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10 FCE

Practice Tests

10 complete Practice Tests for the
Cambridge English

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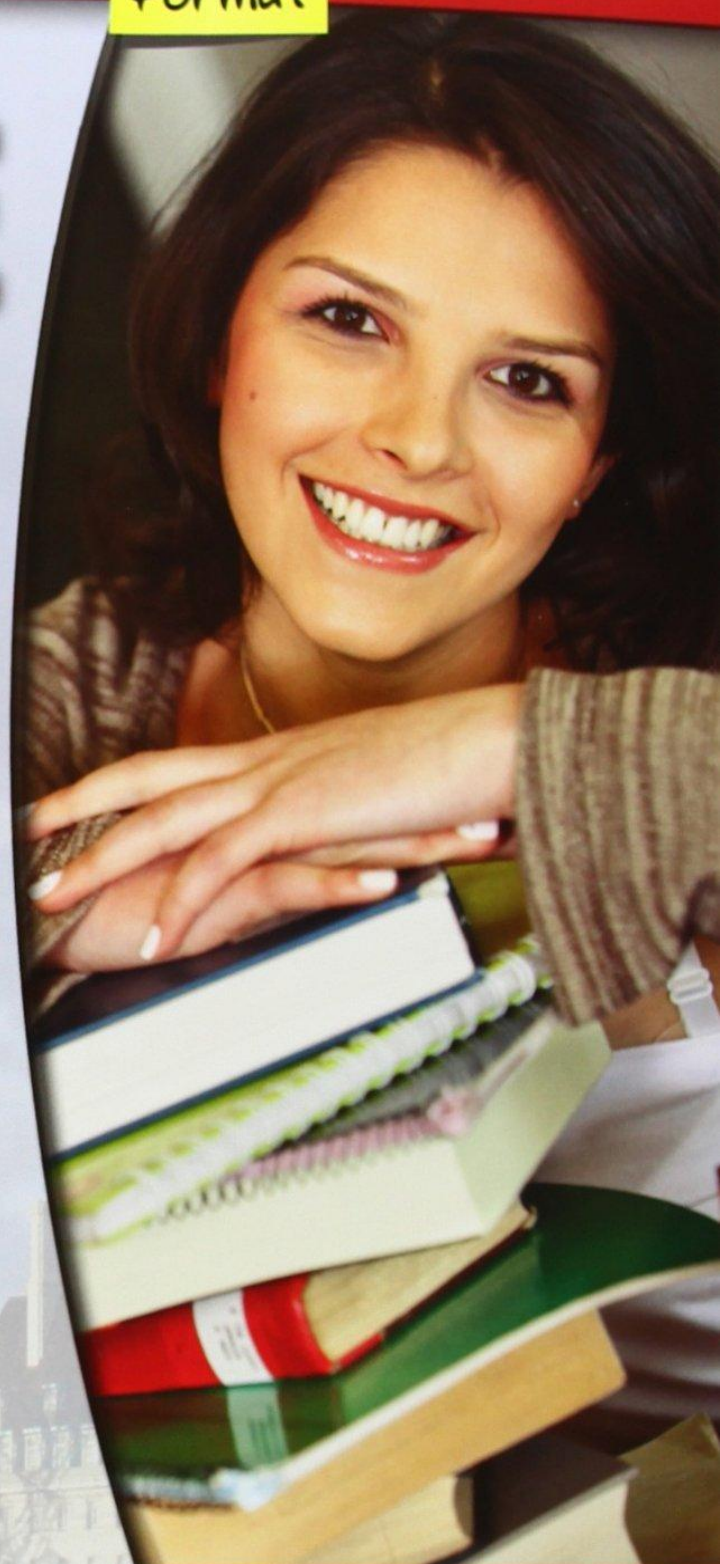
including

FCE Exam Guide

analysing all the different exam tasks for the 4 Papers of the **FCE** exam: **Reading & Use of English, Writing, Listening, & Speaking** with example questions, exam tips and strategies that help students understand what the test is like and what is required from them.

Andrew Betsis
Lawrence Mamas

Student's Book



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 Test 2 - Part 2: extract from 'Emergent Forest at Rangitoto Island'
<http://www.nzgeographic.co.nz/resources-for-students/emergent-forest-at-rangitoto-island>
 Test 3 - Part 1: extract from 'Alice in Wonderland' by Lewis Carroll
 Test 3 - Part 2: 'Lucid Dreaming' <http://dreamsnightmares.com/luciddreaming.html>
 Test 4 - Part 1: extract from 'A Tale of Two Cities' by Charles Dickens

Test 5 - Part 1: extract from 'The Northern Lights from Arctic Sweden' by Peter Potterfield
 Test 5 - Part 2: adapted from 'Whaling' (Wikipedia)
 Test 6 - Part 1: 'Does Reality TV Make People More Accepting Of Surveillance?'
 by Randall Parker
 Test 6 - Part 2: 'Susan Boyle and John Wayne Gacy: The Similarities' by Phil
<http://averypublicsociologist.blogspot.com/2009/06/susan-boyle-and-john-wayne-gacy.html>
 Test 10 - Part 1: extract from 'Howards End', by E. M. Forster
 Test 10 - Part 2: adapted from 'Origin of music'
http://en.citizendium.org/wiki/Origin_of_music

Paper 5 Speaking

Test 1

Paper 5 Speaking

PART 1

3 minutes (5 minutes for groups of three)

Part 1 – Interview

In this first part of the Speaking test, the examiner will ask you questions about topics such as family life, daily routines, or how you spend your free time. You will be expected to provide information about yourself and give your opinions.

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague Can I have your mark sheets, please? Thank you. And your names are? Thank you.

First of all, we'd like to know something about you. (to Candidate A) Where are you from?

(to Candidate B) And you? And what do you like about living there?

(to Candidate A) And what about you?

Thank you.

(Ask each candidate one or more of the following questions, as appropriate.)

Home life

- ❖ How many people are there in your family? (Who are they?)
- ❖ Which family member do you spend the most time with?
- ❖ Could you tell me about your family home?
- ❖ Do you like your neighbourhood?
- ❖ Is there anything you would like to change about your neighbourhood?

Paper 5 Speaking

PART 2

4 minutes (6 minutes for groups of three)

Part 2 – Long turn

In this part of the test you have to speak for 1 minute without interruption. The examiner will give you two photographs and you have to compare and contrast them as well as talk about your reaction to them. Your partner will get a different set of photographs and has to do the same thing. When each of you has finished speaking, the other will be invited to comment on the topic of the photographs.

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

Candidate A, it's your turn first. Here are your photographs. They show different people who are in stressful situations.

Candidate A has to look at the photographs on the next page.

Candidate A, I'd like you to compare your photographs and say why each situation might be stressful.

All right?

(Approximately one minute).....

Thank you.

Candidate B, which situation do you think would be more stressful?

(Approximately 20 seconds)

Thank you.

Now, **Candidate B**, here are your photographs. They show things that some people are afraid of.

Candidate B has to look at the photographs on the next page.

Candidate B, I'd like you to compare your photographs and say why people might be afraid of these things. All right?

(Approximately one minute)

Thank you.

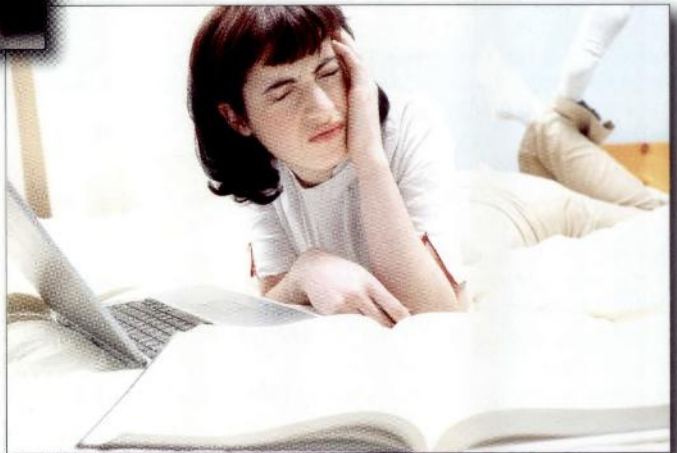
Candidate A, Do you think either of these things is frightening?

(Approximately 20 seconds)

Thank you.

Candidate A

1 Why might each situation be stressful?



Candidate B

1 Why might people be afraid of these things?



Paper 5 Speaking

PART 3

3 minutes (4 minutes for groups of three)

Part 3 – Collaborative Task

This part tests your ability to take part in a discussion. You have to work with the other candidate(s) to carry out a task based on some pictures that the examiner will give you. You have to talk for about 3 minutes.

Interlocutor: Now, I'd like you to talk about something together for about three minutes. Here are some different kinds of television show. First, talk to each other about **how entertaining each type of TV show is** and then decide **which two types of show a TV network should add to its programming.**

(Approximately three minutes)
Thank you.

- How entertaining is each type of TV show?
- Which two types of show should a TV network add to its programming?

CRIME DRAMA



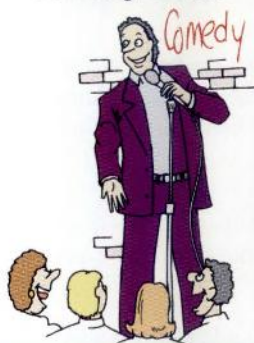
Talent Competition



Game Show



Comedy show



Tragedy



Paper 5 Speaking

PART 4

4 minutes (5 minutes for groups of three)

Part 4 – Discussion

In this part of the test you have to take part in a discussion with the other candidate related to the topic of the task you did in Part 3. The examiner will ask you both some questions.

Interlocutor:

- Do you spend a lot of time watching television?
- What do you think about advertising on television; does it influence you?
- Do you think young people who watch a lot of violence on TV are more likely to be violent themselves?
- Why do you think watching television is such a popular pastime?

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

Test 2

Paper 5 Speaking

PART 1

3 minutes (5 minutes for groups of three)

Part 1 – Interview

In this first part of the Speaking test, the examiner will ask you questions about topics such as family life, daily routines, or how you spend your free time. You will be expected to provide information about yourself and give your opinions.

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague Can I have your mark sheets, please? Thank you. And your names are? Thank you.

First of all, we'd like to know something about you. (to Candidate A) Where are you from?

(to Candidate B) And you? And what do you like about living there?

(to Candidate A) And what about you?

Thank you.

(Ask each candidate one or more of the following questions, as appropriate.)

Education

- ❖ What are your favourite and least favourite subjects?
- ❖ What is the most important thing that you've learned at school?
- ❖ Where do you go when you have to study? (Why do you like to study there?)
- ❖ Is there something new you'd really like to learn about? (Why?)
- ❖ Do you plan to study in the future? (What do you want to study?)

Paper 5 Speaking

PART 2

4 minutes (6 minutes for groups of three)

Part 2 – Long turn

In this part of the test you have to speak for 1 minute without interruption. The examiner will give you two photographs and you have to compare and contrast them as well as talk about your reaction to them. Your partner will get a different set of photographs and has to do the same thing. When each of you has finished speaking, the other will be invited to comment on the topic of the photographs.

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

Candidate A, it's your turn first. Here are your photographs. They show different places to live.

Candidate A has to look at the photographs on the next page.

Candidate A, I'd like you to compare your photographs and say what the advantages and disadvantages are of living in these two places. All right?

(Approximately one minute)

Thank you.

Candidate B, which place would you dislike living in and why?

(Approximately 20 seconds)

Thank you.

Now, **Candidate B**, here are your photographs. They show different types of social problems.

Candidate B has to look at the photographs on the next page.

Candidate B, I'd like you to compare your photographs and say which you think is a more serious problem.

All right?

(Approximately one minute).....

Thank you.

Candidate A, does your hometown have these kinds of problems?

(Approximately 20 seconds)

Thank you.

Candidate A

1 What are the advantages and disadvantages of living in these two places?



Candidate B

2 Which do you think is a more serious problem?



Paper 5 Speaking

PART 3

3 minutes (4 minutes for groups of three)

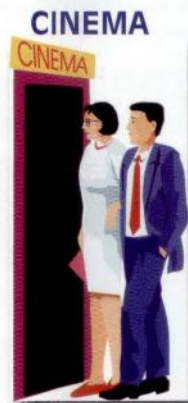
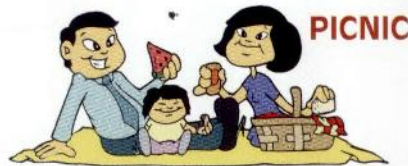
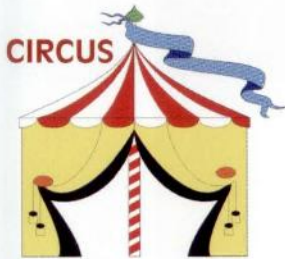
Part 3 – Collaborative Task

This part tests your ability to take part in a discussion. You have to work with the other candidate(s) to carry out a task based on some pictures that the examiner will give you. You have to talk for about 3 minutes.

Interlocutor: Now, I'd like you to talk about something together for about three minutes. Imagine you work in a community centre and you're organising an excursion that a wide variety of people must enjoy. Here are some activities you could choose. First, talk to each other about **the advantages and disadvantages of each activity** and then decide **which activity you would choose that you think everyone would enjoy**.

(Approximately three minutes)
Thank you.

- What are the advantages and disadvantages of each activity?
- Which activity would everyone enjoy?



Paper 5 Speaking

PART 4

4 minutes (5 minutes for groups of three)

Part 4 – Discussion

In this part of the test you have to take part in a discussion with the other candidate related to the topic of the task you did in Part 3. The examiner will ask you both some questions.

Interlocutor:

- Do people of different ages always have different interests?
- What kinds of activities do you enjoy doing with your parents?
- When you go out with your friends, how do you decide what to do?
- Do you enjoy going on excursions with a large group or do you prefer going by yourself or with a friend?

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

Test 3

Paper 5 Speaking

PART 1

3 minutes (5 minutes for groups of three)

Part 1 – Interview

In this first part of the Speaking test, the examiner will ask you questions about topics such as family life, daily routines, or how you spend your free time. You will be expected to provide information about yourself and give your opinions.

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague Can I have your mark sheets, please? Thank you. And your names are? Thank you.

First of all, we'd like to know something about you. (to Candidate A) Where are you from?

(to Candidate B) And you? And what do you like about living there?

(to Candidate A) And what about you?

Thank you.

(Ask each candidate one or more of the following questions, as appropriate.)

Work and employment

- ❖ Would you prefer to work indoors or outdoors? (Why?)
- ❖ Do you prefer working on your own or with other people? (Why?)
- ❖ What kind of work would you like to do in the future? (Why?)
- ❖ Is there a job you would never want to do? (Why?)
- ❖ What do you think would be the most difficult job to do? (Why?)

Paper 5 Speaking

PART 2

4 minutes (6 minutes for groups of three)

Part 2 – Long turn

In this part of the test you have to speak for 1 minute without interruption. The examiner will give you two photographs and you have to compare and contrast them as well as talk about your reaction to them. Your partner will get a different set of photographs and has to do the same thing. When each of you has finished speaking, the other will be invited to comment on the topic of the photographs.

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

Candidate A, it's your turn first. Here are your photographs. They show people spending time in different environments.

Candidate A has to look at the photographs on the next page.

Candidate A, I'd like you to compare your photographs and say how you think the people's environments are making them feel. All right?

(Approximately one minute).....

Thank you.

Candidate B, in which place would you prefer to be?

(Approximately 20 seconds)

Thank you.

Now, **Candidate B**, here are your photographs. They show people who have experienced different lives.

Candidate B has to look at the photographs on the next page.

Candidate B, I'd like you to compare your photographs and say what reasons these people might have for moving abroad. All right?

(Approximately one minute)

Thank you.

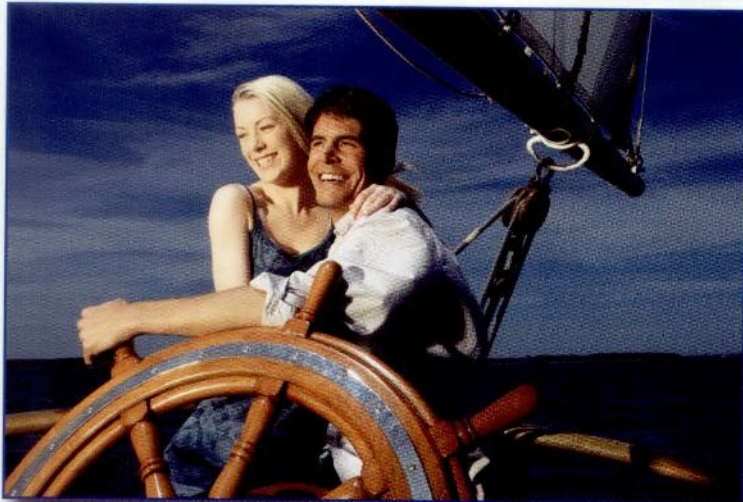
Candidate A, Would you like to live in a foreign country? Why/why not?

(Approximately 20 seconds)

Thank you.

Candidate A

1 How are the people's environments making them feel?



Candidate B

2 What reasons might these people have for moving abroad?



Paper 5 Speaking

PART 3

3 minutes (4 minutes for groups of three)

Part 3 – Collaborative Task

This part tests your ability to take part in a discussion. You have to work with the other candidate(s) to carry out a task based on some pictures that the examiner will give you. You have to talk for about 3 minutes.

Interlocutor: Now, I'd like you to talk about something together for about three minutes. I'd like you to imagine that your friend, a student, is moving abroad for the summer. Below are different locations your friend could possibly move to. First, talk to each other about **the advantages of living in each place**. Then decide **to which place your friend should move for the summer**.

(Approximately three minutes)

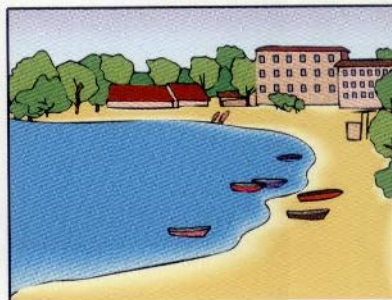
Thank you.

- What are the advantages of living in each place?
- To which place should your friend move for the summer?

Countryside



Seaside



Village



City



Small Town



Paper 5 Speaking

PART 4

4 minutes (5 minutes for groups of three)

Part 4 – Discussion

In this part of the test you have to take part in a discussion with the other candidate related to the topic of the task you did in Part 3. The examiner will ask you both some questions.

Interlocutor:

- Do you think it is more difficult living in the countryside or in a big city? Why?
- Would it be easier for a foreign visitor to fit in a city or a village?
- Are there different social problems in cities and in the countryside? What are they?
- Where do you think most people will live in the future?

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

Test 4

Paper 5 Speaking

PART 1

3 minutes (5 minutes for groups of three)

Part 1 – Interview

In this first part of the Speaking test, the examiner will ask you questions about topics such as family life, daily routines, or how you spend your free time. You will be expected to provide information about yourself and give your opinions.

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague Can I have your mark sheets, please? Thank you. And your names are? Thank you.

First of all, we'd like to know something about you. (to Candidate A) Where are you from?

(to Candidate B) And you? And what do you like about living there?

(to Candidate A) And what about you?

Thank you.

(Ask each candidate one or more of the following questions, as appropriate.)

Leisure time

- ❖ Who do you spend your free time with?
- ❖ How much time do you spend at home?
- ❖ Is it easy to meet new people where you live? (Why? / Why not?)
- ❖ Where do you like to go to meet your friends?
- ❖ Have you got any plans for this weekend? (What are you going to do?)

Paper 5 Speaking

PART 2

4 minutes (6 minutes for groups of three)

Part 2 – Long turn

In this part of the test you have to speak for 1 minute without interruption. The examiner will give you two photographs and you have to compare and contrast them as well as talk about your reaction to them. Your partner will get a different set of photographs and has to do the same thing. When each of you has finished speaking, the other will be invited to comment on the topic of the photographs.

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

Candidate A, it's your turn first. Here are your photographs. They show different instances in which the environment is being harmed.

Candidate A has to look at the photographs on the next page.

Candidate A, I'd like you to compare your photographs and say which environmental problem you believe is the most serious. All right?

(Approximately one minute).....

Thank you.

Candidate B, are you worried about global warming?

(Approximately 20 seconds)

Thank you.

Now, **Candidate B**, here are your photographs. They show things we can do to protect the environment.

Candidate B has to look at the photographs on the next page.

Candidate B, I'd like you to compare your photographs and say why these things are important for the protection of the environment.

All right?

(Approximately one minute).....

Thank you.

Candidate A, do you do anything to try to help the environment?

(Approximately 20 seconds)

Thank you.

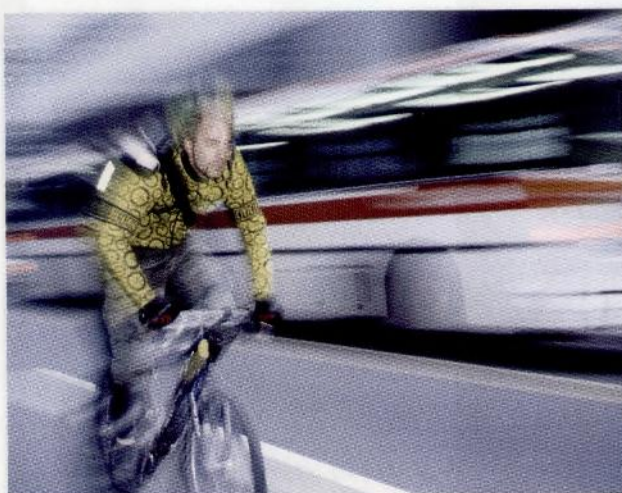
Candidate A

1 Which environmental problem do you believe is the most serious?



Candidate B

2 Why are these things important for the protection of the environment?



Paper 5 Speaking

PART 3

3 minutes (4 minutes for groups of three)

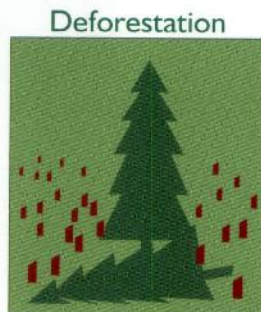
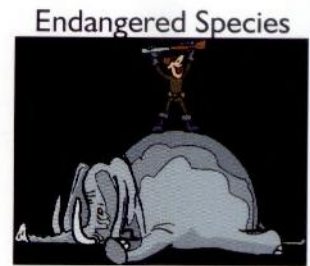
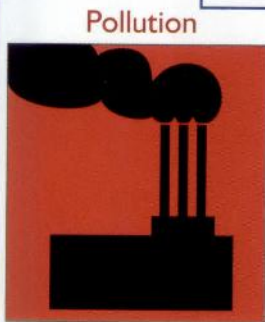
Part 3 – Collaborative Task

This part tests your ability to take part in a discussion. You have to work with the other candidate(s) to carry out a task based on some pictures that the examiner will give you. You have to talk for about 3 minutes.

Interlocutor: Now, I'd like you to talk about something together for about three minutes. I'd like you to imagine that you and your partner have been asked to give a talk to teenagers about helping the environment. Here are some different topics that you could mention in your talk. First talk to each other about **how important each of the topics is for teenagers to learn about**. Then decide **which two you would include in your talk**.

(Approximately three minutes)
Thank you.

- How important is each of the topics for teenagers to learn about?
- Which two would you include in your talk?



Paper 5 Speaking

PART 4

4 minutes (5 minutes for groups of three)

Part 4 – Discussion

In this part of the test you have to take part in a discussion with the other candidate related to the topic of the task you did in Part 3. The examiner will ask you both some questions.

Interlocutor:

- Air travel is very bad for the environment; so, is it wrong to fly abroad for a holiday?
- Many plants and animals are going extinct. Is this a problem? Why / why not?
- Do you think individual action can save the environment?
- How is the climate likely to change in the future due to global warming?

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

Test 5

Paper 5 Speaking

PART 1

3 minutes (5 minutes for groups of three)

Part 1 – Interview

In this first part of the Speaking test, the examiner will ask you questions about topics such as family life, daily routines, or how you spend your free time. You will be expected to provide information about yourself and give your opinions.

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague Can I have your mark sheets, please? Thank you. And your names are? Thank you.

First of all, we'd like to know something about you. (to Candidate A) Where are you from?

(to Candidate B) And you? And what do you like about living there?

(to Candidate A) And what about you? Thank you.

(Ask each candidate one or more of the following questions, as appropriate.)

Travel

- ❖ What's your favourite way of travelling? (Why do you like it?)
- ❖ What's the longest journey you've ever been on? (Tell us about it.)
- ❖ How do you pass the time on a long journey?
- ❖ Do you prefer to travel abroad on holiday or to stay closer to home? (Why?)
- ❖ Where do you think you'll spend your holidays next year?

Paper 5 Speaking

PART 2

4 minutes (6 minutes for groups of three)

Part 2 – Long turn

In this part of the test you have to speak for 1 minute without interruption. The examiner will give you two photographs and you have to compare and contrast them as well as talk about your reaction to them. Your partner will get a different set of photographs and has to do the same thing. When each of you has finished speaking, the other will be invited to comment on the topic of the photographs.

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

Candidate A, it's your turn first. Here are your photographs. They show people taking part in different sports.

Candidate A has to look at the photographs on the next page.

Candidate A, I'd like you to compare your photographs and say which sport is more interesting for people to watch.

All right?

(Approximately one minute).....

Thank you.

Candidate B, do you prefer team sports or individual sports?

(Approximately 20 seconds)

Thank you.

Now, **Candidate B**, here are your photographs. They show people competing in different kinds of sports.

Candidate B has to look at the photographs on the next page.

Candidate B, I'd like you to compare your photographs and say which of these sports you think is the most challenging. All right?

(Approximately one minute)

Thank you.

Candidate A, do you prefer to play or to watch sports?

(Approximately 20 seconds)

Thank you.

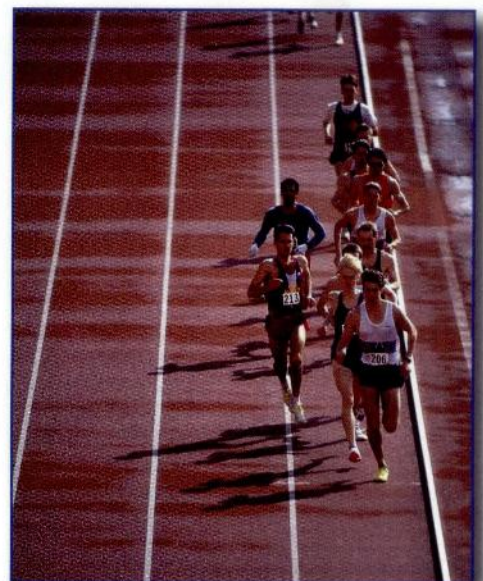
Candidate A

1 Which sport is more interesting for people to watch?



Candidate B

2 Which of these sports do you think is the most challenging?



Paper 5 Speaking

PART 3

3 minutes (4 minutes for groups of three)

Part 3 – Collaborative Task

This part tests your ability to take part in a discussion. You have to work with the other candidate(s) to carry out a task based on some pictures that the examiner will give you. You have to talk for about 3 minutes.

Interlocutor: Now, I'd like you to talk about something together for about three minutes. I'd like you to imagine that you are opening a new health and fitness centre. Your focus will be solely on two sporting activities. Below are some pictures showing different sports. First, talk to each other about **how beneficial and enjoyable each sport would be**. Then decide **which two sports would attract the most people to the centre**.

(Approximately three minutes)
Thank you.

- How beneficial and enjoyable would each sport be?
- Which two sports would attract the most people to the centre?



Paper 5 Speaking

PART 4

4 minutes (5 minutes for groups of three)

Part 4 – Discussion

In this part of the test you have to take part in a discussion with the other candidate related to the topic of the task you did in Part 3. The examiner will ask you both some questions.

Interlocutor:

- Do you think sport has an age limit, or should everyone be able to take part?
- In the sport world, is winning all that matters?
- Why do you think football fans so often become violent?
- Why do you think sports people feel the need to take performance-enhancing drugs?

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

Test 6

Paper 5 Speaking PART 1

3 minutes (5 minutes for groups of three)

Part 1 – Interview

In this first part of the Speaking test, the examiner will ask you questions about topics such as family life, daily routines, or how you spend your free time. You will be expected to provide information about yourself and give your opinions.

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague Can I have your mark sheets, please? Thank you. And your names are? Thank you.

First of all, we'd like to know something about you. (to Candidate A) Where are you from?

(to Candidate B) And you? And what do you like about living there?

(to Candidate A) And what about you?

Thank you.

(Ask each candidate one or more of the following questions, as appropriate.)

Media

- ❖ How do you find out what's happening in the world?
- ❖ Do you have a favourite newspaper or magazine? (Why do you like it?)
- ❖ Do you use the Internet? (What sort of things do you use it for?)
- ❖ What's the difference between reading the news in the newspaper or on the internet?
- ❖ Do you think computers will replace newspapers and TV in the future?

Paper 5 Speaking PART 2

4 minutes (6 minutes for groups of three)

Part 2 – Long turn

In this part of the test you have to speak for 1 minute without interruption. The examiner will give you two photographs and you have to compare and contrast them as well as talk about your reaction to them. Your partner will get a different set of photographs and has to do the same thing. When each of you has finished speaking, the other will be invited to comment on the topic of the photographs.

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

Candidate A, it's your turn first. Here are your photographs. They show two different types of media.
Candidate A has to look at the photographs on the next page.

Candidate A, I'd like you to compare your photographs and say how influential these forms of media are. All right?

(Approximately one minute)

Thank you.

Candidate B, do you follow current events?

(Approximately 20 seconds)

Thank you.

Now, **Candidate B**, here are your photographs. They show two special occasions.

Candidate B has to look at the photographs on the next page.

Candidate B, I'd like you to compare your photographs and say what makes an occasion special.

All right?

(Approximately one minute)

Thank you.

Candidate A, what is the most important celebration in your country?

(Approximately 20 seconds)

Thank you.

Candidate A

1 How influential are these forms of media?



Candidate B

2 What makes an occasion special?



Paper 5 Speaking

PART 3

3 minutes (4 minutes for groups of three)

Part 3 – Collaborative Task

This part tests your ability to take part in a discussion. You have to work with the other candidate(s) to carry out a task based on some pictures that the examiner will give you. You have to talk for about 3 minutes.

Interlocutor: Now, I'd like you to talk about something together for about three minutes. Here are some different forms of advertising. I'd like you to imagine that you work for an advertising agency and you want to get young people to buy a new product. First talk to each other about **how effective on young people each form of advertising would be**. Then decide **which two kinds of advertising you will use in your campaign**.

(Approximately three minutes)
Thank you.

- How effective is each kind of advertising?
- Which two forms of advertising will you use in your campaign?

Paper 5 Speaking

PART 4

4 minutes (5 minutes for groups of three)

Part 4 – Discussion

In this part of the test you have to take part in a discussion with the other candidate related to the topic of the task you did in Part 3. The examiner will ask you both some questions.

Interlocutor:

- Why do you think there are regulations in place to control advertising?
- Do you think the media has a big impact on our everyday lives?
- Can you describe the most memorable advertisement you have seen?
- Have you ever bought something because of an advertisement that you saw?

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

Test 7

Paper 5 Speaking

PART 1

3 minutes (5 minutes for groups of three)

Part 1 – Interview

In this first part of the Speaking test, the examiner will ask you questions about topics such as family life, daily routines, or how you spend your free time. You will be expected to provide information about yourself and give your opinions.

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague Can I have your mark sheets, please? Thank you. And your names are? Thank you.

First of all, we'd like to know something about you. (to Candidate A) Where are you from?

(to Candidate B) And you? And what do you like about living there?

(to Candidate A) And what about you?

Thank you.

(Ask each candidate one or more of the following questions, as appropriate.)

Entertainment

- ❖ How much TV do you watch in a week?
- ❖ How often do you go to the cinema?
- ❖ Tell us about a film you've seen recently.
- ❖ Would you rather go to the cinema or the theatre? Why?
- ❖ Have you ever been to a concert? (What did you see?)

Paper 5 Speaking

PART 2

4 minutes (6 minutes for groups of three)

Part 2 – Long turn

In this part of the test you have to speak for 1 minute without interruption. The examiner will give you two photographs and you have to compare and contrast them as well as talk about your reaction to them. Your partner will get a different set of photographs and has to do the same thing. When each of you has finished speaking, the other will be invited to comment on the topic of the photographs.

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

Candidate A, it's your turn first. Here are your photographs. They are both about crime.

Candidate A has to look at the photographs on the next page.

Candidate A, I'd like you to compare your photographs and say which one represents a more serious crime and why. All right?

(Approximately one minute)

Thank you.

Candidate B, would you say that more serious and violent crimes are committed nowadays?

(Approximately 20 seconds)

Thank you.

Now, **Candidate B**, here are your photographs. They show people who are breaking a rule.

Candidate B has to look at the photographs on the next page.

Candidate B, I'd like you to compare your photographs and say why someone might break these rules.

All right?

(Approximately one minute)

Thank you.

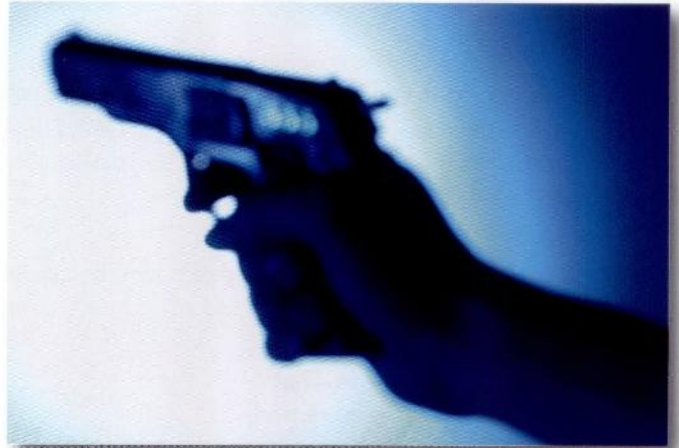
Candidate A, do you think people who drink and drive should go to jail?

(Approximately 20 seconds)

Thank you.

Candidate A

1 Which photo represents a more serious crime and why?



Candidate B

2 Why might someone break these rules?



Paper 5 Speaking

PART 3

3 minutes (4 minutes for groups of three)

Part 3 – Collaborative Task

This part tests your ability to take part in a discussion. You have to work with the other candidate(s) to carry out a task based on some pictures that the examiner will give you. You have to talk for about 3 minutes.

Interlocutor: Now, I'd like you to talk about something together for about three minutes. Here are some activities that can teach people different skills. I'd like you to imagine that your school is starting some after-school activities for children whose parents work. First talk to each other about **how each of these activities might benefit children**. Then decide **which two activities your school should offer**.

(Approximately three minutes)
Thank you.

- How could each of these activities might benefit children?
- Which two activities should your school offer?



Paper 5 Speaking

PART 4

4 minutes (5 minutes for groups of three)

Part 4 – Discussion

In this part of the test you have to take part in a discussion with the other candidate related to the topic of the task you did in Part 3. The examiner will ask you both some questions.

Interlocutor:

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

- Why do you think it is beneficial for young people to engage in new activities?
- Can artistic or musical skills be learned or are they something people either can or cannot do?
- Should people try to learn things that are hard for them, or should they focus on what they are good at?
- Are you ever too old to learn something new?

Test 8

Paper 5 Speaking

PART 1

3 minutes (5 minutes for groups of three)

Part 1 – Interview

In this first part of the Speaking test, the examiner will ask you questions about topics such as family life, daily routines, or how you spend your free time. You will be expected to provide information about yourself and give your opinions.

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague Can I have your mark sheets, please? Thank you. And your names are? Thank you.

First of all, we'd like to know something about you. (to Candidate A) Where are you from?

(to Candidate B) And you? And what do you like about living there?

(to Candidate A) And what about you? Thank you.

(Ask each candidate one or more of the following questions, as appropriate.)

Holidays

- ❖ Which area of your country would you like to get to know better? (Why?)
- ❖ What's the most interesting place you've ever visited? (Tell us about it.)
- ❖ Have you ever used your English on holiday? (What did you use it for?)
- ❖ Do you like to plan your holidays just before you go, or do you not plan in advance? (Why?)
- ❖ If you could go anywhere on holiday, where would you go? (Why?)

Paper 5 Speaking

PART 2

4 minutes (6 minutes for groups of three)

Part 2 – Long turn

In this part of the test you have to speak for 1 minute without interruption. The examiner will give you two photographs and you have to compare and contrast them as well as talk about your reaction to them. Your partner will get a different set of photographs and has to do the same thing. When each of you has finished speaking, the other will be invited to comment on the topic of the photographs.

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

Candidate A, it's your turn first. Here are your photographs. They show people with different lifestyles. *Candidate A has to look at the photographs on the next page.*

Candidate A, I'd like you to compare your photographs and say how important you think it is to be fit. All right?

(Approximately one minute).....

Thank you.

Candidate B, do you enjoy exercising?

(Approximately 20 seconds)

Thank you.

Now, **Candidate B**, here are your photographs. They show people who are wearing different styles of clothing.

Candidate B has to look at the photographs on the next page.

Candidate B, I'd like you to compare your photographs and say why the people in the photos chose to dress this way. All right?

(Approximately one minute)

Thank you.

Candidate A, do you follow trends in fashion?

(Approximately 20 seconds)

Thank you.

Candidate A

1 How important is it to be fit?



Candidate B

2 Why did the people choose to dress this way?



Paper 5 Speaking

PART 3

3 minutes (4 minutes for groups of three)

Part 3 – Collaborative Task

This part tests your ability to take part in a discussion. You have to work with the other candidate(s) to carry out a task based on some pictures that the examiner will give you. You have to talk for about 3 minutes.

Interlocutor: Now, I'd like you to talk about something together for about three minutes. Here are some different styles of clothing. I'd like you to imagine that you have a male friend and a female friend who both have important job interviews. First talk to each other about **how appropriate each outfit would be for them to wear for a job interview**. Then decide **which outfit would be the most appropriate for each friend**.

(Approximately three minutes)
Thank you.

- How appropriate is each outfit for a job interview?
- Which outfit would be the most appropriate for each friend?

Paper 5 Speaking

PART 4

4 minutes (5 minutes for groups of three)

Part 4 – Discussion

In this part of the test you have to take part in a discussion with the other candidate related to the topic of the task you did in Part 3. The examiner will ask you both some questions.

Interlocutor:

- Do you think looking good is important? Why/why not?
- Do you think there is too much pressure on young people to look a certain way?
- What do you think about fashion and the fashion industry?
- Have you ever judged someone solely by their appearance and been incorrect?

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

Test 9

Paper 5 Speaking

PART 1

3 minutes (5 minutes for groups of three)

Part 1 – Interview

In this first part of the Speaking test, the examiner will ask you questions about topics such as family life, daily routines, or how you spend your free time. You will be expected to provide information about yourself and give your opinions.

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague Can I have your mark sheets, please? Thank you. And your names are? Thank you.

First of all, we'd like to know something about you. (to Candidate A) Where are you from?

(to Candidate B) And you? And what do you like about living there?

(to Candidate A) And what about you?

Thank you.

(Ask each candidate one or more of the following questions, as appropriate.)

Likes and dislikes

- ❖ What sort of music do you listen to? (Why do you enjoy it?)
- ❖ Do you like shopping? (What sort of things do you buy?)
- ❖ What's your favourite food? (Why do you like it?)
- ❖ What do you like to do at the weekend?
- ❖ Tell us about a day you've really enjoyed recently.

Paper 5 Speaking

PART 2

4 minutes (6 minutes for groups of three)

Part 2 – Long turn

In this part of the test you have to speak for 1 minute without interruption. The examiner will give you two photographs and you have to compare and contrast them as well as talk about your reaction to them. Your partner will get a different set of photographs and has to do the same thing. When each of you has finished speaking, the other will be invited to comment on the topic of the photographs.

