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PUBLISHING

CAMBRIDGE

FIRST CERTIFICATE IN ENGLISH

WITH
ANSWERS

3

EXAMINATION PAPERS FROM THE
CAMBRIDGE LOCAL EXAMINATIONS SYNDICATE

CAMBRIDGE
UNIVERSITY PRESS

Cambridge
First Certificate
in English
3

WITH ANSWERS

*Examination papers from the
University of Cambridge
Local Examinations Syndicate*



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Contents

Thanks and acknowledgements *vi*

To the student *1*

Test 1	Paper 1	Reading	4
	Paper 2	Writing	13
	Paper 3	Use of English	17
	Paper 4	Listening	24
	Paper 5	Speaking	29

Test 2	Paper 1	Reading	30
	Paper 2	Writing	39
	Paper 3	Use of English	43
	Paper 4	Listening	50
	Paper 5	Speaking	55

Test 3	Paper 1	Reading	56
	Paper 2	Writing	65
	Paper 3	Use of English	69
	Paper 4	Listening	76
	Paper 5	Speaking	81

Test 4	Paper 1	Reading	82
	Paper 2	Writing	91
	Paper 3	Use of English	95
	Paper 4	Listening	102
	Paper 5	Speaking	107

Test 1	Key and transcript	108
---------------	--------------------	-----

Test 2	Key and transcript	120
---------------	--------------------	-----

Test 3	Key and transcript	132
---------------	--------------------	-----

Test 4	Key and transcript	144
---------------	--------------------	-----

Visual materials for Paper 5 *colour section*

Sample answer sheets *156*

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To the student

This book is for candidates preparing for the University of Cambridge Local Examinations Syndicate (UCLES) First Certificate in English examination (FCE). The FCE examination is widely recognised in commerce and industry and in individual university faculties and other educational institutions.

This collection contains four complete tests which you can practise on your own or with the help of your English teacher. The tests are based on the revised FCE syllabus introduced in December 1996.

The FCE examination is part of a group of examinations developed by UCLES called the Cambridge Main Suite. The Main Suite consists of five examinations that have similar characteristics but are designed for different levels of English language ability. Within the five levels, FCE is at Cambridge Level 3.

Cambridge Level 5 Certificate of Proficiency in English (CPE)
Cambridge Level 4 Certificate in Advanced English (CAE)
Cambridge Level 3 First Certificate in English (FCE)
Cambridge Level 2 Preliminary English Test (PET)
Cambridge Level 1 Key English Test (KET)

The FCE examination consists of five papers:

- Paper 1 – a **Reading** paper of 1 hour 15 minutes
- Paper 2 – a **Writing** paper of 1 hour 30 minutes
- Paper 3 – a **Use of English** paper of 1 hour 15 minutes
- Paper 4 – a **Listening** paper of about 40 minutes
- Paper 5 – a **Speaking** paper of about 14 minutes

Paper 1 Reading

This paper consists of **four parts**. Each part contains a text and some questions. Part 4 may contain two or more shorter related texts. There are **35 questions** in total, including multiple choice, gapped text and matching questions.

Paper 2 Writing

This paper consists of **two parts**. For both parts you have to write between 120 and 180 words. Part 1 is **compulsory**. It provides texts which are sometimes accompanied by visual material to help you write a letter.

In Part 2, there are four tasks from which you choose one to write about. The range of tasks from which questions may be drawn includes an article, a report, a composition, a short story and a letter. The last question is based on the set books. These books remain on the list for about two years and you should contact UCLES or the UCLES local secretary in your area, if you wish to have the up-to-date list of background reading texts. If you decide to do the question on the set books, there will be two options from which you can choose one to write about.

Paper 3 Use of English

This paper consists of five parts and tests your control of English grammar, vocabulary and spelling. There are 65 questions in total. The tasks include gapfilling exercises, sentence transformation, word formation and error correction.

Paper 4 Listening

This paper contains four parts. Each part contains a recorded text or texts and some questions including multiple choice, note-taking and matching. You hear each text twice. There is a total of 30 questions.

Paper 5 Speaking

This paper consists of four parts. The standard test format is two candidates and two examiners. One examiner takes part in the conversation, the other examiner listens and gives marks. You will be given photographs and other visual material to look at and talk about. Sometimes you will talk with the other candidate, sometimes with the examiner and sometimes with both.

Marks and results

The total of marks in each paper is adjusted to 40 marks, so the five papers total 200 marks. Your overall FCE grade is based on the total score gained in all five papers. It is not necessary to achieve a satisfactory level in all five papers in order to pass the examination. Certificates are given to candidates who pass the examination with grade A, B or C. A is the highest. The minimum successful performance in order to achieve a grade C corresponds to about 60% of the total marks. D and E are failing grades. Your Statement of Results will include a graphical profile of your performance in each paper and show your relative performance in each one.

Further information

For more information about FCE, or any other UCLES examination write to:

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Test 1

PAPER 1 READING (1 hour 15 minutes)

Part 1

You are going to read an article about fashion shows. Choose the most suitable heading from the list **A–I** for each part (1–7) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0).

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

- A** Having new ideas
- B** Keeping things under control
- C** Making the clothes
- D** Who's going to wear the clothes?
- E** Disappointments to overcome
- F** Everything depends on the show
- G** Making it all look attractive
- H** It's worth all the stress
- I** No time off for designers

Fashion shows

Putting on a fashion show is not as glamorous as it looks – Sharon Stansfield finds out what the stress is all about.

0

I

The shows – Milan, London and Paris – are over for another season. Fashion journalists can put down their notebooks with a sigh of relief, and buyers can return to their offices. For the designers, there is hardly time to congratulate themselves or lick their wounds before the whole business starts all over again. In just four months they must have their next collection of clothes ready for the March shows.

1

Over the next few months, designers and their creative teams will work together to create a spectacle that will hopefully fire the imagination of the fashion journalists and wake up the buyers. If the show's a failure and no-one wants to buy, the designer could be out of work. There's more than models' bad moods to worry about – show-time is nerve-racking for everyone involved, from the designers to the wardrobe people.

2

Designer Paul Frith describes the nightmare of working on a show. 'It can be pure madness backstage. That's the only time I ever wonder why I'm doing it. It just becomes chaos. There's just so much to think about. I spend the whole time in a state of high anxiety. But when it's finished, I just can't wait for the next one. The shows are the reason I do what I do and I get a real thrill out of them.'

3

Paul Frith's last collection was well received. But after taking a short break, it was not long before he began to think about his next collection. Designers work a year ahead, so right now they'll be working on collections that will be in the shops this time next year. However, inspiration is not a thing that can be turned on and off whenever you like, and though designers work to tight schedules, Paul Frith explains how creativity can't be timetabled to suit. 'All of a sudden I get this feeling in my head, then I sit down and sketch and it just pours out of me.'

4

Once the designs are on paper and the designer has chosen the fabrics he or she wants to work with, the sample collection for the shows can be produced. This is carried out by the design team under the designer's supervision. Firstly, the cutter makes an initial pattern of the garment from the designer's sketch. Then a model is made, which is then altered by the designer until it is exactly how they want it. Finally, the perfected patterns are passed over to a machinist.

5

While the garments are being made, the designer starts to work with a stylist. Together they decide on how the collection is going to be presented at the shows. This involves deciding what hats, bags, belts, etc. should be used, and the hiring of the creative team – choreographer, producer, hair-stylist and make-up artist. The more money a designer has available, the more experts he or she can employ to create a successful show.

6

About a month before the show is due to take place, the stylist will begin to visit modelling agencies. Getting models with the right look is extremely difficult if the budget is tight. Fashion shows have a reputation for being badly paid, and often models chosen for a show will drop out at the last moment if they get a better paid job, like an advert. However, a show that gets a lot of press coverage can make a new model's name.

