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FCE

Practice Tests *EXTRA*

**EIGHT Practice Tests
for the Cambridge ESOL
First Certificate in English**

for updated exam from December **2008**

AUDIO CDs AND **CD-ROM**

 with computer-based tests



■ Part 1

Questions 1-8

You are going to read an extract from a book about a pop musician called Tim Wheeler. For questions **1-8**, 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**.



Tim Wheeler

Lead singer and songwriter, Ash

In Moving on Up high achievers in different walks of life explain how they attained their success.

This extract is Tim Wheeler's account.

I have been with my band Ash since I was at school.

Our big break came in 1994 when we were signed to Infectious Records and released the mini album *Trailer*. Tours followed with the likes of Elastica though we needed the permission of our headmaster at school before we could go on the road! We had our first top 20 hit in 1995 with 'Girl from Mars' and,

in 1996, we released our first full album, *1977*, which went straight to the top of the UK charts. We had two Top 5 singles and the album went on to sell well over a million copies.

Our second album was released in 1999 and charted at number 7 in the UK. After that we took a well-needed break and I suffered from writer's block for a while before starting to write again. We set about recording our third album, *Free All Angels*, and felt that the public needed re-convincing – no easy task – and we needed to get back to our roots. Using the Internet, we re-established our fan-base, hitting small venues voted for by fans online.

The touring and rethinking paid off and, in 2001, after almost two years, our single, 'Shining Light', crashed into the Top 10. The album was released in May 2001 and beat Janet Jackson to the top slot in the charts. This put us back in our element and we had a summer full of touring: 44 European festivals culminating in a triumphant headline set at Reading. Our latest album, *Intergalactic Sonic 7s*, reached number 3 in the UK album charts and we have recently signed a new record deal stateside where *Free All Angels* will soon be released.

Back at school I had a great English teacher called David Parks. He taught me right through high school. He's a maverick kind of teacher, always doing things his own way. Pupils could identify with him; he wasn't too hung up on discipline. His literature classes were really inspiring for me; the dusty old school books came alive instead of putting you to sleep. When he heard my band Ash playing at a school concert, he gave me a stack of his old records to listen to, and it was great stuff like The Rolling Stones, The Kinks, The Undertones and The Clash. I thought teachers were meant to be into Barry Manilow! I was really **chuffed** last year when he wrote me a letter saying he'd bought our latest album and he thought it was great. That meant more to me than a five-star review.

- 1 The aim of the book *Moving on Up* was to collect articles about
 - A famous musicians.
 - B different professions.
 - C successful people.
 - D popular heroes.
- 2 What did Ash have to get permission from their headmaster for?
 - A to sign a deal with a record company
 - B to go on tour with their performance
 - C to make appearances on TV
 - D to travel abroad with their act
- 3 What happened to Tim after the release of Ash's second album?
 - A He was ill for a few months.
 - B He and the band went on holiday.
 - C He decided to change Ash's style.
 - D He had no inspiration for new songs.
- 4 How did the Internet help Ash?
 - A It gave the band direct contact with their fans.
 - B It allowed the band to search out better venues.
 - C It helped the band decide which songs to perform.
 - D It enabled the band to publicise themselves more.
- 5 What does the extract say happened to the album, which included 'Shining Light'?
 - A It immediately made it into the Top 10.
 - B Its sales were beaten only by those of Janet Jackson.
 - C It was particularly successful at the Reading Festival.
 - D It resulted in some good international bookings.
- 6 What does Tim Wheeler expect to happen soon?
 - A Ash will sign an important international business deal.
 - B One of Ash's albums will go on sale in the USA.
 - C Intergalactic Sonic 7s will continue to rise in the charts.
 - D *Free All Angels* will be released in the UK.
- 7 Why did Tim Wheeler like David Parks as a teacher?
 - A He was good at keeping discipline.
 - B He read interesting books with his classes.
 - C He shared his pupils' taste in music.
 - D He allowed his pupils to express themselves.
- 8 What do you think the word *chuffed* means?
 - A surprised
 - B pleased
 - C worried
 - D excited

■ Part 2

Questions 9-15

You are going to read an article about the film awards, the Oscars. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

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

The history of the Oscars

In the 1920s Hollywood grew up fast. Films were so popular that making them became America's fourth largest industry. In 1928 100 million tickets were sold each week, yet the movies were far from universally approved of. Many church leaders, vote-seeking politicians, educationalists and conservative citizens attacked them for having a negative effect on people's morals and on children's upbringings.

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As a result The Academy of Motion Picture Arts and Sciences, a non-profit professional group, was formed in 1927. Its aim was to provide a collective voice against its critics and to encourage the advance of cinema. Some studio bosses hoped that the new Academy would help crush the growing power of the unions. Others, however, had high ideals.

10

The first Awards ceremony was held in 1929. It was a modest dinner at a hotel in Hollywood and there were no surprises. The winners had all been announced three months earlier. Indeed, one of the winners – the actor Emil Jannings – had been given his in advance, as he was unable to attend the ceremony. 250 people attended the ceremony and each had paid 10

11

dollars for their ticket.

Just as the film industry has changed and developed, there have, of course, been many changes in the Academy's award ceremony since then. Some of the changes happened in the first few years after that first event. Initially, for example, the 12-month qualifying period ran from the middle of one year to the next.

12

The name Oscar was also introduced in the 1930s. The proper name for the Oscar is the Academy Award of Merit. No one knows for sure where the name came from and a number of theories have been put forward.

13

Margaret Herrick herself has given her name to the huge archive of film materials, which belongs to the Academy.

There have inevitably been changes too in the types of awards that are given. In 1967, for instance, the Academy award for black-and-white cinematography was abandoned and various new awards have since been introduced.

Some of these are named awards.

14

There are also honorary awards, which have often been presented to outstanding creative figures – Cary Grant and Alfred Hitchcock, for

example – who, in spite of their obvious talent, never received competitive awards.

The system for announcing all these different types of awards is also, of course, now very different. Awards are kept strictly secret until the night of the ceremony itself. Who receives awards is decided by a vote among the 6,000 members of the Academy. It is known who has been nominated but not who will win. So in the weeks leading up to the Awards

ceremony there is considerable speculation in the press and there are many tensions among the professionals. **15**

Whoever gets the opportunity to use their speeches at the next Awards ceremony will be making them not to an audience of 250 but to millions of viewers worldwide. The Oscars have indeed come a long way in the last 80 years.

- A** Partly, of course, because of his absence, the ceremony itself took just 5 minutes during the course of the banquet.
- B** Many classic films have won Oscars. *Casablanca*, *The Godfather*, *Ben Hur*, *Braveheart*, *Gone with the Wind* are all films which achieved Academy Awards and have stood the test of time, retaining their popularity today and regularly reshowed on TV.
- C** All prepare their acceptance speeches and wear their most stunning clothes and jewellery just in case.
- D** In 1934 the rules were changed so that only films released during the previous calendar year were eligible.
- E** In the face of these attacks the industry began to feel the need for defence and self-regulation.
- F** My favourite is that Margaret Herrick, who, in 1934, was librarian at the Academy, said that the golden statuette that was presented to the Award winner, reminded her of her Uncle Oscar.
- G** They decided to establish awards in the hope that rewarding creative achievements in film would help the public to see the cinema in a positive light.
- H** For example, there is a Jean Hersholt Humanitarian Award, which is given for charitable work, and a Gordon E. Sawyer Award for technical achievement.

Test 1

■ Part 3

Questions 16-30

You are going to read a series of interviews with different members of a family who were interviewed about their attitudes to International Women's Day. For questions **16-30**, choose from the people **(A-E)**. The people may be chosen more than once. When more than one answer is required, these may be given in any order.

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

Which of the people states the following?

Girls are more successful academically.

16

Housework is easier now.

17

I'd prefer to be from a different generation.

18

Women are freer than men.

19

Relationships are more important than work.

20

My life is better than my parents' in some ways.

21

22

I know what I want to do in the future.

23

Men who stay at home are sometimes criticised.

24

Sometimes I feel a bit guilty.

25

I would like to have been brought up differently.

26

Men are more likely to have successful careers.

27

Women's lack of success is a result of their own behaviour.

28

I don't agree with a point made by someone else in this family.

29

30

Family questions

This week we are celebrating International Women's Day. Should women really have their own special day any more? Haven't they achieved equality? We asked the Jones family from Salisbury what they think.

A Mary, mum, 54

Well, I've got far more opportunities than my Mum had at my age. I enjoy my job as a teacher – my Mum had to give up work when she got married! – and my husband does a lot more housework than my Dad used to do. My life's much easier also, of course, because there are so many more labour-saving devices. I can remember when we got our first washing machine – and our first fridge. But in other ways I think my life is far more stressful than my parents was – things were simpler for them somehow.

Sometimes I envy the life that Mum had. I think it might be rather nice to be at home all day and to have time to bake and to sew clothes for my daughters and myself. I sometimes feel that I'm not a 'proper Mum' because I don't make my own bread or jam and haven't knitted anything since I left school.

B Nigel, dad, 55

I think it might be more appropriate to have a special day for men now. Women are the more privileged sex now, I think. They have more choices than we do – they can go to work or choose to stay at home if they prefer. Of course, some men do choose to be house husbands but most people still find that a bit strange and think that they should be out earning money, hunting and gathering like a 'real man'.

I'm not really complaining, of course. I'm glad not to have all the financial responsibility for the family as my own father did. The fact that my wife has worked ever since the children were small has also meant that I've taken much more of a role in bringing them up than the traditional father would have done – and I think I've benefited a lot from that. I hope the kids feel they have too!

C Molly, daughter, 23

I'm not sure that things are all that good for women now. How many women do you see in the top jobs in politics or business? There are a few but they're certainly the exceptions. That's despite the fact that girls tend to do better than boys at

school and at university. At least they do in my experience. It's still a man's world and it's very hard for women to break through into that world. I work for a bank and none of the top people at our branch are women – though almost everyone at lower levels is female. It's my ambition to be the first woman heading the investment department there and I'm determined to succeed.

D Harriet, daughter, 16

I don't agree that girls do better at school. There are both boys and girls who get very good – and very bad – marks in my class. I don't think you can generalise about people on the grounds of their sex. Doing well academically is just a question of general ability and both sexes can have that. Personality is important too – you have to want to do well and to be prepared to work hard. But none of that is a matter of sex.

If there are fewer women in top jobs that's because women are more likely to have chosen to put their energies into their families and their friends. Women just tend to have different priorities. I think that's right. I think it's far more worthwhile to devote yourself to your family than to your career. I wish Mum hadn't had a job when I was little. I know the teaching day is quite short but she always had lots of work to do after school when I wanted her to play with me.

E Paul, Mary's father, 79

I've had a good life in many ways but sometimes I wish I'd been born forty years later. I'd love to have had the opportunities that all my children have had. Both my sons and my daughter got good degrees and have gone on to get interesting jobs. They've all travelled far more than my wife and I ever did. Even my grandchildren have travelled more than I have. I've spent all my life working just to pay the bills. My wife stopped working as soon as we got married. Of course, I know what she did was important – looking after the family and keeping the home nice but two salaries would have made life much easier. And she'd have enjoyed the chance to get out of the house more, I know.

Test 1

■ Part 1

Question 1

You **must** answer this question.

Write a **letter** of between **120** and **150** words in an appropriate style. Do not write any postal addresses.

- 1 You have been asked to give a talk at a local English club that you sometimes go to. Read the letter from the secretary of the club, together with the notes, which you have made on the letter. Then, using all the information in your notes, write a letter to the secretary of the club. Thank him for the invitation and explain what you could and could not do.

As you know we have been having a very successful series of talks on different people's hobbies and leisure interests. We know that you have some very interesting leisure activities and would be very happy if you would be able to give us a talk on one of them. If so, do please give us a title that we can use in publicising your talk and let us know if you have any special requirements. Would either 2nd May or 16th May be a suitable day for you?

video player available?

how about ...?

If you cannot manage either of these dates, perhaps you could come later in the year, in July or September, possibly - and could also recommend someone else who might be able to speak to us in May?

yes!

Pete Lawson - good speaker, very interested in ...

We look forward to your reply,

Danni

■ Part 2**Questions 2-5**

Write an answer to **one** of the questions **2-5** in this part. Write your answer in **120-180** words in an appropriate style.

- 2** You have been discussing jobs and work in class. Your teacher has now asked you to write a composition answering the following question:

What would your ideal job be and why?

Write your **essay**.

- 3** You decide to enter a short story competition in a magazine. Your story must **begin** with the following words:

Emily knew she would have to come to a decision soon.

Write your **story**.

- 4** Your English pen friend has asked you to tell her about a typical school in your country. Write her a letter describing the school that you went or go to and commenting on the extent to which you think that this school is typical of most schools in your country.

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

- 5** Answer **one** of the following **two** questions based on your reading of **one** of the set books.

Either (a) If you could interview the main character in the story, what would you ask him or her and why? Write an **article** saying what you would ask and explaining why.

Or (b) Conflict is an important element of most stories. Write a **composition** answering this question:

What role does conflict play in the story you read?

■ Part 1

Questions 1-12

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning (0).

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

Example:

0 A manage

B succeed

C deal

D treat

Part 5				
0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

ELEPHANT TRAFFIC IN BANGKOK

The city authorities in Bangkok, the capital of Thailand, have an unusual traffic problem to (0) with – slow-moving elephants. The city already has a major problem with traffic (1) and the elephants are making things (2) worse.

But life in the so-called (3) lane is not very good for the elephants either. Many are suffering from breathing problems (4) by pollution. Others have sustained broken legs from falling into the ditches that typically (5) along the side of many Thai roads. Moreover, it is estimated that an average of twenty road traffic accidents a month (6) elephants. This is clearly a (7) of much concern not only for the city traffic authorities but also for anyone (8) to preserve wildlife.

In (9) to the problem the government has organised a special team to help the police round (10) elephants in the city and send them back to the countryside to work, usually in the tourist (11) But this campaign has met with stiff resistance from elephant handlers in Bangkok who earn a (12) deal of money selling fruit to visitors who want to feed the elephants.



- 1 **A** crowds **B** masses **C** blocks **D** jams
- 2 **A** utterly **B** totally **C** absolutely **D** considerably
- 3 **A** fast **B** quick **C** rapid **D** speedy
- 4 **A** started **B** caused **C** resulted **D** made
- 5 **A** walk **B** move **C** run **D** stand
- 6 **A** cover **B** employ **C** involve **D** include
- 7 **A** problem **B** difficulty **C** thing **D** matter
- 8 **A** anxious **B** worried **C** nervous **D** bothered
- 9 **A** answer **B** reply **C** solution **D** response
- 10 **A** down **B** up **C** in **D** off
- 11 **A** area **B** company **C** industry **D** work
- 12 **A** big **B** large **C** grand **D** great

■ Part 2

Questions 13-24

For questions **13-24**, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning **(0)**.

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

Example:

0	BY
---	----

Visitors from Outer Space

The theory that the earth has been visited, perhaps even colonised, **(0)**^{BY}..... visitors from outer space has long been a part of popular mythology. The popularity of the theory **(13)** helped considerably by Stanley Kubrick's cult movie, *2001: A Space Odyssey*, which came **(14)** in 1968 and was instantly a great success.



But the idea of visitors from space had been very much in the air over the previous twenty years, ever **(15)** 1947 when a businessman called Kenneth Arnold, **(16)** was flying his private plane in Washington in **(17)** USA, reported seeing nine shining discs. He said they were moving **(18)** an estimated speed of 1,000 miles **(19)** hour. This was widely reported in the press and aroused great interest. Soon sightings of unidentified flying objects, or UFOs **(20)** short, were being reported **(21)** over the world. There were far **(22)** many of these reports for them to be dismissed **(23)** pure fantasy.

In 1958, in a book entitled *Secret Places of the Lion*, George Hunt Williamson advanced the theory that visitors from space had arrived on earth 18 million years **(24)** and had since been devoting themselves to helping mankind evolve.

■ Part 3

Questions 25-34

For questions **25-34**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space 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	INTERESTING
---	-------------

Garlic



I saw a very **(0)** INTERESTING programme on TV last night. It was about the use of garlic in **(25)** and in medicine. Garlic is believed to have **(26)** in Siberia. It was then taken to Egypt and to India. It was always carried by sailors to treat any **(27)** which affected them on their travels. In **(28)** life in ancient times garlic was as important as salt. **(29)** in Siberia, people even used to pay their taxes in garlic and the pyramid **(30)** of Egypt went on strike when their garlic supply **(31)** up. It was an **(32)** good programme and it finished with some very unusual recipes, which it is my **(33)** to try out soon. I once made some garlic ice cream and it was **(34)** delicious.

INTEREST
COOK
ORIGIN
ILL
DAY
APPEAR
BUILD
DRY
EXTREME
INTEND
EXPECT

■ Part 4

Questions 35-42

For questions **35-42**, 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. There is an example at the beginning (**0**).

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

Example:

- 0** The children will probably go swimming tomorrow.

LIKELY

The children swimming tomorrow.

The gap can be filled by the words 'are likely to go' so you write:

0**ARE LIKELY TO GO**

- 35** I can't advise him if he doesn't tell me more about the situation.

UNLESS

I can't advise him information about the situation.

- 36** Paola's father made her sing.

SING

Paola her father.

- 37** 'You broke my vase, Josh,' said his mother angrily.

ACCUSED

Josh's mother her vase.

38 Those trousers are too small for Kate.

NOT

Those trousers Kate.

39 Harry, please don't smoke here.

MIND

Harry, here?

40 Let's have a walk in the woods this afternoon.

FOR

How in the woods this afternoon?

41 You must listen carefully to the teacher's instructions.

ATTENTION

You must the teacher's instructions.

42 I don't want to go to the football match tomorrow.

RATHER

I to the football match tomorrow.



Test 1

■ Part 1 

Questions 1-8

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

- 1 You hear part of a radio programme. What is the person talking about?
A cooking
B weather
C gardening 1
- 2 You hear two people talking on a train. How is the woman feeling?
A worried
B relieved
C angry 2
- 3 You hear two friends talking. What is the woman's opinion about the possible tax increase?
A The government won't use tax income sensibly.
B Wealthy people are right to move abroad.
C The increase is necessary to have better public services. 3
- 4 You hear two friends talking on a park bench. What are they discussing?
A a drink
B a salad
C a cake 4
- 5 You overhear two people talking on a bus. What is their relationship?
A husband and wife
B boss and employee
C friends 5
- 6 You hear someone talking on the radio. What has happened?
A a road accident
B a crash in a car race
C some injuries due to flooding 6
- 7 You hear two people talking in a restaurant. Where does the man want to sit?
A by the window
B near the kitchen
C at a quiet table 7
- 8 You hear a radio show about a new book. How much does the woman like the book?
A very much
B a little
C not at all 8

■ Part 2  

Questions 9-18

Listen to an instructor talking about a weekend course. For questions 9-18, complete the sentences.

James will teach the students **9**

Meals will be in the **10** dining room.

After meals students should return their plates to the **11**

Students are asked to leave their **12** in the entrance hall.

Students are asked not to **13** late at night.

The **14** option is not now available on Saturday.

There is a new option of **15**

Alternatively students could do some hill-walking or some **16**

Tomorrow evening there will be a **17** and then some folk dancing.

Music will be provided for dancing by a group called the **18**

■ Part 3  

Questions 19-23

You will hear five different people talking about what they like about their work. For questions **19-23**, choose from the list **A-F** each person's main reason for enjoying their work. Use the letters only once. There is one extra letter which you do not need to use.

A The financial rewards of the job are good.

Speaker 1 **19**

B The practical nature of the job is satisfying.

Speaker 2 **20**

C I enjoy the contact with other people.

Speaker 3 **21**



D The independence is what is important for me.

Speaker 4 **22**

E I love the chance to travel.

Speaker 5 **23**

F I never stop learning.

■ Part 4  

Questions 24-30

You will hear a radio interview with Tania Brown, who is talking about how dissatisfied consumers should make complaints. For questions **24-30**, choose the best answer (**A**, **B** or **C**).

- 24** Tania now works for
A a consumer rights organisation.
B an academic institution.
C a magazine. **24**
- 25** Tania says that when Rebecca makes her complaint the most important thing is to
A be sure about what she wants to achieve.
B focus on getting her money back.
C ask the company certain key questions. **25**
- 26** Tania recommends that Rebecca discuss her plan of action with
A a friend.
B her mother.
C an independent agency. **26**
- 27** Why does Tania recommend making a phone call?
A to find out how the company usually deals with complaints
B to find the name of the person responsible
C to make a recording of the company's initial response **27**
- 28** What does Tania say about typed versus handwritten letters?
A handwriting is better – as long as it is neat
B typing is preferable
C both are equally good **28**
- 29** What does Tania recommend including in a letter of complaint?
A a deadline for a reply
B the name of the person who caused the problem
C a clear photo of the problem article **29**
- 30** What kind of language does Tania recommend for a letter of complaint?
A appropriately insulting
B as objective as possible
C well-organised and business-like **30**

Test 1

In the Speaking Paper there are two examiners and two exam candidates. One examiner (the interlocutor) talks to you and the other listens to what you say.

Part 1 (3 minutes)

The examiners introduce themselves and the interlocutor asks you and your partner questions about yourselves.

- Tell me about a memorable holiday that you have had.
- Tell me about where you would like to go on holiday if you could do anything you wanted without worrying about money.

Part 2 (4 minutes)

The examiner gives you two photographs and you must talk about them for one minute. Then the examiner asks your partner a question about your photographs and he or she should reply briefly.

Candidate A: Look at the pictures on page 183. **They show people doing different hobbies.** Compare and contrast these two pictures and **say how you think the people in each of these pictures are feeling.**

Candidate B: Which of these two hobbies appeals to you more?

Candidate B: Look at the pictures on page 185. **They show people dressed in different styles.** Compare and contrast these two pictures and **say what sort of activities these styles of clothing are suitable for.**

Candidate A: Which of these clothes would you most enjoy wearing?

Part 3 (3 minutes)

The interlocutor gives you some pictures and asks you and your partner to discuss them together.

- Look at page 187.
- Look at these different birthday presents. First talk to each other about **what kind of person each present would be suitable for.** Then decide **which two presents you would most like to receive yourselves and why.**

Part 4 (4 minutes)

The interlocutor asks you questions which carry on the topic of Part 3.

- What are some of the best birthday presents you have ever received?
- Do you think that the best birthday presents are the most expensive ones? Why (not)?
- What kind of birthday presents did you like getting and what did you not like getting when you were a child?
- How do you normally spend your birthday?
- What is the most memorable birthday you have ever had?
- What kinds of things have you taken part in at school apart from ordinary lessons?
- How important do you think it is for young people to take part in sporting and other cultural activities? Why do you think this?

Lesson 1 – Word building

In Paper 3 Part 5 you must form a word from the same root as a given word. This means:

- thinking about what part of speech is needed – noun, verb, adjective, adverb?
- thinking about the meaning of the word needed – e.g. if an adjective or adverb is required, does it need to have a positive or a negative meaning?
- deciding on the form of the word required – is a prefix or suffix needed, any spelling changes?

Exercise 1 – What part of speech is needed in these sentences?

- 1 I saw a really programme on TV last night.
- 2 Jack has always wanted to follow in his father's footsteps and become a
- 3 We had a delicious meal but the restaurant was expensive.
- 4 Most of the critics loved the new ballet company's of the piece.
- 5 Paula did some good work in the exam but unfortunately an important word.
- 6 The hotel plans to increase the of its outdoor swimming pool.

Exercise 2 – Answer these questions about the sentences in the previous exercise. Which word would be better in each sentence?

- | | |
|------------------------------------|---------------------------------------|
| 1 interested or interesting? Why? | 4 interpretation or interpreter? Why? |
| 2 builder or building? Why? | 5 translated or mistranslated? Why? |
| 3 believably or unbelievably? Why? | 6 size or sizing? Why? |

Exercise 3 – Complete the sentences in exercise 1 in five different ways using an appropriate form of each of the words given below.

- 1 IMPRESS, SPECTACLE, REMARK, WONDER, FABLE
- 2 EXPLORE, ACCOUNT, ENGINE, MUSIC, LAW
- 3 RIDICULOUS, ORDINARY, HOPE, RELATE, POSSIBLE
- 4 TREAT, PERFORM, CHOREOGRAPH, REVIVE, PRESENT
- 5 UNDERSTAND, SPELL, INTERPRET, USE, READ
- 6 LONG, BROAD, DEEP, POPULAR, WIDE

Exercise 4 – Write down three other words with the same root. For each word you find note its part of speech and write it in a typical phrase. Use a dictionary to help you if necessary.

- | | | | |
|----------|-----------|--------------|-------------|
| 1 depend | 4 advice | 7 press | 10 wise |
| 2 freeze | 5 employ | 8 comprehend | 11 help |
| 3 friend | 6 present | 9 strong | 12 perceive |

Exercise 5 – Put the word at the end of each line in the correct form to complete the sentence.

- | | |
|--|----------|
| 1 Rosa was elected as her class's on the School Council. | PRESENT |
| 2 I don't think it would be to take such a risky step. | ADVICE |
| 3 With two million people out of work, the problem is growing. | EMPLOY |
| 4 Take your scarf – it's cold outside. | FREEZE |
| 5 If we make the loft into a bedroom we'll have to its floor. | STRONG |
| 6 I am pleased to report a improvement in your son's work. | PERCEIVE |

■ Lesson 2 – *If and unless*

Exercise 1 – Choose words from the list to complete each of these sentences. The sentences illustrate the typical patterns of sentences with *if*.

had stayed hits is classified lived reach
will cause would experience would have been

- 1 (Zero conditional) If storm winds 119 km per hour, the storm as a hurricane.
- 2 (First conditional) If the hurricane the town, it considerable damage.
- 3 (Second conditional) If we in the Caribbean, we hurricanes on a regular basis.
- 4 (Third conditional) If we on the island as originally planned, we there when the hurricane struck.

Exercise 2 – Now answer these questions about the sentences in exercise 1.

- 1 Which type of conditional is used to describe something impossible because it is in the past? Which tenses are used in this type of conditional pattern?
- 2 Which type of conditional is used to describe something that is always true, a scientific or other law? Which tenses are used in this type of conditional pattern?
- 3 Which type of conditional is used to describe something in the present or future which is hypothetical or unlikely to happen? Which tenses are used in this type of conditional pattern?
- 4 Which type of conditional is used to describe something in the present or future which is equally likely to happen or not to happen? Which tenses are used in this type of conditional pattern?

Exercise 3 – Complete each of these sentences in three different ways.

- | | |
|--------------------------------------|---|
| 1 If I lived in the USA, ... | 4 If I'd lived in the 17th century, ... |
| 2 If I get an A in the FCE exam, ... | 5 If I were my country's President, ... |
| 3 If I won the lottery, ... | 6 If you'd worked harder, ... |

Exercise 4 – *Unless = if not*. Rewrite the sentences using the word in brackets.

- 1 I won't invite Cristina to the party if you don't want me to. (UNLESS)
- 2 If we don't make some major changes, our way of life will deteriorate. (UNLESS)
- 3 The doctor can't be sure what the problem is unless you have your blood tested. (IF)
- 4 Unless he finds a sponsor he'll have to pull out of the race. (IF)
- 5 We shouldn't try to persuade Grandma to move if she doesn't want to. (UNLESS)
- 6 You wouldn't speak to the boss like that unless you weren't worried about being sacked. (IF)

Exercise 5 – Rewrite each sentence using *if*.

- 1 I got up late so I missed my usual train.
- 2 Clean your teeth every day or you'll spend a lot of time at the dentist's.
- 3 Had I known how he'd react I'd have broken the news more gently.
- 4 I think you should accept the London job offer rather than the New York one.
- 5 We couldn't move to a larger flat because we didn't have enough money.
- 6 Henry got such a poor mark for the last question that he failed the exam.

■ Lesson 3 – Present perfect, past simple and past continuous

Exercise 1 – Answer these questions. Write full sentences.

- 1 Have you ever been abroad? If so, where have you been?
- 2 Where did you spend your last holiday and what was it like?
- 3 What have you done so far today?
- 4 What did you do yesterday?
- 5 When did you start learning English?
- 6 How long have you been learning English?
- 7 Can you remember when you last received a phone call? What were you doing when the phone rang?
- 8 How long have you known your best friend?

Exercise 2 – Which tense was used in each of the questions in exercise 1? Why was this tense necessary?

Exercise 3 – The MacDonald family have lived at the following addresses for the periods shown. Fill in the blanks in the conversation using the appropriate forms of the verbs in brackets and the appropriate numbers.

4 Matrix Drive, Birmingham	1990-1995
22 Tiger Crescent, London	1995-1998
19 Acacia Avenue, Edinburgh	1998-2003
57 George Road, Edinburgh	2003-present day

Anna: How long (1) in Edinburgh? (*the MacDonalds, live*)

Bob: They (2) there from London in 1998. (*move*) So, they (3) there for (4) years. (*live*)

Anna: How long (5) in London? (*they, live*)

Bob: They (6) there for (7) years. (*be*)

Anna: OK, so how long (8) at their current address? (*they, be*)

Bob: They (9) there since (10) (*live*) They (11) Acacia Avenue in (12) and (13) to a bigger house in George Road. (*leave, move*)

Exercise 4 – Choose the best verb forms to complete each sentence.

- 1 Everyone who is old enough remembers what they (had done / were doing / have done) when they (heard / were hearing / have heard) that President Kennedy (had been assassinated / has been assassinated / was assassinated) .
- 2 I (am never / was never / have never been) to the North Island of New Zealand but I (am / was / have been) to the South Island. I (went / have been / had been) there last July. I (have taken / was taking / took) some wonderful photos while I (walked / was walking / have been walking) in the hills.

■ Part 1

Questions 1-8

You are going to read an interview with the news editor of an aviation magazine called *Flight International*. For questions 1-8, 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.

Interview with Andrew Doyle: News Editor at *Flight International*

Believe it or not, I used to read *Flight International* every week from the age of eight onwards – my father, an aviation engineer, encouraged my early passion for planes but I never thought that one day I would be working on it as a journalist.