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

Candidate A, it's your turn first. Here are your photographs. They show people using technology.
Candidate A has to look at the photographs on the next page.

Candidate A, I'd like you to compare your photographs and say why these forms of technology are important to people. All right?

(Approximately one minute)

Thank you.

Candidate B, which of these things could society more easily do without?

(Approximately 20 seconds)

Thank you.

Now, **Candidate B**, here are your photographs. They show people working in different situations.

Candidate B has to look at the photographs on the next page.

Candidate B, I'd like you to compare your photographs and say which of these inventions have affected our lives the most and why?

All right?

(Approximately one minute).....

Thank you.

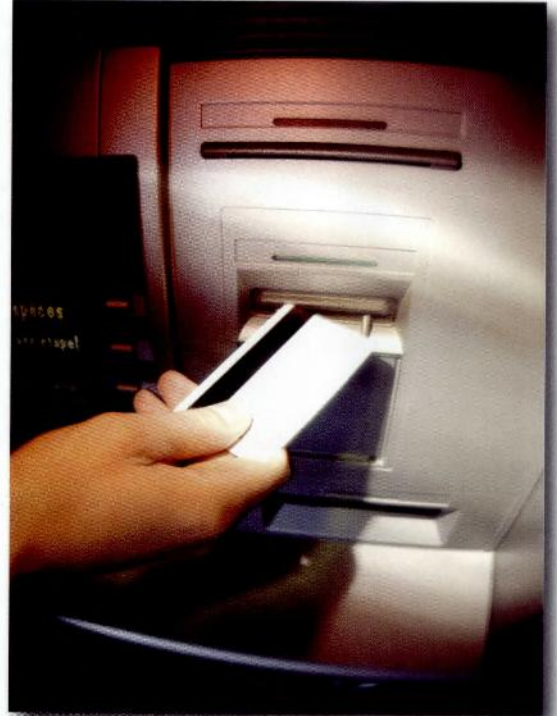
Candidate A, what kind of technology do you use at school/work?

(Approximately 20 seconds)

Thank you.

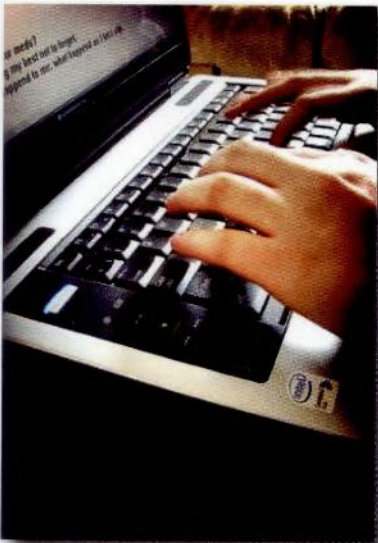
Candidate A

1 Why are these forms of technology important to people?



Candidate B

2 Which of these inventions have affected our lives the most and why?



Paper 5 Speaking PART 3

3 minutes (4 minutes for groups of three)

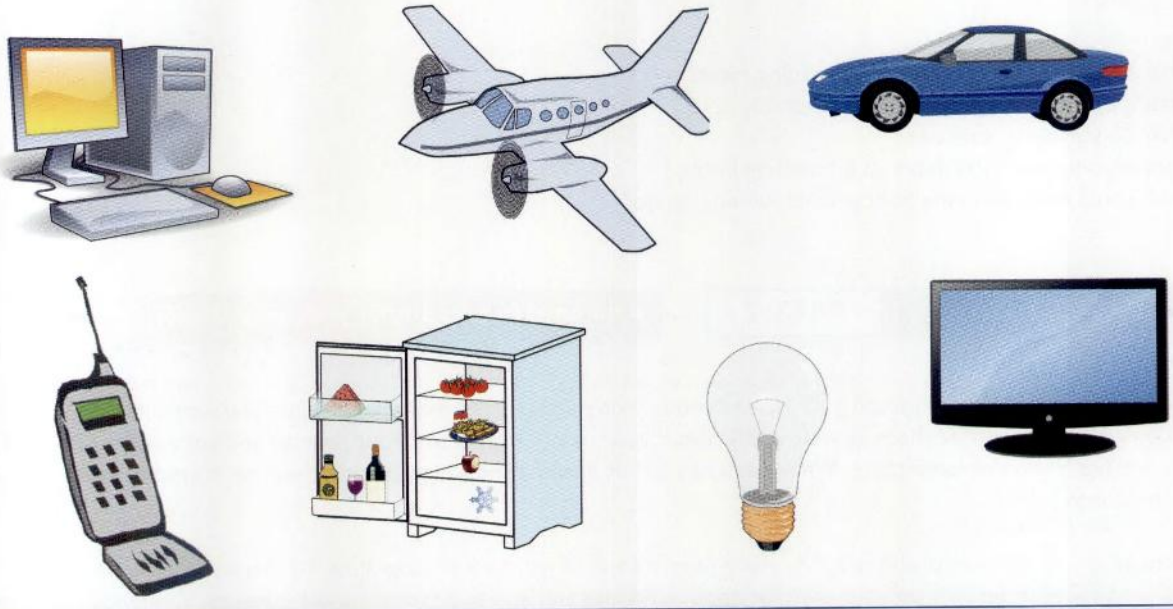
Part 3 – Collaborative Task

This part tests your ability to take part in a discussion. You have to work with the other candidate(s) to carry out a task based on some pictures that the examiner will give you. You have to talk for about 3 minutes.

Interlocutor: Now, I'd like you to talk about something together for about three minutes. Here are some different examples of technology. I'd like you to imagine that you are giving a presentation on technology at your school. First, talk about **how each form of technology has improved everyday life**. Then decide **which two are the most important to include in your presentation**.

(Approximately three minutes)
Thank you.

- How has each form of technology improved everyday life?
- Which two are the most important to include in your presentation?



Paper 5 Speaking PART 4

4 minutes (5 minutes for groups of three)

Part 4 – Discussion

In this part of the test you have to take part in a discussion with the other candidate related to the topic of the task you did in Part 3. The examiner will ask you both some questions.

Interlocutor:

- What do you think about internet access being restricted in some countries of the world?
- Are blogs, instant messaging and social networking sites threatening traditional face-to-face communication?
- Technology creates more problems than it solves. Do you agree or disagree?
- Can you think of an example of technology that should never have been created?

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

Test 10

Paper 5 Speaking

PART 1

3 minutes (5 minutes for groups of three)

Part 1 – Interview

In this first part of the Speaking test, the examiner will ask you questions about topics such as family life, daily routines, or how you spend your free time. You will be expected to provide information about yourself and give your opinions.

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague Can I have your mark sheets, please? Thank you. And your names are? Thank you.

First of all, we'd like to know something about you. (to Candidate A) Where are you from?

(to Candidate B) And you? And what do you like about living there?

(to Candidate A) And what about you?

Thank you.

(Ask each candidate one or more of the following questions, as appropriate.)

Hobbies

- ❖ What sorts of books do you enjoy reading most?
- ❖ What is the most popular sport in your country?
- ❖ What do you do to exercise?
- ❖ Does anyone you know have an interesting hobby?
- ❖ If you could take up a new hobby, what would you do?

Paper 5 Speaking

PART 2

4 minutes (6 minutes for groups of three)

Part 2 – Long turn

In this part of the test you have to speak for 1 minute without interruption. The examiner will give you two photographs and you have to compare and contrast them as well as talk about your reaction to them. Your partner will get a different set of photographs and has to do the same thing. When each of you has finished speaking, the other will be invited to comment on the topic of the photographs.

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

Candidate A, it's your turn first. Here are your photographs. They show different kinds of natural disasters. *Candidate A has to look at the photographs on the next page.*

Candidate A, I'd like you to compare your photographs and say which of these natural disasters is the easiest to prepare for. All right?

(Approximately one minute)

Thank you.

Candidate B, would you live near a volcano?

(Approximately 20 seconds)

Thank you.

Now, **Candidate B,** here are your photographs. They show areas in the world with extreme weather. *Candidate B has to look at the photographs on the next page.*

Candidate B, I'd like you to compare your photographs and say why somebody would decide to live in these places. All right?

(Approximately one minute).....

Thank you.

Candidate A, would you like to visit either of these places?

(Approximately 20 seconds)

Thank you.

Candidate A

1 Which of these natural disasters is easiest to prepare for?



Candidate B

2 Why would somebody decide to live in these places?



Paper 5 Speaking PART 3

3 minutes (4 minutes for groups of three)

Part 3 – Collaborative Task


This part tests your ability to take part in a discussion. You have to work with the other candidate(s) to carry out a task based on some pictures that the examiner will give you. You have to talk for about 3 minutes.

Interlocutor: Now, I'd like you to talk about something together for about three minutes. I'd like you to imagine that you are town planners and you want to improve your town. Here are some suggestions on what could be built. First, talk about **how useful each option would be for the whole community**. Then decide **which option you think would be the best**.

(Approximately three minutes)
Thank you.

- How useful would each option be for the whole community?
- Which option would be the best?

Museum





office building



park



Shopping Centre



Restaurant

Paper 5 Speaking PART 4

4 minutes (5 minutes for groups of three)

Part 4 – Discussion

In this part of the test you have to take part in a discussion with the other candidate related to the topic of the task you did in Part 3. The examiner will ask you both some questions.

Interlocutor:

- How could the environment be improved in your city?
- Are open spaces and parks important for our cities? Why / why not?
- What can be done to make dangerous areas in a city safer?
- When lots of people move into the suburbs, how does this change a city centre?
- Do you think preserving a city's history is important?

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

FCE

EXAM GUIDE

This section contains a detailed analysis of the FCE test with Exam Tips and Guidance for all five Papers: Reading - Writing - Use of English
Listening - Speaking

FCE PAPER 1 - READING EXAM GUIDE

Paper 1 Reading General Description

- The paper consists of three parts and lasts one hour.
- There are 30 questions in total.
- These are made up of multiple choice, gapped text and multiple matching tasks.
- Each part contains a text or texts of approximately 550-700 words in total.
- For all parts, you should answer by shading in the correct box on the answer sheet you will be provided with in the exam.
- Each correct answer in Parts 1 and 2 is awarded 2 marks.
- In Part 3, each correct answer receives 1 mark.

Texts can be taken from the following sources:

- | | | |
|--|--------------------|---------------|
| (i) newspaper and magazine articles | (ii) reports | (iii) fiction |
| (iv) advertisements | (v) correspondence | (vi) messages |
| (vii) informal material such as brochures, guides or manuals | | |

Time: 60 minutes (including time to transfer your answers onto the answer sheet)

PART 1: Task type: 4-option multiple choice

Number of Questions: 8

Focus: This part has a wide range of focus; it is possible for questions to be asked in relation to detail, opinion, gist, attitude, tone, purpose, main idea, meaning from context, text organisation, comparison, reference, exemplification etc.

PART 2: Task type: gapped text

Number of Questions: 7

Sentences have been removed from the text and placed in random order. You must decide where the sentences were removed from.

Focus: The focus is on text structure, cohesion and coherence - your understanding of the text, where information should fit and how the text should flow.

PART 3: Task type: multiple matching

Number of Questions: 15

You must match prompts (pieces of information) to the section of the text or (if there is more than one text) the actual text to which the prompts relate.

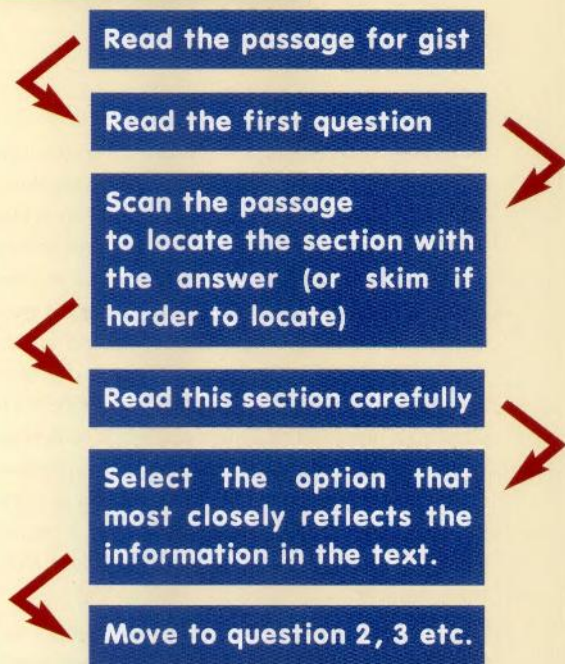
Focus: You will have to scan for specific information, or identify the location of a specific detail, opinion or attitude.

General Reading Tips

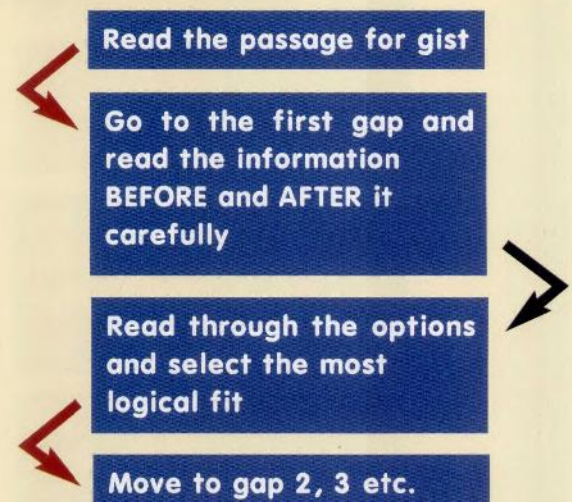
- Read a wide range of texts both in class and at home. You can find material in actual newspapers, magazines and other sources listed above.
- At home and in class, focus first on what is termed 'pre-reading'. Pre-reading involves looking quickly at the title, questions and any other simple information and trying to predict what the text might be about. This helps get your brain clued in to the subject matter quickly and activates your existing knowledge of the topic and topic vocabulary.
- Practise a wide range of reading skills such as scanning (quickly looking for specific words or details), skimming (quickly reading over sections of the text), gist-reading (reading for overall understanding), careful reading (reading for detail) etc. Reading for gist will be particularly important when you come to more complex texts where some of the words may be unknown to you. Do not dwell on unknown words but try to get an understanding of the general subject of the text.

Part 1

- Always look at the Part 1 text before looking at the questions. Read the text for gist (overall or general understanding) first, and then turn to the questions. Why? Because three of the four options for each question are wrong, and there are 32 options in total - this is too much information to absorb at once.
- After you have read the text for gist, read the first question. Once you are satisfied you understand it, skim through the text until you find the section to which the question relates, then read this section carefully.
- Don't assume that if you spot a word or phrase in the text that is the same as one of the answer options, the answer option must be the right one; you need to check that the meaning of the option is reflected in the text, not that the words are the same in both. Words from the text will often be paraphrased in the multiple choice options.

Part 1 Method**Part 2**

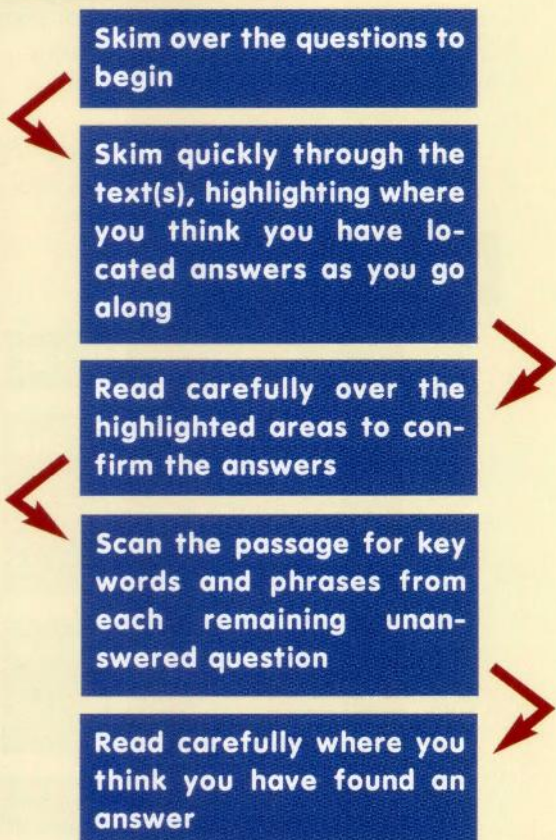
- Always read through the text with the gaps in it before starting to do the task. This will help you get an overall understanding of the structure of the text and how the writer's ideas develop.
- After you have read the text for gist, go to the first gap. Look carefully at the information both before and after the gap. The correct answer must not just fit logically with the information that has gone before, but with the following sentences also.
- Avoid word-spotting; just because a word in one of the options is mentioned nearby in the text, does not automatically mean it is the correct choice. Instead, ask yourself questions like:
 - Does the tense match?
 - Is the time period the same?
 - Does this option complete an incomplete argument or point?
 - Does it contain the missing introduction to an existing argument or point?
 - Is it an example or supporting point for what was just said?

Part 2 Method

Part 3

- This task is essentially a skimming and scanning exercise.
- It may be helpful to read through the questions first and have them in mind for when you first read the text or texts.
- Read the text or texts quickly, marking any section where you think you may have found an answer.
- Look carefully at the sections you marked to confirm your answers.
- For any questions that are still unanswered, scan the text(s) again for key words and/or phrases from each unanswered question, and keep in mind that you may have to scan for meaning as some of the question words may be paraphrased. Read carefully over the relevant section of the text when you think you have found an answer.

Part 3 Method



Reading for gist

Reading for gist involves reading the text quickly to get an overall understanding of what has been written. When gist-reading, do not be concerned about the meanings of individual words you don't immediately understand so long as you can grasp the general points that the writer is making.

Generally speaking, it is useful to have a broad understanding of what a text is about regardless of the exact nature of the questions which follow it as this understanding provides context and clarity for the exam-taker.

Gist-reading is particularly helpful when answering questions about the following:

- (i) the writer's main point or argument
- (ii) the writer's general views
- (iii) the writer's tone and style

When gist-reading, you may identify areas of the text that are important and which you should return to to conduct a more careful reading. Highlight these sections as you go along.

Skimming

Skimming and reading for gist are often thought of as the same thing, but here we will use skimming to explain reading very quickly over a text you have seen before in order to confirm and/or identify where a piece of information is located within it. Skimming, then, is used to get a general understanding of specific points and where they are located in the text. It is often useful to skim when you want to find an area of text related to a question or when you want to find information from the question that is paraphrased in the text, as sometimes if a question is paraphrased very well, we cannot find what it relates to in the text using only key words taken from the question.

Scanning

Scanning involves looking for very small and specific pieces of information within a larger text; information such as key words or phrases found in a question. You don't read so much as glance over the text when you are scanning.

Scanning is useful in answering questions about:

- (i) key facts or dates
- (ii) who said what
- (iii) the order of events etc.

You should try to scan for

- (i) names
- (ii) dates
- (iii) technical terms
- (iv) places
- (v) people
- (vi) things
- (vii) words and phrases that are hard to paraphrase etc.

Reading for detail

Because you have limited time in the exam, it is not possible to read every part of every text very carefully. In fact, we only read for detail to do one of two things:

- (i) confirm an answer we think we have identified
- (ii) understand an important but complicated section of the text.

Reading for detail, then, involves reading a small section of the text very carefully for a better understanding of what the writer is saying, and we only do it to help us answer a question.

Gist-reading

It is useful to start most tasks by reading for gist (PARTS 1 & 2 especially). This gives you a general understanding of the text, its layout and the writer's views.

Skimming

Use skimming to quickly read over short sections of text when you want to understand general points.

If there aren't many questions related to the text, skim through them before you start reading. This way the information you are looking for will be in the back of your mind as you read (PART 3 especially).

Reading for Detail

Once you have found where an answer is located in the text, read this section carefully to confirm the answer choice. Don't waste time reading the entire text in such detail though.

Scanning

When you are looking for specific pieces of information like names, dates, times etc, rather than read the entire text, scan through it quickly to locate the section you are looking for.

Reading Part 1 : Example (Test 7)

THE QUESTIONS WILL ALWAYS BE ASKED IN THE ORDER THE ANSWERS APPEAR IN THE TEXT.

There are two types of multiple choice task:

- (i) finish the sentence
- (ii) answer the question

Though the questions are in order, the answer choices are not. A, B, C and D may appear in any order in the text, or, if they are distractors (put in the question to confuse you), they may not necessarily appear at all.

Questions like this always require careful reading (reading for detail). Read the sentences before and after the word carefully. That way, if you are not familiar with the word, you should be able to work out its meaning in context.

1. The number of people living in the world
 - A. has almost trebled since a decade ago.
 - B. has more than trebled in just under 100 years.
 - C. has risen to more than 6 million.
 - D. rose tremendously during the twentieth century.
2. What does the writer mean by saying communities used to live in worlds inside of a bigger world?
 - A. In the past people knew little about faraway places.
 - B. In the past people only cared about themselves.
 - C. Most people didn't travel very much in the past.
 - D. Most people cared about what was happening in the bigger world.
3. What changed after the experience of two world wars?
 - A. Politicians felt determined to prevent another world war.
 - B. Information technology brought the world closer together.
 - C. Nobody was interested in conflict anymore.
 - D. Nations wanted to become more independent.
4. What is suggested about the United Nations?
 - A. It keeps the world peaceful and conflict-free.
 - B. It will become a global government.
 - C. It doesn't have a lot of meaningful influence.
 - D. It is controlled by a few big powers.
5. What does the phrase 'took shape' mean in the context of paragraph 4, line 42?
 - A. succeeded
 - B. developed
 - C. concluded
 - D. changed
6. The E.U. is now comprised of
 - A. 6 member states.
 - B. 15 member states.
 - C. 27 member states.
 - D. 15 member and 27 associate states.

When trying to scan the text, be selective in the information you choose to look for. For example, in question 1 it should be relatively easy to locate the related part of the text. We have numbers and time periods that cannot be paraphrased in a complicated way.

A: 'a decade ago' - we might look for the key word 'decade' or the word 'ten' or a date '19__'

B: 'just under 100 years' - we might look for the number '100' or the word 'century' or '9X years'

C: 'more than 6 million' - we might look for '6 million' or a figure above it

D: 'the twentieth century' - we might look for the key word 'century' or 'the 1900s' or '100 years'

A proper noun, i.e. United Nations, cannot be paraphrased. These are perfect key words to scan for in the text. Once you have found where the United Nations is discussed, you can read that section of the text for detail to make sure you get the right answer.

Multiple choice questions like these can cover a broad range of functions. For example, questions 2 and 4 ask you to interpret the writer's views; question 5 tests your understanding of vocabulary and context; questions 1 and 6 ask for factual information, and question 3 has to do with cause and effect.

Reading Part 2 : Example (Test 7)

After reading the entire text quickly for gist and an understanding of how the writer's ideas are laid out...

Hope and Sadness

There's often a sense of the hopeless romantic associated with those who trek to the Highlands in search (more in hope than expectation) of the white stuff. More often than not, these ski and snowboard fanatics are met with disappointment. Either a thaw has set in and the rocks are visible or it's a total whiteout as gales blow and blizzards blast the poor expectant hopefuls. The Highlands, you see, is a tale of extremes; it's all or nothing up there.

9 But those patient folk – those old romantics whose sense of loyalty and optimism seems to know no bounds – are having the last laugh this winter. Picture this: fresh powder everywhere; 180cm of accumulated snow at the base of the resort; more falls forecast for later in the week; clear blue skies and a blazing sun. No, this isn't some upmarket French alpine retreat full of five-star chalets and bulging wallets. This is humble little Cairngorm, pride of Scotland. This is real skiing - old-style - without the gloss. There's an infectious passion and enthusiasm here today. **10**

Despite all the talk of global warming spelling the end for Scotland's long-suffering winter sport industry, Cairngorm and its four sister resorts; the Lecht, Glenshee, Glencoe and the Nevis Range, aren't about to go down without a fight. And, finally, nature has lent them a helping hand. As I am about to hop onto the chairlift, I can't resist the urge to pause and admire the scene around me; the Highlands at its best. **11** Back then, these slopes were crowded with thousands of skiers all season long; full to capacity – just as they are once again today. The cafes are overflowing with people enjoying their apres ski. You can see skiers of all sorts; beginners, wannabes and

Then focus on the first gap. Read the information before and after it very carefully.

Even if the gap is at the start or end of a paragraph, read the 'before' and 'after' sentences. Paragraphs flow into one another and it is important to check that your chosen sentence fits well with what is said in the other paragraph.

Sentences like these make the task slightly easier; they can only fit in the text where 'them' or 'these people' have been mentioned immediately before. Look out for clues like this, then ask yourself who 'these people' or 'them' might be.

- A. And all of them have one thing in common.
- B. The more we begin to feel the effects of global warming, the more it seems to be nothing instead of all.
- C. Why have we wrecked this planet for future generations?
- D. It's like going back in time to the glory days of the 1960s and 70s.
- E. These people have waited a long time!
- F. All of my happiest memories of winters growing up as a child were spent flying down the slopes.
- G. Do you remember those hopeless romantics I described before?
- H. But sadly there isn't the snow base to satisfy their passion or desire.

As you skim the sentences underline key words and phrases.

When skimming through the sentences, look for repetition of words, phrases or ideas. But, BE CAREFUL, just because a word or phrase is repeated do not assume it is the right choice. Here, it is not just the words but the context and meaning that confirm the sentence as the right choice

Therefore, as well as repetition of words/phrases/ideas, look out for sentences which introduce an idea when an introduction is missing; explain an idea when only the introduction is there; justify an argument or point made; exemplify (give an example of) an argument or point made; conclude an argument or point; link points together etc.

Reading Part 3 : Example (Test 7)

Highlight key words and ideas as you read each question or statement. Then scan as much for the ideas (skimming) as for the words themselves (scanning) as often the words in the text(s) will not be exactly the same.

Think about what kind of information we should scan for; here, should we scan for the phrase 'different places'? Probably not. We will be more successful if we look for a text that mentions lots of different places by name.

Which person(s):

- is glad their nation is made up of people from lots of different backgrounds? 16
- is proud that their country has kept a particular political system? 17
- has been to many different places? 18
- mentions something which attracts a lot of people to their country? 19
- believes their country is less divided than before? 20
- is proud of hosting an important event? 21 22
- believes money has had an effect on something? 23
- thinks their country has an unfair reputation? 24
- believes their country has progressed very fast? 25
- believes geography has influenced their country's culture? 26
- feels their nation's identity is threatened by something? 27
- wishes their country was as successful as it once was? 28
- sees evidence of the work and achievements of their ancestors around them today? 29
- compares a characteristic of their people with another? 30

Some of the questions or statements will have more than one correct answer.

Identify the clues quickly to make scanning easier - an important event will be a proper noun, probably starting with a capital letter

Scan for a time reference - a comparison between present and past.

What would we expect to find in the passage to which this question relates? A comparison between two different countries/cities. So we might scan for nationality words, i.e. 'Irish', or nations, i.e. 'Ireland'.

Although each part of the reading paper carries about the same number of marks, as you practise you may find that some parts take you longer than others. It is important to consider this before exam day and decide how you want to allocate your time. If you find Part 3 particularly hard, you might aim to finish Part 2 quickly so that you can spend time on the more difficult part, for example.

FCE PAPER 2 - WRITING EXAM GUIDE

Writing Section Format

The Writing Paper consists of two parts:

Part 1

- Question 1 - compulsory question (you must do it)
- a letter or email
- 120-150 words long
- about 40 minutes writing time

Format and Focus

The question will contain about 160 words of input material (information about the task). The input material may be supported by visuals or attachments i.e. a timetable. The input material will be very clear in explaining exactly what you have to write about.

You may have to (i) advise, (ii) apologise, (iii) compare, (iv) describe, (v) explain, (vi) express your opinion, (v) justify, (vi) persuade, (vii) recommend and/or (viii) suggest.

In total, you must do 2 tasks. Part 1's task and one of the tasks from Part 2. Part 2 also has a Question 5 task, which is related to the set reading texts. However, in this book, we will only look at Part 2, Questions 2-4.

Part 2

- Questions 2-4 (choose one)
- you may be asked to write (i) a review, (ii) a report, (ii) a story (iv) a letter, (v) an article, or (vi) an essay
- you will not know which of these writing tasks will appear on the paper in advance
- 120-180 words long
- about 40 minutes writing time

Format and Focus

The question will contain less input material - about 70 words. You will be told the situation and given a related task. Unlike Part 1, the question will not tell you exactly what to write about and you will be expected to use your own ideas.

The range of possible language functions is similar to Part 1; explaining, advising, recommending etc.

Expected word length

You should write approximately the right number of words. If you write considerably fewer words than the minimum, this is likely to mean that you have not successfully completed the task, resulting in a fail. An overlong composition, on the other hand, MAY include irrelevant information and repetition, and be poorly organised. If this is the case, it will have a negative effect on the reader and your grade.

Spelling and Punctuation

Spelling and punctuation are not actually marked. However, if poor spelling and punctuation impede communication (make it difficult for the reader to understand what you are saying), the Overall Impression mark will be negatively affected, so it is important not to be careless with either of these aspects of your writing.

General Advice

- Where possible, choose tasks and topics that are suited to your interests and experience. In general, students who write about something they are familiar with do better.
- Always read the question carefully before starting to write. Underline the most important points. Then make a plan of your composition, ensuring that you are answering the question asked.
- Do not waste time rewriting all or part of your composition if you have to make corrections. Cross out your mistakes and write your corrections in as clearly as possible.
- Think carefully about who the target reader is each time you go to write; read the task carefully to identify the appropriate style and tone.
- At this level, you should be able to link your ideas together effectively. Use a variety of linking words and ensure that the flow of your ideas is logical. This creates a composition that is easy to follow and which leaves a positive impression on the reader.
- In the answer booklet, lined pages will follow each question-page. You should write your answers on these lined pages. If you want to make notes in the exam, there are blank pages at the back of the exam booklet. Your notes will not be marked. If you run out of space to write your answers, you can also use the blank pages at the back of the booklet for this purpose, but indicate clearly what you are doing.

General Advice

- Avoid using abbreviated text-style language (e.g. 'luv' instead of 'love' - this is not acceptable).
- All letters and emails should contain an opening salutation and a closing phrase.
- Always use clear paragraphing. This makes a positive impression on the reader and improves the cohesiveness and flow of your composition.
- Don't be afraid to attempt to use complex language. The examiner will give credit for complex language attempted, even if mistakes are made - so long as the mistakes do not impede communication (make it difficult for the examiner to understand what you are trying to say).
- You will not be asked to write about very academic or specialised topics. Be familiar with general everyday topics like health and fitness, sport, music, technology and so on, and practise writing about them as much as you can.
- Only ever attempt two questions. You are marked on the compulsory task (Part 1) and ONE question from Part 2. If you do more questions, you will waste valuable time and gain nothing.
- Give equal amounts of your time to each question as both questions carry the same number of marks.

Handwriting

The only thing you need to do is make sure that you write clearly so that the examiner can understand your answers. However, it is not important whether you write in joined-up writing, or upper or lower case, so long as the examiner can read what you have written.

Word-length preparation

Do not waste time counting words on the day of the exam. Know approximately what the word limits look like in your handwriting, and do not be overly concerned with exceeding the limit by a few words. Practise writing compositions that fit within the word limit in advance and you will become comfortable writing in this way.

Example Part 1

(taken from Test 1)

In **Part 1** it is hugely important to write about exactly what is specified in the task.

1. You have received an e-mail from your English friend Ian. Read Ian's email and the notes you have made. Then write an **email** to Ian using **all your notes**.

email

From: Ian Brown
 Sent: 23 October
 Subject: problem

Hi! How are things with you? I'm not so good, actually. It's nothing serious, but I'm having a bit of a problem with my flatmate. I need your advice!

My flatmate's name is Ben, and he just finished his studies and he is looking for a job but, so far, can't find anything. So, he has no money, and I think he is quite stressed and unhappy. The problem is, that he does nothing to help with the flat. I'm buying all the food, and cleaning products, and doing all the cleaning and chores!

I understand if he is broke and I don't mind buying things, but he is home all day and I'm really busy with my studies. I think he should be doing his share of the chores! Am I being unreasonable? I feel really angry. How can I get him to help out?

Your friend,
 Ian

1 sorry to hear that

2 I hope I can help...

3 No, you're right! Tell him why....

4 make a suggestion.....

You do not need to write this 'From-to-subject' section in your email; just make sure you start with the correct salutation i.e. 'Hi Ian'.

You must cover all the points; 1, 2, 3 and 4. If you do not write about one of these points, you will lose marks no matter how good your composition is.

Take your time looking at the notes and ensure that you know what they are referring to. For example, in Note 3, what is Ian right about? Being very busy? Feeling angry? Of course, it is neither of these things; that is why it is so important to understand the notes. What Ian is right about is feeling that his flatmate should do some of the chores.

Opening and Closing Phrases

You don't need to write postal addresses in your letters and you don't need to write the sender's and the receiver's addresses and subject in your emails. Start with the opening salutation and end with a closing phrase.

Remember: in a formal letter, if you know the person's name you can start 'Dear Mr/Mrs [last name]' and close 'Yours sincerely'. If you do not know the person's name, start 'Dear Sir or Madam' and close 'Yours faithfully'. When writing an informal letter or email to a friend, just start 'Hi [first name]' and end with a phrase like 'See you soon' or 'All my love' or 'Take care' etc.

Analyse the task

Composition Type	Email
Writing to:	A friend (Ian Brown)
Style:	Informal
Write about:	(1) sorry to hear you are not in good form (2) hope I can help you (3) you are right - he should be helping out more and doing his share of chores (4) why don't you... (suggestion)

All the notes in the question (underlined here) must be included

Make a plan

Par 1	say how I am and <u>say sorry to hear about Ian's problem</u>
Par 2	explain that I live at home, not much experience - <u>but hope I can help</u>
Par 3	<u>assure Ian that he is not being unreasonable</u> - say how I would feel
Par 4	<u>suggest</u> Ian talk about the problem to his flatmate - maybe flatmate has no idea - might solve problem
Par 5	ask Ian to keep me updated

Who you are writing to determines whether the letter/email is formal or informal. When you write to friends, it is informal. When you write to people you do not know, it is formal.

Planning what you want to say in each paragraph helps improve the flow of your composition.

There should always be an opening and closing paragraph and between 1 and 3 main body paragraphs - 3 to 5 paragraphs in total is quite enough.

Sample Answer

Hi Ian,
 Thanks for the email. Everything is fine here. I'm studying a lot, too. I'm sorry to hear that you're having a problem with your flatmate.
 I'm not sure my advice will be useful, because I live at home and don't have experience with flatmates, but I hope I can help. Here's what I think.
 First of all, no, you are not being unreasonable at all. In fact I think you're being very kind and understanding to buy all the stuff for the house. I would be angry too.
 Secondly have you talked to him about how you feel? This is very important. If you ask me, it's the first thing you should do! Maybe he has no idea how you feel. Maybe if you explain your problem to him, he will help more and the problem will just disappear.
 Let me know how it goes!
 Your friend,

Notice the use of linking words to connect points and ideas together.

One of the functions of this task was to 'suggest' or 'recommend' a course of action. 'If you ask me ... you should' - an example of the language of recommendation

It's important to know this kind of functional language. The box on the left gives further examples of language used in making suggestions / recommendations.

- Recommending / Suggesting a course of action to a friend**
- 'Why don't you... ?'
 - 'If I were you I would...'
 - 'If you ask me, you should...'
 - 'If it were me, I would...'
 - 'If I were in your shoes, I would...'
 - 'Perhaps you should...'
 - 'Couldn't you...?'
 - 'I think you should...'
 - 'Maybe you could...'
 - 'It might be a good idea to...'
 - 'Why not try... ?'

Example Part 2 (taken from Test 1)

2. Your favourite music magazine has advertised a contest for readers to write a **review** of a concert they have seen recently.

Underline the key points in the question before you start to analyse the task.

"Soundcheck Magazine" is seeking reviews from readers!

Have you seen a great concert recently?
Have you seen a terrible one? We want to know!

Write the best review and win a trip to see your favourite band perform!

In **Part 2** questions, you have less input material and you are not told exactly what to write about.

Analyse the task

Composition Type	Review
Writing to:	Magazine
Style:	Neutral or informal - look at the name 'Soundcheck Magazine' - this doesn't sound like an academic publication, so a less formal style is appropriate. Also, it's a 'concert review'; this gives us another clue as to the register - think about what you know of concert reviews - are they normally very formal? No... Most reviews are neutral-to-informal.
Subject:	a concert review (good or bad)

Brainstorming

As you are not told exactly what to write about, it is important to come up with some ideas of your own. This is where brainstorming comes in. It should only take about a minute and what you should do is write as many ideas as you can think of down on a piece of paper. Once your brainstorm is over, decide what ideas to keep and which ones not to use. Then make a plan for your composition.

Notice in this task analysis, the 'Write about' row from the **Part 1** question is not there and has been replaced by 'Subject'. This is because Part 1 questions generally tell you exactly what you should write about, whereas Part 2 questions just give you a general subject and you must come up with what to say yourself.

Part 2 Qs

Analyse the task

Brainstorm

Write your composition

Plan and Structure your ideas

Brainstorm

Write down all your ideas.

Who? - Metropolis / ~~Bandwidth~~ / ~~Maxi and the Monks~~
 What? - rock concert
 When? - last weekend - not planned - never heard of band - friend knew band member - nice surprise
 What happened? - fantastic - unique style - lead singer; great voice - synthesizer, drums, ~~piano~~, ~~trumpet~~ - very creative
 Cost? - bit ~~too expensive~~ - £25 ~~to get in~~ / great value - charged nothing
 Would I recommend? - definitely - great show - though ~~bad language~~
 - ~~not suitable~~ for young kids

Decide what to write about and cross out any ideas you don't want to use.

Make a plan

Par 1	<u>The concert and why I went:</u> - Metropolis - not planned - never heard of band - friend recommended - really surprised
Par 2	<u>My experience:</u> fantastic band - unique style of music - lead singer = great voice - man with synthesizer and drums - computer guy sampling - creative and improvised - great price too - free!
Par 3	<u>My recommendation:</u> see this band if you can - if you have to pay, absolutely worth it!

In your plan, you should decide exactly what to write about in each paragraph - the purpose of each paragraph.

The whole point of a review is to say whether something is good or bad in your opinion; in other words, whether you would recommend the thing you are writing about to other people. You must give your recommendation at the end of the review.

Whether you are reviewing a play / movie / concert / hotel / restaurant / book etc. it is always important to talk about the cost - is it good value for money?

The Review Plan

In general, unless you are told exactly what to discuss in the question, your review plan should look something like this:

- Par 1 - About the thing being reviewed - what/who? when? where? why?
- Main Body [usually 1-3 paragraphs] - Your experience - describe the good and bad aspects of your experience
- Last Par - Your recommendation - would you recommend it? for whom? is it good value?

Metropolis - A Great New Band

Observe the language style; it is quite informal - 'a friend of a friend' and 'a long story'.

Last weekend I saw a live performance by the band "Metropolis". I had not planned to see a concert, and indeed, I had never heard of the band. Why I went is a long story; a friend of a friend knew someone who knew one of the band members and said we should check it out. It has been a long time since I have been so pleasantly surprised!

Every review should have a title - usually the name of the place or thing being reviewed.

Comment on what was good and bad about your experience - you may focus on the good or the bad, or discuss both.

The band was fantastic. They were very unique, and played a style of music that cannot be categorised. There was a lead singer with a beautiful, mysterious voice, who sang mostly using abstract sounds instead of words and then there was a man with a synthesizer and drum machine, and another with a computer who was busy sampling the other two musicians, changing the sounds a bit, and then adding them to the music. It was all improvised and very creative! It was great value for money too, since the concert was free!

Use colourful descriptive language to keep the reader's attention.

Again, notice the use of linking words, as in the examples highlighted.