7

When things aren't certain even up to the last minute, it's no wonder there's an atmosphere of panic backstage. While the designer may be wondering why he or she didn't take up painting instead of fashion, it is up to the stylist to remain calm and in command. As head of the creative team, the stylist must make sure that everyone knows exactly what they're doing. There is only one run-through before the real thing and this is when the stylist has to get everyone organised. Whether the show is a triumph or a disaster depends on that.

Part 2

You are going to read an article by a journalist who took a residential course for writers. For Questions 8–14, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

ON Monday, 14th November, it rained all day. ‘Is this a bad sign?’ I wondered as I asked a local person for directions to the venue for my course. As I was late, I was glad his instructions were brief and clear, but I thought he had a strange expression on his face. ‘Danger of flooding. Check your brakes,’ read the next sign. The sign after that read ‘Arvon Foundation’, where my course was. It also said ‘Drive carefully.’ I edged towards my destination. It was too late to turn back.

When I’d mentioned that I was going on a writing course my friends’ reactions had varied from ‘Are you running it?’ to ‘You must be mad.’ The latter was right, I thought, as I walked into a 16th century farmhouse just before dinner. I was shown to a small room with three beds and a wash basin. The only bathroom was through another bedroom. For a journalist with wide experience of 5-star hotels, this was a shock.

I took my place at the dinner table and looked at my companions for the next five days; sixteen would-be fiction writers, aged 26–74. We had two teachers: Deborah, author of ten novels, and Stephen, whose latest work I had been unable to find in one of the biggest bookshops in London. ‘Hi, I’m Stephen,’ he said amiably, sitting down next to me. Without thinking, I confessed to my failure in the bookshop, which added to the strain of the occasion for us both.

(30) After dinner, our course in fiction writing began. ‘What do you want to get out of your course here?’ Stephen enquired, and we each explained our plans. Mine had been a novel. When I’d booked the course, I’d left lots of free time to plot it out, identify the characters and write at least one chapter. But all this time was swallowed up by less demanding activities, like going to parties. ‘Er, a short story ...’ I heard

myself saying weakly, but at least it sounded like something I could achieve.

It seemed less so the next day, when I was faced with the blank screen on the word processor I had brought with me. There was nothing between me and my fiction but writer’s block. But professional journalists like me don’t get writer’s block, do they? Wrong. Fortunately, no-one else could get started either.

Towards the end of the morning, I remembered that I had an ancient piece of fiction in my machine. This was a desperate idea but I had to have something to show the teachers before the afternoon’s individual tutorials. Perhaps it could be turned into a short story. It didn’t take more than a quick glance at it to convince me that it could.

Then it was tutorial time. We were due for our 20-minute individual session and nerves were frayed by the threat of cruel assessment. We had heard of idle tutors who refused to read the students’ work at all and of frank ones who dared to tell the truth about it, but we were much luckier. Deborah and Stephen were thorough in their preparation. Stephen provided detailed analysis from handwritten notes; Deborah supplied brilliant solutions to tricky problems; both were heartwarmingly encouraging to everyone.

By Thursday evening, the brave were reading their own stories, which provided fascinating insights into their lives and personalities. Predictably, standards varied from the truly talented to the deeply ungifted, but all were clapped and praised, as they deserved to be. Most of the stories were autobiographical – so how come mine, which I was too cowardly to read – was about a world I know nothing about? And how come I got the distinct impression that Deborah and Stephen thought I’d better stick to journalism?

- 8 How did the writer feel as she made her way to the course?
- A confused
 - B annoyed
 - C nervous
 - D determined
- 9 When the writer arrived for the course, she
- A felt that some of her friends' reactions had been right.
 - B was disappointed that the building was such an old one.
 - C considered complaining about the lack of facilities.
 - D suspected that it was likely to be badly run.
- 10 In line 30 'my failure' refers to the fact that the writer
- A didn't remember Stephen from the bookshop.
 - B hadn't found Stephen's new book.
 - C didn't realise Stephen worked with Deborah.
 - D couldn't start a conversation with Stephen.
- 11 Before she went on the course, the writer had
- A managed to write a short story to take with her.
 - B decided that writing a novel was going to take too long.
 - C not had as much free time as she'd expected.
 - D not succeeded in putting her plans into action.
- 12 What happened when she sat down to write on the first morning?
- A She discovered that she could have the same problems as any other writer.
 - B She realised that something she had written in the past was excellent.
 - C She overcame a problem with the machine she had taken with her.
 - D She decided that her first idea for a story was unlikely to work.
- 13 What does the writer say about the first tutorial?
- A The teachers didn't tell them what they really thought of their work.
 - B It was better than those given on some other courses for writers.
 - C She was more nervous about it than some of the other writers.
 - D She thought that Stephen's approach wasn't as useful as Deborah's.
- 14 When people read their own stories to the others,
- A different stories got different reactions.
 - B there was no opportunity for the writer to read hers.
 - C the stories revealed things about their writers.
 - D the writer felt that they were better than hers.

Part 3

You are going to read a newspaper article about a schoolboy race walker. Eight sentences have been removed from the article. Choose from the sentences A–I the one which fits each gap (15–21). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

A schoolboy with the world at his feet

STUART MONK'S mates hate walking to school with him. It's only 10 minutes from the 16-year-old's home, even for those going slowly because they can't face a maths lesson. Others, happy that they have done their homework, will probably take half that time. **0** **I**

'Everybody keeps telling me to slow down when I'm walking with them,' he admits.

II He happens to be Britain's brightest star in the unglamorous sport of race walking.

At the national junior championships in two weeks' time, he will be trying for a sub-45 minute time in the 10km walk to qualify for the European Championships. **III** 'But his times have been 58, 54, 50 and 46 minutes,' says his trainer, Pauline Wilson proudly. 'And in the last race he had an injury which slowed him up a bit.'

Race walking is a strange sport. People laugh at it because of the number of walkers who are disqualified during races. With no technology to help them, judges



have to decide whether the rules are being broken because a walker has failed to keep contact with the ground. Since walkers are going so fast, it's hard for them to do so accurately. Every top walker has been disqualified from a race at one time or another. **IV** It's so common that under the rules you are warned twice before being thrown out of a race.

Race walking hasn't been very good at responding to bad publicity, even though

it's got a very strong argument purely on health grounds. It is the perfect form of exercise, using all the large muscles, and it causes very few injuries, even if you're moving along as fast as the average cyclist. It's also a wonderfully cheap sport.

18 His only income comes from delivering newspapers.

Stuart is already part of his regional senior team and set a UK under-20 record when he won the national Indoor Championships in February. He is in the middle of school exams but still found time to compete in a local race. Before I went to meet him there I asked Pauline Wilson how I would recognise him. 'Don't

worry. **19**', she replied. And he was.

Pauline is in no doubt about Stuart's potential. 'It's very exciting to see him improve,' she says. He is certainly capable of being part of the Olympic team one day. To reach that level, it takes a lot of effort.

20 But he's only 16, so it's really too early to say.'

21 Stuart himself finds it hard to explain, though Pauline thinks that it's a combination of physical advantages, self-discipline and maturity. 'I'm aware of what it takes to reach the top,' says Stuart. It's a long walk, but he's getting there.

- A Even Stuart, in his short career, has had this happen to him twice.
- B This makes it just right for a 16-year-old like Stuart.
- C Stuart is determined to win one, though.
- D What is the special talent that makes Stuart walk faster than most people can run?
- E That would be quite an achievement for someone who only took up the sport seriously 12 months ago.
- F Stuart has the right mental attitude and the right discipline.
- G However, that isn't easy for Stuart.
- H Stuart will be the one in the lead.
- I But Stuart can walk the distance faster than most people could cycle it.

Part 4

You are going to read a magazine article about companies which develop photographs. For Questions 22–35, choose from the companies (A–E). Some of the companies may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0). Mark your answers **on the separate answer sheet**.

Of which company or companies are the following stated?

It takes a day for the prints to be returned to the shop.

0	A
---	---

It offers services at different prices.