Flight International is read by anyone with an interest in aviation. From pilots to manufacturers, technicians to air vice marshals, all are readers looking for the latest news in this sector. As news editor, I'm responsible for deciding what appears on the 20 news pages we produce each week. Aviation is one of the few truly global industries and we have a team of reporters around the world. When I left school, my original plan was to become an engineer. I studied aeronautical engineering at university but found the course rather unsatisfactory. At the time there was a huge recession on with few jobs going, and I was forced to look round for other options. I actually wrote to *Flight* and asked for a job. The then deputy editor advised me to do a course in journalism which had just been set up, which is what I did.

I found the course useful not so much because it gave me a pretty good basic grounding in journalism, but mainly because it featured several work placements, which I was able to do at *Flight*. I wrote a few pieces and got my face known at the magazine.

When the course finished there were no jobs available on *Flight* so I went off and worked for an aviation newsletter. After a year or so the technical reporter at *Flight* moved to another job and I was in.

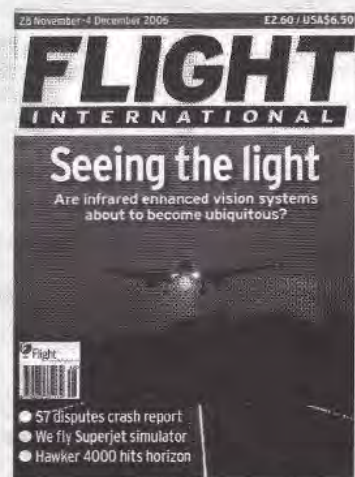
The great thing for me about working here has been the chance to ask people questions about something I'm genuinely interested in, and to combine it with my other passion, travel. After a couple of years, including a spell with our

sister online news service, I was offered a job in Munich in Germany.

It was fantastic timing as the aviation industry in eastern Europe was just opening up and I got to report on it and see the region. From there I went to Singapore, which again was an extraordinary experience. I got to fly all over the Far East, visiting factories, meeting fascinating people and doing interviews, and to be honest I would have been happy to stay there a bit longer.

However, jobs like this don't come up very often – the last news editor stayed ten years – and so when I was offered it, I couldn't really say no.

Although I'm much more office-based now, I still go to the big air shows. In some ways I was getting a bit tired of living out of a suitcase, although I still get a thrill when I take my seat on a new plane for the first time.



- 1 Why did Andrew Doyle read *Flight International* when he was a child?
 - A He wanted to become an airline pilot.
 - B He was very interested in planes.
 - C He dreamt of becoming a journalist on it.
 - D His father worked in the travel business.

- 2 Which of these is most likely to read *Flight International*?
 - A airline passengers
 - B model plane maker
 - C aircraft designers
 - D transport planners

- 3 Why does Doyle say that he did not become an aeronautical engineer?
 - A He did not get a good enough degree.
 - B He had decided to try to move into journalism.
 - C Engineering would give him little chance to travel.
 - D There was a shortage of jobs in the field.

- 4 What did Doyle like about the journalism course he took?
 - A It was a new course.
 - B It gave him a good basic knowledge of the job.
 - C It gave him the chance to make contacts at *Flight*.
 - D It gave him work experience in several different places.

- 5 What was Doyle's first job at *Flight*?
 - A aviation newsletter writer
 - B technical reporter
 - C staff interviewer
 - D online news reporter

- 6 What does the writer say he particularly enjoys about working at *Flight*?
 - A the opportunity to travel a great deal
 - B the chance to learn more about his favourite subject
 - C the opportunity to meet interesting people
 - D the chance to do the two things he most loves

- 7 What does *It* refer to?
 - A moving to Germany
 - B working for the online agency
 - C getting a job on *Flight*
 - D the opening up of aviation in eastern Europe

- 8 What does Doyle like about his current post?
 - A working in an office
 - B leading a more settled life
 - C travelling in new planes
 - D having more responsibility

■ Part 2

Questions 9-15

You are going to read a magazine article about dolphins. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

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

Masters of the ocean

At the Institute for Marine Mammal Studies in Minnesota, Kelly the dolphin has built up quite a reputation for herself. All the dolphins at the Institute are trained to hold onto any litter that falls into their pools until they see a trainer, when they can trade the litter for fish. In this way the dolphins help to keep their pools clean. But Kelly took the task one step further. When people drop paper into the water, she hides it under a rock at the bottom of the pool. **9**

After the fish-reward, she goes back down, tears off another piece of paper, gets another fish and so on. This behaviour is particularly interesting because it shows that Kelly has a sense of the future. She has realised that a big piece of paper gets the same reward as a small piece and so delivers only small pieces to keep the food coming. She has, in effect, trained the humans. Her cunning has not stopped there. One day when she was feeding, a bird flew into her pool. She grabbed it, waited for the trainers and then gave it to them. It was a large bird and so the trainers gave her lots of fish. **10**

The next time she was fed, instead of eating the last fish, she took it to the bottom of the pool and then hid it under the same rock where she had been hiding the paper. When no trainers were present, she brought the fish to the surface and used it to

attract more birds, which she then caught in order to get even more fish in the same way. After mastering this clever plan, she then taught her calf to do the same. **11**

This is not the first time dolphins have shown themselves to be quick learners. They often seem to acquire new skills through imitation. Calves stay with their mothers for several years, allowing the time and the opportunity for extensive learning to take place, particularly through imitation. They do not only imitate their mothers. **12**

As he released a puff of smoke from his cigarette, the dolphin immediately swam off to her mother, returned and released a mouthful of milk, giving a similar effect to his with the puff of smoke. Very interesting research is going on not only into imitation but also into the dolphin's ability to comprehend our language.

Scientists in Hawaii developed a sign language to communicate with the dolphins, and the results were remarkable. **13**

One of their star dolphins has learnt a vocabulary of more than 60 words and can understand more than 2,000 sentences. Particularly impressive is the dolphins' relaxed attitude when new sentences are introduced. For example, the dolphins in the study responded straight away to the new sentence 'Touch the Frisbee with your tail and then jump

over it'. Such behaviour has the characteristics of true understanding of language. **14**

A further test of awareness carried out in Hawaii comes from mirror experiments. Researchers installed mirrors inside the dolphins' aquarium to check whether two dolphins were self-aware enough to recognise their reflections. **15**

The dolphins immediately swam to the mirror and exposed the black marks to check them out. Such an ability to recognise themselves in the mirrors shows self-awareness, a quality previously only seen in people and the great apes.

- A** Not only do the dolphins understand the meaning of individual words but they also understand the significance of word order in a sentence.
- B** He taught other calves, and bird-catching has now become a hot game among the dolphins.
- C** To keep track of the many different relationships within a large community of dolphins, it helps to have an efficient communication system.
- D** The next time a trainer passes she goes down to the rock, and tears off a piece of paper to give to the trainer.
- E** It is not training of the kind that enables dogs to do tricks.
- F** At one aquarium, a person standing by the pool's glass window noticed that a dolphin calf was watching him.
- G** What they did was place markings in black ink on various parts of the dolphins' bodies.
- H** This seemed to give Kelly a new idea.

■ Part 3

Questions 16-30

You are going to read some extracts from a book which interviewed people who had all succeeded in climbing Mount Everest. They describe how they felt when they got to the top. For questions **16-30**, choose from the people (**A-F**). The people may be chosen more than once. When more than one answer is required, these may be given in any order.

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

Which of the people states the following?

Climbing Everest made me a better person.

16	<input type="checkbox"/>	17	<input type="checkbox"/>
----	--------------------------	----	--------------------------

I was impressed by the view.

18	<input type="checkbox"/>
----	--------------------------

The team is what is important in mountaineering.

19	<input type="checkbox"/>
----	--------------------------

The weather affected my progress.

20	<input type="checkbox"/>
----	--------------------------

A photo played a part in my climb.

21	<input type="checkbox"/>	22	<input type="checkbox"/>
----	--------------------------	----	--------------------------

I compare myself to someone with quite a different profession.

23	<input type="checkbox"/>
----	--------------------------

I wanted to do it without assistance.

24	<input type="checkbox"/>
----	--------------------------

A lot of people thought that someone like me could never climb Everest.

25	<input type="checkbox"/>
----	--------------------------

I did something rather different from what is expected perhaps.

26	<input type="checkbox"/>	27	<input type="checkbox"/>
----	--------------------------	----	--------------------------

I couldn't really celebrate until I was safely down.

28	<input type="checkbox"/>
----	--------------------------

I wanted my climb to make the world a better place.

29	<input type="checkbox"/>	30	<input type="checkbox"/>
----	--------------------------	----	--------------------------

At the top of the highest mountain in the world

A Denis Urubko, Kazakhstan

My aim was to reach the summit without oxygen or Sherpa support. In the spring of 2000 we arrived at the foot of Everest. After setting up the camps, we were caught by a storm on the South Col, where we spent three nights at 8,000 metres. And although we were already exhausted we made an attempt. The weather was terrible and on the way my emotions were slightly deadened, but I still remember the joy that filled my soul. The goal was reached in an honest way with sporting principles that I have remained faithful to. Being at the summit was a moment of truth and with Everest in my heart I became a stronger person.

B Erik Weihenmayer, USA

I don't climb mountains to prove to anyone that blind people can do this or that. I climb for the same reason that an artist paints a picture: because it brings me great joy.

But I'd be lying if I didn't admit my secret satisfaction in facing those cynics and blowing away their doubts, destroying their negative stereotypes, taking their narrow parameters of what's possible and what's not and then shattering them into a million pieces.

When those parameters are rebuilt, thousands and thousands of people will live with fewer barriers placed before them, and if my climbs can play a small role in opening doors of opportunity and hope for those who will come after us, then I am very proud of what we were able to achieve.

C Rodrigo Jordan, Chile

On the summit of Everest, my climbing partner Cristián García-Huidobro took a picture of the footprints he left on the snow as he approached it. The steps of only one climber but the collective effort of many. Is it the summit of Everest which really matters?

To me what really matters are the people with whom I climb: the climbers with whom I share the extreme experience of attempting Everest. They help you become more understanding and tolerant. The human experience is the highest reward in deep adventure.

On the summit of Everest I experienced the most

intense expression of the collective art of mountaineering.

D Al Hinkes, Britain

I felt privileged to be on top of the world. A strange feeling of 'You'd better believe this, Alan, you've finally nagged Everest, now get down.' I took out photographs of my Gran and daughter Fiona for the summit picture. I usually take a photo of Fiona to the top rather than the nation's flag.

I only stayed on top for 15 or 20 minutes before focusing my mind on the descent. Fiona would want her dad back and Gran would want me back too. No mountain, not even Everest, is worth a life. Returning is a success, the summit only a bonus.

E Brigitte Muir, Australia

In 1988 when I started on my project to climb the highest peak on each continent, I was someone who was good at starting things but not so good at finishing them.

I swore to myself that I would not stop until I had climbed the 'seven bloody mountains' as my fellow mountaineer Jon Muir called them. It took me nine years to complete the task, doing the ascent of Everest on my fourth go. And by the way, I never stood on top of Everest: I sat on it. 'No more up' was my first thought from the summit. I then did a recorded message to all Australians asking them to take care of the country and its wilderness.

The climb gave me the confidence to meet new challenges in my life. If you believe in something, you can make it happen.

F Haraldur Orm Olafsson, Iceland

To me Everest was like a mystical mountain from a different world. So taking the last few steps to the summit was my biggest moment in climbing, and it was like walking into space.

I felt more like an astronaut than a climber, looking down on the Himalayan giants and the valleys below. It was a joyful moment and I felt a great sense of achievement and relief.

Everest is a gigantic mountain that you must stay focused on all the time. You have to push hard and have luck on your side, but the rewards are great. I shall never forget it.

■ Part 1

Question 1

You **must** answer this question.

Write an **email** of between **120** and **150** words in an appropriate style.

- 1 You are interested in doing a holiday language course in England with a friend from Japan. A friend in England has sent you an email with some information about a course in London and you have found details about a different course in Bournemouth. Read your English friend's email and the advertisement on which you have made some notes. Then, using all the information, write an email to your Japanese friend. Describe the differences between the two courses, explain what your preference is and ask for your friend's opinion.

email

From: Pete

Sent:

Subject: English course

I've found this great course for you and your friend in London. It's for the whole of August and you can choose between a Business or a General English course. There are no more than 15 students in each class. It's quite expensive but it's right in the centre of London so there would be lots of great things to do on the doorstep. You stay with British host families so you'd learn a lot of English with them too. What do you think?

Pete

problem!

probably long way from school so ...?



Beach School of English Bournemouth

Bournemouth is a lively seaside town in the south of England. We offer General, Academic and Business English courses. All courses last three weeks. Classes have a maximum of 8 students. Accommodation is in friendly host families near to the school.

better because...

good because...

Part 2**Questions 2-5**

Write an answer to **one** of the questions **2-5** in this part. Write your answer in **120-180** words in an appropriate style.

- 2** After a class discussion on the environment your teacher has asked you to write a composition answering the following question:

What can people do in their everyday lives to help improve the environment?

Write your **composition**.

- 3** You are interested in applying for a holiday job in England. Write to an English friend saying when you are free, explaining what kind of work you think you could do and asking for advice about how best to apply for it.

Write your **letter**.

- 4** You have decided to enter a short story competition. Your story must **end** with the following words:

It was the proudest day of William's life.

Write your **story**.

- 5** Answer **one** of the following **two** questions based on your reading of **one** of the set books.

Either (a) You see this announcement in a magazine for learners of English.

We would like to receive a review of a book you have read which answers these questions:

- What was the book about?
- How did the book help you in your language learning?
- Would you recommend this book to other learners of English? Why (not)?

Write your **review**.

Or (b) Your teacher has asked you to write a composition on the following subject.

Would the book you have read make a good film? Why or why not?

Write your **composition**.

■ Part 1

Questions 1-12

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning (0).

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

Example:

0 A quick B rapid C fast D speedy

Part 1				
0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

SANDWICHES

One of the most popular and healthy (0) foods is the sandwich. In the Middle (1) food was often piled on a piece of bread rather than a (2) At the end of the meal, the bread was either eaten or (3) to the dogs.

The modern sandwich, (4) , was invented in 1762 for John Montague, the fourth Earl of Sandwich. He always used to get so (5) in playing cards for money with his friends that he (6) to leave the table to go to have something to eat. Instead he ordered his servant to (7) him a piece of meat between two slices of bread. His friends began to ask for 'the (8) as Sandwich' and so the name was born.

Over the last 250 years, the sandwich has seen several changes. In the early 1900s the crusts were often (9) and the sandwich was eaten with a fork. Later developments (10) the filled roll and toasted sandwiches. In the last forty years in the UK there has been a big (11) in the popularity of this snack with most people choosing to have a sandwich for lunch. This trend started in the 1960s and it is still going (12) today.



- 1 **A** Time **B** Years **C** Era **D** Ages
- 2 **A** plate **B** cup **C** table **D** hand
- 3 **A** consumed **B** fed **C** nourished **D** cut
- 4 **A** therefore **B** however **C** nevertheless **D** yet
- 5 **A** concerned **B** tied **C** connected **D** involved
- 6 **A** disagreed **B** denied **C** refused **D** argued
- 7 **A** take **B** carry **C** bring **D** obtain
- 8 **A** same **B** similar **C** like **D** one
- 9 **A** cut **B** separated **C** removed **D** sliced
- 10 **A** cover **B** include **C** show **D** contain
- 11 **A** increase **B** spread **C** growing **D** expanse
- 12 **A** long **B** big **C** strong **D** hard

■ Part 2

Questions 13-24

For questions **13-24**, 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	HOW
---	-----

STAYING WITH OTHER PEOPLE

This newspaper column deals with your questions about **(0)** ^{HOW}..... to behave in different social situations. This week the column gives advice **(13)** what you should do when you **(14)** to stay in someone else's home.

An old saying claims that fish and visitors smell **(15)** three days. This makes the important point that **(16)** is important not to spend **(17)** long with your hosts. Make it clear at the beginning of your visit how **(18)** you intend to stay and check that this **(19)** convenient with your hosts.

It is also important to arrive more or less **(20)** the time you said you **(21)** come. You should bring a present **(22)** your hosts. A bottle of wine, a box of chocolates or a bunch of flowers is usually **(23)** appropriate gift. You should **(24)**, of course, give money to your hosts as this would almost certainly cause offence.



Follow these rules and both you and your hosts should enjoy your stay.

■ Part 3

Questions 25-34

For questions **25-34**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space 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 **DISCOVERY**

IDENTICAL TWINS



When Bill King was ten he made the **(0)** ^{DISCOVERY} that he had a twin brother. Their **(25)** mother could not cope on her own and put them up for **(26)** several weeks after their **(27)** Many years later, Bill decided to try to find his twin. He was **(28)** almost immediately. When he and his twin met they instantly felt **(29)** close to each other. They also found that they had a **(30)** number of things in common. They had both suffered from the same **(31)** in the same years. They were both the same **(32)** and both had chosen the same name for their son – Frank. Both had had a serious **(33)** with a woman ten years older than them and both taught **(34)**

DISCOVER
MARRY
ADOPT
BORN
SUCCEED
EXTRAORDINARY
SURPRISE
ILL
WEIGH

RELATION
ENGINEER

■ Part 4

Questions 35-42

For questions **35-42**, 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. There is an example at the beginning (**0**).

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

Example:

0 The children will probably go swimming tomorrow.

LIKELY

The children swimming tomorrow.

The gap can be filled by the words 'are likely to go' so you write:

0**ARE LIKELY TO GO**

35 Please ring us on arrival at the airport.

SOON

Please ring us at the airport.

36 It was a mistake to invite Kate to the party.

SHOULD

Kate to the party.

37 Eating is not allowed in the classroom.

PERMITTED

Pupils in the classroom.

38 Tania will probably turn down the job in London.

LIKELY

Tania accept the job in London.

39 The Smiths moved to Cambridge six years ago.

LIVED

The Smiths six years.

40 Jack couldn't manage to persuade his father to let him borrow the car.

SUCCEED

Jack his father to let him borrow the car.

41 His parents think that being a doctor would be a good career for him.


WANT

His parents doctor.

42 I must buy some jeans this afternoon.

A

I must this afternoon.

■ Part 1 

Questions 1-8

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 people talking on a bus. Where has the woman just been?

- A** at the shops
B at the cinema
C in a cafe

 1

2 You hear a man talking on his mobile phone. Who is his message for?

- A** a teacher
B his secretary
C his wife

 2

3 You hear a woman at the hairdresser's. What is she doing?

- A** complaining
B apologising
C requesting information

 3

4 You hear a teenager talking about his free time. What is he talking about?

- A** a CD-player
B a computer game
C an electric guitar

 4

5 On the news you hear a story about a zoo. Why is the zoo in the news?

- A** An unusual birth has taken place.
B Experts have discovered how to encourage breeding.
C Warm weather has led to exceptional numbers of visitors.

 5

6 You hear a man talking about a holiday he has had. Where has he been?

- A** in the mountains
B beside the sea
C on a farm

 6

7 You hear two people talking. How does the man feel?



- A** surprised
B pleased
C exhausted

 7

8 You turn on the radio and hear a woman talking. What are you listening to?

- A** the weather forecast
B traffic news
C sports news

 8

■ Part 2  

Questions 9-18

Listen to a scientist talking about recent weather patterns. For questions 9-18, complete the sentences.

Mark Pontin works at an organisation in 9

The USA has recently experienced a record number of 10

It has been especially hot in 11

In Sri Lanka there has been unusually 12

There are concerns about what effect this will have on the 13 there.



There have been very 14 in England and Wales.

The last time Switzerland experienced such heat was in the 15

Pontin draws some conclusions with regard to climate change in the 16

The trend towards hotter temperatures has been noticed for 17 years.

In general the weather is becoming more 18 and extreme than it used to be.

■ Part 3  

Questions 19-23

You will hear five different people talking about using animals in experiments.

For questions **19-23**, choose from the list **A-F** each person's argument about using animals for experimental purposes. Use the letters only once. There is one extra letter which you do not need to use.

A It is almost always possible to find another way of doing the research.

Speaker 1 **19**

B We are acting in accordance with natural laws.

Speaker 2 **20**

C It's not that important a problem for me.

Speaker 3 **21**



D It's acceptable if it's done in the name of medical research.

Speaker 4 **22**

E I plan to become more involved in this issue in future.

Speaker 5 **23**

F A friend changed my mind.

■ Part 4  

Questions 24-30

You will hear a teacher talking about the South Pacific Kingdom of Tonga. For questions 24-30, choose the best answer (A, B or C).

- 24 What is the teacher's class going to do after she has told them about Tonga?
A take notes
B see a film
C read a book 24
- 25 How many islands are there in the Tongan group?
A 45
B 171
C 1,400 25
- 26 What is unique about the islands' geographical situation?
A They are the first country west of the date line.
B They lie on the Tropic of Cancer.
C There is a particularly low density of population. 26
- 27 Which of these provides the country with most income?
A tourism
B agriculture
C foreign aid 27
- 28 What kind of monarchy does Tonga now have?
A one where the monarch has a great deal of power
B one which is under the protection of Britain
C a typical constitutional monarchy 28
- 29 Why is the tortoise in the *Guinness Book of Records*?
A It was very friendly.
B It was found by Captain Cook.
C It lived to be very old. 29
- 30 What does the word 'pola' refer to?
A the traditional Tongan feast
B the tray where the food is served
C a famous Tongan cook 30

Test 2

In the Speaking Paper there are two examiners and two exam candidates. One examiner (the interlocutor) talks to you and the other listens to what you say.

Part 1 (3 minutes)

The examiners introduce themselves and the interlocutor asks you and your partner questions about yourselves.

- Tell me about the subject that you most enjoyed when you were at school.
- Tell me about what you didn't enjoy when you were at school and why.

Part 2 (4 minutes)

The examiner gives you two photographs and you must talk about them for one minute. Then the examiner asks your partner a question about your photographs and he or she should reply briefly.

Candidate A: Look at the pictures on page 184. **They show people singing.** Compare and contrast these two pictures and **say how you think the people in each of these pictures are feeling.**

Candidate B: Which of these two situations would you prefer to be in?

Candidate B: Look at the pictures **showing people travelling in different ways** on page 186. Compare and contrast these two pictures and **say what the advantages and disadvantages of these types of travelling are.**

Candidate A: Which way of crossing a mountain range would you prefer?

Part 3 (3 minutes)

The interlocutor gives you some pictures and asks you and your partner to discuss them together.

- Look at page 188.
- Look at these different holiday destinations. First talk to each other about **what sorts of things can be done in each of these places.** Then decide **which two places you think would be best for a weekend break for your class and which two places you think would be least appropriate for a weekend break for your class.**

Part 4 (4 minutes)

The interlocutor asks you questions which carry on the topic of Part 3.

- Which place in your country do you think would be the best place for a honeymoon? Why would it be good for a honeymoon?
- What sorts of holidays are most likely to appeal to different age groups?
- Which city / historical place would you particularly like to visit and why?
- What would you say to someone who said to you 'Lying on the beach is a boring way of spending a holiday'?

■ Lesson 4 – Loan words

Exercise 1 – English is happy to welcome words from other languages into its vocabulary. Here are some examples of English words originating from different languages. Look up the meanings of any that you do not know. Have any of these words come into your own language too? If so, check their meanings and that their pronunciation are the same in English.

- **French:** avant-garde, boutique, brasserie, café, camouflage, chauffeur, chef, croissant, cuisine, debut, dessert, duvet, elite, etiquette, fiancé(e), garage, gourmet, hotel, liaison, lingerie, morale, regime, risqué, silhouette, voyeur
- **Italian:** alto, balcony, ballerina, broccoli, cameo, casino, confetti, cupola, fiasco, ghetto, graffiti, granite, grotto, lasagne, pasta, piano, piazza, pizza, pizzeria, risotto, sonata, soprano, spaghetti, staccato, stanza, vendetta
- **German:** dachshund, deli(catessen), Fahrenheit, flak, hamburger, kindergarten, rotweiler, schwa, wanderlust, waltz, yodel
- **Arabic:** alcohol, alcove, algebra, alkali, apricot, carafe, giraffe, harem, hashish, henna, jasmine, lemon, saffron, scarlet, sequin, sofa, zenith, zero
- **Japanese:** bonsai, futon, geisha, haiku, hara-kiri, karate, judo, ju-jitsu, kimono, sake, samurai, soya, sushi, tofu, tycoon, Zen

Exercise 2 – Answer the questions about the words listed in exercise 1.

Which of these words:

- | | |
|---|---|
| 1 refer to things that you can eat or drink? | 6 refer to items of furniture or other household items? |
| 2 refer to things that you can wear? | 7 relate to the arts or sciences? |
| 3 refer to places where you can eat or drink? | 8 relate to sport? |
| 4 refer to other kinds of places? | 9 relate to society? |
| 5 refer to people? | 10 relate to plants or animals? |

Exercise 3 – Find a word from those in exercise 1 that matches each of these definitions.

- | | |
|--|------------------------------|
| 1 the most common English vowel sound | 7 a style of cooking |
| 2 little bits of paper thrown at a wedding | 8 verse of a poem |
| 3 a total, often embarrassing failure | 9 desire to travel |
| 4 best or most successful point of time | 10 strong criticism; gunfire |
| 5 rules of socially acceptable behaviour | 11 bright red |
| 6 school for young children | 12 type of hard rock |

Exercise 4 – Find a word from those listed in exercise 1 to complete each sentence.

- 1 I think that film is a bit too for the children at this to watch.
- 2 was low among the workforce as they had not had a pay rise for years.
- 3 It is a prestigious college mainly attended by the children of the
- 4 The circus artiste sewed some sparkly onto her costume.
- 5 The beautiful Japanese poured some from a into a small glass.
- 6 Our bookshelves would fit nicely in that in the bedroom.
- 7 You can see the cathedral's lovely gold from a long way away.
- 8 It was dark but I could see the of a man standing in the window.

■ Lesson 5 – Wishes and regrets

Exercise 1 – Rick is never happy. He always wishes things were different. What does Rick say? Make sentences as in this example:

I don't have a car. *I wish I had a car.*

- | | |
|-----------------------------|---------------------------------|
| 1 I live in a small flat. | 5 I can't speak French. |
| 2 I'm so poor. | 6 It's raining. |
| 3 My job is boring. | 7 I must walk to work tomorrow. |
| 4 I don't know many people. | 8 I don't have a girlfriend. |

Exercise 2 – What do these people regret about their past? Make sentences beginning in the way suggested.

- 1 I didn't visit my aunt in Australia.
I wish
- 2 I spent too much time at the office.
If only
- 3 I didn't write a diary.
I wish
- 4 I never learnt any Chinese.
If only
- 5 I stopped playing tennis every weekend.
I wish
- 6 We got married too young.
If only
- 7 I didn't have enough children.
I wish
- 8 I didn't save much money.
If only

Exercise 3 – These people have a lot of annoying habits. Make sentences as in this example: Tom keeps talking to me when I'm watching my favourite TV programme.

*I wish Tom **wouldn't** (or **didn't**) keep talking to me when I'm watching my favourite TV programme.*

- 1 Cristina talks so loudly on her mobile phone.
- 2 Tony eats so noisily.
- 3 Mark is always complaining.
- 4 Sam never irons his shirts properly.
- 5 Isabella is always bad-tempered in the mornings.
- 6 Paul never invites me to his parties.
- 7 Natasha bites her nails.
- 8 William keeps interrupting me when I'm trying to concentrate.



■ Lesson 6 – Connectors and *enough* and *too*

Exercise 1 – Connectors

Choose the best connecting word or expression from the list to fill each gap.

although besides but eventually however otherwise so that

Suzanna seemed to have everything. Not only was she pretty and slim (1) she was also clever. (2) that she had a good job and a nice flat. (3), she did have one problem. She was so busy at work (4) she didn't have enough time to go out and make friends. After a few months of feeling lonely she (5) realised she had to do something about it. (6) she would never meet anyone to share her life with. (7) she decided to join a tennis club near her work. (8) she wasn't very good at tennis, she thought it might be a good way to meet people.

Exercise 2 – Complete the sentences in any appropriate way.

- 1 I don't have much money this year. And I can't take much time off work.
Therefore,
- 2 I don't have much money this year. And I can't take much time off work.
Nevertheless,
- 3 I don't have much money this year. And I can't take much time off work.
Moreover,
- 4 I'll always love him unless
- 5 I'll always love him because
- 6 I'll always love him as long as he
- 7 I'll always love him in spite of
- 8 Luke promised to tidy his room as soon as
- 9 Luke promised to tidy his room provided that
- 10 Luke promised to tidy his room while

Exercise 3 – *Enough* and *too*

Rewrite each of these sentences using *enough* instead of *too*.

- 1 These sandals are too small for me.
- 2 Paula is too young to stay out so late.
- 3 Mark earns too little money to be able to buy his own flat.
- 4 Rick's marks were too poor for him to get a place at Cambridge University.
- 5 You walk too slowly for us to be able to reach the village before dark.
- 6 The job is too difficult for me to do on my own.

Exercise 4 – Now rewrite each of these sentences using *too* instead of *enough*.

- 1 It isn't light enough in this restaurant to see what you're eating.
- 2 My coffee isn't cool enough to drink yet.
- 3 My grandfather didn't feel well enough to travel such a long way.
- 4 Mike isn't handsome enough to be a film star.
- 5 The film wasn't interesting enough for me to watch it to the end.
- 6 The book isn't well-written enough for me to recommend it to you.

■ Part 1

Questions 1-8

You are going to read a magazine article about weddings. For questions **1-8**, 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**.

The perfect wedding

What is it about weddings that makes sensible people lose their heads? The mother of the bride, for example, dressed entirely in normal clothes for the rest of the year, is suddenly seized with the desire to dress like a fruit salad with a large coordinating hat. And brides – cool, intelligent girls in all other circumstances – throw out all their individual originality and try to dress like a princess in one of their childhood fairy stories.

Two people meeting, falling in love and wanting to spend the rest of their lives together is an amazing thing – one of our great reasons for living. Weddings should reflect that. Which is why I don't feel that the typical enormous tent and wedding disc jockey are really what is needed. Driven to it by the number of awful weddings I have attended in the past and in the firm belief that they will one day come in handy for my own, I have been collecting a list of do's and don'ts for weddings.

