doesn't set time limits or make too many demands on you.

B

Some players may find little point in exploring the underwater world of *Endless Ocean*, but for those who are fascinated by the sea and its creatures, the game will provide a peaceful escape into the depths. The above-water graphics lack detail, but dive below, and it's another story entirely. The challenges of *Endless Ocean* can be difficult to meet, but this is what makes the game rather intriguing. And also there's no denying that the soundtrack is perfectly matched to the scenery. There are frustrations, however when it comes to navigating your way around the game. The most obvious is that, in an attempt to make the controls accessible, the developers have also made them slightly clumsy. Eventually you get to grips with them, but I felt they could have been better thought out.

C

Endless Ocean is a unique game, as its slow pace and fishy subject matter are just as likely to appeal as to put people off and that's what makes it so challenging to evaluate. The developer apparently wished to leave the choice of what to do and when to do it entirely up to the player. The controls are easy to use, but keeping the remote constantly pointed at the screen is tiresome. The soundtrack is uninspiring, but thankfully there's the option of replacing it with your own music. And I suppose it's rather pleasant to go 'diving' without having to worry about whether your air's running out, or whether the shark you're touching is a meat-eater, but while there are some interesting places to go, there's also a lot of empty space, and after a time you start to feel as if you've done it all already.

D

Most people who spend a lot of time on computer games admit that they do it to find excitement that's missing in their everyday lives. *Endless Ocean* won't necessarily provide that, as it's bloodless, danger-free and unbelievably low in tension. However, it does manage to capture the feeling of swimming around, getting close to aquatic life, and the soundtrack helps the hours to drift by. As you swim, you encounter various sea creatures and have the option of reading more about each one. This particular feature doesn't always work first time because the controls aren't particularly responsive but they don't really need to be – fast reactions aren't a factor in this game. I just had to keep on playing although I knew there were other things I should be doing. It's either the most beautiful and relaxing experience you can have while gaming, or the most frustrating. Which it is will depend entirely on your outlook.

WRITING (1 hour 20 minutes)

Part 1

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

- 1 In your English class you have been talking about teenagers' lives. Now your English teacher has asked you to write an essay for homework.

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

Who has more effect on the choices teenagers make – friends or parents?

Notes

Write about:

1. clothes and fashion
2. studying
3. (your own idea)

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 **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

- 2 You see this announcement in an international online magazine for teenagers.

Articles wanted

Having pets – a good or bad idea?

We're looking for articles giving us your opinions on having pets. What do you think are the advantages and disadvantages of having pets?

The best articles will appear online next week.

Write your **article**.

- 3 You have just received this letter from your English friend, Lucy.

Hi,

My school wants to raise money for some new sports equipment. Have you got any ideas about the different things we could do to raise money? Please could you also give me some advice about how to organize events.

Many thanks,

Lucy

Write your **letter**.

- 4 You have seen this announcement in an international magazine for schools.

Stories wanted

We are looking for stories for our new English-language magazine for teenagers. Your story must **begin** with this sentence:

Nick had been out in the sailing boat before, but this was his first trip on his own.

Your story must include:

- a noise
- a surprise

Write your **story**.

LISTENING (approximately 40 minutes, including 5 minutes' transfer time)

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 teacher telling her students about some geography homework.
The teacher recommends

 - A** visiting local sites.
 - B** referring to handouts.
 - C** consulting websites.

- 2** You hear two friends discussing a song by a group they like.
What is the girl's opinion of it?

 - A** It's typical of the work that the group does.
 - B** It's less impressive than she expected.
 - C** It's one of the best songs the group has ever done.

- 3** You hear a boy talking about moving to a new house.
He thinks the main advantage for his family will be

 - A** having more space.
 - B** saving money on bills.
 - C** being nearer to the city centre.

- 4** You hear a teacher telling his students about an art exhibition at school.
What is he doing?

 - A** explaining the importance of developing artistic talent
 - B** saying why the venue has had to be changed
 - C** emphasising the wide range of artwork on display

- 5** You hear a girl talking to a friend about a charity event she helped to organise.
How does she feel about it?
- A** annoyed at some of the people who attended
 - B** disappointed at the amount of money raised
 - C** surprised at how hard it was to get everything ready
- 6** You hear two friends talking about a TV cookery show.
They both think that the chef on the show usually
- A** makes dishes that aren't very healthy.
 - B** includes ingredients that aren't cheap to buy.
 - C** uses recipes that aren't straightforward to follow.
- 7** You hear part of a talk by a politician.
What is he doing?
- A** giving an example
 - B** introducing his subject
 - C** making a comparison
- 8** You hear a girl talking about her English teacher.
What do his students appreciate most about him?
- A** the different interests he has
 - B** the way he explains things in class
 - C** the amount he knows about his subject

Part 2

You will hear a woman called Rita O'Farrell, who works as a vet, giving a talk about her job in a zoo. For questions 9–18, complete the sentences with a word or short phrase.

Working as a Zoo Vet

Rita's interest in wild animals started during a holiday near a **9** .

Rita had a job working with **10** just before she came to work at the zoo.

There are a total of **11** different types of animals at the zoo.

A new **12** is currently being built at the zoo.

Rita mentions spending most of the day before her talk treating a **13** which had an injury.

In order to check an antelope's **14** , Rita will have to put the animal to sleep for a short time.

Rita only relies on a specialist when an animal has problems with its **15** .

Rita often travels to **16** to do research.

Rita will soon attend a course on the **17** of elephants at another zoo.

Rita has only recently realised how important it is to be **18** as a zoo vet.

Part 3

You will hear five short extracts in which teenagers are talking about performing in public. For questions **19–23**, choose from the list (**A–H**) how each speaker felt about their experience. Use the letters only once. There are three extra letters which you do not need to use.

A confident because of thorough preparation

B nervous at the beginning

Speaker 1

	19
--	-----------

C encouraged by the reaction of the people watching

Speaker 2

	20
--	-----------

D worried about their lack of concentration

Speaker 3

	21
--	-----------

E aware of a strong sense of responsibility

Speaker 4

	22
--	-----------

F annoyed by a mistake they made

Speaker 5

	23
--	-----------

G surprised at how well everything went

H disappointed by the efforts of others

Part 4

You will hear an interview with a young footballer called Nick Gibbons. For questions **24–30**, choose the best answer (**A**, **B** or **C**).

- 24** What does Nick say about his early experience of sport?
- A** He was advised by his sports teacher to focus on football.
 - B** His parents wanted him to be a professional tennis player.
 - C** He preferred swimming to any other sport.
- 25** What pleased Nick most about his first day at the academy?
- A** how friendly the other players seemed
 - B** how encouraging the coaches were
 - C** how well he fitted into the team
- 26** Now he's in the senior team, Nick
- A** feels more pressure to perform well in matches.
 - B** is given a training programme which is better structured.
 - C** has fewer opportunities to demonstrate his individual ability.
- 27** How do Nick's parents feel about him playing professional football?
- A** happy that he's had the chance to do it
 - B** concerned it's changed him
 - C** relieved that he's found something he loves
- 28** What does Nick say about signing autographs for fans?
- A** It reminds him of a childhood experience.
 - B** It's something all sports people have to do.
 - C** It's still a surprise to be asked.

- 29** When talking about friends, Nick says that he's no longer able to
- A** meet up with them socially.
 - B** share his concerns with them.
 - C** spend enough time with them.
- 30** What does Nick want to do in the future?
- A** train to become a coach
 - B** play for his team on a regular basis
 - C** score the winning goal in the cup final

SPEAKING (14 minutes)

You take the Speaking test with another candidate (possibly two candidates), referred to here as your partner. There are two examiners. One will speak to you and your partner and the other will be listening. Both examiners will award marks.

Part 1 (2 minutes (3 minutes for groups of three))

The examiner asks you and your partner questions about yourselves. You may be asked about things like 'your home town', 'your interests', 'your career plans', etc.

Part 2 (4 minutes (6 minutes for groups of three))

The examiner gives you two photographs and asks you to talk about them for one minute. The examiner then asks your partner a question about your photographs and your partner responds briefly.

Then the examiner gives your partner two different photographs. Your partner talks about these photographs for one minute. This time the examiner asks you a question about your partner's photographs and you respond briefly.

Part 3 (4 minutes (5 minutes for groups of three))

The examiner asks you and your partner to talk together. They give you a task to look at so you can think about and discuss an idea, giving reasons for your opinion. For example, you may be asked to think about some changes in the world, or about spending free time with your family. After you have discussed the task for about two minutes with your partner, the examiner will ask you a follow-up question, which you should discuss for a further minute.

Part 4 (4 minutes (6 minutes for groups of three))

The examiner asks some further questions, which leads to a more general discussion of what you have talked about in Part 3. You may comment on your partner's answers if you wish.

Test 6

READING AND USE OF ENGLISH (1 hour 15 minutes)**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**).

Mark your answers **on the separate answer sheet**.

Example:

0 **A** generated **B** commenced **C** originated **D** formed

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

The history of Lacrosse

Lacrosse is a team game which (**0**) in mid-America, probably during the 12th century. Long-handled sticks with small nets on the end are used to catch, carry and throw a rubber ball. Players score by shooting the ball into the opposing team's goal. In 1994, lacrosse was (**1**) Canada's national summer sport. This traditional Native American game sometimes (**2**) for days. Teams (**3**) of anything from 100 to 1,000 men played on a field that (**4**) for many kilometres. (**5**) lacrosse balls were made of deerskin, clay and stone.

In 1856, Dr Beers, a Canadian dentist, (**6**) the Montreal Lacrosse Club. He shortened the game and reduced the number of players to twelve per team. Until the 1930s, all lacrosse was played on outdoor fields. When an indoor (**7**) of the game, called Box Lacrosse, was created, it soon became the most common form of the sport in Canada, partly due to the severe winter weather that (**8**) opportunities for outdoor play.

- | | | | | |
|---|---------------------|--------------------|---------------------|--------------------|
| 1 | A declared | B claimed | C announced | D revealed |
| 2 | A took | B lasted | C spent | D passed |
| 3 | A consisting | B combining | C containing | D composing |
| 4 | A expanded | B increased | C ranged | D stretched |
| 5 | A First | B Initial | C Early | D Prior |
| 6 | A installed | B founded | C developed | D realised |
| 7 | A kind | B category | C version | D type |
| 8 | A limits | B excludes | C controls | D reserves |

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)**.

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0

M	O	R	E														
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Ears Keep You Upright

Ears do **(0)** than hear. They keep you balanced, as **(9)** Inside the inner ear, three small loops, or semi-circular canals, can be found. They are filled **(10)** liquid and have thousands of microscopic hairs lining them.

When you move your head, the liquid in the canals also moves. This causes the tiny hairs **(11)** move too, sending a nerve message telling the brain what position your head is in. Almost instantly, your brain sends messages to your muscles, and this **(12)** it possible for you to keep your balance.

If you've just been spinning around, the liquid in the canals keeps moving **(13)** the fact that you have actually stopped turning. **(14)** a result, the hairs inside the canals sense movement and that is why you might feel dizzy – your brain is getting two different messages and is confused about the position of your head. Once the fluid **(15)** finally stopped moving, your brain gets **(16)** right message and you regain your balance.

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)**.

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	U	N	U	S	U	A	L										
---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--

The Baobab Tree

The Baobab tree is an **(0)** tree that grows in low-lying areas of Africa and Australia. When the Baobab drops its leaves, its branches have the **(17)** of roots sticking up into the air, as if it had been planted upside-down. Baobabs range in **(18)** from five to twenty metres, and there's evidence from carbon dating that they may live to be 3,000 years old.

USUAL

Their trunks are smooth and shiny and are often hollow. One ancient Baobab in Zimbabwe is so **(19)** that up to forty people can shelter in the empty space inside it. This space has been used for a variety of purposes, including shops, bus shelters or simply **(20)** space.

APPEAR

HIGH

MASS

STORE

Baobabs are almost **(21)** to kill, and when they do die, they decay from the inside and collapse **(22)** leaving only a heap of fibres behind. That's the reason for the traditional **(23)** that they don't actually die, but simply vanish. It's hardly **(24)** they're sometimes called magic trees.

POSSIBLE

EXPECTED

BELIEVE

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 Prizes are given out when the school year finishes.

PLACE

Prize-giving end of each school year.

The gap can be filled by the words 'takes place at the', so you write:

Example:

0

TAKES PLACE AT THE

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 25 My parents often allow me to go shopping by myself.

LET

My parents often my own.

- 26 Harry was only able to play the piece perfectly because he had practised it for hours.

HAVE

Harry able to play the piece perfectly if he hadn't practised it for hours.

- 27 Nola didn't expect the book to be so expensive.

MUCH

Nola didn't think the book would it did.

- 28 Please don't look at my painting yet because I haven't finished it.

RATHER

I'd look at my painting yet because I haven't finished it.

- 29 It's possible that George didn't get my text message.

MAY

George my text message.

- 30 Mary is the best guitarist I know.

THAN

Mary is a else I know.

Part 5

You are going to read article about the history of computer games in the UK. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

Kids who changed the world

In the early 1980s, kids in Britain were beginning to realise that computers weren't just boring playthings for their parents. They could be made to amaze and to entertain. These moments of inspiration would eventually see the UK outperform many other countries in the global video-games market.

Arcade video games, which you could pay to play in public amusement arcades, were nothing new, but you could play only what you were given. Home computers presented kids with an exciting alternative and an opportunity for experimenting with games, allowing them to develop their own ideas and impress their friends. By 1981, there were machines which were affordable and able to run games with basic graphics. The games may look laughably easy to video-games players today, but back then they represented a formidable achievement.

'Obviously the British didn't invent the video game,' says an expert on British computer gaming. 'We were massively influenced by Japanese and American arcade machines. But there is something ingrained in the British psyche about messing about with electronics, tinkering away, getting things working. And getting as close as we could to arcade games is how we became such great programmers.'

The early movement was overwhelmingly driven by British kids, who persuaded their parents to part with hard cash to buy those home computers. 'I think your mum and dad guessed you'd end up playing games on them,' says one games developer. 'But they could tell their friends: "We've got them a computer and they're programming some very impressive things on it." In fact, we were using the codes published in computer magazines – you just had to type them into your computer to play versions of arcade games.' With few computers available commercially, young enthusiasts would get their gaming kicks from these magazine codes, which had to be laboriously typed in. 'It was a time-consuming exercise, but the incredible feeling that you were discovering

something new made it worthwhile. And you didn't have to buy components! With traditional games, like model train sets, you were always having to buy more expensive stuff; with a computer, you just got on with it.' 'I remember going to my college library and gathering up every computer magazine I could lay my hands on just to get hold of those codes,' says another games developer.

If the codes didn't work, enthusiasts had to wait for the publishers to print corrections in the next issue. Or they had to sort it out themselves. That delay with magazine publishing was critical. It provided them with the motivation to fix things. People who weren't games enthusiasts would no doubt see that as an act of drudgery, but games developers stress the creativity needed to wade into the code. 'You had to be incredibly creative to solve problems in the most elegant way and that's what gave us a great sense of achievement. It was a real art.'

A whole generation, many of whom would never have previously classed themselves as creative, were suddenly empowered; they could actually write a game from scratch. This was going on all over the UK. Some of the games were dreadful – but plenty were not. Computer fairs, held regularly across the UK, were suddenly packed with people looking for games to play. One developer recalls how his newly formed company took so much cash at one stall that in the evening they found themselves throwing it around their hotel room in disbelief. But it wasn't long before things changed for the worse. A lot of games developers were young and unfairly exploited by businesses attracted by the large sums being made. The artists themselves often didn't make any money and weren't happy. As a result many of those early coders became disillusioned and started to drift away from the business – and who can blame them? But many others, of course, stuck with it, becoming hugely successful and laying the foundations of one of Britain's most profitable industries.

- 31** What point does the writer make in the first paragraph?
- A** Most older people in Britain did not take computer programming seriously.
 - B** Young people in the UK did not initially understand the potential of computers.
 - C** British adults used to be unwilling to let younger people use their computers.
 - D** People in the UK were slower to take up video gaming than people elsewhere.
- 32** What positive impact of home computers is described in the second paragraph?
- A** People could be more creative with video games.
 - B** People could play video games for the first time.
 - C** People no longer spent money in amusement arcades.
 - D** People did not worry about what others thought of their games.
- 33** What does 'tinkering away' mean in line 27?
- A** wasting valuable time
 - B** pretending to be busy
 - C** making small improvements
 - D** observing how others do things
- 34** How did games enthusiasts react when a program didn't work?
- A** They took pride in dealing with the challenge effectively.
 - B** They felt relieved that other people were available to help.
 - C** They were unconcerned by the delay they might experience.
 - D** They ignored people who warned them against trying to fix it.
- 35** What does 'write a game from scratch' mean in line 66?
- A** write a perfect game
 - B** write a copy of a game they had seen
 - C** write the whole of a game themselves
 - D** write a game without any financial support
- 36** What attitude does the writer express in the final paragraph?
- A** admiration for clever business people
 - B** disappointment in the UK games industry
 - C** surprise at some games developers' commitment
 - D** sympathy for those who stopped developing games

Part 6

You are going to read an article about the discovery of an active volcano under thick ice in the Antarctic. 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.

Mark your answers **on the separate answer sheet**.

Volcano under the ice

Researchers have discovered an active volcano under the Antarctic ice.

While above-ground active volcanoes in the Antarctic are nothing new, finding one buried deep inside a thick layer of ice was very exciting indeed. Two students, Amanda Lough and Andrew Lloyd, from Washington University in the US, accidentally stumbled upon the frozen continent's well-kept secret. They were leading a group through the dangerous icy landscape on an expedition to place seismometers – instruments that measure the size of earthquakes – across Marie Byrd Land in West Antarctica.

Their research project, called POLENET, was not intended to seek out volcanic or earthquake activity, but to try to reconstruct Antarctica's climate history.

37 To their surprise, the seismometers recorded two series of small earthquakes at depths of about 24–40 km under the Earth's surface, much deeper than where normal earthquakes occur.

The team narrowed down the area where the earthquake activity had been recorded. Sure enough, both the earthquakes had come from a small area near a series of volcanic mountains situated above ground. **38** But given that the earthquakes had been so weak, the team knew that they had not been caused by the movement of large areas of rock underground, as earthquakes often are. This made them suspect that the earthquakes were caused by an active volcano under the ice.

In order to investigate further, they used a radar system to create maps of the rock under the ice.

This is when they discovered a layer of ash – the burnt powder that comes out of a volcano when it erupts. It was inside the ice at a depth of about 1.4 km, just near the place where the most recent series of earthquakes had been recorded.

39 She realised that there must be an active underground volcano there, one that had erupted before, even if it had happened a long time ago.

Though this was the first time an active volcano had been discovered under the thick ice, Lough argued that the group of volcanoes under the ground had been operating and probably erupting for millions of years. **40** Given that this is at least 800 m thick, it would take an extraordinarily large eruption – one that would release a thousand times more energy than a typical volcano – to break through.

41 What the team could imagine, however, was an eruption under the frozen surface that would melt some of the ice underneath and send large amounts of water to the nearby MacAyeal Ice Stream. If that were ever to occur, it might hasten the ice loss in West Antarctica and maybe even raise sea levels slightly.

As to when an eruption might take place or even how and why these volcanoes were formed so deep underneath the ground, those questions remained unanswered. **42** But their discovery generated a great deal of interest in the scientific community and inspired further research in the area.

- | | |
|--|--|
| <p>A What was even more interesting is that they had occurred close to most recently formed ones in the range.</p> <p>B This one was similar to those that they observed on previous expeditions in Antarctica.</p> <p>C Lough said she believed the chances of that ever happening in the future were pretty slim.</p> | <p>D Those plans soon changed, however, for reasons they couldn't have predicted.</p> <p>E That's because the instruments that recorded the volcanic system were then moved to other parts of the continent.</p> <p>F Estimated to be 8,000 years old, it helped confirm Lough's suspicions.</p> <p>G However, despite this, the ice layer above had not been disturbed.</p> |
|--|--|

Part 7

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

Mark your answers **on the separate answer sheet**.

In which section do the writers

say many people claim to be unable to read graphic novels?

43	
----	--

say that graphic novels have unique characteristics?

44	
----	--

say the fact so few people are familiar with the genre may come as a surprise?

45	
----	--

point out that one feature of the genre allows readers to appreciate another feature?

46	
----	--

say some people's views are based on limited experience?

47	
----	--

say where graphic novels have been an accepted form of writing for many years?

48	
----	--

point out that many people have a false impression of the content of graphic novels?

49	
----	--

mention a new way of referring to the type of literature that includes graphic novels?

50	
----	--

say that people express curiosity about how a graphic novel is created?

51	
----	--

explain why it is worth looking at a number of different graphic novels?

52	
----	--

Why read graphic novels?

Authors Marcus and Julian Sedgwick tell us why people should read novels in comic-strip format.

A

Writing a graphic novel (a novel in comic-strip format) and having it published turns out to be a different experience to producing 'standard' fiction. People ask as many questions about the process – even the format – as about the actual content. Reactions range from excited cries of 'fantastic!' and 'oh, cool!' to the less approving 'you're writing a what?!' Explaining the format of our new novel to those unfamiliar with the term 'graphic novel' will often end up with the remark: 'oh, it's a comic then' and the assumption that the pages will involve superheroes, war stories or sci-fi. Or some combination of all three.

B

If you grew up reading comics, perhaps alongside other more mainstream forms of reading, you may never have expected to find that, when it comes to graphic novels, a vast number of people not only haven't read one, but also profess not to know how to. Which is strange, because the idea of using pictures to tell stories, or to use one of the posh terms being applied these days, 'sequential art', has always been with us. If you knew how to read Ancient Egyptian hieroglyphics, and the order in which the pictures sitting next to them should be read, you would find that these inscriptions on temple walls are no more or less than comics.

C

When thinking about how to encourage people to read graphic novels, I find myself thinking of the conversations I have with very young people sometimes, ones who tell me they don't like reading. On inspection it turns out they have only tried to read a couple of books, and have 'logically' concluded that books are not for them. It's the same with graphic novels: there is such a vast array and variety of them out there now, that it's very important to spend a little time exploring to find the ones that suit you. You don't have to like them all. The genre – which has a far longer and richer history in countries like Japan ('manga') or France ('bandes dessinées') – is now making huge strides in English-speaking countries, and showing the richness and diversity of the subject matters that can be explored.

D

As to how to read them, the only thing I'd say is don't be tempted to rush through to the final page. Just because they seem 'text light' doesn't mean they are to be raced through and disposed of. The lower word count of comics means you can spend time soaking in the carefully thought-of art that accompanies the text. One of the principal joys of a good graphic novel is that you might want to, or even have to, re-read certain passages or flick back a page or two, to really get what the author and illustrator are saying. So why should you read graphic novels? If you love reading, if you love stories, I think you really should give the graphic novel a try, because there are things that these novels can do that other kinds of text cannot.

WRITING (1 hour 20 minutes)

Part 1

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

- 1 In your English class you have been talking about famous sportspeople. Now your English teacher has asked you to write an essay for homework.

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

Would it be good to be a famous sportspeople?

Notes

Write about:

1. money
2. private life
3. (your own idea)

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 **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

- 2** You receive this email from your English friend, Barney. Write an email replying to Barney.