1	
---	--

The writer had chosen a good day on which to use it.

2	
---	--

It failed to do anything within the period it guaranteed.

3	
---	--

Everything about the packaging was fine.

4		5	
---	--	---	--

The photos were accompanied by advertising material.

6	
---	--

The writer was confused about what to do.

7	
---	--

There was no protection for the negatives.

8	
---	--

The writer's experience of it was better than that of later customers.

9	
---	--

It lets you choose whether to be sent advertising material or not.

10	
----	--

The writer used it because another service was not available.

11	
----	--

Its methods appear more scientific than another company's.

33	
----	--

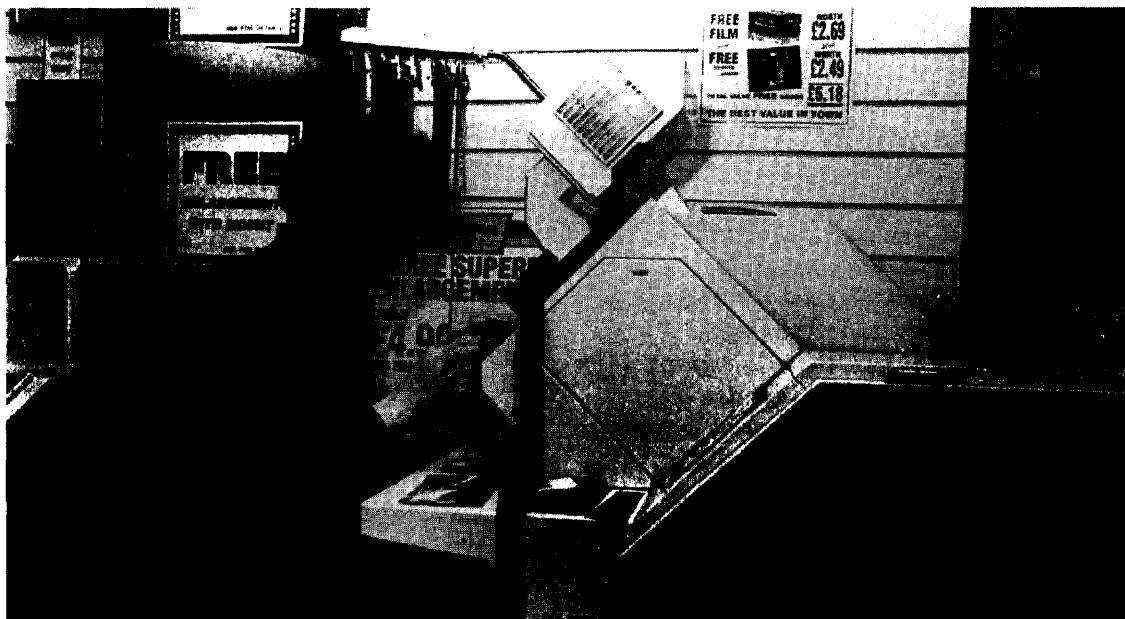
Other people could see the photos being developed.

34	
----	--

It may give customers their money back.

35	
----	--

Photograph Developers



When having your precious holiday photographs developed, how much difference is there between companies? STELLA YARROW tested five of them.

Films Plus

A

This wasn't my first choice. I'd intended to try out another company first, but the machinery in the branch I visited was being replaced (the shop had neglected to tell me this when I rang the day before). The service at *Films Plus*, in keeping with its low-cost image, is of the

Do-It-Yourself variety. Customers fill in details on an envelope and deposit their films in a container. After laboriously completing the form (having had some difficulty understanding the prices and instructions), I realised the films are picked up only once a week, on Thursday, for returning on the Friday. Luckily, this was a Wednesday. But even if I'd waited longer, it's hard to complain at this price.

Packaging: Flimsy, and the strips of negatives were all in one sleeve, not separate ones as they should have been.



Quickprint

B

The film was processed in the shop's own mini-laboratory, where technicians in white coats operated mysterious-looking machinery. The prints were ready within the hour, as guaranteed, and there was nothing to criticise in the service. I was lucky, though: my pictures were the last to be developed before they ran out of paper and the service was halted, to the annoyance of a queue of customers. The service is cheaper if you are prepared to wait longer for your pictures.

Packaging: Reasonably strong and the negatives were properly sleeved.

Photo Express

C

I went to the branch of this chain of mini-laboratories based in a local chemist's shop. The set-up looked less laboratory-like than *Quickprint*, with the machinery turning out lines of strangers' family snapshots in view of customers buying medicines or shampoo. The snaps were ready within the hour, as advertised, and cheaper than *Quickprint*.

Packaging: The negatives were in a separate bag in separate sleeves and they and the photos were in a strong envelope made of card.

Snapshots

D

The prints from this mail-order company were slightly better than those of its competitor,

Pictureland, but it trailed behind on service. It promised that the mail-order envelopes I requested would arrive within three days; they took five. A second batch I asked for when the first lot didn't turn up took a week. The prints were returned to me ten days after the film was posted to the company, although the company says prints are returned within seven to nine days of posting. At such a rock-bottom price, the company doesn't throw in a free film – but I was sent a mass of leaflets for more expensive sister companies, which do.

Packaging: Flimsy, but the negatives were satisfactorily packed.

Pictureland

E

The mail-order envelopes I asked for turned up a day later than promised, but the service was otherwise efficient. The company guarantees you a refund if it doesn't get the snaps back to you within seven days. It met this target, just – they took seven days to get to me. *Snapshots* on the other hand, didn't offer such a guarantee and took longer.

One fault with *Pictureland* is that you must ring a special number if you don't want to be flooded with brochures and leaflets in future.

Packaging: The negatives were lying loose in the envelope and could easily have been badly damaged.

PAPER 2 WRITING (1 hour 30 minutes)

Part 1

You **must** answer this question.

- 1 You have decided to have a party to celebrate your birthday. You found an advertisement for Big Sounds Disco and decide to ask for further information.

Read carefully the advertisement and the notes you have made. Then, using this information, write a letter to David Price, the man who runs the disco. You should cover all the points in your notes. You may add relevant information of your own.



Say what I want

9th July, 8.30 - 12.00 - okay?

Ambrose Hotel - large private room booked

About 40 people

Cost?

Competitions for dancing?

Write a letter of between 120 and 180 words in an appropriate style on the next page. Do not write any addresses.

Part 1

Part 2

Write an answer to **one** of the questions 2–5 in this part. Write your answers in **120–180** words in an appropriate style on the next page. Put the question number in the box.

- 2** A group of English-speaking students is going to study at your college for three months and they have asked for different kinds of information. You have been given the task of writing a report for them on **the shops** in your area.

Write your **report**, giving some details about such things as types of shops and opening times, and making recommendations on suitable places for students to spend their money.

- 3** You are on holiday for two weeks with a group of people whom you have not met before but who share the same interests as you. At the end of your first week, you decide to write a letter to your pen friend, telling him/her about the group, your activities so far and what you plan to do during your second week.

Write your **letter**.

- 4** Your class has recently had a discussion on violence on television and in films today. Your teacher has now asked you to write a composition giving your opinion on the following statement.

Violence on television and in films can make young people behave badly.

Write your **composition**.

5 Background reading texts

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

(a) Choose two places described in the book or in any of the short stories you have read. Write a **composition**, explaining why they are important to the book or short stories.

(b) You have agreed to write an article for the college magazine on the book which you have read. You should write about the development of the story, giving examples of where the story is easy to follow and where it is more complicated. Write your **article**.

Part 2

Question	
-----------------	--

PAPER 3 USE OF ENGLISH (1 hour 15 minutes)

Part 1

For Questions **1–15**, read the text below and decide which answer, **A**, **B**, **C** or **D** best fits each space. There is an example at the beginning (**0**).

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

Example:

0 A took B went C became D made

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

THE TELEPHONE IN THE US

The telephone was invented in 1876 by Alexander Graham Bell, a Scotsman who (**0**) a US citizen. The word 'telephone' had been (**1**) existence since the 1830s and had been (**2**) to a number of inventions designed to produce sound.