If you ever get the chance to see "Metropolis" perform, even if you have to pay, by all means do it! You will not regret it.

Formal Linking words

Giving Examples:

For example, ...
For instance, ...
Namely...

Giving a reason:

Due to (the fact that)...
Owing to (the fact that)...
... since/as/because ...
... because of ...

Adding information:

Moreover, ...
Furthermore, ...
In addition, ...
Additionally, ...

Summarising:

In short, ...
In conclusion, ...
To summarise, ...

Sequencing ideas:

First of all, ...
Secondly, ...
Last but not least, ...

Giving a result:

Therefore, ...
Consequently, ...
As a result, ...
As a consequence, ...

Contrasting:

However, ...
... whereas ...
... while ...
... but ...
... unlike ...
In theory ... but in practice...
Despite this ...
In spite of this ...
Nonetheless, ...

Article

- Usually written for an English-language magazine or newsletter.
- Tends to have a neutral-to-informal style.
- Main purpose is to engage the reader (make them interested).
- Usually requires you to comment on something or express an opinion.
- Successful articles:
 - (1) engage the reader
 - (2) use colourful language
 - (3) have a catchy title
 - (4) take a personal angle

Tip!

Use direct and indirect questions, descriptions, examples and anecdotes to add colour.

Essay

- Usually written for a teacher, often as follow-up to a class activity.
- Formal or neutral style.
- Must be well-organised.
- Should contain a clear (i) introduction, (ii) development and (iii) conclusion.
- Main purpose is to develop an argument or discussion.
- You must justify your opinions (give reasons for having them).
- You may agree or disagree with the task statement, or discuss both sides.

Tip!

Planning and paragraphing are hugely important, and ideas must be linked together using appropriate linking words or phrases.

Informal linking words**Adding Information:**

And another thing, ...

What's more...

Not to mention (the fact that)...

Then there's also (the fact that)...

And what about...

Email

- Usually written in response to a situation outlined in the task.
- Might have to write to a college principal (neutral), for example, or a friend or colleague (informal); therefore, read the task carefully to decide whether to use neutral or informal language - style must be appropriate for target reader.
- Use an opening salutation.
Informal: 'Hi [first name],
Neutral: 'Dear Mr/Mrs [surname]'
('Dear Sir or Madam' if name unknown)
- Close with a closing phrase.
Informal: 'Bye for now' etc.
Neutral: 'Kind Regards'

Letter

- Usually written in response to a situation outlined in the task.
- Must use the appropriate register and tone for the target reader.
- **Informal Letter** - you must know appropriate informal language, such as informal linking words.
- A brief opening paragraph is appropriate, but most of the letter should focus on the task.
Open: 'Hi [first name],
Close: 'See you soon!' etc.
- **Formal Letter** - may be written to an individual or organisation.
- Purpose might be to apply for work, a study or scholarship opportunity etc.
- Functions include describing skills and experience, expressing enthusiasm, persuading and complaining (etc.)
- You should know appropriate expressions to begin and end your letter.

Opening and Closing Formal Letters:

Open (name known):

'Dear Mr/Mrs [surname]'

Open (name unknown): 'Dear Sir or Madam'

Close (name known): 'Yours sincerely,'

Close (name unknown): 'Yours faithfully'

Review

- Usually written for an English-language magazine, newspaper or website.
- Usually neutral-to-informal in style.
- Main purpose is to describe something you have experienced and express an opinion of it.
- Should contain a title.
- Reader must have a clear impression of what you are describing.
- Ends with a recommendation.
- Review topics include:

(i) holidays	(ii) books
(iii) consumer goods	(iv) TV programmes
(v) films	(vi) music
(vii) restaurants	(viii) hotels
(ix) bands	(x) concerts
(xi) plays, etc.	
- Language functions: describe, explain, give positive and negative opinions, make recommendations.

Short Story

- Usually written for an English-language magazine or anthology, or a website.
- Quite an informal, narrative style.
- Main purpose is to engage the reader - catch the reader's interest.
- A good answer will have a clear storyline that links in with the prompt sentence given in the question.

Tip!

Use narrative tenses, as much imagination as you like, colourful and interesting adjectives, adverbs and expressions, time expressions and good linking words.

Informal Linking Words**Summarising:**

In a nutshell, ...	Basically, ...
At the end of the day, ...	After all's said and done, ...
What it boils down to is...	

Giving a reason:

... is down to ...	That's why...
That's the reason...	because / as / since...

Sequencing ideas:

First up, ...
 The second thing is...
 And another thing...
 Last of all, ...

Giving examples:

Let's say (for example)...
 Take ... for example; ...
 Say (for example)...
 What if...
 Here's an example; ...

Giving a result:

(And) so...
 Because of this, ...
 Thanks to that...
 When this happens...
 The result is...
 That causes...
 Then...

Contrasting

... but though ... Even though...

FCE PAPER 3 - USE OF ENGLISH EXAM GUIDE

General Description

- The paper consists of four parts and lasts 45 minutes.
- There are 42 questions in total.
- These are made up of multiple-choice cloze, open cloze, word formation and key word transformations.
- Each correct answer in Parts 1, 2 and 3 carries 1 mark.
- Each correct answer in Part 4 carries 2 marks.
- You may write on the question paper but be sure to give yourself time at the end to transfer your answers to the answer sheet.

Part 1

- Multiple-choice Cloze
- Mainly a test of vocabulary (some grammatical knowledge required for certain questions)
- A text containing 12 gaps
- And four options from which to choose the correct word to fill each gap
- 12 Questions

Part 1 (Test 11)

There will always be an example, which you can refer to if unsure of how to do the questions.

Always read the information BOTH before and after the gap.

Example

0. A. or B. and C. in D. nor

0 A B C D

Each gap will have four corresponding options to choose from. Read all the options before choosing.

Question 1 here is a test of vocabulary; that is, you must choose the word with the correct meaning. To do this, you must know or guess what the four words mean, and you must also know what the sentence is trying to say; therefore, meaning at word and sentence level is being tested.

Royal Residences

Buckingham Palace, Windsor Castle (0) the Palace of Holyroodhouse are the official (1) of the Sovereign and, as such, serve as both home and office for the Queen, whose personal flag flies (2) her Majesty is in residence.

These buildings are used extensively for State ceremonies and official entertaining and are opened to the (3) as much as these commitments allow. They are furnished with fine pictures and (4) of art from the Royal Collection, assembled over four centuries by successive sovereigns. Many of the State Apartments and rooms at the official residences have been in continuous use since their conception and many of the paintings are (5) in the rooms for which they were originally (6)

The official residences are in (7) use and the style and manner in which they are (8) to visitors reflects their working status. Rooms are kept as close to their normal (9) as possible. Inevitably, opening times are subject to change at short notice depending on circumstances.

The Royal Collection, which is (10) by the Queen as Sovereign in trust for her successors and the Nation, is administered by the Royal Collection Trust to which a proportion of admission fee and other (11) from visitors is directed.

The remainder of this money funds the majority of the cost of restoring Windsor Castle which was badly (12) by fire in November 1992.

- | | | | |
|------------------|---------------|---------------|---------------|
| 1. A. venues | B. residences | C. situations | D. occupation |
| 2. A. whatever | B. however | C. whoever | D. whenever |
| 3. A. humans | B. public | C. peoples | D. strangers |
| 4. A. paintings | B. statues | C. works | D. jobs |
| 5. A. created | B. explored | C. produced | D. displayed |
| 6. A. instructed | B. intended | C. performed | D. guarded |

Task Focus:

(i) meaning at word and / or sentence level

(ii) your knowledge at phrasal level

i.e. collocations like 'pay attention to', phrasal verbs like 'give up' and linking phrases like 'even if'.

(iii) grammar

whether you can choose an option that fits correctly with the verb or preposition which follows the gap.

Some questions will test your knowledge at phrase level and you will be expected to recognise set phrases and collocations.

Your grammar knowledge may also be tested i.e. if you have to choose an option to fit correctly with a preposition or verb which follows directly after the gap.

Part 2

- Open cloze
- A test of both vocabulary and grammar
- A text containing 12 gaps.
- No options to choose from - you must think of the right word to fit in the gap yourself.
- May be more than one correct answer, but just write down one.
- 12 Questions

Task Focus

This task tests your knowledge of the structure of the language, and also your understanding of the text. The focus of each gapped word will either be grammatical (article/preposition/pronoun/verb tense or form etc.) or phrasal (i.e. phrasal verbs, linking phrases, words within fixed phrases etc.).

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)

Example:

0 most

Part 2 (Test 1)

Inspiration

I have had what, I think, is the (0) **most** extraordinary day of my life. While the events are (13) clear in my mind, I wish to write them down. Let me introduce (14) My name is Lawrence Terrel. I am thirty-five years old, and in perfect health. I have never been ill in my life, not (15) for a day. I am an artist. I am (16) very successful, but I earn enough money to (17) care of my needs. My only near relative, a sister, (18) three years ago. So I have no family. I ate breakfast this morning at eight. After I (19) read the morning paper, I

If the answer is not obvious, ask yourself what kind of word is needed i.e. a noun, pronoun, adjective, verb etc. In this case, a pronoun is needed.

The answer will always be a single word.

Always read before and after the gap. With gap 16, for example, we can only find out whether the missing word is positive or negative by reading on.

Gap 17 is a phrasal verb. Familiarise yourself with as many common phrasal and idiomatic expressions, and collocations, as you can.

Part 3

- Word formation
- A test of (mainly) vocabulary
- A text containing 10 gaps
- Each gap represents a missing word
- The stems of the words are provided
- You must put the stems into the correct form
- 10 questions

Task Focus

This task focuses mainly on vocabulary, though an understanding of structure is also required. You should know how prefixes, suffixes, internal changes and compounds are used to form new words from a stem.

Part 3 (Test 1)

Paper 3 Use of English PART 3

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).

Example: **0** entertainment

People in the world of (0) entertainment have to be very (25) in the way that they dress. It's an (26) fact that image is more than just a case of (27) for a celebrity. How they present themselves is all part of their (28) personality. It would be (29) though to think that somebody can be a successful celebrity just because of the clothes they wear. They don't (30) have to wear (31) clothing but they do need to be talented and (32) and they also need to have an (33) of their fans who make them successful. They also need to be (34) so that they can cope with all the public attention.

- ENTERTAIN/OBSERVE
- REFUTE
- DECORATE
- ARTIST
- FOOL
- NECESSARY
- ALTER
- COMMUNICATE
- APPRECIATE
- ADAPT

Try to familiarise yourself with the prefixes and suffixes used before certain words. For example, is it 'unrefutable' or 'irrefutable' or 'derefutable' etc.

Your answer must be **one word** and that word must be a form of the corresponding word given in the right-hand column.

As with all gap-fill exercises, you should read the information BOTH before and after the gap; this will help you determine important details about the correct form of the word.

Look carefully for clues as to what the correct form of the word is. For example, Q32 is preceded by 'talented and' - talented is an adjective, clearly a second adjective is required. Q33 is preceded by 'an'; therefore, a noun is required. Q34 is preceded by 'to be'; probably an adjective is also required and so on...

Part 4 (example from Test 1)

35. My parents last spoke to me a month ago.
I my parents for a month.

heard

Your answer must have the same meaning as the original sentence.

You must write no less than 2 and no more than 5 words.

You must use the given word in your answer.

Part 4

- Key word transformations
- Each task has a lead-in sentence and a gapped sentence.
- A test of grammar and vocabulary
- The gapped sentence must be completed in 2-5 words using a given key word.
- 8 separate tasks (8 questions)

Task Focus

This task tests a range of different structures, and has both a grammatical and lexical (vocabulary-based) focus. You must demonstrate that you have the ability to express messages in different ways without compromising their meaning.

General Comments

- Always look at the title (Parts 1, 2 and 3) as this will indicate the main subject of the text.
- Read through each text (Parts 1, 2 and 3) before attempting the questions.
(this will help you get a clear idea of what it is about)
- Parts 2 and 4 - there may be more than one correct answer.
(however, only give one answer; if you give two and one is wrong, you will get no marks)
- Each part of the test has an example - study the example closely if you are unsure of what to do.
- If you want to change your answer...
 - For Part 1; rub out the mark you have made and mark a different box.
 - For Part 2-4; rub out and replace the existing words (do not try to write over or change them or put the new words in brackets).
- You must allow time at the end of the test to...
 - 1) Check your answers.
 - 2) Transfer your answers to the answer sheet.
- Remember: Correct spelling is essential in all parts of the Use of English paper where you must write an answer.
- Your handwriting should be clear and easy to read.
- You must use CAPITAL LETTERS for Parts 2, 3 and 4.

Preparation

The best way to build up your vocabulary and become familiar with the many different types of structures used in this paper is to read extensively (a lot). Don't limit yourself to reading school books; find subjects you are genuinely interested in to read about. Read novels, magazines etc. Not only will your performance in this section be helped, so will your performance across the test.

When you are reading, it is useful to have dictionaries or grammar books to refer to, but also try to get used to guessing the meaning of unknown words and phrases from the context they are found in. This is the strategy you will have to employ on exam day as no dictionaries are allowed, so it is wise to get some practice beforehand.

FCE PAPER 4 - LISTENING EXAM GUIDE

General Description

- The paper consists of four parts and lasts 40 minutes.
- There are 30 questions in total.
- These are made up of multiple choice, sentence completion and multiple matching tasks.
- You may hear monologues (i.e. answerphone messages, commentaries, radio features, instructions, lectures, news, announcements, advertisements, reports, speeches, stories etc.).
- Or you may hear recordings of interactive speakers (i.e. conversations, discussions, interviews, quizzes, radio plays, transactions etc.).
- A variety of voices, styles of delivery and accents will be heard on the recording.
- There is one mark for every correct answer.

1 The instructions for each task are written on the question paper, and are also heard on the recording.

2 There will be pauses to enable you to read over the questions related to each task, and you will be told when these pauses are going to occur.

3 Each part of the paper - Parts 1, 2, 3 and 4 - will be played twice.

4 At the end of the listening paper, you will be given 5 minutes to transfer your answers onto a separate answer sheet.

Part 1	Part 2	Part 3	Part 4
3-option Multiple Choice	Sentence completion	Multiple Matching	3-option Multiple Choice
A series of separate and unrelated extracts lasting about 30 seconds each will be played.	A 3-minute extract.	5 short related monologues lasting about 30 seconds each.	An extract lasting about 3 minutes.
One question per extract.	Listen to the recording and complete the sentences. Questions are asked in the order the answers appear on the recording.	For each question, select the correct option from a list of six.	
8 questions in total	10 questions	5 questions	7 questions
[monologues and interactive exchanges]	[a monologue or interactive exchange]	[5 monologues]	[a monologue or interactive exchange]

Part 1

(Test 1 example)

Not only will the context and focus be written down clearly on the test paper, they will also be heard on the recording - the situation (context) and question (focus) will be clearly voiced.

When listening to a conversation, pay close attention to which person the question relates to. You may hear the other speaker talk about a wrong answer, but you are only concerned with what the woman says.

The context of each question is explained very clearly, so you know exactly what situation is being presented to you in advance.

In each question, the focus is made very clear. For example, question 1 is 'The caller wants to buy?' - You know exactly what to listen for (what she wants to buy).

Paper 4 LISTENING PART 1

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

- You are in a shop when you overhear this man answering the telephone.
The caller wants to buy
A. a book about playing a guitar
B. a book about guitar music
C. a cassette of guitar music
- You are listening to the radio when you hear this man speaking.
He is speaking about
A. history
B. shipbuilding
C. politics
- You are sitting in a cafe when you hear this woman speaking.
She is telling her friend about
A. the weather
B. buying a new coat
C. new windows
- You are sitting in a pub when you overhear this exchange.
The woman wants the man to
A. go to the bar
B. get her a drink
C. replace her glass.
- You are staying in the home of a British family. You hear the mother answering the phone. The caller wants to take her daughter
A. to the cinema
B. to a party
C. to a restaurant
- Listen to a policeman being interviewed on the evening television news.
He is describing
A. a car crash
B. a bomb explosion
C. a serious fire

(true for all papers)

There is no penalty for choosing a wrong answer, so if you don't know, guess!

Always listen to the whole extract before making your decision. You may hear a word(s) from more than one of the answer options mentioned, so it is important to listen closely for stressed words and key facts to ensure you choose wisely.

The focus (what the question asks you to listen for) can be anything from a specific detail (i.e. someone's age) to an opinion, place, attitude, relationship (i.e. work colleague or husband), genre (i.e. comedy or romance), topic, fact or detail, gist (overall understanding) etc.

Even if you don't have your own listening CD, you can still practise listening to Part-1-type tasks in your everyday life. Listen to weather and news reports, advertisements, announcements etc on the television, radio, internet etc.

Part 2
(Test 1 example)

The questions will always follow the order of the information in the text.

Answers should not exceed three words in length

The word, number or phrase needed to fill the gap will be heard on the recording. Use the exact word(s) you hear; there should be no need to change the form of the word(s). If your answer doesn't make sense without changing the word form, then you have chosen the wrong word(s).

Minor spelling mistakes are not penalised so long as the word(s) you intended to write are clear to the examiner based on what you have written.

However, when a word is spelled out on the recording letter-by-letter (i.e. a person or place's name), your spelling must be correct.

Paper 4 LISTENING PART 2

You will hear part of a radio talk about an institution that helps addicts. For questions 9-18, complete the notes below which summarise what the speaker says.

There is one centre in the UK situated outside **9** _____ .

The Thorndale method has had success with people addicted to **10** _____ and **11** _____ .

Addicts take part in a **12** _____ of treatment.

In a one-hour treatment session, smokers cannot stop smoking even when they **13** _____ .

Smokers must keep smoking until they become **14** _____ .

Many patients find the course too difficult to finish and **15** _____ .

Those who manage to finish the course are **16** _____ to want to smoke again.

Alcoholics are allowed to become drunk under the watchful eyes of **17** _____ .

When they are later shown a video, most alcoholics feel **18** _____ .

Always read and listen to the instructions, which help to provide context.

Always read the information before and after each gap when it is located in the middle of a sentence.

You should write your answers for Part 2 very clearly on the answer sheet and use CAPITAL LETTERS.

Use the time you are given (at the start of each part of the listening paper) wisely to read carefully over the questions. In this part, it may be useful to underline or highlight key words or phrases in the sentences as you read through them. This will give you something to focus on while you listen. It will also give you cues to help you follow the recording as it is played and identify which question is being talked about. Remember not to spend too much time on any one question because this is likely to cause you to miss other answers, too. If you don't find an answer first time around, move on; and then listen again the second time the recording is played.

Remember that you bring a lot to the listening yourself - before the recording even starts to play. Once you hear the instructions for each part of the paper, you should immediately start to think about what kinds of information you expect to hear. This will encourage your mind to start thinking of related vocabulary and provide you with focus for what information to listen out for. Similarly, reading the questions and anticipating the subject matter will help you to tune in to (focus on) the task and perform better.

Part 3

(Test 1 example)

All of the extracts will be in some way related; for example, the speakers may be talking about similar experiences (i.e. plane travel), similar subjects (i.e. various sports) etc. Or the similarity may be of function; for example, the speakers may be apologising or asking for information.

If the statements are long, you may want to underline or highlight key words to improve your focus. Here this is probably unnecessary though.

There will always be more options than you need (6 answer options; 5 questions)

Paper 4 LISTENING PART 3

You will hear five different men talking about visits they have made to a hospital. For questions 19-23, choose from the list A-F the reasons why each attended the hospital on the occasion described. Use the letters only once. There is one extra letter which you do not need to use.

- A to have a medical check-up
- B to collect somebody
- C to deliver supplies
- D to visit a relative
- E to have an operation
- F to do maintenance work

- Speaker 1 19
- Speaker 2 20
- Speaker 3 21
- Speaker 4 22
- Speaker 5 23

When you read over the task at the beginning, think about what kind of information you would expect to hear. The recording will often not use the exact same words as the answer options, but may contain words of similar meaning or context clues based on related vocabulary.

For example, option E; while we might not hear the word 'operation' we might hear an associated word such as 'surgery' or 'theatre' (operating theatre), or a phrase such as 'under the knife' (in surgery).

If you are unsure about an answer, don't be too quick to 'use up' an option that might be right for another question as this will usually cause you to get at least one additional question wrong. Instead, write the letter to the right side of the answer box and wait until the second hearing before making up your mind completely.

It is particularly important to read through the questions in this part of the paper because you need to have a clear idea of what to listen for (focus on).

For Parts 1, 3 and 4, it is important not to let yourself get distracted by one or two words or phrases from the recording that appear in incorrect options. Always listen out for the 'whole message' before making your decision. If you are unsure of an answer after the first time the recording is played, then try to identify the stressed words - the words which carry the message - the second time around.

Part 4

(Test 1 example)

The instructions in your test booklet provide you with essential information about the text/conversation you are going to hear. For example, in the instructions below you can find out a) what the speakers' names are: *Wendy, Mrs Turner and Adrian* and b) the topic of the conversation: *they are discussing a film they've just seen*

Try to understand the key points of the conversation; e.g. *What do they disagree about?*

Paper 4 LISTENING PART 4

You will hear three people discussing a film they have just seen at the cinema (*Wendy, Mrs Turner and Adrian*). For questions 24-30, choose the best answer A, B or C.

Some questions require you to 'turn follow' or know which speaker is saying what. This can be more difficult than it sounds when two or three people speak in quick succession (e.g. here we have: Wendy, Mrs Turner and Adrian). If you are dealing with a two- or three-way conversation, always make a note of the accents or sounds of voice of the different speakers and their names at the beginning.

- 24 What did Wendy's mum think of the film?
 A. It was not her favourite film.
 B. She loved the film.
 C. She absolutely hated it.
- 25 Adrian mentions doing a course in order to show that
 A. he wants to change the subject.
 B. Mrs Turner is wrong about the dinosaurs.
 C. he knows what he is talking about.
- 26 Adrian feels that watching a film at home
 A. is always better than going to the cinema.
 B. is not something he wants to do again.
 C. has advantages and disadvantages.
- 27 When Adrian suggests that Wendy was frightened, she
 A. admits that she felt scared.
 B. denies that she felt scared.
 C. complains about the length of the film.
- 28 What do Wendy and her mum disagree about?
 A. whether or not the film was frightening
 B. whether or not Wendy covered her eyes
 C. whether or not the film is P.G. rated.
- 29 What is it suggested that they do now that the movie has ended?
 A. to go straight home
 B. to go for a drink
 C. to go for dinner
- 30 Adrian doesn't let Mrs Turner drive because
 A. he enjoys driving.
 B. she will drink alcohol.
 C. they could get in trouble.

Highlight the key words as you read through the questions in the time allowed at the start of the task.

The questions follow the order of what is heard on the recording and are presented so that they either rephrase, report or summarise the speakers' ideas.

You may be asked to listen for general opinion, attitude, main idea and specific information.

Look for cues so you know when to listen carefully.

Remember!

Always read the questions carefully in the time allowed at the beginning of each part.

Highlight any key words to help you focus on what to listen for.

Listen carefully to the recording each time it is played (all parts will be played twice).

Never leave an answer blank - even if you are guessing, you may be closer than you think.

FCE PAPER 5 - SPEAKING EXAM GUIDE

Speaking Section Format

The speaking test consists of four parts:

Part 1 Interlocutor and Candidate	Part 2 Candidate Alone
<ul style="list-style-type: none">• a conversation between the interlocutor and candidate• candidates must answer the interlocutor's questions with basic personal information• 3 minutes (about 1.5 per candidate)	<ul style="list-style-type: none">• 'long turn' for Candidate 1 (Candidate 1 speaks for 1 minute about a pair of photographs)• short response from Candidate 2 (20 seconds)• 'long turn' for Candidate 2 (Candidate 2 speaks for 1 minute about a pair of photographs)• short response from Candidate 1 (20 seconds)• candidates must describe and compare their two photographs and give an opinion
Part 3 Candidate and Candidate	Part 4 Interlocutor and Candidates
<ul style="list-style-type: none">• a conversation between the two candidates• candidates are given a number of options to discuss with written and visual aids• they must discuss all the options and reach a decision (on the best one(s), for example)• 3 minutes	<ul style="list-style-type: none">• a discussion on topics related to Part 3• candidates must express and explain their opinions, and agree or disagree with the opinions expressed by the other candidate and/or the interlocutor• 4 minutes

The Speaking Test lasts around **14 minutes** in total. In the event that there is an uneven number of candidates, the final group will be made up of three candidates and their test will last approximately 20 minutes.

General Advice

- There will be two examiners; an interlocutor and an assessor. You will only talk to one of the examiners during the test - the interlocutor. However, both of the examiners will grade your performance.
- Speak clearly and loud enough for both examiners to hear you.
- You will conduct the speaking test in a pair with one other candidate, unless there is an uneven number of students; then the last group will comprise three candidates.
- The interlocutor keeps to a scripted frame (has what to say written down for him). If you do not understand what he says, you may ask him to say it again. If you ask the examiner to repeat what he says, you will not lose any marks.
- Always listen carefully to the interlocutor's spoken instructions and read the questions above the pictures, so that you know exactly what you are being asked.
- When the other candidate is speaking, listen carefully, too, as you may have to speak in response to something they have said.
- If you get stuck and can't think of a word, paraphrase - don't stop and try to find the word you are looking for; say what you want to say using other words.

Part 1

The Interview

We call **Part 1** the interview because the interlocutor will ask you questions - interview you - about yourself. You will not have to speak to the other candidate, though you may if you wish.

The questions will centre around your work/study, leisure time and future plans. You may be asked about the sports you enjoy, for example, or your travel and holiday experiences...

It is important that you give adequate answers; that means no 'yes' or 'no' responses. Use the 'Who?', 'What?', 'When?', 'Where?', 'Why?', 'How?' method to help you give more complete answers that show off your English. For example, if the examiner asks you where you live, rather than simply saying; 'I live in London, England's capital city.' You could say; 'I live in an area of London called Streatham, with my family - my mum, dad and baby sister. We live in a fourth-floor flat. It's nice and cosy, but sometimes I wish it was a little less noisy outside - there's so much traffic on the road.' In other words, say as much as you can.

Practise talking about yourself as often as possible, but avoid going into the exam with a list of answers that you have memorised. The examiner will spot this and will adjust your score downward. One of the best ways to practise is by brainstorming - thinking of as many things as possible to say in response to a question, making some notes if necessary. But after you have thought of the ideas and made some notes, try to speak without the aid of your notes and without having memorised them. With practice, you will find yourself improving your ability to think on your feet and paraphrase, as well as your overall fluency.

Part 1

Example Part 1 Examiner's Script (3 minutes)

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

And your names are? Can I have your mark sheets, please?

Thank you.

First of all, I'd like to know something about you.

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

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

Likes and dislikes

- Do you prefer to spend time with your friends or family? (Why...?)
- Do you like making things with your hands? (What...?)
- What's your favourite food? (Why...?)
- Do you like going to parties? (Why...?)
- Tell me about a special day in your life that you really enjoyed?

Free Time

- Who do you spend your free time with?
- What sorts of things do you do together?
- Do you ever read books? (What kind...? Why...?)
- What is your favourite hobby? (Why...? How often...?)
- Have you got any plans for the weekend? (What...?)
- Where do you hang out with your friends? (Why...? What ... do...?)

Media and Entertainment

- How much T.V. do you watch each week?
- Tell me about a T.V. programme you've seen recently that you liked. (Why .. like...?)
- Do you often read the newspaper? (Why...?)
- Have you got a computer at home?
- Do you use computers a lot?
- What do you do when you are surfing the internet?
- What sorts of websites do you look at? (Why...?)

Education and Work

- Do you find it easy to study where you live? (Why...?)
- What do you like and dislike about your school/university? (Why...?)
- What would you like to do when you finish school/university? (Why...?)
- Do you prefer working on your own or with other people? (Why...?)
- What would your perfect job be? (Why?)

Holidays and Travel

- Which area of your country would you recommend to a tourist? (Why...?)
- What is the most interesting place you've ever visited? (What .. do...?)
- Have you ever had to speak English while on holiday? (When...? Where...?)
- Do you prefer beach holidays or holidays in the city? (Why...?)
- Where would you most like to go on holiday in the future? (Why...?)

Everyday Life

- What do you usually do in the evenings?
- Do you get a lot of homework every week?
- How much time do you spend studying each night?
- Describe your daily routine.
- Do you often eat fast food?
- Who does the cooking in your home?
- What time do you normally go to bed at?
- How do you get to school / university / work every day?
- How often do you exercise?

Part 2

Long Turn

This section is called the 'long turn' because you will have to speak about two photographs for one minute without interruption. You will have to compare the photographs and then make a further comment on them.

The interlocutor will tell you what you need to do, but there will also be a written prompt, in the form of a direct question, above the photographs. Pay attention to this; it is very important to remember not just to compare the photographs, but to also answer the question.

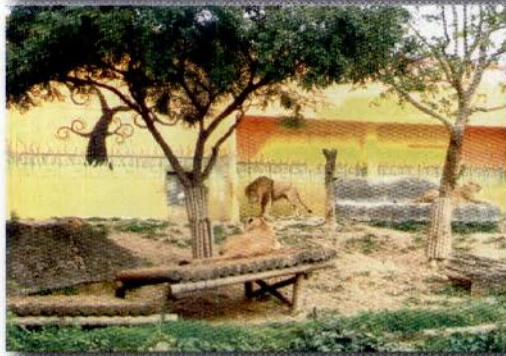
Once your turn has finished, you should continue to listen carefully to your partner's turn because the examiner will ask you to comment briefly on something related to their photographs and what they have discussed.

Example Part 2

1 Animals in different environments

2 People celebrating (4 minutes)

How are the animals feeling?



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

(Candidate A). It's your turn first. Here are your photographs. They show animals in different environments.

Place Part 2 Booklet, open at Task 1, in front of Candidate A.

I'd like you to compare the photographs, and say how you think the animals in each one might be feeling and why.

All right?

(Candidate B). Which of the two places would you prefer to be - horse riding in the countryside or at the zoo - and why?

What are they celebrating?



Interlocutor: Now, (Candidate B), here are your photographs. They show people celebrating different things.

Place Part 2 Booklet, open at Task 2, in front of Candidate B.

I'd like you to compare the photographs, and say what you think the people are celebrating.

All right?

(Candidate B). What would you do to celebrate graduating from university?

Part 3

Collaborative Task

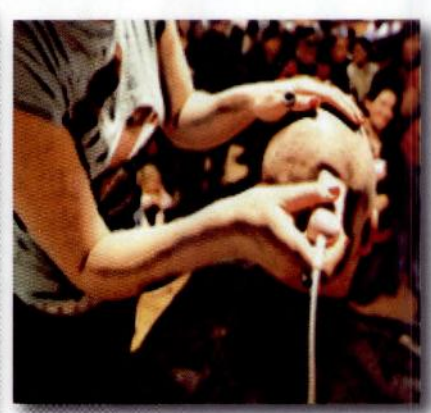
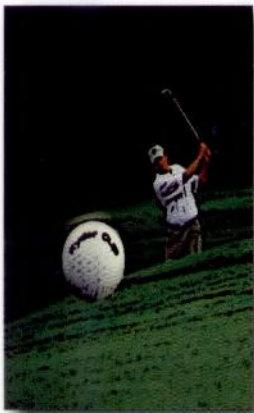
This part is called the 'collaborative task' because the two candidates have to work together and have a discussion about a number of options, represented by photos or images, that the interlocutor presents to them.

The interlocutor will tell you what you need to do, but there will also be written prompts, in the form of questions, above the photographs or images you will have to discuss. You should talk together about each photo/image and then come to a decision. You will not be penalised for failing to reach agreement on a decision so long as you have discussed all of the options well.

Example Part 3

How successful might these charity events be?
Which two would raise the most money?

(3 minutes)



Interlocutor: Now, I'd like you to talk about something together for 3 minutes.

I'd like you to imagine that a local children's charity wants to raise money. Here are some of the fundraising suggestions under consideration.

Place Part 3 Booklet in front of the candidates.

First, talk to each other about how successful these suggestions might be. Then decide which two would raise the most money.

All right?

Part 4

Discussion

The interlocutor asks questions which broaden the discussion of the topics introduced in Part 3. Whereas Part 1 questions mainly just ask for information, Part 3 questions require you to evaluate something.

Give as full an answer as possible to each question. Keep words like 'Why?', 'How?', 'When?' and 'Where?' in your head to help you think of your response. For example, if the interlocutor asked: 'Have you ever done any work for charity?', the candidate could respond by saying:

'Yes. I did some work for a cancer charity (who) last summer (when). My friends and I organised a bag-packing event (what) at our local supermarket (where). I wanted to help raise money for the charity because my grandmother had cancer a few years ago (why). Luckily, she made a full recovery, but ever since I've wanted to help other cancer sufferers.'

Example Part 4 (4 minutes)

Interlocutor:

Select any of the following questions.

Which of these fundraising activities would you most enjoy taking part in and why?

Can you think of any other ways to raise money for charity?

Which of these events would be most suitable for young people in their 20s? Why?

Some people say we shouldn't go out asking for money for charity in public - it's rude. What do you think?

Tell me some charities you would support and why.

Do you think rich people should be more generous in supporting charity than poor people? Why?

Thank you. That is the end of the test.

Part 2

Practise talking for as long as you can about selected topics.

Time your practice to get an idea of how long a minute of speaking uninterrupted is.

You don't have to give hugely detailed descriptions of the pictures; focus on comparing the pictures and giving your reaction to them.

Become as familiar as possible with the language of comparison and contrast.

Part 3

Familiarise yourself with ways to move a discussion forward i.e. 'Shall we move on to this one?'...

Show the examiner that you are capable of responding directly to what your partner says; agree / disagree with him, give your own opinion and justify yourself.

Understand how to manage a discussion - be alert to the importance of turn-taking.

Remain polite at all times and make a positive contribution to the discussion.

Part 4

Always give as full an answer as possible.

Remember there are no right answers to any questions, so you only get judged on your use of language, not your opinions themselves.

If you honestly do not know much about a particular question, you will not lose marks by being honest with the examiner and telling him/her so; however, always show off your English as much as possible when you have got something to say.

Stock Phrases

Turn-Taking (to begin)

Shall I begin?
May I start?
Would you like to start?

Turn-taking (to change turn)

What do you think?
Would you like to add something?
Wouldn't you agree?

Expressing your opinion

As far as I'm concerned...
The way I see it...
As far as I can see...
To my way of thinking...
To my mind...
If you ask me...
I strongly believe...

Agreeing

I see where you are coming from.
I see what you're saying.
I see what you mean.
I couldn't agree more.
I totally agree.
Absolutely.

Moving the discussion forward

Shall we move on to... ?
And what about... ?
Let's move on to... ?
Let's consider...
Why don't we look at... ?
How about... ?
Let's take a look at...

Inviting a general opinion

What's your take?
What do you think?
How do you see it?

Inviting agreement

Don't you think?
Wouldn't you agree?
Wouldn't you say?

Politely Disagreeing

I take your point, but...
I hear what you are saying, but...
I see where you are coming from, but...
I don't really agree with what you're saying because...

Reaching a decision

Shall we agree on... ?
Then we're agreed;...
Can we agree on... ?
Are we both agreed on... ?
So shall we say... ?
Let's decide on...
Why don't we go with... (an option)?

Contrasting pictures / images

In Picture 1 we see ... whereas in Picture 2...
Picture 1 shows ... while in Picture 2 there is/are...
In Picture 1 there is/are... However, Picture 2 shows...
There is/are ... in Picture 1, while/whereas/but in Picture 2 there is/are...
In Picture 1 I can see... . In contrast, Picture 2 shows...
In the first picture ... can be seen, while the second picture shows...

Explaining (justifying) yourself

The reason I say that is because...
Let me explain;...
I think that because...
I am of this opinion because...
The reason I think that is...
I came to that conclusion because...

Finding similarities between pictures / images

In both pictures we can see...
Both pictures show...
There is/are ... in both pictures.
Picture 1 shows ... and in Picture 2 we can also see...
... can be seen in both pictures.
Both pictures have something in common; they show...
The pictures are similar in that they both show...
In Picture 1 there is/are... Similarly, Picture 2 shows...

Parts of a picture/image



In the top-left corner of the picture I can see...	Centre-top of the picture I can see...	In the top-right corner of the picture I can see...
Centre-left of the picture I can see...	In the centre of the picture I can see...	Centre-right of the picture I can see...
In the bottom-left corner of the picture I can see...	Centre-bottom of the picture I can see...	In the bottom-right corner of the picture I can see...

Successful FCE Practice Tests

**Reading - Writing
Use of English - Listening**

Test 1

Reading

Paper 1 Reading PART 1

You are going to read an extract from a novel. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

3

"Come along, young fellow," shouted Mr. Watson. "I'll show you the school room."

He swept out of the drawing-room with giant strides, and Philip hurriedly limped behind him. He was taken into a long, bare room with two tables that ran along its whole length; on each side of them were wooden forms.

"Nobody much here yet," said Mr. Watson. "I'll just show you the playground, and then I'll leave you to shift for yourself."

Mr. Watson led the way. Philip found himself in a large playground with high brick walls on three sides of it. On the fourth was an iron railing through which you saw a vast lawn and beyond this some of the buildings of King's School. One small boy was wandering disconsolately, kicking up the gravel as he walked.

"Hulloa, Venning," shouted Mr. Watson. "When did you turn up?"

The small boy came forward and shook hands.

"Here's a new boy. He's older and bigger than you, so don't you bully him."

The headmaster glared amicably at the two children, filling them with fear by the roar of his voice, and then with a guffaw left them.

"What's your name?"

"Carey."

"What's your father?"

"He's dead."

"Oh! Does your mother wash?"

"My mother's dead, too."

Philip thought this answer would cause the boy a certain awkwardness, but Venning was not to be turned from his facetiousness for so little.

"Well, did she wash?" he went on.

"Yes," said Philip indignantly.

"She was a washerwoman then?"

"No, she wasn't."

"Then she didn't wash."

The little boy crowed with delight at the success of his dialectic. Then he caught sight of Philip's feet.

"What's the matter with your foot?"

Philip instinctively tried to withdraw it from sight. He hid it behind the one which was whole.

"I've got a club-foot," he answered.

"How did you get it?"

"I've always had it."

"Let's have a look."

"No."

"Don't then."

The little boy accompanied the words with a sharp kick on Philip's shin, which Philip did not expect and thus could not guard against. The pain was so great that it made him gasp, but greater than the pain was the surprise. He did not know why Venning kicked him. He had not the presence of mind to give him a black eye. Besides, the boy was smaller than he, and he had read in *The Boy's Own* paper that it was a mean thing to hit anyone smaller than yourself. While Philip was nursing his shin a third boy appeared, and his tormentor left him. In a little while he noticed that the pair were talking about him, and he felt they were looking at his feet. He grew hot and uncomfortable.

But others arrived, a dozen together, and then more, and they began to talk about their doings during the holidays, where they had been, and what wonderful cricket they had played. A few new boys appeared, and with these presently Philip found himself talking. He was shy and nervous. He was anxious to make himself pleasant, but he could not think of anything to say. He was asked a great many questions and answered them all quite willingly. One boy asked him whether he could play cricket.

"No," answered Philip. "I've got a club-foot."

The boy looked down quickly and reddened. Philip saw that he felt he had asked an unseemly question. He was too shy to apologise and looked at Philip awkwardly.

22

1. What does 'strides' mean in line 3, column 1?
 - A. brooms
 - B. leaps
 - C. steps
 - D. yells

2. When Philip is shown around the school, it is
 - A. mostly empty.
 - B. bright and cheerful.
 - C. small and cramped.
 - D. full of noise and activity.

3. Why were the children afraid of Mr. Watson?
 - A. He was very loud.
 - B. He was angry with them.
 - C. He was unkind to them.
 - D. He was very big and powerful.