Hi – We're doing a project on why people think certain behaviour is polite or rude. How about in *your* country? What do people think is polite or rude behaviour – e.g. in other people's houses, at school, at meal times? How important do you think it is to be polite all the time?

Thanks

Barney

Write your **email**.

- 3** You see this notice in an international magazine for teenagers.

Articles wanted

Time Travel!

If you could travel back to the past, which time in history would you choose and where would you go? Explain your choice and say what you'd like to find out from the experience.

The best articles will be published next month.

Write your **article**.

- 4** You have seen this announcement in an English-language magazine for schools.

Stories wanted

We are looking for stories for our new English-language magazine for teenagers. Your story must **begin** with this sentence:

Sara was alone in her grandparents' house, so she decided to explore.

Your story must include:

- a door
- something unexpected

Write your **story**.

LISTENING (approximately 40 minutes, including 5 minutes' transfer time)

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 two friends talking about a boy who's just completed a trek to the South Pole.
What do they agree about?
- A** It must have been difficult being away from friends.
 - B** He must be strong mentally as well as physically.
 - C** They'd like to do something as extraordinary.
- 2** You hear a news item about the penguins at Edinburgh Zoo in Scotland.
What is the speaker explaining?
- A** how penguins came to be at the zoo
 - B** how young penguins are looked after at the zoo
 - C** how successful penguin breeding programmes have been at the zoo
- 3** You hear two friends talking about celebrating Chinese New Year.
What did the girl find most memorable about the experience?
- A** making preparations in a Chinese home
 - B** watching a friend in a Chinese parade
 - C** trying typical Chinese food
- 4** You hear a radio report about a teenager who won a science competition.
What is the speaker doing?
- A** explaining her reasons for entering
 - B** describing the topic of her project
 - C** giving information about her background

- 5** You hear a woman talking about growing up as a junior chess champion.

What did she find difficult about it?

- A** the effect it had on her friendships
- B** the amount of travelling that was required
- C** the pressure from her parents to succeed

- 6** You hear two teenagers talking about a television drama.

What do they agree about it?

- A** The humour was unconvincing.
- B** The storyline was hard to follow.
- C** The action scenes were badly done.

- 7** You hear a boy talking about manga comic books.

He thinks some people dislike them because of

- A** the predictable stories.
- B** the particular artistic style.
- C** the uninspiring characters.

- 8** You hear two students talking about a visit to a gym.

What do they agree about it?

- A** The equipment wasn't appropriate for them.
- B** The people there made them feel uncomfortable.
- C** The music gave them a more positive experience.

Part 2

You will hear a talk by a man called Luke Harris who is a sports photographer. For questions 9–18, complete the sentences with a word or short phrase.

The sports photographer

Luke's interest in sports photography started when he attended a

	9
--	---

 competition.

One sports photographer Luke met told him that

	10
--	----

 was the key thing in becoming successful.

On Luke's first day working for a local newspaper, the type of weather that caused difficulty for him was

	11
--	----

.

When covering unfamiliar sports, Luke says that finding out about the

	12
--	----

 of people involved is the most important thing.

The people Luke most enjoys taking photographs of are the

	13
--	----

.

Luke's favourite picture of last year was taken next to the

	14
--	----

 at a sporting event.

Luke says that it's hard to show

	15
--	----

 in photographs of big sporting events.

Luke doesn't mind if the

	16
--	----

 isn't perfect when he takes photographs.

Luke admits that he doesn't much enjoy the

	17
--	----

 that is part of his job.

The name of Luke's favourite stadium is

	18
--	----

.

Part 3

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

- | | | | | | |
|----------|--|-----------|--|--|-----------|
| A | I enjoy the lessons much more than I used to. | | | | |
| B | I wish we spent more time studying the subject at school. | Speaker 1 | <table border="1"><tr><td></td><td>19</td></tr></table> | | 19 |
| | 19 | | | | |
| C | I've really enjoyed studying how different landscapes are formed. | Speaker 2 | <table border="1"><tr><td></td><td>20</td></tr></table> | | 20 |
| | 20 | | | | |
| D | A relative encouraged my initial interest in the subject. | Speaker 3 | <table border="1"><tr><td></td><td>21</td></tr></table> | | 21 |
| | 21 | | | | |
| E | Things I've learnt in the lessons have proved useful outside school. | Speaker 4 | <table border="1"><tr><td></td><td>22</td></tr></table> | | 22 |
| | 22 | | | | |
| F | My friends don't share my enthusiasm for the lessons. | Speaker 5 | <table border="1"><tr><td></td><td>23</td></tr></table> | | 23 |
| | 23 | | | | |
| G | Recent lessons have focussed on an interesting new topic. | | | | |
| H | I have particularly enjoyed studying outside the classroom. | | | | |

Part 4

You will hear an interview with a young songwriter called Liz Stewart, in which she answers questions sent in by her fans. For questions **24–30**, choose the best answer (**A**, **B** or **C**).

- 24** How did Liz feel about playing music as a child?
- A** pleased that her father made her do it
 - B** reluctant to do it in front of other people
 - C** determined to do it like other musicians
- 25** As a teenager, Liz's musical tastes
- A** changed as a result of what she saw on television.
 - B** were influenced by her parents' preferences.
 - C** were very different from other people her age.
- 26** What does Liz say about the songs she writes?
- A** They describe a difficult time in her life.
 - B** They include stories that teenagers have passed on to her.
 - C** They are based on other people's experiences.
- 27** What does Liz say about writing new songs?
- A** She accepts that for long periods she doesn't produce much.
 - B** She is convinced that she should review her work carefully.
 - C** She often changes her mind about a song after talking to friends.
- 28** When asked about the ceremony where she won an award, Liz
- A** appreciated being told why the judges liked her work.
 - B** regretted not preparing for the possibility of winning.
 - C** disapproved of the attention given to well-known stars.

- 29 How does Liz feel about her book on song writing?
- A concerned that it reveals too much of her personality
 - B worried about it affecting her own music
 - C unsure whether it has an original approach
- 30 What does Liz say she wants to do to help her write?
- A cut back on her busy social life
 - B be more physically active
 - C move to a different location

SPEAKING (14 minutes)

You take the Speaking test with another candidate (possibly two candidates), referred to here as your partner. There are two examiners. One will speak to you and your partner and the other will be listening. Both examiners will award marks.

Part 1 (2 minutes (3 minutes for groups of three))

The examiner asks you and your partner questions about yourselves. You may be asked about things like 'your home town', 'your interests', 'your career plans', etc.

Part 2 (4 minutes (6 minutes for groups of three))

The examiner gives you two photographs and asks you to talk about them for one minute. The examiner then asks your partner a question about your photographs and your partner responds briefly.

Then the examiner gives your partner two different photographs. Your partner talks about these photographs for one minute. This time the examiner asks you a question about your partner's photographs and you respond briefly.

Part 3 (4 minutes (5 minutes for groups of three))

The examiner asks you and your partner to talk together. They give you a task to look at so you can think about and discuss an idea, giving reasons for your opinion. For example, you may be asked to think about some changes in the world, or about spending free time with your family. After you have discussed the task for about two minutes with your partner, the examiner will ask you a follow-up question, which you should discuss for a further minute.

Part 4 (4 minutes (6 minutes for groups of three))

The examiner asks some further questions, which leads to a more general discussion of what you have talked about in Part 3. You may comment on your partner's answers if you wish.

Test 7

READING AND USE OF ENGLISH (1 hour 15 minutes)**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**).

Mark your answers **on the separate answer sheet**.

Example:

0 **A** involves **B** means **C** intends **D** proposes

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

Sunshine mirrors

To many people, winter (**0**) shorter days and long, dark nights. This (**1**) used to be the case in Rjukan, a small town in Norway, which is surrounded by steep hills that cut it (**2**) from direct sunlight for six months each year. But now, the town authorities have come up with a clever way of (**3**) light into the town: giant mirrors situated on top of the hills and controlled by computers are programmed to follow the path of the sun and reflect beams of light into the town centre.

The idea was (**4**) forward over 100 years ago, but it's only now that technological developments have made it possible. Many residents (**5**) to the proposal at first, largely because they thought it was a waste of money, but now there's a really positive (**6**) to the mirrors in the town. People sit in the centre (**7**) up the sunlight and say that it has really (**8**) their quality of life.

- | | | | | |
|---|--------------------|--------------------|-----------------------|--------------------|
| 1 | A surely | B obviously | C clearly | D certainly |
| 2 | A off | B out | C away | D apart |
| 3 | A producing | B creating | C getting | D making |
| 4 | A held | B come | C brought | D put |
| 5 | A objected | B argued | C disagreed | D refused |
| 6 | A feedback | B response | C answer | D comment |
| 7 | A sponging | B absorbing | C soaking | D mopping |
| 8 | A inflated | B enhanced | C supplemented | D extended |

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)**.

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	A	N																	
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Geocaching

Would you like your next walk to be **(0)** adventure? Then **(9)** not try a high-tech treasure hunt known as 'geocaching'? A geocache is a small container hidden outdoors that is located **(10)** the help of a map or a GPS app, which can be downloaded onto most mobile phones. To get started, just log on to a website where you can find out about the geocaches near you.

When you **(11)** across one of the hidden boxes there'll be a record book **(12)** you to leave a message in. The box often contains small items of little value that you can take, but the idea **(13)** that if you take something, you should leave something in return. This makes the adventure exciting, because you never know **(14)** people may have left.

Geocaching is **(15)** that all the family can enjoy and there are over 6 million participants worldwide, so join them and **(16)** it a go!

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)**.

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	A	M	A	Z	I	N	G										
---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--

Enormous street painting

An **(0)** street painting has been created on a footpath at a university in Nanjing, China. It is 365 metres in **(17)** , and covers 2,600 square metres. A team of people with **(18)** talent spent 20 days completing the **(19)** painting. They worked from early morning to late evening, only stopping when it got too dark to tell the colours apart. The size of the painting is **(20)** , and so is the fact that when viewed from certain angles, it is three-dimensional in **(21)**

(22) , the painting has attracted a great deal of attention, and people from all over the world have visited it. It shows Nanjing's architectural landscape, with the river Yangtze flowing through it, and will no doubt provide **(23)** for many other street painters. The students at the university have given it an **(24)** reception, posting pictures of it online and saying that it is preferable to boring, grey concrete!

AMAZE**LONG****ART****SPECTACLE****IMPRESS****APPEAR****SURPRISING****INSPIRE****ENTHUSIASM**

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 Prizes are given out when the school year finishes.

PLACE

Prize-giving end of each school year.

The gap can be filled by the words 'takes place at the', so you write:

Example:

0	TAKES PLACE AT THE
---	--------------------

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 25 We went to the beach even though the weather was very wet.

FACT

We went to the beach despite raining heavily.

- 26 It's too late to go to the cinema now.

POINT

There's to the cinema now because it's so late.

- 27 It was obvious to everyone how excited Petra was.

HIDE

Petra from anyone.

- 28 I can't use this pen because there's no ink left in it.

RUN

I can't use this pen because ink.

- 29 The noise my little brother is making is too much for me to bear.

PUT

I the noise my little brother is making any longer.

- 30 Well, in my opinion, this is the best phone you can buy.

FAR

Well, as concerned, this is the best phone you can buy.

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.

Mark your answers on the separate answer sheet.

Living with Gran

Rose Frost was just sixteen years old, and she was going to live with her grandmother, Daisy. Rose's family was separating for two years. Jeff, Rose's father, had an assignment overseas, and her mother Dahlia would be joining him, but Rose and her elder sister Amy were staying in England. Amy would spend the next year completing her final school courses, living under the guardianship of the college Head. It was her last year at school so it would have been unfair on Amy to move. To Amy's delight, she had been given the best room at the college, with its own kitchen and study area. The free access to the Internet and phone had also not gone unnoticed. Jeff and Dahlia would be keeping an eye on Amy, whether she liked it or not.

And so Rose was moving to her grandmother's house. It was only vague holiday memories that Rose recalled of her grandmother, and she had never known her grandfather. When Daisy had offered her granddaughter a place to stay, Rose's parents had not been enthused by the idea, but Daisy had insisted that it was no trouble and was relishing the chance to know her granddaughter again. Rose was not entirely sure what her parents' enmity was towards her grandma, but there had been a falling out some time through the years, resulting in summer holidays spent elsewhere instead of with the only other family member that Rose knew. Rose had been only ten years old when she last said goodbye but her memories had been happy ones.

Dahlia had indicated that living with Daisy would be interesting. Daisy was a social go-getter and had an uncanny knack of bringing people together. Within a week, Rose was to expect dinner invitations, coffee morning requests and shopping trips. The thought of it made Rose smile. Her grandmother was not the typical frail old lady figure, and from what Rose could gather, Daisy seemed to attend more social events than the Queen of England herself.

Dahlia and Rose had had a 'talk' prior to the move. Rose was sensible and very mature for her age. She'd accepted the need for healthy eating, keeping fit and getting enough sleep. But this time Rose had insisted on one thing: she wanted her independence. Living with Daisy would be fulfilling all her needs. But Rose wanted to play music loud if she wanted, and to invite friends over or go out without having to ask permission every time. Surely she could be trusted to do these small things now? She didn't want to be nagged about homework or staying out late, and most of all, she didn't want to be dragged around by her grandmother. Daisy had understood. Rose's mother had duly provided her with a new touch-screen mobile phone complete with video camera – for emergencies only, Dahlia had insisted. Rose had been ecstatic. They had all agreed that from now on, it would be about trust. Her grandmother would trust her to act mature and make grown-up decisions, and Rose would trust Daisy not to be overbearing. If either of them went too far over the line, they would renegotiate.

Rose had never been a wild child. Her precious few school friends had all been inclined the same way, too, so school reports had always been good and exam results exemplary. This had worked in her favour. In five weeks' time, Rose would begin the arduous task of starting at a new school, meeting new friends, forming bonds and basically beginning her life again. It was her fourth senior school in five years, so she felt like a veteran at it now. At least she knew this was the last time as she would be starting her final two years at school. For Rose it was a new moment in time, a new glass shard in the mosaic that was her life.

line 74
line 75

- 31** In the first paragraph the writer suggests that Rose and Amy's parents
- A** seldom took Rose's wishes into account.
 - B** wanted to ensure that Amy was behaving well.
 - C** were keen that Rose's studies should not be disrupted.
 - D** hoped Amy would appreciate the facilities her accommodation offered.
- 32** What did Rose remember about her grandmother, Daisy?
- A** the holiday times when she got to see Daisy
 - B** the arguments Daisy used to have with Rose's parents
 - C** the summer holidays Rose enjoyed with her grandparents
 - D** the holiday trips Daisy went on with Rose and her family
- 33** Why are the words 'uncanny knack' used in line 37?
- A** to suggest that Daisy made long-lasting friendships
 - B** to emphasise that an ability was extraordinary
 - C** to show how excited Daisy was to see Rose
 - D** to explain some unusual behaviour
- 34** Rose discussed the move with her mother because Rose hoped to
- A** reach a compromise.
 - B** win an argument.
 - C** make a complaint.
 - D** get some advice.
- 35** What is meant by 'This had worked in her favour' in lines 74 and 75?
- A** Rose was popular because she was a good student.
 - B** Rose preferred studying to going out with her friends.
 - C** Rose's parents usually let her do whatever she wanted.
 - D** Rose's previous behaviour affected her parents' decision.
- 36** How did Rose feel about going to another new school?
- A** eager to get to know a new group of people
 - B** concerned that she wouldn't be able to cope
 - C** relieved that she wouldn't have to do it again
 - D** pleased to have the chance to make a fresh start

Part 6

You are going to read about some little robots that can assemble themselves. 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.

Mark your answers on the separate answer sheet.

Self-assembling robot

A new robot can build itself and walk away without human intervention.

In some science fiction films, 'transformer' robots can disguise themselves as ordinary everyday objects and then change shape to turn back into robots again. Scientists have built the world's first working robot that can transform itself in this way.

Alien robots that so often feature in science fiction movies hide their true nature by, for example, taking on the form of vehicles. **37** Instead, it disguises itself – for now, at least – as a flat, nondescript object. Video footage from the research laboratory shows a circuit board mounted with batteries and sandwiched between paper and plastic. Without human intervention, this contraption is able to unfold itself into a small working machine and then walk away.

38 Their flat-pack robot uses special chemicals called 'shape memory polymers' which contract like muscles when they are heated. The robot takes about four minutes to assemble itself from scratch and once this process is complete, it can walk at a speed of around 5 cm per second.

The team used computer design tools to create the robot from three layers. **39** A layer of paper provides protection for the flexible electronic circuit underneath and a layer of pre-stretched plastic covers the working parts. Mechanisms that allow the robot's legs to move into position contain tiny circuits, which heat up on command. These mechanisms are programmed to ensure that the limbs unfold at specific angles. To work out where

the folds need to go, the scientists used computer software inspired by origami, the Japanese art of folding paper into different shapes.

The robot has a built-in timer and starts to fold itself into shape 10 seconds after its batteries have been fitted. **40** For example, an environmental sensor, sensitive to temperature or pressure, could set the process in motion instead. Around four minutes after assembly, the robot's folding mechanisms cool down enough to set hard and the robot's microcontroller sends signals to the legs to make it walk.

The scientists were pleased to discover that the energy stored in just one AA battery was enough to allow the robot to unfold itself and move away.

41 That could have a major impact on its further development.

The invention could even pave the way for flat-packed machines for use in space. Dozens of robotic satellites could be sandwiched closely together so that they could be sent up to space and then assemble themselves remotely once they get there. They could take images, collect data and more.

42 They could be used in hazardous environments on Earth, for example to deal with problems in mines deep underground so that people do not have to put themselves at risk.

- A** The scientists involved in the project have been dreaming of achieving this for many years.
- B** That would allow the robot to move in any direction.
- C** The little robot has yet to reach that level of technical trickery.
- D** They also claim that the equipment needed to manufacture the robot on a larger scale would cost relatively little.
- E** And those are not the only options.
- F** The scientists say they could easily modify this so that the process is triggered by something else.
- G** Each is different and has a particular function.

Part 7

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

Mark your answers **on the separate answer sheet**.

In which section does the writer

explain why a particular achievement is beneficial?

43	
----	--

say language learners tend to be treated sympathetically?

44	
----	--

claim that something has failed to be proven?

45	
----	--

point out what people need in order not to give up?

46	
----	--

encourage people to use language creatively?

47	
----	--

say people will become accustomed to something?

48	
----	--

say learners need to be determined to reach their goal?

49	
----	--

mention characteristics that enhance learning ability?

50	
----	--

assure people that something is unnecessary?

51	
----	--

admit that a suggestion is unconventional?

52	
----	--

How to learn a language

A

This might sound obvious, but if you don't have a good reason to learn a language, you're less likely to stick with it over the long run. Wanting to impress people with your language skills is not a very good reason; wanting to get to know a person in his or her own language is another matter entirely. And once you've decided on a language, it's crucial to commit. I say to myself: 'OK, I want to learn this and I'm therefore going to do as much as I can in this language.' I try to think my everyday thoughts in it, even speak out loud to myself in that language. It might sound really weird, but doing that is a great way to practise if you're not able to use it all the time. It can keep new words and phrases fresh in your mind and build up your confidence for the next time you speak with someone.

B

Being able to have a simple conversation is a huge reward in itself. Reaching milestones like that early on is very motivating. You don't have to go abroad; you can meet people who speak the language in your own country and practise with them. Having a partner, such as a friend or relative, on your language adventure will push both of you to always try just a little bit harder. I've learned several languages together with my brother. If he realises that I'm doing more than he is, he'll try and outdo me – and the other way round. We sometimes practise by writing and recording songs – you could try that. Think of some fun ways to practise your new language: write a poem or even draw a comic strip.

C

The idea that children are inherently better learners than adults is turning out to be a myth, and new research cannot find a direct link between age and the ability to learn. However, it may still be worth trying to learn the way kids do because they certainly are fast learners. The key to learning as quickly as a child may be to simply take on certain childlike attitudes, for instance, lack of self-consciousness and willingness to make mistakes. This means being ready to put yourself in potentially embarrassing situations, which can be scary, but it's the only way to develop and improve. No matter how much you learn, you won't ever speak a language without putting yourself out there: talk to strangers in the language, ask for directions, order food, try to tell a joke. The more often you do this, the better your language skills will become.

D

Just as you must learn to look before you can draw, you must learn to listen before you can speak. Every language sounds strange the first time you hear it, but the more you expose yourself to it, the more familiar it will be. Believe me, we're able to pronounce anything, it's just we're not used to doing it. Pronunciation is as much physical as mental, and different languages make different demands on your tongue, lips and throat. One way to improve is to really look at someone while they're saying words that use that sound, and then to try to imitate them. You can try to imitate a native speaker, or watch foreign-language films on TV. And it's good to remember you're not going to annoy people by speaking their language poorly. Most people will be patient and encouraging, and glad that you're trying to communicate with them.

WRITING (1 hour 20 minutes)

Part 1

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

- 1 In your English class you have been talking about becoming independent. Now your English teacher has asked you to write an essay for homework.

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

Do you think that teenagers these days need to be more independent?

Notes

Write about:

1. choosing their own entertainment
2. having their own money
3. (your own idea)

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 **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

- 2 You see this notice in your school English magazine.

*Articles wanted***A Special Photograph**

Do you have a photograph which is important to you? Write an article describing the photo, explaining when and where it was taken, and why it's so special to you.

The best articles will be published next month.

Write your **article**.

- 3 You receive this email from your English friend, Eliza.

Hil

Next year I have to decide whether to study history or geography at school. Actually I enjoy both subjects, but I can only do one on my timetable. I don't know which subject to choose. I'd really like some advice.

Many thanks

Eliza

Write your **email**.

- 4 You have seen this announcement in an English-language magazine.

Stories wanted

We are looking for stories for our new English-language magazine for teenagers. Your story must **begin** with this sentence:

It was the day when Luke's family were moving to their new home.

Your story must include:

- a decision
- a friend

Write your **story**.

LISTENING (approximately 40 minutes, including 5 minutes' transfer time)

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 two friends talking about a TV series called *Teenage Cooks*.
What surprised the girl about the teenagers who appeared in the series?
A how much they seemed to enjoy the experience
B how quickly their cooking improved
C how original their recipes were

- 2 You hear a girl talking about a school sports day when students compete against each other.
What did she feel about the day?
A surprised that people did not take it seriously
B disappointed that she wasn't more involved
C pleased that it helped everyone to relax

- 3 You hear two friends talking about a film they have just watched.
What do they agree about it?
A The plot was complicated.
B The young actors were talented.
C The film was hard to watch in places.

- 4 You hear a teacher talking to her students about some stories they have written.
What impressed her most about the stories?
A how well the characters were described
B how realistic the dialogue was
C how original they were

- 5 You hear two friends talking about a man who gave a talk at their school.
What do they agree about?
- A He made them want to find out more about the subject.
 - B He was more interesting than they'd expected.
 - C He managed to get all his ideas across in a clear way.
- 6 You hear a girl talking about studying environmental studies as a school subject.
What is her attitude to it?
- A She's pleased that it isn't too difficult.
 - B She's aware that it's taught her to be responsible.
 - C She doubts that it's as useful as other science subjects.
- 7 You hear two friends talking about attending an event called 'World Sleep Day'.
How did they both feel about it?
- A doubtful about how useful it was for them
 - B surprised by some of the things they learned
 - C irritated by the behaviour of some people there
- 8 You hear a man talking about forming a partnership with a friend to make music.
What does he say about the experience?
- A They both wanted solo careers at first.
 - B They became close friends through their music.
 - C They recognised each other's talent as soon as they met.