To begin with, I think that far too many people are being invited to weddings these days. I have often found myself sitting in church thinking that I don't really know the happy couple well enough to be witnessing this moving ceremony. If you reduce the number and scale of the event, you can instantly afford to increase the quality of everything else.

Here's how to do it properly. Have a morning or afternoon wedding so that the reception can be at the right time for either lunch or tea. So far, so normal, I know. I'm not trying to re-invent the wheel here, just to simplify things. Try to get married in a small church and invite only those people whom you truly love, not everyone you've ever met.

Think about the lighting and the flowers. No

lighting is best in summer when the sun will be pouring through magnificent stained glass windows. Flowers should be heavily perfumed and traditionally should contain some orange blossom or jasmine. Individual potted rose trees are always very pretty and can be rented.

Weddings should be calm affairs and in this respect benefit enormously from being a daytime event. Try to organise things so that they go straight into the meal without lots of standing around for all the guests while those dreadful posed photographs are being taken. If the meal is lunch, base it on one of those Italian wedding lunches you see in films: one long table crowded with friends and family sharing the celebration of this delightful occasion. The typical British wedding in a tent can so easily turn into a mess of round tables, with awkward seating arrangements, dull food and even duller music.

A tea-time wedding appeals to me most of all. You can have a lot of fun with good cakes and sandwiches and they go very well with champagne and peach juice. Everyone has a good time because young and old can sit down wherever and whenever they want to. People can move around and nobody gets trapped at a table for an hour next to someone they neither know nor like. And flirting, half the point of a wedding, is always more successful in the afternoon.

And then it's time to put on your going-away outfit, one of the best moments of the wedding. A lunch-time or tea-time wedding allows you to go away in style, looking beautiful and feeling fabulous as everyone waves goodbye. Your family and guests can wait a while chatting and relaxing as the sun goes down, having spent a really lovely day with you.

- 1 What does the writer say seems to happen to people at weddings?
 - A They become more interesting.
 - B They enjoy dressing in an original way.
 - C They seem to lose their good sense.
 - D They behave in a way they later regret.

- 2 What does the writer say that weddings should reflect?
 - A the romance of the situation.
 - B the significance of the situation.
 - C the fairytale nature of the situation.
 - D the family aspect of the situation.

- 3 The writer has been thinking a lot about weddings because
 - A she is going to get married soon.
 - B she loves going to weddings.
 - C she had a wonderful wedding herself.
 - D she has been to a lot of unsatisfactory weddings.

- 4 What advantage does she mention of inviting fewer people to the wedding?
 - A There'll be more money to spend on other aspects of the wedding.
 - B Everyone there is more likely to know and get on with everyone else.
 - C The atmosphere of the ceremony will be more sincerely religious.
 - D The guests will feel special and will buy better wedding presents.

- 5 How is the writer's perfect wedding different from the typical English wedding?
 - A It's different in most respects.
 - B It's less complicated.
 - C It's more sophisticated.
 - D It's more romantic.

- 6 What does the writer seem to be assuming in paragraph 5?
 - A Some guests may be allergic to perfumed flowers.
 - B Flowers are only necessary in the church.
 - C People will want to save money on lighting.
 - D The sun will be shining on an English summer day.

- 7 What problem does the writer mention about photographs at a wedding?
 - A Guests have to wait while they are taken.
 - B The photographer is dreadfully expensive.
 - C The photos are often of poor quality.
 - D The subjects don't always look natural.

- 8 What kind of wedding does the writer like best of all?
 - A a lunch with one long table
 - B a lunch with lots of round tables
 - C a tea with people sitting where and when they want
 - D a tea with everyone standing and moving round

■ Part 2

Questions 9-15

You are going to read a newspaper article about children who stop going to school. Seven paragraphs have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

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

'No one asked why I wasn't in school'

It's a hot July afternoon and Helen and Osama are helping out at the Epic Skatepark in Birmingham. They might be just any couple of teenagers, filling their summer days by making themselves useful. All things being equal, these two bright, articulate 16-year-olds should have been waiting for their exam results now. **9**

Helen and Osama have fallen, quite by accident, into Britain's educational underclass. They find themselves now among Britain's legion of lost pupils; the missing children who have disappeared altogether from the country's education system. How could this happen? Both have missed important parts of their educational lives. Despite the law that says all children should be in school until they are 16, Helen actually left at 14 and Osama at 15. **10**

Neither they nor their parents were even asked by their local education authority why they were not attending school. Both say their parents phoned the council to report that they were out of school and to ask advice, but received no useful response. Osama's parents, for example, moved to Birmingham from London during the autumn of his examination year, and their repeated phone calls and other efforts to find him a new school failed. Just one secondary school offered to take

him, but only if he would agree to repeat a year. **11**

'Nobody got in touch to suggest an alternative,' he says. 'We had to find numbers and call them. My Mum was phoning the council saying I didn't have a place to go, and could they please find somewhere? They kept transferring us from person to person and nothing more ever happened. It was quite shocking, really.' Helen's story was possibly even more shocking. She began missing days and weeks of school after a close friend of hers died. It was two months before anyone noticed. **12**

After transferring to another school, Helen became school phobic and dropped out altogether. For a while her teachers sent work home via a laptop computer they provided, but after a few months she was quietly dropped by the school. She gradually lost touch with the system when the school's emails stopped arriving. 'I thought somebody would come and say, "Why aren't you in school?"' she says. 'Nobody did. I had to pick up the pieces myself. I spent quite a few months just at home, not doing any work. **13**

Both Helen and Osama plan to go to college in the autumn to try to regain their lost schooling.

Meanwhile, they are improving their personal skills on the WayAhead project, a scheme for out-of-school pupils run by the St Paul's community project in South Birmingham. These two teenagers are in a way fortunate to be living there and not under an education authority that has failed to address the problem of missing pupils. **14** Its education committee recently investigated the issue and reported that some 700 pupils across the city were believed to have been lost. A special section of its education department is devoted to finding these pupils and reconnecting them with the system. And yet even here, many pupils like Helen and Osama still slip

through. Peter Wild, head of this special section, says the city has at least faced up to its problems. 'I think, to be fair, this city is quite happy to admit the problems,' he says. 'I think we're doing as much as we can. **15** If someone's determined to stay out of the system, then they can do that, but I do believe it catches up with them in the end.' But David Bell, the chief inspector of schools, believes that most authorities still aren't doing enough to find such children. In many cases, they are failing in their duties, he says. Some children who are less motivated than Helen and Osama get involved in crime, and the cost to society is enormous.

- A** When Osama didn't want to do so, he was lost to the system and never went to school again.
- B** It's a question of actually going in and physically looking for these pupils.
- C** Her mother finally approached the school to tell them her daughter had gone missing after a friend saw Helen in the street during school hours.
- D** But like many thousands of others their age across the country, they never even made it into the exam room.
- E** This is one of the most significant areas where education authorities are failing.
- F** I did look for a job but it wasn't really what I wanted to do. I wanted to go on with my education.'
- G** Even more shockingly, neither actually wanted to stop going to school.
- H** Birmingham is recognised to be one of the most active councils when it comes to the problem of school drop-outs.

■ Part 3

Questions 16-30

You are going to read a series of interviews with different members of a family who talk about how they feel about getting older. For questions **16-30**, choose from the people (**A-E**). The people may be chosen more than once. When more than one answer is required, these may be given in any order.

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

Which of the people states the following?

People never think that they themselves are old.

16

I look younger than I actually am.

17

As you get older, old age starts later and later.

18

19

Life is more stressful for adults than for children.

20

I'm looking forward to being a bit older than I am now.

21

22

My life is easier now in some ways than it used to be.

23

The retirement age should be younger than it is now.

24

Someone in my family behaves like a much younger person.

25

People's views about age change as you get older.

26

27

It's better to make plans than to reminisce.

28

My body looks older than I feel.

29

30

Family questions

How old is old? As the government talks about raising the age of retirement from 60 or 65 to 70, we thought it would be interesting to ask people of different age groups what they felt about getting older.

A Bob, dad

Well, now that I'm the other side of 50, 60 certainly doesn't seem as old as it used to when I was a kid. In general, I think that age is in the mind. There are some young people who seem to have always been middle-aged. And some people in their 60s who behave like teenagers. I don't think your character changes just because you reach a certain age. The problem is, of course, that your body does change, so people do see you as the age you are. I feel about 28 still – that was an age I really enjoyed and I don't feel I've changed much since then. But people look at me and see grey hair and a paunch and they ask me if I have any grandchildren. That always really takes me by surprise though it shouldn't really, I suppose.

B Paul, 11

I like being young because you get to exercise and play and you don't have only three weeks' holiday a year. I think 50 is old. My dad's 52 and he's got grey hair. He acts like he's young, though, playing loud music and occasionally drinking too much beer. I think I quite like that but sometimes it's a bit embarrassing when my friends come round. Their dads are probably a bit younger than mine but they seem to behave a bit more like grown-ups. They make you turn your music down and comb your hair. I'm looking forward to being a teenager. I think 15 must be the best age. You can go out with your friends when you want to and yet you don't have to go to work and worry about earning money.

C Cherry, mum

I think I've always felt that the age just ahead of me is old. I remember once saying, when I was 15, to a woman on her 25th birthday that she was already halfway to 50. I couldn't understand then why she was so cross with me. I do now! When I was 15, I thought that 25 was inconceivably old but when I got there it didn't seem old at all. It's because you're not ageing on your own, your friends are all growing old in the same way.

Everything's relative, of course. That's the way survival works. You never really think that you are old. You know you're on your way but you never quite get there. A lot of our children's friends have parents who are a lot younger than us but there are quite a few of our age too. But I still feel the same age as the 30-year-old mums of my children's friends, even though I could just about be their mother!

D Emma, 13

The oldest person I know is my dad's Auntie Jane. She's 89 or something like that, I think. She's less active than we are. She doesn't go to school or work or anything like that. I wouldn't like to be her age. You can't think about the future, only the past. I think that you are old when you get to 60. My mum and dad seem kind of old. I suppose they're middle-aged. I think people should be able to stop working when they're 55. Otherwise you're working all your life and that seems an incredible waste of time. You need to be able to enjoy life and travel and things before you get too old to do it all. It's quite nice being a teenager but I think it'll be better to be in my 20s. Then I can have my own flat and stay out as long as I want and wear whatever I want.

E Auntie Kitty, 87

People often tell me that I don't look a day over 70. But in my mind I feel about 30 still. Unfortunately, my body often reminds me that I'm a bit older than that. The best age for me was about 50. My children were safely grown up, so I could relax a bit and not worry so much about money or looking after them. My first grandchild was born when I was 51 and that was fantastic. I suppose I was lucky that I had my own children early so that I could really enjoy my grandchildren and still had enough energy to help a lot with them. I'm a great-grandmother now. So I'm really lucky. I don't worry about the future now though I used to all through the rest of my life. You never know what life is going to bring you so there's no point in worrying about things that just might happen. I wish I'd realised that 60 years ago!

■ Part 1

Question 1

You **must** answer this question.

Write a **letter** of between **120** and **150** words in an appropriate style. Do not write any postal addresses.

- 1 You are planning to meet an English pen friend and have a holiday together in New York. Below is part of a letter from your pen friend. Pat has sent you suggestions and questions about the holiday on which you have made some notes. Answer the questions and make suggestions. Then, using all the information in your notes, write a letter to your friend.

I'm very much looking forward to meeting you and having a holiday together. I'll book us a hotel if you can let me know if you have any special preferences.

As I'll be arriving a couple of days before you, let me know what time your flight gets in and I'll meet you at the airport.

Is there anything you specially want to do while we're in New York. I really want to visit the Metropolitan Museum and to go shopping, of course!

See you in just a month now!

Yours,

Pat

centre better because...?

not Arrive 2 a.m.

suggest different meeting place

yes!

Part 2**Questions 2-5**

Write an answer to **one** of the questions **2-5** in this part. Write your answer in **120-180** words in an appropriate style.

- 2** You have been talking about language learning in class. Your teacher has asked you to write a composition on this subject.

The pleasures and problems of learning English

Write your **essay**.

- 3** You see this announcement in a magazine.

What famous person from the past or present do you most admire? Write an article telling us about that person and why you admire them. We will publish the best articles.

Write your **article**.

- 4** An international health organisation is investigating what people do to keep fit throughout the world. You have been asked to write a report about people in your college or workplace. Your report should:

- indicate who you are reporting on
- describe what those people do to keep fit
- comment on what else you think they should do to improve their fitness

Write your **report**.

- 5** Answer **one** of the following **two** questions based on your reading of **one** of the set books.

Either (a) *What can you learn from this story about life and human nature?*
Write an **article** for your college magazine, answering this question.

Or (b) This is part of an email you receive from Marina, your Australian friend.
Write your reply.

*How did you get on with that book we were both reading?
I liked the end best. Do you agree? What was your favourite bit? Why did you like it? Were there any parts that you didn't like so much?*

Write an **email** to your friend answering her questions.

■ Part 1

Questions 1-12

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning (0).

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

Example:

0 A lived B survived C existed D inhabited

Part 1				
0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

THE EARLIEST ART

Even the earliest people, who (0) the world about four thousand years before Christ, loved art. They produced many (1) of art including paintings and sculptures.

Pictures were typically (2) on the walls of the caves which (3) people with shelter. These caves could be described as people's first (4) It seems that people (5) to make dyes or paints from stone very early on in their history. White, for (6) , was produced from chalk and black from charcoal. The mineral was (7) with water to make the dye. Some communities even (8) minerals to produce new colours.



Among the most (9) cave paintings in Europe are those which were found in the Lascaux caves in south-west France. They were first discovered by schoolboys who were (10) the caves. The paintings show pictures of (11) such as bulls, cows, deer and horses. The pictures are very lifelike, showing that the artists had studied their subjects very (12)

- | | | | | |
|----|-----------|--------------|-------------|----------------|
| 1 | A things | B makes | C works | D objects |
| 2 | A drawn | B designed | C formed | D built |
| 3 | A gave | B made | C allowed | D provided |
| 4 | A flats | B homes | C places | D buildings |
| 5 | A taught | B found | C learnt | D understood |
| 6 | A show | B example | C practice | D illustration |
| 7 | A mixed | B placed | C confused | D held |
| 8 | A hotted | B made | C prepared | D heated |
| 9 | A famous | B old | C ordinary | D rich |
| 10 | A playing | B hiding | C exploring | D escaping |
| 11 | A people | B animals | C food | D pets |
| 12 | A quickly | B carelessly | C slowly | D carefully |

■ Part 2

Questions 13-24

For questions 13-24, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (0).

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

Example:

0	GOT
---	-----

LOST DOG

Sally and James Parker from Manchester (0)^{GOT}..... married last year. They then left their five-year-old dog, Blackie, in a dogs' home while they went (13) their honeymoon to Venice. While they were (14), Blackie escaped from the dogs' home. The dogs' home was (15) in Manchester but 500 miles away in Cornwall near to the town (16) James's parents lived.

As (17) as they got back from their honeymoon, James and Sally drove to Cornwall to (18) for Blackie. Unfortunately, they didn't have (19) luck. However, they refused to give (20) They drove to Cornwall (21) weekend for the next six months. By then the weekly drive had become so tiring (22) James sold his business and they moved to Cornwall.



Blackie has now (23) missing for fourteen months. Sally and James have seen her several times but they have not succeeded in catching her. James says that the problem is that she is (24) nervous now to let anyone come near her.

■ Part 3

Questions 25-34

For questions **25-34**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space on the same line. There is an example at the beginning **(0)**. Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example:

0

REPUTATION

ALI BABA'S RESTAURANT



Ali Baba's restaurant in **(0)** **CENTRAL** London is one of the best restaurants I've been to for a long time. It has an **(25)** range of Turkish dishes including plenty of **(26)** which are **(27)** for vegetarians. The restaurant has a very pleasant atmosphere and is **(28)** decorated in a Mediterranean style. At weekends diners can enjoy **(29)** by Turkish singers and dancers. At the end of the evening diners not **(30)** join in the dancing. We are sure that you will have a **(31)** evening if you go to Ali Baba's. You will also find it **(32)** inexpensive. A meal for two will cost you roughly £40 with the **(33)** that you stick to the house wines. But there is an excellent **(34)** of these on the wine list.

CENTRE
EXTEND
CHOOSE
SUIT
ATTRACT
PERFORM
FREQUENT
MEMORY
EXPECT
PROVIDE
VARY

■ Part 4

Questions 35-42

For questions **35-42**, 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. There is an example at the beginning (**0**).

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

Example:

0 The children will probably go swimming tomorrow.

LIKELY

The children swimming tomorrow.

The gap can be filled by the words 'are likely to go' so you write:

0**ARE LIKELY TO GO**

35 I don't have enough money for them but I like to buy expensive shoes.

CAN'T

I like to buy expensive shoes to buy them.

36 Carla's father insisted that she should go to university.

HER

Carla's father to university.

37 Can you give me any reason for her success towards the end of her life?

EXPLAIN

Can you towards the end of her life?

38 I missed the bus because I overslept.

CAUGHT

If I hadn't the bus.

39 Hannah would love to know how to surf properly.

SHE

Hannah surf properly.

40 I decided not to use that supermarket any more when I read about its unhygienic practices in the newspaper.

AFTER

I stopped about its unhygienic practices in the newspaper.

41 Did you enjoy the party last night?

TIME


Did you the party last night?

42 'Could I borrow £5, mum?' asked William.

LEND

William asked his mother £5.



Test 3

■ Part 1 

Questions 1-8

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

- 1 You hear a man talking on a train. What is the man's job?
A photographer
B musician
C teacher
- 2 You hear part of a news report on the radio. What is it about?
A strong winds
B forest fires
C flooding
- 3 You hear a woman in a cafe talking to her friend. What has she bought?
A a pair of ear rings
B a pendant
C a bottle of perfume
- 4 You hear a teenager talking about something that happened to him. How did he feel?
A embarrassed
B amused
C annoyed
- 5 You hear an extract from a radio programme. What kind of programme is it?
A a cookery programme
B a fashion programme
C a medical programme
- 6 You hear an extract from a radio play. What is the relationship between the speakers?
A boss and employee
B father and daughter
C brother and sister
- 7 You hear a man talking on the radio about parachuting. How did he feel during his jump?
A disappointed
B terrified
C excited
- 8 You hear two people talking about a film. What did the woman like best about it?
A the camerawork
B the plot
C the acting

■ Part 2  

Questions 9-18

Listen to a human resources manager talking about people's relationships with their colleagues. For questions 9-18, complete the sentences.

The company that Ann Gates works for produces 9

She started working there in 10

The women used to complain about 11

The men used to complain about people causing problems with the 12

Both men and women get annoyed by their colleagues' overuse of 13



Men nowadays get annoyed by their colleagues' choice of 14

Women want all their colleagues to take their turn at 15

People said they would be happy to sacrifice a 16 to have nice colleagues.

17 people would be prepared to take a pay cut in order to have a pleasanter work environment.

Ann Gates is now planning a 18 on relationships in the workplace.

■ Part 3  

Questions 19-23

You will hear five different people talking about their holiday experiences.

For questions **19-23**, choose from the list **A-F** what each person says about their holiday experience. Use the letters only once. There is one extra letter which you do not need to use.

A We found something very special.

Speaker 1 **19**

B We had problems at the end of the holiday.

Speaker 2 **20**

C I brought back some special souvenirs.

Speaker 3 **21**



D I had a chance meeting with someone from my past.

Speaker 4 **22**

E It was a more expensive holiday than usual.

Speaker 5 **23**

F We didn't actually go anywhere in the end.

■ Part 4  

Questions 24-30

You will hear a radio interview with Jeremy Wales, who is talking about issues relating to ethical design. For questions **24-30**, choose the correct answer, **A**, **B** or **C**.

- 24** Who is being interviewed?
A a politician
B an artist
C a teacher **24**
- 25** What does Jeremy Wales say about the history of ethical design?
A It is a totally new concept.
B The idea is not new but the practice is.
C It has been practised for some time but gets more publicity now. **25**
- 26** Which of these does Jeremy Wales specifically say the ethical design movement opposes?
A the use of non-biodegradable materials in products
B the destruction of the environment for manufacturing purposes
C the overvaluing of company logos on products **26**
- 27** LOSA wanted to adapt South African workers' products so they would
A last longer.
B appeal to a wider market.
C be quicker to produce. **27**
- 28** Where does LOSA currently sell products?
A Britain
B Britain and other European countries
C Britain, other European countries and the USA **28**
- 29** How did the British designers influence the traditional Zulu products?
A They used a wider range of colours.
B They made the items simpler.
C They made the items smaller. **29**
- 30** What happens to LOSA's profits?
A They are shared equally among the British and African team members.
B They are put towards training new young African designers.
C They are spent on strengthening the African business to make it more independent. **30**

In the Speaking Paper there are two examiners and two exam candidates. One examiner (the interlocutor) talks to you and the other listens to what you say.

Part 1 (3 minutes)

The examiners introduce themselves and the interlocutor asks you and your partner questions about yourselves.

- Tell me about the people you live with.
- Tell me what you know about the lives of your grandparents.

Part 2 (4 minutes)

The examiner gives you two photographs and you must talk about them for one minute. Then the examiner asks your partner a question about your photographs and he or she should reply briefly.

Candidate A: Look at the pictures on page 189. **They show people learning about the news.** Compare and contrast these two pictures and **say what you think the advantages are of each of these ways of learning about the news.**

Candidate B: How do you usually learn about the news?

Candidate B: Look at the pictures on page 191. **They show people keeping fit.** Compare and contrast these two pictures and **say what the disadvantages are of keeping fit in these different ways.**

Candidate A: Which of these activities appeals to you more?

Part 3 (3 minutes)

The interlocutor gives you some pictures and asks you and your partner to discuss them together.

- Look at page 193.
- Look at these different things that students sometimes have in their bedrooms. First, talk to each other about **which ones you have and what you use them for.** Then imagine **you are going away to work or study for a year in a different town.** Decide **which two things you would most want to have in your room and two which you could happily do without.**

Part 4 (4 minutes)

The interlocutor asks you questions which carry on the topic of Part 3.

- Are there any other items not in the pictures that you would definitely want to take with you if you were going away for a year?
- Which of all your possessions do you think you would find it hardest to live without? Why?
- Describe your bedroom. How would you change it if you could?
- Describe your ideal home.

Lesson 7 – Spelling

Exercise 1 – Write down

- 1 the plural form of these nouns – country, tooth, mouse, study, university
- 2 the superlative form of these adjectives – happy, wet, tiny, smart, pretty
- 3 the adverb form of these adjectives – easy, beautiful, usual, lucky, typical
- 4 the person noun from these verbs – explore, speak, depend, engine, invent
- 5 the abstract nouns from these words – strong, know, interfere, independent, wise

Exercise 2 – There are two spelling mistakes in each sentence. Correct them.

- 1 The children are being quiet noisy – please ask them to be a bit quieter.
- 2 I'm awfully sory that I disturbed you when I got home last night.
- 3 The teacher asked the students to hand in there homework on Wensday.
- 4 I have to much work to do in August but not enough in September.

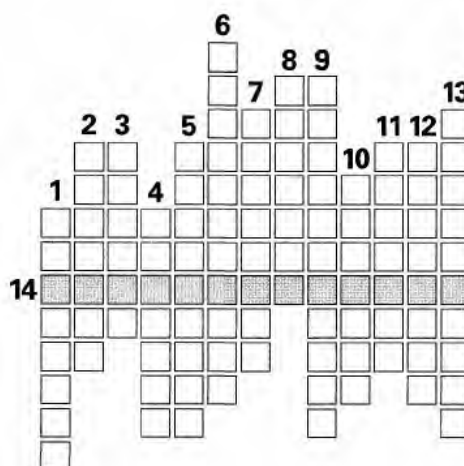
Exercise 3 – Solve the clues to complete the puzzle. All the words are ones which FCE candidates often make spelling mistakes with.

Down

- 1 The noun form of *practise*.
- 2 Something with two wheels that you ride.
- 3 The noun form of *advise*.
- 4 The past tense of *think*.
- 5 If you like a book or film you might it to a friend.
- 6 People today worry about how this is becoming polluted.
- 7 People who visit.
- 8 The past tense of *offer*.
- 9 Your face goes red when you feel
- 10 The past participle of *write*.
- 11 They say that it is better to give than to
- 12 the film was very long, it wasn't at all boring.
- 13 The institution that rules a country.

Across

- 14 Houses and flats are different types of this.



Extra vocabulary practice



■ Lesson 8 – Passives and *have something done*

Exercise 1 – Complete this table.

tense	active example	passive example
present simple	Ford (1) cars.	Cars are made in Japan.
present continuous	We're building a garage.	A new garage (2) at the end of our road.
present perfect	I (3) my work.	The work has been finished.
past simple	Shakespeare wrote plays.	This play (4) by Shakespeare.
past continuous	I was watching TV.	The house (5) by the police.
past perfect	He (6) us of his plans.	The authorities had been informed.
future with <i>will</i>	He will drive you to the station.	You (7) to the airport.
future with <i>going to</i>	They (8) the party here.	The party is going to be held here.
second conditional	They would probably allow you to stay here.	You (9) probably to stay here.
third conditional	Normally her dad would have taken her home.	Normally she (10) home by her dad.
<i>can</i>	Of course, you can do it.	Of course, it (11)
<i>must</i>	You (12) your car.	This car must be sold.
<i>ought to</i>	You ought to do more exercise.	The work (13) by Friday.

Exercise 2 – Rewrite these sentences beginning in the way suggested.

- The college doesn't allow students to have overnight guests in their rooms.
Students
- Helena's father made her study medicine.
Helena
- They are making the old cinema into a hotel.
The old cinema
- The repairs to the railway line have not been finished yet.
They still
- Cristina would have prepared dinner if she had been here.
Dinner

Exercise 3 – *Have something done*. Answer these questions in full sentences.

- What three things can a woman have done at the hairdresser's?
- Why do you need to go to the dentist regularly?
- Why do people go to a professional photographer?
- What can you have done to your car at the garage?
- Can you suggest two things that people regularly have done at a health check-up?
- If your TV is not working what do you want to have done?

Exercise 4 – Which of these things would you have done and which would you do yourself? Write sentences.

mend a puncture paint your room put up shelves service your car
 repair a broken window plumb in a new washing machine fit new taps

■ Lesson 9 – Advantages and disadvantages and expressing feelings

Exercise 1 – Highlighting advantages and disadvantages

Divide these words and expressions into two groups: those that refer to advantages and those that refer to disadvantages. Then put the words into pairs of word + antonym.

advantages	bad points	benefits	cons	disadvantages
drawbacks	failure	gains	good points	losses
minuses	negative aspects	pluses	positive aspects	pros
strengths	success	weaknesses		

Exercise 2 – Answer these questions. Write full sentences.

- 1 What would you say is your main strength and what is your main weakness?
- 2 In what way has plane travel been a success and in what way has it been a failure?
- 3 What would you say is the main advantage of e-learning and what is its main disadvantage?
- 4 What are the good points of the current government of your country and what are its bad points?
- 5 What are the pros and cons of having a mobile phone?
- 6 What are the pluses and minuses of television as entertainment?
- 7 What are the positive aspects of living in a town and what are the negative aspects?
- 8 What could be seen as one benefit and one drawback of single-sex education?
- 9 Has electricity brought both gains and losses? If so, what are they?

Exercise 3 – Expressing feelings

What is the difference in how the speaker or writer feels in each pair of sentences?

- 1a Luckily, I could understand German.
- 1b Unfortunately, I could understand German.
- 2a Surprisingly, Rosa came top in the exam.
- 2b Inevitably, Rosa came top in the exam.
- 3a Sandro will probably pass his driving test.
- 3b Sandro will certainly pass his driving test.
- 4a The girl was very slim.
- 4b The girl was very skinny.
- 5a Mario is very thrifty.
- 5b Mario is very tight-fisted.
- 6a The hotel was very luxurious.
- 6b The hotel was very ostentatious.

Exercise 4 – Answer these questions about feelings.

- 1 What are people more likely to be scared of – spiders or kittens?
- 2 If you're starving, how do you feel?
- 3 If you're exhausted, how do you feel?
- 4 If someone says that they're boiling, how do they feel?
- 5 If you're looking forward to something are you more likely to feel nervous or excited about it?
- 6 If someone says they are missing you, where are they and how are they feeling?

■ Part 1

Questions 1-8

You are going to read an article about elephants. For questions 1-8, 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**.

Elephant miracle

Hezy Shoshani remembers Christmas 2001 in Eritrea with extraordinary clarity. The day dawned warm, dry and windless. The sky was blue. Before long the temperature had soared to 33° C in the shade. From the hill where he had taken up position there was an almost perfect view – of the dried-out, sandy bed of the Gash River, of the palm trees dotting the flood plains on either side and finally, hidden by palm leaves, of the top half of a browsing elephant. One of his students flashed him an enormous smile when she saw it. 'For a few minutes, we all just stood there, staring,' he recalls. 'Then I remember thinking, this is for real, it isn't a dream.'

They realised there were two elephants eating among the palms and more, it seemed, deeper in the forest. Local guides had told them that they usually emerged in the afternoon, around 4pm, to drink from a waterhole. Hezy and his students waited and, more or less on time, the herd appeared, about 500 metres away.

As the researchers rushed to document the herd before it retreated back among the palm trees, chaos threatened. Hezy, his feet sinking into the sand of the river-bed as he tried to keep up with his students, had to shout at them to stop. 'We wanted to get as close as possible to the elephants without disturbing them, he said, 'yet to be able to count and photograph them.' He counted them twice, then started taking pictures as fast as he could. The elation everyone felt after it was over cannot be put into words. 'What a wonderful Christmas present' says it all.

What Hezy and his students documented on 25th December 2001 was a remarkable story of contemporary African conservation – the survival, against considerable odds, of one of the

continent's most northerly herds of elephants. Close to 30 were sighted that day, at least 10 of them newly born, all in apparently good health. Expeditions carried out since then to confirm those observations suggest a national population of 100. In a region noted for drought, famine and climatic extremes and torn by a 30-year civil war, the findings were almost unbelievable.