4. Venning's behaviour towards Philip could be described as
 - A. sympathetic.
 - B. extremely hostile.
 - C. teasing.
 - D. uninterested.

5. What does 'his tormentor' in line 22 column 2 refer to?
 - A. Phillip's club foot
 - B. the boy called Venning
 - C. the third boy to arrive
 - D. the pain in Phillip's shin

6. Why does Philip become hot and uncomfortable when the boys talked about his foot?
 - A. It was summertime.
 - B. He had been beaten.
 - C. He was embarrassed.
 - D. He felt left out.

7. Philip feels nervous with the boys because
 - A. he was afraid of being beaten.
 - B. he wanted to keep his club foot secret.
 - C. they ignored him completely.
 - D. he wanted to make a good impression.

8. How do the boys who interact with Philip directly react to his club foot?
 - A. They pay it little attention.
 - B. They are curious or embarrassed.
 - C. They are polite and sympathetic.
 - D. They are disgusted by it.

Paper 1 Reading PART 2

You are going to read a magazine article about one person's experiences learning to skydive. Seven sentences have been removed from the article. From the sentences A - H, choose the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

The Skydiving Experience

The thrill of skydiving is beyond any possible description. Falling at 120 mph with the wind screaming past your body is an unbelievable experience of total freedom. The sport is not without an element of danger; indeed, it is this fear that makes it so addictive. Yet there are relatively few serious injuries in this activity because of the tight regulations and safety requirements mandated for skydiving and parachuting organisations.

I still recall my first jump from 2,500 feet using what is called a static line. **9** The static line system is often used for those new to the sport. It is a means of helping them to deal with the sensation of falling, while ensuring that they will not actually hit anything.

10 Still, there seems to be a little slice of missing time from the point where I let go of the aircraft to the parachute canopy actually opening. Pure terror sometimes does that! It was a moment where time ceased to exist, not quite a total blackout but still quite strange. Two days of training on the ground, the ceaseless drill of counting out "one thousand, two thousand, three thousand" and about all I seem to recall when I let go is something like "aaaaahhhhhh". **11**

The first real free fall commenced at about the fifth jump. This simply involved letting go of the aircraft and immediately deploying the canopy. **12** Starting from three seconds (let go and pull the ripcord) to five seconds (let go, count to three then pull the ripcord) increasing to seven seconds and so on. Once I made it to ten seconds and beyond, it became important to use an altimeter.

Free fall became really interesting at the 15-second mark because that is when the real training started. Turning, tumbling and rocketing forward by using different body positions put a completely new challenge before me. I learned it was possible to put my body in a position where forward ground speed was around 80 mph with an increase of downward velocity close to 200 mph - the ears tend to get a little warm! It is also quite important to flare out, slow and adopt a more stable position before deploying the canopy. Doing so at really high velocity really hurts, and I suspect everyone does this at least once. It is quite a lot of stress on your body when pulling up from 120 mph to 10 mph in about two or three seconds. **13**

One of my most fearful experiences occurred when I made a complete mess of trying to do a reverse tumble and became wildly unstable. Nothing I did seemed to correct the spinning and rolling, I was still at 5,000 feet and in desperation I deployed the canopy. **14** The bag wrapped around one of my legs. Luckily, by this time I had enough free fall experience to have the presence of mind to see what was happening and it was not too difficult to reach down and disentangle the risers. I also knew there was plenty of time to correct the problem because I was far higher than the standard 2,500 deployment altitude. It turned out fine in the end.

I would say one of my most memorable free falling experiences was above the Mornington Peninsula in Victoria, Australia. **15** From this altitude, I did some nice slow turns and drank in the scenery of Port Phillip Bay, out to sea, across the length of the peninsula to the city of Melbourne, all in an orange-red glow of the most amazing sunset I can ever remember. It was incredible.

- A. There are few other ways to experience the total and utter freedom of flight.
- B. This is a strong nylon tape that is attached to the aircraft on one end, and to the release pin of the jumper's canopy on the other.
- C. I think my ears are still ringing from that mistake.
- D. Altitudes increased gradually, as did time in free-fall.
- E. After a second and many subsequent jumps, this sensation soon faded to a dim recollection as I became accustomed to falling.
- F. It was a 40 second fall from 14,000 feet, right at sunset.
- G. What happened next was not good at all.
- H. My first experience is still very sharp in my memory.

Writing

Paper 2 WRITING PART 1

You **must** answer this question. Write your answer in 120-150 words in an appropriate style.

1. You have received an e-mail from your English friend Ian. Read Ian's email and the notes you have made. Then write an **email** to Ian using **all your notes**.

email

From: Ian Brown

Sent: 23 October

Subject: problem

Hi! How are things with you? I'm not so good, actually. It's nothing serious, but I'm having a bit of a problem with my flatmate. I need your advice!

sorry to hear that

I hope I can help....

My flatmate's name is Ben, and he just finished his studies and he is looking for a job but, so far, can't find anything. So, he has no money, and I think he is quite stressed and unhappy. The problem is, that he does nothing to help with the flat. I'm buying all the food, and cleaning products, and doing all the cleaning and chores!

I understand if he is broke and I don't mind buying things, but he is home all day and I'm really busy with my studies. I think he should be doing his share of the chores! Am I being unreasonable? I feel really angry. How can I get him to help out?

Your friend,

make a suggestion.....

No, you're right!
Tell him why.....

Ian

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Paper 2 WRITING PART 2

Write an answer to *one* of the questions 2-4 in this part. Write your answer in 120-180 words in an appropriate style.

2. Your favourite music magazine has advertised a contest for readers to write a **review** of a concert they have seen recently.

**"Soundcheck Magazine" is seeking reviews
from readers!**

Have you seen a great concert recently?
Have you seen a terrible one? We want to know!

Write the best review and win a trip to see your
favourite band perform!

Write your **review**.

3. The principal of your school is going to hire a new teacher to teach an elective class. He wants to be sure to offer a class that students will be interested in, so he has asked you to write a **report** explaining which subjects students would be most interested in learning and which would be most useful for them, and making a recommendation about what new class should be offered.

Write your **report**.

4. In one of your classes, you have been discussing how to keep healthy. Your teacher has asked you to write an **essay** on your opinion about vegetarian diets.
Say whether or not you think a vegetarian diet is healthy and support your opinion.

Write your **essay**.

Use of English

Paper 3 Use of English PART 1

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

Example

0. A. or B. and C. in D. nor

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

Royal Residences

Buckingham Palace, Windsor Castle (0) the Palace of Holyroodhouse are the official (1) of the Sovereign and, as such, serve as both home and office for the Queen, whose personal flag flies (2) her Majesty is in residence.

These buildings are used extensively for State ceremonies and official entertaining and are opened to the (3) as much as these commitments allow. They are furnished with fine pictures and (4) of art from the Royal Collection, assembled over four centuries by successive sovereigns. Many of the State Apartments and rooms at the official residences have been in continuous use since their conception and many of the paintings are (5) in the rooms for which they were originally (6)

The official residences are in (7) use and the style and manner in which they are (8) to visitors reflects their working status. Rooms are kept as close to their normal (9) as possible. Inevitably, opening times are subject to change at short notice depending on circumstances.

The Royal Collection, which is (10) by the Queen as Sovereign in trust for her successors and the Nation, is administered by the Royal Collection Trust to which a proportion of admission fee and other (11) from visitors is directed.

The remainder of this money funds the majority of the cost of restoring Windsor Castle which was badly (12) by fire in November 1992.

- | | | | |
|------------------|---------------|----------------|---------------|
| 1. A. venues | B. residences | C. situations | D. occupation |
| 2. A. whatever | B. however | C. whoever | D. whenever |
| 3. A. humans | B. public | C. peoples | D. strangers |
| 4. A. paintings | B. statues | C. works | D. jobs |
| 5. A. created | B. explored | C. produced | D. displayed |
| 6. A. instructed | B. intended | C. performed | D. guarded |
| 7. A. local | B. national | C. regular | D. minor |
| 8. A. designed | B. shown | C. given | D. taken |
| 9. A. feature | B. location | C. destination | D. appearance |
| 10. A. owned | B. belonged | C. borrowed | D. sold |
| 11. A. salary | B. budget | C. income | D. wages |
| 12. A. destroyed | B. ruined | C. damaged | D. collapsed |

Paper 3 Use of English PART 2

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)

Example:

0	most
---	------

Inspiration

I have had what, I think, is the (0) **most** extraordinary day of my life. While the events are (13) clear in my mind, I wish to write them down. Let me introduce (14)

My name is Lawrence Terrel. I am thirty-five years old, and in perfect health. I have never been ill in my life, not (15) for a day. I am an artist. I am (16) very successful, but I earn enough money to (17) care of my needs. My only near relative, a sister, (18) three years ago. So I have no family.

I ate breakfast this morning at eight. After I (19) read the morning paper, I smoked my pipe and let my mind wander. I hoped I would think of (20) to draw. The room was very hot, even (21) the door and window were open. I had decided to go to the public swimming (22) when an idea for a drawing (23) to me.

I began to (24) I was so interested in my work that I forgot to eat lunch. I did not stop until the clock struck five. I looked at what I had done. For a hurried picture, I felt it was the best thing I had ever drawn.

Paper 3 Use of English PART 3

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).

Example:

0	entertainment
---	---------------

People in the world of (0) **entertainment** have to be very (25) in the way that they dress. It's an (26) fact that image is more than just a case of (27) for a celebrity. How they present themselves is all part of their (28) personality. It would be (29) though to think that somebody can be a successful celebrity just because of the clothes they wear. They don't (30) have to wear (31) clothing but they do need to be talented and (32) and they also need to have an (33) of their fans who make them successful. They also need to be (34) so that they can cope with all the public attention.

- ENTERTAIN/OBSERVE
- REFUTE
- DECORATE
- ARTIST
- FOOL
- NECESSARY
- ALTER
- COMMUNICATE
- APPRECIATE
- ADAPT

Paper 3 Use of English PART 4

For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete each sentence. You must use between **two** and **five** words. Do not change the word given. There is an example at the beginning (0).

Example:

0 They think the owner of the house is in France. **thought**
 The owner of the house in France.

The gap can be filled by the words "is thought to be" so you write: **0 is thought to be**

35. My parents last spoke to me a month ago. **heard**
 I my parents for a month.

36. All the students had a lot of respect for their teacher. **looked**
 All the students their teacher.

37. Tom thought we might get hungry so he took some sandwiches with him. **case**
 Tom took some sandwiches with him hungry.

38. Linda didn't feel like eating. **mood**
 Linda wasn't eat.

39. My brother was treated unfairly by his teachers. **deserve**
 My brother treated that way by his teachers.

40. He couldn't buy the car he wanted because he didn't have enough money. **too**
 The car he wanted was buy.

41. My parents' house is as big as mine. **same**
 My parents' house mine.

42. We all agreed with my father's proposal apart from Joy. **exception**
 With we all agreed with my father's proposal.

Listening

Paper 4 LISTENING PART 1

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

1. You are in a shop when you overhear this man answering the telephone.
The caller wants to buy
 - A. a book about playing a guitar
 - B. a book about guitar music
 - C. a cassette of guitar music
2. You are listening to the radio when you hear this man speaking.
He is speaking about
 - A. history
 - B. shipbuilding
 - C. politics
3. You are sitting in a cafe when you hear this woman speaking.
She is telling her friend about
 - A. the weather
 - B. buying a new coat
 - C. new windows
4. Listen to this woman introducing a college lecture.
The visiting lecturer
 - A. has recently changed career
 - B. has made a new discovery
 - C. was late for the lecture
5. You are sitting in a pub when you overhear this exchange.
The woman wants the man to
 - A. go to the bar
 - B. get her a drink
 - C. replace her glass.
6. You are staying in the home of a British family.
You hear the mother answering the phone.
The caller wants to take her daughter
 - A. to the cinema
 - B. to a party
 - C. to a restaurant
7. Listen to a policeman being interviewed on the evening television news.
He is describing
 - A. a car crash
 - B. a bomb explosion
 - C. a serious fire
8. You overhear this exchange in a major London railway station.
The cause of the delay is
 - A. snow
 - B. flooding
 - C. an accident

Paper 4 LISTENING PART 2

You will hear part of a radio talk about an institution that helps addicts. For questions 9-18, complete the notes below which summarise what the speaker says.

There is one centre in the UK situated outside **9** .

The Thorndale method has had success with people addicted to **10** and **11** .

Addicts take part in a **12** of treatment.

In a one-hour treatment session, smokers cannot stop smoking even when they **13** .

Smokers must keep smoking until they become **14** .

Many patients find the course too difficult to finish and **15** .

Those who manage to finish the course are **16** to want to smoke again.

Alcoholics are allowed to become drunk under the watchful eyes of **17** .

When they are later shown a video, most alcoholics feel **18** .

Paper 4 LISTENING PART 3

You will hear five different men talking about visits they have made to a hospital. For questions 19-23, choose from the list A-F the reasons why each attended the hospital on the occasion described. Use the letters only once. There is one extra letter which you do not need to use.

- A to have a medical check-up
- B to collect somebody
- C to deliver supplies
- D to visit a relative
- E to have an operation
- F to do maintenance work

- Speaker 1 **19**
- Speaker 2 **20**
- Speaker 3 **21**
- Speaker 4 **22**
- Speaker 5 **23**

Paper 4 LISTENING PART 4

You will hear three people discussing a film they have just seen at the cinema (Wendy, Mrs Turner and Adrian). For questions 24-30, choose the best answer A, B or C.

- 24** What did Wendy's mum think of the film?
A. It was not her favourite film.
B. She loved the film.
C. She absolutely hated it.
- 25** Adrian mentions doing a course in order to show that
A. he wants to change the subject.
B. Mrs Turner is wrong about the dinosaurs.
C. he knows what he is talking about.
- 26** Adrian feels that watching a film at home
A. is always better than going to the cinema.
B. is not something he wants to do again.
C. has advantages and disadvantages.
- 27** When Adrian suggests that Wendy was frightened, she
A. admits that she felt scared.
B. denies that she felt scared.
C. complains about the length of the film.
- 28** What do Wendy and her mum disagree about?
A. whether or not the film was frightening
B. whether or not Wendy covered her eyes
C. whether or not the film is P.G. rated.
- 29** What is it suggested that they do now that the movie has ended?
A. to go straight home
B. to go for a drink
C. to go for dinner
- 30** Adrian doesn't let Mrs Turner drive because
A. he enjoys driving.
B. she will drink alcohol.
C. they could get in trouble.

Test 2

Reading

Paper 1 Reading PART 1

You are going to read an extract from a science fiction novel called "1984". For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

'How is the Dictionary getting on?' said Winston, raising his voice to overcome the noise.

'Slowly,' said Syme. 'I'm on the adjectives. It's fascinating.'

He had brightened up immediately at the mention of Newspeak. He pushed his bowl aside, took up his hunk of bread in one delicate hand and his cheese in the other, and leaned across the table so as to be able to speak without shouting.

'The Eleventh Edition is the definitive edition,' he said. 'We're getting the language into its final shape - the shape it's going to have when nobody speaks anything else. When we've finished with it, people like you will have to learn it all over again. You think, I dare say, that our chief job is inventing new words. But not a bit of it! We're destroying words - scores of them, hundreds of them, every day. We're cutting the language down to the bone. The Eleventh Edition won't contain a single word that will become obsolete before the year 2050.'

He bit hungrily into his bread and swallowed a couple of mouthfuls, then continued speaking, with a sort of pedant's passion. His thin dark face had become animated, his eyes had lost their mocking expression and grown almost dreamy.

'It's a beautiful thing, the destruction of words. Of course the great wastage is in the verbs and adjectives, but there are hundreds of nouns that can be got rid of as well. It isn't only the synonyms; there are also the antonyms. After all, what justification is there for a word which is simply the opposite of some other word? A word contains its opposite in itself. Take "good", for instance. If you have a word like "good", what need is there for a word like "bad"? "Ungood" will do just as well - better, because it's an exact opposite, which the other is not. Or again, if you want a stronger version of "good", what sense is there in having a whole string of vague useless words like "excellent" and "splendid" and all the rest of them? "Plusgood" covers the meaning, or "double-plusgood" if you want something stronger still. Of course we use those forms already. But in the final version of Newspeak there'll be nothing else. In the end the whole notion of goodness and badness will

be covered by only six words - in reality, only one word. Don't you see the beauty of that, Winston? It was B.B.'s idea originally, of course,' he added as an afterthought.

A sort of vapid eagerness flitted across Winston's face at the mention of Big Brother. Nevertheless Syme immediately detected a certain lack of enthusiasm.

'You haven't a real appreciation of Newspeak, Winston,' he said almost sadly. 'Even when you write it you're still thinking in Oldspeak. I've read some of those pieces that you write in "The Times" occasionally. They're good enough, but they're translations. In your heart you'd prefer to stick to Oldspeak, with all its vagueness and its useless shades of meaning. You don't grasp the beauty of the destruction of words. Do you know that Newspeak is the only language in the world whose vocabulary gets smaller every year?'

Winston did know that, of course. He smiled, sympathetically he hoped, not trusting himself to speak. Syme bit off another fragment of the dark-coloured bread, chewed it briefly, and went on:

'Don't you see that the whole aim of Newspeak is to narrow the range of thought? In the end we shall make thought crime literally impossible because there will be no words in which to express it. Every concept that can ever be needed, will be expressed by exactly one word, with its meaning rigidly defined and all its subsidiary meanings rubbed out and forgotten. Already, in the Eleventh Edition, we're not far from that point. But the process will still be continuing long after you and I are dead. Every year fewer and fewer words, and the range of consciousness always a little smaller. Even now, of course, there's no reason or excuse for committing thought-crime. It's merely a question of self-discipline, reality-control. But in the end there won't be any need even for that. The Revolution will be complete when the language is perfect. Newspeak is Ingsoc and Ingsoc is Newspeak,' he added with a sort of mystical satisfaction. 'Has it ever occurred to you, Winston, that by the year 2050, at the very latest, not a single human being will be alive who could understand such a conversation as we are having now?'

1. Winston and Syme are
 - A. in a cafeteria.
 - B. at a party.
 - C. at school.
 - D. in an office.

2. Syme likes
 - A. the food.
 - B. hearing Winston's opinions.
 - C. talking about his work.
 - D. to shout.

3. Syme's work with the dictionary involves
 - A. inventing new words.
 - B. eliminating words.
 - C. explaining a theory.
 - D. teaching people to think.

4. What kind of words are being the most greatly reduced?
 - A. adjectives
 - B. verbs and adjectives
 - C. nouns
 - D. everything except antonyms

5. What does the author show in paragraph 7 at the top of column 2?
 - A. Winston tries to seem appreciative but is not really.
 - B. Winston has great enthusiasm for Newspeak.
 - C. Syme doubts Winston but this is unjustified.
 - D. Winston does not believe a word that Syme has said.

6. What can be gathered about Winston's attitude towards Newspeak?
 - A. He finds it exciting.
 - B. He studies it eagerly.
 - C. He is outspokenly against it.
 - D. He accepts it unhappily.

7. Which of the following best describes Newspeak?
 - A. It is a historical language being reconstructed.
 - B. It is a highly simplified language designed to prevent thought.
 - C. It was invented to help citizens escape an oppressive government.
 - D. It is a new language that is incredibly difficult to learn.

8. What kind of future does Syme imagine?
 - A. Everyone will be better educated.
 - B. People will be safe because there will be no violent crime.
 - C. People will not have enough language to think at all.
 - D. People will communicate better and more effectively.

Paper 1 Reading PART 2

You are going to read a magazine article about a volcano in New Zealand, now a nature reserve, and the experience of the native people in the past when it erupted. Seven sentences have been removed from the article. From the sentences A - H, choose the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

Rangitoto

By Alastair Jamieson

Off-track the ground is menacing. Lava, like angry waves frozen in mid-chop only moments ago, claws at the soles of my boots and threatens to shred my knees if I place a foot wrong. The surface is so uneven that progress is extraordinarily difficult. Occasional smooth stone channels course like petrified streams through the rougher ground, their solid surfaces a welcome pathway amid teetering plates of broken lava and treacherous bouldery rubble. Out of the shade of the dense thickets of bush, it's as hot as a furnace. All that black rock absorbs and radiates enough heat to melt Antarctica. It's as hostile a spot as you could find anywhere in New Zealand, yet when I turn around, there is downtown Auckland in plain view just a few kilometers away.

9 Its symmetrical cone is a relaxed cousin of those higher and steeper volcanoes Taranaki and Ngauruhoe but Rangitoto is a truly astonishing wilderness right on the doorstep of the city. Landing on the island, the graceful sweeping curves seen from a distance quickly give way to a magnificent mosaic of the tortuous lava I've been scrambling through and scrubby, impenetrable pohutukawa forest.

Of course, it was not always like this. **10** However, the emergence of the youngest and largest of the fifty-odd volcanoes in Auckland's volcanic field, was witnessed by Maori living on adjacent Motutapu Island.

11 Soon afterwards there would have been a thundering roar. The vibration of the sandy ground beneath them would surely have jolted them from their homes. **12** A wind shift and the familiar smells of the camp—wood smoke, the sea, and even the penetrating stench of shark flesh drying on frames—were soon overpowered by the pungent, suffocating odour of sulphur dioxide.

Running across the beach and dragging boats into the sea, shoals of dead fish bumped against their legs as they waded into the cold shallows. **13** Looking behind them, the cataclysm was becoming clearer in the first light of day. Black clouds were blasting out from the base of a roiling column of steam, flying boulders were arcing white streamers through the sky and splashing into the sea.

14 The footprints of a small group of adults and children were found sandwiched between layers of Rangitoto ash. Markings show where the ground was prodded with sticks and that one of the dogs with the group paused to drink from a puddle. **15** Whether these people were foolhardy or brave, lured by curiosity, or a desire to retrieve their treasured possessions, we'll never know.

- A. The persistent yelping of dogs might first have awoken them.
- B. The familiar form of Rangitoto did not exist for generations of Maori who first inhabited the surrounding lands.
- C. The low black cliffs of Rangitoto are just 1500 m away, the centre of the eruption only 3 km further.
- D. The impressions were so well preserved that the next blanket of ash must have spewed from Rangitoto soon after they were made.
- E. Paddling hard towards safety, the first wet ash began to fall, sticky and abrasive.
- F. Outside, the familiar stars above and the scatter of bright campfires along the shore to the west was hidden by a pall of steam, strobed by lightning and lit by a ferocious fiery glow from beneath.
- G. No landform is more familiar to Aucklanders than Rangitoto Island and yet how many of them ever go there?
- H. Proof exists that in the weeks or months following the onset of the eruption, people came back to their campsite on Motutapu Island.

Paper 1 Reading PART 3

You are going to read five different people's opinions about time travel.
For questions 16 – 30, choose from the people (A – E). The people may be chosen more than once.

Which person(s):

thinks it is best to appreciate the present?

would make a different relationship decision?

would try to help a family member?

offers contemporary travel advice?

prefers to stay in his/her own time?

is probably at least 50 years old?

is probably less than 30 years old?

is interested in history?

would attempt to use time travel to prevent death?

is put off by old-fashioned clothes?

thinks of impressing others?

would make an investment?

would not expect time travellers in general
to receive a friendly welcome?

Time Travel

CHARLIE **A**

I'd travel back to the year I was born, and live my life again, but only if I could know then what I know now! I'd love to see my parents and grandparents again. I'd persuade my dad to stop smoking, so that he wouldn't die so young. On the other hand, in the present, I have two wonderful grown-up children and two precious grandchildren. Perhaps the answer is to make the best of the present and stop hankering after the past. If I could visit other times just for a day, I'd love to meet my parents as children, and go into the future to meet the great-great grandchildren I'll not live to see!

Chloe **B**

I would not exchange today for any previous era. I have studied a lot of history and whilst I would be interested in certain eras there would be difficulties. For example, Tudor times - interesting, but as a Catholic I might have had my head chopped off; Eighteenth and Nineteenth Centuries - exciting, but too many petticoats to wear, never mind about corsets. Then there is the lack of education and opportunity for women to consider, and the lack of medical knowledge. No, today is the best time to live. Having said that, I would not mind the opportunity to take tea with Miss Austen - she would have been enormous fun.

Emily **C**

Go back in time? Who'd want that? I mean, as soon as some people spotted you, you'd be the odd one out. And if you went back in time with all that futuristic equipment on and, for example, the alarm clock on your watch went off, you would be denounced as a devil; tortured, quartered and drawn, and then burnt at the stake! Travel to the future and you'd be a museum artifact! You'd be seen as some sort of primitive beast! I'm fine where I am at the moment, thank you. Also, to those of you intending to prevent the election/birth of various politicians, it won't work; if you succeeded, then you would have no incentive to do so, and thus wouldn't have gone. That's the paradox.

Jack **D**

I have always dreamed of being a sailor in the merchant navy between 1920 and 1940. At that time, travelling to foreign ports like Yokohama, Saigon, Rangoon, Surabaya and such would have been the same as space travel is today. Imagine coming home after a long voyage, and telling the people in the pub all about your travels! You'd have such stories to tell! I have seen the majority of the world's cities now, and most look exactly the same as each other. If you want to travel somewhere that is still unique today, without the time machine, see Asia but steer clear of package tours. And hurry; do it now before it all becomes McDonaldised.

Liam **E**

I'd go back maybe about five years and try to do a better job this time. I would never have ended the relationship with the love of my life. I wish I could've known better, and understood then what I understand now. I would also stay at college. I'd register 250 of the best internet domains possible, so by now I'd be a billionaire without having done a thing. But I wouldn't be selfish; I would change the world for the better with the money. Money can save lives and do unbelievable things in the right hands. Plus, I would have the girl! Oh well, back to reality.

Writing

Paper 2 WRITING PART 1

You **must** answer this question. Write your answer in 120-150 words in an appropriate style.

1. Your English speaking friend Mark has sent you an e-mail to arrange a trip you will take next weekend. He has enclosed a ferry schedule. Carefully read his email, the schedule, and the notes you have made. Then write an **email** to Mark using **all** your notes.

email

From: Mark

Sent: 10th September

Subject: travelling plans

Hello, how are you? I'm well, and I'm looking forward to our trip this weekend.

← Tell Mark

The reason I'm emailing is to find out which ferries you think we should catch because I think it would be a good idea to make reservations. I'd be glad to do this once I know what suits you.

← I agree.....

I can't go Saturday morning because I have to look after my little sister, but I can go anytime after 1pm. And I don't have to return until Monday morning. Is it OK for you to travel back on Monday?

← No.... tell him why

Here is the schedule. Have a look at it and tell me which ferries you think we should catch.

← suggest which

Reply soon,
Mark

FERRY SCHEDULE

Monday to Friday: 45 minutes past the hour, every hour, from 7:45 until 23:45.

Saturday: every half hour from 9:10 until 23:10

Sunday: 45 minutes past the hour, every hour, from 9:45 until 21:45.

Write your **letter**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Paper 2 WRITING PART 2

Write an answer to *one* of the questions 2-4 in this part. Write your answer in **120-180** words in an appropriate style.

2. You have been asked to write an article for a local paper about ways to improve the environment. Write the **article**, giving your opinion on this subject.

"The Daily News" is Seeking Articles!

We need ideas from our readers about how to improve the environment.

Write your article now and send it to us as soon as possible!

Prize for the best article is a bicycle!

Write your **article**.

3. You have been invited to write a **story** for an international magazine. The story must begin with the following words:

"George felt like tomorrow would be the day he'd been waiting for his entire life. Although he knew that he must sleep, he couldn't help thinking about all the different things that might happen"

Write your **story**.

4. Last night you left your bag at the cinema. Write a **letter** to the cinema, asking them if they have found it. Be sure to say where you left it, what it looks like, and what was inside.

Write your **letter**.

Use of English

Paper 3 Use of English PART 1

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

Example

0. A. intended B. wondered C. decided D. failed



New Cycling Schemes

The County Council has (0)..... to give a higher (1)..... to cycling and agreed a new strategy to guide the (2)..... ahead in East Sussex.

Cycling is a (3)....., healthy and environmentally-friendly form of transport. It is (4)..... to make it safer, more convenient and attractive, and to increase the (5)..... of journeys made by bicycle.

Cycling is being encouraged both for utility purposes (such as journeys to work, school and the shops) and for (6)..... trips for exercise and enjoyment, including longer trips by tourists.

Recent cycle schemes carried out in conjunction with District Councils and other bodies (7)..... the Brighton and Hove seafront route and the Cross Levels Way cycle route, in Eastbourne.

(8)..... people will be consulted as the strategy is implemented. The County Council will work with local cycling and other groups, and a countywide Cycling Forum will be formed to (9)..... that all bodies concerned with cycling are in regular (10)......

The (11)..... of the Cycling strategy are given in a leaflet, and a (12)..... of the full strategy document can be seen in County Council Public Libraries.

- | | | | |
|--------------------|----------------|---------------|----------------|
| 1. A. advantage | B. income | C. benefit | D. priority |
| 2. A. travel | B. street | C. way | D. line |
| 3. A. shortcut | B. high-speed | C. dangerous | D. low-cost |
| 4. A. intended | B. convinced | C. written | D. spoken |
| 5. A. size | B. proportion | C. provision | D. proposal |
| 6. A. recreational | B. useless | C. sufficient | D. promotional |
| 7. A. consist | B. participate | C. include | D. improve |
| 8. A. Abnormal | B. Proper | C. Country | D. Local |
| 9. A. improve | B. ensure | C. assert | D. maintain |
| 10. A. contact | B. basis | C. touch | D. account |
| 11. A. cyclists | B. rights | C. vehicles | D. objectives |
| 12. A. copy | B. book | C. letter | D. network |

Paper 3 Use of English PART 2

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)

Example:

0 used

Holidays with friends

I always (0) *used* to go to Porchester (13) my summer holidays. It is a quiet little town, full of old and interesting buildings. Very (14) visitors ever go there, so there are no crowds. I enjoyed its sleepy atmosphere. I work in a big city, so a holiday in Porchester was a complete change (15) my usual life. Besides, I found (16) about the history of the place. I wanted to learn how life used to be in Porchester - the stories of (17) people and buildings.

I made notes on (18) these things (19) my holidays and I soon knew (20) about the history of Porchester than most of the people (21) lived there.

I am not a rich man and I cannot afford to stay in hotels. (22) Jack Thompson heard that I wanted to spend my holidays in Porchester again all these years later, he invited me to stay with (23) Jack and I were in the Army (24) during the war and we were good friends.

Paper 3 Use of English PART 3

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).

Example:

0 excitable

Mr Greaves had always been an (0) *excitable* man who should never have had a (25) position. His bad temper was only just (26) and there was often a (27) to tell him to sit down and relax. His office was (28) with papers everywhere and had (29) no order to it.

Once he went to a (30) in Paris and on his (31) at the hotel he completely forgot who he worked for when the (32) asked him.

When he tried to help he was a (33) although his (34) were always good.

- EXCITE
- MANAGE
- BEAR
- TEMPT
- CHAOS
- ABSOLUTE
- CONFER
- ARRIVE
- RECEIVE
- HINDER
- INTEND

Paper 3 Use of English PART 4

For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete each sentence. You must use between **two** and **five** words. Do not change the word given. There is an example at the beginning (0).

Example:

0 They think the owner of the house is in France. **thought**
 The owner of the house in France.

The gap can be filled by the words "**is thought to be**" so you write: **0 is thought to be**

35. Michael's wife finds getting up early every morning difficult. **used**
 Michael's wifeup early every morning.

36. What a pity you didn't come to the party. **wish**
 I to the party.

37. There's no need for him to spend so much money. **have**
 He so much money.

38. The burglar failed to enter the house through the first floor window. **succeed**
 The burglar the house through the first floor window.

39. This information is so useless that it's not worth keeping it secret. **such**
 This that it's not worth keeping it secret.

40. My hair needs to be cut before the wedding reception. **must**
 I before the wedding reception.

41. "Why didn't I ask her out last night?" John said to himself. **wondered**
 John asked her out the night before.

42. They think that their school teacher is a very rich man. **believed**
 Their school teacher a very rich man.

Listening

Paper 4 LISTENING PART 1

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

1. You need to see a doctor urgently. You telephone a surgery and hear this answer-phone message. You are advised to ...
 - A. go to 217 Jordan Street.
 - B. contact another doctor.
 - C. telephone 622919.
2. You hear part of a news broadcast on TV about an accident at a chemical factory. The speaker is speaking
 - A. in the chemical factory.
 - B. outside the chemical factory.
 - C. in the nearby town.
3. You are staying in Britain with a host family. You hear the father speaking to one of his children. The day of the week they are speaking on is
 - A. Tuesday.
 - B. Thursday.
 - C. Wednesday.
4. You overhear a man at a call box telephoning an emergency break-down service to ask for a mechanic to fix his car. The car is
 - A. near the Green Lion pub.
 - B. opposite the Green Lion pub.
 - C. opposite the high street.
5. Listen to a man outside a supermarket talking to a housewife. The man wants to
 - A. sell her some washing powder.
 - B. ask her about her family's washing habits.
 - C. visit her home.
6. You are with a group of friends. One of them is telling you about something that happened to her at work. She works
 - A. as a secretary.
 - B. as a railway employee.
 - C. for the police.
7. Listen to this man being interviewed on the radio. The man is
 - A. a singer.
 - B. a film star.
 - C. an actor.
8. You are on a bus tour of a British historical city. You are currently looking at Saint Christopher's Memorial Hospital. The speaker's opinion of that building is that
 - A. she is not clean on its appearance.
 - B. the gardens are exceptionally beautiful.
 - C. the architecture is a masterpiece.

Paper 4 LISTENING PART 2

You will hear a woman called Angela being interviewed on British radio about a book she has written about her daughter Emma. For questions 9-18, complete the notes which summarise what Angela says.

Playing computer games for a couple of hours will not cause **9** _____.

The book is about problems associated with a video **10** _____ called Bloodbath II.

Playing games for too long can cause very serious **11** _____ to arise.

A study pointed out higher levels of **12** _____ in subjects that played computer games.

Emma became isolated from her friends and teachers after physically **13** _____ them.

Angela threw Emma's computer **14** _____.

Emma did not contact her mother for **15** _____.

It was very difficult for Angela to hear about what had **16** _____ Emma.

When Emma came home she was ready to begin **17** _____ the problems in her life.

Angela is pleased because Emma can now **18** _____ of her computer.

Paper 4 LISTENING PART 3

You will hear five different women talking about the same wedding. For questions 19-23, choose from the list A-F who the speaker is speaking to. Use the letters only once. There is one extra letter which you do not need to use.

- | | | | |
|----------------------------------|------------------|--------------------------|-----------|
| A her husband | Speaker 1 | <input type="checkbox"/> | 19 |
| B her boyfriend | Speaker 2 | <input type="checkbox"/> | 20 |
| C a child | Speaker 3 | <input type="checkbox"/> | 21 |
| D her mother | Speaker 4 | <input type="checkbox"/> | 22 |
| E her boss | Speaker 5 | <input type="checkbox"/> | 23 |
| F somebody she's just met | | | |

Paper 4 LISTENING PART 4

You will hear a man called Martin talking about a sporting injury.
For questions 24-30, choose the best answer A, B or C.

24. What does Martin blame his accident on?
A. bad luck
B. skill
C. the weather
25. What was Martin's mood like on the day he was injured?
A. bad
B. indifferent
C. good
26. When was Martin injured?
A. during selection for a team
B. during an unimportant game
C. during a very important game
27. Why did Martin go to games when he was injured?
A. to support the team
B. to see if he could play
C. he didn't ever go
28. Why did Martin stop playing football?
A. he decided it wasn't for him
B. he wanted to make more money
C. he got injured again
29. When did Martin decide to get a car?
A. when he got more money
B. when he was initially injured
C. when he passed his driving test
30. How does Martin say he got to know Sarah?
A. because of his car
B. at a football match
C. at work

Test 3

Reading

Paper 1 Reading PART 1

You are going to read an extract from the novel, "Alice in Wonderland". For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

Before she had drunk half the bottle, she found her head pressing against the ceiling, and had to stoop to save her neck from being broken. She hastily put down the bottle, saying to herself 'That's quite enough - I hope I will not grow any more - as it is, I can't get out at the door - I do wish I hadn't drunk quite so much!'

Alas, it was too late to wish that! She went on growing, and growing, and very soon had to kneel down on the floor: in another minute there was not even room for this, and she tried the effect of lying down with one elbow against the door, and the other arm curled round her head. Still she went on growing, and, as a last resource, she put one arm out of the window, and one foot up the chimney, and said to herself 'Now I can do no more, whatever happens. What will become of me?'

Luckily for Alice, the little magic bottle had now had its full effect, and she grew no larger: Still it was very uncomfortable, and, as there seemed to be no sort of chance of her ever getting out of the room again, no wonder she felt unhappy.

'It was much pleasanter at home,' thought poor Alice, 'when one wasn't always growing larger and smaller, and being ordered about by mice and rabbits. I almost wish I hadn't gone down that rabbit-hole - and yet ... and yet - it's rather curious, you know, this sort of life! I do wonder what can have happened to me! When I used to read fairy-tales, I fancied that kind of thing never happened, and now here I am in the middle of one! There ought to be a book written about me, that there ought! And when I grow up, I'll write one ... but I'm grown up now,' she added in a sorrowful tone; 'at least there's no room to grow up any more in here.'

'But then,' thought Alice, 'will I never get any older than I am now? That'll be a comfort, one way ... never to be an old woman but then ... always to have lessons to learn! Oh, I shouldn't like that!'

'Oh, you foolish Alice!' she answered herself. 'How can you learn lessons in here? Why, there's hardly room for you, and no room at all for any lesson-books!'

And so she went on, taking first one side and then the other, and making quite a conversation of it altogether; but after a few minutes she heard a voice outside, and stopped to listen.

'Mary Ann! Mary Ann!' said the voice. 'Fetch me my gloves this moment!' Then came a little pattering of feet on the stairs. Alice knew it was the Rabbit coming to look for her, and she trembled till she shook the house, quite forgetting that she was now about a thousand times as large as the Rabbit, and had no reason to be afraid of it.

Presently the Rabbit came up to the door, and tried to open it; but, as the door opened inwards, and Alice's elbow was pressed hard against it, that attempt proved a failure. Alice heard it say to itself 'Then I'll go round and get in at the window.'

'That you won't' thought Alice, and, after waiting till she fancied she heard the Rabbit just under the window, she suddenly spread out her hand, and made a snatch in the air. She did not get hold of anything, but she heard a little shriek and a fall, and a crash of broken glass, from which she concluded that it was just possible it had fallen into a cucumber-frame, or something of the sort.

Next came an angry voice - the Rabbit's - 'Pat! Pat! Where are you?' And then a voice she had never heard before, 'Sure then I'm here! Digging for apples, your honour!'

'Digging for apples, indeed!' said the Rabbit angrily. 'Here! Come and help me out of this!' (Sounds of more broken glass.)

'Now tell me, Pat, what's that in the window?'

'Sure, it's an arm, your honour!'

'An arm, you goose! Who ever saw one that size? Why, it fills the whole window!'

'Sure, it does, your honour: but it's an arm for all that.'

1. What did Alice drink?
 - A. a small bottle of some unknown liquid
 - B. a bottle of soda
 - C. some poison
 - D. a magic potion

2. Why didn't Alice leave the house when she noticed she was growing?
 - A. She couldn't find her way out.
 - B. She was already too big.
 - C. She was hiding from the Rabbit.
 - D. She was comfortable there.

3. As she grew, Alice had to
 - A. keep changing position.
 - B. break the roof of the house.
 - C. be very gentle.
 - D. climb up the chimney.

4. Alice had a long conversation with
 - A. the Rabbit.
 - B. herself.
 - C. an old woman.
 - D. Pat.

5. When Alice says she has grown up, she means that
 - A. she is now an adult.
 - B. she has quickly grown older.
 - C. she can no longer study.
 - D. she has become very big.