Part 2

You will hear an interview with a successful teenage businessman called Phil Sandwell who is talking about setting up a business while continuing with his studies. For questions 9–18, complete the sentences with a word or short phrase.

Teenage Businessman

Phil's website was one of the first to offer online 9 for free.

Phil worked on a radio programme with the name 10
when he was 17.

Phil explains that advertisements in 11
are unlikely to attract teenage buyers.

Phil discovered that lack of 12
was the biggest problem for teenagers wanting to start a business.

Phil's mother worked as the 13 of Phil's book.

Phil was amused when the phrase a 14
was used to describe him in an article.

Problems with his business 15
led to the sale of Phil's software company.

Phil likes his part-time job as a 16
because it leaves him enough time for his studies.

Phil would like to work in the field of 17 in the future.

Phil says that a successful businessperson needs 18
more than anything else.

Part 3

You will hear five short extracts in which teenagers are talking about doing an art project at school. For questions **19–23**, choose from the list (**A–H**) how each speaker felt about the art project. Use the letters only once. There are three extra letters which you do not need to use.

A surprised by what they learned from the experience

B unsure how useful it was

Speaker 1

	19
--	-----------

C grateful for the support they received

Speaker 2

	20
--	-----------

D critical of the resources available for it

Speaker 3

	21
--	-----------

E satisfied that they achieved their aims

Speaker 4

	22
--	-----------

F sorry that they weren't more ambitious

Speaker 5

	23
--	-----------

G amused by reactions to the art they produced

H annoyed by the attitude of other students

Part 4

You will hear an interview with a young magician called Jonny Frame. For questions **24–30**, choose the best answer (**A**, **B** or **C**).

- 24** Jonny started doing magic tricks in order to
- A** change some people's attitude towards him.
 - B** entertain members of his family.
 - C** prove something to himself.
- 25** Where does Jonny get ideas for new tricks from?
- A** discussions with people who are close to him
 - B** research he's done into other magicians
 - C** special effects in films he watches
- 26** When asked about practising his tricks, Jonny mentions
- A** how often he varies what he does.
 - B** how few he has to master.
 - C** how much he dislikes it.
- 27** What does Jonny say about audiences?
- A** The average age of them is gradually changing.
 - B** The interest they take in his life is growing.
 - C** The demands they make on him are becoming greater.
- 28** How does Jonny feel when other magicians watch him perform?
- A** grateful for their support
 - B** determined to impress them
 - C** concerned about their motives

- 29** What does Jonny have regrets about?
- A** a decision he took about a television show
 - B** what he did to become a professional magician
 - C** his attitude towards his studies when he was younger
- 30** What advice does Jonny offer young magicians?
- A** keep up to date with advances in technology
 - B** join classes to improve acting skills
 - C** establish an individual identity

SPEAKING (14 minutes)

You take the Speaking test with another candidate (possibly two candidates), referred to here as your partner. There are two examiners. One will speak to you and your partner and the other will be listening. Both examiners will award marks.

Part 1 (2 minutes (3 minutes for groups of three))

The examiner asks you and your partner questions about yourselves. You may be asked about things like 'your home town', 'your interests', 'your career plans', etc.

Part 2 (4 minutes (6 minutes for groups of three))

The examiner gives you two photographs and asks you to talk about them for one minute. The examiner then asks your partner a question about your photographs and your partner responds briefly.

Then the examiner gives your partner two different photographs. Your partner talks about these photographs for one minute. This time the examiner asks you a question about your partner's photographs and you respond briefly.

Part 3 (4 minutes (5 minutes for groups of three))

The examiner asks you and your partner to talk together. They give you a task to look at so you can think about and discuss an idea, giving reasons for your opinion. For example, you may be asked to think about some changes in the world, or about spending free time with your family. After you have discussed the task for about two minutes with your partner, the examiner will ask you a follow-up question, which you should discuss for a further minute.

Part 4 (4 minutes (6 minutes for groups of three))

The examiner asks some further questions, which leads to a more general discussion of what you have talked about in Part 3. You may comment on your partner's answers if you wish.

Test 8

READING AND USE OF ENGLISH (1 hour 15 minutes)**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**).

Mark your answers **on the separate answer sheet**.

Example:

0 **A** mainly **B** particularly **C** largely **D** principally

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

Hi-tech fabric

Clothes designers have lots of exciting ideas, but this one is **(0)** interesting. Imagine if your T-shirt changed colour whenever you put your hand on it, or the moment you stepped into a noisy room! A new fabric has been designed which changes colour when it is **(1)** to touch or sound.

This unusual reaction **(2)** when ordinary fabric is dyed with special ink, known as thermochromatic ink, which changes colour when the temperature increases or decreases. So, when someone's hand comes into **(3)** with the fabric, its natural heat **(4)** with the chemicals in the ink, **(5)** in colourful, but temporary fingerprints.

To make the fabric change colour when music is playing, special metal wires are woven into it, which are **(6)** to a tiny microcomputer. The energy from the sound **(7)** the wires to heat up, which in **(8)** change the temperature of the thermochromatic ink. This means that the fabric keeps on changing colour as long as the sound continues.

- | | | | | |
|---|--------------------|---------------------|--------------------|---------------------|
| 1 | A exposed | B given | C presented | D brought |
| 2 | A appears | B reveals | C occurs | D arrives |
| 3 | A contact | B touch | C access | D connection |
| 4 | A affects | B reacts | C adapts | D responds |
| 5 | A finishing | B concluding | C leading | D resulting |
| 6 | A linked | B set | C combined | D put |
| 7 | A leads | B makes | C causes | D brings |
| 8 | A place | B case | C order | D turn |

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).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	T	O															
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Giant Penguin

Bones belonging (0) a giant penguin that existed around 40 million years ago have recently been unearthed by scientists. They form part of the most complete fossil ever uncovered from the Antarctic. The penguin species, *Palaeudyptes klekowskii*, more commonly (9) as the 'colossus penguin', would have (10) today's biggest living penguins look small. In fact, they were more or (11) the same height as the average human, according to researchers.

By examining those bones, researchers established that the penguins would have stood 2 m tall from toe to beak tip, and weighed as (12) as 115 kg. In comparison, the tallest and heaviest living penguin, the emperor penguin, stands 1.1 m high and weighs just under 50 kg. (13)large has its advantages, as bigger penguins can dive underwater to hunt fish (14) significantly longer periods of time compared to smaller species. A penguin (15) size of *Palaeudyptes klekowskii* could have stayed underwater for (16) to 40 minutes.

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).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	N	O	R	M	A	L	L	Y									
---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--

Will it rain today?

Like most people, I (0) check the weather forecast before I go out. Knowing what the weather is going to be like helps us plan our (17) activities effectively.

NORMAL

DAY

Weather forecasting has a long history. In the past, people recorded changes in the weather to identify patterns which would (18) them to forecast with some (19) They realised, for example, that high, delicate clouds generally announced the (20) of good weather.

ABLE

ACCURATE

ARRIVE

Modern forecasting is more sophisticated, and uses a (21) of computer models, monitoring and knowledge of trends. Today's forecasts are based on several different (22) Rainfall, wind direction, wind speed and air pressure are all recorded. This means that forecasting is becoming increasingly reliable.

COMBINE

MEASURE

Nature will always be (23) though, so we can never really be sure what will happen. It's difficult to forecast further in advance than five days with much (24) as small changes can have a big impact on the weather.

PREDICT

CERTAIN

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 Prizes are given out when the school year finishes.

PLACE

Prize-giving end of each school year.

The gap can be filled by the words 'takes place at the', so you write:

Example:

0	TAKES PLACE AT THE
---	--------------------

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 25 They say that the new sports centre is fantastic.

SAID

The new sports centre fantastic.

- 26 I can't think who this pen belongs to.

WHOSE

I have no is.

- 27 Jane's parents wouldn't let her go to the party.

REFUSED

Jane's parents her to go to the party.

- 28 Jim's house isn't close enough for him to walk to school every day.

AWAY

Jim's house is for him to walk to school every day.

- 29 I recommend buying that phone right now, before it sells out.

BETTER

I think you that phone right now, before it sells out.

- 30 I think John's trying to get you to notice him – he's waving at you.

ATTRACT

I think John's trying to , because he's waving at you.

Part 5

You are going to read a magazine article about a teenager who goes on a road trip across the US with his parents and twin brother. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

Our Family Great American Road Trip

By Jack Morgan

When most people think of a leisurely family vacation, I guess a cross-country adventure through nine western states in the US plus a Canadian province doesn't automatically spring to mind. However, my parents clearly weren't looking to put their feet up as they organized our summer vacation this year. My dad seemed to have taken it upon himself to plan the modern teenager's worst nightmare: the *ultimate family bonding trip*. 'Not enough people do this anymore' was the line he and my mother spouted in the weeks leading up to our vacation as my twin brother and I shot each other horrified glances that screamed, 'Well, there are probably good reasons why!'

Mid-June arrived. We crammed our car full of suitcases, coolers, and a wild assortment of clothing to combat whatever Mother Nature threw at us. Though I was thrilled, I was sure going to miss my privacy for the next two weeks. But I already had a few coping strategies up my sleeve. With barely enough room left for us inside the car, we set off on 'The Family Great American Road Trip'. As we left behind our spacious home in favor of more 'cozy' accommodation for the next five thousand miles, I wasn't the only one in the car wondering what we were getting ourselves into...

We shot straight west, out through the Oklahoma panhandle. Though still close to home, we were not without our fair share of adventures. My family finally stopped for the night near a town in Oklahoma, under the darkest star-filled skies in the nation, but only after nearly being blown off the highway in a dust storm. We quickly learned the rule of the road: cattle get the right-of-way! The next day, we were up at dawn and moving again. I sensed a pattern forming.

Desert gave way to mountains. The days began to blend together, but each adventure was still distinct. We left our footprints in the Great Sand Dunes, and moved on to Pagosa Springs,

Colorado. The unpleasant smell of sulfur in that otherwise welcoming tourist town gave us a taste of what we were going to experience later in our journey. Clinging to the mountainside at one point as we climbed to our next destination, we learned that what are marked as jeep roads are best left to jeep drivers. The fusion of ancient and modern could be seen everywhere we stopped. Dodging construction traffic just became routine. Disappointment turned to laughter as we posed by the enormous 'CLOSED' signs in front of the Four Corners Monument.

We passed countless wind farms on our way to Yellowstone National Park, where we watched the setting sun cast its shadows over bear habitats close to the roads. 'Bear jams', policed by park volunteers, were simply expected while driving through, when traffic would back up to let one cross. And our own close encounter with one on the road (and an anxious park ranger) left us with some unforgettable memories. As we drove on through the park, life back home faded away, and even the hotel we stayed in that night, with all its inconveniences, couldn't dent our enthusiasm – a creaky, rustic 95-year-old building with no internet or cell phone services. However, in exchange for putting up with these, I got to experience the most wonderful views I've ever seen.

line 71

After watching a rainstorm blow through from a cozy perch in our hotel in Canada, my family and I made our free-fall back south again. My parents had been right. You don't have to escape to some exotic foreign land to discover something remarkable. It was bittersweet to be home together again, but at least I hadn't fought with my brother in our one hundred hours on the road! Three thousand photos chronicling our crazy journey waited to be sifted through and rediscovered. And I knew that for me, the things I'd remember would be the unplanned, the spontaneous.

- 31 Jack suggests in the first paragraph that his parents
- A had waited until their sons grew up to make such a long journey.
 - B wanted to recreate the type of holiday they themselves had once enjoyed.
 - C were aware that the trip would offer them little chance of relaxation.
 - D seemed frustrated by their sons' protests about the proposed trip.
- 32 In the second paragraph, Jack explains that
- A there were problems he had not anticipated.
 - B his family were all equally excited about what lay ahead.
 - C his family were prepared for any kind of weather.
 - D he was looking forward to the challenge of living without home comforts.
- 33 What does Jack mean when he says they were 'not without our fair share of adventures' in line 31?
- A They had already had a good number of adventures.
 - B They each felt they would like to have more adventures.
 - C They had experienced more adventures than they had hoped.
 - D They felt they had been unfairly deprived of any adventures so far.
- 34 In his description of the trip in the fourth paragraph, Jack sounds
- A eager to discover what lay further along the route.
 - B confused about what he had done on each day.
 - C impatient about the number of times they had to stop.
 - D willing to make the best of unexpected setbacks.
- 35 What does 'these' refer to in line 71?
- A memories
 - B inconveniences
 - C wonderful views
 - D phone and internet services
- 36 What does Jack conclude that going on the trip had taught him?
- A how important it is to prepare for chance occurrences
 - B to appreciate the beauty of the natural world
 - C how hard it can be to get on with close family
 - D to value what your own country has to offer

Part 6

You are going to read an article about poetry. 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.

Mark your answers **on the separate answer sheet**.

Poetry

Teenager Peter Rayner writes about his new-found love of poetry.

Until about a year ago, if you mentioned the word 'poetry' to me, my instant reaction would always have been the same: 'Boring!' And I'm sure the response would be the same from many people my age. But then recently I've discovered that by rejecting poetry so completely, I've really been missing out.

It's not that I was previously unaware of poetry. I've been lucky enough to grow up in a household where my parents and older sister love literature, and I've always loved reading, especially crime novels – I read one a week, on average. **37** They seemed to have little to say about what I was feeling.

Then one day I came across an anthology of poems for young people. On the first page, the editor had written an introduction in which he explained that poems are not just there to be studied in classrooms.

38 He reckoned that poetry often helps people to find some kind of peace when times get tough. I was really struck by that, and began to think that maybe poetry did have relevance for me after all.

After I'd read the book, I started to see that poetry is all around us, whether we realise it or not. If you don't believe me, just think of song lyrics, rap and football chants. There were so many times I'd been swept away by the lyrics of various rappers and bands. **39**

So there it was – I'd actually been listening to poetry all along! This made me start reading poetry seriously for the first time. **40** That was a great feeling. Poems spoke to me directly whilst still offering food for thought. I even started to write my own terrible raps! Poetry was now definitely cool as far as I was concerned.

41 Did you know, for example, that spoken word performances, combined with music, were the major literary form of the ancient world? They were popular with Greek storytellers who'd tell their stories while a musician accompanied them on the harp. I suppose the modern day equivalents would be poetry performed to a reggae soundtrack, poems about social observations, or poets drawing on influences from the hip hop scene.

Anyway, I started trawling the internet to see if there were any performance poets who were my age. I found myself googling them and it wasn't long before I discovered some teenage poets who were performing alone or with musicians. **42** I've seen some of them live and they're brilliant. I've now been inspired to have a go at writing more serious poetry and maybe one day I'll try performing it too.

- | | |
|--|--|
| <p>A Their stuff has really taken off online and even at music festivals.</p> <p>B Poems, however, just never appealed to me in the same way.</p> <p>C And I could understand it without having to be taught what it meant.</p> | <p>D In spite of this, I began writing them myself.</p> <p>E All of this is nothing new.</p> <p>F Reading them can provide support for us at any time in our lives.</p> <p>G I'd simply never, ever thought of them as poetry.</p> |
|--|--|

Part 7

You are going to read an article in which young people talk about the environment. For questions 43–52, choose from the people (A–D). The people may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Which person

gives an example of what has inspired positive feelings in people about their local area?

43

thinks there should be no choice about adopting green measures?

44

feels people their age could spread the word effectively about environmental matters?

45

has problems persuading young people that green issues are important?

46

initially had trouble finding a green organisation to join?

47

explains that receiving recognition for something encouraged them to change their habits?

48

shows an understanding of why people aren't focused on green issues?

49

understands that the previous generation has witnessed the development of current environmental issues?

50

recognises that making major changes could prove unaffordable?

51

admits not applying what they'd been taught to their daily lives?

52

Young people and the environment

A Julia

We're always being bombarded by news about celebrities in the media, but the same can't really be said for the latest on global warming, can it? Maybe if things like that hit the headlines more often, there'd be more involvement. My generation is very creative, finding different ways to interact with people using social media, music and so on. And if that creativity could be put to good use to pass on the eco message, maybe more people would take note. But instead they're delighted that the temperature seems to rise each summer – they sit around in the local park soaking up the sun and don't bother to think about what the cause of this might be – and I do get that. But perhaps if the consequences of not taking care of the environment were more apparent, it wouldn't be so easy to disregard.

B Harald

I'm aware that what my parents have seen gives them a different take on things to me – like climate change, which has been an issue all their lives. And I still haven't fully faced up to the reality of what we're doing to the Earth – I know that's not great. But recently I did take part in a competition about living more sustainably – and I won a prize. That kind of reward for improving my lifestyle motivated me to have a good think about what I could do. And I really do believe that raising awareness can start with just one person, and then spread. Recently there was a project near me to take a piece of disused land and turn it into a community garden. Just that was enough to get the attention of young people – it made us proud of our patch.

C Mina

In my city there was very little interest in raising environmental awareness until very recently so, as a result, it was hard for me to meet like-minded people, but luckily there's an active group in my area now with which I'm quite involved. And in school science classes, we're always talking about global warming, but on an everyday basis I know I've been guilty of not thinking about what I was doing to benefit the planet. I think that it should be a legal obligation to protect the environment so it becomes something we simply have to do, otherwise people just won't change, especially if it costs them money. But it's not all bad news. In local supermarkets now, you're encouraged to bring your own bags to reduce plastic waste, which is a positive move.

D Finn

In my area, it can be hard to buy stuff like organic food. Instead, like in most big cities, there are lots of companies that don't contribute positively to the environment, but you just know it'd need an impossibly massive budget to create the kind of change that would really make a difference. Solar panels and hydroelectricity are available but the government seems to be doing very little to ensure that enough use is made of them. My city's in a vulnerable location being at sea level, so these issues can't be ignored, but we've relied on oil since forever, and because of this people are unwilling to switch to alternative energy sources, even though I think that would make sense. I'm really interested in the environment but it can be hard getting others my age to share my views – that's a huge frustration for me.

WRITING (1 hour 20 minutes)

Part 1

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

- 1 In your English class you have been talking about free time. Now your English teacher has asked you to write an essay for homework.

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

Having a chat with friends in your free time can be as important as studying.

Do you agree?

Notes

Write about:

1. learning to get on with people
2. wasting valuable time
3. (your own idea)

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 **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

- 2 You see a notice in an online English magazine.

*Articles wanted***A Famous Guest!**

If you could invite one famous person to your party, who would you choose?

Write us an article explaining why you would choose this famous person and what you would like this person to do at your party.

The best articles will be published in next month's magazine.

Write your **article**.

- 3 You see this notice in an online English magazine.

*Reviews wanted***Science Fiction Films**

Have you seen a science fiction film recently? Write us a review of the film giving information about the story, the actors and any special effects which were used.

Explain why you would or wouldn't recommend the film to other teenagers.

The best articles will be posted on the website.

Write your **review**.

- 4 You have seen this notice in an English magazine.

Stories wanted

Your story must **begin** with this sentence:

Nick was so excited as he sat on his bicycle, waiting for the race to begin.

Your story must include:

- an animal
- a reward

Write your **story**.

LISTENING (approximately 40 minutes, including 5 minutes' transfer time)

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 science teacher telling her class about this week's lessons on the subject of food.
What is she asking them to do?
- A attempt a challenging new experiment
 - B check the accuracy of their predictions about different foods
 - C use equipment designed to examine the health benefits of cooked food
- 2 You hear a boy talking about his new basketball coach.
How does he feel about the coach's approach?
- A critical of his lack of attention to detail
 - B worried about the amount of training he has organised
 - C annoyed at the way he has treated some players
- 3 You hear a girl talking about teaching herself to draw.
She says that the best way to improve her skills was
- A getting guidance from professional artists.
 - B working on things she had difficulties with.
 - C increasing the amount of time she spent practising.
- 4 You hear a news item on the radio about an annual event at London Zoo.
What is the purpose of the event?
- A to attract increased numbers of visitors to the zoo
 - B to provide a check on the animals' wellbeing
 - C to contribute to a wider scientific research programme

- 5 You hear a boy talking about a music blog he has started.
What is he complaining about?
- A the unhelpful response from some readers
 - B the difficulties in trying to make it original
 - C the pressure to add new content regularly
- 6 You hear two friends talking about a trip to a studio where a famous film was made.
What do they agree about the trip?
- A It would even interest people who weren't fans of this type of film.
 - B It was more enjoyable than they thought it would be.
 - C It helped them to make sense of the book the film was based on.
- 7 You hear a history teacher talking to her students.
What is she doing?
- A identifying the people behind a major change
 - B warning against relying too heavily on limited information
 - C highlighting the difficulty of finding out historical facts
- 8 You hear two friends talking about an online science quiz they did.
How does the boy feel about it?
- A reluctant to admit he learned anything new from it
 - B pleased that he had the opportunity to do it
 - C surprised by his poor performance in it

Part 2

You will hear a woman called Marianne Greene answering questions about her job as a designer of theme park rides such as roller coasters. For questions 9–18, complete the sentences with a word or short phrase.

Marianne Greene – Roller Coaster Designer

Marianne says the first roller coaster that people paid to ride on used tracks which had originally carried **9** from the mountains.

As well as subjects Marianne studied at college, she found a knowledge of **10** useful in her work.

Marianne says a design for a new ride may be adapted to suit the **11** it will be built in.

Designers are usually more concerned than theme park owners about the **12** the roller coaster will have to carry.

Marianne mentions gravity and **13** as examples of different forces people are exposed to on roller coaster rides.

Marianne says that most of the information she uses has come from observing how **14** are affected by the job they do.

Marianne explains that most customer complaints involve rides that people think are **15**.

Marianne claims her latest ride will feel strange because of the type of **16** it has.

Marianne's most frightening ride includes a feature called a **17**.

On Marianne's favourite roller coaster, a **18** was the part she liked most.

Part 3

You will hear five short extracts in which teenagers are talking about being part of a drama group which put on a musical at school. For questions **19–23**, choose from the list (**A–H**) what impressed each speaker about the experience. Use the letters only once. There are three extra letters which you do not need to use.

A how emotional certain people were at times

B how good some people were at problem-solving

Speaker 1

	19
--	-----------

C how suitable the subject of the musical was for a school show

Speaker 2

	20
--	-----------

D how much effort people in the group made

Speaker 3

	21
--	-----------

E how much self-confidence some people gained

Speaker 4

	22
--	-----------

F how talented some members of the group were

Speaker 5

	23
--	-----------

G how well the show was received

H how much planning was required

Part 4

You will hear an interview with a television presenter called Paul Murphy, who does the commentary on athletics events. For questions **24–30**, choose the best answer (**A**, **B** or **C**).