Bell had become interested in the possibility of long-distance speech (**3**) his work with the deaf. He was twenty-eight and his assistant, Thomas Watson, was (**4**) twenty-one when they (**5**) their great success on 10th March 1876. Despite their long and (**6**) association, Bell's first communication by telephone was not 'Tom, come here, I want you', (**7**) 'Mr Watson, come here, I want you'.

(**8**) with excitement, Bell and Watson demonstrated their invention to a US telegram company. The company wrote to Bell, (**9**) that his invention was interesting. However, after (**10**) it careful consideration, they had (**11**) ... to the conclusion that it had 'no future'. Fortunately for Bell, others could see the possibilities. (**12**) four years of its invention, the US had 60,000 telephones. In the next twenty years that (**13**) increased to over 6 million.



Test 1

Today, ninety-three per cent of US homes have a phone, a (14) of phone ownership no other nation comes near to equalling. Each US household makes or receives (15) average 3,516 calls per year, an astonishing statistic.

- | | | | | |
|----|-------------|-------------|--------------|-------------|
| 1 | A in | B with | C to | D out |
| 2 | A joined | B named | C employed | D applied |
| 3 | A through | B as | C because | D along |
| 4 | A quite | B just | C simply | D lately |
| 5 | A managed | B achieved | C succeeded | D fulfilled |
| 6 | A narrow | B attached | C close | D near |
| 7 | A but | B otherwise | C instead | D although |
| 8 | A Whole | B Deep | C Entire | D Filled |
| 9 | A saying | B informing | C describing | D referring |
| 10 | A regarding | B giving | C taking | D bearing |
| 11 | A reached | B come | C arrived | D brought |
| 12 | A Under | B From | C Within | D About |
| 13 | A figure | B count | C measure | D extent |
| 14 | A grade | B height | C level | D rank |
| 15 | A on | B by | C at | D for |

Part 2

For Questions **16–30**, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (**0**). Write your answers **on the separate answer sheet**.

Example:

0

there

WORKING IN ADVERTISING

If you want to work in advertising, (**0**) are three areas you can work in. The first is the Creative Department, which invents all the advertisements. Workers in (**16**) department are known as 'Creatives' and they always work (**17**) pairs. A creative job, (**18**) outsiders, might not sound very stressful, (**19**) the pressure to create original work is intense. Creatives have to keep up to (**20**) with the latest films, cartoons, videos, books and fashions to discover new techniques that could (**21**) used to sell a product.

The second area is the Accounts Department. This does (**22**) deal with financial accounts but with the companies that the agency produces advertisements for. Account Executives have to (**23**) sure that the Creatives fully understand (**24**) the client requires. Account Executives need to keep both the Creative team (**25**) the client happy. It's a job that requires a lot of diplomacy, as (**26**) as a very good memory and excellent organisational skills.

The third area is the media, which involves placing advertisements in magazines, (**27**) radio or TV, or in public areas. The Media Department carries (**28**) research into people's habits, to find out, for example, (**29**) radio stations long-distance lorry drivers prefer. Then it advises clients about which medium would be (**30**) appropriate for its advertisement.

Part 3

For Questions 31–40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. There is an example at the beginning (0).

Write **only** the missing words **on the separate answer sheet.**

Example:

- 0 My brother is too young to drive a car.

not

My brother drive a car.

The gap can be filled by the words 'is not old enough to' so you write:

0 *is not old enough to*

- 31 'Would you prefer to have a table by the window?' the waiter asked.

we

The waiter asked us to have a table by the window.

- 32 I'm getting bored here – let's go to a different place.

we

I'm getting bored here – why else?

- 33 I really didn't want to queue for tickets so I bought them by phone.

avoid

I was anxious for tickets, so I bought them by phone.

- 34 I couldn't decide whether I preferred the blue shirt or the green one.

choice

I couldn't the blue shirt and the green one.

- 35 Despite his disappointment, he continued to be cheerful.

remained

Although cheerful.

- 36 There were so many people on the train that I couldn't get a seat.
crowded

The train was nowhere for me to sit.

- 37 The price of the books was less than I had expected.

not

The books did I had expected.

- 38 My sister would never watch television until she had done her homework.
watching

My sister always television.

- 39 It appears that we have no bread left.

run

We seem to bread.

- 40 We last went to Spain three years ago.

years

It we last went to Spain.

Part 4

For Questions 41–55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a tick (✓) by the number **on the separate answer sheet**. If a line has a word which should **not** be there, write the word **on the separate answer sheet**. There are two examples at the beginning (0 and 00).

Examples:



MY BEST FRIEND

- 0 I have several good friends but I suppose that my best friend she is
00 Ellen. We have been friends with each other since we were very young
41 because of she used to live next door to me. We have always been in the
42 same class at school, although she has always been much more cleverer
43 than me. I don't mind though, because she often helps me with my
44 homework! Anyway, I've always been better at sport than she is. I
45 always beat her at tennis and she doesn't like that. In fact, she hates
46 losing at anything and gets herself very annoyed if she does. That's the
47 only thing that I don't like it about her. Otherwise, she has a great sense of
48 humour and she's always making me to laugh. We get on very well
49 together, although occasionally we've had arguments – usually are about
50 silly little things. Ellen and with her family moved to another district
51 last year but I still see her a lot. We're planning to go on a trip around
52 Europe the next summer. I'm really looking forward to it because I think
53 sure we'll have a lot of fun and see exciting places. Of course, it's
54 going to be hard to afford us such a wonderful and exciting trip and
55 so we're both going to get jobs and try to save up enough money for it.

Part 5

For Questions **56–65**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

There is an example at the beginning (**0**).

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

Example:

0

existence

BELLS

Bells have been in (**0**) for a long time. They were used by the (**56**) about 6,000 years ago and the oldest bell ever found is around 7,000 years old. Today, we live in a world of mass (**57**) and (**58**) clocks, so it is easy to forget what an essential part of everyday life bells used to be.

Bells told people of happy events, such as weddings and (**59**) , or sometimes had to announce (**60**) events such as a (**61**) or a funeral. Sometimes bells were used for giving people (**62**) of an enemy's approach or spreading the good news of victory.

In many places today, bells are perhaps most (**63**) associated with announcing when (**64**) services are going to take place. They are also frequently rung during (**65**) and continue to play a part in many people's lives.

EXIST

CHINA

COMMUNICATE

RELY

BORN

PLEASANT

DIE

WARN

COMMON

RELIGION

CELEBRATE

PAPER 4 LISTENING (approximately 40 minutes)

Part 1

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

- 1 You hear the weather forecast on the radio.
What is the weather going to be like today?

- A** getting brighter
- B** getting windier
- C** getting wetter

	1
--	---

- 2 You are listening to a trailer for a radio programme later this evening.
What is the programme about?

- A** music
- B** fashion
- C** films

	2
--	---

- 3 You hear a woman talking at a meeting about the environment.
What is she doing when she speaks?

- A** issuing a warning
- B** suggesting a solution
- C** making a protest

	3
--	---

- 4 You hear a woman talking about her job.
What is her present job?

- A** She trains people to use computers.
- B** She interviews people looking for jobs.
- C** She designs games to be played on computers.

	4
--	---

- 5 You hear part of a radio programme in which listeners can take part in a competition.

What is the prize?

A a book

B a film

C a map

	5
--	---

- 6 Listen to this woman talking to her friend.

What does she think of the new restaurant?

A It has good service.

B It has good food.

C It is good value for money.

	6
--	---

- 7 Listen to this man talking to his friend.

Why is he talking to her?

A to postpone a tennis game

B to arrange a dinner party

C to request some help

	7
--	---

- 8 Listen to this woman talking about an interview.

How does she feel about it?