6. Mary Ann is most likely
 - A. the name of the Rabbit.
 - B. what the Rabbit calls Alice.
 - C. Alice's little sister.
 - D. Alice's friend.

7. Before the Rabbit called him, Pat was spending his time
 - A. doing something secret.
 - B. hiding from the Rabbit.
 - C. doing something silly.
 - D. growing food.

8. Why does the Rabbit argue about what they see in the window?
 - A. He knows that Pat is foolish.
 - B. He can't see it clearly.
 - C. He can't believe his eyes.
 - D. He is trying to trick Pat.

Paper 1 Reading PART 2

You are going to read a magazine article about one person's experience of being aware while she is dreaming, called lucid dreaming. Seven sentences have been removed from the article. From the sentences A - H, choose the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

Lucid Dreaming

The other night I experienced a lucid dream. In the dream I was sitting gazing into our fish aquarium. I peered in closely, examining our spotted suckerfish. I often gaze at him or her because he never moves much in the daytime. I watch him to see if he is OK. As I stared at him, suddenly I noticed there were two more suckerfish! They were identical to the original.

9 Then I wondered where they could have come from. As I pondered this I abruptly realized that I must be dreaming! **10** I jumped up and looked around. There were other people in this dream with me. I had a husband, a son and a dog. Before looking at the fish, I had been going along, living my daily life in a mundane fashion. The last thing I had remembered doing was feeding the dog and kissing my little boy on the head while he played on the kitchen floor.

As I looked at these people, I realized it wasn't my real husband or either of my real children - I excitedly blurted out at them that we were all dreaming. **11** I yelled again "WE ARE DREAMING!!!" As I became even more self-conscious, I announced that I could test my theory by flying.

If this really was a dream, I should be able to fly! So I jumped up and flew to the ceiling. I can still see the look on the man's face as he watched me float up to the ceiling. Unfortunately, as I watched the fear and doubt on his face, I began to fall. **12** When that happened, I began to doubt my own perception and lost my awareness as I fell back into a regular dream state.

The above is an example of lucid dreaming. **13** You are aware that you are dreaming, while dreaming. If you have ever had it happen to you spontaneously, you understand how exciting it is, the heart races with excitement at your prospects.

Gazing at something in your home or on your body, such as your hands during your regular workday is a technique used by dream researchers to induce lucid dreaming. Another technique is to continually ask yourself throughout the day if you are dreaming. **14** On another occasion just before becoming lucid in a dream, I noticed that my kitchen cupboards were the wrong colour, which alerted me. The duplicated fish are another example.

Stephen LaBerge, the pioneer of lucid dreaming research, suggests that once you can become lucid, there is no limit to what your imagination can create in a dream. **15** You can even try out things you've always wanted to try and see what it is like. It has been discovered, and my experience supports this, that when you do become lucid, it is extremely difficult to stay that way. Research has shown though that the more you do it, the better at it you get and the better your control is. Often a few seconds of lucidity is all that is manageable. It is still a thrilling experience.

- A. "Of course!" I said; That explains this.
- B. At first I was startled and shocked, surprised that there were more.
- C. It truly is amazing, from flying, to inventing, to art.
- D. After waking from the dream and becoming lucid, I remember gazing at my hands and noticing that they were an odd shape.
- E. My husband looked at me, perplexed.
- F. If you develop these habits – if you happen to be in a dream state while looking at your hands – you will be tipped off when your hands look odd.
- G. Lucid dreaming is the state of being conscious in your dreams.
- H. I sank all the way back down and landed with a hard thud on the floor.

Paper 1 Reading PART 3

You are going to read four accounts of people who have followed their dreams and traveled someplace amazing. For questions 16 – 30, choose from the people (A – D). The people may be chosen more than once.

Which person(s):

stayed in accommodation in a variety of places as part of one trip?

interacted closely with wild animals?

was participating in a water sport?

found the experience quite unreal?

did not think he/she would like the place so much?

was in relatively close proximity to dangerous animals?

refers to documenting their travel experiences?

appreciated the advantages of travelling alone?

spent time near places of worship?

visited the same place more than once?

told someone all about his/her experience?

compared the place he/she visited with other places?

was shown around by a professional?

Following a Dream

HARRY
A

Just north of Fregate I met two manta rays. They were seven or eight feet wide with massive outstretched fins that seemed like rubberized wings. The water was murky, rich with plankton that attracted the giant rays that filtered it through their wide mouths. They treated me with caution, maintaining a constant distance if I turned towards them, but were content to let me swim on a parallel course, as if I too was feeding on the plankton. For a few minutes we were companions, until, circling and shifting shape against the depths, they became faint black shadows in the gloom and were gone. The deep blue of the Indian Ocean has captured my heart and drawn me back again and again to these pure shores. On Praslin there were dolphins offshore and a pair of octopus, sliding across the coral as they flashed signals to one another with changing skin tones as remarkable as – but much faster – than any chameleon. At Conception, close to Mahe, giant rocks formed an underwater cathedral beckoning me into its vaults where moray eels gaped at me, the strange visitor to their liquid world.

GABRIEL
B

And so my first real trip to Asia unfolded in what seemed a series of dream-panels - adventures and faces and events so far removed from my day-to-day experience that I could not convert them into any tongue I knew. I revisited them again and again, sleepless, in my memories and notes and photographs, once home. Almost every day of the three-week trip was so vivid that, upon returning, I gave a friend a nine-hour account of every moment. The motorbike ride through Sukhothai; the first long lazy evening in an expat's teak house in Sunkumwhit; the flight into the otherworldly charm of Rangoon and the Strand Hotel, and the pulse of warm activity around the Sule Pagoda at nightfall. Long hot days in the silence, 5,000 temples on every side; slow trips at dawn along Inle lake, seeing a bird-faced boat being led through the quiet water; a frenzied morning back in Bangkok, writing an article while monsoon rains pounded on the windows all around me.

MAYA
C

As I stepped off the six-seater Cessna plane after a bumpy flight over the Okavango Delta and my feet touched the arid ground I knew this was what I'd been waiting for all my life – Africa. Our first day was at the Selinda Camp in one of the driest parts of the Delta and when we arrived I thought that nothing could possibly survive under the relentless sun. I was almost immediately proved wrong, as Selinda is near a small lagoon – home to a group of hippos. At night we could hear their bark-like call. Our guides warned us that although hippos may seem harmless, if threatened, they could easily kill a man! We went on to stay in various other camps that were situated in different habitats. Jacana Camp was surrounded entirely by water and only accessible by boat. But my favourite place was the Kalahari Desert. Our final camp was located just on the edge of the Makgadikgadi Salt Pans, which are home to many rare species of animal, such as the brown hyena.

TOM
D

I'd been to New York three times in the past but not for long and I couldn't remember much of it. This time I only had four days but I was on my own and this seems like a better way to get to know a city: less being sociable, more walking and visiting different places. Perfect. I liked New York even more than I expected and it's right up there on my list of foreign cities where I'd like to live. It's fighting for the top spot with San Francisco, with the next position occupied by Paris. I stayed at the Incentra Village House, which was lovely: reasonably priced, really friendly, comfortable rooms. I'd stay there again. I did a lot of walking and could easily have done a lot more. I rarely left Manhattan. One day I walked more than 12 miles, including the length of Central Park and on down Fifth Avenue. Fifth Avenue was the least pleasant place; it felt like London's Oxford Street. I also walked along the High Line, which is very nicely done, although rather shorter than Paris's Promenade Plantee.

Writing

Paper 2 WRITING PART 1

You **must** answer this question. Write your answer in **120-150** words in an appropriate style.

1. You have recently applied for a job at a summer camp for children. You have just received a letter from Ms. Johnston asking you for more information to support your application. Carefully read her letter and the notes you have made. Then write a **letter** in response using **all** your notes.

Dear Mr. Murdoch,

We received your application for the position of camp counsellor. Thank you for your interest in the position.

Your application has made a positive impression on us, but we need more information in order to fully evaluate you as a candidate.

First of all, how old are you? Secondly, we would like to know what you think, makes you the ideal candidate for this job. Finally, we have two positions open, one at Pebble Beach, and another at Spruce Mountain. Pebble Beach is our busiest, most popular location, while Spruce Mountain is a beautiful wild area near a national park. Which would you prefer?

responsible,
love children...

← tell Ms. Johnston

← say which you prefer and why

Please send us this information as soon as possible, and feel free to ask if you have any further questions.

← ask when interviews will take place

Yours sincerely,

Ms. Alicia Johnston

Human Resources

Write your **letter**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Paper 2 WRITING PART 2

Write an answer to **one** of the questions 2-4 in this part. Write your answer in **120-180** words in an appropriate style.

2. You recently saw this notice in an English language magazine called "The Weekender".

Reviews needed!

Have you been to an exceptional restaurant lately?
If so, tell us about it! Be sure to describe the type and quality of food, the atmosphere, the location, and say for what kinds of occasions you would recommend the restaurant.

We will publish the best reviews in next month's issue.

Write your **review**.

3. You have been invited to write a short story for a magazine. The **story** must either begin or end with the words:
"He was a most peculiar person".

Write your **story**.

4. Your pen friend wants to throw a party for her twelve-year-old sister's birthday, but she is not sure what to do.
Write a **letter** giving her advice about where to have the party and what sort of activities they could do.

Write your **letter**.

Use of English

Paper 3 Use of English PART 1

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

Example

0. A. major B. frequent C. similar D. various

0	A	B	C	D
---	---	---	---	---

The Eighth Wonder of the World

The Thames Barrier is a (0)..... part of the flood defence scheme for protecting London (1)..... rising water levels. The defenses (2)..... include raised river embankments and additional flood gates at strategic points, including the Barking Barrier. The (3)..... structure that is the Barrier spans the 520-metre wide Woolwich reach and (4)..... of 10 separate movable gates, each pivoting and supported between concrete structures which house the operating machinery.

When raised, the four main gates (5)..... stand as high as a five-storey building and as (6)..... as the opening of Tower Bridge. Each (7)..... 3700 tonnes. During the first twelve years of (8)....., the Barrier has been closed twenty nine times to protect London.

(9)..... the Barrier from the comfortable Cafeteria. Picnic on the riverside embankment. Enjoy beautiful views from the riverside walk. Visit the shop which stocks a large selection of souvenirs, books and Barrier information.

There is a children's play (10)..... suitable for 4- to 12-year olds, (11)..... adjacent to the riverside walk. A visit to the spectacular Thames Barrier is a (12)..... experience.

- | | | | |
|--------------------|--------------|---------------|---------------|
| 2. A. against | B. for | C. between | D. with |
| 1. A. and | B. also | C. still | D. too |
| 3. A. lonely | B. unique | C. tiny | D. untidy |
| 4. A. consists | B. includes | C. involves | D. contains |
| 5. A. which | B. every | C. each | D. none |
| 6. A. thick | B. heavy | C. wide | D. fat |
| 7. A. measures | B. costs | C. calculates | D. weighs |
| 8. A. operation | B. surgery | C. vocation | D. profession |
| 9. A. Sight | B. View | C. Hear | D. Explore |
| 10. A. region | B. county | C. area | D. farm |
| 11. A. discovered | B. founded | C. visited | D. located |
| 12. A. forgettable | B. memorable | C. forgetful | D. memorised |

Paper 3 Use of English PART 2

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)

Example:

0 in

Datamac

Datamac was the greatest machine (0) **in**..... the world. Its business (13) facts: it accepted (14) , stored them, tested them and delivered them.

It was located in Tokyo, where it received messages and questions from all (15) the world. It sent answers to (16) town and city in every (17) An army of workers fed it with facts (18) the time. Other workers moved about inside Datamac and (19) after it.

Datamac had a very special duty. It was in (20) of all the facts about every person in the world. Each day it brought these four thousand million facts together, (21) answered the question: "(22) will happen tomorrow?" Every city in the world received the report for its own part of the country. And the complete World Report (23) to the Chief of the Correction Force in Tokyo. John Williams had been Chief (24) only three weeks. By now he was not afraid of the World Report every morning. It was just a pile of papers, fifteen centimetres thick.

Paper 3 Use of English PART 3

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).

Example:

0 enthusiast

Being a DIY (0) **enthusiast**..... I was happy to take on the challenge of (25)..... an old but (26)..... cottage. I had been given the (27)..... by a man who used to be an (28)..... of mine before he stopped working for me. The cottage needed to be changed (29)..... , and my friend had to remove all his (30)..... before I could start. The (31)..... for such a task are many and before any (32)..... could be made some (33)..... was needed. The final (34)..... was worth the effort though.

- ENTHUSE
- MODERN / DELIGHT
- INVITE
- EMPLOY
- EXTEND
- POSSESS
- REQUIRE
- ARRANGE / ORGANISE
- TRANSFORM

Paper 3 Use of English PART 4

For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete each sentence. You must use between **two** and **five** words. Do not change the word given. There is an example at the beginning (0).

Example:

0 They think the owner of the house is in France. **thought**
 The owner of the house in France.

The gap can be filled by the words "is thought to be" so you write: **0 is thought to be**

35 The hairdresser did Mary's hair last Tuesday. **had**
 Mary last Tuesday.

36 Andrew's job is to supervise all the employees of the company. **responsible**
 Andrew all the employees of the company.

37 I think that there won't be many people at the book exhibition. **unlikely**
 It be many people at the book exhibition.

38 Harry reads faster than his little sister. **reader**
 Harry his little sister.

39 "I didn't steal the lady's purse", said the boy. **denied**
 The boy the lady's purse.

40 It was our first trip to Italy so we were very excited about it. **time**
 It was the to Italy so we were very excited about it.

41 "Whose car is this?" he asked. **belong**
 "Who ?" he asked.

42 They are building a new bridge close to the airport. **being**
 A new bridge close to the airport.

Listening

Paper 4 LISTENING PART 1

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

1. You are in a supermarket when you hear this announcement about a lost child.
He last saw his mother
A. in the butcher's area.
B. in the pet food area.
C. in the fruit and vegetable area.
2. You are in an electrical shop when you overhear this woman speaking to the shop assistant.
She is complaining because
A. she was charged the wrong amount.
B. the same item is cheaper elsewhere.
C. the item was damaged.
3. You overhear a woman talking on the telephone.
Next Thursday the woman is going to
A. travel by coach.
B. travel by plane.
C. travel by train.
4. Listen to a policeman talking to a householder.
He wants to
A. speak to another member of the household.
B. speak to the householder.
C. speak to a neighbour.
5. You are listening to the host of a radio phone-in programme speaking. Mary, the first caller, is
A. a married woman with a child.
B. a single woman with a child.
C. a regular listener.
6. You have joined a four-day sailing course in Britain.
Listen to your instructor giving some important information. He is talking about
A. drinking water.
B. salt water.
C. running out of water.
7. You overhear two people talking at a bus stop.
The two speakers
A. are both familiar with the war memorial.
B. are taking different buses.
C. are going to the same place.
8. You overhear a man chatting on the telephone about a form he has to fill in. The man is speaking to
A. his wife.
B. his mother.
C. his daughter.

Paper 4 LISTENING PART 2

You will hear part of a radio talk for young people about animals communicating with each other. For questions 9-18, complete the notes below which summarise what the speaker says.

Bees do a **9** to communicate where to find food.

Although parrots seem to speak, they are only **10** the human sounds.

Primates can communicate a few **11** using simple sounds.

Monkeys have not been observed to use any kind of **12** .

Although dolphins can make vowel sounds, they cannot accurately imitate our **13** .

Amazingly, dolphins demonstrate an **14** of when to use phrases.

The sounds made by whales contain **15** than human speech.

The songs of the bottle-nosed whale have many of the **16** of human speech.

The unique grammatical nature of human language arose due to life in **17** .

Indeed, a young child needs enough **18** with other people to develop speech.

Paper 4 LISTENING PART 3

You will hear five different taxi-drivers talking with passengers as they drive. For questions 19-23, choose from the list A-F which taxi-driver fits the description given. Use the letters only once. There is one extra letter which you do not need to use.

- A He drives taxis as his only job.
- B He has another day job.
- C He is new to the area.
- D He actually likes his working hours.
- E He already knows his passenger.
- F He would rather be doing something else.

- Taxi driver 1 **19**
- Taxi driver 2 **20**
- Taxi driver 3 **21**
- Taxi driver 4 **22**
- Taxi driver 5 **23**

Paper 4 LISTENING PART 4

Listen to these two friends discussing the British national lottery. For questions 24-30, choose the best answer A, B or C.

24. How does the man feel about the lottery?
A. It is silly but entertaining.
B. There is nothing good about it.
C. It is particularly bad for young people.
25. Who can play the national lottery?
A. anyone older than 18
B. only 20 million people
C. anyone
26. Why was this week special for Tina?
A. She felt lucky.
B. She went to Camelot.
C. She had money to spend.
27. What does Tina think the lottery company does with the money it makes?
A. they keep it
B. they don't make any money
C. they give it to charity
28. How often has Barry played the lottery?
A. never
B. one time only
C. once in a while
29. What does Barry's dad's saying mean?
A. Work for your money.
B. Try to win the lottery.
C. It is difficult to win the lottery.
30. What is Tina going to do next week?
A. buy a lottery ticket
B. work overtime
C. not buy a lottery ticket

Test 4

Reading

Paper 1 Reading PART 1

You are going to read an extract from a novel. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

"Good day!" said Monsieur Defarge, looking down at the white head that bent low over the shoemaking.

It was raised for a moment, and a very faint voice responded to the salutation, as if it were at a distance:

"Good day!"

"You are still hard at work, I see?"

After a long silence, the head was lifted for another moment, and the voice replied, "Yes—I am working." This time, a pair of haggard eyes had looked at the questioner, before the face had dropped again.

"I want," said Defarge, who had not removed his gaze from the shoemaker, "to let in a little more light here. You can bear a little more?"

The shoemaker stopped his work; looked, with a vacant air of listening, at the floor on one side of him; then similarly, at the floor on the other side of him; then, upward at the speaker.

"What did you say?"

"You can bear a little more light?"

"I must bear it, if you let it in."

The opened half-door was opened a little further, and secured at that angle for the time. A broad ray of light fell into the room, and showed the workman with an unfinished shoe upon his lap, pausing in his labour. His few common tools and various scraps of leather were at his feet and on his bench. He had a white beard, raggedly cut, but not very long, a hollow face, and exceedingly bright eyes. The hollowness and thinness of his face would have caused them to look large, under his yet dark eyebrows and his confused white hair, even if they had been really otherwise; but, they were naturally large, and looked unnaturally so.

"Are you going to finish that pair of shoes today?" asked Defarge, motioning to Mr. Lorry to come forward.

"What did you say?"

"Do you mean to finish that pair of shoes today?"

"I can't say that I mean to. I suppose so. I don't know."

But, the question reminded him of his work, and he bent over it again.

Mr. Lorry came silently forward. When he had stood, for a minute or two, by the side of Defarge, the shoemaker looked up. He showed no surprise at seeing another figure, but the unsteady fingers of one of his hands strayed to his lips, and then the hand dropped to his work, and he once more bent over the shoe. The look and the action had occupied but an instant.

"You have a visitor, you see," said Monsieur Defarge.

"What did you say?"

"Here is a visitor."

The shoemaker looked up as before, but without removing a hand from his work.

"Come!" said Defarge. "Here is monsieur, who knows a well-made shoe when he sees one. Show him that shoe you are working at. Take it, monsieur."

Mr. Lorry took it in his hand.

"Tell monsieur what kind of shoe it is, and the maker's name."

There was a longer pause than usual, before the shoemaker replied:

"I forget what it was you asked me. What did you say?"

"I said, couldn't you describe the kind of shoe, for monsieur's information?"

"It is a lady's shoe. It is a young lady's walking-shoe. It is in the present style. I never saw the style. I have had a pattern in my hand." He glanced at the shoe with some little passing touch of pride.

"And the maker's name?" said Defarge.

Now that he had no work to hold, he laid the knuckles of the right hand in the hollow of the left, and then the knuckles of the left hand in the hollow of the right, and then passed a hand across his bearded chin, and so on in regular changes, without a moment's intermission.

"Did you ask me for my name?"

"Assuredly I did."

"One Hundred and Five, North Tower."

1. Had Monsieur Defarge visited the shoemaker before?
 - A. Yes, at least once.
 - B. Yes, several times.
 - C. This information is not given.
 - D. No, it was the first time.

2. The place where the shoemaker was working
 - A. was noisy and busy.
 - B. was very small.
 - C. needed to be cleaned.
 - D. lacked light.

3. The most distinctive feature of the shoemaker was
 - A. his short ragged beard.
 - B. his white hair and dark eyebrows.
 - C. his very large eyes.
 - D. his thin hollow face.

4. How did the shoemaker react to having a visitor?
 - A. He was clearly nervous.
 - B. He was happy.
 - C. He showed little reaction.
 - D. He disliked being disturbed.

5. How did the shoemaker feel about his work?
 - A. He showed no emotion whatsoever.
 - B. He felt ashamed of it.
 - C. He was eager to promote it.
 - D. He took some pride in it.

6. When questioned, the shoemaker
 - A. was evasive.
 - B. could not focus.
 - C. refused to answer.
 - D. was anxious.

7. The design for the shoe being made came from
 - A. observations about what was in fashion at that time.
 - B. written instructions.
 - C. the shoemaker's imagination.
 - D. a long line of traditions.

8. How could the shoemaker best be described?
 - A. unfriendly and hostile
 - B. lonely and painfully shy
 - C. indifferent about his work
 - D. unused to human interaction.

Paper 1 Reading PART 3

You are going to read five people's reviews of the book "Who Elected the Bankers?" by Louis Pauly. For questions 16 – 30, choose from the people (A – E). The people may be chosen more than once.

Which person(s):

- says the author's former job gave him insight? **16**
- says why the IMF was started? **17**
- considers the book's arguments to be innovative? **18** **19**
- thinks the book should be read by many people? **20**
- claims the book sets a standard for future works? **21**
- mentions an event in a particular decade? **22**
- praises the person who checked over the writing? **23**
- thinks the author wanted to surprise people? **24**
- did not offer a personal opinion on the book? **25**
- said the book was pleasant to read? **26** **27**
- mentions what has influenced today's global markets? **28**
- states the specific time frames covered in the book? **29**
- says the book would interest those studying political systems and how they will evolve in the future? **30**

Book Reviews

JANE MORRISON **A**

Louis Pauly obviously wanted to startle people when he set out to write the story of the International Monetary Fund, a group that he believes is credited with wielding far more power than it really has. In a careful discussion of the failings of the League of Nations, Pauly details how industrialized nations moved to create the IMF in the midst of World War II in the belief that an organization that balances international monetary policy would help prevent future wars. He shows how the IMF has become intertwined with the political foundations of today's global economy.

TIMOTHY J. SINCLAIR **C**

Pauly organizes his claims and evidence in an innovative and effective manner. There is a provocative introduction and masterly consideration of the main issues. It's an excellent, well-written book, expertly edited, and a delight to read.

This is an excellent contribution to the literature on international economics. Sensitive in analysis, dynamic in its identification of crucial contradictions, thoughtful in interpretation, this book will be a benchmark for future contributions to the study of international political economy.

INGRID BRYAN **B**

As a former staff member of the IMF, Pauly is in a unique position to give a fresh perspective. He traces the development of the IMF from its roots in the League of Nations and gives an excellent account of how it redefined its role after the demise of fixed exchange rates in the 1970s.

ERIC HELLEINER **D**

This very interesting and readable book examines the relationship between global finance, democracy, and international institutions in the context of OECD countries. Its arguments are important and innovative not just for those studying the political economy of global finance, a field in which Pauly has been a leading figure over the last decade. They are also highly significant to anyone interested in broader debates about globalization and the future of democracy in advanced industrial states. *Who Elected the Bankers?* will be seen by all as a very welcome and major contribution to debates on the political economy of global finance, the history of international financial policy making and analysis of the relationship between politics and globalization. It deserves a wide audience.

JACQUES DE LAROSI **E**

Pauly has, with remarkable clarity, described the evolution of the international markets over the past fifty years. He skillfully describes the evolution of international monetary cooperation from the League of Nations in the early 1920s to the International Monetary Fund in the 1990s, stressing the continuities and changes over the past seventy-five years. *Who Elected the Bankers?* is, in my view, one of the first attempts to show how the global markets of today have been shaped by central banks, the IMF, the G-7, and the policymakers of the world.

Use of English

Paper 3 Use of English PART 1

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

Example

0. A. wonder B. say C. claim D. know



Starting Your Own Business

At NatWest we (0)..... how hard it is to get your business (1)..... and running. Understanding your difficulties - and then (2)..... you through them - has made us the number one bank for small businesses for each of the last 10 years, with more people turning to us for (3)..... than any other bank.

Our Start-Up service gives you the support you need to (4)..... up on your own. There are over 4000 Small Business Advisers (at (5)..... one in every high street branch) who (6)..... help, information and a wide (7)..... of services specifically designed to help things go that bit more (8)..... .

Since last year, we've offered 12 months' free banking (9)..... you go overdrawn or stay in credit. We have also introduced another special scheme to help you keep your costs down for even longer. (10)..... us with a certificate from a NatWest recognised start-up training (11)..... that you have completed and there will be no account (12)..... for the first 18 months.

- | | | | |
|------------------|----------------|----------------|-------------|
| 1. A. up | B. start | C. begin | D. on |
| 2. A. making | B. asking | C. helping | D. going |
| 3. A. employment | B. performance | C. improvement | D. guidance |
| 4. A. make | B. turn | C. set | D. bring |
| 5. A. most | B. last | C. least | D. first |
| 6. A. demand | B. provide | C. instruct | D. know |
| 7. A. range | B. stock | C. forecast | D. rate |
| 8. A. roughly | B. frankly | C. immediately | D. smoothly |
| 9. A. whether | B. whatever | C. however | D. although |
| 10. A. Give | B. Hand | C. Show | D. Provide |
| 11. A. course | B. lesson | C. subject | D. chapter |
| 12. A. tickets | B. fares | C. charges | D. banks |

Paper 3 Use of English PART 2

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)

Example:

0 **except**

Christmas Eve

Christmas Eve had been a very tiring day for all the Bensons, (0) Mr Benson. The head of the house usually got off lightly (13) Christmas - lightly, (14) is, where personal effort was concerned. Where money was (15) , no; Mr Benson knew that Christmas was an expensive time of the (16) And later, when he got out his cheque book to give his usual presents, the expense (17) be greater. But he could afford (18) He could afford it better (19) Christmas than at any other Christmas in the history (20) his steadily increasing fortune. And he didn't (21) to think, he didn't have to choose. He just had to look at a list and add one or (22) names, or remove one or two. There was something quite big to leave (23) this year, though it didn't show on the list or in his cheque book.

If he felt (24) it, he would add the amount so saved to his children's cheques. Tim and Helen would then think that he was even more generous than he really was.

Paper 3 Use of English PART 3

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).

Example:

0 **technological**

New (0) **technological** advances are making life more difficult for (25) as police are making progress on crime (26) Such is the level of expertise among (27) today that a (28) thief is bound to be caught. There are also more (29) that can be taken by (30) to ensure the safety and (31) of their homes. People can now mark their (32) so that if they are stolen by an (33) thief they can later be identified. It is like having your (34) on all your personal treasures.

- TECHNOLOGY
- CRIME
- PREVENT
- DETECT / CARE
- CAUTION
- HOUSE
- PROTECT
- BELONG
- OPPORTUNITY
- SIGN

Paper 4 LISTENING PART 2

You will hear part of an international radio broadcast on the subject of 'Guy Fawkes Night', an annual public celebration in Great Britain. For questions 9-18, complete the notes below which summarise the story.

On Guy Fawkes Night people burn a **9** of a man called 'Guy'.

The models are made only for the **10** of being burned.

On this night pets are usually **11** because it is very noisy.

Years ago, a Protestant king made life difficult for Britain's **12** .

A group of important men decided that King James I and his supporters **13** .

The conspirators bought a house that had **14** in its basement.

The conspirators put barrels of highly **15** under the government building.

Guy Fawkes' job was to keep a lookout for and tell the others about any **16** .

Guy Fawkes is the most well-known conspirator because he was **17** .

Nowadays Catholics and Protestants get along so the celebration is mostly **18** .

Paper 4 LISTENING PART 3

You will hear a woman describing five different recipes for desserts. For questions 19-23, choose from the list A-F which recipe fits the description given. Use the letters only once. There is one extra letter which you do not need to use.

- A It is not suitable for vegetarians.
- B It cannot be made with fresh ingredients at Christmas.
- C It is from an ancient recipe.
- D It involves no cooking.
- E It is the easiest to make.
- F It is rather expensive.

Recipe 1 **19**Recipe 2 **20**Recipe 3 **21**Recipe 4 **22**Recipe 5 **23**

Paper 4 LISTENING PART 4

You will hear a woman and a man speaking together on a train. For questions 24-30, choose the best answer A, B or C.

24. Why can't the woman complete her phone conversation?
- A. noise
 - B. another passenger is bothering her
 - C. the reception is bad
25. Where does the man want to go?
- A. Salisbury
 - B. Brighton
 - C. Redhill
26. How does the man feel when he hears he is on the wrong train?
- A. He can't believe it.
 - B. He is angry at the woman.
 - C. He is frightened.
27. What is the problem with the man's ticket?
- A. He doesn't have one.
 - B. It is not valid for the train he is on.
 - C. It is made of plastic.
28. What is the next stop?
- A. Balcombe
 - B. Three Bridges
 - C. Brighton
29. Where is the woman going?
- A. Balcombe
 - B. Brighton
 - C. Lewes
30. What does the man ask the woman to do?
- A. take him to his station
 - B. make a call for him
 - C. talk to the guard for him

Test 5

Reading

Paper 1 Reading PART 1

You are going to read an extract from a magazine article about a mountain lodge in Sweden - an ideal destination to view the Aurora Borealis, also called the Northern Lights, which appears in the night sky in Arctic regions. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

When I step out onto the deck there's no mistaking the intensity of the Arctic chill. That's not surprising: I'm a good hundred miles inside the Arctic Circle; in fact you can't get much farther north and still be in Sweden. This is Abisko Mountain Station, perhaps the crown jewel of the Swedish mountain lodges. I'm back for a second time to this remote, scenic spot under the landmark Lappporten mountain, the gateway into the wilds of Lapland.

When an early, heavy snowstorm last autumn pinned me down in my tent for days and eventually chased me from the backcountry back to the station and its comforts, I was to discover yet a different side to Abisko. People come here for many reasons - some to hike, some to climb, some to bird-watch, some to cross-country ski in the winter. But there's yet another entirely different attraction here. For proof, all I have to do is look up from the station's expansive deck into the night sky above the huge lake called the Tornetrask. Bright, undulating waves of light, tinged with subtle shades of green and red, ripple across the sky. The Northern Lights display tonight varies from subdued flashes to outrageously intense surges of ghostly lights rolling across the dark expanse of night sky. A new moon accentuates the mind-blowing show.

The Aurora may be old hat to those who live this far north, but for the rest of us it is an unforgettable experience. For travellers from afar it's a spectacle that has us shivering on the deck, bundled up in all the down gear we've brought. The lights here are so mesmerizing we quickly forget the discomfort of the cold.

One of the factors that makes Abisko a prime location for viewing the Aurora is the Tornetrask itself. The huge lake, which sprawls more than 70 kilometers long just north of the station, creates an unusual weather phenomenon that keeps the skies above the station clear even when fog or clouds blanket most of northern Sweden. This is the famed "blue hole of Abisko," a perennial patch of sky kept mostly clear by the climatological effects of this inland sea and its valley.

line 5

When this quirk of weather is combined with the comforts of the station, the package adds up to one of the best options anywhere for viewing the Aurora. Much more elaborate than many wilderness huts, the Abisko mountain stations feature restaurants, hot showers and other comforts. Abisko is the only one of these stations located on a highway, so the range of accommodations and level of service here is in a class by itself.

In addition to the lodge itself, however, it's Abisko's remote location and its unique infrastructure that make it such a prime vantage point to view a heavenly phenomenon. It is dark; Abisko is far from any city lights that might dim the show. The station operates a ski lift to the top of Nuolja Peak, more than 3,000 feet high. For the first time this year, a cafe at the top of the mountain has been turned into a viewing platform for the Northern Lights, called the Aurora Sky Station. Also, the station posts "forecasts" each night of expected Aurora activity, gleaned from scientific observations arriving via computer, so visitors may choose the best viewing time.

1. The climate at Abisko Mountain Station is
 - A. hard to explain.
 - B. mild.
 - C. somewhat chilly.
 - D. very cold.

2. What is true of the author's first visit to the lodge?
 - A. He went there in search of the Aurora.
 - B. He was camping there.
 - C. He was forced there by the weather.
 - D. He was not very impressed with the experience.

3. What is meant by the phrase "old hat" in the first line of paragraph 3?
 - A. poor
 - B. familiar and unexciting
 - C. strange and shocking
 - D. in very bad taste

4. The travellers viewing the Aurora
 - A. are distracted by the cold.
 - B. are in awe of what they see.
 - C. needn't dress warmly.
 - D. can only see it before midnight.

5. How does lake Tornetrask effect the weather?
 - A. It ensures clear skies.
 - B. It intensifies the Aurora.
 - C. It creates a hole in the sky.
 - D. It forms clouds and fog in the north.

6. What does 'quirk' mean in paragraph 5, line 1?
 - A. an unusual feature
 - B. a flaw
 - C. a very pleasant surprise
 - D. an advantage

7. What is NOT said to help make a good viewing of the Aurora at Abisko more likely for visitors there?
 - A. There is a mountain viewing platform.
 - B. Weather forecasts are available.
 - C. It is located near a highway.
 - D. There are no city lights nearby.

8. The author's overall opinion of Abisko is that
 - A. It's an exceptional place.
 - B. The primitive conditions are made worthwhile by the experience.
 - C. It is not as popular as it deserves to be.
 - D. It could be improved.

Paper 1 Reading PART 2

You are going to read an article about the illegal international trade of whale meat. Seven sentences have been removed from the article. From the sentences A - H, choose the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

Eating Endangered Species?

The International Whaling Commission was established in 1946 to manage dwindling stocks of whales. Quotas were set to limit the number of whales that could be killed each year for commercial use, but these were often ignored and whale numbers continued to decrease. In 1975, the Convention on International Trade in Endangered Species of wild Flora and Fauna (CITES) gave full protection to several species including the blue, grey, humpback and right whales. International pressure on the IWC continued and in 1986 it finally put a limit on commercial whaling.

9 This is achieved by issuing scientific research permits, as killing whales for research is not forbidden. The stated aim of the Japanese research programme is to establish sustainable whaling in the Antarctic Ocean. Both Japan and South Korea are also permitted to trade, within their own countries, whale meat from animals killed as an incidental result of other fishing. **10** Also, in an attempt to control hunting, individual whales are logged on a DNA register so that they can be identified.

The value of "lethal sampling", that is, the practice of killing whales in order to study them, is a highly contentious issue. **11** On the other hand, opponents say this information is not strictly necessary, and moreover, there are better ways to get it. The selling of whale meat from the lethal sampling to fish markets is purportedly to help fund the research. **12** Now there is evidence to support their views.

A team of scientists, led by Professor Scott Baker, have used DNA to analyse samples of sushi from restaurants in Los Angeles and Seoul. **13** The results of the study were handed over to local and national authorities and have since resulted in criminal proceedings against the Los Angeles restaurant.

The researchers used DNA sequencing to identify the species of whale and then used DNA profiling – the same technique used to identify human individuals in criminal forensics – to identify the source of the meat. **14** In addition, some of the meat purchased in Seoul came from Antarctic minke whales, a species which is not local to South Korea and must have therefore also been traded illegally.

Although Japanese authorities keep a DNA register of each whale destined to be sold commercially, this information is not available for monitoring purposes. **15** As the authors state, "The illegal trade of products from protected species of whales, presumably taken under a national permit for scientific research, is a timely reminder of the need for independent, transparent and robust monitoring of any future whaling".

- A.** The results showed that the whale meat in the Los Angeles restaurant had almost certainly originated in Japanese 'scientific' whale hunts.
- B.** However, the export of any whale meat from these countries to the U.S.A. is strictly prohibited.
- C.** The researchers suggest that urgent action is needed in making this information available to scientists so further monitoring and analysis of commercially available whale meat can take place.
- D.** Despite the 1986 ban, Japan has continued to hunt whales legally.
- E.** Some claim that it is required in order to learn about the eating habits and lifespan of whales.
- F.** Since the 1986 international moratorium, it has been assumed that there is no international trade in whale products, but this does not seem to be the case.
- G.** This claim, however, is disputed by opponents as being a cover for illegal whaling.
- H.** The sushi was found to be made from the illegally-traded meat of protected whale species.

Paper 1 Reading PART 3

You are going to read some extracts about several people's favourite buildings from around the world. For questions 16 – 30, choose from the people (A – D). The people may be chosen more than once.

Which person(s):

likes the building better than what it contains?

16

can't pick a single favourite?

17

prefers natural places to man-made places?

18

originally visited it only because it was famous?

19

implies that his/her favourite could change?

20

likes a building that is no longer in use?

21

mentions a building designed using a novel tool?

22

does not mention who designed the building?

23

describes a special place to see a movie?

24

describes a building with a religious aspect?

25

26

seems to value personal freedom of expression?

27

mentions the incorporation of a natural feature into a building?

28

talks about a place with limited public access?

29

would like to visit the building again for a specific reason?

30

Buildings from around the world

KEIRA

A

There is no contest! The Taj Mahal in India, definitely! I visited it while traveling recently, not because I knew anything about it, just because it's considered one of the seven wonders of the world, you know. But it was completely breathtaking. The great white domes of the mausoleum, standing out against the sky, and mirrored in the reflecting pool. I've never seen anything like it. It's decorated very simply, with geometric shapes, following what the Islamic religion believes is appropriate for places of burial.

It's an amazingly romantic building. It was built by the grief-stricken emperor, Shah Jahan, after the death of his third wife, as an expression of his sorrow. I would love to get married there one day; I can't think of a better place for a wedding, although I suspect it would be very very costly. Oh well, it doesn't hurt to dream.

GEORGIA

C

My favourite building? Anything designed by the Austrian architect, Hundertwasser! I can't choose just one. He was a real character and his buildings are all so creative and progressive; they stand out wherever they are located and make an impression on everyone.

To give you an idea about what he believed in, he proposed something called the "Window Right". He said a person in a rented apartment must be able to lean out of his window and scrape off the masonry within arm's reach. And he must be allowed to take a long brush and paint everything outside within arm's reach, so that it will be visible from afar to everyone in the street that someone lives there who is different from the imprisoned, enslaved, standardised man who lives next door.

Hundertwasser condemned the sterile grid system of conventional architecture. He rejected rationalism, the straight line and functional architecture, and demanded instead creative freedom of building, and the right to create individual structures. His designs included forested roofs, the spiral house, the eye-slit house, the high-rise meadow house and even an inaudible Green Motorway.

DYLAN

B

My favourite building, this year at least, is the Experience Music Project Museum in Seattle. It was designed by Canadian architect Frank Gehry and his client was Paul Allen of Microsoft fame. Gehry was the first person to use a computer modeling system called CATIA – which was used in the aerospace industry. As he said, "we did a building by computer for a computer guy"!

The building is formed from 400 tons of steel. It is covered by 21,000 aluminium and stainless steel shingles. At the heart of the structure is the Sky Church – a high-tech cinema with a 70 ft high ceiling and the world's largest LED screen. It is an amazing place.

I think this is truly a design where art and architecture merge. It is challenging, the colours are amazing and the wow factor is high! I'll admit I had mixed views about the exhibits that were inside the building – but that doesn't take away from the building itself!

AARON

D

First of all, I have many favourite outdoor places here in the UK; Golitha falls on Bodmin Moor - a very special one; in fact, most of Bodmin Moor is very special. I love being outdoors in a natural environment and at any time of day or night.