- 24** How does Paul feel about his first job as a commentator?
- A** grateful for the support he was given
 - B** proud of the way he handled it
 - C** lucky to have been offered it
- 25** Paul thinks his teaching background helped him because it meant he was used to
- A** doing a lot of preparation.
 - B** dealing with unexpected problems.
 - C** speaking to large numbers of people.
- 26** What was Paul's most memorable experience in the recent championships?
- A** speaking to spectators in the crowds
 - B** seeing several records being broken
 - C** watching the performance of a particular athlete
- 27** Paul thinks television viewers would be surprised to find out
- A** how difficult it can be to concentrate during events.
 - B** how nervous he gets before a competition.
 - C** how long his working day usually is.
- 28** What surprised Paul about one young athlete he recently interviewed?
- A** how unrealistic her ambitions were
 - B** how confident she seemed
 - C** how hard she trained

- 29** Paul thinks that some young athletes don't become world champions because of
- A** the lack of suitable facilities for them to train in.
 - B** the number of other things they do in their lives.
 - C** the problems they have recovering from injury.
- 30** Paul would like to commentate on competitive cycling because
- A** he's keen to understand its appeal.
 - B** he wants to travel more widely.
 - C** he'd like to try something different.

SPEAKING (14 minutes)

You take the Speaking test with another candidate (possibly two candidates), referred to here as your partner. There are two examiners. One will speak to you and your partner and the other will be listening. Both examiners will award marks.

Part 1 (2 minutes (3 minutes for groups of three))

The examiner asks you and your partner questions about yourselves. You may be asked about things like 'your home town', 'your interests', 'your career plans', etc.

Part 2 (4 minutes (6 minutes for groups of three))

The examiner gives you two photographs and asks you to talk about them for one minute. The examiner then asks your partner a question about your photographs and your partner responds briefly.

Then the examiner gives your partner two different photographs. Your partner talks about these photographs for one minute. This time the examiner asks you a question about your partner's photographs and you respond briefly.

Part 3 (4 minutes (5 minutes for groups of three))

The examiner asks you and your partner to talk together. They give you a task to look at so you can think about and discuss an idea, giving reasons for your opinion. For example, you may be asked to think about some changes in the world, or about spending free time with your family. After you have discussed the task for about two minutes with your partner, the examiner will ask you a follow-up question, which you should discuss for a further minute.

Part 4 (4 minutes (6 minutes for groups of three))

The examiner asks some further questions, which leads to a more general discussion of what you have talked about in Part 3. You may comment on your partner's answers if you wish.

Frames for the Speaking test

Test 5

Note: In the examination, there will be both an assessor and an interlocutor in the room.
The visual material for Test 5 appears on pages C1 and C2 (Part 2), and C3 (Part 3).

Part 1 2 minutes (3 minutes for groups of three)

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague
And your names are?
Can I have your mark sheets, please? Thank you.
First of all, we'd like to know something about you.

- Where are you from, (*Candidate A*)?
- And you, (*Candidate B*)?
- What do you like about living (*here / name of candidate's home town*)?
- And what about you, (*Candidate A/B*)?

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

Habits and routines

- Do you like to be busy every day? (Why? / Why not?)
- What sport do you enjoy playing? (Why do you like doing that?)
- Do you enjoy watching TV? (What's your favourite programme?) (Why do you like it?)
- Do you ever meet your friends in the evenings after school? (What do you do together?)

The Weekend

- Do you prefer to spend time with your family or with your friends at the weekend? (Why?)
- Are there a lot of interesting things to do in your town at the weekend? (What do you do there?)
- Do you often have to do homework at the weekend? (How do you feel about that?)
- Can you tell us something about what you're planning to do next weekend?

The Future

- What are you going to do after school today? (Why?)
- What would you like to do for your next birthday? (Why?)
- Is there something you'd like to learn in the future? (What would you like to learn?) (Why?)
- What would you like to do when you leave school? (Why?)

Part 2 4 minutes (6 minutes for groups of three)

In the mountains

Shopping in different places

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 spending time in the mountains for different reasons.

Indicate pictures 5A and 5B on page C1 to Candidate A.

I'd like you to compare the photographs, and say what you think the people are enjoying about spending time in the mountains. All right?

Candidate A: [1 minute]

Interlocutor: Thank you.

(*Candidate B*), which of these things would you prefer to do? (Why? / Why not?)

Candidate B: [Approximately 30 seconds]

Interlocutor: Thank you.

Now, (*Candidate B*), here are your photographs. They show people shopping in different places.

Indicate pictures 5C and 5D on page C2 to Candidate B.

I'd like you to compare the photographs, and say why the people have decided to go shopping in these places.

All right?

Candidate B: [1 minute]

Interlocutor: Thank you.

(*Candidate A*), which of these things would you prefer to do? (Why? / Why not?)

Candidate A: [Approximately 30 seconds]

Interlocutor: Thank you.

Parts 3 and 4

Helping with the housework

Part 3 4 minutes (5 minutes for groups of three)

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

[3 minutes for groups of three]

Some teenagers don't want to help with the housework but their parents think they should. Here are some things they talk about together and a question for you to discuss. First you have some time to look at the task.

Indicate the visual 5E on page C3 to the candidates.

Allow 15 seconds.

Now, talk to each other about whether teenagers should help their parents with housework each day.

Candidates: [2 minutes / 3 minutes for groups of three]

Interlocutor: Thank you. Now you have about a minute to decide what the most important reason is for teenagers to help their parents with the housework.

Candidates: [1 minute]

Interlocutor: Thank you.

Part 4 4 minutes (6 minutes for groups of three)

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

- What's the most important thing teenagers can do to help their parents? (Why?)
- Some people say it's better to help because you want to, and not because you have to. Do you agree? (Why? / Why not?)
- Some people say that teenagers shouldn't have to do any work at the weekend but should just have fun. What do you think?
- Should parents decide how teenagers spend their free time? (Why? / Why not?)
- Do you think it's important for teenagers to learn to look after themselves? (Why? / Why not?)
- Some people say that the most important thing for parents to teach their children is how to be kind and helpful. What do you think?

Select any of the following prompts, as appropriate:

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

Thank you. That is the end of the test.

Test 6

Note: In the examination, there will be both an assessor and an interlocutor in the room.
The visual material for **Test 6** appears on pages C4 and C5 (Part 2), and C6 (Part 3).

Part 1 2 minutes (3 minutes for groups of three)

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague
And your names are?
Can I have your mark sheets, please? Thank you.
First of all, we'd like to know something about you.

- Where are you from, (*Candidate A*)?
- And you, (*Candidate B*)?
- What do you like about living (*here / name of candidate's home town*)?
- And what about you, (*Candidate A/B*)?

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

Habits and routines

- Do you like to be busy every day? (Why? / Why not?)
- What sport do you enjoy playing? (Why do you like doing that?)
- Do you enjoy watching TV? (What's your favourite programme?) (Why do you like it?)
- Do you ever meet your friends in the evenings after school? (What do you do together?)

The Weekend

- Do you prefer to spend time with your family or with your friends at the weekend? (Why?)
- Are there a lot of interesting things to do in your town at the weekend? (What do you do there?)
- Do you often have to do homework at the weekend? (How do you feel about that?)
- Can you tell us something about what you're planning to do next weekend?

The Future

- What are you going to do after school today? (Why?)
- What would you like to do for your next birthday? (Why?)
- Is there something you'd like to learn in the future? (What would you like to learn?) (Why?)
- What would you like to do when you leave school? (Why?)

Part 2 4 minutes (6 minutes for groups of three)

Trying to win

Learning new things

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 trying to win in different situations.

Indicate pictures 6A and 6B on page C4 to Candidate A.

I'd like you to compare the photographs, and say what you think might be difficult about trying to win in these situations.

All right?

Candidate A: [1 minute]

Interlocutor: Thank you.

(Candidate B), which of these things would you prefer to do? (Why?)

Candidate B: [Approximately 30 seconds]

Interlocutor: Thank you.

Now, (Candidate B), here are your photographs. They show people learning to do new things.

Indicate pictures 6C and 6D on page C5 to Candidate B.

I'd like you to compare the photographs, and say why you think the people are learning to do these things.

All right?

Candidate B: [1 minute]

Interlocutor: Thank you.

(Candidate A), would you like to learn how to cook? (Why?)

Candidate A: [Approximately 30 seconds]

Interlocutor: Thank you.

Parts 3 and 4

Homework

Part 3 4 minutes (5 minutes for groups of three)

Interlocutor: Now, I'd like you to talk about something together for about two minutes.
[3 minutes for groups of three]

Some students have homework every day. Here are some reasons why having homework every day might be a good or bad thing and a question for you to discuss. First you have some time to look at the task.

*Indicate the visual 6E on page C6 to the candidates.
Allow 15 seconds.*

Now, talk to each other about whether it's important for students to have homework every day.

Candidates: [2 minutes / 3 minutes for groups of three]

Interlocutor: Thank you. Now you have about a minute to decide which is the most important reason for having homework.

Candidates: [1 minute]

Interlocutor: Thank you.

Part 4 4 minutes (6 minutes for groups of three)

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

- Some people say that students should never have to do homework. What do you think?
- Do you think students should have some control over how much homework they're given? (Why? / Why not?)
- Should parents ever help their children with homework? (Why? / Why not?)
- Do you think students learn more if they do homework with their friends? (Why? / Why not?)
- Is it a good idea for students to have homework during their school holidays? (Why? / Why not?)
- Some people say students these days use the internet too much when they're doing their homework. Do you agree? (Why? / Why not?)

Select any of the following prompts, as appropriate:

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

Thank you. That is the end of the test.

Test 7

Note: In the examination, there will be both an assessor and an interlocutor in the room.
The visual material for **Test 7** appears on pages C7 and C8 (Part 2), and C9 (Part 3).

Part 1 2 minutes (3 minutes for groups of three)

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague
And your names are?
Can I have your mark sheets, please? Thank you.
First of all, we'd like to know something about you.

- Where are you from, (*Candidate A*)?
- And you, (*Candidate B*)?
- What do you like about living (*here / name of candidate's home town*)?
- And what about you, (*Candidate A/B*)?

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

Habits and routines

- Do you like to be busy every day? (Why? / Why not?)
- What sport do you enjoy playing? (Why do you like doing that?)
- Do you enjoy watching TV? (What's your favourite programme?) (Why do you like it?)
- Do you ever meet your friends in the evenings after school? (What do you do together?)

The Weekend

- Do you prefer to spend time with your family or with your friends at the weekend? (Why?)
- Are there a lot of interesting things to do in your town at the weekend? (What do you do there?)
- Do you often have to do homework at the weekend? (How do you feel about that?)
- Can you tell us something about what you're planning to do next weekend?

The Future

- What are you going to do after school today? (Why?)
- What would you like to do for your next birthday? (Why?)
- Is there something you'd like to learn in the future? (What would you like to learn?) (Why?)
- What would you like to do when you leave school? (Why?)

Part 2 4 minutes (6 minutes for groups of three)

Listening to music

Feeling happy

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 listening to music in different situations.

Indicate pictures 7A and 7B on page C7 to Candidate A.

I'd like you to compare the photographs, and say what you think the people are enjoying about listening to music in these situations.

All right?

Candidate A: [1 minute]

Interlocutor: Thank you.

(Candidate B), do you ever go to concerts? (Why? / Why not?)

Candidate B: [Approximately 30 seconds]

Interlocutor: Thank you.

Now, (Candidate B), here are your photographs. They show people who are feeling happy for different reasons.

Indicate pictures 7C and 7D on page C8 to Candidate B.

I'd like you to compare the photographs, and say why you think the people are feeling happy.

All right?

Candidate B: [1 minute]

Interlocutor: Thank you.

(Candidate A), do you enjoy going to birthday parties? (Why?)

Candidate A: [Approximately 30 seconds]

Interlocutor: Thank you.

Parts 3 and 4

Spending time with the family

Part 3 4 minutes (5 minutes for groups of three)

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

[3 minutes for groups of three]

Some parents think young people should spend most of their free time with their families. Here are some things they think about and a question for you to discuss. First you have some time to look at the task.

Indicate the visual 7E on page C9 to the candidates.

Allow 15 seconds.

Now, talk to each other about whether it's important for young people to spend most of their free time with their families.

Candidates: [2 minutes / 3 minutes for groups of three]

Interlocutor: Thank you. Now you have about a minute to decide which is the best reason for young people to spend free time with their families.

Candidates: [1 minute]

Interlocutor: Thank you.

Part 4 4 minutes (6 minutes for groups of three)

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

- Do you think watching television is a good way for families to spend their time together? (Why? / Why not?)
- Is it difficult for families to find things that everyone wants to do together? (Why?)
- Do you think parents should organise their children's free time for them? (Why? / Why not?)
- Do you think it's true that young people are too busy these days and don't have enough free time? (Why? / Why not?)
- Should young people give up some of their free time to help their parents with housework? (Why? / Why not?)
- Some people say it's good to spend some time alone, without family and friends. What do you think? (Why?) Thank you.

Select any of the following prompts, as appropriate:

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

Thank you. That is the end of the test.

Test 8

Note: In the examination, there will be both an assessor and an interlocutor in the room.

The visual material for **Test 8** appears on pages C10 and C11 (Part 2), and C12 (Part 3).

Part 1 2 minutes (3 minutes for groups of three)

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague
And your names are?
Can I have your mark sheets, please? Thank you.
First of all, we'd like to know something about you.

- Where are you from, (*Candidate A*)?
- And you, (*Candidate B*)?
- What do you like about living (*here / name of candidate's home town*)?
- And what about you, (*Candidate A/B*)?

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

Habits and routines

- Do you like to be busy every day? (Why? / Why not?)
- What sport do you enjoy playing? (Why do you like doing that?)
- Do you enjoy watching TV? (What's your favourite programme?) (Why do you like it?)
- Do you ever meet your friends in the evenings after school? (What do you do together?)

The Weekend

- Do you prefer to spend time with your family or with your friends at the weekend? (Why?)
- Are there a lot of interesting things to do in your town at the weekend? (What do you do there?)
- Do you often have to do homework at the weekend? (How do you feel about that?)
- Can you tell us something about what you're planning to do next weekend?

The Future

- What are you going to do after school today? (Why?)
- What would you like to do for your next birthday? (Why?)
- Is there something you'd like to learn in the future? (What would you like to learn?) (Why?)
- What would you like to do when you leave school? (Why?)

Part 2 4 minutes (6 minutes for groups of three)

Eating together

Working hard

- 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 eating together in different places.
- Indicate pictures 8A and 8B on page C10 to Candidate A.*
- I'd like you to compare the photographs, and say why the people have decided to eat together in these places.
- All right?
- Candidate A: [1 minute]
- Interlocutor: Thank you.
- (*Candidate B*), do you often eat out with friends? (Why? / Why not?)
- Candidate B: [Approximately 30 seconds]
- Interlocutor: Thank you.
- Now, (*Candidate B*), here are your photographs. They show people working hard in different situations.
- Indicate pictures 8C and 8D on page C11 to Candidate B.*
- I'd like you to compare the photographs, and say what you think they might find difficult about working hard in these situations. All right?
- Candidate B: [1 minute]
- Interlocutor: Thank you.
- (*Candidate A*), do you ever go to a library to work? (Why? / Why not?)
- Candidate A: [Approximately 30 seconds]
- Interlocutor: Thank you.

Parts 3 and 4

Feeling happy at school

Part 3 4 minutes (5 minutes for groups of three)

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

[3 minutes for groups of three]

Here are some things that many people believe are important if students want to feel happy at school, and a question for you to discuss. First you have some time to look at the task.

Indicate the visual 8E on page C12 to the candidates.

Allow 15 seconds.

Now, talk to each other about how important these things are if students want to feel happy at school.

Candidates: [2 minutes / 3 minutes for groups of three]

Interlocutor: Thank you. Now you have about a minute to decide which is the most important thing that makes students feel happy at school.

Candidates: [1 minute]

Interlocutor: Thank you.

Part 4 4 minutes (6 minutes for groups of three)

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

- Do you think most students in (candidate's country) feel happy about going to school every day? (Why? / Why not?)
- Do you think it's true that it takes a long time to feel happy when you start a new school? (Why? / Why not?)
- Some people say that students should be allowed to choose what they want to study. What do you think?
- Should schools give students longer breaks during the day? (Why? / Why not?)
- Do you think it's a good idea for schools to organise trips to interesting places during the school day? (Why? / Why not?)
- Should schools give prizes to good students at the end of the year? (Why? / Why not?)

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?

Marks and results

Reading and Use of English

Candidates record their answers on a separate answer sheet. One mark is given for each correct answer in Parts 1, 2, 3 and 7. For Part 4, candidates are awarded a mark of 2, 1 or 0 for each question according to the accuracy of their response. Correct spelling is required in Parts 2, 3 and 4. Two marks are given for each correct answer in Parts 5 and 6.

Candidates will receive separate scores for Reading and for Use of English. The total marks candidates achieve for each section are converted into a score on the Cambridge English Scale. These are equally weighted when calculating the overall score on the scale (an average of the individual scores for the four skills and Use of English).

Writing

Examiners look at four aspects of your writing: Content, Communicative Achievement, Organisation and Language.

- Content focuses on how well you have fulfilled the task, in other words if you have done what you were asked to do.
- Communicative Achievement focuses on how appropriate the writing is for the letter or story and whether you have used the appropriate register.
- Organisation focuses on the way you put the piece of writing together, in other words if it is logical and ordered, and the punctuation is correct.
- Language focuses on your vocabulary and grammar. This includes the range of language as well as how accurate it is.

For each of the subscales, the examiner gives a maximum of 5 marks. Examiners use the following assessment scale:

B2	Content	Communicative Achievement	Organisation	Language
5	All content is relevant to the task. Target reader is fully informed.	Uses the conventions of the communicative task effectively to hold the target reader's attention and communicate straightforward and complex ideas, as appropriate.	Text is well-organised and coherent, using a variety of cohesive devices and organisational patterns to generally good effect.	Uses a range of vocabulary, including less common lexis, appropriately. Uses a range of simple and complex grammatical forms with control and flexibility. Occasional errors may be present but do not impede communication.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Minor irrelevances and/or omissions may be present. Target reader is on the whole informed.	Uses the conventions of the communicative task to hold the target reader's attention and communicate straightforward ideas.	Text is generally well-organised and coherent, using a variety of linking words and cohesive devices.	Uses a range of everyday vocabulary appropriately, with occasional inappropriate use of less common lexis. Uses a range of simple and some complex grammatical forms with a good degree of control. Errors do not impede communication.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Irrelevances and misinterpretation of task may be present. Target reader is minimally informed.	Uses the conventions of the communicative task in generally appropriate ways to communicate straightforward ideas.	Text is connected and coherent, using basic linking words and a limited number of cohesive devices.	Uses everyday vocabulary generally appropriately, while occasionally overusing certain lexis. Uses simple grammatical forms with a good degree of control. While errors are noticeable, meaning can still be determined.
0	Content is totally irrelevant. Target reader is not informed.	<i>Performance below Band 1.</i>		

Length of responses

Make sure you write the correct number of words. Responses which are too short may not have an adequate range of language and may not provide all the information that is required. Responses which are too long may contain irrelevant content and have a negative effect on the reader.

Varieties of English

You are expected to use a particular variety of English with some degree of consistency in areas such as spelling, and not for example switch from using a British spelling of a word to an American spelling of the same word.

Sample A (Test 5, Question 2 – Article)

Many young people wish to have their own pets. That they can take care and can be friends and follow them everywhere. However having pets it also have an advantages and disadvantages.

The main advantage of having pets is it could be friends with you whenever you feel down or lonely. It will play with you and follow everywhere you go. Also by having pets it could make you take more responsibility to take care of the pets which mean you will give them a food on time, wash they body every weeks and set up their bed every night that make you pay more attention and give more responsibility on everything.

However the main disadvantages of having pets is it could cost a lot of money to spent on it because you have to pay for their food, water, shealter, cloths, and medical care Also by having pets in the house which there was many people live in. The fur or hair from the pets could come out or fall down which could make the family members alergic to it and by having a lot of animals fur in the house is not a very good for human heath.

Finally, wheather you going to have a pet or not you should be look at the advantages and disadvantages carefully

Scales	Mark	Commentary
Content	5	All content is relevant to the task and the target reader would be fully informed. The writer discusses the advantages and disadvantages of having pets, giving detailed examples for each.
Communicative Achievement	3	The article has been written in a suitable style, with a clear introduction and conclusion. The body of the article communicates straightforward ideas, supported by examples, which would hold the attention of the reader.
Organisation	4	The article is well organised and coherent, with good use of paragraphs to introduce the topic and focus on and develop each aspect in turn. There is a variety of linking words and cohesive devices used to connect ideas both within and across sentences.
Language	2	There is a range of everyday and topic-specific vocabulary which is used appropriately, despite some spelling errors. There is a range of simple grammatical forms used with a good degree of control, but errors occur when more complex structures are attempted. Errors are noticeable, particularly in the third paragraph, but they do not impede communication.

Sample B (Test 5, Question 4 – Story)

Nick had been out in the sailing boat before, but this was his first trip on his own, therefore he was very excited. That morning the weather was sunny and not too windy, which made it the perfect day to go sailing. So, after putting some food and a good book in his backpack, Nick set off for this new adventure.

He didn't have a specific direction to make for, he just wanted to have a good and relaxing time in the quiet of the sea. After about half an hour of sailing he stopped to take a break. He was staring at the never-ending ocean with the coast far away behind him, when suddenly he heard a strange noise as some waves shook the boat.

He started to worry, "I shouldn't have gone out all alone!" Nick said loudly, and thought of all the worst things that could have happened: a shark, a storm, a tornado...

But then what happened was such an amazing surprise that he laughed, as tears of joy streamed down his face: a huge number of dolphins were swimming towards him.

Scales	Mark	Commentary
Content	5	All the content is relevant and the target reader would be fully informed. The story follows on logically from the prompt and there is clear development towards a conclusion.
Communicative Achievement	4	The story uses the features of a narrative effectively to communicate straightforward ideas. The writer sets the scene clearly and makes good use of description, direct speech and some narrative tenses to develop the storyline and hold the target reader's attention.
Organisation	4	The story is well organised and coherent and makes use of a variety of cohesive devices to introduce and connect events at sentence and paragraph level.
Language	5	There is a good range of vocabulary, including some less common collocations (<i>the quiet of the sea; never-ending ocean; tears of joy streamed down his face</i>), which is used appropriately to describe the scene and the action. Good control is shown over a range of grammatical forms. There are minimal errors and these do not impede communication.

Sample C (Test 6, Question 2 – Email)

Dear Barney,

Thanks very much for your letter. I'm really interested in your project because there are lots of people with rude behaviour.

Well, in my country the majority of people are very rude with other. To my mind, it's wrong. We live in the biggest country in the world and certain behaviour is rude. I want all people were polite with each other. In my view, to be polite is really important now, but sometimes you should show people their places in this world. My classmates sometimes do that and I don't think that it's rude behaviour. My parent's friends think that rude behaviour is to do something in a bad way. For example, if you are in a friend's house, I won't put your legs on the table. Rude behaviour is also to tell how terrible was food.

I'd have thought that all people should be polite at present time.

Well, that's all for now.

Kind regards,

Alice

Scales	Mark	Commentary
Content	5	All content is relevant and the target reader would be fully informed. The main topic of behaviour is discussed in general terms, with some examples and a personal opinion expressed.
Communicative Achievement	3	The conventions of informal emails are used to communicate straightforward ideas. The tone of the email is friendly and suitable opening and closing comments are used to have a positive effect on the reader.
Organisation	2	The email is generally well organised and coherent, making use of linking words and a limited number of cohesive devices. More use of cohesive devices, such as referencing pronouns, would help the overall cohesiveness of the email by connecting ideas in longer sentences and across paragraphs.
Language	2	The email uses everyday vocabulary appropriately, with some overuse of key lexis (<i>rude behaviour; polite</i>). There is a range of simple grammatical forms used with a good degree of control. Errors occur when more complex structures are attempted, but they do not impede communication.