Elephants were recorded in Eritrea in Biblical times (the Book of Kings mentions the ivory trade) and in the third century BC, Ptolemy II and III of Egypt staged elephant hunts there and used the animals in their military campaigns in Asia. They were known to have survived until the mid-twentieth century – a herd of 100-200 was spotted in 1955 – but from then until 2001 there were only sporadic sightings of a few individuals at a time. Many believed that they had died out in the long and bitter war which saw Eritrea finally gain independence from Ethiopia in 1991.

In January this year another expedition counted at least 83 elephants in seven different places and observed some fascinating behaviour. At one watering-hole, the elephants of all ages formed up in orderly queues to drink, each queue kept in line by an adult, usually male, 'prefect'. And olive baboons, a troop of which had been observed on Christmas Day 2001, figured repeatedly in sightings. The two species, Hezy suggests, have formed a symbiotic relationship: the baboons drink from the water wells dug by the elephants and the elephants use the baboons as a tree-top early-warning system.

For Hezy, whose 25-year career as a researcher has been spent mainly in museums and laboratories, following elephants in the wild is a 'dream come true'.

- 1 Why does Hezy remember Christmas Day 2001 so clearly?
 - A It was a particularly beautiful day.
 - B He had amazing views of the Gash valley.
 - C He saw some elephants in the wild.
 - D His students were extremely happy.

- 2 What had the local guides told Hezy about the elephants?
 - A There were a lot more in the forest.
 - B They would not come close to people.
 - C They drank from the river.
 - D They had regular habits.

- 3 Why did Hezy want his students to stop?
 - A to help pull him out of the sinking sands
 - B so they didn't frighten the elephants
 - C because he couldn't go as quickly as them
 - D because they had gone too close to the elephants

- 4 What was Hezy's and his students' main feeling at the end of that Christmas Day?
 - A joy
 - B relief
 - C amazement
 - D tiredness

- 5 Which of these is NOT named as a problem affecting elephants in the region?
 - A fighting between different peoples
 - B animal diseases
 - C difficult weather conditions
 - D not enough food

- 6 Which of these is NOT mentioned as a historical activity involving elephants?
 - A sport
 - B commerce
 - C farming
 - D war

- 7 What does the writer suggest is interesting about the elephants' drinking habits?
 - A Some of the elephants seem to have a role-keeping order.
 - B They let the very young and very old drink first.
 - C The other elephants seem to be afraid of the stronger males.
 - D They do things in exactly the same way every day.

- 8 How do the baboons help the elephants?
 - A They help them dig their watering-holes.
 - B They let them know if danger is approaching.
 - C They throw them fruit from the tree tops.
 - D Their noise frightens other animals away.

■ Part 2

Questions 9-15

You are going to read a magazine article about a woman who lost her job. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (**9-15**). There is one extra sentence which you do not need to use.

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

New job, new life

I firmly believe that things happen for a reason and, although getting sacked was terrible at the time, I realise now that, if it hadn't happened, my life would have been very different – and certainly not as good as it is now. **9**

I was really pleased to leave temporary work behind for a job with a company car and a good salary. My boyfriend Charlie and I were also planning to get married in Las Vegas so extra money would be very useful. For the first month or so things were great. **10**

But I soon began to have real problems with Karen. She was jealous of my friendship with Lisa and nervous that, because we were both good at our work and popular, we would steal her job. She began to organise things so that it looked as if we were making mistakes – arranging for us both to turn up at the same property with different clients at the same time, for example. We thought she would get into trouble for this but instead she managed to pass the blame to us. A few weeks later, Lisa was moved to another branch. Then a month after that, I was called into Karen's office. **11**

She told me things weren't working out and she was letting me go. She demanded the keys to my company car, told me to leave straight away and that I would get a week's pay. I wish now that I'd controlled myself

but I was so upset I burst into tears. **12**

I found out later that the boss's daughter had already been offered my job. Charlie thought I should have taken legal action over it but I was too upset and too naïve to do anything about it. In any case, I certainly didn't want my job back as I never wanted to work with Karen again. Charlie was very supportive even though it did mean we had to postpone our wedding plans. My mum helped me too but I didn't really tell anyone else what had happened. I felt ashamed and a total failure. I didn't ask for a reference because I knew Karen would give me a bad one. **13**

As I was depressed and we were now increasingly short of money, Charlie and I started to argue quite a lot. We couldn't afford to go out and we were struggling to pay the bills. A month or so later, Charlie said he'd had enough and went back to his previous girlfriend. I was terribly unhappy and couldn't stay in our flat any longer. **14**

It was a dreadful time for me. I'd lost my job, my boyfriend, my flat. The future looked dreadful. Fortunately, the girlfriend I was sharing with told me I had to pull myself together. She reminded me that I had always wanted to go to university and suggested it might be a good way of making

a completely fresh start. I was lucky enough to get a place at Kingston University where, three years later, I got a 2.1 in English literature. **15**

Looking back, I now realise that being sacked was a blessing in disguise. If it hadn't

happened, I'd never have done my degree and I'd have been married to someone who wasn't right for me. Now I've got a degree, a good job and I'm young, free and single. Life has never been better.

- A** Then because I didn't have any transport, she gave me a lift home.
- B** I was 29 and had been working in a series of jobs on a temporary basis when Karen, a friend of a friend and the office manager of an accommodation agency in a smart area of London, offered me a permanent post.
- C** I then trained as an English teacher and now work in a fantastic school, teaching brilliant kids.
- D** I lost all my confidence and only managed to take temporary and poorly paid work in bars.
- E** Charlie agreed with me and together we decided to work out a plan to get my life back on track.
- F** I knew something serious was going to happen.
- G** I left and moved in with a girlfriend, where fortunately the rent was low.
- H** I loved the job and got on well with my colleagues, especially Lisa, who did the same job as me.

■ Part 3

Questions 16-30

You are going to read a series of interviews where people talk about their jobs and what they have learned while listening to people. For questions **16-30**, choose from the people (**A-F**). The people may be chosen more than once. When more than one answer is required, these may be given in any order.

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

Which of the people states the following?

People do strange things when they don't know they are being watched.

16	<input type="checkbox"/>
----	--------------------------

Some people make great efforts to improve themselves.

17	<input type="checkbox"/>
----	--------------------------

I'd like to have lived my own life differently.

18	<input type="checkbox"/>
----	--------------------------

Making a small mistake can have serious consequences.

19	<input type="checkbox"/>
----	--------------------------

A sense of humour is not the most important thing in a life partner.

20	<input type="checkbox"/>
----	--------------------------

Things are getting worse.

21	<input type="checkbox"/>	22	<input type="checkbox"/>
----	--------------------------	----	--------------------------

It is in your own best interests to tell the truth.

23	<input type="checkbox"/>
----	--------------------------

A relative of mine behaved foolishly.

24	<input type="checkbox"/>
----	--------------------------

Things are not always what they seem.

25	<input type="checkbox"/>	26	<input type="checkbox"/>
----	--------------------------	----	--------------------------

I like chocolate.

27	<input type="checkbox"/>
----	--------------------------

Well-known people sometimes behave badly.

28	<input type="checkbox"/>
----	--------------------------

The things you expect to make you happy may not.

29	<input type="checkbox"/>	30	<input type="checkbox"/>
----	--------------------------	----	--------------------------

Advice for a happy life

We asked a number of people, whose jobs involve listening to other people talking, what they felt they had learned about what makes people happy with their lives.

A The cab-driver

I've been driving my cab for 30 years now and people are definitely getting more miserable. They want to have everything now and get upset when they can't have the latest huge telly or the smartest house or car. But you can be just as happy in a small house with a small TV or even without one! For me the important thing is to remember what really matters and to live life for today. There's not much point in working so hard just to get more things if you're too tired and too stressed to enjoy them. Better spend time playing with your kids before it's too late. I certainly wish it wasn't too late to listen to my own advice!

B The lawyer

If you're going to live a happy and organised life, then you have to open your post! I come across so many people who don't open half the things that come to them because they think they might contain bills. Sometimes they actually have cheques in them or job offers. Brown envelopes aren't only bad news! People who behave like this may be good company because they are fun-loving but they are so disorganised that they often spend far too much on shopping, gambling or drink. Never marry someone who doesn't open their post!

C The beautician

I think it would make a lot of women happier to know that most women are much hairier than people think. No one has the perfect body – believe me, I see naked people every day and I know what I'm talking about. The people who look great have usually spent a lot of time and money getting that way. Clever clothes and make-up can hide a great deal. Mind you, I guess I shouldn't say this but happiness is what makes people really beautiful, I think. Someone with a lovely face and a gorgeous figure and a miserable expression is much less attractive than a plain girl who's happy.

D The concierge

The advice I would give people is never, ever do anything embarrassing in a lift these days. There's always someone watching you on CCTV. I've seen men looking at themselves in the mirror and tying their scarves in half a dozen different ways to see which looks best. And I've seen much worse but I won't tell you about that. I see lots of things happening in my block of flats. All sorts of comings and goings. Someday I could sell a lot of stories to the newspapers if I had a mind to as some well-known politicians and media figures live in the more expensive pent-house apartments. They don't seem to behave nearly as well as the people up there used to when I first started this job.

E The nurse

The advice I'd give is never to take up smoking. It's an evil habit and it causes so many illnesses and makes others much worse. My own grandfather had two heart attacks before he managed to give up smoking. He's had years of ill-health that could so easily have been avoided. Of course, when he was young people didn't know quite what a dangerous habit it was. But there's no excuse now. I've never even tried a cigarette and I don't regret it at all. Why ever should I? The latest research all suggests that life is better for non-smokers in all sorts of ways. I'm glad to say that there is also recent research that shows that chocolate is good for your health. Now that's the kind of research I'd like to see more of!

F The policeman

For me what matters is to pay attention to the little things. Do that and you should have a happy life. If you make even a tiny driving mistake you can cause a serious accident. If I make a small error in my paperwork, it can cause chaos in a legal case. The other thing is that people should be honest. I'd say that six out of ten drivers that I stop on the roads give me a false name and you can always tell that they're lying. It's the hesitation in the middle that gives the game away. Then they're in more trouble than they were before. So, as my grandmother used to say, honesty pays.

■ Part 1

Question 1

You **must** answer this question.

Write an **email** of between **120** and **150** words in an appropriate style.

- 1 You would like to buy some t-shirts for a group of friends in a sports club. You see an advertisement in a magazine and want to find out more.
Read the advertisement for the t-shirts, on which you have made some notes. Then, using all the information in your notes, write an email to David Grassie at Smith's T-shirts. You should describe exactly what you would like to order and ask if it is possible to do what you wish.

INDIVIDUAL T-SHIRTS FROM SMITH'S

Design your own t-shirts
and we will create them for you.

Choose from these designs on either the back or the front:

butterfly	rose	bunch of grapes
parrot	footballer	sports car
lion	clown	surfboard

On the other side we will write any name or slogan that you request.

Sizes available – small, medium, large, extra large.

Cost – £10 for one t-shirt; £25 for 3.

Just tell us:

- ☺ which design and where
- ☺ which words and where
- ☺ size of t-shirt required

If you have any queries, email davidgrassie@smithsTs.com.

lion on
surfboard
possible?

wash ok?

size of
design?
(say what
I'd prefer)

extra
discount if
order 20+?

■ **Part 2**

Questions 2-5

Write an answer to **one** of the questions **2-5** in this part. Write your answer in **120-180** words in an appropriate style.

2 You see this advertisement in a travel magazine.

What does your town have to offer young tourists? Write an article describing your town and its tourist attractions, sports and entertainment facilities which would appeal to young people on holiday.

Write your **article**.

3 You have been doing a class project on television. Your teacher has now asked you to write a review of your favourite television series.

People today spend too much time watching television.

Write your **review**.

4 Your teacher has asked you to write a story for the school magazine. Your story must **begin** with the following words:

I felt very afraid as I opened the door.

Write your **story**.

5 Answer **one** of the following **two** questions based on your reading of **one** of the set books.

Either (a) Which character in the story did you like best and which did you like least? Write a **composition** explaining why you liked and disliked these two characters.

Or (b) This is part of a letter you receive from Tom, your English pen friend. Write your **reply**.

I haven't read the book you've been reading. Do you think I'd enjoy it? My mother says she thinks it's a book that appeals more to women than men. What do you think about that?

Write a **letter** to your pen friend answering his questions.

■ Part 1

Questions 1-12

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

0 A marked B noticed C remarked D noted

Part 1				
0	A	B	C	D
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE YEAR OF THE DISABLED IN WALES

This year is the European Year of the Disabled. It is being (0) in many different ways in different places. Particularly successful is a bus which is (1) to all European countries this year in order to publicise the campaign to (2) conditions for people with disabilities.

The bus contains an interesting (3) about what disabled people are doing in different places. It also features sports and music sessions, which aim to allow the disabled to (4) new activities. One of these activities is a special sport called boccia. Boccia is (5) with six red and six blue balls. It was



officially (6) as a Paralympic sport in 1994. Wales hosted a boccia tournament earlier this year to raise the (7) of the sport. The bus (8) off from Greece in January and is due to finish its long (9) in Italy in December.

Last week, the bus (10) its first appearance in Wales when it arrived in Colwyn Bay. So what is this part of Wales planning to do this year for the disabled? The Council has announced a scheme to give free (11) to sports facilities such as swimming pools, leisure centres and fitness suites. The hope is that this initiative will be copied by other (12) councils in Wales.

- | | | | | |
|----|--------------|--------------|--------------|--------------|
| 1 | A touring | B travelling | C visiting | D voyaging |
| 2 | A improve | B increase | C raise | D assist |
| 3 | A exhibit | B conference | C exhibition | D lecture |
| 4 | A feel | B examine | C exercise | D experience |
| 5 | A played | B done | C taken | D happened |
| 6 | A recognised | B realised | C considered | D judged |
| 7 | A name | B interest | C profile | D impression |
| 8 | A went | B got | C took | D set |
| 9 | A travel | B way | C journey | D road |
| 10 | A made | B did | C went | D got |
| 11 | A joining | B belonging | C member | D access |
| 12 | A sports | B local | C country | D leisure |

■ Part 2

Questions 13-24

For questions 13-24, read the text below and think of the word which best fits each space. Use only **one** word for each space. There is an example at the beginning (0).

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

Example:

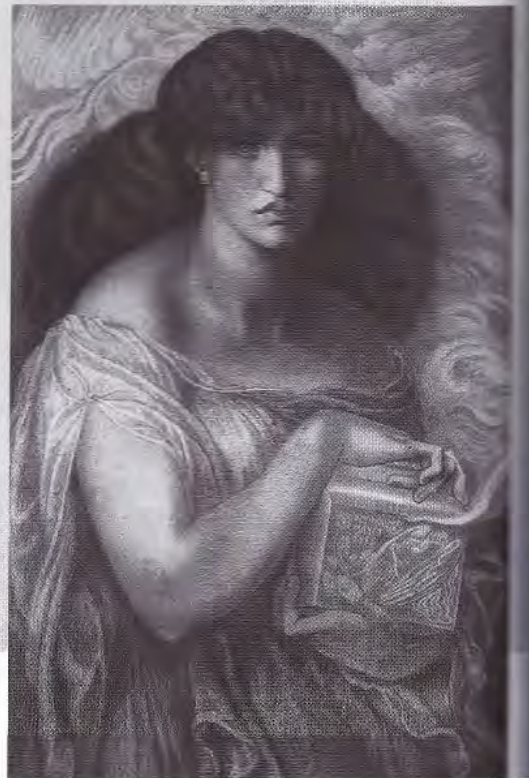
0	IN
---	----

PANDORA'S BOX

Two brothers, Prometheus and Epimetheus, lived (0)^{IN} Ancient Greece. They had upset the gods (13) giving the gift of fire to humans and now the gods wanted to punish (14)

The gods created a beautiful woman called Pandora. Prometheus refused to marry her (15) he knew that the gods wanted to take their revenge on him but Epimetheus thought that she was (16) beautiful to cause any trouble, so he (17) to marry her. They lived happily together (18) one day Mercury arrived carrying a magnificent box. He wouldn't tell them what was in the box but he said that they must (19) open it. Pandora (20) longing to know what was in the box.

Finally she could resist no (21) and she opened the box. The gods had filled it (22) all the bad things they could think of – illness, unhappiness and death. Pandora screamed as they all flew out of the box. She tried to close the box but it was too (23) Epimetheus came running into the room to see why his wife was crying. They realised that there was (24) still in the box. They decided to let it out too – it was Hope, the one good thing to come out of Pandora's Box.



■ Part 3

Questions 25-34

For questions **25-34**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space on the same line. There is an example at the beginning **(0)**. Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example:

0

CENTRAL

TOURISTS AND CRIME



Britain rightly has the **(0)** ^{REPUTATION} of being a safe place and street crime is **(25)** not common. However, it is still **(26)** for tourists to take some precautions. Pickpockets may operate in **(27)** areas so make sure that you keep cameras and any other **(28)** in a safe place, ideally in a well-closed bag. Experts recommend that passports and tickets should **(29)** be kept under your **(30)** in a money belt, perhaps. You must, of course, be particularly **(31)** at night. Be sure to take advice from local people. If they tell you a certain area is **(32)** at night, then don't go there. If you do need help British police are **(33)** helpful and friendly so you can always ask for their **(34)**

REPUTE
FORTUNE
SENSE
CROWD
VALUE
PREFER
CLOTH
CARE
SAFE
GENERAL
ASSIST

■ Part 4

Questions 35-42

For questions **35-42**, 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. There is an example at the beginning (**0**).

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

Example:

- 0** The children will probably go swimming tomorrow.

LIKELY

The children swimming tomorrow.

The gap can be filled by the words 'are likely to go' so you write:

0

ARE LIKELY TO GO

- 35** How long was your flight to Rio?

TAKE

How long did to Rio?

- 36** Antonio, I think you are wrong about Sonia.

AGREE

Antonio, you about Sonia.

- 37** I admire Pedro because he is a very honest person, I think.

HIS

What I admire , I think.

- 38 Joshua's grandmother looks after him while his mother is at work.

CARE

Joshua his grandmother while his mother is at work.

- 39 The teacher has no objections if the children use dictionaries during their test.

MIND

The teacher does dictionaries during their test.

- 40 I don't intend to move to Madrid.

NO

I to Madrid.

- 41 'Let's go and see a film tomorrow,' said Naomi.


CINEMA

Naomi suggested the next day.

- 42 Both my brother and I were rather bored by the play last night.

BORING

My brother and I last night.

■ Part 1 

Questions 1-8

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 people talking at a party. How do they know each other?
A They used to work together.
B They were at school together. **1**
C They met through mutual friends.
- 2 You overhear a conversation on a train. What has the man been doing?
A having a holiday
B taking part in a sports competition **2**
C working
- 3 You overhear someone talking about a course. How did they feel about it?
A angry
B satisfied **3**
C disappointed
- 4 You hear a teenager talking about a new version of a computer game. Why does he think it is better?
A It has better graphics.
B It's got more levels. **4**
C You can play it online.
- 5 You hear a husband and wife talking about their work. What is their problem?
A They are both working very long hours.
B They don't think they get paid a fair rate per hour. **5**
C They are hardly ever free at the same time.
- 6 You hear someone talking in a shop. What is she doing?
A making a complaint
B explaining what she wants **6**
C asking for information
- 7 You hear a woman talking to a friend about her holiday. What did she enjoy most?
A shopping
B relaxing **7**
C sightseeing
- 8 You hear part of a radio play. What is the relationship between the two speakers?
A boss and employee
B friends working in the same company **8**
C workers from different companies

■ Part 2  

Questions 9-18

Listen to part of a talk about space tourism. For questions 9-18, complete the sentences.

The name of the company is Space 9

Space tourists first travel to 10

On the next day they go to 11

Flights last for 12

After the journey is over tourists spend a day doing some 13

If problems arise at any time during the flight, passengers can use the 14

All passengers are given advice on how to minimise 15

After their flight passengers receive a video of the trip and a 16 as proof they did it.

Rockets are fuelled by a mixture of hydrogen and 17

The main environmental problem of these flights is 18

■ Part 3  

Questions 19-23

You will hear five different people talking about what they do to keep fit.

For questions **19-23**, choose from the list **A-F** what each person says about their lifestyle. Use the letters only once. There is one extra letter which you do not need to use.

A I lead a sedentary life but I'm careful about my diet.

Speaker 1 **19**

B It's essential for my work that I keep fit and look good.

Speaker 2 **20**

C Being ill made me change my habits.

Speaker 3 **21**

D I don't watch my diet but I take a lot of exercise.

Speaker 4 **22**

E My job provides me with plenty of physical activity.

Speaker 5 **23**

F My habits have changed for the worse.

■ Part 4  

Questions 24-30

You will hear a discussion about their schooldays between three people, Amy, Bill and Celia. For questions 24-30, choose the best answer, (A, B or C).

- 24 Who does NOT mention disliking the headgear they had to wear to school?
A Amy
B Bill
C Celia
- 25 What does Bill's anecdote about school caps and his son illustrate?
A that children and adults like different clothes
B that fashions can change very quickly
C that people tend to want what is forbidden
- 26 When was the food which Amy and her school friends hid discovered?
A when the smell of rotting food was noticed
B when someone needed to use the hiding place
C when a teacher was inspecting the school
- 27 Who had a positive attitude to school food?
A Amy
B Bill
C Celia
- 28 Celia and Amy suggest that their daughters shouldn't complain about school life
A because they have nothing significant to complain about.
B because life after leaving school will be much harder.
C because it is something that everyone must go through.
- 29 What happened to Bill if he did badly in a school test?
A The teacher would make him repeat the test.
B The teacher would speak to him very sharply.
C The teacher would hit his hand.
- 30 How does Amy feel that life has changed?
A Most of the changes are improvements.
B The changes mean that life has generally got worse.
C Both positive and negative changes have occurred.

In the Speaking Paper there are two examiners and two exam candidates. One examiner (the interlocutor) talks to you and the other listens to what you say.

Part 1 (3 minutes)

The examiners introduce themselves and the interlocutor asks you and your partner questions about yourselves.

- Tell me about what you usually do in your spare time.
- Tell me about how you spent last weekend – was it a typical weekend for you?

Part 2 (4 minutes)

The examiner gives you two photographs and you must talk about them for one minute. Then the examiner asks your partner a question about your photographs and he or she should reply briefly.

Candidate A: Look at the pictures on page 190. **They show people working in different situations.** Compare and contrast these two pictures and **say how you think the people in each of these pictures are feeling.**

Candidate B: Which of these jobs do you think would be more difficult?

Candidate B: Look at the pictures on page 192. They show different places to shop. Compare and contrast these two pictures and **say what the advantages and disadvantages of these two kinds of shopping are.**

Candidate A: Which of these ways of shopping do you prefer?

Part 3 (3 minutes)

The interlocutor gives you some pictures and asks you and your partner to discuss them together.

- Look at page 194.
- Look at these different things that people might do before going to sleep at night. First, talk to each other about **how you think these things might affect their sleep.** Then decide **which of them you would recommend and which you would not recommend and why.**

Part 4 (4 minutes)

The interlocutor asks you questions which carry on the topic of Part 3.

- Have you ever fallen asleep while travelling on a bus, train or plane? What happened?
- How easily do you normally fall asleep? What do you do if you are finding it difficult to fall asleep?
- Do you believe that dreams can predict the future?
- How easy do you find it to get up in the morning? What do you do if you have to wake up very early, to catch a plane for example?

■ Lesson 10 – Vocabulary: leisure facilities and the environment

Exercise 1 – Leisure facilities

Check you know what the leisure facilities (1-16) in box A are. Then match something you might do there (a-p) from box B to each facility.

Box A

1 art gallery	5 bowling alley	9 casino	13 cinema
2 concert venue	6 football stadium	10 golf club	14 gym
3 ice rink	7 museum	11 nightclub	15 restaurant
4 sports centre	8 swimming pool	12 tennis court	16 theatre

Box B

- | | |
|--|--|
| a dive in and do some lengths | i see an exhibition of paintings |
| b go dancing | j try to knock down nine pins |
| c go skating | k use a racquet and balls |
| d go to a gig | l use a set of clubs |
| e have a meal | m watch a film |
| f look at historical exhibits | n watch a match |
| g play roulette | o watch a play |
| h play, for example, squash, basketball or table tennis | p work out on some fitness machines |

Exercise 2 – Look again at the leisure facilities in box A and answer the questions below.

- Which of the facilities do you have near your home?
- Which of these have you ever been to?
- Which of these do you regularly use and what do you do there?
- Are there any other leisure facilities near your home?

Exercise 3 – Answer these questions about the environment.

- Name three different types of pollution.
- Name four different types of natural disasters.
- Name five different types of energy.
- Write two sentences about the environment around your home.
- Name three types of material that can be recycled.
- Name five things, apart from recycling, that people can do to help protect the environment.
- Why are some animal and plant species becoming endangered?
- Which of these things are a potential problem for the environment:
plastic carrier bags, disposable nappies, batteries, old fridges, long-haul flights

■ **Lesson 11 – Expressing agreement and disagreement**

Exercise 1 – Harry and Maria usually think the same way. Choose words from the list to complete each of these sentences. You may need to use some of the words more than once.

about agree agreement difference disagree
does has in is opinion with

- 1 Maria and Harry most things.
- 2 Harry usually in Maria most things.
- 3 Harry rarely Maria anything important.
- 4 Harry usually the same as Maria.
- 5 It very unusual for Maria and Harry to have a of
- 6 Maria believes the importance of art and so Harry.
- 7 However, Harry not always Maria technology.
- 8 Harry tends to be more enthusiastic technology than Maria

Exercise 2 – Say whether you agree with these people or not, as in the example.

Example: Helena 'Water is the best drink in the world'.
I agree with Helena. I think water is very refreshing.
Or I disagree with Helena. Water is a rather boring drink.

- 1 John: 'Everyone should become vegetarian.'
.....
- 2 Tony: 'All students should get grants from the government.'
.....
- 3 Sally: 'English is the most interesting and beautiful language in the world.'
.....
- 4 Maggie: 'If there is a child in the home there should not be a TV there too.'
.....
- 5 Rita: 'Travel is the best kind of education.'
.....
- 6 George: 'Teachers should be paid more than footballers.'
.....

Exercise 3 – Rewrite the sentences using the word in brackets.

- 1 I think you are incorrect. (DIFFERENTLY)
.....
- 2 Jenny didn't think I made the right decision. (DISAPPROVED)
.....
- 3 My parents were against my decision to emigrate. (FAVOUR)
.....
- 4 The teachers didn't like us to use mobile phones in school. (OBJECTED)
.....
- 5 I don't like cooked cheese and neither does my brother. (SO)
.....
- 6 Is it OK for me to open the window? (MIND)
.....

■ Lesson 12 – Past tenses

Exercise 1 – Past perfect

Match the use of the past perfect (a-d) to the example of its use (i-iv).

Use of past perfect

- a to show that something happened before something else
- b to provide an explanation for why someone did something
- c as part of a third conditional sentence pattern
- d to summarise experience over a period of time in the past

Example of use

- i You would have done the same thing if you'd been there.
- ii The thief had disappeared by the time the police arrived.
- iii Although I'd lived next door for two years, I'd never been in the gallery on the corner.
- iv I had wanted to give my parents a surprise by arranging a special dinner for them .

Exercise 2 – Use the words in brackets and the past perfect to provide an explanation in answer to these questions.

- 1 Why didn't you use your own phone to call me? (leave at work)
- 2 Why did James leave the party early? (get up at 5 a.m. that morning)
- 3 Why did you lend that magazine to Sue's mother? (Sue ask me to)
- 4 Why didn't you use your usual cup at breakfast yesterday? (break it)
- 5 Why did you choose to see that film? (read a good review of it)
- 6 Why did you parents decide to retire to that village? (they often stay when young)

Exercise 3 – Past simple and past continuous

Put the verbs in brackets in either the past simple or the past continuous form as appropriate.

- 1 I (not hear) the door bell because I (have) a shower when you (ring) it.
- 2 The birds (sing) and the sun (shine). I suddenly (feel) very happy as I (walk) up the garden path.
- 3 Can you remember what (you do) when you (hear) the news of Princess Diana's death?
- 4 The children (quietly play) in the sandpit when their father (open) the garden gate.
- 5 It (rain) so heavily that I (decide) not to go outside.
- 6 We (have) dinner in the hotel when the fire alarm (go) off.

Exercise 4 – Used to

Write five sentences about things that you **used to do or be** – but no longer do or are.

For example: *When I was a small child I used to be afraid of dogs.*

- 1
- 2
- 3
- 4
- 5

■ Part 1

Questions 1-8

You are going to read an extract from a book about Australia. For questions 1-8, 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**.

Native Australians

Until fairly recently explaining the presence of human beings in Australia was not such a problem. At the beginning of the twentieth century, it was thought that Aborigines had been on the continent for no more than 400 years. As recently as the 1960s, the time-frame was estimated to be perhaps 8,000 years. Then in 1969 a geologist from the Australian National University in Canberra was poking around on the shores of a long-dried lake bed called Mungo in a dry and lonely corner of New South Wales when something caught his eye. It was the skeleton of a woman sticking out slightly from a sandbank. The bones were collected and sent off for carbon dating. When the report came back, it showed that the woman had died 23,000 years ago. Since then, other finds have pushed the date back further. Today the evidence points to an arrival date of at least 45,000 years ago but probably more like 60,000.

The first occupants of Australia could not have walked there because at no point in human times has Australia not been an island. They could not have arisen independently because Australia has no apelike creatures from which humans could have descended. The first arrivals could only have come by sea, presumably from Timor or the Indonesian archipelago, and here is where the problems arise.

In order to put *Homo sapiens* in Australia you must accept that at a point in time so remote that it precedes the known rise of behaviourally modern humans, there lived in southern Asia a people so advanced that they were fishing inshore waters from boats of some sort. Never mind that the archaeological record shows no one else on earth doing this for another 30,000 years.

Next we have to explain what led them to cross at least sixty miles of open sea to reach a land they could hardly have known was there. The scenario that is usually described is of a simple fishing craft – probably little more than a floating platform –

accidentally carried out to sea probably in one of the sudden storms that are characteristic of this area. This craft then drifted helplessly for some days before washing up on a beach in northern Australia. So far, so good.