A confident

B annoyed

C disappointed

	8
--	---

Part 2

You will hear a radio talk about a new educational and tourist attraction in the north of England. For Questions 9–18, complete the notes which summarise what the speaker says.

Saxon Bridge Rainforest Centre

Near:

 9

Set up in:

 10

By:

 11

Whole forest contained in:

 12

Examples of plant species:

Passion flowers and

 13

First house environment: **lowland forest**

Fifth house environment:

 14

Centre wants to add:

 15

to its animal collection.

Special days for schools and scientists:

Mondays,

 16

and

Admission charge for schools and disabled:

 17

Saxon Bridge's symbol:

 18

Part 3

You will hear five different people talking about a drama group which they are members of. For Questions 19–23, choose which of the statements A–F best summarises what each speaker is saying. Use the letters only once. There is one extra letter which you do not need to use.

A It's not like other groups.

Speaker 1



B I was persuaded to join.

Speaker 2



C This is the play we're doing now.

Speaker 3



D I needed a new hobby.

Speaker 4



E This is how the group was formed.

Speaker 5



F I learnt not to feel nervous.

Part 4

You will hear an interview with a man who has just returned from travelling. For Questions 24–30, choose the best answer A, B or C.

24 The journey he made was

- A from the North to the South Pole.
- B across Africa.
- C across Europe and Asia.

--	--

25 His main reason for making the journey was

- A to help him recover from an illness.
- B to raise money for charity.
- C to prove that he could do it.

--	--

26 He stopped half way because

- A he met up with old friends.
- B he wanted to work.
- C he needed a rest.

--	--

27 When he set off, his family felt

- A puzzled.
- B annoyed.
- C pleased.

--	--

28 The worst incident on the journey was a meeting with

- A a customs officer.
- B a police officer.
- C a journalist.

--	--

29 The media coverage of his journey was

- A worse than he expected.
- B better than he expected.
- C the same as he expected.

--	--

30 What would he like to do next?

- A find an easier route
- B try a new walking route
- C travel over the same route again

--	--

PAPER 5 SPEAKING (approximately 14 minutes)

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

Part 1 (3 minutes)

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

Part 2 (4 minutes)

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

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

Part 3 (3 minutes)

The examiner asks you and your partner to talk together. You may be asked to discuss something, solve a problem or perhaps come to a decision about something. For example, you might be asked to decide the best way to use some rooms in a language school. The examiner gives you a picture to help you but does not join in the conversation.

Part 4 (4 minutes)

The examiner asks some further questions, which lead to a more general discussion of what you have talked about in Part 3.

Test 2

PAPER 1 READING (1 hour 15 minutes)

Part 1

You are going to read a newspaper article about a company that manufactures diving equipment. Choose the most suitable summary sentence from the list A–I for each part (1–7) of the article. There is one extra summary sentence which you do not need to use. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

- A Satisfying safety controls was the most important concern.
- B Safety demands in the diving industry are growing rapidly.
- C Pressure came from other companies.
- D The company met the demands of a new market.
- E The success of the early years seemed likely to continue.
- F There are advantages for a small company.
- G A decision to change direction was made.
- H Preparations have been made to control the company size.
- I It started with a swim.

Well suited for shark-filled waters

0

I

FOR THE Brennan family, what began as a dip in the sea grew into a successful water sports business, which then went on to win a place for itself in the specialist water safety and survival market.



The family's interest in water sports began in 1965 and led to its decision to set up *Sea Sports* to supply the rapidly growing water leisure industry. Over the next seven years the business grew steadily, becoming a limited company in 1972. This was a time of expansion, particularly in Europe.

2

The firm then found itself under threat from cheaper imports. According to Jane Nye, daughter of the founder of the company, the competition forced them to lower their prices and highlighted the difficulties of a small manufacturing company whose products are easily copied. The company was forced to release half its 50-strong workforce. 'It was a serious blow as we had been growing. We were successful and then that came along,' Mrs Nye explained.



'It was agreed that we needed to move into the area of safety products for the diving industry,' she said. The company used its knowledge of the world of diving to find markets where there was little competition. 'The point about products in the safety and survival markets is that they are covered by regulations. Many companies do not have the quality systems that would satisfy these.'

4

In order to reach this specialist market, the company established a new department in 1979, to produce safety equipment. It won contracts to supply large organisations with emergency breathing equipment and tough sea wear. 'At that time, they were looking for better solutions to deep-sea diving and they came to companies like us and said "What can you do?" They liked the ideas that we put forward and so we got the work,' Mrs Nye said.

5

The long development process meant working closely with an institute of Health and Safety, and an institute of Naval Medicine as well as leading scientists in the field. 'You're talking about products that involve people so you have medical regulations and all kinds of procedures to go through in order to be able to develop products and do manned testing – all of that is a very lengthy and costly process,' Mrs Nye said.

6

Throughout, she has been determined to get the most from the workforce. The lines of communication within the company match its size. 'Everyone can talk to me; it's not as if the management is remote from the people who are working here – we are a unit that works together and the managers are all very accessible,' Mrs Nye said.

7

Now, with further growth in its sights, the group plans to take on extra staff but does not plan for a workforce of more than 75. 'We have concentrated on equipping people in the organisation with a lot of skills. We have trained and invested heavily in this so that staff can move wherever they are needed. We're a small specialist company – we'll grow but not out of proportion.'

Part 2

You are going to read an extract from a book about collecting animals for zoos. For Questions 8–14, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

ON ANY collecting trip, obtaining the animals is, as a rule, the simplest part of the job. As soon as the local people discover that you are willing to buy live wild creatures, the stuff comes pouring in; ninety per cent is, of course, the commoner types, but they do bring an occasional rarity. If you want the really rare stuff, you generally have to go out and find it yourself, but while you are devoting your time to this you can be sure that all the common local animals will be brought in to you. So one might also say that getting the animals is easy: the really hard part is keeping them once you have got them.

The chief difficulty you have when you have got a newly caught animal is not so much the shock it might be suffering, but the fact that being caught forces it to exist close to a creature it regards as an enemy of the worst possible sort: yourself. On many occasions an animal may take beautifully to being in a cage but getting used to the idea of living with people is another matter. This is the difficulty you can only deal with by patience and kindness. For month after month an animal may try to bite you every time you approach its cage, until you despair of ever making a favourable impression on it. Then, one day, sometimes without any preliminary warning, it will trot forward and take food from your hand, or allow you to tickle it behind the ears. At such moments you feel that all the waiting in the world was worthwhile.

Feeding, of course, is one of your main problems. Not only must you have a fairly extensive knowledge of what each animal eats in the wild state, but you have to work out something else when the natural food is unavailable, and then teach your animal to eat it.

You also have to provide for their individual likes and dislikes, which vary enormously. I have known a rat which, refusing all normal rat food – fruit, bread, vegetables – lived for three days on an exclusive diet of spaghetti. I have had a group of five monkeys, of the same age and types, who displayed the oddest individual characteristics. Out of the five, two loved hard-boiled eggs, while the other three were frightened of the strange white shapes and would not touch them, actually screaming in fear if you put such a terrifying object as a hard-boiled egg into their cage. These five monkeys all adored oranges but, whereas four would carefully peel their fruit and throw away the skin, the fifth would peel his orange equally carefully and then throw away the orange and eat the peel. When you have a collection of several hundred creatures all displaying such curious characteristics, you are sometimes driven mad in your efforts to satisfy their desires, and so keep them healthy and happy.

But of all the irritating tasks that you have to undertake during a collecting trip, bringing the baby animals up by hand is undoubtedly the worst. To begin with, they are generally stupid over taking a bottle and there is nothing quite so unattractive as struggling with a baby animal in a sea of warm milk. And then they have to be kept warm, especially at night, and this means (unless you take them to bed with you, which is often the answer) you have to get up several times during the night to refill hot-water bottles. After a hard day's work, to drag yourself out of bed at three in the morning to see to hot-water bottles is an occupation that soon loses its charm.