Sample D (Test 6, Question 3 – Article)

If I would travel back to the past, I would travel to the decadates of the 70s. When people used to make disco's dancing.

I would like to travel to that past time because one day I asked my grandfather what he used to do in his young ages. So, he started telling me some things, but something catched my attention; He told me that was most done by people at that time was to dance disco at the disco. After him telling this to me, I told him to show me how it was danced and he did it.

nowadays I am in an academy of dance learning how to dance disco, that's why I wanted to travel to that time. I want to learn and feel people dancing and disco is now my favourite type of dancing.

Scales	Mark	Commentary
Content	5	All content is relevant and the target reader would be fully informed about the writer's choice of past time and the reasons for this choice.
Communicative Achievement	3	The conventions of article writing have been used to communicate straightforward ideas. A clear opening comment and personal examples hold the target reader's attention from the start.
Organisation	4	The article is well organised and coherent, and makes use of a variety of linking words and some cohesive devices to connect ideas at sentence and paragraph level.
Language	3	There is a range of everyday vocabulary used appropriately, with some attempt at less common lexis (<i>decadates; catched my attention</i>). There is a range of simple and some more complex structures generally used with a good degree of control. Errors do not impede communication.

Sample E (Test 7, Question 1 – Essay)

It is common knowledge that demands on the teenagers, nowadays, are getting higher and higher. In order to be able to face the demands and challenges of the modern life. Having independence to make their own choices has become of permanent importance.

Firstly, teenagers should be able to choose how they wish to have fun – the concerts they want to go to, films they would like to watch, music they wish to listen to and leisure activities they feel most comfortable doing. When the decision comes from the teenagers and not imposed, this is much more enjoyable and pleasant.

Furthermore, not only is it important to allow the teenagers to have their own money, but it is also essential to give them the chance to choose their own career. Having their own money and taking care of their own finances teaches the teenagers to be more responsible towards their purchases and possessions, then becoming adults far more aware of the importance of saving money and not overspending. Moreover, teenagers should be given the chance to decide the profession they long to follow so as to have dedicated, hard-working and happy professionals.

Being more independent doesn't mean not having parents' guidance or not following any rules. However, it means being given the opportunity – and responsibility – to make their own choices and even mistakes, which is vital to face the world outside their household.

Scales	Mark	Commentary
Content	5	All the content is relevant and the target reader would be fully informed. The two points in the question are developed appropriately and a third aspect, the choice of career, is included.
Communicative Achievement	5	The conventions of essay writing are used effectively to present and develop straightforward and more complex ideas, for example in the third paragraph where the writer combines the second and third points. The balance of general and more specific comments holds the target reader's attention throughout.
Organisation	5	The essay is well organised and coherent and uses a variety of cohesive devices and organisational patterns within and across sentences and paragraphs. The essay makes good use of organisational features, such as parallelism, to build up a sequence of ideas, and the overall structure is well planned, moving from a general opening statement to specific details and ending with a strong conclusion.
Language	5	There is a range of vocabulary, including less common lexis, which is used appropriately, with generally good use of collocation (<i>common knowledge; demands on teenagers; decision ... imposed; profession they long to follow</i>). Good control is demonstrated over a range of grammatical forms and errors are minimal.

Sample F (Test 7, Question 4 – Story)

It was the day when Luke's family were moving to their new home. Luke was a shy little boy who didn't have much friends. Luke opened the door and entered his room. The room was large; it had two big windows and some old furniture pieces. He threw his stuffs on his bed and then moved to look out the window. It was a warm day of July, the trees were covered in green leafes. Suddenly a boy who was walking by the front of the house, spotted Luke and started to wave at him. Luke was confused because he didn't knew the boy at all, he was a complet stranger; but Luke thought it would be nice to wave back, and then to go down and meet him. And Luke did so exactly. After only five days of living on Oak Street Luke made himself a new friend, Greg. Luke and Greg grew up together and remained best friends, even after they got married.

Scales	Mark	Commentary
Content	4	All content is relevant to the task. The story continues from the prompt and includes information about a friend. The story implies there was a 'decision' to wave back and go down into the street, but this point is not developed, and so the target reader is not fully informed.
Communicative Achievement	3	The story uses the conventions of narrative writing to communicate straightforward ideas. There is a clear, but simple, narrative development which holds the target reader's attention.
Organisation	3	The story is generally well organised and coherent, making use of linking words and some cohesive devices. Paragraphing, and a greater use of referencing words to avoid repetition, would help with the overall cohesiveness of the story.
Language	3	There is a range of everyday vocabulary and some less common lexis (<i>spotted; a complet stranger; remained best friends</i>) used generally appropriately. There is a range of simple and some more complex grammatical forms used with a good degree of control. There are errors, for example with countable/uncountable forms, but they do not impede communication.

Sample G (Test 8, Question 1 – Essay)

Almost every day we get together with our friends and exchange news – details about our current life. But is it a waste of time or just as important as studying? I reckon it isn't a waste of time.

While chatting to friends, we learn how to get on with people. This skill could be useful in the future for example in job interview.

Some people would still disagree and say there was more important thing to do. In my opinion every person needs some time to relax and hit back. Chatting is a good way for that, much better than playing computer games.

However, if you find an English speaking friend you could practice new language while chatting. That way it will benefit you both.

All in all, I think that chatting to friends is as important as studying, while chatting you still learn new skills which will be necessary in your future.

Scales	Mark	Commentary
Content	5	All content is relevant and the target reader would be fully informed. The two points given in the question are covered appropriately and a third point, learning a language, is included.
Communicative Achievement	4	The conventions of essay writing are used effectively to present and develop straightforward ideas. General statements are supported by personal opinions and the target reader is addressed directly to hold their attention throughout.
Organisation	4	The essay is well organised and coherent, with a variety of linking words and cohesive devices. Referencing is used to connect ideas within and across sentences and paragraphs. Although paragraphs tend to be short, they have been used to present each new point clearly.
Language	4	There is a range of everyday vocabulary used appropriately. Good control is shown over a range of simple and some more complex grammatical forms. There are repeated errors with singular/plural forms, but these are minimal and do not impede communication.

Sample H (Test 8, Question 2 – Article)

If I could invite a famous person to my party I would invite Alex Turner from the Arctic Monkeys. I would invite him to my farewell party before I go back home. I would choose him because he has a beautiful voice and most of his songs are really good I've never been able to have an actual conversation with someone famous so I have a lot of questions I would like to ask him.

Of course I would also like it if he sang something. I would also like him to sing a song with my best friend Patricia since she also likes Arctic Monkeys music but she has so beautiful voice compared to me.

If he'd like to I would show him my favourite places in Asuncion and let him try some typical foods from home. If he came to my farewell party it would make it so much less sad and it would be another thing I would remember forever of my exchange year in Paraguay.

Scales	Mark	Commentary
Content	5	All content is relevant to the task and the target reader is fully informed about who the writer would invite and what they would ask the guest to do.
Communicative Achievement	5	The text follows the conventions of article writing in a style which is suitable for an online magazine. The comments have been fully developed with enthusiasm and emotion, effectively holding the target reader's attention throughout.
Organisation	4	The article is well organised and coherent, and a variety of cohesive devices have been used to generally good effect. Topic sentences are used to introduce ideas, which are subsequently developed in longer sentences.
Language	4	There is a range of everyday vocabulary used appropriately. A range of simple and some more complex grammatical structures is used with control. There are only occasional errors, which do not impede communication.

Listening

One mark is given for each correct answer. The total mark is converted into a score on the Cambridge English Scale for the paper. In Part 2, minor spelling errors are allowed, provided that the candidate's intention is clear.

For security reasons, several versions of the Listening paper are used at each administration of the examination. Before grading, the performance of the candidates in each of the versions is compared and marks adjusted to compensate for any imbalance in levels of difficulty.

Speaking

Throughout the test candidates are assessed on their own individual performance and not in relation to the other candidate. They are assessed on their language skills, not on their personality, intelligence or knowledge of the world. Candidates must, however, be prepared to develop the conversation and respond to the tasks in an appropriate way.

Candidates are awarded marks by two examiners: the assessor and the interlocutor. The assessor awards marks by applying performance descriptors from the Analytical Assessment scales for the following criteria:

Grammar and Vocabulary

This refers to the accurate use of grammatical forms and appropriate use of vocabulary. It also includes the range of language.

Discourse Management

This refers to the extent, relevance and coherence of each candidate's contributions. Candidates should be able to construct clear stretches of speech which are easy to follow. The length of their contributions should be appropriate to the task, and what they say should be related to the topic and the conversation in general.

Pronunciation

This refers to the intelligibility of contributions at word and sentence levels. Candidates should be able to produce utterances that can easily be understood, and which show control of intonation, stress and individual sounds.

Interactive Communication

This refers to the ability to use language to achieve meaningful communication. Candidates should be able to initiate and respond appropriately according to the task and conversation, and also to use interactive strategies to maintain and develop the communication whilst negotiating towards an outcome.

B2	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	<ul style="list-style-type: none"> Shows a good degree of control of a range of simple and some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a wide range of familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language with very little hesitation. Contributions are relevant and there is a clear organisation of ideas. Uses a range of cohesive devices and discourse markers. 	<ul style="list-style-type: none"> Is intelligible. Intonation is appropriate. Sentence and word stress is accurately placed. Individual sounds are articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately, linking contributions to those of other speakers. Maintains and develops the interaction and negotiates towards an outcome.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on a range of familiar topics. 	<ul style="list-style-type: none"> Produces extended stretches of language despite some hesitation. Contributions are relevant and there is very little repetition. Uses a range of cohesive devices. 	<ul style="list-style-type: none"> Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	<ul style="list-style-type: none"> Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about everyday situations. 	<ul style="list-style-type: none"> Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, despite some repetition. Uses basic cohesive devices. 	<ul style="list-style-type: none"> Is mostly intelligible, and has some control of phonological features at both utterance and word levels. 	<ul style="list-style-type: none"> Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
0	<i>Performance below Band 1.</i>			

The interlocutor awards a mark for overall performance using a Global Achievement scale.

B2	Global Achievement
5	<ul style="list-style-type: none"> Handles communication on a range of familiar topics, with very little hesitation. Uses accurate and appropriate linguistic resources to express ideas and produce extended discourse that is generally coherent.
4	<i>Performance shares features of Bands 3 and 5.</i>
3	<ul style="list-style-type: none"> Handles communication on familiar topics, despite some hesitation. Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
2	<i>Performance shares features of Bands 1 and 3.</i>
1	<ul style="list-style-type: none"> Handles communication in everyday situations, despite hesitation. Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
0	<i>Performance below Band 1.</i>

Assessment for *Cambridge English: First for Schools* is based on performance across all parts of the test, and is achieved by applying the relevant descriptors in the assessment scales.

Test 5 Key

Reading and Use of English (1 hour 15 minutes)

Part 1

1 D 2 C 3 B 4 D 5 B 6 C 7 A 8 B

Part 2

9 like 10 to 11 itself 12 having 13 much 14 so 15 putting 16 is

Part 3

17 mathematician 18 discoveries 19 produced 20 enable 21 solutions
22 novelist 23 dramatically 24 achievement(s)

Part 4

25 COME up | with
26 make MORE | of
27 RATHER I didn't/did not | let
28 gets | on my NERVES
29 you FIND history | interesting
30 SUCCEED in | persuading/getting

Part 5

31 B 32 D 33 A 34 C 35 A 36 D

Part 6

37 F 38 E 39 G 40 B 41 A 42 D

Part 7

43 A 44 B 45 C 46 D 47 C 48 B 49 C 50 D 51 A 52 A

Writing (1 hour 20 minutes)

Candidates' responses are marked using the assessment scale on page 108.

Listening (approximately 40 minutes)*Part 1*

1 B 2 B 3 B 4 C 5 C 6 C 7 A 8 B

*Part 2*9 forest 10 pets 11 450 12 laboratory/lab 13 camel 14 breathing
15 eyesight/eyes 16 Africa 17 body language 18 confident*Part 3*

19 F 20 C 21 E 22 A 23 D

Part 4

24 C 25 B 26 C 27 A 28 A 29 B 30 B

Transcript*This is the Cambridge English: First for Schools Listening Test. Test Five.**I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound:**tone**You'll hear each piece twice.**Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.**There will now be a pause. Please ask any questions now, because you must not speak during the test.**[pause]**Now open your question paper and look at Part One.**[pause]*

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

Question 1 *You hear a teacher telling her students about some geography homework.*

[pause]

tone

Woman: So this weekend for homework I'd like you all to write up the work we've been doing on coastal areas. Since our field trip last week, you've been working very well in groups to present different aspects of this topic – the landscape, rock formations, natural life and so on. OK? I'd like you to write down what you learnt from the presentations – you might feel you want to go and look for extra information online – I'd say, though, that the maps and other sheets of information given to you by the different groups will have all the key information you need to include in your write-up. Any questions?

[pause]

tone

[The recording is repeated.]

[pause]

Question 2 *You hear two friends discussing a song by a group they like.*

[pause]

tone

Boy: Did you download that song I told you about yesterday?

Girl: You mean *Blameless* by Eastern Blue? Yes I did. It's very catchy, isn't it? I was humming it all afternoon!

Boy: Yeah, it's great. Don't you think it's up there with their greatest hits?

Girl: Well, the music was fantastic as always and as good as anything they've written – the lyrics were a bit of a let-down though.

Boy: Oh, I'm not too bothered about that. It's all about the music and the beat as far as I'm concerned.

Girl: Eastern Blue generally write songs that make you think a bit. So this one was a bit of a surprise for me.

[pause]

tone

[The recording is repeated.]

[pause]

Question 3 You hear a boy talking about moving to a new house.

[pause]

tone

Woman: I hear you're moving, Bill!

Boy: Yeah, we've been in our old house for years – since I was born. The thing is Dad's going to be travelling into the centre now for his new job, so we're having to move closer to a train station. The new place isn't exactly huge but we've never had much space anyway cos Dad's always worked from home – so he used one of the rooms for his office. Our old house is freezing in winter – Dad's always complaining it costs a fortune to heat, but we won't have that problem in the new place because it's so much more modern.

Woman: Sounds great – good luck!

Boy: Thanks!

[pause]

tone

[The recording is repeated.]

[pause]

Question 4 You hear a teacher telling his students about an art exhibition at school.

[pause]

tone

Man: Remember we have the annual art exhibition in room 8A starting on Monday morning. You'll be able to see the very best paintings produced by students this year, but in a change to the usual approach, there'll be examples of work done by everyone in our art classes and not just this term's prize-winners. We've had to move the exhibition from the main hall this time and, though this isn't ideal, I don't think it's going to stop you all coming along and appreciating what's there – there's certainly plenty to see. I'm sure you'll agree the exhibition highlights the quality of the work and shows off the incredible amount of artistic ability at the school!

[pause]

tone

[The recording is repeated.]

[pause]

Question 5 *You hear a girl talking to a friend about a charity event she helped to organise.*

[pause]

tone

Boy: Did the weather affect your sports charity event on Sunday?

Girl: It did, unfortunately. Most of the races went ahead as planned, but we didn't get as many people turning up as we'd hoped. The rain put people off.

Boy: That must've been frustrating.

Girl: Absolutely. And, it didn't even rain that much. We'd put loads of work into publicising it, getting the food and refreshments sorted out and that kind of thing. There was much more to it than I'd imagined when I volunteered. The people who did come were generous, though. It's just a shame more didn't show up.

[pause]

tone

[The recording is repeated.]

[pause]

Question 6 *You hear two friends talking about a TV cookery show.*

[pause]

tone

Girl: What're you making, James?

James: Oh, a dessert from a TV cookery show – that new chef, Johnny Moss. Mind you, our teacher would be horrified after all our lessons on healthy eating. It's loaded with fat and sugar.

Girl: Yeah, that doesn't sound too good for you. Has it taken ages?

James: The preparation did – the actual dish didn't take long at all though, dead simple, unlike most of the stuff he's done so far.

Girl: Mm, that's a first for Johnny Moss, then. Mum's always complaining about him. And I bet it cost loads to buy everything you needed.

James: It would've done, yeah, but I found most of the stuff in the kitchen cupboard!

[pause]

tone

[The recording is repeated.]

[pause]

Question 7 You hear part of a talk by a politician.

[pause]

tone

Politician: Why do people have to pay taxes? Why should your parents hand over to the government each month a percentage of the money they earn from their work – what's called income tax, as I explained earlier? Well, on your way to school this morning, you might've noticed some new street lights being put up. Where does the money for them come from? Now, imagine all the lights on every street and road across the country – they're paid for by government taxes. And they're just one of many things we take for granted that enable us to live in the way we do, and that are paid for by taxes.

[pause]

tone

[The recording is repeated.]

[pause]

Question 8 You hear a girl talking about her English teacher.

[pause]

tone

Girl: My English teacher, Mr Kermode, just loves poetry and there's nothing he couldn't tell you about English lit! Actually, he seems to have read about all sorts of things – some of the things he comes out with really are fascinating. And, you know, he's told us he's into heavy metal and also skateboarding, which all us students think is pretty cool, though a bit surprising for a teacher, to be honest. But I've never had a teacher who teaches so well and gets ideas across as clearly as he does, even things that are really hard to get your head round – and that, above everything else, is what we all respect him for.

[pause]

tone

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

[pause]

PART 2

You'll hear a woman called Rita O'Farrell, who works as a vet, giving a talk about her job in a zoo. For questions 9–18, complete the sentences with a word or short phrase.

You now have forty-five seconds to look at Part Two.

[pause]

tone

Rita: Hello, I'm Rita O'Farrell. I trained as a vet and now I work at Eastmore Zoo, where I'm responsible for animal health care.

People often ask me why I became a vet. Well, my family always went on camping holidays when I was young. We stayed in interesting places like a beach where there were lots of crabs and a lake that was full of fish. But then one year we camped on the edge of a forest with deer in it. They were beautiful, and I can trace my love of nature right back to that holiday.

To qualify as a vet, you have to study at university, then you normally spend a few years in general practice, treating pets. So that's what I did, right up until I became a zoo vet. It obviously helps if you have other experience too. I looked after some horses part time when I was at school, and worked on a conservation project for turtles before going to university.

I'm one of five vets at Eastmore Zoo responsible for the two thousand animals overall that we have here ranging from big cats to tiny insects. We all have areas of particular interest – one person knows more about fish, for example; there are over fifty species of them. In fact, we have four hundred and fifty species altogether if you count them all up, and we have to be prepared to deal with any of them.

Eastmore's a very dynamic zoo. A wonderful education centre for visitors has just opened and we're in the process of replacing our old laboratory with one with very up-to-date resources. It's going to be situated right next to the animal clinic and it'll help us improve our medical care.

I sometimes get asked what my average day is like. Well, it varies, but, for example, yesterday kicked off with a brief meeting to discuss treatment for a bear that has a bad cut. Then I went to look at a camel. It had hurt its leg, and we decided to operate immediately, which took up the rest of the morning and most of the afternoon, and only left time for a brief check-up on a parrot recovering from a broken wing.

To treat wild animals, it's often necessary to put them to sleep for a little while. Even with an animal that wouldn't harm you in any way, it's difficult to do something as basic as examining a skin condition while it's awake and struggling. One of my jobs for tomorrow is to investigate the breathing of one of our antelopes and I can't do that without using a general anaesthetic.

Zoo vets deal with all sorts of health problems – anything from a wolf whose ears are infected to a sea lion with a virus. Eyesight is something I'm not very knowledgeable about, so I leave that to someone from outside the zoo, but I've even learnt how to treat diseases that affect the teeth of larger animals.

We still know very little about the health of wild animals, so vets tend to do research as well as treat animals, and that often means travelling. A colleague of mine's currently visiting different centres in South America to help out with research on lizards. I'm involved with gorilla studies in Africa and go there fairly regularly. There's also a tiger project in Asia I'm hoping to be able to contribute to.

It's important to keep up to date with what vets elsewhere are doing and I've been attending some courses about elephants at a zoo in Canada. The most recent was about their feeding habits. There's actually one tomorrow on their family relationships, which I can't get to, but I'm attending one next week on what's known about their body language. It's all really useful stuff.

Students often ask me about the personal qualities a zoo vet needs. Besides the obvious, like being hard-working, I used to highlight the need to keep calm when you're dealing with animals so they don't become anxious. Lately, though, I've come to the conclusion that you can't do the job properly unless you're confident – because you've got to make difficult decisions quickly.

Well, that's all for now. I'd be happy to answer any questions.

[pause]

Now you'll hear Part Two again.

[Teacher, repeat the track now.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You'll hear five short extracts in which teenagers are talking about performing in public. For questions 19–23, choose from the list (A–H) how each speaker felt about their experience. Use the letters only once. There are three extra letters which you do not need to use.

You now have thirty seconds to look at Part Three.

[pause]

tone

Speaker 1

[pause]

Boy: I was captain of my school football team when we were in the final of the local schools championship. The team was really up for it and so none of us were suffering from nerves or anything. Perhaps my coach was a bit laid-back and we didn't train much before the big day. Though the team played well, in the first ten minutes I let an opponent score an easy goal and the home crowd went really quiet! I don't think anyone remembered me messing up by the end of the match, but I was so irritated with myself, it probably affected how I played the rest of the game. Anyway, we won!

[pause]

Speaker 2

[pause]

Girl: I was appearing in a school play. I didn't have one of the main roles, but I had some tricky dialogue to learn. I'd spent ages rehearsing, but I still wasn't sure if I was going to remember it all. The play was a comedy, but I guess I'd prepared so much that I didn't find it funny. When the audience burst out laughing, I was a bit confused for a moment, but then it sort of gave me a lift and made me more confident. That helped me because some of the other guys were seriously good actors, but they didn't get half as many laughs as I did.

[pause]

Speaker 3

[pause]

Boy: I was interviewed by a local TV station about my class trip to a brand new safari park. I was speaking on behalf of a group of thirty students. I took it seriously because I didn't want to let them down. I didn't get a chance to think about what I was going to say. So when they started filming, I got my words mixed up and that affected my confidence. But they just stopped the recording and did it all again. I don't know how I came across to the audience at home because I haven't dared to watch the interview yet, though my parents said it was great, of course!

[pause]

Speaker 4

[pause]

Girl: I'm a member of the school orchestra and my big moment was giving a solo performance at a concert. The practice sessions and rehearsals went on for weeks, so when the day came, I sort of felt I could do it in my sleep. The audience was a bit smaller than I expected, but I was concentrating so hard I couldn't afford to look at them too much or worry about their reactions. I heard a couple of friends go wrong when they were doing their pieces, but it didn't have any effect on me and my bit just flew by and I think I gave my best ever performance.

[pause]

Speaker 5

[pause]

Boy: I went for an audition for a local singing competition. I managed to keep my nerves under control for once, although the judges just sat there looking quite unemotional. About halfway through the song, my mind started to wander, which was a bit alarming – I think I was looking at the judges, trying to figure out what was going through their minds. I don't think I actually forgot any words, but I could've done. I wasn't that impressed by the other competitors, but unfortunately, I didn't get through to the final stage of the competition and next time I definitely have to work harder to make sure I'm ready.