The question that naturally arises – but is seldom asked – is how you get a new population out of this. If it's a lone fisherman who is

carried off to Australia, then clearly he must find his way back to his homeland to report his discovery and persuade enough people to come with him to start a colony. This suggests, of course, the possession of considerable sailing skills.

By any measure this is a **staggeringly** momentous achievement. And how much notice is paid to it? Well, ask yourself when was the last time you read anything about it. When was the last time in any context concerning human movements and the rise of civilisations that you saw even a passing mention of the role of aborigines? They are the planet's invisible people.

A big part of the problem is that for most of us it is nearly impossible to grasp what an extraordinary span of time we are considering here. Assume for the sake of argument that the Aborigines arrived 60,000 years ago (that is the figure used by Roger Lewin of Harvard in *Principles of Evolution*, a standard text). On that scale, the total period of European occupation of Australia represents about 0.3 per cent of the total. In other words, for the first 99.7 per cent of its inhabited history, the Aborigines had Australia to themselves. They have been there an unimaginably long time.



- 1 What did the discovery of the skeleton show?
 - A Aborigines used to live in very remote parts of Australia.
 - B The area called Mungo, now dry, was once a lake.
 - C Aborigines have been in Australia far longer than previously thought.
 - D The Aborigine population was larger than originally thought.

- 2 Which of the following statements is NOT true, according to the text?
 - A Australia has always been an island since people existed.
 - B Australian apes became extinct before human times.
 - C Aborigines probably originated in Timor or Indonesia.
 - D Aborigines must have arrived in Australia by sea.

- 3 Why is it so surprising that Homo sapiens got to Australia?
 - A It required skills that people generally developed very much later.
 - B People in that area were less advanced than other peoples at this time.
 - C Only much smaller boats have been found elsewhere from this period.
 - D Aborigines are not particularly known for their sailing skills.

- 4 What usually provides the explanation for the Aborigines' arrival in Australia?
 - A their curiosity
 - B bad weather
 - C a desire for better fishing
 - D hunger for land

- 5 This author is puzzled by how
 - A the boat managed to travel across such dangerous seas.
 - B the aborigines got enough food and water to survive the crossing.
 - C enough people got there to found a settlement.
 - D the Aborigines chose not to return to their homeland.

- 6 Which word could replace 'staggeringly' without changing the meaning?
 - A extraordinarily
 - B shockingly
 - C wonderfully
 - D desperately

- 7 What does the writer seem most surprised by at the end of this extract?
 - A the way that Aborigines managed to establish themselves in Australia
 - B how badly European settlers treated Australian Aborigines
 - C how long Australian Aborigines have lived on the continent
 - D the fact that so little attention is paid to this aspect of human history

- 8 What is the main point the writer is making in the last paragraph?
 - A The Europeans had no right to take over Aborigine land in Australia.
 - B No one can be exactly certain as to when the Aborigines first arrived in Australia.
 - C The Aborigines have inhabited Australia for much longer than the Europeans have Europe.
 - D The Aborigines were the only people in Australia for most of the time since it was settled.

■ Part 2

Questions 9-15

You are going to read a magazine article about a new university course in surfing. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

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

Want to study surfing?

'How can anyone consider that universities should offer degree courses in surfing?' I ask. Dr Malcolm Findlay is used to such scepticism and he has his answer ready. 'It seems to me that the more useless a degree is, the more highly it is regarded' he replies. 'Take Politics, for example. What kind of degree is Politics? How many people who study it actually become politicians? And Classics? **9**

I suppose he has a point. Even so, Surf Science – like Beckham Studies and The Sociology of the Simpsons – sounds like one of those degrees offered by new universities in a desperate attempt to meet government targets and attract more students into higher education. But perhaps not. Once Findlay has calmed down, he does a pretty good job of explaining how the University of Plymouth's degree in Surf Science is a serious degree. **10**

This controversial Plymouth course was started by Findlay's colleague, Dr Colin Williams who happened to be present at the time of the 1997 British Student Surfing Championships. He was amazed to realise that there were over 600 students there and they were all passionately interested in all aspects of surfing. **11**

He investigated his idea further and discovered

that quite a large proportion of both staff and students had chosen The University of Plymouth because it was the nearest university to the best surfing beaches in the UK. This encouraged him to put his ideas on paper to present to the University's New Courses Committee. 'It wasn't accepted immediately. There was quite a bit of scepticism, particularly from the older members of the committee.' Williams told us, adding, 'However, I was told to go away and prepare a fuller proposal. **12**

'We spent a lot of time talking to people in the surf industry and related areas, discussing what they wanted from graduates. About 70 million pounds is spent in Britain on surf-related tourism each year, and surf industries have a major impact on the economy of the Plymouth area. We found there was a good correlation between what industry wanted and what the university could provide for students. **13**

Williams and Findlay were able to present a detailed plan that easily met with the committee's approval and, in 1998, the world's first degree in Surf Science was launched, to a storm of media interest. In his study Findlay has boxes of newspaper cuttings from all over the world. **14**

'Basically, they were probably a little annoyed that the British had thought of the idea of a degree in surf science first,' says Findlay. But, in fact, their annoyance helped the course considerably. A couple of months later an Australian institute invited Williams and Findlay to go and talk about the degree. The Australians then bought the degree. **15**

A great advantage for us is that there is an exchange programme between the two institutions. Our students can do two years here and one in Australia or vice versa.' This new international dimension, of course, adds enormously to the popularity of the course which has seen applications rise by over 50% over the last two years.

- A** We had staff who, as well as being surfers themselves, were world-class specialists in fields such as oceanography, working with fibreglass and design.
- B** It was at this time that the government wanted to attract larger numbers of young people to do university courses and it occurred to Williams that his university could benefit from the passion and enthusiasm of the young surfers by putting together a degree course.
- C** Williams explained, 'Edith Cowan University in Australia now delivers exactly the same programme as we do.'
- D** Findlay was immediately enthusiastic and he and I worked on what the course should be like over the next term.
- E** Have you asked someone at Oxford University why they teach such useless subjects as Ancient Greek and Latin?
- F** He reminded us that many university subjects which are now considered perfectly respectable – geography and sociology, for example – were once thought, by more conservative professors, to be inappropriate fields for university study.
- G** Curiously enough, some of the most unfriendly reactions were from Australia, which most people think of as the home of surfing.
- H** Students have to work hard to get it – lazing about on a beach is certainly not enough – and it equips them with useful skills for later in life.

■ Part 3

Questions 16-30

You are going to read a series of interviews where people talk about their jobs and what they have learned while listening to people. For questions **16-30**, choose from the people (**A-F**). The people may be chosen more than once. When more than one answer is required, these may be given in any order.

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

Which of the people states the following?

My perfect present would be above the price allowed.

16

I want something to help me learn about a specific skill.

17 18

I haven't got much room where I live.

19

I'm trying to lose weight.

20

I've been given clothes that I like.

21 22

I've been quite successful at making things.

23

I know exactly what sports equipment I want.

24

What I'd like would fit in a small envelope.

25 26

I used to have a different job.

27

Sometimes you get presents you don't really like.

28

I'm short of money at the moment.

29 30

What would you like for your birthday?

This week was Prince William's birthday. He told his family and friends that they must not give him presents worth more than £50. We asked some people on the street what their ideal birthday present worth up to £50 would be.

A Tonia, student, 20

No problem answering that for me. I've still got two years at university to go and I never have enough money. Just give me the cash. Then I can buy what I need most at the time, whether it's food or a book or a treat like a visit to the cinema. I know some people think it's a bit dull and unimaginative to give money and they think they should choose you a CD or something to wear. That's nice too, of course – my aunt got me a great pair of jeans last year – but basically I'd rather be able to make my own choices.

B Matt, designer, 28

It's hard to choose. If you'd asked me yesterday, I'd probably have gone for something to wear. I was feeling that I had nothing much interesting to put on. But then my brother gave me a pile of great clothes he doesn't wear any more, so I'm quite well set up now. I don't have much wardrobe space in my flat so I don't want anything extra now. CDs are always good, of course, or books though there's always a risk you'll be given something you've already got – or that you wouldn't want to read or listen to. I find I sometimes don't get round to actually spending book or music tokens, so they're a bit of a waste. I think what I'd really go for would be a proper coffee machine. You can get one of those for under fifty quid, can't you? That should help me to start the day feeling fresh and in a good mood.

C Suzi, shop assistant, 35

I work in a clothes shop so I can get lots of fashionable clothes at a discount – that's the main reason why I work there! I love clothes. For a present, though, I like things that I'd never buy myself, things that are real treats. A weekend in Paris, that's my ideal present. But, of course, it would cost a bit more than £50, unfortunately. I once gave my mum a night in a really classy hotel in London and she said that was one of the best presents she'd ever had. I think I'd go for something a bit like that myself. Perhaps tickets to the theatre for me and a friend. Musicals, that's

what we really like, but they're so expensive these days that we hardly ever go. So that would make the best present for me.

D Alan, doctor, 45

Well, it would have to be something to do with sport as that's how I relax. Golf's my favourite sport, probably, but I'm pretty well set-up with everything I need. I suppose I could do with a new tennis racquet but I think I'd rather choose my own. I know what would be perfect, a set of last year's issues of *Golfing Today* and a subscription for the next year too – that would come to less than £50 but would be a fantastic gift. They've always sold out when I try to get a copy. You can learn a lot from it – one of the people I play with claims he's learnt all his tips from there and he always beats me! I'd certainly like to improve my game and show him a thing or two for a change.

E Sonia, housewife and mother, 33

I used to work as a nurse and had a very busy and fulfilling job but now staying at home all day with three small children, I feel as if my brain's going a bit flabby. My body is too but I'm already working on that – I make sure I play tennis at least once a week and I'm also trying to eat more healthily. It's too tempting just to finish off what the children have left on their plates. To get my brain going is going to be harder, though. I think I'd like a course, a book and a cassette, to help me learn a new language. I could use it whenever I had a few spare moments so it would be quite a realistic thing for me to manage, I think.

F Gia, mechanic, 26

We've just bought our first flat so money's very scarce. Something for the flat would be good – a mirror perhaps or a table lamp. Either of those would be good. I've been making stuff like curtains myself. Have even managed a couple of book-cases and they look quite good and are pretty stable. I think it'll be quite some time before I have the leisure to read any of the books on the shelves, though!

■ Part 1

Question 1

You **must** answer this question.

Write a **letter** of between **120** and **150** words in an appropriate style. Do not write any postal addresses.

- 1 Simona, a friend on your English course, has written to ask you about an evening event she is hoping to organise at the end of your course.
Read her letter, on which you have made some notes. Then, using all the information in your notes, write a letter to Simona, answering her questions and making your suggestions.

Dear Class,

Several of us thought it would be really nice to have a special event on the last evening of our course.

Apologies for writing to you in this formal way but I don't want to talk about it in school or it won't be so much of a surprise for the teachers.

Roberto has suggested we could have a concert and everyone could either do a song or something from their own country or could perform something in English.

What would you be prepared to do?

At the end of the evening we thought it would be nice to give Sally a present to thank her for all her great lessons and all the homework she's marked! We wondered about a nice bunch of flowers. Or have you any better ideas?

Best wishes,

Simona

great, but where (film in hall)?

suggest class meeting to discuss?

I could...

loves opera so how about ...

Part 2**Questions 2-5**

Write an answer to **one** of the questions **2-5** in this part. Write your answer in **120-180** words in an appropriate style.

- 2** You see this announcement in a film magazine.

We are planning to publish readers' reviews of films or videos that have impressed them in some way. Write us a review, describing a film or video of your choice and explaining why it impressed you.

Write your **review**.

- 3** You have been doing a class project on family relationships. Your teacher has now asked you to write a composition answering these questions:

How are family relationships changing and are these changes for the better?

Write your **essay**.

- 4** A friend of yours from another town is considering opening a restaurant in your town. He has asked you to write a report telling him:

- *what restaurants and cafes there already are in your town*
- *which ones are most popular with you and your friends and why*
- *what kind of restaurant you think might be successful in your town and why*

Write your **report**.

- 5** Answer **one** of the following **two** questions based on your reading of **one** of the set books.

Either (a) Where does the story you have read take place? How important is the setting for the story?

Write a **composition** explaining the importance of the place where the story takes place.

Or (b) An English language magazine has asked for articles about how long different stories keep their appeal. Do you think the story you have read will still be popular in a hundred years' time? You must include the reasons for your opinion.

Write your **article**.

■ Part 1

Questions 1-12

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning (0).

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

Example:

- 0 A Vote B Election C Selection D Choice

Part 1				
0	A	B	C	D
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MRS TONY BLAIR

When Tony Blair and the Labour Party won the General (0) in Britain in 1997 it felt like the beginning of a new era. After eighteen years of Conservative (1) everything felt fresh and (2)

The new (3) Minister was the youngest for over a hundred years and he had a young (4) As PM, Tony Blair (5) into Downing Street with his wife and their daughter and two young sons. There hadn't been children in Downing Street for (6) decades and Mrs Blair was the first ever Prime Minister's wife to be a (7) mum.

Mrs Blair, or Cherie Booth, as she is known at work, has a successful professional life of her own, as a barrister (8) in the law relating to employment and human (9)

Women who had worked all their lives at the same time as (10) a home and (11) up their families welcomed the arrival of Cherie at number 10 Downing Street. It was as if at long (12) such women had been given official approval.



- 1 **A** Party **B** ministry **C** parliament **D** government
- 2 **A** clean **B** different **C** tidy **D** rich
- 3 **A** Primary **B** Prime **C** Premier **D** Premium
- 4 **A** children **B** generation **C** family **D** house
- 5 **A** moved **B** changed **C** started **D** travelled
- 6 **A** few **B** much **C** plenty **D** several
- 7 **A** work **B** working **C** worker **D** worked
- 8 **A** specialising **B** concentrating **C** involving **D** focusing
- 9 **A** duties **B** beings **C** rights **D** matters
- 10 **A** running **B** walking **C** sitting **D** calling
- 11 **A** taking **B** holding **C** bringing **D** picking
- 12 **A** last **B** end **C** finish **D** term

■ Part 2

Questions 13-24

For questions **13-24**, read the text below and think of the word which best fits each space. Use only **one** word for each space. There is an example at the beginning **(0)**.

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

Example:

0	OF
---	----

DAYS OFF SICK



A recent survey has been analysing information about the time that people in the UK take off work because **(0)** ^{OF} illness. The study was carried **(13)** in 4,300 businesses around the country. The analysts looked at the number of absences, when they **(14)** place and the reasons given for them.

It **(15)** found that Manchester was the city where people took most days off – an average of 11 days a year. People were off the **(16)** time of all in London (only 7 days on average). This may be because Londoners **(17)** more afraid of losing their jobs than people elsewhere.

The **(18)** common causes of days off were food poisoning, back problems, colds and flu. The days which people were particularly **(19)** to take off were Monday and Friday. Employers also claimed

that many workers chose to be absent when **(20)** was something good on television.

Most employers thought their employees often did not **(21)** the truth about **(22)** they were taking time off. Bosses said that they believed that less **(23)** 10% of the sick notes they received **(24)** genuine.

■ Part 3


Questions 25-34

For questions 25-34, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space 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	UNDOUBTEDLY
---	-------------

YORK



York is (0) UNDOUBTEDLY one of the most interesting cities in Britain. It is a very well-preserved (25) city which has seen over 2,000 years of (26) history. Its historical legacy can be felt everywhere in its varied streets and (27) However, York is also a modern city with an excellent (28) centre and plenty of (29) nightlife for those who like to stay out late. Any visit to York would be (30) without going to the Minster, York's Cathedral, a wonderful example of Gothic (31) on the grand scale. The Minster (32) took 250 years to finish. One of its most impressive (33) is the stained glass Rose Window, which looks particularly magnificent on a fine, (34) day.

DOUBT

WALL

EVENT

BUILD

SHOP

LIFE

COMPLETE

ARCHITECT

SUPPOSE

SEE

SUN

■ Part 4

Questions 35-42

For questions **35-42**, 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. There is an example at the beginning (**0**).

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

Example:

- 0** The children will probably go swimming tomorrow.

LIKELY

The children swimming tomorrow.

The gap can be filled by the words 'are likely to go' so you write:

0**ARE LIKELY TO GO**

- 35** Pete, would you like to go to the gym this afternoon?

FEEL

Pete, to the gym this afternoon?

- 36** It was too wet for the cricket match to take place.

CALLED

It was so the cricket match.

- 37** 'Is this your first time in New York, Luigi?' asked Karen.

HE

Karen asked Luigi New York before.

38 This is the most wonderful book I've ever read.

SUCH

I've book as this one.

39 I wasn't allowed to play by the canal when I was a child.

LET

My parents near the canal when I was a child.

40 Perhaps Alma didn't remember that it was your birthday yesterday.

MUST

Alma that it was your birthday yesterday.

41 Take your swimming things with you as your hotel might have a swimming pool.


CASE

Take your swimming things with you a swimming pool.

42 We weren't in the habit of having foreign holidays when I was a child.

USE

We foreign holidays when I was a child.

■ Part 1 

Questions 1-8

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

- 1 Listen to this man inviting a friend to go out. What is he suggesting doing?
 - A going to a birthday party
 - B watching a film
 - C having a meal out
- 2 On the street you hear a woman talking to a group of people. Who are the people?
 - A tourists
 - B pupils
 - C museum workers
- 3 You hear two people talking about a book. What does the woman dislike about it?
 - A the characters in the story
 - B the exciting parts of the plot
 - C the description of places
- 4 You hear someone on the radio talking about a football match. What was the final result?
 - A Cambridge won.
 - B Peterborough won.
 - C Cambridge and Peterborough drew.
- 5 You hear a student talking to her friend. What does she want him to do?
 - A lend her his computer
 - B draw some diagrams for her
 - C fetch some books for her
- 6 You hear someone on the train talking on a mobile phone. What feeling does he express?
 - A amusement
 - B disbelief
 - C anger
- 7 You hear someone being interviewed on the radio. What has the interviewee won a prize for?
 - A acting
 - B writing
 - C directing
- 8 You hear a woman talking about an accident. What caused the accident?
 - A the man's careless driving
 - B an animal in the road
 - C a problem with the woman's car

■ Part 2  

Questions 9-18

Listen to a teacher talking about invigilating exams. For questions 9-18, complete the sentences.

The interviewer asks the teacher what he does while he is supervising students taking an exam in 9

Invigilators and candidates must remember to 10

Invigilators should walk up and down between the desks roughly every 11

People-oriented invigilators may try to predict the candidates' 12

The invigilator can imagine talking to a(n) 13 about one of these candidates in the future.

The words-oriented invigilator might make up a(n) 14 about being in the exam room.

David suggests the words-oriented invigilator might make up a(n) 15 story.

The numbers-oriented invigilator could calculate the number of days till the invigilator 16

The invigilator could also calculate how much money the invigilator will make during the 17

The invigilator must be on the lookout for 18 behaviour.

■ Part 3  

Questions 19-23

You will hear five different people talking about what things really irritate them. For questions 19-23, choose from the list **A-F** what each person says about something that annoys them. Use the letters only once. There is one extra letter which you do not need to use.

A My attitudes have changed as I've got older.

Speaker 1 **19**

B I'm irritated by the way some of my friends treat me.

Speaker 2 **20**

C What annoys me is other people's rudeness.

Speaker 3 **21**

D It's an aspect of modern technology that really annoys me.

Speaker 4 **22**

E I'm annoyed by some people's approach to their work.

Speaker 5 **23**

F I'm irritated by different things at different times of year.

■ Part 4  

Questions 24-30

You will hear an interview with Stella McDonald, who works for a company which investigates social trends. For questions **24-30**, choose the best answer, **(A, B or C)**.

- 24** The organisation Stella works for focuses on
A government policy.
B social change.
C public opinion.
- 25** What has Stella recently been studying?
A an unexpected tendency
B a difficult social problem
C a proposal for change
- 26** Stella says that temporary work
A is equally popular with men and women.
B is more popular with women.
C is more popular with men.
- 27** The main reason given for preferring temporary work is that
A It fits in well with family commitments.
B It lets people experience a greater variety of work.
C It allows more freedom with regard to time management.
- 28** Stella says that people sometimes choose a temporary job when they are
A tired of their previous career.
B uncertain about a possible career path.
C unable to do a training course for their chosen career.
- 29** The man says that temporary work might be popular with people who are
A still at college.
B in creative professions.
C keen to meet a lot of people.
- 30** Stella says that people in temporary jobs
A often get offered permanent work by the company they're temping for.
B usually earn less than people in permanent work.
C sometimes decide not to apply for a permanent job again.

In the Speaking paper there are two examiners and two exam candidates. One examiner (the interlocutor) talks to you and the other listens to what you say.

Part 1 (3 minutes)

The examiners introduce themselves and the interlocutor asks you and your partner questions about yourselves.

- Tell me about your study and work plans for the future.
- Tell me about where you would like to live and where you would like to travel to in the future.

Part 2 (4 minutes)

The examiner gives you two photographs and you must talk about them for one minute. Then the examiner asks your partner a question about your photographs and he or she should reply briefly.

Candidate A: Look at the pictures on page 195. **They show a place in different seasons of the year.** Compare and contrast these two pictures and **say in which season you would like to visit this place.**

Candidate B: Which of these two seasons is your favourite?

Candidate B: Look at the pictures on page 197. They show people using modern inventions.

Compare and contrast these two pictures and **say how these things have affected people's lives.**

Candidate A: Which of these inventions is more important for you personally?

Part 3 (3 minutes)

The interlocutor gives you some pictures and asks you and your partner to discuss them together.

- Look at page 199.
- Look at these different types of entertainment. Imagine you are helping to organise an entertainment night for your college or workplace. First, talk to each other about **how difficult you think it would be to organise each of the activities suggested by these pictures.** Then decide **which two types of entertainment you think would be most successful and which you think would be least successful?**

Part 4 (4 minutes)

The interlocutor asks you questions which carry on the topic of Part 3.

- Describe a school or workplace evening event that you especially remember.
- Why do you think it could be useful for schools or workplaces to organise social events?
- What do you think is the best way to celebrate finishing school or college?
- If you went out for a meal with some fellow students or colleagues, where would you choose to go and what would you probably choose to eat and drink?

■ Lesson 13 – Phrasal verbs (from Test 5)

Exercise 1 – Match the phrasal verb (1-12) with its synonym (a-l).

- | | | | |
|----------------|---------------|-------------------|----------------|
| 1 bring down | 7 look into | a start (a hobby) | g reduce |
| 2 call off | 8 look up to | b experience | h cancel |
| 3 come across | 9 put forward | c propose | i abolish |
| 4 do away with | 10 set off | d start a journey | j refuse |
| 5 get over | 11 take up | e respect | k investigate |
| 6 go through | 12 turn down | f find by chance | l recover from |

Exercise 2 – Now choose one of the phrasal verbs from exercise 1 to complete each of these sentences. You will need to put the verb in the correct form.

- 1 When my father retired, he golf.
- 2 It took my grandma a long time to the bout of flu she had last winter.
- 3 The police a series of burglaries in this area at the moment.
- 4 The party is promising to inheritance tax.
- 5 We the match because the weather was so dreadful.
- 6 William some very interesting ideas at yesterday's meeting.
- 7 You wouldn't find me such a fantastic invitation.
- 8 Last week I this article that I thought you might be interested in.
- 9 Daisy to her older brother ever since she was a little girl.
- 10 The government is doing all it can to the rate of unemployment.
- 11 I hope I never have to anything so terrible again.
- 12 We'd better now if we want to get there before lunch-time.

Exercise 3 – Is the word order in these sentences correct or not? If not, correct them.

- 1 Jake came some interesting photos across when he was sorting out the attic.
- 2 The school says it will call the trip off if they do not receive payment tomorrow.
- 3 In his article Harrison puts an interesting theory forward.
- 4 She says she will never get her broken heart over.
- 5 I have no choice but to turn your offer down as I have exams that week.
- 6 My grandfather went a terrible time through in the war.
- 7 They managed to bring inflation down last year.
- 8 In this country we did capital punishment away with forty years ago.

Exercise 4 – In this conversation are some more phrasal verbs. These are all connected with telephoning. Which preposition or particle is needed to complete each sentence?

- Woman: Hallo. Stephens Ltd. Can I help you?
 Man: Yes, I'd like to speak to Mark Sims, please.
 Woman: Hold a moment, please. I'll put you
 Man: Thank you, I'll hang
 I'm sorry we seem to be breaking I'll ring in a moment.

■ Lesson 14 – Modals

Exercise 1 – What do you think must have happened? Make deductions as in the example.

Example: Jack missed his lecture. (oversleep) *He must have overslept.*

- 1 Suzi got the job. (impress the interview panel)
.....
- 2 Australia won the match. (play better than expected)
.....
- 3 Last night Anna fell asleep as soon as her head hit the pillow. (be very tired)
.....
- 4 The children didn't want any dinner. (eat too much popcorn at the cinema)
.....
- 5 Tessa is looking very happy. (find the ring she lost)
.....
- 6 Mike has lost a lot of weight. (be ill)
.....

Exercise 2 – Match the situation with the possible cause and the possible consequence.

situation	possible cause	possible consequence
1 a window was broken	a it might have run out of petrol	a I might not get her birthday present to her on time
2 planes were delayed	b he might have forgotten that I asked him to	b he might have to take the bus to work
3 the dog was sick	c it could have eaten something bad	c burglars might get in
4 Sam's car won't start	d he might have missed out some questions	d he might not get the job he wanted
5 Bob failed his exam	e boys might have kicked a football through it	e people might miss their ongoing flights
6 Jamie didn't ring to give me Sally's address	f there could have been fog	f it might have to go to the vet

Exercise 3 – Write three possible explanations for each of these strange events. Use *might have* and *could have*.

- 1 The front door was open when I arrived home.
.....
.....
- 2 There was a large dog in the office.
.....
.....
- 3 Her boyfriend bought her a beautiful bouquet of red roses.
.....
.....

■ Lesson 15 – Writing: reviews

In the Writing Paper Part 2 you may be asked to write a review; Question 5 might ask you to review one of the set texts or in one of the other Part 2 tasks you might be asked to review something quite different – a magazine, a CD or DVD, a TV programme, sporting event or a computer game. Remember, a review is not just a description of the thing that you are reviewing. It also has to give your personal opinion of how good the book, CD or computer game, for example, is. Make sure that you have good vocabulary for giving opinions. Look at website reviews for examples.

Exercise 1 – Look at each adjective. Write (+) if the adjective would be useful for saying you liked something and (-) if you think it would be more useful for saying you didn't like something.

captivating	clumsy	delightful	depressing
dull	fascinating	first-class	hilarious
ordinary	original	perfect	remarkable
run-of-the-mill	spectacular	stunning	tedious

Exercise 2 – Now answer these questions about the adjectives in exercise 1.

- 1 Which two words are synonyms and mean *boring*?
- 2 Which word means *very funny*?
- 3 Which two words are synonyms and mean *unoriginal*?
- 4 Which word would you use if something makes you feel miserable or sad?
- 5 Which two words might you use if you felt that something could not be better?
- 6 Which word means *extremely interesting*?
- 7 Which two words mean much the same as *charming*?
- 8 Which two words mean much the same as *magnificent* or *amazing*?
- 9 Which word is the opposite of *graceful*?
- 10 Which two words mean much the same as *unusual* or *special*?

Exercise 3 – Look at these sentences. What kind of thing (a book or a CD, for example) is probably being reviewed? Does the person like or dislike it?

- 1 I couldn't put it down!
- 2 You'll be on the edge of your seat till the curtain falls.
- 3 The acting was wooden and the special effects failed to impress.
- 4 You mustn't miss this toe-tapping production.
- 5 Neither the food nor the service lived up to my expectations.
- 6 The graphics are amazing and, as you progress up the levels, there are lots of original new features to keep you intrigued and involved.
- 7 Some of the instruments weren't even in tune.
- 8 I can't wait until the next episode.

Exercise 4 – Choose two or three of the things in the list and write a brief review of each. Outline what it is and explain why you would, or would not, recommend it.

a computer program a TV series a recent film a type of mobile phone
 a restaurant an MP3 player or other electrical gadget an electronic or other game
 a graphic novel a short story a CD a newspaper or magazine a sports club

■ Part 1

Questions 1-8

You are going to read an article about choosing a university. For questions **1-8**, 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**.

Aberystwyth or bust

A University professor tells us how he chose his career.

Forty years ago, if you wanted to apply to university from my grammar school, you had to see the chemistry master, as he was also the careers master. He had been given this job after years of exposure to an atmosphere dense with aggressive organic solvents had dulled his intellect. He was the sole guardian of the Ucca application forms, which you had to buy at sixpence a copy.

One lunch hour I gave an apprehensive knock on the door and entered his office, which was the chemistry store cupboard. 'What do you want... er... Knight?' I was impressed. He had taught me for six years and this was the first time he had remembered my name.

'I want to go to university, sir,' I replied.

'What do you want to read?'

'Astronomy, sir. I want to be an astronomer.'

This floored him so he reached for what I think was probably the first ever edition of the university guide. If you ever have a chance to look at this, it is worth the effort. There is a phrase in it that goes something like 'applicants to medical school are normally expected to have at least a B and a C at Advanced level, although applicants with only two Cs may be accepted at the less popular schools.' Been a few changes since then!

After a short period of reflection, the chemistry master made eye contact for the first time, and gave me the best careers guidance I ever had.

'Look, Knight,' he said. 'You're not very bright are you?'

'No, sir,' I replied.

'Well, Knight. I must tell you that there is no room in this world for not-very-bright

astronomers. But there are opportunities for fairly dim physicists. Read physics instead.'

With this sound advice ringing in my ears, I offered my one shilling and sixpence in the hope of a speedy escape with three Ucca forms, but he had other ideas.

'To which university are you thinking of applying?' he inquired.

This stumped me, as I didn't know the names of any universities. As Auntie Flossie lived in Manchester, I made a wild guess. 'Manchester, sir.'

'Oh dear,' he replied. 'I think you will find only the Welsh colleges are recruiting candidates of your calibre.'