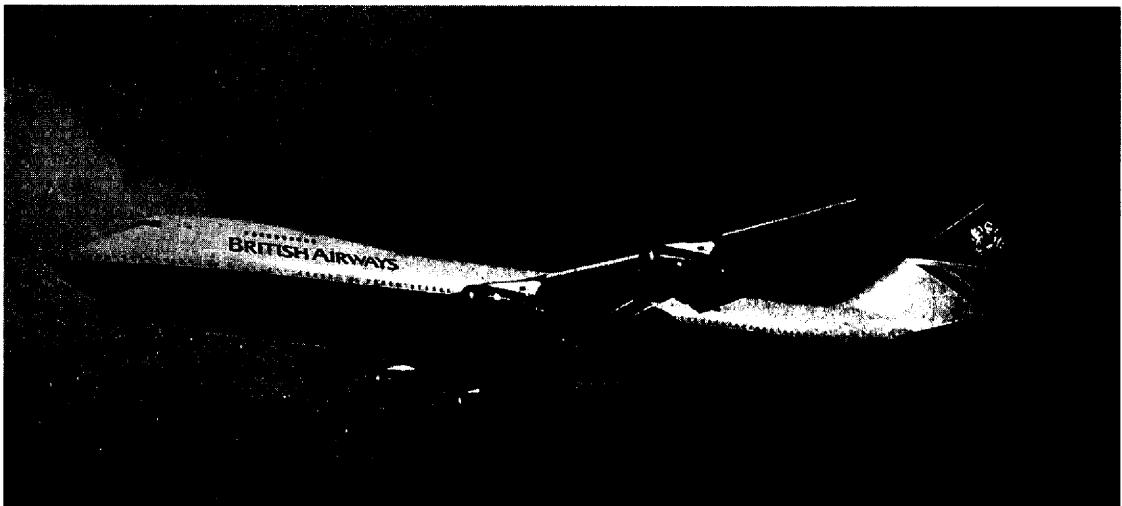
- 8 What does the writer say about getting hold of animals?
- A The best solution is to collect most of them yourself.
 - B Dealing with local collectors takes a lot of time.
 - C Collecting large numbers of animals is usually no problem.
 - D Local people may not understand how rare some animals are.
- 9 What is the main problem with an animal that has just been caught?
- A It is frightened to be near humans.
 - B It has been badly shocked by its experience.
 - C It does not like being with other animals.
 - D It will try to break out of its cage.
- 10 How does the writer treat new animals in his collection?
- A He keeps away from those that bite.
 - B He tries to build up a relationship with them.
 - C He feeds them by hand every day.
 - D He keeps them separate for several months.
- 11 How does the writer make sure the animals have a good diet?
- A He collects food for them from their natural home.
 - B He gives them a variety of fruit, bread and vegetables.
 - C He mixes food they dislike in with their favourites.
 - D He finds alternatives to their natural food if necessary.
- 12 What do we learn about the five monkeys?
- A Some of them did not want eggs in their cage.
 - B One of them did not know how to peel an orange.
 - C Some of them were too frightened to eat anything.
 - D One of them threw his orange at the others.
- 13 The writer says that with a large collection of animals, it is
- A impossible to keep them all in cages.
 - B a problem to control their natural curiosity.
 - C crazy to expect them all to be healthy.
 - D hard work to give each one what it wants.
- 14 What problem does the writer have at night?
- A He has to work with the baby animals until 3 a.m.
 - B He keeps the baby animals' cages in his bedroom.
 - C He has to keep getting up to look after the babies.
 - D The babies have to be given regular warm drinks.

Part 3

You are going to read a newspaper article about a special course for people who are afraid of flying. Eight sentences have been removed from the article. Choose from the sentences A–I the one which fits each gap (15–21). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

All aboard the flight from fear



Stuart Rising was terrified of flying. And he was one of the relaxed ones on a course aimed at curing passengers of air-travel phobia.

About 200 of us assembled in the huge lecture room of the luxury Heathrow airport hotel. **0 I** And we were about to take part in a fear-of-flying course: a seminar conducted by two airline pilots and a psychologist from a leading London hospital.

We sat like attentive schoolchildren, focused on our three teachers. First, we were asked to identify our specific fears and problems. Some did not like take-off and landing. **15** Some shared

my intense dislike of being trapped in the seemingly small space of an aircraft.

Our first teacher asked: 'Does anyone dislike lifts or travelling on the Underground?' Lots of hands shot up with mine. I felt better already. One person had been struck by terror on an Underground train. **16** I was in good company.

Our tutor encouraged us to identify our particular worries and fears connected with air travel. We formed teams and got to know each other. **17** For example, the pilots explained that on take-off there is always a lot of noise as the engines build up power, but nothing is wrong.

The pilots discussed other common fears and worries. People like me, who may feel breathless in enclosed spaces, were reassured that the air in the aircraft is continually being changed. There is always enough air. **18** The principles of flight were discussed and the pilots explained that air travel is, in fact, one of the safest forms of modern transport.

The time had come. We were told to take all the positive action needed. We should be courageous and resolute. Now, if we followed through, we would be able to face our fear of flying and then overcome it.

We were taken to a 747 aircraft. We climbed aboard. I sat beside Betty, the lady who had panicked in the lift. Nervously gripping her armrests, Betty was now minus her smile. The young woman across the aisle from me was in tears. She was scared, but she was on the plane. The

engines roared into life; the plane moved forward. **19** 'Fasten your seatbelts, please,' a silky female voice urged us. How could we resist? We did as we were told and kept our cool. Or tried to.

Suddenly, we had taken off. We were airborne. We flew from Heathrow airport to the south coast. Dungeness Power Station was clearly visible from the window. On the return to Heathrow, we took it in turn to visit the flight deck. **20**

After we had got off the plane, we burst into a display of emotion, triumphantly laughing and cheering while exchanging hugs and claps on the back.

21 We had all faced a serious problem and taken a giant step toward overcoming it. We felt sad for the few who had refused to board the aircraft. The chances are that they will probably never get on any plane.

Me? I'll soon be flying to America.

- A Betty, a middle-aged lady with a lovely smile, admitted that she had panicked while stuck in a lift between floors in a Spanish hotel.
- B Betty, delighted to be back on the ground, even gave me a friendly peck on the cheek.
- C Everything there was under control and, of course, we understood that the 'bump' on landing was quite normal.
- D No turning back now.
- E More strange and potentially frightening noises occur at other

times, such as when the wheels are pulled up.

- F Others disliked the movement of the plane when it is hit by air currents.
- G However, stress and tension can be brought on simply by shallow breathing: we were therefore encouraged always to take deep, full breaths.
- H We were then ready to analyse our problems, which were discussed and critically examined.
- I Young, middle-aged and old: what we all had in common was a fear of flying.

Part 4

You are going to read a review from a music magazine. For Questions 22–35, choose from the albums reviewed (A–E). Some of the albums may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Of which album(s) are the following statements true?

Additional interesting material comes with the album.

0	D
---	---

All the music is taken from public performances.

22	
----	--

Some of the music has not been heard in public before.

23	
----	--

The album contains music recorded after one of the performers died.

24	
----	--

One of the items has recently been a big hit.

25	
----	--

The new version of the album contains more items than the original.

26		27	
----	--	----	--

The album was produced after musical experiments.

28	
----	--

The recordings show how artists can find it difficult to keep up standards.

29		30	
----	--	----	--

The playing on the album lacks originality.

31	
----	--

The majority of the music does not live up to its description.

32	
----	--

The title of the album was taken from a programme about the performers.

33	
----	--

The original album was made to meet legal obligations.

34	
----	--

It is much better than similar albums.

35	
----	--

Re-releases



MIKE BURWOOD looks at a selection of music albums which are making their second appearance on the recording scene.