[pause]

Now you'll hear Part Three again.

[Teacher, repeat the track now.]

[pause]

*That's the end of Part Three.**Now turn to Part Four.*

[pause]

PART 4

You'll hear an interview with a young footballer called Nick Gibbons. For questions 24–30, choose the best answer (A, B or C).

You now have one minute to look at Part Four.

[pause]

tone

Interviewer: Today we're talking to Nick Gibbons. At only seventeen, Nick's been taken on as a professional footballer, playing for a premier league team. Welcome, Nick. Have you always been keen on sport?

Nick: Well, when I was younger, I really enjoyed swimming – that's all I wanted to do, in fact. My parents thought I should try other things, so I started playing tennis. My instructor said I was talented and he entered me for tournaments. He said that, with practice, I could make it to the top. But I'd also got into football. I didn't believe I was any good, but my coach said he thought I had potential.

Interviewer: And he was right! So, what was it like joining the junior sports academy?

Nick: Well, it was like any other sports club, but training more seriously and three nights a week. My first time there was scary cos I was the only new boy, and I didn't really show my best football. It takes time to get used to playing with a new side, although the guys in charge said I'd done absolutely fine, which was a real boost to my confidence. The other boys were nice enough but we didn't really have time to talk.

Interviewer: And how do you feel now, four years later, playing in the senior professional team?

Nick: Well, there's more emphasis on playing for the side. Each player has a job to do which means you don't get the chance to stand out and show what you're capable of on the pitch. Training's even harder than it was when we were juniors – there's more time for it, and better facilities – though it generally follows the same format. I play the best football I can on match days – which is what it's all about and what the coaches expect.

Interviewer: What do your parents think about your new life?

Nick: Well, mixed feelings, I think. Obviously, there aren't many seventeen-year-olds who are lucky enough to do what I'm doing, and they're proud of that, naturally. They were worried that playing at this level might be too much for me, but they're more or less reassured now that that's not the case. I thought they'd lecture me about all the money I'll be earning and the danger I might become big-headed – actually I haven't heard a word about that yet.

Interviewer: How do you find being a celebrity and dealing with the fans?

Nick: Well, I still can't get used to seeing my face on posters and on TV, but the fans are brilliant. As a kid, I was always asking my favourite sports stars for autographs – most of them didn't seem to mind doing it, which quite impressed me – but I once asked an international footballer for his, and the answer was 'no'. I was determined not to be like that if I ever became well known. I think of it every time I sign.

Interviewer: Do you still have the same friends?

Nick: Becoming a professional footballer hasn't really affected how I get on with my friends. Sometimes they find it hard to understand the difficulties I have. I used to tell them everything, but they don't really understand my situation now, so it wouldn't do any good. We still do stuff together – going out with them till late isn't possible, of course, because of having to get up so early. I see the guys as much as I ever used to – we just have other interests now.

Interviewer: So life's good at the moment. What about the future?

Nick: We're a squad of twenty-four players, which means there's a lot of competition to get picked for matches – and that's my aim because I don't get picked that often at the moment – so the pressure's on to be good when I am. Every game's important. I recently got chosen for a big cup tie, but we lost two–one. It'd be great to lift the trophy for that competition one day. Lots of players end up coaching and I know you need a lot of training for that. It could be a possibility in the long term – I don't know.

[pause]

Now you'll hear Part Four again.

[Teacher, repeat the track now.]

[pause]

That's the end of Part Four.

There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there's one minute left, so that you are sure to finish in time.

[Teacher, pause the recording here for five minutes. Remind students when they have one minute left.]

That is the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Test 6 Key

Reading and Use of English (1 hour 15 minutes)

Part 1

1 A 2 B 3 A 4 D 5 C 6 B 7 C 8 A

Part 2

9 well 10 with 11 to 12 makes 13 despite 14 As 15 has 16 the

Part 3

17 appearance 18 height 19 massive 20 storage 21 impossible
22 unexpectedly 23 belief 24 surprising

Part 4

25 LET me | go shopping on
26 wouldn't/would not | HAVE been
27 cost | as/so MUCH as
28 RATHER you | didn't/did not
29 MAY not | have got/received/seen
30 better guitarist | THAN anyone/anybody/everyone/everybody

Part 5

31 B 32 A 33 C 34 A 35 C 36 D

Part 6

37 D 38 A 39 F 40 G 41 C 42 E

Part 7

43 B 44 D 45 B 46 D 47 C 48 C 49 A 50 B 51 A 52 C

Writing (1 hour 20 minutes)

Candidates' responses are marked using the assessment scale on page 108.

Listening (approximately 40 minutes)*Part 1*

1 C 2 A 3 A 4 C 5 B 6 B 7 B 8 A

Part 2

9 diving 10 imagination 11 (heavy) rain 12 personality/personalities 13 fans
 14 (running) track 15 (the) humour/humor 16 light 17 travel/traveling/travelling
 18 Parkhead / Park Head (Stadium) (in Scotland)

Part 3

19 G 20 H 21 E 22 A 23 C

Part 4

24 B 25 C 26 C 27 A 28 B 29 A 30 C

Transcript

This is the Cambridge English: First for Schools Listening Test. Test Six.

I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound:

tone

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

[pause]

Now open your question paper and look at Part One.

[pause]

PART 1

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

Question 1

You hear two friends talking about a boy who's just completed a trek to the South Pole.

[pause]

tone

Girl: Did you hear about that boy who's just trekked to the South Pole?

Boy: Yeah, I'd really be up for having a challenge like that myself one day.

Girl: He must be incredibly fit.

Boy: Well, mentally determined anyway. I mean, he reached the South Pole – and the next week he was back at his desk in school. You'd have thought he'd have taken a few days off.

Girl: Well, he probably missed all his mates after spending so long on his own.

Boy: He'd have kept in touch with them by phone. So it wouldn't have been too bad.

Girl: It's a wonderful achievement – I'd be keen to try it!

[pause]

tone

[The recording is repeated.]

[pause]

Question 2

You hear a news item about the penguins at Edinburgh Zoo in Scotland.

[pause]

tone

Reporter: It's over one hundred years since penguins were first seen in the Northern Hemisphere. On the twenty-fifth of January nineteen fourteen, Edinburgh Zoo in Scotland accepted a donation of six penguins from the Salvesen shipping company. The four King penguins, one Gentoo and one Macaroni penguin made the long journey from South Georgia to Scotland aboard a ship called the Coronda.

Only five years later, Edinburgh Zoo successfully hatched a King penguin chick, the first to be bred in the Northern Hemisphere, and therefore very popular with visitors.

The anniversary of this penguin's birth ties in with Penguin Awareness Week in which Edinburgh Zoo is organising online webinars and other events dedicated to these fascinating birds.

[pause]

tone

[The recording is repeated.]

[pause]

Question 3

You hear two friends talking about celebrating Chinese New Year.

[pause]

tone

Boy: It was Chinese New Year yesterday.

Girl: I know. I spent the day with a Chinese family and we went to a parade in the morning. A friend of mine was in it – it was really spectacular!

Boy: Did you eat special Chinese food?

Girl: Yes, we went to her home afterwards and in the evening her mum made a fabulous Chinese meal. I was hungry because we'd spent all afternoon cleaning their flat and decorating it. Apparently that's traditional at New Year.

Boy: Sounds like hard work!

Girl: Well, actually we chatted and had a good laugh while we were doing it, and that part of the day is what's really stuck in my mind.

[pause]

tone

[The recording is repeated.]

[pause]

Question 4

You hear a radio report about a teenager who won a science competition.

[pause]

tone

Reporter: Miriam Blackie has just won first prize in a national schools' science competition. Miriam had always known she wanted to do something to benefit other people. When she was younger, she dreamt of becoming a famous singer. But over time, that dream changed. At high school she became fascinated by psychology. She was especially keen to study how technology influences the way people act. Miriam, who's blind, relies on technology in her own life, but her research was driven by a curiosity about how technology influences the way people act around each other. In particular she wanted to do research into why people are so attached to their mobile phones.

[pause]

tone

[The recording is repeated.]

[pause]

Question 5 You hear a woman talking about growing up as a junior chess champion.

[pause]

tone

Woman: I grew up in a very special atmosphere. Everything was about chess. My parents thought that nobody's born a chess genius, you just have to keep working at it. They were both brilliant teachers and could motivate me to keep improving. I was focussed on chess, but it didn't feel like an obligation or anything. I wasn't the going out type, so it wasn't as if I was missing out on seeing friends. I went around the world playing chess. The long flights were really tiring and I could never relax properly in hotels. So, even though I was with my parents, all that got me down really.

[pause]

tone

[The recording is repeated.]

[pause]

Question 6 You hear two teenagers talking about a television drama.

[pause]

tone

Girl: Did you see that detective series last night? I can't see why everyone's raving about it, and I didn't think the humour worked well in a drama.

Boy: You needed some more light-hearted bits, I thought, because it was tense in places, wasn't it?

Girl: Yeah, and it went so fast. There was so much happening, I couldn't take it all in.

Boy: It's like they were trying to cram in all those high-speed chases and stuff, and they didn't give you time to get your head round what was going on.

Girl: At the end there seemed to be lots of unanswered questions. I'm not sure I'd figure it out even if I watched it again.

[pause]

tone

[The recording is repeated.]

[pause]

Question 7 You hear a boy talking about manga comic books.

[pause]

tone

Boy: I've always loved reading manga comic books. The characters can be a bit over the top and extreme sometimes, but I think that's what people find so appealing about them. The stories are well written, even if they are a bit unrealistic and over the top. And you can't help but notice how different the artwork is from your normal comics; it really stands out from the others in the way it's drawn, though I guess if you're not into huge eyes and hair that's every colour of the rainbow, then manga comic books might not be for you. It all comes down to personal taste in the end.

[pause]

tone

[The recording is repeated.]

[pause]

Question 8 You hear two students talking about a visit to a gym.

[pause]

tone

Boy: What did you think about the gym then? There were some fit people there and it was embarrassing when we couldn't keep up with them.

Girl: You should just ignore them. They're only showing off. I wouldn't want to join that gym, though. The stuff they've got there is quite advanced.

Boy: I must admit I was looking at it and thinking: 'What are you supposed to do on that?' It was probably for people with more experience.

Girl: The atmosphere was fun, wasn't it? The music they were playing made you work harder.

Boy: Background music's a great idea – I'm not sure about their choice, though.

[pause]

tone

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

[pause]

PART 2

You'll hear a talk by a man called Luke Harris who is a sports photographer. For questions 9–18, complete the sentences with a word or short phrase.

You now have forty-five seconds to look at Part Two.

[pause]

tone

Luke: My name's Luke Harris and I'm going to talk about my work as a sports photographer. I've always been a sports fan – once I even took part in a national golf tournament. And I also used to go and watch big tennis matches. One day, a friend invited me to a diving event at my local pool and I noticed someone taking pictures of it. I thought how cool it'd be to do a job like that.

I got lucky because I was introduced to a professional photographer and asked him how he'd managed to do so well. He said that, of course, you need good equipment, though that's not the key thing. There are so many similar photos out there and imagination is what's required to make yours stand out. And he said I shouldn't worry too much about my experience or lack of it. If your pictures are good enough, you can still achieve a lot.

I got a job with my local newspaper when I was only twenty-one and had to cover a local football team. My first day wasn't easy. I'd heard that there wasn't much shelter at the ground and that the wind could make photography difficult. The problem was more the rain, though, which was heavy and affected all my shots. Now, I've got used to working in any conditions, even snow. You can always get a good photo if you try.

Sometimes I have to cover sports I'm not interested in and don't know much about, but you do need to know the rules of the game – you can't turn up unprepared. And discovering something about the personalities in the sport is crucial. They're often larger than life and can be key to understanding the appeal of a sport. And it can often help to look into the history of the sport too.

Of course, I have to concentrate on photographing the players, but there are plenty of other people that matter. My pictures of the fans have come in for a lot of attention. Getting a shot of their reactions to what's happening is so rewarding. I have colleagues who choose to zoom in on the coaches and are only satisfied when they get good close-up shots.

I have to think carefully about where to take the photo from. In football matches, photographers often want to be behind the goal, but everyone's getting the same pictures, so my best images aren't always taken from there. Twelve months back, at a major athletics event, I tried standing alongside the running track, rather than behind the finishing line, which I usually do. I saw so much, and got a picture that I think is more impressive than anything else I took around that time.

Sport's full of drama, so I don't think most photographers have any problems getting that across. The emotion in people's faces is incredible and it doesn't take much to capture that. Sport's often a serious business, though, and it's good to find the humour in it where you can – that's a challenge, though not impossible.

When you're inexperienced, lots can go wrong. The focus might not be right and there can be all sorts of problems with the lens. That can ruin a shot. Generally, I don't get too concerned about the light. You can produce great images, even when it's dull and overcast.

People always ask if there's anything I don't like about the job. I think they imagine the pressure's difficult to deal with: having to work fast or missing important moments. The travel I'm not so keen on because it gets quite tiring. Some people say the competition with other photographers must be tough, but I don't think about that.

Photographers are lucky people. It's hard not to be carried away by the atmosphere inside the stadiums I go to, places like The Valley in London. They all have their special character. I get a real buzz from going to one stadium in Scotland. It's called Parkhead. It's huge and they do everything there – even pop concerts!

[pause]

Now you'll hear Part Two again.

[Teacher, repeat the track now.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You'll hear five short extracts in which teenagers are talking about learning geography. For questions 19–23, choose from the list (A–H) what each speaker says about the experience. Use the letters only once. There are three extra letters which you do not need to use.

You now have thirty seconds to look at Part Three.

[pause]

tone

Speaker 1

[pause]

Girl: Geography's my favourite subject. This year, we've started looking into how people's lives are affected by the geographical features of the places where they live. I find that fascinating. I'd always enjoyed learning about the geography of different continents, but I'd never really thought about the human implications before. I'm thinking of going on a study camp next summer with some friends to find out more about this and do some geography fieldwork in the open air – I think that'll be fun. My cousin went to one a few years ago where they collected all sorts of meteorological data in the mountains – he said he'd really recommend it.

[pause]

Speaker 2

[pause]

Boy: We've had several different geography teachers at my school and they've all been good. That's probably why I like it so much. We do all sorts of different things. Last year, we looked at the lifestyles of people living in extreme conditions, like in a desert or in the Arctic. Then we went on to look at different weather patterns. We're doing mountains in class now and we even got to go and examine some different vegetation during a field trip, which was special. Me and my friends really got into that and it'd be great to do it again. My brother's studying geography at university and I might do the same, I guess.

[pause]

Speaker 3

[pause]

Girl: I've always been keen on geography lessons at school and it used to be my absolute favourite subject – but now I'm beginning to find physics a lot more interesting. But I really did get involved in the work we did in geography on making maps and understanding them. My friends and I all love getting out on our bikes, and whenever we have the time, we go cycling in the countryside – and being good at reading maps has made a big difference to us. I don't think our parents would let us head off on our own if they weren't sure we could find our way round.

[pause]

Speaker 4

[pause]

Boy: My dad's a geography teacher at another school, so I often ask him to tell me more about stuff we've been doing in class – for example, we've just been finding out about how volcanoes work and he's helped me loads with that. People imagine that's why it's my favourite subject, but he didn't use to talk much about it when I was little cos he says he didn't want to put me off. We have two lessons a week, which suits me better cos we only had classes once a week last year. Mind you, I was happy enough at the time, being as I wasn't so keen on geography then.

[pause]

Speaker 5

[pause]

Girl: Me and my friends all love geography – though not really for the same reasons. At one time, I was really into learning about how different countries developed, but now I'm more into stuff like how the ice age or volcanoes have totally changed the way the earth looks. It makes it really exciting when you start to understand why mountains and rivers look the way they are. Soon I'm going climbing with my dad and I'm hoping to find out more about this sort of thing. So geography lessons are definitely the best classes of the week for me – that's not to say there aren't other classes I like too, though.

[pause]

Now you'll hear Part Three again.

[Teacher, repeat the track now.]

[pause]

That's the end of Part Three.

Now turn to Part Four.

[pause]

PART 4

You'll hear an interview with a young songwriter called Liz Stewart, in which she answers questions sent in by her fans. For questions 24–30, choose the best answer (A, B or C).

You now have one minute to look at Part Four.

[pause]

tone

Interviewer: My guest today is the young singer and songwriter, Liz Stewart, who's here to answer the questions you've sent in to her. First, a text from David asking how you got into music, Liz.

Liz: I picked up a guitar when I was six and that was that. My father had links with the music business, and he even introduced me to a few artists. It was amazing to have that opportunity. Not that he pushed me to become a singer. He knew how tough being a musician is. I was really shy and so the thought of performing on stage put me off.

Interviewer: Jackie wants to know about what sort of music you liked when you were younger.

Liz: Well, my parents were big jazz fans, so I heard a lot of that when I was growing up – I didn't take to it, though. As a kid, I loved pop music on TV, like all my friends, even though my parents didn't approve! Then, in my teens, the music I got into was a reaction against what my classmates liked. I wasn't very interested in fitting in, you see.

Interviewer: Antonio asks where you get your ideas for songs.

Liz: People say my songs are quite sad, which must mean I've had a terrible life, but that's not the case. I've obviously gone through similar things to other people my age. I get inspiration from real life stories I've seen on the news or read in a magazine somewhere, but I change the details. I have a good imagination and like my songs to tell a story – they're full of emotions too, which I hope my teenage audience recognises and shares with me.

Interviewer: Sophie wants to know how you go about writing a song.

Liz: Well, I usually write alone in my room and only ask friends what they think when the song's finally released. I know it might help to discuss things when I'm writing – I find that hard though. So I can sit for days without getting anywhere. That's just how it is – I don't let it get to me. When a song's ready to be written, it comes. You'd think that once it was done, I'd want to go back and edit it thoroughly, but I tend not to do that, and it's never been a problem.

Interviewer: Paul asks how you felt about winning an award at that big ceremony you attended recently.

Liz: Well, I had to be persuaded to go actually, because ceremonies aren't my thing. I didn't expect to win because I was up against some big names and they'd obviously got tons more support than I had – some of them didn't even know who I was. It was embarrassing that I hadn't written a speech and was only able to mumble a few words. I think maybe I won partly because I write my own songs and I was being given some recognition for that.

Interviewer: Carole asks if it's true you're working on a book about song writing.

Liz: Yes, it is. Writing a book is more time consuming than composing a song, though – so I'm determined not to let it get in the way of my song writing. Of course, many books have been written on the subject, so it's been a challenge to make it different from them. I'm doing it by sharing my personal experiences, although it's true that a book based on my experience and emotions might say more about me than I'm comfortable with.

Interviewer: Finally, my question is: Do you want to change anything in your life to make it easier to get on with your writing?

Liz: I work hard and have a very regular routine. I sit around a lot in front of the computer, but go out running as often as I can – it puts me in the right frame of mind to work. I seem to work better in the peace and quiet of the countryside, so at some point I fancy settling there, though my friends probably wouldn't let me. We go out a lot together in the evenings and I'd miss that!

[pause]

Now you'll hear Part Four again.

[Teacher, repeat the track now.]

[pause]

That's the end of Part Four.

There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is one minute left, so that you are sure to finish in time.

[Teacher, pause the recording here for five minutes. Remind students when they have one minute left.]

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Test 7 Key

Reading and Use of English (1 hour 15 minutes)

Part 1

1 D 2 A 3 C 4 D 5 A 6 B 7 C 8 B

Part 2

9 why 10 with 11 come 12 for 13 is 14 what
15 something 16 give

Part 3

17 length 18 artistic 19 spectacular 20 impressive 21 appearance
22 Unsurprisingly 23 inspiration 24 enthusiastic

Part 4

25 the FACT | that it was
26 no POINT | (in) going
27 didn't/did not/couldn't/could not HIDE | her excitement
28 it's/it has | RUN out of
29 can't PUT up | with
30 FAR as | I am/I'm concerned

Part 5

31 B 32 A 33 B 34 A 35 D 36 C

Part 6

37 C 38 A 39 G 40 F 41 D 42 E

Part 7

43 B 44 D 45 C 46 A 47 B 48 D 49 A 50 C 51 B 52 A

Writing (1 hour 20 minutes)

Candidates' responses are marked using the assessment scale on page 108.

Listening (approximately 40 minutes)*Part 1*

1 A 2 C 3 B 4 B 5 B 6 B 7 C 8 A

Part 2

- 9 (computer/video) games
- 10 Wake up
- 11 newspapers
- 12 time
- 13 editor
- 14 (a) born leader
- 15 partner
- 16 teaching/teacher(s) assistant (in an IT class)
- 17 politics
- 18 ((a) good) imagination

Part 3

19 E 20 F 21 H 22 A 23 C

Part 4

24 A 25 C 26 B 27 C 28 A 29 B 30 C

Transcript

This is the Cambridge English: First for Schools Listening Test. Test Seven.

I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece, you'll hear this sound:

tone

You'll hear each piece twice.

Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

[pause]

Now open your question paper and look at Part One.

[pause]

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

Question 1 *You hear two friends talking about a TV series called Teenage Cooks.*

[pause]

tone

Girl: Did you see the final episode of *Teenage Cooks*?

Boy: Yeah. I've never seen anything like those seafood dishes they made.

Girl: Me neither. Apparently, they're Malaysian specialities. It all looked really professional too, especially when you remember how terrible their food at the start of the series was. They were being trained by a top chef, though. It can't be that hard to cook a few prawns with some rice.

Boy: But those guys were only thirteen years old.

Girl: True. They made the most of their opportunities too. I don't know how they stayed so positive actually – you know, always looking so cheerful. I'd hate to spend hours on end in a kitchen myself.

[pause]

tone

[The recording is repeated.]

[pause]

Question 2 *You hear a girl talking about a school sports day when students compete against each other.*

[pause]

tone

Girl: Sports day last year was an afternoon off from normal lessons watching the school's best athletes do their thing and try to win the prizes. It was great seeing all the teachers and students chill out after the stress of another hard term. I'm not particularly sporty, so I didn't have the chance to take part – I wasn't picked to run, which was no surprise and didn't really bother me. You were supposed to cheer for your team, but me and my friends didn't care that much who won, and you didn't get the feeling that anyone was putting in much effort, which didn't go down too well with the teachers.

[pause]

tone

[The recording is repeated.]

[pause]

Question 3 You hear two friends talking about a film they have just watched.

[pause]

tone

Boy: How did you find the film? I saw you covering your eyes in the scary bits.

Girl: Yeah, there were times when I just couldn't look. I didn't miss much though.

Boy: That's good cos if you'd looked away for too long, you wouldn't have understood what was going on. I didn't think it was too frightening, but it was sometimes hard to follow.

Girl: Well, we'd done that period in history at school, so I knew the background to it.

Boy: You couldn't complain about the acting, especially those two kids.

Girl: Hard to believe they're only thirteen. They certainly held their own with the adult stars.

Boy: But I still wouldn't want to see it again.

[pause]

tone

[The recording is repeated.]

[pause]

Question 4 You hear a teacher talking to her students about some stories they have written.

[pause]

tone

Teacher: I've now been through your stories. You all stuck to the basic plot I gave you – a girl moves to a new school where everything's strange and different from what she's used to, and we find out how she deals with it. You described the challenges someone like that would face very well, and what you had the girl and other people saying to each other was particularly convincing – that's how people actually speak. I did feel you could've included more details about the personalities of certain people, to help the reader imagine what they look like and how they behave. But, on the whole, you did a great job.