A favourite building? That's more difficult; there is a tiny chapel on top of St Ives Island that used to be used by fishermen. I have spent many nights walking round St Ives Island and always wanted to look inside this little building that was kept closed to the public.

One day I was lucky to find a cleaner working there, giving the place a clean, so I couldn't resist. I asked him nicely if I could have a look inside, he didn't seem to mind. There was nothing in there but a huge Bible and a window looking out to sea. It had a rather mysterious, rather sad atmosphere. I have been back there many times but, as usual, the place is always locked up. I'm so pleased I managed to go inside and look around at least once.

Writing

Paper 2 WRITING PART 1

You **must** answer this question. Write your answer in 120-150 words in an appropriate style.

1. You have received an e-mail from your English friend Jen. Read Jen's email and the notes you have made. Then write an **email** to Jen using **all your notes**.

email

From: Jen Smith
 Sent: 4th March
 Subject: visit

Tell Jen

I'm so happy you decided to come to visit, and that you've finally got your flight! You already said you were coming at the end of June, but what day and time will you arrive exactly? Shall I pick you up at the airport? *yes, thanks ...*

There are some interesting things going on here in the last weekend of June. There is a music festival outside of town, and we could camp there and see lots of bands. On the other hand, on the same weekend, all the museums in the city are offering free admission so we could stay at home and visit them instead. Which would you prefer to do?

Is there anything else you would like to know?

Say which and why

Your friend,
 Jen

Ask Jen about.....

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Paper 2 WRITING PART 2

Write an answer to **one** of the questions 2-4 in this part. Write your answer in **120-180** words in an appropriate style.

2. You saw this notice in an entertainment magazine:

Reviews Wanted

Have you visited a wonderful or awful café recently?
Now is your chance to write about it. We are looking for reviews of cafés.

Describe your experience at the café.
Say why you were satisfied or dissatisfied with it.

We will publish the most interesting reviews.

Write your **review**.

3. Your class has been discussing environmental issues, including the problems associated with the presence of too many cars on the roads and the benefits of using more responsible means of transport. As a follow up, your teacher has asked you to write a report about the public transportation services available in your area. You should mention what is available, what is not available, and give recommendations for improving your local public transport facilities.

Write your **report**.

4. You see the following notice in a lifestyle magazine, and decide to submit an **article**.

Living in 2080

We invite our readers to write an article on the topic "*Living in 2080*".

What will life be like?

The writer of the best article will win an MP3 player.

Write your **article**.

Paper 3 Use of English PART 4

For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete each sentence. You must use between **two** and **five** words. Do not change the word given. There is an example at the beginning (0).

Example:

0 They think the owner of the house is in France. **thought**
 The owner of the house in France.

The gap can be filled by the words "is thought to be" so you write: **0 is thought to be**

35. Tom finished second, not Lawrence. **was**
 It , not Lawrence.

36. We paid 100 pounds for his new trainers. **us**
 His new trainers 100 pounds.

37. The expert had no idea that the painting was not genuine. **know**
 Little that the painting was not genuine.

38. Mary and her mother both dislike Italian food. **nor**
 Neither Italian food.

39. Helen has never seen such beautiful houses. **most**
 These are has ever seen.

40. We decided to postpone our trip to Crete. **off**
 We our trip to Crete.

41. I am sure they lied to you. **have**
 They to you.

42. The neighbours took care of her cat while she was in Poland. **after**
 The neighbours while she was in Poland.

Listening

Paper 4 LISTENING PART 1

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

1. You are watching TV and you hear this advertisement. The speaker is encouraging you.
 - A. to maintain your car's tyres.
 - B. to watch out for children crossing.
 - C. not to drink and drive.
2. You overhear these two people discussing a football match. The speakers
 - A. support different teams.
 - B. both support Manchester United.
 - C. both support Liverpool.
3. You are out shopping when you pass a man in the street selling something. The item he is selling is
 - A. not available elsewhere.
 - B. cheaper than elsewhere.
 - C. cheaper because it is damaged.
4. You are at a wedding reception when a man starts to make a speech. The speaker is
 - A. the best friend of the groom.
 - B. the father of the bride.
 - C. the groom.
5. Listen to this person speaking about a recent holiday. The speaker complains about
 - A. the holiday company.
 - B. the country she visited.
 - C. the whole holiday.
6. You are in an office when you hear a woman making this telephone call. The speaker complains about
 - A. being given the wrong supplies.
 - B. the lateness of the delivery.
 - C. having paid too much.
7. You hear a friend telephoning a sandwich delivery company. The speaker is ordering
 - A. 2 sandwiches.
 - B. 3 sandwiches.
 - C. 4 sandwiches.
8. You are watching the evening news on TV when you hear this item about Dino the dog. Dino
 - A. went to find his owners.
 - B. travelled to his original home.
 - C. got lost.

Paper 4 LISTENING PART 2

You will hear a psychologist speaking on British radio on the subject of astrology. For questions 9-18, complete the notes which summarise what the speaker says.

Over 60% of **9** admit to being interested in astrology.

Less than 3% of people would consult the stars before making **10** .

Psychologists now believe that time of birth can affect a person's **11** development.

Time of birth is not the only factor, but it is the **12** for future changes.

To test his idea, the speaker decided to compare people's **13** and zodiac sign.

An amazing number of **14** were born around mid July to mid August.

Other connections found by the study were **15** .

A fair number of serious sports players were born in the **16** months.

The speaker thinks that the lack of professions dominated by mostly one star sign is a little **17** .

The connections may be weak because people are removed from the **18** .

Paper 4 LISTENING PART 3

You will hear five different women in a hairdresser's talking about pets. For questions 19-23, choose from the list A-F which pet each one has at home. Use the letters only once. There is one extra letter which you do not need to use.

- A a cat
- B a dog
- C a parrot
- D fish
- E mice
- F a spider

- Speaker 1 **19**
- Speaker 2 **20**
- Speaker 3 **21**
- Speaker 4 **22**
- Speaker 5 **23**

Paper 4 LISTENING PART 4

You will hear a conversation which takes place in a busy restaurant between a couple, Ivan and Hannah Smythe, and a young waiter, Joel. For questions 24-30, choose the best answer A, B or C.

24. Why does Hannah tell her husband not to speak so loud?
A. He is disturbing others.
B. She can't hear him.
C. The waiter is next to him.
25. How would the manager probably react to an order of two starters?
A. He would not be agreeable
B. He would be happy to oblige.
C. It wouldn't matter to him.
26. What did Joel use to be?
A. a waiter
B. a customer
C. a vegetarian
27. Why does Ivan complain about the numbers?
A. They are confusing.
B. He doesn't like the idea of using numbers on a menu.
C. He can't see them.
28. What does Ivan want with his Banana Split?
A. lemon sauce
B. additional cream
C. nuts
29. Why can't meals be changed?
A. they are pre-prepared
B. the meals are assembled off-site
C. the waiter is busy
30. What is Ivan's mood at the end of the conversation?
A. angry
B. annoyed
C. impressed

Test 6

Reading

Paper 1 Reading PART 1

You are going to read an extract from a magazine article about attitudes towards reality TV. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

Today's university students have none of the fear of "Big Brother" that marked their parents' generation. In fact, their fascination with the notion of watching and being watched has fuelled a dramatic shift in entertainment programming and ushered in the era of Reality Television.

Mark Andrejevic, an assistant professor of communication studies, says a number of factors including technology and economy paved the way for the rise of reality television, but none so much as a transformation of Americans' attitudes towards surveillance.

As a graduate student at the University of Colorado in the mid- to late 1990s, he studied the ways in which new technology allowed viewers to move from the role of passive media consumers to active participants. "I was interested in the ways that the promise of participation also became a means of monitoring people," he says. "All over the Internet people were providing information about themselves that could be used by marketers. Being watched became more and more economically productive."

Andrejevic believes that the interactivity of the Internet paved the way for reality TV mania. He interviewed producers of early reality programmes such as MTV's *The Real World* who said that they initially had a hard time finding people willing to have their lives taped nearly 24 hours a day for several months. That was 1992. Now they hold auditions in college towns and thousands of young people form lines snaking for blocks just for the chance to audition. "There are now more people applying to *The Real World* each year than to Harvard," Andrejevic says.

The key to that success is connected to people's increasing comfort with levels of surveillance that were once hated in American society. Andrejevic has attempted to think about the ways in which reality TV reconfigures public attitudes about surveillance. He says: "We're trained to make a split between private and public surveillance - to be worried about government surveillance but not private, which is entertainment or gathering information to serve us better. We're moving into a period where that distinction starts to dissolve. Private sur-

veillance is becoming so pervasive that it's time to start worrying about it as a form of social control."

That viewers of reality programming don't worry about surveillance or social control is testament to the power of television as a messenger. Andrejevic points out that "The cast members on these shows are constantly talking about how great the experience is and how much they have grown personally because of it. It connotes honesty - you can't hide anything about yourself if you're on camera all day every day. It becomes a form of therapy or almost a kind of extreme sport - how long can you withstand allowing yourself to be videotaped?"

Viewers believe in the benefits cast members describe and crave that opportunity for themselves. In this way, each programme becomes a kind of advertisement for itself. Millions of university students watched *The Real World* and then began clamouring for the opportunity to participate. The same is true for newer programmes including *Survivor*, *American Idol*, *Fear Factor* and the like.

Andrejevic says he encourages his students to look beyond the characters and the surface glamour of reality television and consider the broader issues of surveillance, privacy, democracy, and technology that the shows present.

"I try to cure my students of the habit of watching reality TV uncritically," he says. "The challenge of teaching popular culture is that students are trained to separate the world of academics from the world of popular culture. They tend not to think of that part of life using theories they have learned in class. There's a tendency with students to say 'you're reading too much into it.' But TV is so powerful in conveying messages about the world precisely because people don't think it's doing that. There's something so vital about reality TV as a cultural form," he continues. "It's always changing, moving so fast, continuously reinventing itself. It gloms on to cultural trends. It's a good place to examine and inspect our culture."

1. What does the phrase 'paved the way' mean in paragraph 2?
 - A. invented
 - B. slowed down the progress of
 - C. got things ready for
 - D. were influenced by

2. New technologies helped viewers to
 - A. passively enjoy the media.
 - B. be economically productive.
 - C. become active participants.
 - D. consume more.

3. In the beginning, reality TV
 - A. was more popular than a university.
 - B. couldn't find people willing to be filmed.
 - C. had **university** students lining up to audition.
 - D. was not popular with students.

4. People consider public and private surveillance to be
 - A. different things.
 - B. equally harmless.
 - C. carried out by the government.
 - D. a cause for concern.

5. Andrejevic wants people to realise that private surveillance can be
 - A. persuasive.
 - B. to their advantage.
 - C. used to sell products.
 - D. a form of social control.

6. Which of the following is NOT something that makes participation in reality shows a good experience (according to the shows' participants)?
 - A. It makes honesty unavoidable.
 - B. It can be a sort of therapy.
 - C. It is an opportunity to advertise.
 - D. It is like an extreme sport.

7. Students tend to
 - A. ignore what their studies have taught them when watching reality T.V.
 - B. read too much into reality TV.
 - C. see beyond the glamour of reality TV.
 - D. not want to participate in reality shows themselves.

8. What is Andrejevic's attitude towards television?
 - A. It is a harmless and entertaining aspect of popular culture.
 - B. It is secretly controlled by the government.
 - C. It can provide an experience that everyone would benefit from.
 - D. It can teach us about our culture but we should use it cautiously.

Paper 1 Reading PART 2

You are going to read a magazine article about Susan Boyle who was on Britain's Got Talent, and quickly became a celebrity. Seven sentences have been removed from the article. From the sentences A - H, choose the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

Reality TV Stars and Serial Killers

What could the Britain's Got Talent star, Susan Boyle, have in common with one of America's most notorious serial killers? More than you might think.

9 But after her appearance on Britain's Got Talent she was catapulted to fame and splashed across all the front pages.

What is interesting about Susan Boyle from a sociological point of view is that her rapid rise to fame marks a significant milestone in the evolution of contemporary celebrity. Reality TV stars tend to become very famous for five minutes before plunging quickly back into obscurity, but Boyle's "career" is an order of magnitude above your average Big Brother favourite. **10** Boyle's celebrity is born of a synergy between the old and the 'new' media. Her debut TV appearance turned her into an overnight YouTube sensation (65 million views and counting), which spiralled into a news story flashed across all the 24-hour rolling news networks. She piqued the interest of A-List celebrities (Demi Moore, Oprah Winfrey) who helped spread the word, and as a consequence Boyle is a household name *Over There*, in the US, too.

The fascination with Boyle is simple. **11** For example, it's common practice for dance music videos to replace powerful but "aesthetically dubious" female vocalists with lip-synching dancers and models. So ubiquitous has the management of celebrity appearance become that it is accepted as given. **12** Her frumpy non-sculptured looks lured them into thinking they were in for a comedy or joke performance. But their expectations were utterly confounded. Her soaring voice surprised and immediately won over everyone who was watching. She reminds us talent triumphs over looks, which immediately casts her as an underdog in comparison with the weight of standardised product churned out by the culture industries.

13 Prolific murderers like Fred West, John Wayne Gacy, Jeffrey Dahmer, Harold Shipman and Ted Bundy inspire horror and fascination in equal measure, and command massive media interest. The more gruesome the murders, the higher the body count, the greater the level of fame. Their crimes spawn countless books, movies and merchandise. Serial killer artifacts, such as John Wayne Gacy's art, are much sought after by collectors. And their effect on popular culture has been profound.

The instantaneous celebrity that attaches to them is not even matched by acts of mass murder, such as school shootings. Hungerford, Columbine, Dunblane and Virginia Tech are burned deeply into popular consciousness, but the names of the people responsible are less well known - and this is despite at least one killer pursuing a post-spree media strategy. **14**

Boyle's pattern of fame so far maps onto that of the Dahmers and the Gacys - but will it last? Her brush with the acute pressures and strains of being suddenly thrust into the limelight might convince her to retire back into private life. But with talk of record contracts and lucrative tours here and in the US, it is possible her celebrity could be as long lived as that of the inglorious pioneers of instant fame. **15**

- A. Just look at the audience and panel's faces before Boyle started singing.
- B. Boyle's significance lies in her not having to kill anyone for it.
- C. Only one group of people have travelled the path to instant fame as quickly: serial killers.
- D. So far instant and lasting fame and notoriety has exclusively attached itself to serial killers, at least until now.
- E. After losing out to an urban dance troupe, Boyle was sent to The Priory amid rumours of stress and backstage meltdowns.
- F. Eight weeks ago Boyle was completely unknown.
- G. In the age of superficiality the media people regularly impose impossible to achieve beauty standards on our entertainment.
- H. No other celebrity has travelled the road from nowhere to global fame as fast.

Paper 1 Reading PART 3

You are going to read some reviews that several people have written about movies that they saw. For questions 16 – 30, choose from the people (A – D). The people may be chosen more than once.

Which person(s):

- | | | |
|--|--------------------------------|--------------------------------|
| wrote about a director's first work? | 16 <input type="text"/> | |
| wrote about a biographical film? | 17 <input type="text"/> | |
| disliked almost everything about the film? | 18 <input type="text"/> | |
| says you must keep alert? | 19 <input type="text"/> | |
| refers to the film as a product of commercialism? | 20 <input type="text"/> | |
| praises the actors' skills? | 21 <input type="text"/> | 22 <input type="text"/> |
| indicates exactly when the film had its first release? | 23 <input type="text"/> | |
| had mixed feelings about the film? | 24 <input type="text"/> | |
| commented on the amazing special effects? | 25 <input type="text"/> | |
| says that the film is not able to make a point? | 26 <input type="text"/> | |
| thinks the film has an irresponsible story line? | 27 <input type="text"/> | |
| says the movie can appeal to different generations? | 28 <input type="text"/> | |
| thinks that secrets are part of the subject matter? | 29 <input type="text"/> | |
| says the film in some way resembles television? | 30 <input type="text"/> | |

Film Reviews

IVAN

A

Every scene in Miller's *Crossing* is essential so that all the pieces fall into place in the last shot. But there's actually one very brief earlier scene that off-handedly sets up the entire picture. It seems like a throwaway, a chance encounter, but so much information is packed into this brief exchange that the mind boggles in retrospect. Don't blink or you'll miss it!

In this perversely funny, moving and intelligent masterwork, everyone has his or her secret reasons for what they do. But the wisdom of Miller's *Crossing* is that it understands that the human heart sometimes keeps those reasons a mystery - not only from others, but occasionally from itself as well.

One of the characters, Bernie, has blatantly chosen to violate the rules. Therefore, according to the gangster's code, Bernie deserves to die. However, for personal reasons, permission for this to go ahead is not granted. And that's when the gangsters' warped but precariously maintained moral/ethical structure begins to collapse. Miller's *Crossing* is an indelible film about betrayal and self-destruction - and perhaps the first great movie of the '90s.

Bill

C

To begin with, yes, this is the epic visual masterpiece that you've all been waiting for and it succeeds in everything it tries to do, visually at least. The overall look is stunning beyond belief, the special effects are impeccable.

In allowing everything to be part of a greater whole, Director James Cameron truly created a world of his own. To both the actors' and director's credit, the performances also came through extremely well. It's amazing how much of the actors' emotions you could see through their *Avatar* characters. Cameron got me to shed a tear and sit on the edge of my seat, but the film isn't flawless, not by a long shot.

This brings me to one of the things I really didn't like about the movie; the plot. A white man comes in, learns the ways of a more primitive people, then destroys their world, has a change of heart, and comes back and uses their own ignorance and belief system to make himself a hero. Although this is an old story that we've seen many times before and I can't blame Cameron for coming up with it, is this really a message we want to be spreading, and more so, promoting? What about taking responsibility for yourself?

GLORIA

B

Pretty Woman sells itself as a contemporary Hollywood fairy tale - and the fairy tale aspect of the picture almost works, thanks to a few snappy one-liners and Garry Marshall's sitcom-style direction, which tries - but in the end finally fails - to bleach out the movie's darker implications about America's culture of greed.

In this heavily processed and polished Disney product, it's not clear what has actually made the unconvincing difference in the characters' lives: love or money. Finally, all the movie really says is that nothing else matters as long as you look like you live in Beverly Hills, then people will respect you and it won't matter how you get your money, just as long as you spend lots of it. Of course, it is beyond the scope, or intention, of the movie to sharpen this into an ironic or satirical point. The bleak notion is just there on the screen, acknowledged and reinforced, but never questioned.

Jack

D

A tarnished NO TRESPASSING sign is the first thing we see in Orson Welles' *Citizen Kane*, an opening sequence that's still as electrifying as any in the history of movies.

The thrills of Welles' breathtakingly exciting debut film, from 1941, are many. For one thing, there's the exhilaration of watching the cocky 25-year-old director genius explore the possibilities of the medium, playing with the properties of film as if he'd been doing it all his life. *Kane* is as stunning and sophisticated as any movie ever made, yet it moves at a pace that can keep the MTV generation riveted to the screen.

Then there's the thrill of watching the exuberant young actors, among the finest ever to work in front of a movie camera, having the time of their lives. Their fresh performances still bristle with spontaneity and an edge that few contemporary actors can match.

And, behind that NO TRESPASSING sign, there's the thrill of the forbidden. For *Citizen Kane* takes us behind that barrier, erected to keep out the public, for an intimate look at a great and powerful man who got everything he ever wanted ... and then lost it.

Writing

Paper 2 WRITING PART 1

You **must** answer this question. Write your answer in **120-150** words in an appropriate style.

1. You have received a letter from the admissions officer at a university you have applied to, telling you that you have been accepted! Read the letter and the notes you have made. Then write a **letter** in reply using **all your notes**.

Dear Ms. Johnston,

We are pleased to inform you that you have been accepted at our university. Congratulations!

Be sure to let us know if you will be attending or not as soon as you have made your decision. We have reserved a place for you on the course, and in the university accommodation, but we can only reserve your place for a limited time. If we can answer any questions that will help you with your decision, don't hesitate to contact us!

how long?

want to visit campus.... any tours available?

Also, we will be able to offer you financial aid, although we will not be able to tell you how much will be available until closer to the start of the term.

including accommodation or just tuition?

When you have made your decision please fill out the appropriate form and return it to us.

where can I get the form?

Best Regards,
Laura Cash
Admissions Officer

Write your **letter**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Paper 2 WRITING PART 2

Write an answer to *one* of the questions 2-4 in this part. Write your answer in 120-180 words in an appropriate style.

2. You work part-time at your local gym, which has decided to invest £20,000 in new equipment and facilities. Your manager has asked you to write a **report** about the gym's existing facilities and say where you think the money should be spent.

Write your **report**.

3. You have taken part in a class discussion on the way the media treats celebrities. Your teacher has now asked you to write an **essay**, giving your opinions on the following statement:

"If you want to be famous, then you have to accept that no part of your life is ever going to be private."

Write your **essay**.

4. You have decided to enter a short story competition in an international English language magazine. The competition rules state that the **story** must begin as follows:

"I thought I was going to die..."

Write your **story**.

Use of English

Paper 3 Use of English PART 1

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

Example 0. A. bustling B. deserted C. foreign D. permanent



The Town of Aylesbury

Aylesbury is a (0)..... market town (1)..... modern shopping facilities include the (2)..... opened Friars Square shopping centre. The market has been an (3)..... part of Aylesbury life since the early 13th century. (4)..... , regular markets are held on Wednesdays, Fridays and Saturdays.

The town has a (5)..... and varied history, many clues to which can be seen in the (6)..... area to the north of the market square. In this area (7)..... the 15th century *King's Head* Public House which over the years has played host to many famous names. These have included King Henry VIII who (8)..... visited the Inn whilst courting Anne Boleyn and to Oliver Cromwell on his visit to Aylesbury in 1651.

(9)..... a National Trust property, the *King's Head* is at present undergoing extensive refurbishments to (10)..... the building to its former glory and is (11)..... to re-open in the autumn. Other (12)..... buildings in the conservation area include the Saxon Church of St Mary and the Buckinghamshire County Museum.

- | | | | |
|------------------|-----------------|----------------|----------------|
| 1. A. what | B. which | C. whose | D. with |
| 2. A. recently | B. frequently | C. rarely | D. likely |
| 3. A. essential | B. expensive | C. unexpected | D. impossible |
| 4. A. Always | B. Seldom | C. Never | D. Nowadays |
| 5. A. poor | B. perfect | C. rich | D. nearby |
| 6. A. pollution | B. conservation | C. environment | D. maintenance |
| 7. A. lives | B. happens | C. stands | D. shows |
| 8. A. regularly | B. properly | C. namely | D. lately |
| 9. A. Since | B. Now | C. Even | D. Despite |
| 10. A. refresh | B. recall | C. restore | D. remind |
| 11. A. suggested | B. advised | C. remained | D. expected |
| 12. A. reliable | B. annual | C. excitable | D. notable |

Paper 3 Use of English PART 2

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)

Example:

0 **When**

The Waterloo Station Mystery

(0) the girl returned, she was much calmer. Mike realised that (13) must think she had made herself look rather foolish and had (14) more importance to the happening than it deserved. Mike realised that the girl (15) awkward, and that at Waterloo Station she would be glad to (16) good-bye to him and forget the event.

When they (17) the station, he took her to find a taxi. The man (18) had frightened her must be (19) in the crowd, and it was (20) that he might trouble her again. But they did not see him.

The (21) gave the driver an address in Kensington and stepped (22) the taxi. "Thank you," she said. "Thank you very much." The taxi moved off. Mike stepped forward (23) wave, and (24) nearly knocked down by another taxi, which was behind.

Paper 3 Use of English PART 3

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).

Example:

0 **relaxation**

Holidays are meant to be a time of (0) **relaxation**... and fun but (25)..... this isn't always the case. There are some (26)..... problems such as delayed flights and the usual (27)..... of waiting at airports. However the (28)..... of spending two or three (29)..... weeks in the sun on an (30)..... island is enough to make most people think the delays are worth it. It's best to make a (31)..... at a hotel so that you can leave home (32)....., knowing that at least your (33)..... is secure. Finally it's best to travel with a friend to avoid (34)..... and loneliness.

- RELAX**
- FORTUNE**
- PREDICT**
- FRUSTRATE**
- ANTICIPATE**
- WONDER / SPOIL**
- RESERVE**
- CONFIDENCE**
- ACCOMMODATE**
- HOMESICK**

Paper 3 Use of English PART 4

For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete each sentence. You must use between **two** and **five** words. Do not change the word given. There is an example at the beginning (0).

Example:

0 They think the owner of the house is in France. **thought**
 The owner of the house in France.

The gap can be filled by the words "is thought to be" so you write:

0 is thought to be

35. She made her children wash the dishes. **were**
 Her children the dishes.

36. "Let's play chess", he said. **playing**
 He chess.

37. I'm sure they didn't show up here last night. **shown**
 They here last night.

38. Although she was exhausted, she finished all her work. **being**
 Despite, she finished all her work.

39. My brother has gained a lot of weight since last summer. **put**
 My brother a lot of weight since last summer.

40. Her parents don't want her to smoke at home. **object**
 Her parents at home.

41. The last time Tim went to France was four years ago. **been**
 Tim for four years.

42. The local council will build a new car park. **be**
 A new car park the local council.

Listening

Paper 4 LISTENING PART 1

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

1. You are at a college lecture when you hear this student interrupting the lecturer. The student wants the lecturer to
 - A. repeat a particular word.
 - B. explain something.
 - C. repeat an important point
2. You hear this politician being interviewed on TV. His political party is called the
 - A. Social Liberal Democrats.
 - B. Liberal Democratic Party.
 - C. Christian Democratic Alliance.
3. You overhear a hotel receptionist speaking on the telephone with a customer. The hotel is unable to provide the customer with rooms because
 - A. there aren't enough rooms.
 - B. the facilities are inadequate.
 - C. the customer wants better service.
4. You overhear this woman talking to her child in a shop. She is
 - A. warning the child about something.
 - B. explaining something to the child.
 - C. telling the child off.
5. You overhear this woman talking about a problem she had with a cassette player. Now the woman is
 - A. angry.
 - B. worried.
 - C. satisfied.
6. You are at a pay phone in a hotel when you hear this man ordering a taxi to take him home. The man lives in
 - A. 269 Radleigh Road.
 - B. 69 Rudleigh Road.
 - C. the Half-way Hotel.
7. You are on a train when you overhear this man talking about the prices of railway tickets. He has just paid
 - A. £6.50.
 - B. £16.50.
 - C. £5.60.
8. You hear this man on the radio introducing a song. The man
 - A. likes the song very much.
 - B. never liked the song.
 - C. is less keen on the song now.

Paper 4 LISTENING PART 2

You will hear part of an early evening discussion programme on British television in which a man called Gerald is interviewed about an examination that many British teenagers take. For questions 9-18, complete the notes which summarise what Gerald says.

More and more anger is being felt about inbuilt **9** _____ in the B.C.I exam.
 Gerald de Villiers is said to be **10** _____ at training students for the exam.
 Two big problems are that the recordings use speakers with **11** _____ and are poor quality.
 By reading the exam paper carefully you can often **12** _____ what you will hear.
 A trick question is a possibility any time an answer appears **13** _____.
 Students are advised not to attempt to write **14** _____.
 For the sake of their ears, students should avoid **15** _____ in the week of the exam.
 It is surprisingly helpful to do light exercise immediately **16** _____ the exam.
 In large rooms there is a problem with sound bouncing off **17** _____.
 You will hear the cassette more clearly if you put a cupped hand **18** _____.

Paper 4 LISTENING PART 3

You will hear five different people being interviewed on the radio about Christmas. For questions 19-23, choose from the list A-F which words best describe their feelings about this celebration. Use the letters only once. There is one extra letter which you do not need to use.

- A feels enthusiastic
- B feels bored with it
- C feels upset by it
- D feels unappreciated
- E feels satisfied
- F feels happier than expected

- Speaker 1 19
- Speaker 2 20
- Speaker 3 21
- Speaker 4 22
- Speaker 5 23

Paper 4 LISTENING PART 4

You will hear a short story being read as part of a radio programme. For questions 24-30, choose the best answer A, B or C.

24. Why was Andy at the shopping centre?
A. he was skipping school
B. he was sick
C. he wanted to be alone
25. What is Andy's favourite thing to do?
A. go to the shopping centre
B. damage people's property
C. go to school
26. What did Andy do earlier in the day?
A. he smashed windows
B. he attended school
C. he got hurt
27. Where did the shard of glass hit Andy?
A. on his arm
B. on his ear
C. on his neck
28. How big was Andy's cut?
A. large
B. barely visible
C. relatively small
29. Why did Andy feel bad about ruining the telephone booth?
A. he didn't like destroying property
B. he didn't want to get in trouble
C. he needed to use it
30. What did Andy realise after he got hurt?
A. he shouldn't vandalise
B. ambulances come quickly
C. smashing glass is dangerous

Test 7

Reading

Paper 1 Reading PART 1

You are going to read a newspaper article about developments of global importance in the last century. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

A Century of Change

The 20th century was a time of remarkable change. In less than one hundred years, the population of our planet went from around 2 billion people to close to 6 - that's right; almost treble the number of people live in the world today as did ten or so decades ago. And not only have our numbers exploded, but our lives have become more intertwined than ever before. For most of human history, the different communities which existed lived in their own very small worlds - worlds inside of a bigger world they knew little about. The only world that mattered was the one you could see in your immediate surroundings. Compare that situation with today, when even the poorest parts of sub-Saharan Africa can boast 43 television sets per thousand people. The world view is no longer limited to the horizon; it stretches across the planet. The global village is here. Now, let's see how it came about.

The lessons of two world wars in quick succession signalled the dawning of a new age. Statesmen and women saw that the way forward lay in bringing the world closer together. World War Three was to be avoided at all costs, they said. It was believed that by making nations more interdependent the risk of conflict would be lessened as it would be in nobody's interest to go to war then.

That desire to see the nations of the world united gave birth to the U.N. - the United Nations. The idea of the U.N. was to share power, responsibility and decision making for world affairs equally between all the members of the new global village, so it is the nearest thing we have ever had to a world government. The U.N. brings together officials from 185 member states. Their task is to preserve world peace and prevent conflict, but the dream never quite became a reality as this body has very little 'real' power - it just does a lot of talking.

Not long after the United Nations was founded, Europe started to play with the idea of uniting its own continent. After all, it was internal conflict there that had been the main cause of both world wars. Then, in 1957, the idea took shape; it started as the European Coal and Steel Community with six member states. Today, we know it as the E.U. or the European Union - 27 countries, called member states, united in one large free trade area and committed to supporting each other in order to make Europe a safer, more secure and more prosperous place. 15 of those members have since gone a step further and created a single currency. The system is hardly perfect, but at least the members are working together and not trying to destroy each other anymore.

But, for all the political movement that took place in the last century, there was a revolution more powerful, and yet more simple, that changed the world as we know it forever - and that was the dawn of the information age. First the television brought people from opposite sides of the globe into contact; then the internet made the world our living room. Technology was the most powerful tool for uniting people in the last century, and the first to create a truly global community.

Now we can communicate with people from different 'tribes' in an instant; debate with them; learn from them; understand them; just chat with them if that's all we want. But for all the change, have we made the world any better? There's still a huge gap between the richest and the poorest nations; there's still misunderstanding and conflict. We may be closer; we may live in a global village; maybe we're getting there, but there's still a lot more to do.

line
42

1. The number of people living in the world
 - A. has almost trebled since a decade ago.
 - B. has more than trebled in just under 100 years.
 - C. has risen to more than 6 million.
 - D. rose tremendously during the twentieth century.

2. What does the writer mean by saying communities used to live in worlds inside of a bigger world?
 - A. In the past people knew little about faraway places.
 - B. In the past people only cared about themselves.
 - C. Most people didn't travel very much in the past.
 - D. Most people cared about what was happening in the bigger world.

3. What changed after the experience of two world wars?
 - A. Politicians felt determined to prevent another world war.
 - B. Information technology brought the world closer together.
 - C. Nobody was interested in conflict anymore.
 - D. Nations wanted to become more independent.

4. What is suggested about the United Nations?
 - A. It keeps the world peaceful and conflict-free.
 - B. It will become a global government.
 - C. It doesn't have a lot of meaningful influence.
 - D. It is controlled by a few big powers.

5. What does the phrase 'took shape' mean in the context of paragraph 4, line 42?
 - A. succeeded
 - B. developed
 - C. concluded
 - D. changed

6. The E.U. is now comprised of
 - A. 6 member states.
 - B. 15 member states.
 - C. 27 member states.
 - D. 15 member and 27 associate states.

7. The arrival of new technology and the information age
 - A. seemed unimportant compared to the political changes taking place.
 - B. had a strong impact on the opposite side of the globe.
 - C. brought people together in a way that politicians could not.
 - D. saw people use the internet a lot in their living rooms.

8. What does the writer's tone in the final paragraph suggest?
 - A. He is satisfied with what has been achieved.
 - B. He is critical and pessimistic about the future.
 - C. He is confused and upset.
 - D. He is realistic about the situation.

Paper 1 Reading PART 2

You are going to read an article about winter sport in Scotland. Seven sentences have been removed from the article. From the sentences A – H, choose the one which best fits each gap (9 – 15). There is one extra sentence which you do not need to use.

Hope and Sadness

There's often a sense of the hopeless romantic associated with those who trek to the Highlands in search (more in hope than expectation) of the white stuff. More often than not, these ski and snowboard fanatics are met with disappointment. Either a thaw has set in and the rocks are visible or it's a total whiteout as gales blow and blizzards blast the poor expectant hopefuls. The Highlands, you see, is a tale of extremes; it's all or nothing up there.

9 But those patient folk – those old romantics whose sense of loyalty and optimism seems to know no bounds – are having the last laugh this winter. Picture this: fresh powder everywhere; 180cm of accumulated snow at the base of the resort; more falls forecast for later in the week; clear blue skies and a blazing sun. No, this isn't some upmarket French alpine retreat full of five-star chalets and bulging wallets. This is humble little Cairngorm, pride of Scotland. This is real skiing - old-style - without the gloss. There's an infectious passion and enthusiasm here today. **10**

Despite all the talk of global warming spelling the end for Scotland's long-suffering winter sport industry, Cairngorm and its four sister resorts; the Lecht, Glenshee, Glencoe and the Nevis Range, aren't about to go down without a fight. And, finally, nature has lent them a helping hand. As I am about to hop onto the chairlift, I can't resist the urge to pause and admire the scene around me; the Highlands at its best. **11** Back then, these slopes were crowded with thousands of skiers all season long; full to capacity – just as they are once again today. The cafes are overflowing with people enjoying their apres ski. You can see skiers of all sorts; beginners, wannabes and the real deal – the masters – don't get in their way! **12** They are all wearing big smiles on their faces.

If this is a freak winter as the met office would have us believe, and all the snow will have gone in a few years, then I am saddened. **13** And on the rare occasions when the snow base left us wanting, we'd pull out the sled and toboggan to our little hearts' content. Sure they'd take a battering on the rocks and stones, but those wooden sleds could handle it – boy were they sturdy! And I'm angered by the idea that my kids won't get to enjoy the same innocent sense of delight that I once did. **14** It isn't fair.

So instead of booking that package deal to Europe this winter, come home to Scotland – do your pocket and the planet a favour. Why waste money on expensive flights that will only add to our environmental woes? They're not Les Trois Vallees; they're not Courcheval; some would say they're not even a close, but Scotland's small ensemble of ski resorts have had a bumper season, so don't be too quick to write them off. There's life in the old dog yet! He just needs your help.

15 Well, I guess I'm one of them. And I hope that the Highlands continue to defy the odds and that nature confounds us all and brings a little joy to our children's hearts for many a winter to come. Snow, Bonnie Scotland! Snow right up to the start of May! I'll be here waiting when you do.

- A. And all of them have one thing in common.
- B. The more we begin to feel the effects of global warming, the more it seems to be nothing instead of all.
- C. Why have we wrecked this planet for future generations?
- D. It's like going back in time to the glory days of the 1960s and 70s.
- E. These people have waited a long time!
- F. All of my happiest memories of winters growing up as a child were spent flying down the slopes.
- G. Do you remember those hopeless romantics I described before?
- H. But sadly there isn't the snow base to satisfy their passion or desire.

Paper 1 Reading PART 3

You are going to read the transcripts of several interviews conducted as part of a research project on culture. For questions 16 – 30, choose from the people (A – D). The people may be chosen more than once.

Which person(s):

- | | | | | |
|--|----|----------------------|----|----------------------|
| is glad their nation is made up of people from lots of different backgrounds? | 16 | <input type="text"/> | | |
| is proud that their country has kept a particular political system? | 17 | <input type="text"/> | | |
| has been to many different places? | 18 | <input type="text"/> | | |
| mentions something which attracts a lot of people to their country? | 19 | <input type="text"/> | | |
| believes their country is less divided than before? | 20 | <input type="text"/> | | |
| is proud of hosting an important event? | 21 | <input type="text"/> | 22 | <input type="text"/> |
| believes money has had an effect on something? | 23 | <input type="text"/> | | |
| thinks their country has an unfair reputation? | 24 | <input type="text"/> | | |
| believes their country has progressed very fast? | 25 | <input type="text"/> | | |
| believes geography has influenced their country's culture? | 26 | <input type="text"/> | | |
| feels their nation's identity is threatened by something? | 27 | <input type="text"/> | | |
| wishes their country was as successful as it once was? | 28 | <input type="text"/> | | |
| sees evidence of the work and achievements of their ancestors around them today? | 29 | <input type="text"/> | | |
| compares a characteristic of their people with another? | 30 | <input type="text"/> | | |

A research project on culture

ANDREAS: THE GREEK **A**

For me, Greeks are a unique people, and our culture is quite distinct from any other I've experienced in my extensive travels. You see, we are perched on the edge of the European continent. We are certainly European - there's no mistaking that - but being in such close proximity to both Africa and the Middle East has given us a unique perspective. Maybe we've been influenced to some degree by both those regions and that is part of what has given us our unique identity. Then, of course, there's also our history. I am no different to any other Greek; immensely proud of my people's achievements. The Ancient Greeks after all gave a lot to the rest of the world - think democracy, philosophy and so on. And history is everywhere you go here, too; it's alive. I mean, there are ancient ruins, thousands of years old, all around you. It's really quite inspiring. There are reminders of the achievements of my forefathers everywhere. It's just a shame the present isn't quite as glorious as the past.

B: LINDA: THE BRITON **B**

What I admire about my people is their diversity. I suppose that stems from our past. Britain, after all, once colonised nearly half the world, so it's not surprising. And it's not just the fact that all sorts of different people live here, it's also because they manage to live in harmony - well, most of the time. No matter whether you are a Briton of one generation or ten, so long as you consider yourself British everyone else will. I'm also quite proud of the monarchy. So many countries have abandoned the monarchical system, and I think that's sad. We are one of the last in Europe. I hope we never go down the route of getting rid of the queen. The one thing I'm sceptical of is Europe. I am afraid that the more involved we become in the European Union, the less distinct we are as a nation. I for one was very happy we didn't join the Euro.

TAE-HEE: THE KOREAN **C**

Korea has one of the richest and longest histories of all the nations in the world. Very few people are aware of that because, traditionally, Korea has kept itself isolated. We used to be known as 'the Hermit Kingdom', but that is all changing now. What I am most proud of is how far we have come in such a short space of time. In the half a century or so South Korea has existed as an independent state, it has turned itself from one of the poorest nations in the world into one of the biggest and fastest-growing economies. We're no longer an agriculture-based society, now we export high-technology products all over the world. Recently, we hosted a G20 summit. That was a very proud moment for me. It was a sign that my country is now quite influential and can take its place alongside the other great nations. Of course, as we have become wealthier, our lifestyles have changed, too. We really enjoy social drinking these days - some people call us 'the Irish of Asia'! I guess they like their drink, too!