AMPLIFIED HEART
by Everything But The Girl

A

Most record buyers probably weren't even aware of this album's original release 18 months ago. Everything But The Girl's seventh studio LP created hardly any interest among a public for whom the band's brand of guitar-playing had long been little more than a feeble copy of other musicians. Re-released now, following the huge success of the popular single Missing, the album's selection of basically pointless songs seems more tired than ever. Only the new version of Missing makes any lasting impression and provides a reminder of the power once found at the heart of Everything But The Girl's music.

A GREAT DAY IN HARLEM
by Various Artists

B

At last, an alternative to the terrible collections so often sold as introductions to jazz! A Great Day in Harlem is based on a delightful documentary of the same name which tells the story of how some of the finest musicians in jazz history came to be photographed together in front of a New York building in 1958. Excellent examples of the work of 18 of them are found on 12 recordings with dates ranging from 1936 to 1994. Particular successes are Count Basie with his band, including Lester Young, and Charles Mingus's original version of Goodbye Pork Pie Hat, written in memory of the same Lester Young only two months after his death and less than a year after the original photo was taken.



HERE AND THERE

by Elton John

C

This was originally produced in 1976 simply to satisfy the requirements of Elton's contract with his record company. At that time, it consisted of ten songs put together from shows in London and New York, but it has now expanded to a 'greatest live hits' format with 16 more songs from those nights. Three of these – Whatever Gets You Through The Night, Lucy in The Sky With Diamonds and I Saw Her Standing There – feature John Lennon in his last onstage appearance.

WHO'S NEXT

by The Who

D

Considered by many to be the band's best, 1971's Who's Next was their only Number 1 album. Like many projects, it was developed from an earlier idea, in this case an attempt to combine rock-music opera

with the limited technology of the time. With seven extra songs, four of them previously unreleased, notes by one of the band members and previously unseen photographs, this is definitely a collector's item.

KING OF THE DRUMS

by Sandy Nelson

E

Despite the enthusiasm of the accompanying notes, this album really centres on just one masterpiece – the 1961 instrumental hit Let There Be Drums, with its marvellous rhythms and rousing guitar-playing. Let There Be Drums actually followed another hit – the inferior Teen Beat – and Nelson spent the remainder of the 1960s trying unsuccessfully to produce similar hits. All these attempts are gathered among the 24 pieces here and this album provides a lesson in just how short a musician's stay at the top can be.

PAPER 2 WRITING (1 hour 30 minutes)

Part 1

You **must** answer this question.

- 1 You are studying English at Romsey College in Britain. A friend of yours in another country is going to the same college and has asked you for some information and advice.

Read carefully the college information and the notes below. Then, using this information, write a letter to your friend telling her/him about next term. You may add other relevant points of your own.

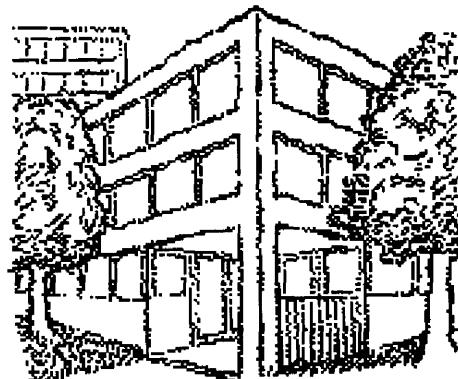
ROMSEY COLLEGE – IMPORTANT DATES FOR NEXT TERM

Monday 6 Sept, Tuesday 7 Sept,
10.00–16.00: Course Registration

Tuesday 7 Sept, 9.00: College bookshop opens

Wednesday 8 Sept, 9.15: First lesson

Wednesday 8 Sept: Welcome party from
20.00 at Seven Stars Hotel



Register as early as poss. Big queue, but worth it!

Need all books by Wed. Cost = £50 at bookshop.
NB have mine for 1/2 price!

First lesson - early (9.00) for good seat!

Party great fun

Write a **letter** of between 120 and 180 words in an appropriate style on the next page. Do not write any addresses.

Part 1

Part 2

Write an answer to **one** of the questions 2–5 in this part. Write your answer in **120–180** words in an appropriate style on the next page. Put the question number in the box.

- 2** You have been asked to write an article for the college magazine which will help new students to organise their studies effectively. You need to include advice on study plans, good places to work in, exam preparation and making the best use of leisure time.

Write your **article**.

- 3** You see this advertisement in an international newspaper, which would give you the chance to spend the summer in Britain.

Looking for a summer job?

Friendly waiters and waitresses needed for our busy sea-front restaurant, popular with foreign visitors. No experience necessary but some knowledge of language an advantage. Fitness essential!

Apply to: Mrs J Robinson, PO Box 100

Write your **letter of application**. Do not include addresses.

- 4** You have decided to enter a short-story competition organised by an international magazine. The competition rules say that the story must begin or end with the following words:

Bernie woke up suddenly and looked at the bed-side clock. It was three o'clock in the morning.

Write your **story**.

5 Background reading texts

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

- (a) Do you think the story you have read will be popular in 100 years' time?
Write a **composition**, giving your opinion and reasons for your views.
- (b) You have been invited to write a short article for your college magazine on the most interesting person in the book which you have read. Write your **article**, giving some details of that person's character and explaining why you find him or her especially interesting.

Part 2

Question

PAPER 3 USE OF ENGLISH (1 hour 15 minutes)

Part 1

For Questions 1–15, read the text below and decide which answer, A, B, C or D best fits each space. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

Example:

- 0 A sight B look C notice D view



AN UNUSUAL PLACE TO LIVE

Set in the red desert of central Australia is the mining town of Coober Pedy. At first (0), the town looks (1) to many other such communities, but Coober Pedy is different. Sixty per cent of its population of some 4,000 people live underground. There are today about 800 underground houses as well as shops, hotels and even churches in the town and the (2) hills. Once a site has been chosen, special tunnelling machines are (3) in to create passages and rooms in the sandstone. Rock pillars are left to (4) the roof, and doors and windows are cut into the front. Houses are of all shapes and (5), the largest having twenty rooms, and some even have their own swimming pool.

Living underground may (6) strange but in fact it has a (7) of advantages. In summer, the temperature outside can (8) an astonishing 47°C, and in winter the nights can be (9) cold. However, inside the houses it remains a steady 25°C all year (10) Many people say that living underground (11) them feel very secure. There is no problem with noise from the neighbours and the houses are not (12) by the fierce dust storms that regularly (13) through the area. And of course, if your family (14) or lots of friends come to stay, you can (15) dig another room.

Test 2

- | | | | | |
|----|-------------|--------------|-------------|---------------|
| 1 | A similar | B like | C same | D alike |
| 2 | A enclosing | B close | C near | D surrounding |
| 3 | A entered | B brought | C worked | D placed |
| 4 | A push | B lift | C rise | D support |
| 5 | A volumes | B areas | C sizes | D numbers |
| 6 | A consider | B hear | C suggest | D sound |
| 7 | A sum | B plenty | C number | D total |
| 8 | A achieve | B reach | C fulfil | D hold |
| 9 | A extremely | B heavily | C sharply | D strongly |
| 10 | A wide | B round | C across | D along |
| 11 | A makes | B enables | C allows | D gets |
| 12 | A spoiled | B influenced | C disturbed | D affected |
| 13 | A pour | B sweep | C flood | D hurry |
| 14 | A grows | B rises | C stretches | D explodes |
| 15 | A ever | B regularly | C always | D only |

Part 2

For Questions **16–30**, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (**0**). Write your answers **on the separate answer sheet**.

Example:

0

who

THE DEVELOPMENT OF THE CAMERA

In 1877, George Eastman, (**0**) worked in a bank in Rochester, wanted to take photographs on holiday. However, he was very disappointed to discover that the only cameras available (**16**) very large and heavy, and required (**17**) use of complicated equipment.

Eastman realised that many other people were keen (**18**) take photographs but were prevented from (**19**) so. What was needed was a simple, hand-held camera, and so, in (**20**) spare time, he began to experiment.