[pause]

tone

[The recording is repeated.]

[pause]

Question 5 You hear two friends talking about a man who gave a talk at their school.

[pause]

tone

Boy: What did you think of our visiting speaker then? The way he got across some very difficult stuff was great, and the visuals he used were helpful, I thought.

Girl: I know what you mean – not sure I got my head round absolutely everything he said, though. But I thought the last speaker we had was really rather boring, so I was surprised this one kept my attention for the full hour.

Boy: Mm, I didn't think he'd manage to keep me listening like that. He's coming again next term to do the subject in more detail, which'll be good.

Girl: I think that might've been quite enough detail for me, actually!

[pause]

tone

[The recording is repeated.]

[pause]

Question 6 You hear a girl talking about studying environmental studies as a school subject.

[pause]

tone

Girl: I had to do a class on environmental studies last term. I really wanted to do more physics or chemistry, and I thought studying the environment didn't count as real science somehow. I'm happy to say it was more challenging than I expected though, and I've changed my mind. It's helped me understand chemistry and biology better. It's given me the big picture and it's made it easier for me to understand what's happening in the world. I've realised that every day I'm making decisions that can help or hurt the environment, like picking up litter or turning off the lights when you leave a room.

[pause]

tone

[The recording is repeated.]

[pause]

Question 7 You hear two friends talking about attending an event called 'World Sleep Day'.

[pause]

tone

Girl: Did you enjoy World Sleep Day?

Boy: Well, apart from those students who kept talking about how much sport they do, yeah, I did.

Girl: I know what you mean. The day was meant to be about sleep, not doing loads of exercise to make you exhausted. But there was interesting information about how much sleep different people should get, and how lack of it can affect you.

Boy: Well, thinking about it, lots of that stuff's fairly obvious, though it's worth being reminded of it. Like, as teenagers we need nine hours' sleep a night to function well.

Girl: Yeah. I'm going to go to bed an hour earlier from now on.

[pause]

tone

[The recording is repeated.]

[pause]

Question 8

You hear a man talking about forming a partnership with a friend to make music.

[pause]

tone

Man: I first heard Janie singing in an all-girl band at school and I was singing on my own at the time. Her voice really stood out for me. You just don't hear many singers like that. But I didn't realise until later how great she really is.

Anyway, we were just good friends to begin with, and we were earning a bit of money at weekends singing with different support bands, each of us trying to make it individually, but without much success. But then it occurred to us that we should get together, just the two of us, and we haven't looked back. It works brilliantly!

[pause]

tone

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

[pause]

PART 2

You'll hear an interview with a successful teenage businessman called Phil Sandwell who is talking about setting up a business while continuing with his studies. For questions 9–18, complete the sentences with a word or short phrase.

You now have forty-five seconds to look at Part Two.

[pause]

tone

Phil: Hi! I'm Phil Sandwell and I was just twelve years old when I started my first business. At that time, there were plenty of websites giving information about almost anything anyone wanted to know, but I set up a website where people could play games and not pay anything. There were virtually no websites doing that at the time – it was a really new thing back then – I charged twelve pounds for each ad on the site and that's how I made money.

So my first business, which I called Fun Factory, really took off and became well known. And at the age of seventeen I got the opportunity to be on a radio show for teenagers called 'Wake Up'. It featured current affairs and things of interest to young people. I had a ten-minute slot giving advice on starting your own business. Unfortunately, the programme was axed after about a year, but I've included lots of the advice I gave in a book I've just finished writing for young people interested in going into business.

In the book, I give advice about how to get young people to buy stuff. I mean, if you want to sell things to other teenagers, you've got to know how and where to advertise. For example, teenagers look at lots of magazines but don't bother with newspapers so much, so there's no point advertising there! Actually, the cheapest thing to do is produce well-designed leaflets.

Some people think that my book's based on what I've done in my life, but that wouldn't have been too successful because I don't have enough business experience yet. I did some research into what was important for wannabe teenage business people. And one thing that kept coming up was that finding time was their greatest concern rather than finding the money or ideas, which surprised me a bit.

Of course, trying to get a book published isn't easy. But I had an editor who was willing to check my book for free – my mum. And the designer of the front cover was my dad. Then I found a small publisher who thought the book would be a success and was willing to give it a try.

I've had various write-ups in the press – some people think what I do is boring, but others are more interested. One business mag recently said something that made me laugh. They called me a 'born leader'! Anyway, that's better than being called a 'sad loser', as somebody in a chat show once described me, rather unkindly!

But you can't always be successful. I mean, two years ago I started a business with a partner, selling software. We ran out of funds and it looked as if it wasn't going to survive, but we produced a decent business plan, and my

bank gave us a loan. We were successful for a while, but then we had to sell up because we were having too many disagreements.

So at the moment, I'm studying business at college. But I'm also a teaching assistant in an IT class at a local high school, which is great, and because it's only part time, I have no problem fitting it in with college work. A friend also offered me work as a business advisor in a small company he'd set up, but it would've been too much for me to take on.

I don't know what I'll do in the future. I'd like to try something different, though, in the area of politics rather than finance or writing. I know I'm good at persuading people to do things, so who knows, it might be my sort of thing.

What I've learned is that business people should have determination and lots of common sense, but having a good imagination, that's the one thing you just can't do without. You've also got to try to be flexible, of course, and be willing to take the rough with the smooth. Oh, and a sense of humour also helps!

[pause]

Now you'll hear Part Two again.

[Teacher, repeat the track now.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You'll hear five short extracts in which teenagers are talking about doing an art project at school. For questions 19–23, choose from the list (A–H) how each speaker felt about the art project. Use the letters only once. There are three extra letters which you do not need to use.

You now have thirty seconds to look at Part Three.

[pause]

tone

Speaker 1

[pause]

Girl: Last term, my art teacher had us designing posters for school events. My group wanted to do the sports day poster, but our teacher decided another group should do it, so we designed the school play poster instead. The idea was that it should persuade people to go and see the play, and it seemed to have worked – various people said they wouldn't have gone if they hadn't seen the poster. It's funny because we had endless discussions about whether it should show characters from the play or be more abstract.

We finally went for my idea, the abstract design, which upset some of the group, but they ended up admitting they'd been wrong.

[pause]

Speaker 2

[pause]

Boy: Our art teacher got us making face masks, with a technique called papier mâché. We tore up newspapers and mixed them up with sticky paste. Then we made different shaped masks with the mixture, and when it had hardened, we decorated it. Me and my friends didn't know what to do at first, especially cos our teacher didn't do a lot to help us. Once we got going, though, it was good fun. We even planned to make a whole set of masks, but then we thought we should concentrate on just one of them. It would've been nice to produce a few more – we had enough materials – but our teacher said we'd do something similar next term.

[pause]

Speaker 3

[pause]

Girl: The art project we did was to make sort of sculptures and other stuff using recycled materials. My group made two statues out of a couple of large plastic bottles, some old clothes and various other things that we fixed onto the bottles. We had a great laugh doing it and I was amazed that our teacher loved the sculptures so much. But some people in the class said things like: 'That's not proper art.' Comments like that get on my nerves. Maybe our figures weren't as good as they could've been, but they were OK, especially as we only had two lessons to do them in.

[pause]

Speaker 4

[pause]

Boy: My art teacher organised a class competition to design a logo for an imaginary company that makes sports clothes. Working in groups, we had to design the logo and present it to the class. Everyone in my group enjoys arguing – we're strong personalities – and it took us ages to agree on what our design should be. Going through the process, it became obvious how hard it must be for professionals to have ideas that are both original and effective. I hadn't realised that before. We thought the design we eventually came up with was pretty good actually, but it didn't win, which was such a pity because we really wanted it to.

[pause]

Speaker 5

[pause]

Girl: Our teacher gave us a choice of projects. Me and two friends opted to paint a group portrait. We thought it'd be fun, but after a while, we realised we weren't getting anywhere. Our first sketches looked ridiculous and other students in the class weren't exactly kind about them. So, then our teacher gave us some advice about what to focus on. The final picture wasn't exactly what we'd hoped for, but it was an improvement on our early efforts, and a lot of that was down to her. To be honest, the portrait should've been good because all three of us are actually quite good at art.

[pause]

Now you'll hear Part Three again.

[Teacher, repeat the track now.]

[pause]

That's the end of Part Three.

Now turn to Part Four.

[pause]

PART 4

You'll hear an interview with a young magician called Jonny Frame. For questions 24–30, choose the best answer (A, B or C).

You now have one minute to look at Part Four.

[pause]

tone

Interviewer: Today we're talking to the young magician, Jonny Frame. People around the world have seen clips on the internet of Jonny performing his amazing tricks. How did you start doing magic, Jonny?

Jonny: It was when I was about twelve. I was small for my age and, for some reason, it was hard for me to make friends. My granddad, who I was close to, said I needed to make sure I was seen in a different way, and he taught me a couple of cool tricks. I did them over and over again with my two sisters, then tried them out at school. They worked brilliantly. Suddenly everyone there wanted to know me, and I saw what magic could do for me.

Interviewer: Interesting. Where do the tricks you do nowadays come from?

Jonny: I read a lot about great magicians from the past and some tricks I do have been around for ages. Some of my act is nothing like what anyone else does, though. It's inspired by what I see in certain movies – like when things suddenly disappear and you don't know how. I rehearse with a couple of friends, and their reactions tell me whether something's going to work.

Interviewer: Do you spend lots of time practising your tricks?

Jonny: Yes. Anyone who's ever tried magic will appreciate how long it takes to get a trick right. You have to be very disciplined and that's not something everybody would enjoy. If you've seen my videos, you'll know my act looks natural and improvised. I usually perform in public places – like shopping centres – and I keep my act short and move around a lot, so actually I only need to be really good at a limited number of illusions – but most people probably wouldn't realise that.

Interviewer: What are your typical audiences like?

Jonny: I'm only twenty-three, so I'm often called a young person's magician. In fact, I have lots of younger fans, and it's them I mainly interact with on social media – they ask me where I'll be performing and even stuff like where I live and what I do in my free time. But I've always appealed to different ages. What I've noticed though is that, as I get more exposure, expectations rise – people want better tricks than anything they've seen before.

Interviewer: Do other magicians watch you perform?

Jonny: Yes, online and live. I realise it's a type of compliment, but I get very worried about what the top guys might think. I've got a long way to go before my magic's up to their standards. But they all make comments to me afterwards, like: 'That was original, I'd love to know how you did it'. They're probably exaggerating, but it's nice of them.

Interviewer: What would you be doing if you hadn't become a professional magician?

Jonny: I don't know. Even though I tried hard at school, I found most subjects, except art, really difficult. When I finished, there weren't many opportunities open to me, but I loved doing magic. I entered a TV talent show and got through a couple of rounds, but didn't get chosen for the final, which was very disappointing. But I didn't consider any other careers. I just spent loads of time at home developing my tricks and working out how to make a living from it – which was probably a mistake because it would've done me good to experience other things.

Interviewer: Could you offer other young magicians any advice?

Jonny: Well, I imagine most people realise it's not easy to do magic professionally – I've been lucky. But it's great, even if it's just a hobby, and what I've come to realise is that magicians vary greatly. Personally, I needed to work out what distinguished me from others, and how to show that, and I think that's what all magicians should try and do. Some are great performers – and they've often done drama courses to help them. Others might be really good at the technical side and they'll use the latest gadgets in their tricks.

Interviewer: OK Jonny. Thanks very much. It's been fascinating ... [fade]

[pause]

Now you'll hear Part Four again.

[Teacher, repeat the track now.]

[pause]

That's the end of Part Four.

There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is one minute left, so that you are sure to finish in time.

[Teacher, pause the recording here for five minutes. Remind students when they have one minute left.]

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.

Test 8 Key

Reading and Use of English (1 hour 15 minutes)

Part 1

1 A 2 C 3 A 4 B 5 D 6 A 7 C 8 D

Part 2

9 known 10 made 11 less 12 much 13 Being 14 for/over
15 the 16 up

Part 3

17 daily 18 enable 19 accuracy 20 arrival 21 combination
22 measurements 23 unpredictable 24 certainty

Part 4

25 is SAID | to be
26 idea WHOSE | pen it/this
27 REFUSED | to allow/permit
28 too | far AWAY
29 had/'d BETTER | buy
30 ATTRACT your | attention

Part 5

31 C 32 C 33 A 34 D 35 B 36 D

Part 6

37 B 38 F 39 G 40 C 41 E 42 A

Part 7

43 B 44 C 45 A 46 D 47 C 48 B 49 A 50 B 51 D 52 C

Writing (1 hour 20 minutes)

Candidates' responses are marked using the assessment scale on page 108.

Listening (approximately 40 minutes)*Part 1*

1 B 2 A 3 B 4 B 5 C 6 A 7 B 8 C

*Part 2*9 coal 10 art 11 landscape 12 weight 13 wind 14 (airline) pilots
15 painful 16 brake(s) 17 (sudden) drop 18 (water) tunnel*Part 3*

19 G 20 D 21 F 22 H 23 B

Part 4

24 C 25 A 26 C 27 A 28 B 29 B 30 A

Transcript*This is the Cambridge English: First for Schools Listening Test. Test Eight.**I'm going to give you the instructions for this test. I'll introduce each part of the test and give you time to look at the questions. At the start of each piece you'll hear this sound:*

tone

*You'll hear each piece twice.**Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.**There will now be a pause. Please ask any questions now, because you must not speak during the test.*

[pause]

Now open your question paper and look at Part One.

[pause]

PART 1*You'll hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).**Question 1**You hear a science teacher telling her class about this week's lessons on the subject of food.*

[pause]

tone

Teacher: Our science lessons this week are all about food. Today we're going to find how many calories there are in the foods I've brought in, using this calorimeter. It's a piece of equipment for measuring calorie content, which is used by the food industry. It looks complicated, but it's quite straightforward to use. What I want you to do is simply note down what you think the calorie content of each food is, and afterwards you can see how far out you were. We'll be doing something we'd try to avoid when we're cooking – burning the food! Then, using the calorimeter to measure the heat released, we'll find the food's calorific value.

[pause]

tone

[The recording is repeated.]

[pause]

Question 2 *You hear a boy talking about his new basketball coach.*

[pause]

tone

Boy: The new coach has really shaken things up. Actually he's dropped a couple of players, and he didn't seem at all bothered about their feelings. But they were guys who weren't doing well, so fair enough. We have more training sessions now, although some of the players say they haven't really got the time. He's even introduced the idea of practising basic skills at home. I think I need all that to be honest. I reckon he's not picking up on the little things we're doing wrong though, which he should be noticing. It's because he's got too many in the squad, so it's hard for him to manage the training sessions.

[pause]

tone

[The recording is repeated.]

[pause]

Question 3 *You hear a girl talking about teaching herself to draw.*

[pause]

tone

Girl: I've always loved drawing and making sketches, but I wasn't much good. I used to practise for hours and felt bad if I didn't do something every day. It took up more and more of my time and, in the end, I realised I was just drawing without thinking about what my weaknesses were. So, I focused on what were for me the challenging aspects of drawing, instead of just drawing without any particular purpose. And I started getting somewhere. I've read books too, and I'm sure studying what the experts say is useful.

It was quite technical stuff though and I just needed a different way.

[pause]

tone

[The recording is repeated.]

[pause]

Question 4

You hear a news item on the radio about an annual event at London Zoo.

[pause]

tone

Reporter: Almost seventeen thousand animals of all shapes and sizes have been put on the scales at London Zoo for the annual weigh-in. This takes place to ensure that all the animals in the world-famous zoo – from the heaviest giraffe to the lightest snail – are of a healthy weight. But getting some of the animals to co-operate requires quite a bit of manpower and planning. It is far from straightforward to get silverback gorillas and crocodiles to wait patiently while experts attempt to take an accurate reading. Although visitors would undoubtedly welcome the opportunity to observe the weigh-ins, the process is too complex for this to be practical.

[pause]

tone

[The recording is repeated.]

[pause]

Question 5

You hear a boy talking about a music blog he has started.

[pause]

tone

Boy: When I started my music blog, I knew I had plenty to say. People talk about how hard it is to be inspired and get fresh and different ideas for entries, but I didn't struggle too much with that. I wasn't expecting to feel I had to update the blog every few days, though, even when I was busy at school – that was tough. But it's useful having feedback and reading comments from people, even if they're criticising what I'm doing. And people often try to come up with ideas for other music I could feature or suggest changes, but I haven't got round to doing anything about those ideas yet.

[pause]

tone

[The recording is repeated.]

[pause]

Question 6 You hear two friends talking about a trip to a studio where a famous film was made.

[pause]

tone

Boy: Good trip to the studio, wasn't it? Great to see where it all happened. It really brought the book to life for me.

Girl: I wish I could say the same – after reading the reviews about the place, I'd expected something more spectacular – there was enough to stop me getting bored, though.

Boy: The costumes department was great – and the masks on display were so imaginative – more realistic than I thought they'd be. They must've helped the actors to get into character.

Girl: And I suppose even people who didn't know much about the actual film would have appreciated going.

Boy: Well, the place has a broad enough appeal to attract anyone, really.

[pause]

tone

[The recording is repeated.]

[pause]

Question 7 You hear a history teacher talking to her students.

[pause]

tone

Teacher: In our last lesson, we looked at the agricultural revolution of the eighteenth century in the UK, which involved new ways of managing farms, new types of crops being grown, and the invention of new farming equipment. All this resulted in an astonishing increase in the amount of food produced, despite a fall in the number of people working in agriculture. Now, we've mentioned the individuals who were thought to be behind these changes. But, as I said, their ideas didn't necessarily have the impact that historians once thought. So remember – studying other possible reasons for this change, social and economic, for example, will make your notes much more reliable.

[pause]

tone

[The recording is repeated.]

[pause]

Question 8 You hear two friends talking about an online science quiz they did.

[pause]

tone

Girl: Did you try that online quiz, Sam?

Sam: About the moon? Yeah and I was full of confidence when I downloaded it. That didn't last long, though. I mean, after all the stuff we'd done in class, I was looking forward to seeing what I could do – I'd expected to do much better. I'm glad I don't have to do it again.

Girl: Well, it was only a bit of fun.

Sam: At least I got the question about the first man on the moon right. There was stuff I'd never come across before, though, like how long a moon day is. Did you know that?

Girl: Yeah, I got that one.

Sam: Right ...

[pause]

tone

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

PART 2

You'll hear a woman called Marianne Greene answering questions about her job as a designer of theme park rides such as roller coasters. For questions 9–18, complete the sentences with a word or short phrase.

You now have forty-five seconds to look at Part Two.

[pause]

tone

Marianne: Hi! I'm Marianne. Now, if you love exciting rides at theme parks, you'll think what I do – designing high-speed rides called roller coasters – is a great job! It is – but it's also hard work! I've got some questions people have emailed me, and here's the first one.

Dan asks what the first roller coasters were like. Well, it's not a new idea, Dan. In Russia, for example, people used to ride on tree trunks down slopes of ice. The first ride that actually charged a fare, though, was in the States and made use of train tracks which had previously been used to transport coal down a mountainside.

Next, Sarah asks what qualifications I have. Well, I studied engineering at university, which included courses in maths and physics. Both these subjects are essential in my job. Having a basic qualification in art has also been valuable – it means I can design things that look beautiful, as well as being functional.

Now, Carrie asks how I start on a new design. Well, there are lots of things to consider, like the client's budget, for example, and choice of materials, but the landscape – you know, whether it's hilly or completely flat – is also a major consideration.

Another thing to think about is what we call the capacity of the roller coaster. Theme park owners normally think more about the number of passengers they can fit in, because that's where their profit comes from! But designers have to think about the weight that the ride will need to carry, as that affects the design.

Paul asks if lots of people are involved in the design process. Yes, Paul, because we need different expertise. Most importantly, though, the ride has to be safe and enjoyable, and luckily my team has people who are experts in all the forces that passengers will experience during the ride, like exposure to wind and also gravity. We aim to reduce those – and if we get it wrong, it might not be a fun ride!

Of course, our designs are all based on years of research, because we have to ensure passenger safety while they're on our rides. We make use of studies that have been done into airline pilots – what kind of pressure their bodies can cope with when flying long distances – and that's supplied us with the majority of the data we have. And studying astronauts has provided us with some useful information about how being in space affects them.

This leads to a question from Peter, who asks what people don't like about our rides. Well, I guess they'd tell us if they were boring, or too tame, because roller coaster fans are thrill-seekers! But they do let us know if they find them painful, which the rides can be if we throw passengers around at speed. Even the most dedicated riders dislike that!

Harry asks about the latest ride I'm working on. Well, it isn't open yet, but there's been lots of interest already! The height and length of this ride is impressive, but possibly not what riders will remember – it will make them feel odd, due to the brakes which are positioned under each of the fifty large carriages. They're unusual because they can stop the train very suddenly.

Jack asks what's the scariest ride I've ever designed. Well, they all have unexpected bends, but one we finished a while back has what's known as a sudden drop. I'm not easily scared, but that did make even me feel a little nervous when I rode it!

And lastly, the 'coaster I've enjoyed the most – a really big one with a huge loop that turned you upside down. Then there was a steep climb, before it went off round a lake, and shot you through a water tunnel – without warning! So the riders got a bit wet, but we agreed that was the best bit!

[pause]

Now you'll hear Part Two again.

[Teacher, repeat the track now.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

[pause]

PART 3

You'll hear five short extracts in which teenagers are talking about being part of a drama group which put on a musical at school. For questions 19–23, choose from the list (A–H) what impressed each speaker about the experience. Use each letter only once. There are three extra letters which you do not need to use.

You now have thirty seconds to look at Part Three.

[pause]

tone

Speaker 1

[pause]

- Girl: I was very excited when I was picked to play Angie in our school musical. The play is called *Our House* and it's about teenagers and family life – something we can relate to, which, I suppose, is why it was chosen. There are some quite good performers and musicians in the school, so you'd have thought the preparation would be quite straightforward, but it wasn't – some of the cast were extremely sensitive about being criticised, for example. That's understandable, but it tended to slow everything down. When it came to performing the show to audiences, they stood up and cheered. I was stunned, to be honest, considering what we'd gone through beforehand.

[pause]

Speaker 2

[pause]

- Boy: It might sound arrogant, but I knew the show would be successful well before we performed it to an audience. *Our House* is a great musical, of course – the songs are so well known, for one thing. But the fact that everyone – the costume designers, the band, the performers – was willing to work and rehearse several evenings a week over a couple of months, when they had loads of other things to do, that made it special for me. We aren't professionals, and not many of us are particularly gifted. I must admit there were fallings out and occasionally people got upset, but the end result showed that if you stick together, things are likely to turn out well.

[pause]

Speaker 3

[pause]

Girl: One good thing about doing a musical is that lots of people in the school can get involved – not just the cast, but musicians like me, stage hands, lighting people and others. Of course, the potential for things to go wrong increases with more people – and, from my involvement in previous school shows, I know performers often aren't afraid to express their feelings and opinions. But everything just clicked from the start. This was mostly because the main singers had such brilliant voices and natural stage presence, I think. I'd be terrified having to sing on my own to a big crowd – luckily I could just sit in the band playing my clarinet.