Late that day, I was mortified to discover that higher education had not yet reached Pembrokeshire and the most likely prospect was Aberystwyth. So I started to fill in my personal statement. 'I would like to study physics at Aberywstst...' One Ucca form went down the drain, as crossings out were not allowed by the headmaster, who had to sign the damn thing. But at that moment, my destiny was decided when the Ucca book fell open at York. 'That's the university for me,' I thought. 'Only four letters and spelt like it sounds.' I didn't realise until later that they had not yet built the university, but it was still an excellent choice.

Today these decisions are supposed to be rational and informed. Students scan the league tables, read a synopsis of external examiners' reports, evaluate the completion rates and are meant to make a logical consumerist choice. What a prospective student must do is visit the university. See if you like it. Then decide on the basis of instinct, even passion, which one is best for you.

- 1 Why did the chemistry teacher also give careers advice?
 - A He was particularly intelligent.
 - B It was a task that he was capable of doing.
 - C He was older and had more experience of the world.
 - D He liked taking money for the application forms.
- 2 Why was the writer surprised when he first visited the careers office?
 - A The room was extremely small.
 - B The careers master didn't usually know his name.
 - C He didn't know the chemistry teacher did this job too.
 - D The careers master wasn't very pleased to see him.
- 3 What was different about the first edition of the universities guide?
 - A There were far more medical schools then than there are now.
 - B There was nothing in the guide about astronomy.
 - C It said it was easier to study physics than astronomy.
 - D Applicants to medical school needed lower grades than they do now.
- 4 Why did the writer apply to study physics?
 - A He loved studying it.
 - B It was his strongest subject.
 - C It would probably lead to a job.
 - D He couldn't find an astronomy course.
- 5 Why did the writer decide not to apply to a university in Wales?
 - A He couldn't find a university there in the area he wanted.
 - B He did not know anyone in Wales.
 - C His headmaster was against the idea.
 - D The name of the university was too difficult to spell.
- 6 Why did the writer decide to apply to York University?
 - A It was a very new university.
 - B It was the only university he could spell.
 - C By chance the name appealed to him.
 - D There was a good physics department there.
- 7 What is the writer's main advice for students choosing a university?
 - A Go there to see if you feel comfortable there.
 - B Make a sensible decision.
 - C Compare the performance tables of different universities.
 - D Think about the job opportunities it is likely to lead to.
- 8 What is the overall impression which the writer gives of his own application to university?
 - A He followed some irrational and ill-informed advice.
 - B He was disappointed by the choices he was encouraged to make.
 - C He chose to disregard the advice he was offered.
 - D He wishes he had had the information available to students today.

■ Part 2

Questions 9-15

You are going to read a newspaper article about a boy climber. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

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

'Cool' kid climbs to glory as US sport cultivates child stars

Scott Cory sounds just like an ordinary 13-year-old kid. His favoured description of pretty much anything is simple: 'cool'.

Yet Scott is a genius. **9** Many expect him one day to be hailed as the world's greatest natural rock climber in a sport for the superfit and very brave. Not that that bothers Scott. 'It is really fun. It's cool,' he told *The Observer*.

Scott is one of a number of ever younger athletes in the United States. **10**. They have raised worries about the welfare of youngsters thrust into the limelight at a tender age.

Scott already holds numerous records, including being the youngest climber to scale the peaks of Half Dome and El Capitan in Yosemite National Park: among the most famous 'big wall' climbs in the world. The ascent on Half Dome usually takes top adult climbers three days. **11** Now he is planning a charity climb of both peaks within 24 hours. He will climb a total of 4,900 feet of rock – almost four times the height of the Empire State Building.

Scott got his first commercial endorsement deal at

the age of eight. **12** Despite going to school every day, he is already a professional athlete in one of the world's most dangerous sports.

Tyanna Madsen, aged six, created a storm this month when she deadlifted 45 kilogrammes in a competition. **13** Despite health experts – including the American Pediatric Association – warning that children lifting weights can put their health at risk, Tyanna's achievements, which could put her in *The Guinness Book of Records*, have caused a media frenzy second only to that surrounding 14-year-old soccer player Freddy Adu. **14** Freddy, whose parents are from Ghana, will play with professional Washington football team DC United next season. Media pundits compare Freddy's talent to that of Brazilian genius Pelé.

Scott's parents want their son to keep studying and to see a possible future outside climbing. 'He has a brother and a sister who keep him down to earth real easy. **15** joked his proud father Jim.

- A** Now, among many other sponsors, North Face pays for him to travel to climb and supplies him with its equipment.
- B** Last week the boy became the youngest professional in a top-level American sport for more than 100 years.
- C** He is the 'wunderkind' of the climbing world, who as a teenager has already mastered some of the planet's toughest climbs.
- D** There are increasing numbers of child sports stars.
- E** They include a six-year-old weightlifter and a 14-year-old football professional.
- F** She became involved in the sport at three.
- G** They tell him all the time how useless he is.
- H** Scott did it in one.

■ Part 3

Questions 16-30

You are going to read about some people who head arts institutions in Britain. For questions **16-30**, choose from the people (**A-F**). The people may be chosen more than once. When more than one answer is required, these may be given in any order.

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

Which text states the following?

- | | | | | |
|---|--------------------------|--------------------------|----|--------------------------|
| The person described here is no longer in this job. | <input type="checkbox"/> | <input type="checkbox"/> | 16 | <input type="checkbox"/> |
| The head of this place now earns less than he used to. | <input type="checkbox"/> | <input type="checkbox"/> | 17 | <input type="checkbox"/> |
| The head of this centre was educated in an English-speaking country. | <input type="checkbox"/> | <input type="checkbox"/> | 18 | <input type="checkbox"/> |
| The head of this centre took over the post from a Swede. | <input type="checkbox"/> | <input type="checkbox"/> | 19 | <input type="checkbox"/> |
| The previous head of this centre left when his work was criticised. | <input type="checkbox"/> | <input type="checkbox"/> | 20 | <input type="checkbox"/> |
| The person described here finds the centre's future plans very complex. | <input type="checkbox"/> | <input type="checkbox"/> | 21 | <input type="checkbox"/> |
| The head of this centre had legal problems soon after starting work. | <input type="checkbox"/> | <input type="checkbox"/> | 22 | <input type="checkbox"/> |
| The person focused on here works closely with someone else. | <input type="checkbox"/> | <input type="checkbox"/> | 23 | <input type="checkbox"/> |
| The person described here was expected to solve financial problems. | <input type="checkbox"/> | <input type="checkbox"/> | 24 | <input type="checkbox"/> |
| The person described here used to work for the Disney Corporation. | <input type="checkbox"/> | <input type="checkbox"/> | 25 | <input type="checkbox"/> |
| The person described here was not working in his native country when he was offered this job. | <input type="checkbox"/> | <input type="checkbox"/> | 26 | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | 27 | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | 28 | <input type="checkbox"/> |
| The previous head of this place left after having problems. | <input type="checkbox"/> | <input type="checkbox"/> | 29 | <input type="checkbox"/> |
| | <input type="checkbox"/> | <input type="checkbox"/> | 30 | <input type="checkbox"/> |

British Arts Centres

A Sadler's Wells, London

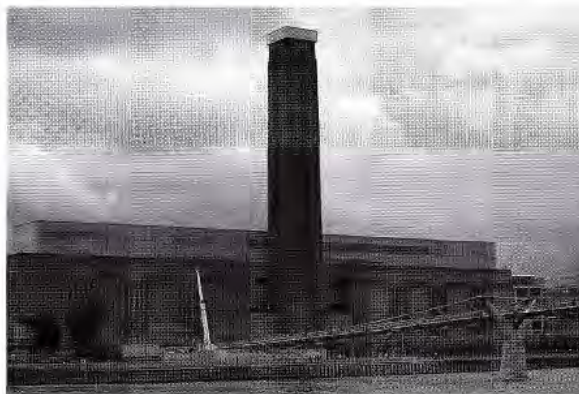
Jean-Luc Choplin was the vice-president of entertainment at Disneyland Paris before taking over at Sadler's Wells in October 2002 – and admitted it was the money he had made at Disney, where his salary was three times what he earns now, that permitted the move. He faced early allegations of sex discrimination, which are now resolved.

B South Bank Centre

Michael Lynch ran the Sydney Opera House and the Australian equivalent of the Arts Council before moving to the UK a year ago. His predecessor, Karsten Witt, from Germany, quit suddenly having apparently failed to get to grips with the complexities of redevelopment plans. Mr Lynch has admitted he can see why.

C Tate Modern

Vicente Todoli, a Spaniard, was working in Portugal when he was named as the second director of Tate Modern in 2002, succeeding Lars Nittve. Mr Nittve had surprised everyone by returning to his native Sweden only a year after Tate Modern opened – but he had been asked by the Swedish government to run its national gallery.



D Baltic, Gateshead

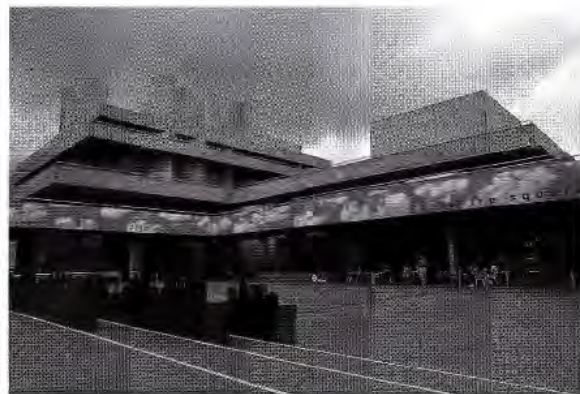
Sune Nordgren, a charismatic Swede, was the director when Baltic opened in 2002, but left in summer last year after his programme was criticised as obscure and amid claims of poor financial procedures. He has been replaced by Stephen Snoddy, who set up the Milton Keynes Gallery and made it a hit.

E Royal Opera House, London

Although the music director, Antonio Pappano, was born in Britain, he was raised in America by Italian parents. He works alongside Tony Hall, a former BBC executive, who is regarded as a safe pair of hands after three previous chief executives, including the American Michael Kaiser, who did not stay long.

F The Dome, London

Pierre Yves Gerbeau, a Frenchman, was asked to step in and save the Dome after it suffered poor attendance figures under its previous manager in the opening months. Although beset by allegations that his old job at Disney was not as important as his Dome employers believed, M. Gerbeau, an Anglophile, did get the Dome running.



■ Part 1

Question 1

You **must** answer this question.

Write a **letter** of between **120** and **150** words in an appropriate style. Do not write any postal addresses.

- 1 Your English class is going to spend a study week practising your English. Your English teacher, Max Kerr, has organised the programme for you. You have discovered that an Irish folk singer is going to be performing and you would all like to see her. After meeting to discuss the study week, your class has asked you to write to Mr Kerr about the programme and the performance. Read the programme for the study week, the advertisement for the folk singer and the notes from your class meeting. Then, using the information, write the letter.

Programme for Study Week

Carsdale Hall

Saturday 10th – Saturday 17th June

Spend a week speaking English in lovely peaceful surroundings.

Mornings lessons and special lectures

Afternoons sporting and other activities (but only using English!)

Evenings prepare for a Friday evening concert which you will put on!

ROISIN O'CONNOR

World-famous Irish folk singer

Performing traditional
and modern songs

Carsdale Community Centre
Friday 16th June at 7.30pm

Notes from class meeting

Thanks – programme looks great

pm – more info about 'other activities'?

Explain why we'd like to see R. O'C.

How programme could be changed

■ Part 2

Questions 2-5

Write an answer to **one** of the questions **2-5** in this part. Write your answer in **120-180** words in an appropriate style.

- 2** You see this announcement in a music magazine.

We are interested in the music tastes of different generations.
Write us a report about the music tastes of people in your family. Tell us about:

- the musical likes and dislikes of the different generations of your family
- the reasons why these tastes do or do not differ

Write your **report**.

- 3** You have been doing a class project on animals. Your teacher has now asked you to write a composition about the following statement:

It is wrong to use animals for scientific experiments.

Write your **essay**.

- 4** You see this announcement in an English language magazine:

SEAVIEW Language School

General, business and academic English Courses for all levels of students

If you would like to study at our school, write and tell us:

- what your level of English is like
- what your ideal course would be like
- how you plan to use English in the future

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

- 5** Answer **one** of the following two questions based on your reading of **one** of the set books.

Either (a) Do you think the writer of the book was better at creating male or female characters? Write an article for your school magazine giving your opinion on this question.

Or (b) This is part of a letter you receive from Nora, your Irish pen friend.

I've been reading the same book as you and I must say I don't really like it. I know you said you enjoyed it but I don't think it's either interesting or original. I hope you can persuade me that I'm wrong! Tell me what you think is so special about it!

Write a **letter** to your pen friend trying to persuade her that she is wrong.

■ Part 1

Questions 1-12

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning (0).

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

Example:

0 A actually B recently C currently D really

Part 1				
0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

WHERE I'D RATHER BE THIS WEEKEND

The actress Sara Livmore who is (0) playing Kathy in TV's Police Drama, tells Peter Morehouse where she'd rather be this weekend.

I'd like to be in the village of Locanda dell'Amorosa (1) amid the Tuscan hills. There is only one man to join me on this (2) – my boyfriend, Rob Mitchell. He's a film-score (3) and we've been together for nearly a year.

For our perfect weekend we would fly to Rome and then drive to Locanda dell'Amorosa. As we drive there the (4) are breathtakingly beautiful. What is interesting about our destination is that the owner (5) the village and turned the whole place into a hotel. The only (6) you can't sleep in is the chapel. It could have been awful – too commercialised or too cheaply (7) – but it isn't. It's like (8) a lost and secret world. Once installed in our room (9) onto a scented herb garden, Rob and I would feel that we were simply visiting friends, not staying in a hotel at all.

Both Rob and I like to eat well and this is probably the best food we've ever had. The delicious meals are not expensive and they are (10) in the old stable. The owner is intensely private and as guests you are really (11) alone. Even the other guests (12) to themselves, which is fantastic!



- 1 **A** placed **B** put **C** laid **D** set
- 2 **A** trip **B** travel **C** voyage **D** tour
- 3 **A** director **B** composer **C** author **D** artist
- 4 **A** scenes **B** views **C** locations **D** spots
- 5 **A** received **B** bequeathed **C** succeeded **D** inherited
- 6 **A** home **B** building **C** residence **D** block
- 7 **A** changed **B** transferred **C** converted **D** modified
- 8 **A** discovering **B** liberating **C** inventing **D** releasing
- 9 **A** opening **B** entering **C** overlooking **D** seeing
- 10 **A** given **B** served **C** done **D** placed
- 11 **A** left **B** stayed **C** remained **D** stood
- 12 **A** told **B** take **C** keep **D** get

■ Part 2

Questions 13-24

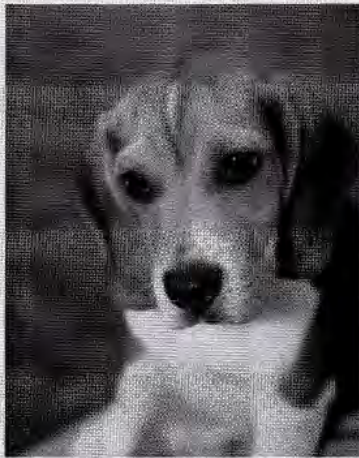
For questions 13-24, read the text below and think of the word which best fits each space. Use only **one** word for each space. There is an example at the beginning (0).

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

Example:

0	OF
---	----

PEDIGREE DOG THEFT



Three pedigree beagles worth up (0)^{TO} £5,000 each have become the latest victims in the growing crime of dog-napping. The dogs owned (13) a dog breeder from Wiltshire were snatched from their kennels last night. All three had (14) successful in competitions.

Their owner had been (15) and came home to find the dogs' kennels empty. The locks had been cut off. Dog-napping has become profitable (16) thieves who, it seems, can (17) thousands of pounds breeding the stolen animals or holding (18) to ransom.

(19) estimated 50,000 dogs were stolen last year and insurance companies (20) out £26,000 for stolen dogs. The owner of the beagles, who found six (21) of her dogs

wandering round her property, said. 'The thief is obviously (22) who knew I kept these dogs as you can't see them (23) the road.'

The police are urging dog owners to (24) their pets fitted with microchips.

■ Part 3

Questions 25-34

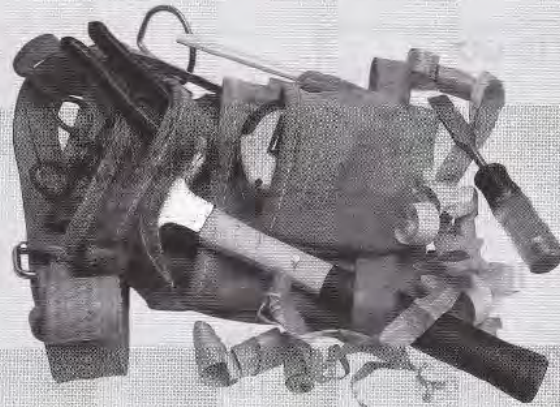
For questions **25-34**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning **(0)**. Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0

IMPROVEMENTS

IMPROVING MY HOME



It was time to make some **(0)** IMPROVEMENTS to the home I'd lived in for the last 20 years. I got some advice from an **(25)** financial **(26)** as I wanted to make sure that I didn't do anything that would have a serious effect on my son's **(27)** My son, however, said he just wanted me to live **(28)** now. The financial expert discussed various **(29)** with me and then left it up to me to make the final **(30)** I went for a scheme which **(31)** me to borrow money against the value of my home. I can carry on living in my home until my **(32)** when the loan will be **(33)** I've done so much to the house, though, that I think my son will benefit **(34)** when he eventually sells it.

IMPROVE
DEPEND
ADVISE
INHERIT
COMFORT
OPT
DECIDE
ABLE
DIE
PAY
CONSIDER

■ Part 4

Questions 35-42

For questions **35-42**, 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. There is an example at the beginning (**0**).

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

Example:

- 0** The children will probably go swimming tomorrow.

LIKELY

The children swimming tomorrow.

The gap can be filled by the words 'are likely to go' so you write:

0	ARE LIKELY TO GO
----------	-------------------------

- 35** That was the funniest book I've ever read!

FUNNY

I've book before!

- 36** She'll believe him whatever he says.

MATTER

It he says, she'll believe him.

- 37** It was silly of you not to check the information before you signed the form.

OUGHT

You the information before you signed the form.

38 It's not my responsibility to clean this room.

RESPONSIBLE

I this room.

39 My mother would prefer you to smoke in the garden.

RATHER

My mother in the garden.

40 When I was in Athens, my Greek pen friend showed me the sights.

SHOWN

When I was in Athens, I my Greek pen friend.

41 Henry regrets being so rude to his boss.


WISHES

Henry so rude to his boss.

42 You will receive full information about the course on payment of your fees.

AS

You will receive full information about the course your fees.

■ Part 1 

Questions 1-8

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

- 1 You hear a man talking on the radio about a traffic problem. What caused it?
A too many people going to the airport
B roadworks at a major junction
C something falling on to the road 1
- 2 You hear a conversation between a shop assistant and a customer about a pair of shoes. What does the customer want?
A her money back
B a different pair of shoes
C to buy a pair of shoes 2
- 3 You hear a woman talking about what she enjoys about her job. What is she?
A an air hostess
B a businesswoman
C a hotel receptionist 3
- 4 You hear a man on the phone talking about his mother. What do we learn about her?
A She's not very well.
B She has a new job.
C She's taking an exam. 4
- 5 You hear some people talking. How does the woman feel?
A thrilled
B surprised
C relieved 5
- 6 Listen to a man talking at a special event. What is the occasion?
A a retirement party
B a graduation ceremony
C a wedding 6
- 7 You hear a woman talking to her friend on the bus. Where has she been today?
A the dentist's
B the doctor's
C the hairdresser's 7
- 8 You turn on the radio and hear part of a programme. What kind of a programme is it?
A a news programme
B a documentary
C a weather forecast 8

■ Part 2  

Questions 9-18

Listen to someone on the radio talking about how to improve your concentration. For questions 9-18, complete the sentences.

Mandy is employed as a **9**

She takes a break after she's been working for **10**

Mandy says that research shows that listening to **11** helps you train.

Mandy recommends exercising for **12** every day.

You need to eat regular snacks if you want to preserve your **13**

A healthy snack that Mandy recommends is a **14**

Minerals have been shown to help your **15**

Mandy recommends eating **16** in order to get enough minerals.

You can give your brain a workout by studying, for example, a **17**

If you are feeling particularly stressed, try taking **18**

Test 6

■ Part 3 

Questions 19-23

You will hear five different people talking about their work, which is in some way connected with the open air. For questions **19-23**, choose from the list **A-F** what each person's job is. Use the letters only once. There is one extra letter which you do not need to use.

A landscape gardener

Speaker 1 **19**

B fruit picker

Speaker 2 **20**

C theme park attendant

Speaker 3 **21**

D botanist

Speaker 4 **22**

E researcher in animal behaviour

Speaker 5 **23**

F zoo keeper

■ Part 4  

Questions 24-30

You will hear a man and a woman talking about someone they knew when they were at school. For questions **24-30**, choose the best answer, (**A**, **B** or **C**).

- 24** When did the speakers last spend time with Joan?
A On the day they left school.
B Last month. **24**
C Ten years ago.
- 25** How did the woman feel about Joan when they were at school?
A She liked her very much.
B She didn't think she was sincere. **25**
C She was upset by her behaviour.
- 26** What is Joan's husband's job?
A He's a politician.
B He's a lawyer. **26**
C He's a successful businessman.
- 27** What is Joan's job?
A Minister of Education
B Prime Minister **27**
C Minister of Sport
- 28** How does the woman feel when she compares her own life with Joan's?
A She's envious of Joan's life.
B She thinks Joan's life must be harder than it appears. **28**
C She wouldn't like to be in Joan's position.
- 29** What does the man say about Joan's appearance?
A She is more attractive now than when she was younger.
B She looks as if she is under a lot of stress now. **29**
C She is not as attractive as her mother was at the same age.
- 30** What do we learn about the TV programme about Joan?
A It has not been shown yet.
B It is going to be shown again that evening. **30**
C The man watched it last night.

In the Speaking paper there are two examiners and two exam candidates. One examiner (the interlocutor) talks to you and the other listens to what you say.

Part 1 (3 minutes)

The examiners introduce themselves and the interlocutor asks you and your partner questions about yourselves.

- Tell me about one of your favourite places to be.
- Tell me about where you would like to live if you could live anywhere in the world.

Part 2 (4 minutes)

The examiner gives you two photographs and you must talk about them for one minute. Then the examiner asks your partner a question about your photographs and he or she should reply briefly.

- Candidate A: Look at the pictures on page 196. **They show people relaxing in different ways.** Compare and contrast these two pictures and **say how you think the people in each of these pictures are feeling.**
- Candidate B: Which of these two activities appeals to you more?
- Candidate B: Look at the pictures on page 198. **They show people studying different subjects.** Compare and contrast these two pictures and **say how useful you think it is to study each of these subjects.**
- Candidate A: Which of these subjects interests you more?

Part 3 (3 minutes)

The interlocutor gives you some pictures and asks you and your partner to discuss them together.

- Look at page 200.
- Look at these different ways of celebrating a birthday. First, talk to each other about **what kind of person each sort of birthday celebration would be suitable for.** Then decide **which two ways of celebrating a birthday appeal to you most and which two appeal least.**

Part 4 (4 minutes)

The interlocutor asks you questions which carry on the topic of Part 3.

- What is the best birthday party you have ever been to?
- If you could invite anyone you liked to your birthday celebration, who would you choose and why?
- How has the way you like to celebrate your birthday changed as you've got older?
- Which month do you think is the best for a birthday? Why?
- Apart from birthdays, what are the other days that you celebrate during the year? How do you celebrate these days?

■ Lesson 16 – Words often confused

Exercise 1 – Choose the best word from the box to complete the sentences in each set. You may need to change the form.

journey trip travel voyage flight

- 1a There are a lot of every day from London to New York.
- 1b The hotel organised a lot of interesting to see the local sights.
- 1c People say that broadens the mind.
- 1d In the early twentieth century the across the Atlantic took five days.
- 1e I love going on long train

accommodation home building residence

- 2a We have a flat on the top floor of a modern
- 2b My son has a pleasant room in a students' hall of
- 2c I spend a lot of time in London but my family is in a small village.
- 2d There are a number of different types of for students to choose from.

country nature countryside

- 3a Scotland is a much more mountainous than England.
- 3b Although the in this region is very flat, it has a certain charm.
- 3c Since we moved out of town I've been more aware of and the changing seasons.

rob steal

- 4a My bike last night.
- 4b The accused got fifteen years for a bank.

job work profession career

- 5a You have to study for a long time before you qualify for any
- 5b After leaving school Amy took a in a cafe.
- 5c Stoppard had a brilliant as a journalist, working for various papers all over the world.
- 5d Being a teacher is very rewarding

take pass fail

- 6a When are you going to your next English exam?
- 6b Ella is very clever. She has never an exam in her life.
- 6c You have to get 60% of the marks to the exam.

bored boring

- 7a I thought the film was very
- 7b The children got very quickly.

Exercise 2 – Do you *do* or *make* these things? Put them in two columns with the right verb.

your best	a mistake	the gardening	an appointment
homework	arrangements	an excuse	housework
the cooking	a suggestion	the shopping	coffee

■ Lesson 17 – Adjectives: comparatives and superlatives

Exercise 1 – Rewrite the sentences so that they have the same meaning.

- 1 She is the prettiest girl I have ever seen.
I have never
- 2 Have you ever seen a more spectacular view!
This must be
- 3 It was the fastest team we had played against.
We had never
- 4 It was a more difficult exercise than any I had come across before.
It was the
- 5 Of all Tarantino's films this is the most interesting.
This is more
- 6 It's the best book I've ever read.
I've never

Exercise 2 – Match the adjectives with their opposites.

bored	boring	bright	deep	delicious	strong
disgusting	dull	fat	fresh	friendly	thin
good-looking	hostile	interested	interesting	polite	ugly
rough	rude	shallow	smooth	stale	weak

Exercise 3 – Now rewrite each sentence in two different ways using the word in brackets.

- 1 Ian is ruder than Chris. (POLITE)
Ian
Chris
- 2 I don't like my coffee as strong as you do. (WEAK)
I like
You
- 3 The North Sea is rougher than the Mediterranean. (CALM)
The North Sea
The Mediterranean
- 4 I found Black's last book more interesting than his earlier ones. (INTERESTED)
..... Black's last book
..... Black's earlier books
- 5 Gary is the dullest student in the class. (BRIGHT)
All the other
Gary
- 6 The brown loaf is fresher than the white one. (STALE)
The white loaf
The brown loaf
- 7 Carla's twin is thinner than she is. (FAT)
Carla's twin
Carla is
- 8 Our new lecturer is less boring than the previous one. (INTERESTING)
Our previous lecturer
Our new lecturer

■ Lesson 18 – Writing: letters

You can be asked to write a letter in both parts of the Writing Paper. Writing letters is also an important skill for 'real life' as well as the exam.

Exercise 1 – Here is some advice about letter writing. Put the words in the box in the appropriate gaps. Sometimes you will need to give the word a capital letter.

about best colloquial comma contracted dear friend informal
love name response senior sincerely sir who why

- The first thing to think about when writing a letter is (1) you are writing to. This determines how formal or (2) your letter should be.
- If you are writing to someone you don't know at all or someone much older or (3) to you then your letter will be more formal than if you are writing to a (4)
- If you are writing an informal letter, then you can use (5) forms such as 'I'd' or 'you'll' and it is also appropriate to use (6) vocabulary such as OK or ☺
- Almost all letters in English – formal and informal – begin with the word (7)
- If you do not know the name of the person you are writing to then you can write Dear (8) or Madam.
- This salutation is followed by a (9) and the next part of the letter begins on a new line.
- When writing a letter you usually begin by explaining (10) you are writing. For example, 'I'm writing to enquire / complain (11) your advertisement or I'm writing in (12) to the article in last Monday's *Gazette*. Or 'Thank you for your lovely present'
- Letters also use some sort of closing formula. In a formal letter this is usually 'Yours (13)' or 'Yours faithfully'. In a less formal letter it might be 'With best wishes', 'All the (14)' or (15) '..... from'.
- These closing formulae are all followed by a comma and you then write your (16) on the line below.

Exercise 2 – Now fill the gaps in the extracts from a letter below.

Thank you so much (1) the money you sent me (2) my birthday. It was very kind (3) you. I am going to use it (4) buy some fantastic new trainers that I've (5) hankering after (6) ages. Every time I (7) jogging, I'll be thinking (8) you!

Looking forward very (9) to (10) you soon. (11) me a ring when you know (12) time you'll be arriving (13) the station and I'll pick you (14)

Exercise 3 – As practice, write each of these three letters in 120-180 words.

- 1 A letter to a company complaining about something you have bought or some unsatisfactory service you received.
- 2 A letter to a friend, thanking him or her for a present and trying to persuade them to do some activity with you – the activity should be something that you would like to try but that you think your friend may not be too keen on doing.
- 3 A letter to a new penpal in New Zealand, introducing yourself, telling him about your daily life and your interests and asking some questions about him or herself and some aspects of life in New Zealand that interest you.

■ Part 1

Questions 1-8

You are going to read a newspaper article about organic food. For questions **1-8**, 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**.

Harvest for the world

Organic food for everyone!

For the beginner, buying organic can seem daunting. Not so long ago the very word was associated with nut roasts and the kind of shop where every other ingredient was tofu, and where asking for a Coca-Cola would elicit the same reaction as going into the supermarket and demanding cocaine.

Mercifully, those days are gone. But the range of choice that has replaced that austere, vegan mentality is equally confusing. Where do you begin?

'Buy locally,' says the chef and smallholder, Hugh Fearnley-Whittingstall, whose series, TV Dinners, proved he is willing to eat just about anything – as long as it is GM-free.

The proliferation of farmers' markets means even hardened city dwellers can buy fresh produce and be sure about its provenance. You can find your nearest market online at www.farmersmarkets.net, while the Soil Association's Organic Directory lists thousands of organic shops. And where else could you learn about where your food has come from, chat with your friendly neighbourhood herb farmer and find yourself stuffed full of delicious samples of cheese, beef and spicy cider while buying your groceries?