GAMU: THE SOUTH AFRICAN **D**

Maybe my country has a chequered history, but it's sad to think this is all the rest of the world knows about us. Besides, although the situation is by no means perfect yet, my people are more united than ever before. But what I am most proud of perhaps is our natural beauty. Our coastal waters are second-to-none for studying and viewing marine life. And don't forget the huge variety of native land species, too. People from all over the world come to visit our wildlife reserves and marvel at the amazing creatures we have in abundance. The World Cup was a real coming of age moment for us I have to say. It put South Africa on the map and showed a better side of our country to the rest of the world. My people did themselves proud by hosting a really successful tournament. We showed the world that we understand the meaning of sportsmanship and fair play, and I hope we proved that we can't forever be associated with the corruption and wrongdoing of the past.

Writing

Paper 2 WRITING PART 1

You **must** answer this question. Write your answer in 120-150 words in an appropriate style.

1. You recently visited a funfair and didn't have a good time there, so you wrote a letter of complaint to the organisers. The letter below is their response. Read the letter and your notes that you have made. Then write a **letter** in reply using **all your notes**.

I am very sorry you were not satisfied with your experience at the East Strand Funfair on September 4th.

However, in response to your suggestion that the roller-coasters were not properly maintained, I must say that you are mistaken. We keep all of our rides maintained to the highest safety standards. They are regularly inspected by qualified engineers, and run by trained professionals. I assure you that, had you gone on the rides, you would not have been in any danger.

Furthermore, in response to your comments about the rubbish, this is not our responsibility. It was your fellow visitors who created this problem.

Although we feel that your complaints were not caused by any fault of ours, we will offer you either a refund of half of your ticket costs, or free admission to the next Funsapes Limited event in your area. Let me know which you prefer.

Yours Sincerely
Michael Cross
Publicity Officer, Funsapes Limited

I disagree!
Could see they
were in bad
condition!

should have
hired someone
to clean up.

this is not a
good attitude

prefer a refund

Write your **letter**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Paper 2 WRITING PART 2

Write an answer to **one** of the questions 2-4 in this part. Write your answer in **120-180** words in an appropriate style.

2. You have had a class discussion on teenage problems. Your teacher has now asked you to write an **essay**, giving your opinions on the following statement:

"Young people have a very easy life these days."

Write your **essay**.

3. Your teacher has asked you to write a **story** for the annual school short story competition. The story must begin with the following words:

"There was something not right, Alex feared."

Write your **story**.

4. You have seen this advertisement for a job in the UK in an international magazine.

UK Winter Camps

Can you speak English?

Are you cheerful, energetic and hard-working?

If the answer to both questions is yes, then you are the person we are looking for.

We provide food and accommodation, and your airfare is reimbursed at the end of the contract.

You will:

- look after children aged 6-10
- help organise activities and events
- work as part of a team of ten camp entertainers

Send letters of application to Mr. Michaels, camp director.

Write a **letter** to Mr Michaels, and explain why you would be a suitable candidate for the job.

Use of English

Paper 3 Use of English PART 1

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

Example

0. A. seminar B. exhibition C. discussion D. conference



The Art of Patrick Heron

This summer the Tate Gallery presents a major retrospective (0)..... of paintings by Patrick Heron, one of the leading (1)..... in twentieth-century British art.

Heron (3)..... the early years of his (3)..... in Cornwall, an influence that has (4)..... with him. In 1956 he returned to a house at Zennor, (5)..... Eagles Nest, with an extraordinary garden. Here the beauty of his (6)..... inspired his work and he produced a series of garden paintings in (7)..... forms are shown with colour, light and texture.

Heron moved into pure abstraction in 1956 with a group of impressive, (8)..... coloured canvases, including stripe paintings. He (9)..... a leader of the major development of abstract art which was then taking place in Britain and which flowered in (10)..... painting and sculpture in the 1960s.

In the 1980s Heron's art (11)..... a new phase in which his inspiration seemed to be once more drawn (12)..... from his natural surroundings.

- | | | | |
|-----------------|-----------------|-----------------|-----------------|
| 1. A. figures | B. actors | C. politicians | D. authors |
| 2. A. lost | B. saw | C. took | D. spent |
| 3. A. childness | B. kindergarten | C. childhood | D. infantry |
| 4. A. left | B. remained | C. abandoned | D. provided |
| 5. A. replied | B. written | C. known | D. called |
| 6. A. companies | B. suburbs | C. surroundings | D. locations |
| 7. A. what | B. which | C. were | D. every |
| 8. A. probably | B. certainly | C. intensely | D. rarely |
| 9. A. turned | B. got | C. became | D. made |
| 10. A. addition | B. advance | C. progress | D. both |
| 11. A. entered | B. reduced | C. selected | D. reserved |
| 12. A. directly | B. likely | C. timely | D. commercially |

Paper 3 Use of English PART 2

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)

Example:

0	of
---	----

Murder in London

I was full (0) hate. I forgot all danger and rushed (13) him. I hit him twice and the second (14) I cut his face. In his surprise he did not (15) me back. This saved my life. It was my (16) desperate effort. I moved back and went down on one knee. "He (17) ride at me now," I thought. "This will be the end (18) me, or perhaps both of us."

At that moment (19) was a shout. I looked round. A man was riding hard, with a revolver (20) his hand. It was my dear friend Jack. Nelson saw him, and stopped his rush at me. But he did not hurry away. He said, (21) a smile: "We shall meet again!" And (22) he left the farm girl and me with easy ceremony. (23) wound did not trouble him. He smiled, and happily (24) his hand to Jack. Jack fired at him, and the bullet hit his sword. He dropped his sword and rode away fast.

Paper 3 Use of English PART 3

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).

Example:

0	carefully
---	-----------

Nowadays some people are (0).....**carefully**..... preparing themselves for (25)..... a long time before they actually reach it. Some people prefer to retire early. Early retirement is usually (26)..... and most companies don't have any (27)..... to it. However, once the (28)..... are over and a person finds himself at home, projects such as home (29)..... become a new (30)....., especially for men although their (31)..... may not match their (32)..... . Often accidents are caused by someone's (33)..... to save money as their lack of (34)..... causes more problems than it solves.

- CARE
- RETIRE
- OPT
- OBJECT
- FORMAL
- MAINTAIN
- SPECIAL
- PERFORM / ENTHUSE
- EAGER
- EXPERT

Paper 3 Use of English PART 4

For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete each sentence. You must use between **two** and **five** words. Do not change the word given. There is an example at the beginning (0).

Example:

0 They think the owner of the house is in France. **thought**
 The owner of the house in France.

The gap can be filled by the words "is thought to be" so you write: **0** **is thought to be**

35. "There is no reason to be alarmed", Joe said **cause**
 There was no according to Joe.

36. We all thought that man was George's father. **for**
 We George's father.

37. We prefer eating out to cooking at home. **eat**
 We prefer to at home.

38. The vet examined my brother's pet dog last week. **had**
 My brother last week.

39. I really didn't know what to say. **loss**
 I words.

40. "You both lied to my husband", Jane said to her parents. **lying**
 Jane to her husband.

41. This is the village where we were born. **in**
 This is the born.

42. Peter likes to participate in team sports. **part**
 Peter likes team sports.

Listening

Paper 4 LISTENING PART 1

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

1. You are in a large electrical shop when you overhear this man describing a washing machine. The advantage of this machine is that
 - A. it is cheaper to buy.
 - B. it washes better.
 - C. it costs less to use.
2. You hear a man on TV talking about a programme on Tuesday night. The programme *Just Penelope* is
 - A. a chat show.
 - B. a comedy series.
 - C. a detective series.
3. You are in a supermarket when you hear this couple arguing. They are arguing about which
 - A. brand of coffee to buy.
 - B. tin of soup to buy.
 - C. brand of fruit juice to buy.
4. You dial a number to find out about night classes. You hear this recorded message. None of the cookery courses are
 - A. for more than six weeks.
 - B. in English cooking.
 - C. only at weekends.
5. You overhear this man talking about a book. The man
 - A. did not like the book very much.
 - B. found it completely useless.
 - C. benefited a lot from buying it.
6. You overhear a woman on the telephone inviting a friend to dinner. The friend cannot come because
 - A. he will be away.
 - B. he is unwell.
 - C. of his work.
7. You ask a policeman for directions to the bus station. The bus station is
 - A. at the top of a hill.
 - B. by the river.
 - C. at the bottom of a hill.
8. You are watching a repeat of a British TV sitcom called *Teacher's Always Right*. The teacher wants the girl to
 - A. stop misbehaving in lessons.
 - B. stop missing lessons.
 - C. bring the right books.

Paper 4 LISTENING PART 2

You will hear part of a talk from a television programme about dealing with broken bones. For questions 9-18, complete the notes below which summarise the passage.

The word 'fracture' is a technical word for **9** _____ .

Bones are vital for the body because they **10** _____ and protect it.

Bones are composed of a **11** _____ outer layer and a soft centre.

Bone marrow is important because it makes **12** _____ cells.

Bones do not always break; sometimes they actually **13** _____ .

It is important to try to find any fractures before trying to **14** _____ a victim.

Moving an injured person can cause **15** _____ fractures.

If the injured party is conscious, they can inform you of the **16** _____ of any fractures.

Part of the procedure for treating an unconscious victim has been discussed in **17** _____ .

If someone is unconscious, carefully check each major bone for any **18** _____ .

Paper 4 LISTENING PART 3

You will hear five different men talking about jobs that they have done around the house. For questions 19-23, choose from the list A-F which job each speaker is describing. Use the letters only once. There is one extra letter which you do not need to use.

- A mending a leaking tap
- B doing the washing
- C cleaning the windows
- D washing-up
- E decorating
- F ironing

- Speaker 1 19
- Speaker 2 20
- Speaker 3 21
- Speaker 4 22
- Speaker 5 23

Paper 4 LISTENING PART 4

You will hear a conversation which takes place in an open market between three people, Bob and Andrea Jones, and Bob's friend Carl. For questions 24-30, choose the best answer A, B or C.

- 24 When Bob spots his old colleague he
A. is thrilled to see him again
B. does not want to talk to him.
C. is unsure about who he is.
- 25 How does Bob feel about Irish folk music?
A. He hates it.
B. He is indifferent towards it.
C. He doesn't mind it.
- 26 What does the stall sell?
A. different kinds of music
B. Irish folk music
C. country music
- 27 How did Carl think of starting the stall?
A. It was suggested to him.
B. He wanted to sell his collection.
C. He had always wanted to try it.
- 28 What happened to *Acres the Bakers*?
A. it was shut down
B. it expanded its business
C. it is under new ownership
- 29 How did Bob spend most of his redundancy money?
A. on a car
B. on a holiday
C. he hasn't yet
- 30 When Andrea suggests that Bob sell his silverware he seems
A. reluctant.
B. enthusiastic.
C. surprised.

Test 8

Reading

Paper 1 Reading PART 1

You are going to read a newspaper article about different approaches to education. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

Getting the best out of our children

There is a strange paradox to the success of the Asian education model. On the one hand, class sizes are huge by western standards with on average between 30 and 40 students per class in countries like Japan and Korea. On the other hand, school children in developed Asian economies rank among the highest in the world for academic achievement in the areas of science and mathematics, especially on standardised tests. Meanwhile, British secondary school students fail to shine in conditions most educational researchers would say are far more likely to help them succeed.

Why do Asian students seem to perform so well then? Is it their legendary discipline? Certainly, classroom management seems to be a whole lot easier in places like Korea, and perhaps lessons are more effective as a direct consequence. After all, we are only too aware of the decline in discipline standards in our own schools; belligerent and disrespectful students appear to be the norm these days. Teachers in Britain seem powerless to control what happens anymore. Surely this situation cannot create a very effective learning environment, so perhaps the number of students is far less relevant than is the manner in which they conduct themselves.

But there are other factors to consider, too. Korean students spend a lot more time with their teachers. It seems logical to suggest, therefore, that they might form stronger bonds and greater trust, and that Korean teachers, in understanding their pupils better, might be able to offer them a more effective learning programme. Of course, trust and understanding leads to greater respect as well, so Korean students are probably less likely to ignore their teachers' advice.

Then there is the home environment. The traditional family unit still remains relatively intact in Korea. Few children come from broken homes, so there is a sense of security, safety and trust both at home and at school. In Britain meanwhile, one in every two

marriages fails and divorce rates are sky high. Perhaps children struggle to cope with unstable family conditions and their only way to express their frustration is by misbehaving at school. Maybe all this delinquent behaviour we are complaining about is just a cry for help and a plea for attention.

But while the Japanese, Korean and Asian models generally do seem to produce excellent results, the statistics don't tell the whole truth. You see, behind those great maths and science scores, there is a quite remarkable work ethic. Asian students tend to put their education before literally everything else. They do very few extracurricular activities and devote far more time to their studies than their British peers. And this begs the question; is all that extra effort justified for a few extra percentage points in some meaningless international student performance survey? So Asian students are on average 3-5% better at maths than Britons – big deal! What is their quality of life like? Remember; school days are supposed to be the best, are they not?

There has been a lot of attention and praise given to these Asian models and their 'impressive' statistics of late. And without question, some of this praise is justified, but it seems to be a case of two extremes in operation here. At one end, there is the discipline and unbelievably hard work ethic of the Asian students – success in education before all else. At the other end, British students at times appear careless and extremely undisciplined by comparison, but at least they DO have the free time to enjoy their youth and explore their interests. Is either system better outright? Or is it perhaps about time we stopped comparing and started trying to combine the best bits of both, so that we can finally offer our students a balanced, worthwhile education? We are not just dealing with statistics; never forget that every statistic is a little human being somewhere who desperately needs our help and guidance – who deserves it.

1. What does the writer mean when he says there is a 'paradox' in the Asian education model?
 - A. There are too many students in each class.
 - B. You would expect larger classes to get poorer results but they do not.
 - C. Class sizes are much smaller in other parts of the world.
 - D. Asian students outperform their peers in other countries.

2. British secondary school students
 - A. have larger class sizes.
 - B. fail at school more than they succeed.
 - C. do better on standardised tests.
 - D. enjoy better classroom conditions.

3. What does the writer suggest might make lessons in Korean schools more successful than in Britain?
 - A. better teachers
 - B. better school Boards of Management
 - C. more effective lesson planning
 - D. better discipline

4. What does the writer mean when he says; 'perhaps the number of students is far less relevant than is the manner in which they conduct themselves'?
 - A. class size does not affect student performance
 - B. class size is important to maintaining control
 - C. the way students behave might be more important than class size
 - D. the way teachers conduct classes affects student performance

5. The traditional family unit
 - A. is more common in Korea than in Britain.
 - B. is disappearing in Korea due to high divorce rates.
 - C. is bad for children that come from broken homes.
 - D. is unstable in Korea due to conditions in the home.

6. According to the writer, Asian students
 - A. focus too much on recreational activities.
 - B. don't have as good a work ethic as British ones.
 - C. don't allow themselves much time to relax and have fun.
 - D. make a big deal of their good results.

7. What are the 'two extremes' mentioned in the last paragraph?
 - A. neglecting school and neglecting free time
 - B. good discipline and a hard work ethic
 - C. success and failure
 - D. carelessness and indiscipline

8. Based on what you have read, what do you think is the writer's opinion of the two educational systems discussed?
 - A. The Asian system is clearly better.
 - B. The British system is too strict.
 - C. Neither system is perfect.
 - D. Both systems are quite satisfactory for different reasons.

Paper 1 Reading PART 2

You are going to read an extract from the journal of an ornithologist about the Lyrebird, a type of bird with unique vocal skills native to Australia and Tasmania. Seven sentences have been removed from the article. From the sentences A – H, choose the one which best fits each gap (9 – 15). There is one extra sentence which you do not need to use.

The Master Mimic

My first introduction to this unique and quite remarkable creature came by way of a BBC nature series narrated by the one and only David Attenborough. Sitting on my sofa, feet up, I switched on the television and was immediately dumbstruck by what I saw. A male Lyrebird had begun his mating ritual in what, to me, seemed a most extraordinary fashion. The sound of a chainsaw, trees falling, then a camera shutter – this medley of peculiar noises was but a brief illustration of the impressive vocal range of the Superb Lyrebird, one of two species of Lyrebird native to the rainforests of Australia and Tasmania.

An ornithologist by trade, I just couldn't resist the temptation to use my upcoming holidays to take the opportunity to see this incredible creature up close for myself. **9** Having studied the indigenous birdlife of the British Isles for over twenty years, I could hardly contain my excitement at finally having the opportunity to examine some more exotic birds. I landed in Sydney at 8 a.m. local time, and, not wanting to waste a moment, jumped straight from the terminal into a waiting rental jeep and headed for the Illawarra region, south of Sydney.

I had enlisted the help of local wildlife expert, Mark Mathews, and once we'd set up camp in one of the few open areas of the forest and secured our belongings, Mark showed me some of his favourite spots for observing the Lyrebird. **10**

No sooner had we got ourselves in position, hidden in the undergrowth on the forest floor, than an unsuspecting male appeared as if from nowhere. It was a Superb; this much I could tell, even from 25 yards away. The larger of the two species, the Superb male is close to one metre long. It also has the more spectacular plumage, making it instantly recognisable from the other species, the Albert's Lyrebird. **11** But, though I hadn't sensed it yet, Mark, being the more experienced of the two of us, seemed to know we were in for something very special. And sure enough there followed a two-hour display quite the like of which I had never seen before (and may never again). First, he spread his feathers wide, revealing them in all their glory; then began the vocal performance.

12 Mark couldn't contain his amusement at my reaction and let out a quiet chuckle. But still we remained undetected. **13**

Why had I risked giving us away? Well, as far as I could tell, we had just been shot at. Or, at least, by the sounds of it, rifle-shots seemed to be firing in all directions. **14** And it finally dawned on me that we'd just witnessed act one of this remarkable creature's theatrical performance. And though I had seen and heard this before on the television, nothing could prepare me for the quite astonishing powers of mimicry this bird possessed, and which I was now observing firsthand.

Acts two and three didn't fail to impress either. And then, to top it all, there appeared a female, clearly as captivated by this extraordinary exhibition as we were, if not more. **15** This was the single most important moment of my career so far – and it was still only day one!

- A. This male had other things on his mind.
- B. Mark whispered, still chuckling a little; "He fooled you with that one!"
- C. I ducked for cover, almost betraying our presence.
- D. The female must have sensed our presence, though, as she hastily departed the scene.
- E. Indeed, the sight of his bright, colourful feathers alone would have been enough to make my long journey seem worthwhile.
- F. So, a few days later, I was on a plane to Sydney for a two-week vacation that I was sure I would never forget.
- G. I couldn't believe my good fortune; it is extremely rare to see Lyrebirds mating in the wild.
- H. And I didn't have to wait long to catch my first glimpse.

Paper 1 Reading PART 3

You are going to read weather reports for five different countries. For questions 16 – 30, choose the correct report (A – E). The reports may be chosen more than once.

In which weather report is the following stated?

the remains of a big storm may be felt at the weekend 16

the weather is unusually good for this time of the year 17 18

people going outside should wear extra clothes to stay warm 19

it would be wise to wear sunscreen if outside a lot 20

nights will be cold due to lack of cloud cover 21

there may be a serious danger of water levels rising 22

there will be a very significant temperature drop 23

there is an increased risk of stormy weather at this time of year 24

the risk of severe rainstorms has probably passed 25

there is a possibility of snow over high ground 26

the prospects for a certain type of winter activity look poor 27

different weather may be experienced inland and near the sea 28

record-high temperatures were experienced recently 29

a certain area of the country may experience prolonged heavy rain again this week 30

Weather Reports

JAPAN

A

We have come to the end of the monsoon season now and, indeed, winter is fast approaching. Right on cue, we can expect a band of Arctic air to sweep down over the country from Siberia. It's a little early in the season yet for snow, but expect the next few days to be markedly colder than recent weeks. Daytime temperatures could fall by as much as 10 degrees, so do make sure you put on an extra layer if you are going out. This will be especially important in the late evening as the clear skies will see night-time temperatures plummet below freezing and we may experience our first frosts of the year, so care on the roads is also advised. Towards the latter half of the week, however, a warm front will encroach from the south, so southerly regions can expect increased levels of precipitation towards the weekend. The warmer air will nudge its way slowly upwards and begin to dominate weather patterns, so we are likely to see a return to milder weather for the whole country by the end of the week.

IRELAND

B

It's certainly been an autumn to remember by Irish standards, and the 'Indian summer' looks set to continue for the foreseeable future with above-average temperatures and clear skies the theme for the week. There is a depression lurking to the south-west of the country at the moment, but the signs are that the high pressure system that has been giving us such glorious sunshine looks set to hold its ground over the country. There could be a change on Saturday, however, as the remnants of Hurricane Wilfred move in from the Atlantic.

SCOTLAND

C

The British Isles are having an unusually good spell of weather at the moment, and there doesn't seem to be any sign that you should pack away those swimming trunks yet. In fact, our weather model for the next ten days shows continued fine weather. It would be too much to ask for the temperatures to remain at their record highs; however, it will stay dry and calm, and unseasonably mild. Top daytime temperatures will reach about twenty-one degrees and the temperature won't fall any lower than fourteen or fifteen at night. Of course, we'd like to remind everyone that the UV Index is still quite high, so please ensure that you apply protection to your skin if you are going to go outside during the day for any significant length of time.

AUSTRALIA

D

Spring is finally upon us in the Southern Hemisphere and we can look forward to some good weather towards the start of the week. However, remember that with the warmer temperatures comes an increased risk of tropical storms and we are heading into the typhoon season. There are signs that a depression lying to the south of Melbourne could intensify and develop into something more sinister towards the end of the week. We are therefore monitoring the situation carefully, but no weather warnings are being issued for the moment. It is clear, however, that the fine weather will be interrupted midweek by a band of heavy rain sweeping over the country from the south. This could fall as snow over the mountains and prolong the bumper season for you lucky winter sports enthusiasts out there – you've really been spoilt this year!

CANADA

E

The signs are not good for the winter sports industry, which took a battering last season. It will continue wet and windy, but temperatures will remain at or above normal, so there is little chance of an early dusting of snow on the mountains. Unfortunately, all our long-range forecasts seem to suggest a mild winter, so there is not much cause for optimism, it would seem. Getting back to the week ahead, we will have a break from the rain midweek when high pressure moves in from the west. By Thursday, most of central Canada will be dry, though the coastal regions can still expect to experience some light showers from time to time. Newfoundland will be the exception; as the depression holds on here, so islanders can expect to see a continuation of the miserable wet weather they've had up to now. In fact, a flood warning is in place as the rain is expected to be heavy and persistent and there is a high risk of the already swollen rivers breaking their banks.

Writing

Paper 2 WRITING PART 1

You **must** answer this question. Write your answer in **120-150** words in an appropriate style.

1. You have received an **e-mail** from a good friend of yours who is getting married! She is writing to ask you to come to the wedding, but unfortunately it is during your exam week, and the wedding will be in Canada. Read her letter, and your notes, carefully. Then write an **e-mail** in reply using **all your notes**.

To: tg123
From: StephG
Re: wedding news!

Hi!

How are you? Fine, I hope, and not studying too hard!

congratulate
her

Guess what! I have really exciting news; Ian and I are getting married in June! I so hope you will be able to come, but I know it's a long way to travel, and you have your final exams this year, so I wanted to let you know the wedding dates right away. Formal invitations will be sent out soon, of course.

Oh No! Last
exam is Monday
27th June!

It will be on Sunday the 26th of June. Can you come? It would be great if you could stay the whole week after, too, as we will have a lot of visitors, and there will be lots of fun activities planned.

could maybe
come on the
28th

Then we're going away on our honeymoon to Thailand on the 5th of July.

Thailand? Sounds great! You will
have an amazing time

Let me know,
Steph

Write your **e-mail**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Paper 2 WRITING PART 2

Write an answer to **one** of the questions 2-4 in this part. Write your answer in **120-180** words in an appropriate style.

2. Your class has just finished a project on communication technology. Your teacher has now asked you to write an **essay** giving your opinion on the following statement:

You can do almost anything with a mobile phone these days.

Write your **essay**.

3. The local council is opening a new community centre for youths. Basketball, music lessons, and cookery have all been suggested as possible activities for the centre. Mr. Jones, who is a member of the council, has asked you to talk to your friends and then write a **report** to the council about how popular each activity would be and then make a recommendation about which activities should be offered.

Write your **report**.

4. You saw this notice in a travel magazine:

Reviews wanted

Have you stayed in a good or bad hotel?

Now is your chance to write about it.

We are looking for reviews of hotels anywhere in the world.

We will publish the most interesting reviews.

Describe the hotel and say why you did or didn't enjoy your stay.

Write your **review**.

Use of English

Paper 3 Use of English PART 1

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

Example

0. A. expensive B. affordable C. costly D. priceless

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

Bargain Rail Travel

Local rail travel is now much more (0)..... , thanks to the (1)..... by Anglia Railways of the Anglia Plus range of tickets.

With an Anglia Plus ticket you can enjoy (2)..... rail travel within Norfolk and Suffolk for an unbeatable (3)..... .

In addition, Anglia Plus offers you (4)..... travel on buses from Ipswich station to the town centre or any (5)..... within the town served directly by Ipswich Buses.

For days (6)..... with the family, visiting friends or relatives, even for (7)..... to work, Anglia Plus is just the ticket, providing you with the exceptional standard of Anglia service and comfort at a (8)..... cost. Its flexibility offers you all sorts of (9)..... for discovering more of this (10)..... region.

There are three types of Anglia Plus ticket (11)..... . The One Day Pass and the Three Day Pass are ideal for travelling around the region during your leisure time, whilst the Seven Day Pass is an excellent low-cost option for daily commuters which also (12)..... you to travel on other routes after work or at weekends.

- | | | | |
|---------------------|-----------------|------------------|---------------|
| 1. A. beginning | B. introduction | C. encouragement | D. courage |
| 2. A. applicable | B. exterior | C. worthless | D. unlimited |
| 3. A. ticket | B. account | C. price | D. admission |
| 4. A. charged | B. liberal | C. free | D. sale |
| 5. A. destination | B. information | C. application | D. situation |
| 6. A. outing | B. out | C. work | D. in |
| 7. A. communicating | B. commuting | C. consuming | D. conducting |
| 8. A. lowly | B. fare | C. valid | D. reduced |
| 9. A. limits | B. needs | C. options | D. changes |
| 10. A. unsightly | B. ruined | C. terrifying | D. unspoiled |
| 11. A. offer | B. available | C. stock | D. reasonable |
| 12. A. allows | B. admits | C. lets | D. enjoys |

Paper 3 Use of English PART 2

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)

Example:

0 **best**

Revenge is sweet

I had suffered, as (0) **best** I could, the thousand wrongs that Henry had done to me, but when he began to become insulting I swore to avenge myself. I did not, of (13) , threaten him. I waited for my (14) patiently. I wanted to avoid the risk of failure; and if (15) is to succeed, two conditions are necessary. The wrong-doer must know that he is being punished, and by (16) ; and it must be impossible for him to hit (17)

I continued to (18) Henry kindly and to smile (19) his face. He did (20) realise that my smile was at the thought of how I would sacrifice him.

On the (21) , Henry was a man to be respected and, (22)you were his enemy, even feared. Henry had only (23) weakness - his love of wine. He was very proud (24) his knowledge of the subject. In other respects, he merely pretended to be wise, but on the subject of wine he was sincere.

Paper 3 Use of English PART 3

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).

Example:

0 **prediction**

An accurate (0) **prediction** of the weather used to (25)..... be a case of intelligent estimates that (26)..... turned out to be wrong. Now the (27)..... of weather forecasters has improved and there is a (28)..... for them to be taken more seriously. (29)..... in the weather caused by (30)..... and global warming have worrying (31)..... , though. The weather has become (32)..... with cold days in summer and hot days in winter. These (33)..... in the temperature act as a (34)..... from other world problems such as war but this makes them no less of concern.

- PREDICT / PRIMARY**
- CONSIST**
- REPUTE**
- TEND**
- DISTURB**
- POLLUTE**
- IMPLICATE**
- PREDICT**
- VARY**
- DISTRACT**

Paper 3 Use of English PART 4

For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete each sentence. You must use between **two** and **five** words. Do not change the word given. There is an example at the beginning (0).

Example:

0 They think the owner of the house is in France. **thought**
 The owner of the house in France.

The gap can be filled by the words "is thought to be" so you write: **0 is thought to be**

35. "Don't park near the bank!" the policeman said to us. **not**
 The policeman near the bank.

36. He tried really hard to recover from his wife's death. **over**
 He tried really hard wife's death.

37. He bought a new T.V. set only when he won the lottery. **buy**
 Only when he won the lottery a new T.V. set.

38. We must make a decision now. **high**
 It's a decision.

39. They say the boss will be leaving the company soon. **said**
 The boss the company soon.

40. Learning two foreign languages is very important. **learn**
 It two foreign languages.

41. There wasn't much we could do to help him. **little**
 There to help him.

42. We ate everything except the salad. **eat**
 The only thing the salad.

Listening

Paper 4 LISTENING PART 1

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

1. You switch on the radio and hear this exchange in progress. You are listening to
 - A. a phone-in programme.
 - B. a talent contest.
 - C. a general knowledge quiz.
2. You overhear this man talking about a restaurant. In his opinion, the restaurant
 - A. has improved.
 - B. isn't as good as it used to be.
 - C. is too expensive.
3. Listen to a woman interviewing a man on a TV chat show. The man is
 - A. a famous criminal.
 - B. a detective.
 - C. a crime writer.
4. You are travelling by train when you overhear this exchange. The woman
 - A. has never met the man before.
 - B. is a good friend of the man.
 - C. is a distant relative.
5. Listen to this teacher giving a lesson. The teacher's subject is
 - A. politics.
 - B. literature.
 - C. geography.
6. You hear this announcement being made in a railway station. The 7:15 train to London
 - A. has been cancelled.
 - B. will leave from a different platform.
 - C. has been delayed.
7. You overhear this man answering a telephone in a record shop. The man is
 - A. polite.
 - B. impatient.
 - C. bored.
8. You are staying in the home of a British family when you hear this exchange between the husband and wife. The wife wants her husband to
 - A. make less noise at night.
 - B. complain to the neighbours.
 - C. fit new windows in another room.

Paper 4 LISTENING PART 2

You will hear part of a scientific television programme for young people in which the speaker explains what 'meteors' are. For questions 9-18, complete the notes below which summarise what the speaker says.

'Meteors' is another name for **9** .

To help explain meteors, planet Earth is compared to a **10** .

You can think of meteors as a group of **11** .

In reality, meteors are very small chunks of **12** .

The circular path the Earth travels around the Sun is called its **13** .

When Earth comes close to a meteor, the meteor is pulled **14** by gravity.

A meteor travels very fast - a hundred times faster than **15** .

Due to the speed it travels through the air, the meteor becomes **16** .

Because of the heat, the meteor becomes less hard, **17** and then burns.

We are lucky that most meteors burn up and never **18** .

Paper 4 LISTENING PART 3

You will hear five different people talking about journeys they have made. For questions 19-23, choose from the list A-F the correct word or phrase that describes how each person completed their journeys. Use the letters only once. There is one extra letter which you do not need to use.

- A by plane
- B by train
- C as the driver of a car
- D as a passenger in a car
- E on foot
- F on a bicycle

- Speaker 1 19
- Speaker 2 20
- Speaker 3 21
- Speaker 4 22
- Speaker 5 23

Paper 4 LISTENING PART 4

You will hear a scene from a radio soap opera called *Willowdale Green*, in which a couple, Charles Miller and Daphne Jameson, are speaking with the barman Bill Dexter in a village pub. For questions 24-30, choose the best answer A, B or C.

24. The man working at the bar presumes that Charles and Daphne
- A. are locals.
 - B. are married.
 - C. live at Draycott farm
25. How well did Charles know Andy Draycott?
- A. He never met him.
 - B. They were close relatives.
 - C. He didn't know him well.
26. What happened to the previous owner of the farm?
- A. He died.
 - B. He sold it.
 - C. He left.
27. Bill says the couple should not have the farm because
- A. they are not from Willowdale.
 - B. the owner committed suicide.
 - C. they are not frank.
28. What have people been saying, according to Bill?
- A. Charles and Daphne are bad people.
 - B. The farm will not be maintained as a farm going forward.
 - C. Charles and Daphne did not inherit the farm.
29. What motivated Charles and Daphne to move to the country?
- A. a healthier life
 - B. Charles' work
 - C. the local services
30. How does Bill's attitude change at the end of the conversation?
- A. He becomes suspicious.
 - B. He regrets his previous attitude.
 - C. He becomes more positive

Test 9

Reading

Paper 1 Reading PART 1

You are going to read an article reviewing the website RealAge. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

RealAge, Inc. is an American media corporation that provides health information to consumers, primarily through a website also called RealAge. The company's stated mission is to encourage consumers to maximize their health and wellness by making their "RealAge" younger.

The basic concept of RealAge is that a person's true biological age is not the same as his or her chronological age. In other words, you may be 35 years old but your body may work like a 25-year-old's or a 50-year-old's depending on a number of factors. The heart of RealAge is a website offering a test that asks 132 questions about family history and lifestyle to determine a person's "RealAge" by adjusting their current age based on how they answer the questions. In the RealAge test, for example, smoking increases your age by 8 years, but taking an aspirin every day will make you 2.2-2.9 years younger.

RealAge has undeniably been profitable for its founder, Dr. Michael Roizen. It was sold for an estimated \$60-\$70 million in 2007, and as of 2009, was still reporting a profit. In spite of the sale, RealAge.com serves as the official online home for both Dr. Michael Roizen and Mehmet Oz, MD., co-authors of the best-selling *YOU* book series. Indeed, the RealAge website has fueled five New York Times #1 best-selling books, including *RealAge: Are You as Young as You Can Be?*, which has been promoted by Oprah Winfrey. The test has been taken by more than 27 million people since 1999.

RealAge is clearly a very popular website, but is the "RealAge" it generates real? That is less clear. Longevity science is challenging. The RealAge test is based on life expectancy research; Michael Roizen claims that he has pored over more than 33,000 medical studies, but that claim is rather hard to believe. If he spent one hour per medical study for 8 hours a day, it would take him over 11 years to finish. And even if he had, researchers cannot do studies to prove that John Doe would

have lived 8 years longer if he quit smoking. Either he quit or he didn't. We don't have two John Does to compare. Researchers must rely on statistics like averages to determine the impact of lifestyle behaviours, which gets very complicated. In short, we can't really know the impact of all the lifestyle factors in the level of detail presented in RealAge. Each lifestyle factor interacts with other factors in a complex way. RealAge does try to address this, adjusting some of the factors for age (for example aspirin reduces age by 2.2 years at 55 and 2.9 years at 70). The bottom line, however, is that we cannot know our 'RealAge' with the precision suggested by the test.

On top of this, RealAge, unfortunately, is not transparent about how it uses information from the tests. Users' health histories, which they provide while taking the test, are used by the website to generate personalized content, including health tips, but also including highly targeted advertisements and marketing messages which are sent to members by e-mail. As a result, the website generates a great deal of revenue from pharmaceutical companies paying to advertise their drugs to individuals who have taken the test and become members. This is not specified to those who become members, and critics say that this amounts to a clever way of skirting the strict regulation of pharmaceutical advertising.

So is it a moneymaking scam, or does it offer something worthwhile? The test can be a fun way for people to learn about the benefits and dangers of various lifestyle choices, and by linking behaviours to increasing or decreasing age, the approach lets people compare different lifestyle factors and prioritize their effort. If they adopt some of the lifestyle suggestions, they will probably be healthier and better off for it. They just need to watch out for advertising, be careful about what boxes they check if they don't want to receive e-mails, and certainly talk to a doctor before taking any sorts of pills or supplements the site might recommend.

1. The term "RealAge" refers to a person's
 - A. biological age.
 - B. chronological age.
 - C. age at the current time of their life.
 - D. biological and chronological age, combined.

2. A person's "RealAge" is determined by
 - A. various unknown factors.
 - B. lifestyle choices.
 - C. family history and lifestyle.
 - D. current age.

3. We may conclude, from the information in paragraph 2, that
 - A. RealAge is a media scam.
 - B. RealAge is becoming more and more profitable.
 - C. Real age is a passing trend.
 - D. people are interested in RealAge.

4. What claim does the author challenge?
 - A. whether John Doe was a smoker
 - B. that aspirin reduces age
 - C. how much research Dr. Roizen did
 - D. the perfect accuracy of the test

5. RealAge addresses the complexity of interacting factors by
 - A. going into great detail.
 - B. using statistics.
 - C. clearly stating its limitations
 - D. adjusting some factors for age.

6. In the sixth paragraph, the author implies that
 - A. the website does not fully inform its users.
 - B. the website has hidden costs.
 - C. although the website profits from users, they are warned.
 - D. the website is run by pharmaceutical companies.

7. Users of the website are likely to receive
 - A. random health tips.
 - B. advertisements for treatments for their health problems.
 - C. more attention from medical professionals.
 - D. information about the latest pharmaceutical products.

8. Overall, the author's opinion of RealAge is
 - A. completely negative.
 - B. very skeptical.
 - C. somewhat positive.
 - D. approving.

Paper 1 Reading PART 2

You are going to read a magazine article about the causes and implications of an ageing population, using Australia as an example. Seven sentences have been removed from the article. From the sentences A - H, choose the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

Ageing Populations

In the past Australia was a relatively youthful country. In 1970, 31 percent of the population was aged 15 years or younger, while by 2002 this proportion had dropped to 22 percent. Likewise, the proportion of Australia's population aged over 65 years grew from 8 percent in 1970 to 13 percent in 2002. It is expected that by 2040, the proportion of the population over 65 years will have almost doubled by around 25 percent. At the same time, growth in the population percentage falling within the traditional workforce age parameters of 18 to 65 years is expected to slow to almost zero. The population is ageing rapidly.

This is not an indecental pattern unique to a particular time and place. **9** Barring an unprecedented change in fertility rates, the age structure of the population is likely to stabilise with a far higher proportion of older Australians. This phenomenon is not unique to Australia either. **10**

Ageing populations are caused by two factors. Firstly, families are having fewer children. **11** Low birth rates largely reflect the increased choices available to women, including access to birth control, access to education and employment, and higher living standards. For the last 20 years or so the birth rate has fallen below the replacement rate in Australia – meaning that without migration, the population would eventually begin to fall. The second factor contributing to ageing populations is that people are living longer. For example, in 1960 life expectancy at birth for Australian males was around 68 years. **12** Similar increases have occurred for females. With fewer babies being born, and more people living longer, it is inevitable that the population will get progressively older.

These changes are definitely a cause for concern. The decisions that are made today will affect future generations. Societies will, unavoidably, look quite different to how they do today. To stay with the Australian example, the number of people aged 65 and over, which was around 2.5 million in 2002, is projected to increase to 6.2 million by 2042; that is, from around 13 percent of the population to around 25 per cent. At the same time, growth in the number of people of workforce age is expected to fall from the 1.2 percent per year that has occurred over the last decade to almost zero in the same amount of time. In 2002 there were more than five Australians of working age to support every person aged over 65. **13** Who will pay the increasing cost of the ageing population's healthcare, among other things?

Governments have several options about what to do about this problem. They could elect to do nothing now, and raise taxes in the future to cover budget deficits as they occur. Some argue in favour of this position, noting that in 40 years average incomes will be substantially higher than they are today due to continuing economic growth. However, we are not talking about a minor tax increase. For this method to work, an increase in personal income tax collections of over 40 percent would be required. **14** But again, the dimensions of such spending cuts are enormous. For example, the sorts of expenditure cuts required in Australia could include the entire amount now allocated to health, or over half the social security and welfare budget. Clearly neither of these options could ever seriously be contemplated. **15** But this is not a sustainable or responsible solution, as it merely passes the problem on to our children's children. Interest payments on debt would grow at an ever-increasing rate, reducing the money available to pay for pensions and health care. It is not a solution that any responsible person would be prepared to contemplate.