[pause]

Speaker 4

[pause]

Boy: I don't really have what it takes to perform on stage – I'm too shy for one thing – but I love drama and I had a great time working on the lights and sound effects. The directors, who were our drama teacher assisted by two students, gave us incredibly detailed instructions about the different lights and sounds they wanted at various times during the show. They really had to think ahead and anticipate all sorts of things that could go wrong in order for the technical aspects of the production to work. Everyone was pretty nervous before the first live performance, which is natural I suppose, but it all went very smoothly.

[pause]

Speaker 5

[pause]

Girl: I'm into art and fashion more than musicals, so when I was asked if I'd design the costumes for the cast, the idea really appealed to me. *Our House* is about ordinary life in a modern family, so the performers don't need historical costumes or anything strange, but it was still fascinating to work out what each character should wear. And I did well, judging by feedback from the directors. I thought the three of them did a brilliant job. Whenever anything potentially awkward cropped up, they dealt with it really quickly, and they also handled all the different people involved in the production well – I didn't see any serious arguments, for example.

[pause]

Now you'll hear Part Three again.

[Teacher, repeat the track now.]

[pause]

That's the end of Part Three.

Now turn to Part Four.

[pause]

PART 4

You'll hear an interview with a television presenter called Paul Murphy, who does the commentary on athletics events. For questions 24–30, choose the best answer (A, B or C).

You now have one minute to look at Part Four.

[pause]

tone

Interviewer: When we watch a great 100 metre race on television, part of the excitement comes from the skill of the person describing the action. Well, today we have the athletics commentator Paul Murphy with us. How did you start commentating, Paul?

Paul: It was for a local radio station covering an athletics championships. Their regular commentator dropped out suddenly and they needed a replacement. The producer, who was a friend, asked if I'd have a go. I had nothing else on, so I said yes. You'd think they'd have given me some good guidance – instead they gave me a microphone and a few notes, and told me to get on with it. It was one of those things – I was in the right place at the right time and they must've really liked what I did.

Interviewer: Weren't you a teacher?

Paul: Yes. I taught geography. As I got asked to do more and more commentating, it became increasingly difficult for me to switch between the two – one day trying to keep the attention of a class full of fourteen-year-olds and the next describing athletes in action to thousands of listeners. To commentate well, you can't just turn up and start talking – there's masses of research to do, which you need time for. Just like when you teach actually, so it was something I had experience of.

Interviewer: Last year, you commentated at the world championships. What was that like?

Paul: Wonderful. I saw the world's best ever times in three events, athletes achieving personal bests and some dramatic races. I was commentating on the 1,500 metre final when one of the athletes fell badly, got on her feet again and closed an enormous gap between her and the other runners. That race, the atmosphere – all the people in the stands cheering, and talking to everyone in the studio about it afterwards – that will stay with me forever.

Interviewer: Lots of teenagers listening will be thinking what a brilliant life you have – you know, travelling round the world and appearing on TV. Are they right?

Paul: Well, yes, but not everything's glamorous. In the run-up to a big event you worry things will go wrong, as you can imagine. It's also hard work, more having to deal with different people than the numbers of hours you're actually commentating. If you've never done it, you don't realise what it's like trying to describe the action while your producer's giving you instructions in your headphones, a cameraman's pointing at something, and another commentator's shouting in the seat next to you.

Interviewer: You also get to interview athletes. Do you enjoy that?

Paul: Very much. I had a fascinating interview yesterday with Amy Grant, the sprinter. I remember speaking to her two years ago when she was only sixteen, and I hardly got a word out of her. She's completely different now – it's amazing. She has a new coach and a special fitness programme which pushes her to the very limit. She talked about aiming for medals at the next Olympics, which might seem unlikely, but it's certainly not out of the question.

Interviewer: Are there any young athletes out there who you think will become world beaters?

Paul: It's difficult to say. It can be dangerous to get young athletes doing too much when they're still developing physically – they need time to get over injuries, for instance, or they might have serious trouble in the future. To reach the top, athletes must be single-minded – if they're not prepared to put all other distractions aside, then even having access to brilliant running tracks and stadiums won't get them into the elite. That's my view, anyway.

Interviewer: How about other sports – would you like to commentate on them?

Paul: I've done a bit of football. It's refreshing to have a go at something which doesn't have much to do with athletics. Given the choice, I'd go for cycling, though. Something about it makes it increasingly attractive to more and more people around the world, not just in Europe, but also in Asia and South America, and I'm curious to know why that is. Commentating might give me an insight into that, I think.

Interviewer: Thanks, Paul. Great talking to you!

[pause]

Now you'll hear Part Four again.

[Teacher, repeat the track now.]

[pause]

That's the end of Part Four.

There will now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is one minute left, so that you are sure to finish in time.

[Teacher, pause the recording here for five minutes. Remind students when they have one minute left.]

That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and answer sheets.



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Do not write in this box

SAMPLE

Candidate Name

If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Candidate Signature _____

Centre No.

Candidate No.

Examination Title

Examination

Centre

Details

Supervisor:

If the candidate is ABSENT or has WITHDRAWN shade here ☐

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).

Rub out any answer you wish
to change using an eraser.

Parts 1, 5, 6 and 7:

Mark ONE letter for each
question.

For example, if you think B is the right
answer to the question, mark your
answer sheet like this:

0	A	B	C	D
---	---	---	---	---

Parts 2, 3 and 4:

Write your answer clearly
in CAPITAL LETTERS.

For Parts 2 and 3 write one letter
in each box. For example:

0	E	X	A	M	P	L	E
---	---	---	---	---	---	---	---

Part 1

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D

Part 2

9																9	1	0	u
10																10	1	0	u
11																11	1	0	u
12																12	1	0	u
13																13	1	0	u
14																14	1	0	u
15																15	1	0	u
16																16	1	0	u

Continues over





CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Do not write in this box

SAMPLE

Candidate Name

If not already printed, write name
in CAPITALS and complete the
Candidate No. grid (in pencil).

Candidate Signature _____

Examination Title

Centre

Supervisor:

If the candidate is **ABSENT** or has **WITHDRAWN** shade here ☐

Centre No.

Candidate No.

**Examination
Details**

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB).

Rub out any answer you wish to change using an eraser.

Parts 1, 3 and 4:

Mark **ONE** letter for each question.

For example, if you think **B** is the
right answer to the question, mark
your answer sheet like this:

0	A	B	C
---	---	---	---

Part 2:

Write your answer clearly in CAPITAL LETTERS.

Write one letter or number in each box.
If the answer has more than one word, leave one
box empty between words.

For example:

0	A	N		E	X	A	M	P	L	E		
---	---	---	--	---	---	---	---	---	---	---	--	--

Turn this sheet over to start.

Part 1

1	A	B	C
2	A	B	C
3	A	B	C
4	A	B	C
5	A	B	C
6	A	B	C
7	A	B	C
8	A	B	C

Part 2 (Remember to write in CAPITAL LETTERS or numbers)

Do not write
below here

[illegible]

Part 3

19	A	B	C	D	E	F	G	H
20	A	B	C	D	E	F	G	H
21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H

Part 4

24	<u> </u> A <u> </u>	<u> </u> B <u> </u>	<u> </u> C <u> </u>
25	<u> </u> A <u> </u>	<u> </u> B <u> </u>	<u> </u> C <u> </u>
26	<u> </u> A <u> </u>	<u> </u> B <u> </u>	<u> </u> C <u> </u>
27	<u> </u> A <u> </u>	<u> </u> B <u> </u>	<u> </u> C <u> </u>
28	<u> </u> A <u> </u>	<u> </u> B <u> </u>	<u> </u> C <u> </u>
29	<u> </u> A <u> </u>	<u> </u> B <u> </u>	<u> </u> C <u> </u>
30	<u> </u> A <u> </u>	<u> </u> B <u> </u>	<u> </u> C <u> </u>

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Visual materials for the Speaking test

What are the people enjoying about spending time in the mountains?

5A



5B



Why have the people decided to go shopping in these places?

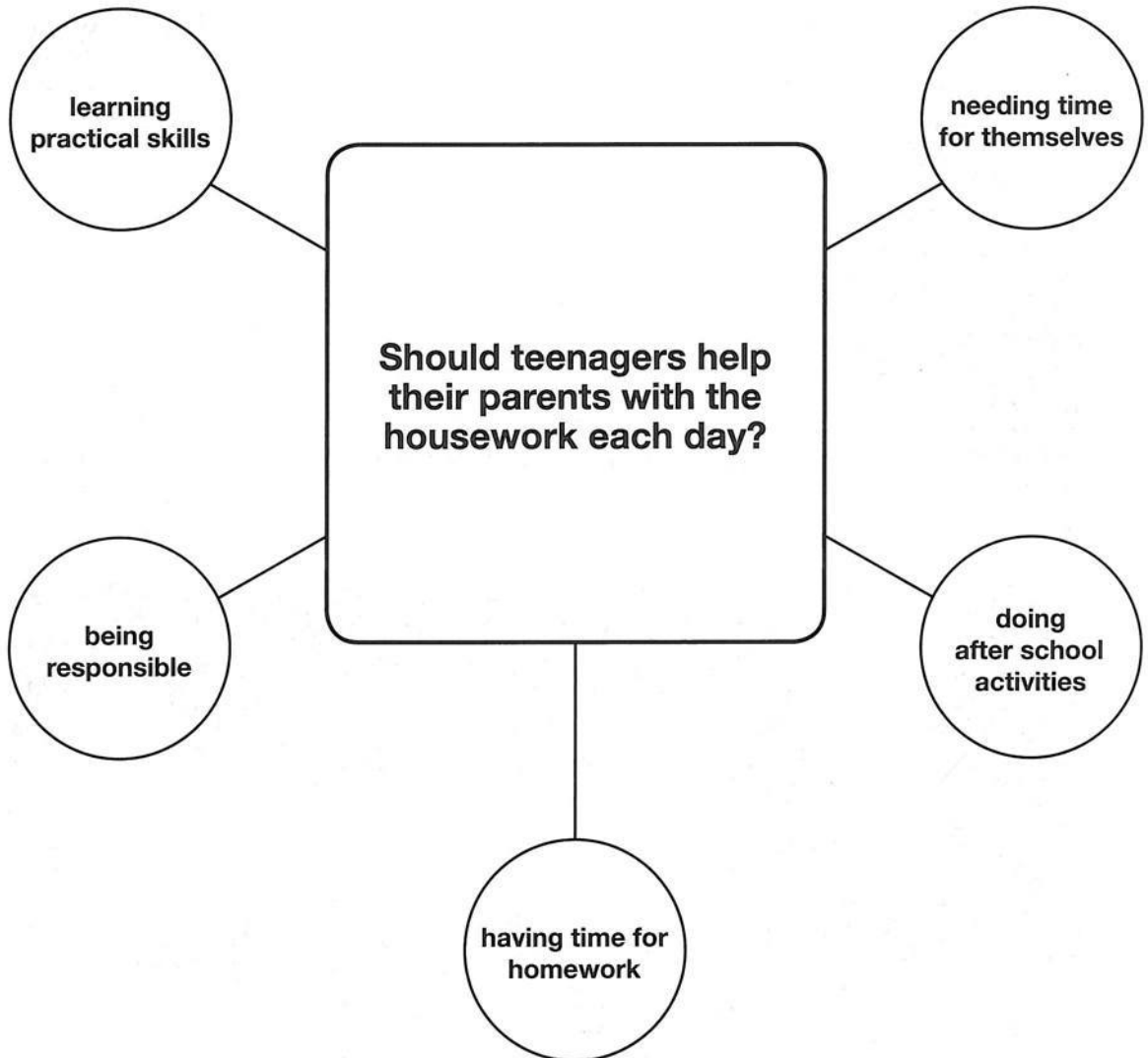
5C



5D



5E



What might be difficult about trying to win in these situations?

6A



6B



C4

Why are the people learning to do these things?

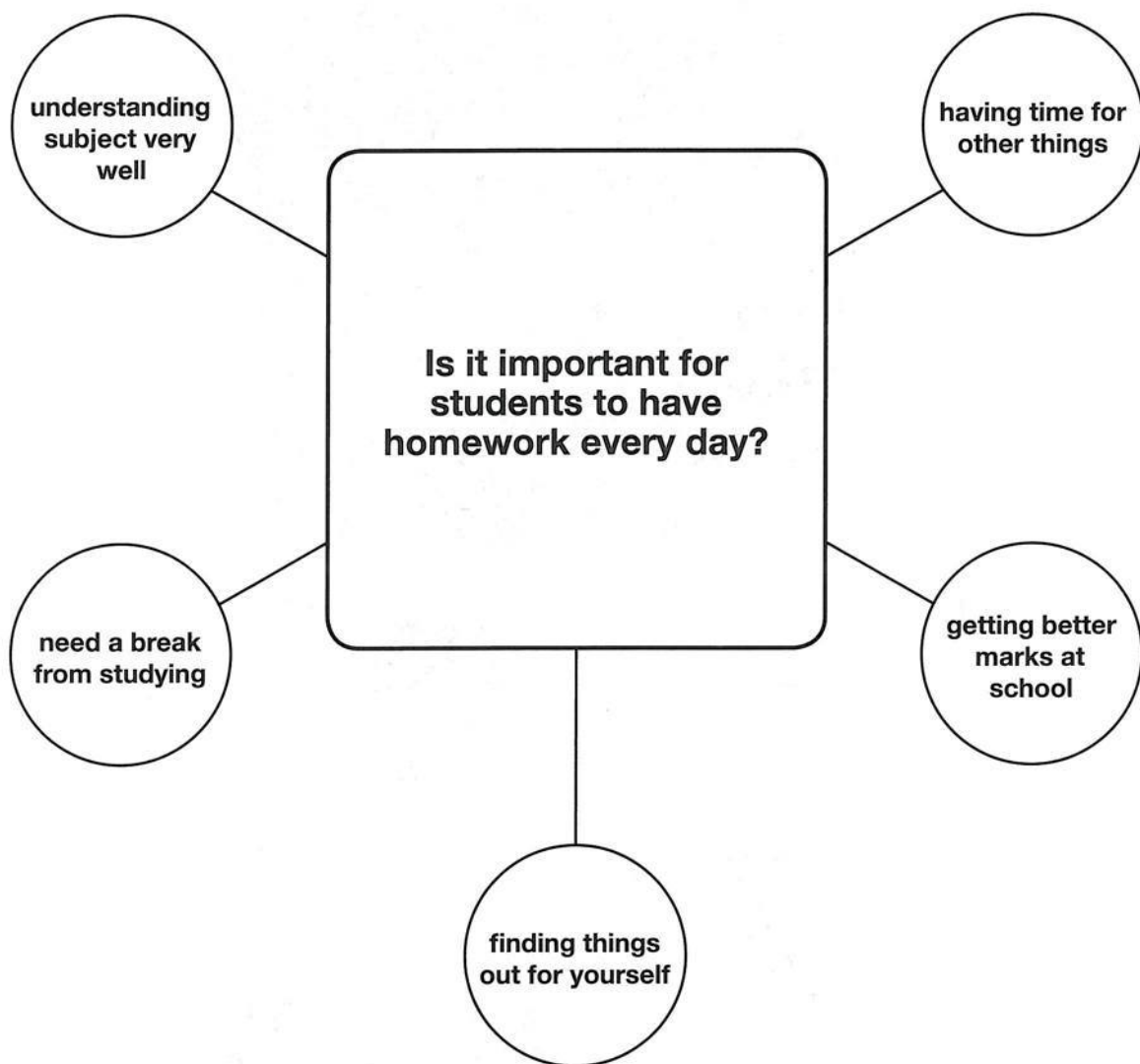
6C



6D



6E



What are the people enjoying about listening to music in these situations?

7A



7B



Why are the people feeling happy?

7C

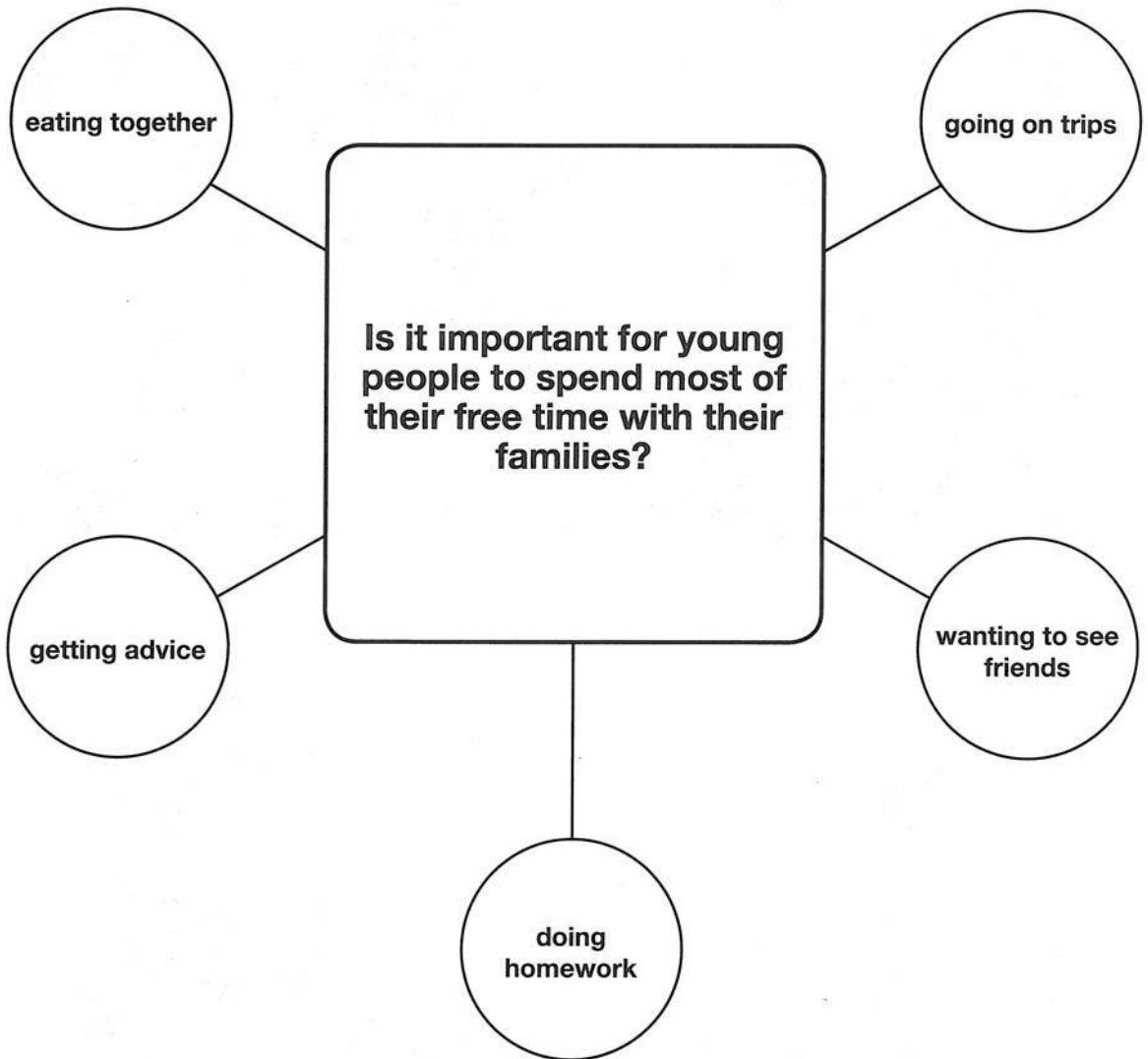


7D



C8

7E



Why have the people decided to eat together in these situations?

8A



8B



What might the people find difficult about working hard in these situations?

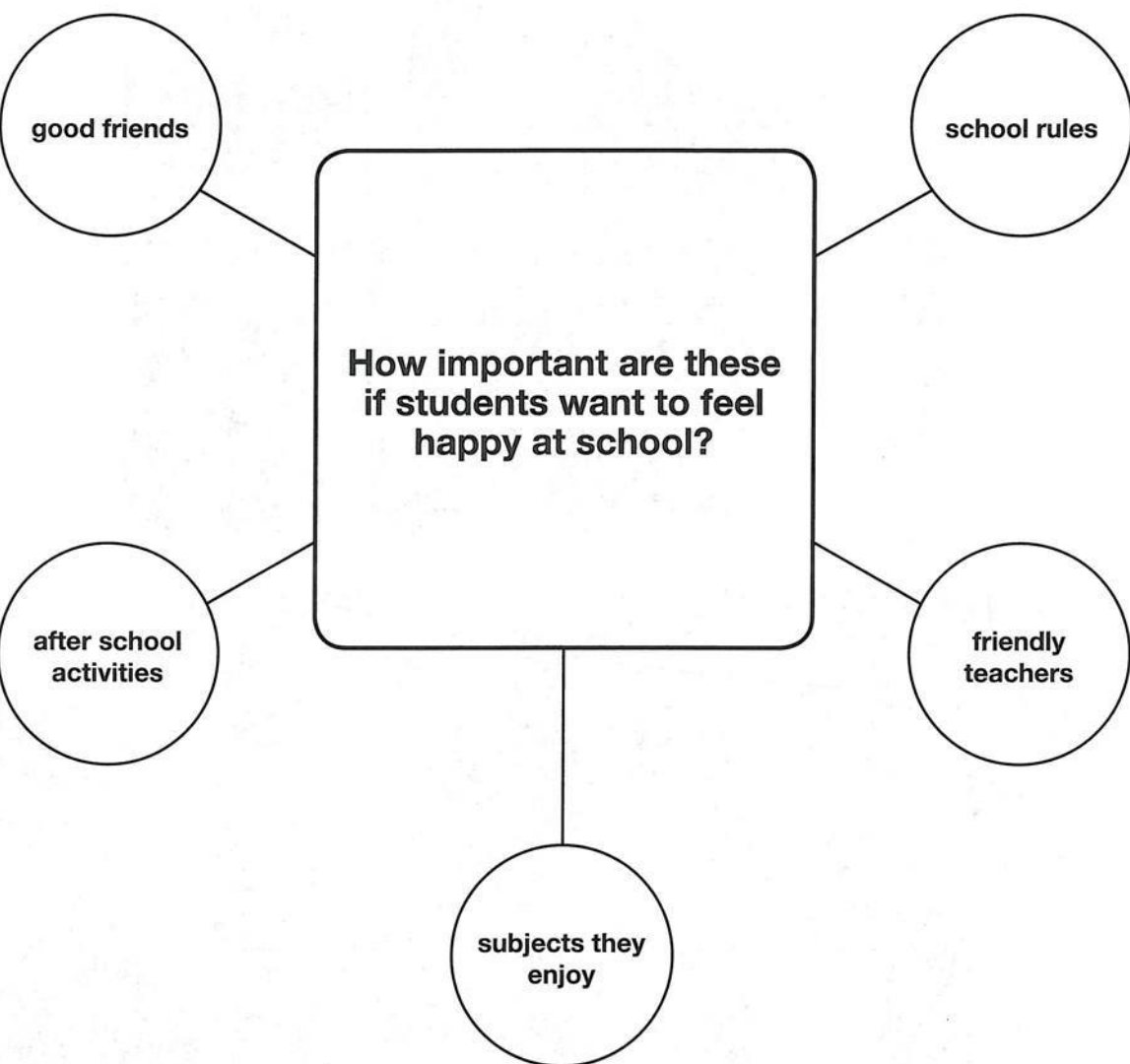
8C



8D



8E





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