'It's a bit of a Catch-22,' says Fearnley-Whittingstall. 'The customers need a wide range of produce and the farmers need enough customers to make it worth their while. The more people make the commitment, the better and

more frequent these markets will become.'

For the lazy, there's an even **easier option**. The Organic Directory, which can be found online at www.soilassociation.org, lists a staggering number of box delivery schemes that distribute seasonal produce from locations all over the country. They range from the basic to the amazingly comprehensive.

But a word of warning: seasonal food may be fresher, tastier and a huge relief for the environment (peas don't need to be air-freighted from Zimbabwe, for example), but you can't give Mother Nature a shopping list. With most schemes, you get what you're given. It's an inspiring challenge for adventurous cooks, but several kilos of lovely, seasonal carrots won't be much use if your dinner party was depending on the ingredients for an apricot soufflé.

Even for those of us who are wedded to the supermarket, healthy organic food doesn't have to be just a good intention. Some supermarkets keep their organic products together in a dedicated section, while others store organic versions of their products alongside non-organic stock.

You will also notice that much organic produce in supermarkets comes pre-packaged. This is to avoid any confusion with non-organic produce and the packaging is recycled wherever possible. Where produce is sold loose, proof of certification must be available, by law, to consumers.

- 1 How would people have felt if you'd asked for Coca Cola in an organic shop?
 - A surprised
 - B shocked
 - C amused
 - D furious

- 2 It's hard to eat organically now because
 - A you need to be good at gardening.
 - B most people know little about organic food.
 - C there's not much choice available.
 - D there are so many decisions to make.

- 3 What does the writer say about farmers' markets?
 - A They're only available in country areas.
 - B They are very friendly places to do your shopping.
 - C There is a good one on the World Wide Web.
 - D There are far more of them than there used to be.

- 4 How does Hugh say that more customers at farmers' markets will improve the situation?
 - A There will be more variety of produce.
 - B Prices of goods will be lower.
 - C There will be more markets.
 - D The quality of the produce will be better.

- 5 What is the *easier option* which the article refers to?
 - A Having organic food delivered.
 - B Reading about organic farming.
 - C Only buying organic versions of basic foods.
 - D Ordering organic food online.

- 6 What problem with eating seasonally does the writer mention?
 - A It can be dull to be always eating the same things in one season.
 - B You may not be able to get everything you need for a specific recipe.
 - C You have to be expert at cooking to produce interesting meals.
 - D You will not be able to get such a variety of tastes.

- 7 What does the writer say about supermarkets and organic food?
 - A Supermarkets are increasingly stocking organic food.
 - B It is not always easy to know which food is organic.
 - C Different shops display their organic food in different ways.
 - D Some supermarkets intend to go over to totally organic food.

- 8 Why does the writer say that organic food is usually pre-packaged?
 - A so it is better protected
 - B so that it complies with the laws on organic food
 - C so that the green logo can be given prominence
 - D so it is kept separate from other produce

■ Part 2

Questions 9-15

You are going to read a newspaper article about a woman who lived in a car. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

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

End of the road for woman who lived in a car

To the passer-by it must have seemed nothing more than an old abandoned car. But for Anne Naysmith, the battered Ford Consul had been home for almost 30 years.

After spending the days roaming London or tending her little garden on a nearby car park, Miss Naysmith, a former concert pianist, would return to the vehicle, make a nest out of fresh newspaper and bed down for the night. Just like the protagonist in Alan Bennett's essay and play *The Lady in the Van*, Miss Naysmith, 60, had resisted all attempts to persuade her into more comfortable lodgings.

Yesterday, however, amid protests and recriminations, the council and police arrived in force to remove the car. Supporters of Miss Naysmith tried to resist **9** There were tears as the Ford was finally towed away.

The argument over whether Miss Naysmith should stay or go has long been a topic of conversation over the dinner tables of this expensive street in Chiswick, west London. Some, especially those who had only recently arrived in the area, argued she should be moved, worried that her presence could affect the value of

their £800,000 homes. **10** Her fate came to stand for society's attitude to those who cannot or will not conform.

How Miss Naysmith came to be living in the car remains unclear. **11** It is thought she suffered a nervous breakdown, perhaps after a failed love affair, and took to living in her car with her dog, Bouncer.

For the past 30 years she has become a familiar character in west London. **12** She will not take hand-outs but is prepared to barter using the flowers and vegetables she grows.

As usual, she left the car at 8am yesterday. Though she had been told that the council were coming, friends say she did not really believe the car would be moved. Court orders delivered to the car had been ignored. **13** They said moving the car was good for the neighbourhood and for Miss Naysmith, who had been offered a flat. Many were furious.

Sally Mates, an actress and the sister of former Tory minister Michael Mates, said: **14** This will destroy her life.'

The transporter which was to take Miss

Naysmith's home to the police pound arrived at 10.30am. As the van was winched on to the transporter, 30 years of debris was revealed. An hour later Miss Naysmith returned to where her

home had been. **15** The council claims the vehicle was moved because it had 'deteriorated dangerously.'

Test 7

- A** She cooks on an open fire on a nearby car park, where she also has her patch of garden, and washes in a doctor's surgery.
- B** A neighbour clambered on to the bonnet of the car and only got down after being threatened with arrest.
- C** They are doing this because some people are worried that the car is affecting the value of their houses.
- D** She used to live in a house nearby and in the 1960s performed in concerts at the Wigmore Hall in London and taught at a convent school.
- E** Hounslow council officials arrived an hour later and handed residents leaflets explaining what was happening.
- F** The Council have received a number of complaints about their actions.
- G** She stormed off warning that if the car was not returned she would kill herself.
- H** Others were happy to accept Miss Naysmith's alternative lifestyle.

■ Part 3

Questions 16-30

You are going to read an article from a magazine in which different people talk about how they and their spouse cope with joint finances. For questions **16-30**, choose from the people (**A-E**). The people may be chosen more than once. When more than one answer is required, these may be given in any order.

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

Which of the people says the following?

- | | | |
|--|----|--------------------------|
| That he is a man who consults his wife over spending. | 16 | <input type="checkbox"/> |
| We only have one credit card. | 17 | <input type="checkbox"/> |
| I note down everything that I spend. | 18 | <input type="checkbox"/> |
| We have four children and two joint accounts. | 19 | <input type="checkbox"/> |
| We don't buy each other large gifts at Christmas. | 20 | <input type="checkbox"/> |
| I like to buy gifts from my own bank account. | 21 | <input type="checkbox"/> |
| We pay back money we borrow from each other with interest. | 22 | <input type="checkbox"/> |
| I pay some bills my partner pays the others. | 23 | <input type="checkbox"/> |
| We probably spend about the same amounts on ourselves. | 24 | <input type="checkbox"/> |
| My spending is limited by my partner. | 25 | <input type="checkbox"/> |
| My partner cancelled my cards and doesn't trust me. | 26 | <input type="checkbox"/> |
| Money spent on the children is shared. | 27 | <input type="checkbox"/> |
| I deal with the finances to make life easier for my partner. | 28 | <input type="checkbox"/> |
| Not having money of my own scares me. | 29 | <input type="checkbox"/> |
| We don't worry about who spends what. | 30 | <input type="checkbox"/> |

How do you handle joint finances?

Our readers tell us how they manage their money.

A Sally Jones

Since we married 25 years ago, I've always been in charge of our accounts, partly because my husband Kevin just isn't interested. He says I have a better head for figures than he has and the last thing he wants to do after work is to sort out our finances. We have two joint accounts. I pay my wages into one account and we use it for all the household bills, while Kevin pays his wages into the other account and we use it for entertainment, going out, clothes and holidays. We take money from the entertainment account whenever we want but I always write down what we've bought and how much it cost for my records. Kevin doesn't mind what I spend on myself or our four children but, to be honest, he's not very up on how much things cost because I do most of the spending.

B Sheila Wallace

My husband and I pay a certain amount each month into a joint account for the bills and the mortgage, but apart from that we keep our money entirely separate. The thought of not having any money of my own is very frightening even after seven years of marriage and two children. I work hard for my money and want to spend it as I wish. Also I'd hate my husband to know what I spent on his birthday or Christmas presents. We're so independent that when my husband, who's self-employed, needed to borrow money to pay his tax bill, he offered to pay me interest. I thought it was fair – if the cash had been in my savings account it would have been earning interest and it wasn't my fault that he hadn't put enough aside.

C Jon Peterson

I'm terrible with money; great at spending it, hopeless at saving it. When I met my wife, who's a full-time mother, I came encumbered with what she calls 'bachelor debts'. My wife, on the other hand, is fantastic with money. She loves to spend it but only if we actually have it. She quickly took me in hand, cancelling cards and rearranging loans so that we could get my finances back into the real world. Everything was going pretty well

until I bought a new suit a few months in. When I told my wife, she went mad. I tried in vain to justify it, but she was having none of it, and she announced that she was taking over all financial matters. The new order meant that my salary was paid into our joint account which I have limited access to. I get a monthly allowance and, if I've spent it all before the end of the month, I have to explain why. If I want to buy anything over £30, I have to consult my wife. You may think that sounds harsh but it's worked and now at last I think before I spend.

D Sue Burnes

My partner and I have two children but we've always kept our finances totally separate. We don't even have a joint account. Daniel pays the rent and council tax out of his account and I pay for the gas, electricity, water and telephone out of mine. When we go food shopping, he gives me his half in cash. If we go out for dinner, one of us will pay but the other has to reimburse their half the next day at the latest. When we go to the pub, we take it in turns to buy drinks. Everything to do with our two young children is split down the middle. Daniel prefers things this way. He says I'm a spendthrift, and so if I do overspend it's not with his money. I like the financial independence too. I can treat myself when I go shopping without feeling guilty.

E Kelly Lambourn

As soon as Adrian and I moved in together, even before we had our four children, we decided to merge all our finances together. We don't have sole accounts, just a joint account and a joint credit card. I can't understand couples who are always owing each other money – what's the point in being married if you behave like that? Practically everything we buy is joint anyway. Whatever we do spend on ourselves probably balances out. I buy clothes now and then. Adrian goes out for the odd drink – but we don't keep a running total of who spends what. We only buy each other small presents at Christmas and birthday so that's not a problem either.

■ Part 1

Question 1

You **must** answer this question.

Write a **letter** of between **120** and **150** words in an appropriate style. Do not write any postal addresses.

- 1 You ordered a wedding present by post for a friend. You were not happy with the present when it arrived. Below is the advertisement for the present on which you have written some notes.

ELEGANT CUSHIONS FOR THAT SPECIAL GIFT!

*Lovely cushions in traditional, natural fabrics
For luxurious comfort*

Choose from a range of colours – select from dark blue, pretty pink, apple green, rich red, luxurious cream or deep purple.

Choose from three different shapes.



Note that orders may take up to one month to arrive.

Satisfaction guaranteed.

quite light in fact!

6 weeks!

say what they should do to compensate...

Part 2**Questions 2-5**

Write an answer to **one** of the questions **2-5** in this part. Write your answer in **120-180** words in an appropriate style.

- 2** You have been asked to write a report for a young people's international organisation. They would like to know how teenagers in your country use modern technology.

They would like to know:

- *what kinds of technology are particularly popular with teenagers*
- *the extent to which boys and girls use technology differently*
- *what problems teenagers experience in using technology*

Write your **report**.

- 3** You have been doing a class project on weather. Your teacher has now asked you to write an article for the school magazine on the following topic:

How the weather affects how we live and how we feel

Write your **article**.

- 4** Your teacher has asked you to write a story for the school magazine. Your story must begin with the following words:

'I've got some news for you,' said Kim.

Write your **story**.

- 5** Answer **one** of the following **two** questions based on your reading of one of the set books.

Either (a) 'The most important parts of any story are the beginning and the ending.' Write a **composition** commenting on the beginning and ending of the book you read and saying how effective they are.

Or (b) This is part of an email you receive from Mike, your Canadian pen friend.

We're thinking of making the book you've read into a play that the students in the top class could put on for the other students. Do you think it would make a good play? Do you think it would be of interest to the younger students in the school too? The youngest ones are only 12. Let me know what you think about both these questions and why...

Write an **email** to your pen friend answering his questions.

■ Part 1

Questions 1-12

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning (0).

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

Example:

0 A explained B considered C described D declared

Part 1				
0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Americans buy turkey and gravy drink

A soda drink with a turkey and gravy flavour that is (0) as undrinkable by its manufacturers is selling extraordinarily well. Unexpectedly (1) quantities of bottles have been sold in the United States where they are preparing to (2) Thanksgiving later this week.

A company in Seattle which (3) in unusual flavours put 6,000 bottles on sale last week at 99 cents each. They (4) within hours. Yesterday (5) on the ebay online auction (6) reached more than 60 dollars a bottle.

The nastiness of Turkey and Gravy Soda appears to be its biggest selling (7) It seems the perfect (8) gift to take home to Mum or a younger brother or sister. At Thanksgiving families traditionally (9) a long weekend together.

One newspaper reporter who (10) the drink said that, at first sip, it tasted of sweet caramel and savoury butter and it got worse from there. Curiously, the drink is (11) for vegetarians.

Peter Van Stolk who runs the company which makes the drink described his (12) as 'gross'.



- 1 **A** many **B** big **C** great **D** large
- 2 **A** celebrate **B** feast **C** entertain **D** amuse
- 3 **A** concentrates **B** specialises **C** focuses **D** dedicates
- 4 **A** sold up **B** sold out **C** sold off **D** sold over
- 5 **A** requesting **B** offering **C** dealing **D** bidding
- 6 **A** place **B** site **C** location **D** spot
- 7 **A** part **B** thing **C** point **D** aspect
- 8 **A** joke **B** laugh **C** game **D** trick
- 9 **A** go **B** pass **C** make **D** spend
- 10 **A** attempted **B** tried **C** proved **D** experimented
- 11 **A** suitable **B** relevant **C** correct **D** appropriate
- 12 **A** item **B** model **C** product **D** manufacture

■ Part 2

Questions 13-24

For questions 13-24, read the text below and think of the word which best fits each space. Use only **one** word for each space. There is an example at the beginning (0).

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

Example:

0	BY
---	----

Saved by a txt

A young woman was taken to safety (0) ^{BY} a helicopter yesterday after getting stuck on a freezing Swiss mountain. She and her climbing partner spent two nights under a crude shelter on a ridge 9,800 feet (13) one of Switzerland's most difficult mountains. The rescued woman, Rachel de Kelsey, admitted yesterday that they would (14) died if they had (15) to spend another night there.

They (16) stranded as they began their descent on Saturday. A fierce electrical storm blew (17) and snowdrifts forced them (18) spend two nights in temperatures below minus 10.

Kelsey said, 'It was the (19) intense storm I've ever experienced.' Their only chance of survival (20) to dig themselves a hole in the snow behind a rock and hope that they (21) be found. Miss Kelsey said that she texted five friends (22) she thought might be able to (23) in touch with Swiss mountain rescue. The alarm was eventually raised (24) a friend in London after he received her text. He contacted rescuers who found the pair on Sunday but were unable to rescue them immediately because of the storms.



■ Part 3

Questions 25-34

For questions **25-34**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space 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	FITNESS
---	---------

KEEPING FIT



The actor Jack Dickson had to improve his (0) ^{FITNESS} before taking up his new role in the TV (25) of the classic nineteenth century (26) , *Frankenstein*. He did it by making plans to run the London Marathon. He trains (27) every day and says he has improved beyond (28) over the last six months. He is hopeful that he will be able to (29) in his aim of reaching the (30) line. Although he is determined to make it, Jack admits that he does have (31) in forcing himself to do his daily 8-mile run when the mornings are (32) or wet. 'I am strict with myself, though, as I'm doing the marathon on behalf of (33) impaired people and I need to get as much money from all my (34) for them as I possibly can.'

FIT
ADAPT
THRILL
VIGOUR
RECOGNISE
SUCCESS
FINISH
DIFFICULT
CHILL
VISION
SUPPORT

■ **Part 4**

Questions 35-42

For questions **35-42**, 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. There is an example at the beginning (**0**).

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

Example:

0 The children will probably go swimming tomorrow.

LIKELY

The children swimming tomorrow.

The gap can be filled by the words 'are likely to go' so you write:

0	ARE LIKELY TO GO
----------	-------------------------

35 I had a lot of interesting experiences while I was in the USA.

HAPPENED

A lot of interesting things my stay in the USA.

36 Mary would like to do a course in archaeology.

INTERESTED

Mary a course in archaeology.

37 Andrew's essay is as long as mine.

SAME

Andrew's essay mine.

38 Can you describe Switzerland for us, Tom?

WHAT

Can you tell , Tom?

39 Hardly anyone chose to answer this question in the exam.

ANSWERS

There were very in the exam.

40 Suzie couldn't drink the coffee because it was too strong.

TOO

The coffee was drink.

41 Smoking is not permitted in this cafe.


ALLOWED

People in this cafe.

42 It's more than a year since we saw James.

FOR

We more than a year.

■ Part 1 

Questions 1-8

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 people talking on the train. Where has the man just been?
A at the theatre
B at work
C at home **1**
- 2 You hear a woman talking on her mobile phone. What is she hoping to do?
A arrange a meeting
B get some work
C sell a flat **2**
- 3 You hear a woman telling her friend about her new brother-in-law. What doesn't she like about him?
A the way he looks
B the way he speaks
C his enthusiasm for computers **3**
- 4 You hear a teenager talking to her father. What is she talking about?
A an eye test
B a language test
C a driving test **4**
- 5 You hear two women talking about a friend in a cafe. What do you learn about her?
A She's been on television.
B She's having a baby.
C She's just had a holiday. **5**
- 6 You hear a woman on the bus talking on her mobile phone. What is she talking about?
A investing in the Stock Exchange
B starting up her own new company
C having problems with her bank **6**
- 7 You hear two people talking. What are they talking about?
A an art exhibition
B a new library
C a redecorated room **7**
- 8 You turn on the radio and hear a play. How do you think the woman feels about her life?
A bored
B contented
C angry **8**

■ Part 2  

Questions 9-18

Listen to this radio item about dog behaviour. For questions 9-18, complete the sentences.

The chow chow leapt from a window on the 9

It was frightened of a noisy 10

A study of dog intelligence looked at 11 different breeds of dog.

The chow chow had to be told to do something at least 12 times before it understood.

The least intelligent breed of dog was the 13



A border collie only needed to be told something 14 times before it understood the task.

The chances of a collie remembering an instruction was 15

The collie was originally used as 16

Chow chows come from 17

Their name means literally 18

■ Part 3  

Questions 19-23

You will hear five different people talking about their best friends at school. For questions **19-23**, choose from the list **A-F** what each person's job is. Use the letters only once. There is one extra letter which you do not need to use.

A She liked to be the centre of attention.

Speaker 1 **19**

B She had unpredictable changes of mood.

Speaker 2 **20**

C She often used to get into trouble with the teachers.

Speaker 3 **21**

D She used to do well without really trying.

Speaker 4 **22**

E She didn't take much interest in her schoolwork.

Speaker 5 **23**

F She was always ready to help other people.

■ Part 4  

Questions 24-30

You will hear a man and a woman talking about cleaning things. For questions 24-30, choose the best answer, (A, B or C).

- 24** Where is the speaker currently working?
A on TV
B in education
C in a cleaning business 24
- 25** How have listeners submitted questions to the programme?
A through the Internet
B by post
C by text message 25
- 26** Why did Karen decide to deal with coffee stains first?
A because a lot of listeners have asked her about this
B because of something that has just happened
C because it is a problem people often deal with wrongly 26
- 27** What is important about coffee stains?
A It makes a difference whether the coffee is real or instant.
B It makes a difference whether the coffee has sugar in it or not.
C It makes a difference whether the coffee is black or white. 27
- 28** When do you put the stained item of clothing in the tumble dryer?
A after washing with each different product
B after using a strong product like ammonia
C when you are sure the stain is gone 28
- 29** Lemon juice is very good as a cleaning product because it is
A cheaper than other cleaning products.
B more efficient than other cleaning products.
C something most people have at home anyway. 29
- 30** Lemon juice is best for cleaning
A stains on metal.
B marks made by wine.
C coffee stains. 30

In the Speaking paper there are two examiners and two exam candidates. One examiner (the interlocutor) talks to you and the other listens to what you say.

Part 1 (3 minutes)

The examiners introduce themselves and the interlocutor asks you and your partner questions about yourselves.

- Tell me about any pets that you have had yourself or that your friends have had.
- Tell me about whether you prefer cats or dogs and why.

Part 2 (4 minutes)

The examiner gives you two photographs and you must talk about them for one minute. Then the examiner asks your partner a question about your photographs and he or she should reply briefly.

Candidate A: Look at the pictures on page 201. **They show people on a beach.** Compare and contrast these two pictures and **say how you think the people in each of these pictures are feeling.**

Candidate C: Which of these two situations would you prefer to be in?

Candidate B: Look at the pictures on page 203. **They show people waiting for something.**

Compare and contrast these two pictures and **say how you think the people in each picture are feeling.**

Candidate A: Which of these situations have you been in yourself?

Candidate C: Look at the pictures on page 207. **They show people doing activities in water.** Compare and contrast these two pictures and **say which activity you think is more enjoyable.**

Candidate B: Which of these activities do you prefer?

Part 3 (3 minutes)

The interlocutor gives you some pictures and asks you and your partner to discuss them together.

- Look at page 205.
- Look at these different things that can help you learn a language. First talk to each other about how **each of these things can help you.** Then decide **which two things you think are the most important and the two things that you think are the least important.**

Part 4 (4 minutes)

The interlocutor asks you questions which carry on the topic of Part 3.

- What do you find easiest and most difficult about learning English?
- What advice would you give to someone who is starting to learn English?
- How would you compare English to your own language or any other language that you know?
- How important do you think it is to go to an English-speaking country when you are learning English?

■ Lesson 19 – Commonly confused phrasal verbs

Exercise 1 – Phrasal verbs can be confusing because they can have several different meanings. Find one phrasal verb which can fit into each of the gaps in each set of sentences

- 1a If you don't keep meat in the fridge it will
 1b I saw them in a taxi this morning.
 1c He set his alarm clock to at 7 o'clock.
- 2a My mother used to wonderful stories for us when we were children.
 2b If you've had a quarrel it's best to try to before bedtime.
 2c Models have professionals to help them before a photo shoot.
- 3a I don't want to the party but I really must go home now.
 3b The children on the 15th and go back to school on the 29th.
 3c We're beginning to I'll call you back when I've got better reception.
- 4a She some balloons for the party.
 4b The soldiers several enemy tanks over the weekend.
 4c A storm and so we came down off the mountain as quickly as we could.
- 5a The planes were late in because of the fog.
 5b Vic got into trouble for his teacher.
 5c It was so hot that everyone started their jackets.

Exercise 2 – Explain the difference in meaning between the sentences in each pair.

- | | |
|--|---|
| 1a Could you turn down the TV, please? | 4a Please hand out the homework sheets. |
| 1b Could you turn up the TV, please? | 4b Please hand in the homework sheets. |
| 2a I don't want to put him up. | 5a I'll pick you up at the station. |
| 2b I don't want to put him out. | 5b I'll drop you off at the station. |
| 3a They look up to us. | 6a That skirt needs taking in. |
| 3b They look down on us. | 6b That skirt needs letting out. |

Exercise 3 – Replace the underlined words with a verb from the box with the same meaning.

cause decorate employ install manage publish revise tolerate

- I really can't put up with such bad behaviour.
- My brother helped me put in a new washing machine.
- Popular writers often try to bring out a new novel for Christmas.
- If we continue to do so well, we'll have to take on more staff.
- The disagreements over pay are likely to set off strikes throughout the country.
- I can't imagine how we will get on when you leave.
- I'm planning to do up the house over the summer.
- Please go over the work we did in class before the test.

■ Lesson 20 – Prepositions following verbs and adjectives

Exercise 1 – Which preposition follows the verb in these sentences?

- 1 Anna did her best to interest me ornithology.
- 2 We are all looking forward the end of term.
- 3 The company has succeeded getting its products widely known.
- 4 Maria accused Eddie lying.
- 5 I must apologise being so late.
- 6 Whether we have a picnic or not will depend the weather.
- 7 I'll pay the meal.
- 8 I found it hard to get used driving on the left in Britain.
- 9 What time should we arrive Heathrow?
- 10 Sandra's been suffering flu for a week now.
- 11 My parents always blame me everything. They never blame anything my sister.
- 12 You remind me my aunt.
- 13 Would you like to take part the school play this year?
- 14 Joy insisted helping me with my bags.
- 15 Nigel prevented me leaving the room.

Exercise 2 – Which preposition follows the adjective in these sentences?

- 1 He is very proud his sports trophies.
- 2 At school I was good languages but bad maths.
- 3 I've always been very interested politics.
- 4 Our neighbours were always very kind us.
- 5 I've always been afraid going to the dentist.
- 6 We were astonished the news.
- 7 I'm getting a bit bored this TV series now.
- 8 He shouldn't be so rude customers.

Exercise 3 – Rewrite the sentences using the word in brackets.

- 1 He said he was sorry he was so rude. (APOLOGISED)
.....
- 2 Her parents wouldn't let her see him. (PREVENTED)
.....
- 3 That song makes me remember our holiday in Greece. (REMINDS)
.....
- 4 His contacts managed to get some money into the prison. (SUCCEEDED)
.....
- 5 My mother bought the tickets for the concert. (PAID)
.....
- 6 I am very keen on Polynesian folk music. (INTERESTED)
.....
- 7 The children can't wait for the holidays. (FORWARD)
.....
- 8 The cold weather here is very difficult for me. (USED)
.....

■ Lesson 21 – Writing: set text

In the FCE Writing Paper you have the option of writing a task relating to the two set texts. For each exam session there are two set texts and there will be a question on each of them. You may be asked to write an article, an essay, a letter, a report or a review.

The tasks will usually relate to one or more of these aspects of the text:

- the characters and their relationships
- the setting – time and place
- the plot
- the appeal of the text for different readers

Note that you will not be asked questions that expect you to analyse the book in a deep and literary way. You will simply have to show that you have read the text and can write about it in an appropriate way.

Below are some suggested activities to help you prepare for any set text question – and will also help you get the most benefit possible out of studying a set text.

Exercise 1 – After reading the book, go back and write a brief summary of what happens in each chapter – one or two sentences per chapter may be enough.

Exercise 2 – Brainstorm a page of vocabulary that you think will be useful for writing about the book.

Exercise 3 – Search for your text online. Can you find any useful sites? If so make a note of any useful information or language that you find there.

Exercise 4 – Write brief answers to each of these questions.

- 1 What is the title of the text?
- 2 What is the significance of the title?
- 3 Who wrote the text and when did he or she write it?
- 4 Where and when does the story take place?
- 5 What kind of story is it? (e.g. a thriller, a love story, a detective story)
- 6 Who are the main characters?
- 7 How does the story begin?
- 8 What is the main event in the story?
- 9 How does the story end?
- 10 Which three adjectives or phrases best describe the book for you? (e.g. very exciting, made me think, funny)

Exercise 5 – Now write answers of at least 100 words in response to each of these questions.

- 1 Which character did you find most interesting? Why?
- 2 What did you find the most interesting chapter of the book? Why?
- 3 How does the relationship between two of the characters in the book change in the course of the book?
- 4 If the book were made into a film, which do you think would be the most effective scene and why?
- 6 Write a review of the book for a magazine aimed at FCE candidates.

- 1 The writer says you shouldn't lend things to Cameron Jones if you get upset when other people
 - A touch your CDs.
 - B throw your DVDs around.
 - C are careless with your discs.
 - D have different tastes in music.
- 2 Jones thinks that putting yogurt on CDs may help him to
 - A get publicity for his club.
 - B make money.
 - C learn about how CD-players work.
 - D develop better yogurt.
- 3 Jones has a doctorate in
 - A music.
 - B graphic design.
 - C maths.
 - D food technology.
- 4 What first made Jones interested in putting yogurt on CDs?
 - A an article he read
 - B an unfortunate accident
 - C a friend's suggestion
 - D a chance set of circumstances
- 5 Which word best describes the effect the yogurt damage had on the music?
 - A subtle
 - B dramatic
 - C positive
 - D crazy
- 6 What does the writer mean by 'stop listeners in their tracks' in the sixth paragraph?
 - A attract new listeners
 - B make listeners pay attention
 - C stop listeners from dancing
 - D prevent listeners from leaving
- 7 Christian Marclay did unusual things to records because he wanted to
 - A show how he despised popular music.
 - B attract an audience when he was DJ-ing.
 - C try out different musical effects.
 - D compete with bands like Radiohead.
- 8 In the last sentence, the writer says (*at your own risk, of course*) because he
 - A feels that you may hurt yourself if you do as he says.
 - B doesn't want to pay if you spoil your equipment.
 - C thinks there is a chance the experiment won't work.
 - D wants to discourage people from doing anything similar.

■ Part 2

Questions 9-15

You are going to read a newspaper article about a bad New Year's Eve experience. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

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

Bikers thundered up and down stairs at all hours

At last my husband gave in and booked us and our two children four days in Spain – new year in Granada. Our hotel was great: quiet, clean, central and comfortable. We bought a beer, relaxed in the bar and were intrigued to see a young man in motorbike gear checking in.

9 The reception area was soon creaking and heaving with multicoloured leather as bikers invaded the hotel.

We escaped to walk outside in the sunshine, saw that roads were being blocked off, and still the men in helmets kept on coming. **10**

The noise was indescribable; everything reeked of petrol as hordes of bikers thundered up and down the stairs at all hours.

And then the rain came. **11**

We discovered true Brit grit, shopped for hours in Zara, drank endless coffees in damp bars, visited the Alhambra between drenchings and resisted

the desire to slump in a corner weeping.

12 We were there to celebrate new year in Granada and that was exactly what we were going to do.

13 Fortunately, they were too young to know any better but old enough to understand that they too must maintain, rather prematurely, their stiff upper lips.

The great evening came. Despite being advertised for guests, the hotel's New Year's Eve celebration dinner was reserved entirely for the bikers.