- A. Today it is 78 years, and in 2042 it is projected to be around 83 years.
- B. Birth rates started declining in the late 1960s, and have been falling ever since.
- C. It is undoubtedly a permanent change.
- D. Yet, it is not the role of governments to tell citizens how many children they should have.
- E. Instead of cutting spending, governments could run deficits and hence increase debt.
- F. By 2042, there will only be 2.5.
- G. In fact, birth rates have been falling in a similar manner in all the advanced industrialised countries.
- H. An alternative approach would be to cut future government expenditure.

Paper 1 Reading PART 3

You are going to read part of a blog on the internet, where people have sent in accounts of their earliest childhood memories. For questions 16–30, choose from the people (A–E). The people may be chosen more than once.

Which person(s):

has a memory that involved not having something?

had their age at the time of the memory verified by someone?

has an upsetting early memory?

had the earliest first memory?

questions the credibility of others' early memories?

surprised a relative with their memory?

remembers a parent working?

does not have clear and detailed early memories?

recognized something years later?

remembers a positive feeling?

was around three years of age at the time of the memory?

remembers one season more than others?

Memories of our childhood

MICHAEL RICHARDSON **A**

My earliest memory is of being held on someone's lap on a porch swing in front of my great grandmother's farm house. I was describing the memory once to my mother and I gave her a walkthrough of the house, the layout of the rooms and the memory of two bench swings facing each other on each side of the front door on the porch. My mum got kind of quiet and then called my grandmother to verify a date and told me that I was describing a house that was sold when I was 18 months old. I still have never seen a picture of the front of the house to verify for myself but I'll take my grandmother's word for it.

MARY O'MALLEY **B**

The first thing I recall must have happened right after my family moved to our second flat. I was somewhere between 18 months and 2 years old and had just gotten my first "grown-up bed" which I kept falling out of. Since we didn't have one of those side-rails so prevalent today, Mom got creative and put the vinyl high back chairs around my bed like a fort. I woke up one morning to find myself slowly falling from the bed - the chairs pushing out away from me in slow-motion. I thought this was great fun to fall out of bed so slowly! I remember crawling (because I was sleepy and being silly not because I couldn't walk) to find mom in her bright sunny room, working at her desk on some bills.

MARTIN GREEN **C**

The earliest thing I can remember is sitting in my crib, in a house we moved out of when I was about nine months old, and leaning to try to see my mother in the kitchen, right across from my door. That is the only clear memory I have from that house, but I have many from the one we lived in for the following year. Once when I was in my twenties I walked into a public place with my mother and stopped and said, "We used to have this tile in our kitchen." She looked at it for a minute and then looked at me with raised eyebrows and said, "We moved out of that house before you were two." I guess you get to know the floor pretty well when you're only two feet tall!

ANN CLARK **D**

I know a lot of people have clear memories of their early childhood. I don't. Instead they are flashes of events over a period of time. Some of the events were major and some were minor. For some reason they are all sun-drenched - I don't have many memories of winter in my early years, and I'm not sure why that is. The first big memory I have does have a date attached: Christmas Day when I was six. We weren't able to make our annual trip to the coast that year because of financial restraints, so we were watching the news on the TV. What I saw was horrible. A child standing by a destroyed house, clutching a doll, with tangled tinsel all around her. The night before Cyclone Tracy had destroyed 70% of a nearby town. I also remember the red cross vans going up our street getting donations, and the town hall where the donations were being collected. It seemed like the goods were piled to the roof.

THOMAS EDWARDS **E**

One reason that I think everyone else may be lying when they talk about their early memories is that they tend to have way too much detail. Sometimes there's even a plot. "My mother told me I had to stay in the crib, but I wanted to get out. So every night I would dig a little bit out of the wall behind my Big Bird poster, dumping whatever I had chipped out into the yard", that kind of thing! My first memory involved a little less triumph of the human spirit. It's about three seconds long, probably comes from midway through my third year, and involves me running across the front lawn of my childhood house. I was running diagonally on the lawn - from the far corner towards the house - I think it was a nice day, and I'm pretty sure I was happy. A sprinkler may or may not have been involved. And that's about it. Everything except for the grass and the house in the distance is a blur. I can't tell you who was there, what time of day it was or what I was doing.

Writing

Paper 2 WRITING PART 1

You **must** answer this question. Write your answer in **120-150** words in an appropriate style.

1. You have applied for a job helping out at a summer camp for children, and have just received a letter asking you to come for an interview. Read the letter and the notes you have made. Then write a **letter** in reply using **all your notes**.

.....Your application made a very good impression on us, and we would like to invite you to come for an interview. We will be holding the interviews on the first and second weekends in May. Are you available for either of these weekends?

say when you are available

What is the best way to travel there?

As you know, we are located in the Cairngorm Mountains. We will hold the interviews there, and although we realise that this is a long journey for interviewees, we think it is important for you to see our location and facilities first hand. Of course, we will pay for your travel expenses.

Finally, we would like to know when you would be available to start work.

say when you could start work

We look forward to meeting you, and please let us know if you have any questions.

Say you live far away and ask if there is accommodation nearby.

Yours sincerely,
Mr. Jones,
PR Department

Write your **letter**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Paper 2 WRITING PART 2

Write an answer to **one** of the questions 2-4 in this part. Write your answer in **120-180** words in an appropriate style.

2. Your favourite fashion magazine has advertised a contest for readers to write an **article** about someone who they admire.

Modern-day Fashion Icons

Whose style do you most admire?
What is unique about them?
How do you think they have changed fashion?

Write an article answering the following questions, and you might win a £2,000 shopping spree!

Write your **article**.

3. You are a member of a music club. Each month, the club publishes a newsletter with reviews of new albums that have been released. Write a **review** of an album you have listened to recently, commenting on the style of music, its good and bad points, and whether or not you would recommend it to others.

Write your **review**.

4. You don't think people are concerned enough about environmental issues, so you have decided to write an **essay** to publish in your local newspaper. Your aim is to persuade people that it's very important to take care of the environment.

Write your **essay**.

Use of English

Paper 3 Use of English PART 1

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

Example

0. A. hostel B. whole C. association D. city



Oxford University

Oxford University is a(n) (0)..... of over 35 colleges, varying in (1)..... of foundation from medieval to more recent times. The colleges also (2)..... in wealth, in character and in architecture.

Some (3)..... imposing buildings and grounds, (4)..... are almost intimate in their scale. Most colleges can boast well-known (5)..... students - Oxford is the place where (6)..... as diverse as Margaret Thatcher, Mrs Gandhi, Michael Palin and Evelyn Waugh were educated.

Most (7)..... will want to see a college and one or more of the University buildings, such as the Bodleian Library or the Ashmolean Museum.

The University has supported the (8)..... of The Oxford Story Exhibition, in Broad Street - now recognised as the best short (9)..... to Oxford University. Here, during an entertaining ride through recreated (10)..... and events, Magnus Magnusson offers an informed (11)..... of Oxford's past and present. Special materials for children and foreign (12)..... commentaries are also available.

- | | | | |
|------------------|---------------|-----------------|-----------------|
| 1. A. place | B. date | C. manner | D. form |
| 2. A. vary | B. alter | C. change | D. mix |
| 3. A. live | B. reside | C. exist | D. occupy |
| 4. A. rest | B. else | C. those | D. others |
| 5. A. former | B. last | C. late | D. elderly |
| 6. A. characters | B. cartoons | C. caricatures | D. participants |
| 7. A. commuters | B. spectators | C. visitors | D. guides |
| 8. A. discovery | B. creation | C. expectation | D. education |
| 9. A. history | B. beginning | C. introduction | D. past |
| 10. A. postcards | B. maps | C. paintings | D. scenes |
| 11. A. gift | B. view | C. guarantee | D. admission |
| 12. A. custom | B. currency | C. phrase | D. language |

Paper 3 Use of English PART 2

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)

Example:

0	for
---	-----

"Hidden Dangers"

You are always ready (0)**for**..... danger, but you don't think of (13) very much. The real dangers are (14) from living things. They are the small, quiet (15) - a knot in the air-line, a cut safety-rope. Taylor knew this (16) of the sea bed well: it was grey and flat and familiar. But today – for the first time – it held a surprise. Taylor stopped when (17) saw the new shape. At first he (18) it was an aircraft. But it was the wrong shape, and it was too small – only seven metres long and three metres wide. Here and (19) were round doors. The metal body seemed to (20) undamaged. But one end was black, perhaps (21) a result of strong heat. From the other (22) grew a small forest (23) metal posts. Almost all of them were broken or pushed flat, perhaps when it hit the water. Now they (24) like the legs of a great insect.

Paper 3 Use of English PART 3

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).

Example:

0	effective
---	-----------

Most people don't make (0) **effective**... use of their local pharmacy and go straight to their doctor for (25)..... as soon as they get any kind of (26)..... . You should trust your pharmacist though and not be (27)..... of his or her (28)..... . Pharmacists can help with many problems from (29)..... of various parts of the body to (30)..... ankles. Some people would prefer to leave these problems (31)..... but depending on the (32)..... of the condition a quick visit to the pharmacy is usually the only (33)..... that you'll need and it will cause the minimum (34)..... to your day.

- EFFECT
- TREAT
- ILL
- SUSPECT / ABLE
- INFLAME
- SWELL
- TREAT
- SEVERE
- ASSIST
- DISRUPT

Paper 3 Use of English PART 4

For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete each sentence. You must use between **two** and **five** words. Do not change the word given. There is an example at the beginning (0).

Example:

0 They think the owner of the house is in France. **thought**
 The owner of the house in France.

The gap can be filled by the words "is thought to be" so you write: **0 is thought to be**

35. I haven't written to Bob since he left for Canada. **last**
 The Bob was before he left for Canada.

36. The doctors told her to reduce the amount of fat she eats. **down**
 She was told by the doctors the amount of fat she eats.

37. Michael is not usually rude. **like**
 It is rude.

38. You can play football, but you must do your homework first. **long**
 You can play football your homework first.

39. He will probably get the promotion. **likely**
 He the promotion.

40. My brother is as old as Sam's. **same**
 Sam's brother mine.

41. It is possible that the teachers didn't see you cheating on the test. **may**
 The teachers cheating on the test.

42. The cinema was practically empty. **hardly**
 There the cinema.

Listening

Paper 4 LISTENING PART 1

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

1. You are at a public celebration when you hear this announcement.
The speaker wants the car moved because
 - A. it is parked inconveniently.
 - B. it is parked illegally.
 - C. somebody has complained.
2. You have taken your camera to a shop where the assistant explains why it is not working. He tells you that
 - A. the battery was too old.
 - B. the battery was incorrectly fitted.
 - C. the film was incorrectly fitted.
3. You switch on the radio to find a phone-in programme in progress. The caller is asking the expert about
 - A. gardening.
 - B. cheese making.
 - C. travel.
4. You are in the lounge of an expensive hotel when you hear this exchange. The woman wants the man
 - A. not to take a photograph.
 - B. to stop smoking.
 - C. not to bring his dog in the building.
5. You are in the office of a major trading company when you hear this woman talking on the phone. She arranges to meet Peter at
 - A. 3:45.
 - B. 4:15.
 - C. 4:45.
6. Listen to this woman speaking on a TV travel programme. The company
 - A. had too many clients.
 - B. was the sole cause of a problem.
 - C. was forced to pay out money.
7. You overhear this man talking in a fast food restaurant. He is talking about
 - A. his pet cat.
 - B. his daughter.
 - C. his pet parrot.
8. You telephone a number in order to hear a freephone message about a new product. The Brain-Booster is claimed to
 - A. make the user's brain bigger.
 - B. make the user cleverer.
 - C. help people with poor memories.

Paper 4 LISTENING PART 2

You will hear a woman called Yvonne on a TV programme giving her opinion about children being punished at school. For questions 9-18, complete the notes below which summarise what she says.

The strap was a long piece of leather made especially for **9** children's palms.

Today, children who misbehave at school seldom even get a **10** .

In the fifties, Yvonne was strapped for coming to school in **11** .

Yvonne thought the way she was disciplined at schools was **12** and unfair.

The members of the organisation P.O.P.P.I. all had **13** .

In 1979, because of P.O.P.P.I., **14** made the strap illegal.

Yvonne describes her children as **15** and irresponsible.

Yvonne does not think her children understand **16** they are.

She is now sorry that the government **17** .

She believes that there would be less **18** if the strap was still used.

Paper 4 LISTENING PART 3

You will hear a woman describing five different unusual musical instruments from around the world. For questions 19-23, choose from the list A-F which instrument best fits the description given. Use the letters only once. There is one extra letter which you do not need to use.

- A It is entirely made of wood.
- B It is similar to a guitar.
- C It is played by blowing through it.
- D It is difficult to transport.
- E It can no longer be made.
- F It serves another purpose.

- Instrument 1 **19**
- Instrument 2 **20**
- Instrument 3 **21**
- Instrument 4 **22**
- Instrument 5 **23**

Paper 4 LISTENING PART 4

As you are leaving an aeroplane at the end of a flight, you overhear this conversation between a passenger and a flight attendant. For questions 24-30, choose the best answer A, B or C.

24. What is the passenger doing in Athens?
A. spending a holiday there
B. trying to get a job
C. buying a house
25. How many more hours will the flight attendant be working today?
A. five
B. at least five and a half
C. twelve
26. What is true about the trips from Athens to London and from London to Athens?
A. same distance, different journey time
B. different distance, same journey time
C. same distance and same journey time
27. How does the flight attendant feel about longer flights?
A. She finds them difficult.
B. She doesn't give an opinion.
C. She prefers them.
28. How often does the flight attendant get to stay somewhere for two nights?
A. almost every week
B. once a month
C. very rarely
29. What is the flight attendant's attitude towards going to Moscow?
A. She finds the living conditions difficult.
B. She is curious to find out what it is like.
C. She is looking forward to going.
30. What is the weather like in Moscow these days?
A. warm
B. cold
C. summery

Test 10

Reading

Paper 1 Reading PART 1

You are going to read an excerpt from the novel *Howards End*, by E. M. Forster which takes place during a concert. For questions 1-8, choose the answer (A, B, C or D) which you think fits best according to the text.

"Who is Margaret talking to?" said Mrs. Munt, at the conclusion of the first movement. She was again in London on a visit to Wickham Place.

Helen looked down the long line of their party, and said that she did not know.

"Would it be some young man or other whom she takes an interest in?"

5 "I expect so," Helen replied. Music enwrapped her, and she could not enter into the distinction that divides young men whom one takes an interest in from young men whom one knows.

7 "You girls are so wonderful in always having – Oh dear! one mustn't talk."

For the Andante had begun – very beautiful, but bearing a family likeness to all the other beautiful Andantes that Beethoven had written, and, to Helen's mind, rather disconnecting the heroes and shipwrecks of the first movement from the heroes and goblins of the third. She heard the tune through once, and then her attention wandered, and she gazed at the audience, or the organ, or the architecture. Here Beethoven started decorating his tune, so she heard him through once more, and then she smiled at her cousin Frieda. But Frieda, listening to Classical Music, could not respond. Herr Liesecke, too, looked as if wild horses could not make him inattentive; there were lines across his forehead, his lips were parted, his glasses at right angles to his nose, and he had laid a thick, white hand on either knee. And next to her was Aunt Juley, so British, and wanting to tap. How interesting that row of people was! What diverse influences had gone to the making! Here Beethoven, after humming and hawing with great sweetness, said "Heigho," and the Andante came to an end. Applause, and a round of "wunderschoning" and "prachtvolleying" from the German audience members. Margaret started talking to her new young man; Helen said to her aunt: "Now comes the wonderful movement: first of all the goblins, and then a trio of elephants dancing;" and Tibby implored the company generally to look out for the transitional passage on the drum.

"On the what, dear?"

"On the drum, Aunt Juley."

"No; look out for the part where you think you have done with the goblins and they come back," breathed Helen, as the music started with a goblin walking quietly over the universe, from end to end. Others followed him. They were not aggressive creatures; it was that that made them so terrible to Helen. They merely observed in passing that there was no such thing as splendour or heroism in the world. After the interlude of elephants dancing, they returned and made the observation for the second time. Helen could not contradict them, for, once at all events, she had felt the same, and had seen the reliable walls of youth collapse. Panic and emptiness! Panic and emptiness! The goblins were right.

Her brother raised his finger: it was the transitional passage on the drum.

For, as if things were going too far, Beethoven took hold of the goblins and made them do what he wanted. He appeared in person. He gave them a little push, and they began to walk in major key instead of in a minor, and then – he blew with his mouth and they were scattered! Gusts of splendour, gods and demigods contending with vast swords, colour and fragrance broadcast on the field of battle, magnificent victory, magnificent death! Oh, it all burst before the girl, and she even stretched out her gloved hands as if it was tangible.

1. When the writer says that Helen "could not enter..." (line 5) he means that
 - A. her mind was elsewhere.
 - B. she disagreed.
 - C. she had no ticket.
 - D. she did not know the young man.

2. Why did Mrs. Munt stop speaking suddenly in line 7?
 - A. She changed her mind.
 - B. The performance had finished.
 - C. She saw that Helen was not interested.
 - D. The music had begun.

3. What is Helen's opinion of the Andante?
 - A. It was her favourite part of the music.
 - B. She thought it different from Beethoven's other works.
 - C. She found it rather boring.
 - D. She liked nothing about it.

4. As Helen watched the other people listening, she felt
 - A. bored.
 - B. fascinated by them.
 - C. scornful of them.
 - D. proud of them.

5. What best describes Helen's view of the Goblins?
 - A. horrible and violent
 - B. not violent, but still disturbing
 - C. observant and very entertaining
 - D. quiet and peaceful but foolish

6. From Helen's reaction to the music, in paragraph 9, what do we learn about her personality?
 - A. She is young and innocent.
 - B. She does not think much about life.
 - C. She believes life is heroic.
 - D. She is not an idealistic youth.

7. What is the meaning of the word "tangible" in the last line of the last paragraph?
 - A. something that can be touched
 - B. something emotional
 - C. something imaginary
 - D. something frightening

8. How does the piece of music end?
 - A. The goblins are victorious.
 - B. There is a horrible battle.
 - C. The goblins leave quietly.
 - D. Good overcomes evil.

Paper 1 Reading PART 2

You are going to read an article about what music is, and why it exists. Seven sentences have been removed from the article. From the sentences A - H, choose the one which fits each gap (9-15). There is one extra sentence which you do not need to use.

Where Did Music Come From?

What is music? Musical expression can be divided into two groups: vocal music or "song" which consists of complex, learned vocalizations and instrumental music which consists of structured, communicative sound using parts of the body other than the voice and sometimes additional objects.

Although the production of music is considered uniquely human, musical utterances of various degrees of complexity and perfection can be observed in several species in the animal kingdom. **9** Most research has been done on songbirds so far, but also parrots, hummingbirds, whales, seals and possibly other species show vocalizations that can be called musical according to the above definition.

Birdsong is commonly regarded as the most complex vocal utterance in the animal kingdom. **10** Traits of the latter such as an extensive repertoire of melodies, a sense of diatonic intervals, very precise pitch recognition and intonation, ability of transposition, melodic and dynamic variation, imitation, improvisation and composition have been observed in songbirds in various degrees of perfection.

Instrumental sound generation is very rare among animals. **11** Our closest cousins, the African great apes (chimpanzees, bonobos and gorillas), make drumming sounds with their hands – sometimes with both arms – on their own chest, the ground, on objects like tree roots and even on other individuals. Chimpanzees have been found readily adapting other surfaces to drumming including hollow walls. Drumming sequences typically last only a short time, between one and twelve seconds. It is currently unknown whether apes can learn rhythms. It is also unknown whether they can create more complex rhythmic patterns than the simple, steady beat typically observed. **12** However, using both hands to drum seems to be unique to the great apes and humans.

But why did music develop? This natural question may be asked in another way: what, if any, adaptive functions does music serve? **13** This is a question that interested Darwin. In fact, he was probably the first to ask it, when he said "As neither the enjoyment nor the capacity for producing musical notes are faculties of the least use to man in reference to his daily habits of life, they must be ranked amongst the most mysterious with which he is endowed".

14 Many researchers have many different ideas. The following hypotheses about the function of music are among the most common that have been suggested so far. As a null hypothesis, it has been proposed that music has no adaptive function at all. Perhaps it is a mere byproduct of some other ability that we need, such as language. Another often talked about purpose for music, prominent both in the scientific literature and in the popular press, is in mate choice. Data on birdsong and whale song support this hypothesis. Other ideas include that music might have begun with the use of song by mothers to soothe infants, or as a learning tool in the play of young animals. **15**

- A. However, the precise reasons for the existence of music are still a mystery today.
- B. Some species, such as blackbirds, nightingales and white-rumped shamas, deliver vocal performances of outstanding musical quality that come close to human music in many aspects.
- C. There are a few other drumming species, including palm cockatoos, woodpeckers and kangaroo rats.
- D. Simple sounds that are instinctive and serve functions like signalling danger are usually not regarded as music.
- E. Vocalizations of amazingly high complexity and musicality have evolved several times in birds and mammals.
- F. Few stones have been left unturned as to potential functions of music since Darwin posed the question.
- G. In other words, what advantage did species with musical skills have that allowed them to have more offspring than those that did not?
- H. It seems to be limited to purely rhythmical elements, to drumming, thus lacking any melody or harmony.

Paper 1 Reading PART 3

You are going to read a magazine article that contains the opinions of three people about the roles music can play in society. For questions 16–30, choose from the people (A–C). The people may be chosen more than once.

Which person(s):

- | | | |
|--|--------------------------------|--------------------------------|
| suggests that all music may be in some way political? | 16 <input type="text"/> | |
| believe music can provide social unity? | 17 <input type="text"/> | 18 <input type="text"/> |
| believe music has a particularly important role in growing up? | 19 <input type="text"/> | 20 <input type="text"/> |
| personally witnessed the role of music in social reform? | 21 <input type="text"/> | |
| says music can empower those facing difficulties? | 22 <input type="text"/> | 23 <input type="text"/> |
| mentions a charitable organization? | 24 <input type="text"/> | |
| does not mention his or her own occupation? | 25 <input type="text"/> | |
| gives the opinion of an expert? | 26 <input type="text"/> | |
| suggests how an interested person could learn more? | 27 <input type="text"/> | |
| singles out the advantages of a particular style of music? | 28 <input type="text"/> | |
| mentions particular skills music can help develop? | 29 <input type="text"/> | 30 <input type="text"/> |

The role of music in our society

ANN JOHNSTON **A**

For me, the power of music is just about summed up by the work of a charity called the National System of Youth and Children's Orchestras of Venezuela, popularly known as "the System". It provides poor children with their own instruments, teaches them to play and groups them into a network of orchestras and choirs, which help them to develop the social and organizational skills necessary to perform music: synchronization, dependability, punctuality, and collaboration. The children that secure a place in one of the orchestras are paid a monthly stipend so their parents understand that music-making has a real financial value, and don't make them stop in order to work.

It was founded in 1975 by a professional economist and musician, Jose Antonio Abreu, who believed that young, deprived boys and girls could receive strong skills to overcome poverty with the collective learning experience of music. Abreu successfully identified the feelings of alienation and low self-esteem in the Venezuelan poor as some of the handicaps that forced them to remain deprived. Let me give you a quote in which he highlighted how these feelings affected the poor, much more severely than the lack of income:

"The most miserable and tragic thing about poverty is not the lack of bread or roof, but the feeling of being no-one, the lack of identification, the lack of public esteem. That's why the child's development in the orchestra and the choir provides him with a noble identity and makes him a role model for his family and community."

JOSEPHINE SAKS **C**

Music has an undeniable effect on our emotions. Any parent knows that a quiet, gentle lullaby can soothe a fussy baby. And a majestic chorus can fill us with excitement. But more and more research is now showing that music also can affect the way we think.

Both as a parent of young children, and as a primary school teacher, this is of particular interest to me. After all, it's my job to help others get the best possible start in life. It seems music has a role to play. You see, babies are born with billions of brain cells. During the first years of life, those brain cells form connections with other brain cells. Over time, the connections we use regularly become stronger. Children who grow up listening to music develop strong music-related connections. And these music related connections actually affect the way we think.

Listening to classical music can improve our spatial reasoning, at least for a short time. Learning to play an instrument can have longer lasting effects. This seems to be true for classical music, but not other styles of music because of classical music's complicated structure. What is really amazing is that research shows that babies as young as 3 months can pick out that structure and even recognize classical music selections they have heard before.

THOMAS JONES **B**

Apartheid, in South Africa, when the white minority held power over the entire population, was met with strong internal and external resistance, prompting global boycotts of trade with South Africa. The most powerful form of resistance, however, was the refusal of South African blacks to remain prisoners in their own land.

In the 46 years that the system of Apartheid was in place, the resistance movements evolved from loosely organized unions of non-violent protestors to powerful armed coalitions. Throughout every stage of the struggle, the "liberation music" both fueled and united the movement. Exiled South African singers also had a role to play, bringing the struggle into the global spotlight. Song was a communal act of expression that shed light on the injustices of apartheid, playing a major role in the eventual reform of the South African government.

I had a glimpse of this first-hand growing up in South Africa before my family immigrated to the UK in my early teens; perhaps that's what inspired me to study Human Rights Law. If you want to know more, let me recommend *Amandla! A Revolution in Four-Part Harmony*, a powerful film that focuses specifically on the 'liberation music' of the struggle against white domination in South Africa. But can music ever be separated from its political context? This is investigated with striking clarity in Daniel Fischlin's and Ajay Heble's book *Rebel Musics*. The book outlines the diverse ways in which music and song have impacted human rights and social justice issues, and explores the concept of music as a dissident practice, as power, and as the contradiction of "being silenced".

Writing

Paper 2 WRITING PART 1

You **must** answer this question. Write your answer in **120-150** words in an appropriate style.

1. You are planning to visit your friend Bess who lives in London. She has written you an e-mail suggesting that you go to see a concert together while you are there. Read Bess's e-mail and the notes you have written. Then write an **e-mail** in reply using **all your notes**.

Hi,

How are you? I've got a great idea! While you are here, why don't we go to see a performance of Mozart's music? What do you think? Would you like to? You do like classical music, don't you?

tell her what you think

The concerts are being held for the first two weeks in August. I remember you said you were coming in August, but you weren't sure exactly when. Have you got a flight yet?

Yes, tell her when you will come

I hope you can be here then, because I'm really excited to see this concert because I've never seen a live performance of Mozart. It's a bit expensive, but I think it will be worth it.

how expensive exactly?

I can't wait! I think we're going to have so much fun! Is there anything else you particularly want to do while you're here in London?

suggest something you want to do

I'll be waiting for your reply,
Bess

Write your **e-mail**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Paper 2 WRITING PART 2

Write an answer to **one** of the questions 2-4 in this part. Write your answer in **120-180** words in an appropriate style.

2. Your history class has been discussing World War 1 and World War 2. Now, your teacher has asked you to write an **essay** agreeing or disagreeing with this statement:

"There will always be war; it is part of human nature."

Write your **essay**.

3. You recently saw this notice in an international magazine called *Travelling the World*

We Need Articles!

We are seeking readers' articles about a memorable holiday they have taken. We want to know where you went and what it was like, what you did there, and what made it memorable.

We will publish the most interesting articles!

Write your **article**.

4. You have decided to enter a short story competition in an English language magazine. The story must end with the following words:

"It was all just a dream!"

Write your **story**.

Use of English

Paper 3 Use of English PART 1

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

Example

0. A. acts B. plays C. creates D. makes

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

Transport in The City

Transport (0)..... an important role in our daily lives and in the (1)..... of life in our city. Moreover, the individual (2)..... we make when we choose how to reach our destination can have a(n) (3)..... on other people - longer traffic queues, (4)..... air quality, greater numbers of accidents and health problems. Providing more transport options/choices will create a transport (5)..... that is safe, efficient, clean and fair.

Increasing (6)..... of the car has led to greater (7)..... of the impact it has and the (8)..... costs to us - for our health, for the economy and for the environment.

We want our city to become a successful, cosmopolitan city (9)..... the sea, where people can enjoy a high quality of life in a pleasant environment. To achieve this we need to make sure everyone has (10)..... to the services and facilities they need, through a choice of as many different (11)..... of transport as possible. We therefore welcome the Government's White Paper on Integrated Transport published earlier this year and (12)..... their vision of "A New Deal for Transport: Better for Everyone".

- | | | | |
|------------------------|---------------|--------------|--------------|
| 1. A. quantity | B. equality | C. quality | D. equation |
| 2. A. announcements | B. positions | C. decisions | D. locations |
| 3. A. force | B. crash | C. problem | D. impact |
| 4. A. better | B. open | C. difficult | D. worsening |
| 5. A. vehicle | B. system | C. official | D. pack |
| 6. A. motion | B. use | C. sale | D. method |
| 7. A. awareness | B. interest | C. campaign | D. transfer |
| 8. A. frank | B. successful | C. greedy | D. real |
| 9. A. by | B. in | C. backwards | D. from |
| 10. A. opening | B. contact | C. access | D. touch |
| 11. A. options | B. means | C. schedules | D. ways |
| 12. A. dream | B. spoil | C. share | D. ask |

Paper 3 Use of English PART 2

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)

Example:

0

office

Life in Hertford

I picked up my bag of letters and left the post (0)**office**..... . The bag was heavy and I (13) a lot of letters to deliver. But I was feeling very cheerful. It was seven (14) on a fine summer morning. The sun was shining. It was (15) to be a warm day.

I started on my long walk through the streets of Hertford with a light (16) It wasn't only the bright morning that (17) me happy. We – my wife and I – had been, until very recently, living in London. I had (18) a postman there for a long time. Then I had the chance to (19) a postman's job in Hertford and I decided to take (20) Several times I wondered (21) I had done the right thing. It is not always wise to (22) the place that you are used to.

But now, six weeks after the move, I (23) that it was the right thing to do. We'd found a comfortable little house with a good garden. We liked the atmosphere of the quiet, sleepy town and we'd (24) made some friends. Life in Hertford pleased us both. I knew that we were going to enjoy living there.

Paper 3 Use of English PART 3

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).

Example:

0

outrageously

It's difficult when you want to buy an (0)...**outrageously**... expensive but (25)..... new outfit. Shop (26)..... can be very helpful, of course, but they can also be very (27)..... . They want to make a sale and will say anything (28)..... to make you part with your money. Sometimes they may suggest you pay in (29)..... or they may use other (30)..... methods. However, if you have a (31)..... for good quality clothes and are looking for something (32)..... then you should find your (33)..... in small boutiques that sell clothes of (34)..... quality – for a price!

OUTRAGE

STYLE / ASSIST

PERSUADE

IMAGINE

INSTAL / INNOVATE

FOND

TASTE

INSPIRE

EXCEL

Paper 3 Use of English PART 4

For questions 35-42, complete the second sentence so that it has a similar meaning to the first sentence. Use the word given and other words to complete each sentence. You must use between **two** and **five** words. Do not change the word given. There is an example at the beginning (0).

Example:

0 They think the owner of the house is in France. **thought**
 The owner of the house in France.

The gap can be filled by the words "**is thought to be**" so you write: **0 is thought to be**

35. If we walk faster, we will get home sooner. **the**
 The we will get home.

36. Anna gets tired very easily. **tendency**
 Anna very tired.

37. Tony began to learn the violin three years ago. **learning**
 Tony the violin for three years.

38. He intends to visit his relatives next summer. **intention**
 It his relatives next summer.

39. I expect he was very happy to hear the news. **been**
 He very happy to hear the news.

40. He failed the test because he hadn't studied. **have**
 He if he had studied.

41. The price of the car includes one year's road tax. **is**
 One year's road tax of the car.

42. Someone stole Jane's purse while she was out. **had**
 Jane while she was out.

Listening

Paper 4 LISTENING PART 1

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

1. You are in the service department of an electrical store when you overhear this technician speaking on the telephone. He wants the caller to
 - A. wait for a trained technician.
 - B. try adjusting the TV himself.
 - C. bring the TV to the shop.
2. You are in a railway waiting room when you overhear this man speaking. He is describing
 - A. the weather.
 - B. his working conditions.
 - C. a recent illness.
3. You are standing at the bar of an English pub when you overhear this exchange. The man wants the woman to
 - A. let him have the menu.
 - B. get him some food.
 - C. bring the food to his table.
4. You are visiting the offices of a construction company when you overhear a woman answering the telephone. The caller is complaining about
 - A. noise late at night.
 - B. damage done to his property.
 - C. noise early in the morning.
5. You overhear this exchange in an office. The woman wants the man to
 - A. type the letter.
 - B. check the letter for spelling.
 - C. give his opinion of the letter.
6. You are listening to the results of football matches on a Saturday sports programme. The West Bromwich-Albion game is different because
 - A. it was delayed by water on the pitch.
 - B. it was delayed by rain.
 - C. there was no score.
7. You are at a rock concert where the lead singer makes this announcement. The next song has been specially written for
 - A. disabled people.
 - B. people with a certain disease.
 - C. children in hospital.
8. You are a passenger travelling in a car when you are stopped by a policeman. The reason you have been stopped is because
 - A. there is a fault with the car.
 - B. there has been an accident.
 - C. your car crossed a red traffic light.

Paper 4 LISTENING PART 2

You will hear part of a radio interview with a man called Richard who talks about living abroad. For questions 9-18, complete the notes below which summarise what he says.

- Amongst other countries, Richard has lived in Austria and **9** .
- Altogether, Richard has lived in more than eleven **10** countries.
- Before going to a new country, Richard tries to learn **11** of the local language.
- It is important for basic survival to know the words for the days of the week and **12** .
- Know the value of the money as soon as you **13** in a new country.
- There are a large number of people who try to **14** tourists.
- If you earn money in a foreign country you must make a **15** .
- It is essential to be **16** and accept things that are different in a new country.
- Be aware of local customs so that you do not cause **17** .
- For some reason, not many British men **18** to foreign women.

Paper 4 LISTENING PART 3

You will hear five different women talking about incidents at work involving children. For questions 19-23, choose from the list A-F which occupation each woman has. Use the letters only once. There is one extra letter which you do not need to use.

- A shop assistant
- B doctor
- C executive
- D nursery teacher
- E bus driver
- F lawyer

- Speaker 1 **19**
- Speaker 2 **20**
- Speaker 3 **21**
- Speaker 4 **22**
- Speaker 5 **23**

Paper 4 LISTENING PART 4

You will hear three people, Norman and Linda Hunter, and Linda's friend Patty, talking in a shopping centre about their children. For questions 24-30, choose the best answer A, B or C.

24. How do Patty and Norman know each other?
- A. They worked together.
 - B. They are old friends.
 - C. They met at a party.
25. What does Norman mean when he calls Patty's child a "rocket scientist"?
- A. He is very smart.
 - B. He designs rockets.
 - C. He has a good job.
26. How does Norman feel about young children being encouraged to learn languages?
- A. He thinks it is easier for younger children.
 - B. He thinks it is essential today.
 - C. He thinks it is unnecessary.
27. When Linda says her son taught her computer chess, Patty
- A. is quite impressed.
 - B. does not approve.
 - C. decides to go to night school.
28. What can we guess about Linda's working schedule?
- A. She only works occasionally.
 - B. She works a lot of hours.
 - C. She has no time off.
29. Patty can probably afford to work less because
- A. she has financial help.
 - B. her son will have a free education.
 - C. she is a teacher.
30. What does Norman think is important for children?
- A. to have a lot of lessons
 - B. to have the latest toys
 - C. to have time to play

Irregular Verbs

Base Form	Simple Past	Past Participle
awake	awoke	awoken
be	was, were	been
bear	bore	born
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
beset	beset	beset
bet	bet	bet
bid	bid/bade	bid/bidden
bind	bound	bound
bite	bit	bitten
bleed	bled	bled
blow	blew	blown
break	broke	broken
breed	bred	bred
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
burst	burst	burst
buy	bought	bought
cast	cast	cast
catch	caught	caught
choose	chose	chosen
cling	clung	clung
come	came	come
cost	cost	cost
creep	crept	crept
cut	cut	cut
deal	dealt	dealt
dig	dug	dug
dive	dived/dove	dived
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fit	fit	fit
flee	fled	fled
fling	flung	flung
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forego (forgo)	forewent	foregone
forgive	forgave	forgiven
forsake	forsook	forsaken
freeze	froze	frozen
get	got	got/gotten
give	gave	given
go	went	gone
grind	ground	ground
grow	grew	grown
hang	hung	hung
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
knit	knit	knit
know	knew	known
lay	laid	laid
lead	led	led
leap	leaped/leapt	leaped/leapt

Base Form	Simple Past	Past Participle
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lighted/lit	lighted/lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
misspell	misspelled/misspelt	misspelled/misspelt
mistake	mistook	mistaken
mow	mowed	mowed/mown
overcome	overcame	overcome
overdo	overdid	overdone
overtake	overtook	overtaken
overthrow	overthrew	overthrown
pay	paid	paid
plead	pled	pled
prove	proved	proved/proven
put	put	put
quit	quit	quit
read	read	read
rid	rid	rid
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
saw	sawed	sawed/sawn
say	said	said
see	saw	seen
seek	sought	sought
sell	sold	sold
send	sent	sent
set	set	set
sew	sewed	sewed/sewn
shake	shook	shaken
shave	shaved	shaved/shaven
shear	shore	shorn
shed	shed	shed
shine	shone	shone
shoe	shoed	shoed/shod
shoot	shot	shot
show	showed	showed/shown
shrink	shrank	shrank
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
slay	slew	slain
slide	slid	slid
sling	slung	slung
slit	slit	slit
smite	smote	smitten
sow	sowed	sowed/sown
speak	spoke	spoken
speed	sped	sped
spend	spent	spent
spill	spilled/spilt	spilled/spilt
spin	spun	spun
spit	spit/spat	spit
split	split	split
spread	spread	spread
spring	sprang/sprung	sprung
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
sting	stung	stung

Irregular Verbs

Base Form	Simple Past	Past Participle
stink	stank	stunk
stride	strode	stridden
strike	struck	struck
string	strung	strung
strive	strove	striven
swear	swore	sworn
sweep	swept	swept
swell	swelled	swelled/swollen
swim	swam	swum
swing	swung	swung
take	took	taken
teach	taught	taught
tear	tore	torn
tell	told	told
think	thought	thought
thrive	thrived/throve	thrived
throw	threw	thrown
thrust	thrust	thrust
tread	trod	trodden
understand	understood	understood
uphold	upheld	upheld
upset	upset	upset
wake	woke	woken
wear	wore	worn
weave	weaved/wove	weaved/woven
wed	wed	wed
weep	wept	wept
wind	wound	wound
win	won	won
withhold	withheld	withheld
withstand	withstood	withstood
wring	wrung	wrung
write	wrote	written

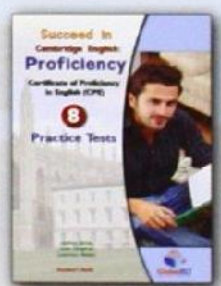
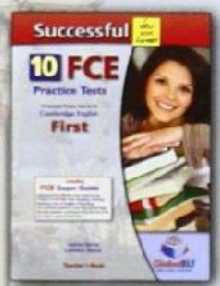
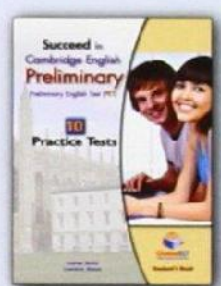
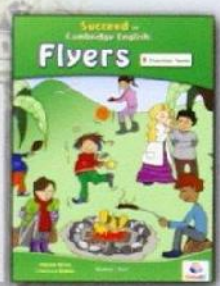
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