14 So off we scampered through the rain to the nearest tapas bar, scoffed a few plates of flaming sausages and then ran back to sleep through whatever street celebrations there might have been, and were woken at the crack of dawn by the bikers roaring off to the next leg of the race. **15** At least, not much!

- A** Well, my husband did.
- B** They took over the main dining room and we 'civilians' were told to find somewhere else to eat.
- C** There was torrential downpour after torrential downpour.
- D** It was a disappointing holiday for us all.
- E** He was followed by another and then another and another.
- F** I haven't moaned about spending New Year's Eve at home since.
- G** It was only then that we discovered a major road race was passing through Granada and that our hotel was its base.
- H** Our children were magnificent.

■ Part 3

Questions 16-30

You are going to read some different people's advice for a woman who wrote into a newspaper with a problem. For questions **16-30**, choose from the people (**A-E**). The people may be chosen more than once. When more than one answer is required, these may be given in any order.

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

Which of the people says the following?

Cassie thinks her father is probably poorer now than he was.

16

Cassie's situation is in some ways better than the writer's.

17

Cassie is being childish and it is not good for her.

18

Cassie's brother could help her.

19

People ignore insults for different reasons.

20

If you pay yourself, you can choose what to eat.

21

I feel sorry for parents with children like you.

22

There are several different factors complicating the situation.

23

It is too insignificant a problem to worry about.

24

Something simpler may well be more enjoyable.

25

Maybe the stepmother made Cassie's father behave like this.

26

After the party you can take time to talk about other issues.

27

Her brother's party may not have been totally successful.

28

Her mother was hard up because her father had died.

29

Maybe Cassie is scared of having an argument with her father.

30

Life's dilemmas

Cassie's brother was given a big party for his 30th birthday. Now it's Cassie's turn and her father and stepmother are planning a far less grand celebration. Should she tell them that she feels unfairly treated or just rise above it?

A Rose Smith, London

Sometimes circumstances change and what seemed like a good idea at the time may not seem to be such a good idea now. Perhaps your father thought that your brother's party cost him more money and effort than it was worth. Perhaps your stepmother put him up to it. Who knows? Times change. Be magnanimous and accept their generosity in whatever form it takes. Life's too short to worry about such trivial things.

B Joe Crighton, Glasgow

Why do you want to be identical to your brother? Come on, Cassie, you're almost 30 years old. Neither you nor your brother should be expecting your dad to be your social secretary by now. Surely you can organise a party and invite your dad and stepmother as guests. Contrasting what they did for your brother with what they are able to do for you is, at your age, unhealthy and unhelpful. Do something you want and invite the whole family. They, and you, will have a better time as a result.

C Mary Biggs, Manchester

Why at the age of thirty are you meekly falling in with someone organising your life for you? I pity your dad and all other parents with insensitive, grown-up children. Do I sound hard? I lost my dad at 17 and my mum never had money but we knew about love and understanding. Forget the dinner dance, get your family together and have a bonfire on a beach, with flasks of soup and some wine and talk, for goodness sake.

D Angela Bloch, Liverpool

There are four separate issues here: your birthday, your father's 'means', your stepmother's behaviour and your jealousy. You can throw your toys out of your pram and justify your stepmother's favouritism, or you can be grown-up and accept whatever level of generosity is shown

to you. Enjoy your birthday and acknowledge that your cup is still half full, rather than half empty. When it's over, perhaps you can think about the other more complex issues which might need talking about as a family.

E Betty Kerr, Cambridge

The fact that your dad is not as well off as before is a blessing in disguise. No woman in her right mind wants the whole world to know when she reaches 30! You wouldn't want anyone to know when you reach 40 or 50. Be glad it's being kept quiet. You choose the menu and pay the bill.

F Pauline Jones, Cardiff

Cassie should try to get her brother to play the broker in all this. If he could say to his father, 'Look she hasn't said anything to me, but I wonder if Cassie might not be feeling a bit let down over this celebration because after all you did give me a huge bash when I was 30,' then he might wangle an explanation from him. It probably will be what Cassie suspects – that then her dad was rich and now he's broke – but at least if she knows that is the reason, then she'll feel better.

G Ingrid Lawrence, Newcastle

I do not think we play the 'rising above' card nearly enough in our daily lives. Someone shoves past us in the street. It is mad to get all stropky and say 'Excuse me!' A neighbour throws rubbish into your garden in a fit of pique. Rise above it and do not descend into the mire of petty-mindedness. A smiling, generous and courteous reaction to all things offensive is often vast superiority in disguise. But there can be times when 'rising above' is more like cowardice in disguise. If Cassie is secretly fearful of having a scene with her father and stepmother and says nothing, then is she rising above it or just being a wimp?

■ Part 1

Question 1

You **must** answer this question.

Write an **email** of between **120** and **150** words in an appropriate style.

- 1 Your New Zealand friend, Angus, has written to you asking you to help him arrange a visit to the theatre for his grandmother.
 Read the extract from Angus's email together with two adverts for theatre shows which he has sent you, on which you have made some notes. Then, using all the information, write to Angus, answering his questions and saying what you think should be done.

email

From: Angus
Sent: 2-02-08
Subject: grandmother's birthday

As you know it's my grandmother's 80th birthday next month (6th June). I want to arrange something special for her — a visit to the theatre in the afternoon followed by dinner in a nice restaurant. As I'm away at the moment, could you find out a bit more about these two shows and choosing **which one** you think would be better?

Could you also find out if there's a nice restaurant near the theatre you choose and **make a booking** for 8? Of course, we hope that you'll join us too.

Angus

booked - say what

Lion Prince - say why

QUEEN'S THEATRE

Lion Prince

Spectacular **musical**
 about jungle animals
 Appeals to all ages
 Daily at 2.30 and 7.30

loves music

ROYAL THEATRE

Who did it?

Detective thriller
 Longest-running show in town
 At this theatre for **45 years!**
 Weekdays at 3.00 and 8.00

seen it already?

■ Part 2

Questions 2-5

Write an answer to **one** of the questions **2-5** in this part. Write your answer in **120-180** words in an appropriate style.

- 2** You see this announcement in an international students' magazine.

We want to publish a series of articles about special festivals in different countries. Tell us about a festival that is special for your country. Why do you celebrate it? How do you celebrate it?

Write your **article**.

- 3** This is part of a letter you receive from your Australian pen friend.

We're doing a school project on people from different countries. What would you say are the typical characteristics of people from your country? Why do you think they are like that? Do you think that these characteristics are changing at all?

Write your **letter** to your friend answering his questions.

- 4** Your teacher has asked you to write a story for the school magazine. Your story must **end** with the following words:

All's well that ends well!

Write your **story**.

- 5** Answer **one** of the following **two** questions based on your reading of **one** of the set books.

Either (a) Which part of the story did you like best and which did you like least? Write a **composition** explaining why you liked and disliked these two parts of the story.

Or (b) You see this announcement in an English language magazine.

People often feel quite strongly about books they had to read at school. We're looking for reviews of books that you were made to read. We'd like to know:

- why you were made to read it
- why you felt it was (or was not) a good choice for a book to read in class
- what you learnt from studying the book in class that you wouldn't have learnt from reading it alone at home.

Write your **review**.

■ Part 1

Questions 1-12

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each space. There is an example at the beginning (0).

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

Example:

0 A point B issue C focus D part

Part 1				
0	A	B	C	D
	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Skateboarders at 30,000 feet

The skateboard has suddenly become the (0) of attention in the War on Terror. The European Commission yesterday labelled skateboards as (1) that could be used to (2) an aircraft and so banned them from the (3) of all planes taking off in the EU.

The skateboard was not (4) in being considered a potential problem. Golf clubs, billiard cues and fishing rods were all included in the list of items that EU passengers will be (5) from bringing on board. They will have to (6) them over so that they can be placed in the hold. Tennis rackets and juggling clubs have, however, (7) the ban.

The ruling has angered British skateboarders who are more used to being (8) of anti-social behaviour than terrorism. They believe that the ban goes too (9) and that their precious boards – which can cost hundreds of pounds – could be (10) if they have to be put in the hold.

Chris Tanner, director of a skateboard shop in Sheffield, said: 'It's probably because they don't like people skateboarding around (11) lounges which always have those lovely big (12) of flat smooth surfaces.'



- 1 **A** arms **B** missiles **C** weapons **D** guns
- 2 **A** hijack **B** assault **C** mug **D** kidnap
- 3 **A** rooms **B** cabins **C** areas **D** compartments
- 4 **A** lonely **B** alone **C** sole **D** only
- 5 **A** saved **B** forbidden **C** avoided **D** prevented
- 6 **A** put **B** hand **C** offer **D** lay
- 7 **A** passed **B** stopped **C** escaped **D** defeated
- 8 **A** accused **B** charged **C** blamed **D** attacked
- 9 **A** long **B** wide **C** far **D** deep
- 10 **A** injured **B** damaged **C** shattered **D** wounded
- 11 **A** departure **B** leaving **C** exit **D** flight
- 12 **A** extents **B** distances **C** expanses **D** spread

■ Part 2

Questions 13-24

For questions 13-24, read the text below and think of the word which best fits each space. Use only **one** word for each space. There is an example at the beginning (0).

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

Example:

0	BY
---	----

Women's football



A senior football administrator has made female players angry (0)^{BY}..... suggesting that they should wear different clothes in order to attract more interest in the sport. 'Let the women play (13) more feminine clothes like they (14) when playing volleyball,' said Sepp Blatter, president of the football governing body, FIFA.

'Female players are pretty, (15) you excuse me for saying so, and they already have some different rules from men – like (16) with a lighter ball, for example. That decision was taken (17) create a more female game so (18) not do it with fashion too?'

Pauline Cope, the England goalkeeper, said the comments were 'typical of (19) man.' She went (20) to say, 'he doesn't know (21) he's talking about. He's wrong about the lighter ball for a (22) And to suggest that we should wear more feminine football kit is ridiculous.' Marianne Spacey, the manager of Fulham, agrees (23) Cope. 'Surely the game should be about skill and not about (24) the players look.'

■ Part 3

Questions 25-34

For questions **25-34**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space 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	MARRIAGE
---	----------

FINDING A JOB



After my **(0)** ^{MARRIAGE} two years ago I moved down to Kent where my new husband had a good job as a **(25)** manager for a local company that produces **(26)** materials. I had to leave my job in London and thought I would find another one **(27)** but it turned out to be a **(28)** slow process. I must have written at least forty letters of **(29)** before I even got invited to go for an interview. I was beginning to feel quite **(30)** when I still hadn't found anything **(31)** after three months. In the end I took a temporary post as **(32)** in a local hotel. I'm still there and I love it. Everyone who works there is very **(33)** and the work's so varied that no one could ever complain of **(34)**

MARRY
SELL
PACK
IMMEDIATE
DISAPPOINT
APPLY
DEPRESS
SUIT
RECEPTION
FRIEND
BORE

■ Part 4

Questions 35-42

For questions **35-42**, 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. There is an example at the beginning (**0**).

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

Example:

0 The children will probably go swimming tomorrow.

LIKELY

The children swimming tomorrow.

The gap can be filled by the words 'are likely to go' so you write:

0**ARE LIKELY TO GO**

35 All the library books have individual accession numbers.

OWN

Every library book accession number.

36 It was easy to persuade Paul to help me.

DIFFICULTY

I Paul to help me.

37 'How much did your new bike cost, Sarah?' asked Pat.

WHAT

Pat asked Sarah her new bike.

- 38 The bad weather has delayed most trains.

HELD

Most trains the bad weather.

- 39 'Charles, I'll always love you,' promised Isabel.

STOP

Isabel promised Charles him.

- 40 It wasn't necessary for Jim to buy the book.

NEED

There Jim to buy the book.

- 41 'Do you think you could lend me £5, Dad?' asked Lizzie.

SHE

Lizzie asked her father £5 from him.

- 42 Nobody except his wife expected Karl to get the job.

PERSON

Karl's wife expected him to get the job.

■ Part 1 

Questions 1-8

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 people talking on the bus. Where has the woman just been?
A a post office
B a passport office
C a lawyer's office **1**
- 2** You hear a woman talking on the phone. How is the woman feeling?
A frustrated
B excited
C surprised **2**
- 3** You hear a man at a hotel reception desk. What is he doing?
A checking in
B checking out
C changing arrangements **3**
- 4** You hear part of a talk on the radio. What kind of programme is it?
A a history programme
B a current affairs programme
C a book programme **4**
- 5** You hear two women talking in a cafe. What are they talking about?
A doctors' appointments for their sons
B their sons' birthdays
C their sons' computer lessons **5**
- 6** You hear a man talking about language change on the radio. How does he feel about it?
A He regrets it.
B He welcomes it.
C He has mixed feelings. **6**
- 7** You hear two people talking. What are they discussing?
A a visitor to their home
B the woman's work
C the man's holiday **7**
- 8** You turn on the radio and hear a man talking. What is his job?
A translator
B English language teacher
C zoology teacher **8**

■ Part 2  

Questions 9-18

Listen to this radio item about a famous hoax. For questions 9-18, complete the sentences.

The tribe was discovered on a remote island in the 9

They were discovered in the year 10

They were found by a 11

They lived in 12

They wore only a few 13

The relationship between the members of the tribe was very 14



The only reporter allowed to visit them worked for the 15

The tribe was also visited by a famous 16

The local government organised a 17 to help the tribe to preserve their traditional way of life.

In 1985 journalists discovered that the tribe actually lived 18

Test 8

■ Part 3  

Questions 19-23

You will hear five different people talking about how they like listening to music. For questions 19-23, choose from the list **A-F** what each person says. Use the letters only once. There is one extra letter which you do not need to use.

A I like listening to music when I'm studying.

Speaker 1 19

B I always listen to music when I'm travelling.

Speaker 2 20

C Music has a profound effect on my mood.

Speaker 3 21

D I don't listen to music as much as I used to.

Speaker 4 22

E I keep up-to-date with music trends.

Speaker 5 23

F A friend has influenced my music tastes.

■ Part 4  

Questions 24-30

You will hear a man and a woman talking about a problem at work. For questions **24-30**, choose the best answer, **(A, B or C)**.

Test 8

- 24** How have most people been feeling this week about the changes the new boss is planning?
A not sure yet
B excited **24**
C unhappy
- 25** How does the woman feel about the need for change?
A She agrees that some changes are required.
B She does not feel that any changes are necessary. **25**
C She does not think that this is the right time for change.
- 26** What does the new boss want staff to do?
A take a pay cut
B work longer hours **26**
C sign a new contract
- 27** Why does the woman think that she will not be dismissed?
A The new boss likes her.
B She's been there for a long time. **27**
C She has an important position in the company.
- 28** What did the woman think about the new boss when she first met him?
A She was shocked by his behaviour.
B She thought he was the wrong person for the job. **28**
C He made a good first impression on her.
- 29** What does the man think the staff should do?
A consult a lawyer
B go on strike **29**
C look for new jobs
- 30** What are things like at the man's workplace?
A Some people recently lost their jobs there.
B Things are relatively peaceful there now. **30**
C Some staff there have had a pay rise.

Test 8

In the Speaking Paper there are two examiners and two exam candidates. One examiner (the interlocutor) talks to you and the other listens to what you say.

Part 1 (3 minutes)

The examiners introduce themselves and the interlocutor asks you and your partner questions about yourselves.

- Tell me about an exciting experience you have had.
- Tell me about a surprising experience you have had.

Part 2 (4 minutes)

The examiner gives you two photographs and you must talk about them for one minute. Then the examiner asks your partner a question about your photographs and he or she should reply briefly.

Candidate A: Look at the pictures on page 202. **They show people sleeping.** Compare and contrast these two pictures and **say how you think each person is feeling.**

Candidate C: How do you usually help yourself to fall asleep?

Candidate B: Look at the pictures on page 204. **They show people going to work in different ways.** Compare and contrast these two pictures and **say what the advantages and disadvantages are of going to work in these different ways.**

Candidate A: How do you normally go to work / school?

Candidate C: Look at the pictures on page 208. **They show people travelling on foot.** Compare and contrast these two pictures and **say how you think the people are feeling.**

Candidate B: Do you ever travel on foot?

Part 3 (3 minutes)

The interlocutor gives you some pictures and asks you and your partner to discuss them together.

- Look at page 206.
- Look at these different places which people have to go to. First, talk to each other about **when you last went to each of these places. What did you do there and how did you feel?** Then decide **which of these places is most important to you and which you could most easily live without.**

Part 4 (4 minutes)

The interlocutor asks you questions which carry on the topic of Part 3.

- How often do you go shopping and what do you enjoy / not enjoy about it?
- Apart from the hairdresser's, where can people go if they want to be made to look more attractive? What do you think of these kinds of places?
- Do you think that the place where you live has good public services? Why or why not?
- Describe the facilities you would have near your home in an ideal neighbourhood.

■ Lesson 22 – Adverb formation

Exercise 1 – Rewrite the sentences using an adverb as in the example.

Example: Jay is a very slow swimmer. *Jay swims very slowly.*

- 1 Romy is a very careful writer.
- 2 Magda is a very fast reader.
- 3 I am a very bad singer.
- 4 Molly is a talented dancer.
- 5 Leo is a very hard worker.
- 6 Karen is a very good player.
- 7 Hannah is an interesting painter.
- 8 Della is an original cook.

Exercise 2 – Adjective or adverb? Choose the correct alternative.

- 1 This soup tastes *delicious / deliciously*.
- 2 I feel very *healthy / healthily* at the moment.
- 3 Oliver looked *sad / sadly* at the photos.
- 4 The old man felt *slow / slowly* for the nurse’s hand.
- 5 His aim is to become *rich / richly* before he is 30.
- 6 You look *happy / happily* today.
- 7 Taste the soup *careful / carefully* – it’s still very hot.
- 8 The coffee smells *wonderful / wonderfully*.

Exercise 3 – Put the word in brackets in the correct form to complete the sentence.

- 1 Patrizia sings (BEAUTY)
- 2 You can do it. (EASY)
- 3 Please read the poem (LOUD)
- 4 I don’t get up so early. (USUAL)
- 5 Don’t play your music so (LOUD)
- 6 The charity received our donations. (GRATEFUL)
- 7 We live from the office than we used to. (FAR)
- 8 Don’t work too, will you! (HARD)

Exercise 4 – Answer these questions. Write full sentences.

- 1 Which animal can run the fastest in the world?
- 2 Which animal runs faster – a lion or a hippopotamus?
- 3 Who usually works harder at school – the boys or the girls?
- 4 Which bird flies further each year – a swallow or a pigeon?
- 5 Who usually talks louder – a teacher or a doctor?



■ Lesson 23 – Reported speech

Exercise 1 – Report this conversation.

Anna: Can you lend me 100 euros?	Anna asked Pete
Pete: Why do you want to borrow money?	Pete asked Anna
Anna: It's a secret.	Anna replied that
Pete: I won't tell anyone.	Pete promised
Anna: I don't believe you.	Anna insisted that
Pete: I'll only lend you the money if you tell me.	Pete agreed
Anna: OK then, I'll tell you.	Pete persuaded
I want to buy you a birthday present.	Anna explained
Pete: Now you've spoilt the surprise!	Pete complained

Exercise 2 – Which verb is not possible in each of these sentences?

- 1 He *promised / threatened / warned* to bring his sister to Mandy's party.
- 2 The teacher *told / informed / asked* us to bring our books tomorrow.
- 3 The accused *explained / admitted / confessed* to taking the money.
- 4 The coach *encouraged / insisted / begged* the team to play a faster game.
- 5 My brother *said / told / agreed* that he would help me.

Exercise 3 – Answer the questions about these sentences.

- 1 He whispered that he loved her.
Did he speak loudly or softly?
- 2 The pupil in the back row muttered that the lesson was rubbish.
Did the pupil want to be heard by the teacher or not?
- 3 The politician insisted that he was telling the truth.
Did the verb suggest that the politician spoke clearly or firmly?
- 4 The man threatened to tell the police.
Is the man being friendly or aggressive?
- 5 The girl explained that she was looking for her sister.
Is the girl giving a reason or an apology for her behaviour?
- 6 The villagers begged them to leave.
Did the villagers feel strongly or not very strongly about wanting them to leave?

Exercise 4 – Rewrite the sentences using the verb in brackets.

- 1 Joe said he would produce the play. (INSISTED)
.....
- 2 When Dick asked me to help him, I agreed. (PERSUADED)
.....
- 3 Katie said I shouldn't go out after dark. (ADVISED)
.....
- 4 Nick thought it would be a good idea to get a takeaway. (SUGGESTED)
.....
- 5 The guard wouldn't allow us to use the main entrance. (PREVENTED)
.....

■ Lesson 24 – Writing: emails

In Part One of the updated FCE Writing Paper you may be asked to write an email. Emails are different from the traditional writing task of a letter. In 'real life' people sometimes take less care with emails. They may:

- forget to check whether they have missed out words or made spelling or grammar mistakes
- not bother to use capital letters or accurate punctuation
- use short forms for words or other abbreviations – *u* for *you* or *BTW* for *by the way*
- use a smiley or emoticon – such as ☺ or ☹ – instead of trying to find the right words

In general, email language tends to be less formal than most written language. It can feel like a new kind of language, something between traditional writing and colloquial speech.

Remember that FCE aims to test how well you can write English. You need to:

- check your writing carefully for omissions and spelling or grammar mistakes
- use capital letters and appropriate punctuations.

Using short forms of words, abbreviations and smileys does not show the examiner that you have an FCE level of written English. You can write slightly more informally than you would in, say, an essay. You can use contractions, for example.

Exercise 1 – Look back at Test 8 Paper 2 and ask yourself these questions:

- Who am I writing for?
- What do they need to know?
- Do I need to communicate any particular feeling(s) in my writing – friendliness, gratitude, politeness, dissatisfaction, for example?
- How can I make what I say totally clear for my reader(s)?
- How can I make what I say interesting for my reader(s)?

And, as it is an exam, you also need to ask yourself:

- How can I do the task in a way that shows I can write English accurately?
- How can I do the task in a way that shows I can handle a good range of English vocabulary and structures?
- In other words, how can I make a good impression on the examiners?

For the purposes of the exam, writing an email is not significantly different from writing a letter. As with a letter you need to use opening and closing formulae and you will probably need to begin by explaining why you are writing.

Exercise 2 – Which words are appropriate in this short email and which are not? Note that there may be more than one correct answer for each one.

Dear (1) *Lucia / Friend / Mrs Boltano / Miss*,

(2) *Thanks / Good / Thank you / Grateful* for your email. I'm glad things are (3) *going / doing / making* well with you. Everything is (4) *much / more / just* the same here.

I'm writing to let you know that I'll be arriving (5) *at / to / in* Heathrow Airport at 9 on Sunday evening. Will you be able to (6) *see me off / pick me up / meet me / get me up* or should I make my own (7) *road / path / way / journey* to your place?

(8) *Good / Best of / Lots of / Huge* luck with your exam tomorrow!

Looking forward very much to (9) *seeing you / catching up with you / spending some time with you / getting on with you* soon.

(10) *All good wishes / Best wishes / Your friend / Love*

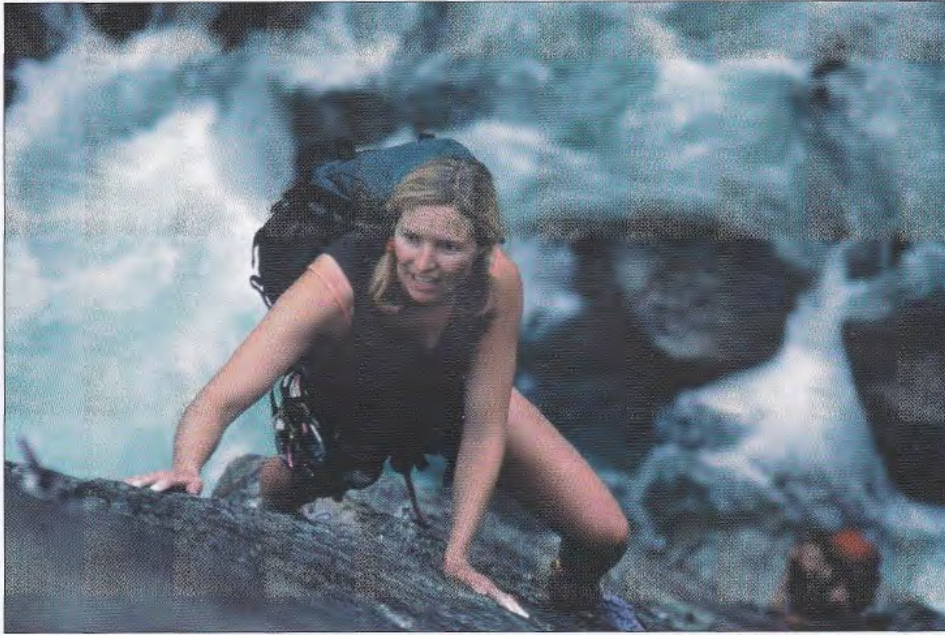
Tina

■ Visual materials for Paper 5

Test 1, Part 2

Candidate A

How do you think the people in each of these pictures are feeling?



Test 2, Part 2

Candidate A

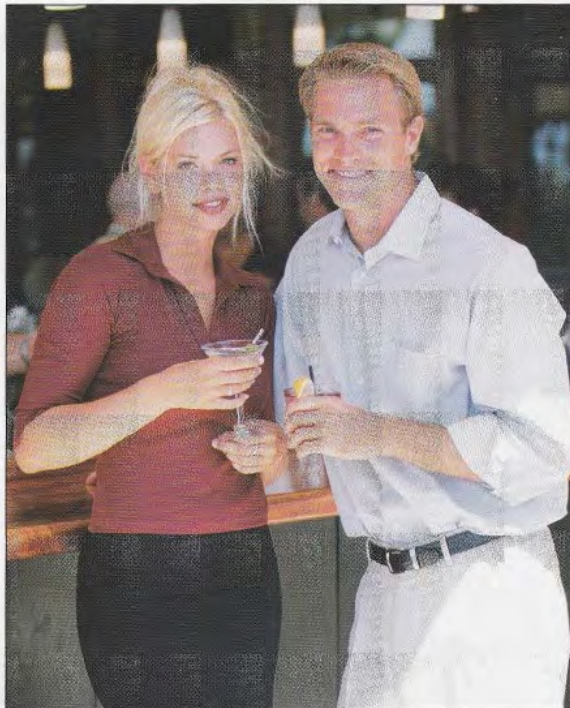
How do you think the people in each of these pictures are feeling?



Test 1, Part 2

Candidate B

What sort of activities are these styles of clothing suitable for?



k

Test 2, Part 2

Candidate B

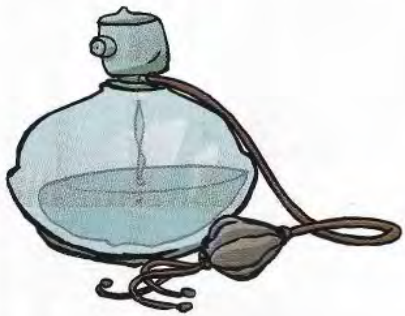
What are the advantages and disadvantages of these different types of travelling?



Test 1, Part 3

Candidates A and B

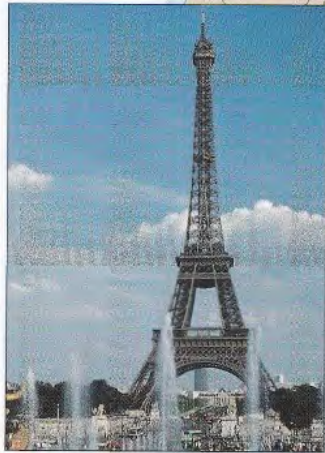
What kind of person would each type of present be suitable for?
Which two presents would you most like to receive yourselves and why?



Test 2, Part 3

Candidates A and B

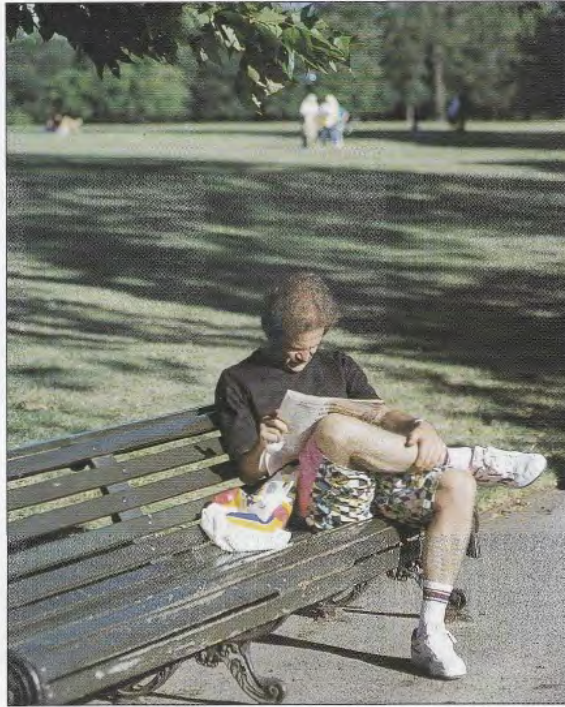
What sort of things can be done in each of these places?
Which two places would be best for a weekend break for your class
and which would be less suitable?



Test 3, Part 2

Candidate A

What do you think the advantages are of each of these ways of learning about the news?



Test 4, Part 2

Candidate A

How do you think the people in each of these pictures are feeling?



Test 3, Part 2

Candidate B

What are the disadvantages of keeping fit in these different ways?



Test 4, Part 2

Candidate B

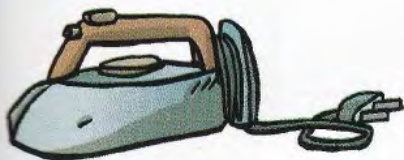
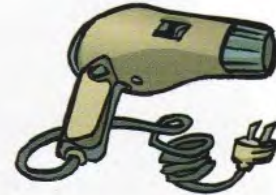
What are the advantages and disadvantages of these two kinds of shopping?



Unit 3, Part 3

Activities A and B

- Which ones do you have and what do you use them for?
- Which two things would you most want to have in your room and which could you happily live without?



Test 4, Part 3

Candidates A and B

- How do you think these things might affect their sleep?
- Which of them would you recommend and which would you not recommend and why?