After a (**21**) deal of work he was ready to open a factory and succeeded (**22**) producing his first camera in 1888. It was a small rectangular box and inside was a roll of special paper. This paper was sensitive to light and replaced the heavy pieces of glass that (**23**) been used before. When the roll was finished, the camera had to (**24**) sent back to the factory in New York (**25**) the photographs to be developed and printed. The following year a transparent film was invented (**26**) was better than the paper roll. This could be removed (**27**) the photographer and taken to a local centre for developing.

The new camera was (**28**) instant success and within a (**29**) years Eastman was very rich. But he was a generous man and during his lifetime he gave away millions of dollars to support a number (**30**) educational institutions.

Part 3

For Questions 31–40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. There is an example at the beginning (0).

Write **only** the missing words **on the separate answer sheet.**

Example:

- 0 My brother is too young to drive a car.

not

My brother drive a car.

The gap can be filled by the words ‘is not old enough to’ so you write:

-
- 31 The course finished with a big party.

end

At there was a big party.

- 32 Be careful or you'll hurt yourself.

if

You'll hurt yourself careful.

- 33 Finding suitable accommodation might be difficult.

find

It suitable accommodation.

- 34 The price of the holiday includes all meals.

included

All price of the holiday.

- 35 In my opinion, the problem has happened for two reasons.

are

In my opinion, this problem has happened.

- 36 ‘You broke my camera!’ Susan said to Richard.
accused

Susan her camera.

- 37 You’re going too fast for me.
keep

I you!

- 38 Where can I find the station?
how

Could you tell to the station?

- 39 Mary used to be better paid than she is these days.
as

These days Mary is she used to be.

- 40 I’m happy to go and see any film you choose.
mind

I we go and see.

Part 4

For Questions 41–55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a tick (✓) by the number **on the separate answer sheet**. If a line has a word which should **not** be there, write the word **on the separate answer sheet**. There are two examples at the beginning (0 and 00).

0	✓
---	---

Examples:

00	being
----	-------

DIAMOND SPORTS CENTRE

- 0 Diamond is a modern sports centre which is ideal for people
00 of all ages. It is being situated on the outskirts of town near
41 Pennygold Park and is easy to get to it by bus. The centre has got an
42 indoor swimming pool and too there is a fully-equipped gymnasium.
43 There is a large sports hall with facilities for do a number
44 of team games such as the volleyball and basketball, as well
45 as have four outdoor tennis courts. The centre has six qualified
46 members of staff who are responsible for supervision and they
47 can offer advice on individual training programmes. They also
48 organise a full programme of variety competitions at different levels
49 of ability, which all members are encouraged to take part in.
50 There is a café with a good choice of so interesting and healthy
51 food, and you can enjoy a full meal, a snack or just to relax with
52 a refreshing drink. The centre is open up every day from 8.00 in
53 the morning until 10.00 in the evening. With specially reduced
54 membership type rates for students and retired people, the Diamond
55 Sports Centre offers excellent value for anybody who wanting to
keep in good shape and make lots of new friends.

Part 5

For questions **56–65**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (**0**).

Write your word **on the separate answer sheet**.

Example:

0	<i>considerable</i>
---	---------------------

PROBLEMS ON THE BUSES

People living in Croston have experienced a (0) number of difficulties this week (**56**) the local bus company's introduction of several new routes. There have been reports of (**57**) losing their way and having to ask passengers for (**58**) when they have had to go to parts of the town which were not (**59**) served by buses. Not surprisingly, people have complained about the (**60**) of buses to arrive on time. Peter Gray, the (**61**) of the company admits that the situation has been totally (**62**) this week and has (**63**) to passengers for the inconvenience caused. He believes that the company was probably being too (**64**) in introducing so many new services on the same day. However, he is (**65**) that all the difficulties will have been sorted out by next week.

CONSIDER
FOLLOW
DRIVE
DIRECT
PREVIOUS
FAIL
MANAGE
SATISFACTORY
APOLOGY
AMBITION
CONFIDENCE

PAPER 4 LISTENING (approximately 40 minutes)

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 overhear two friends talking about going to a party.

When is it?

- A tonight
- B tomorrow night
- C next week

--	--

1

- 2 You overhear a customer talking to a saleswoman.

What does he want to buy?

- A a shirt
- B a suit
- C a pair of trousers

--	--

2

- 3 Listen to this woman talking to her friend.

What is her intention?

- A to request
- B to persuade
- C to suggest

--	--

3

- 4 Listen to this extract from a radio programme.

What sort of programme is it?

- A a weather forecast
- B a travel show
- C a sports programme

--	--

4

5 You hear a man telling a story about a colleague who had an accident.

Where did the accident happen?

- A a sporting event
- B a music concert
- C a play at a theatre



6 You hear a radio advertisement.

What is being advertised?

- A a disco
- B a social club
- C a means of transport



7 You hear part of a programme about things to do in New York.

What type of place is being described?

- A a museum
- B a shop
- C a factory



8 Listen to this man talking to a taxi driver.

Where is he going?

- A the airport
- B the theatre
- C the sports club



Part 2

You will hear a telephone conversation where a woman asks for information about different study aids for the blind. For Questions 9–18, complete the Enquiries Record.

BANSHIRE BLIND SOCIETY ENQUIRIES RECORD	
Full name:	<input type="text"/> 9
Course of study:	<input type="text"/> and 10
Braille proficiency:	<input type="text"/> 11
Computer skills:	<input type="text"/> 12
Type of equipment interested in:	<input type="text"/> 13
and	<input type="text"/> 14
Price range:	from <input type="text"/> to <input type="text"/> 15
<u>Contact</u>	
Send message through (name):	<input type="text"/> 16
Tel number:	<input type="text"/> 17
Heard about us from:	<input type="text"/> 18

Part 3

You will hear an advert for a travel insurance company where five people talk about bad experiences they have had whilst travelling. For Questions 19–23, choose from the list A–F what each speaker is describing. Use the letters only once. There is one extra letter which you do not need to use.

- A some money was stolen

Speaker 1

	19
--	----

- B a car broke down

Speaker 2

	20
--	----

- C a car accident occurred

Speaker 3

	21
--	----

- D a passport was stolen

Speaker 4

	22
--	----

- E some luggage was stolen

Speaker 5

	23
--	----

- F a car was stolen

Part 4

You will hear part of a radio programme about a problem caused by birds in a seaside town. For Questions 24–30, decide whether the statements are **TRUE** or **FALSE**. Write **T** for **TRUE** or **F** for **FALSE**.

- 24 The sea birds like all kinds of food.

--	--

- 25 The tourists find the birds entertaining.

--	--

- 26 Local people used to want the birds in the town.

--	--

- 27 The council's action may be making the problem worse.

--	--

- 28 An expensive electronic system would solve the problem.

--	--

- 29 A good solution is taking the eggs from the birds' nests.

--	--

- 30 Egg-pricking would take a long time to work.

--	--

PAPER 5 SPEAKING (approximately 14 minutes)

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

Part 1 (3 minutes)

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

Part 2 (4 minutes)

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

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

Part 3 (3 minutes)

The examiner asks you and your partner to talk together. You may be asked to discuss something, solve a problem or perhaps come to a decision about something. For example, you might be asked to decide the best way to use some rooms in a language school. The examiner gives you a picture to help you but does not join in the conversation.

Part 4 (4 minutes)

The examiner asks some further questions, which lead to a more general discussion of what you have talked about in Part 3.

Test 3

PAPER 1 READING (1 hour 15 minutes)

Part 1

You are going to read a magazine article about research into human weight. Choose from the list A–H the most suitable heading for each part of the article (1–6). There is one extra heading which you do not need to use. There is an example at the beginning (0).
Mark your answers **on the separate answer sheet**.

- A Isn't it boring?
- B The set menu for one, please
- C Initial impressions count
- D What happens to the volunteer
- E The way forward
- F Why take part?
- G What does it look like inside?
- H What is a calorimeter?

The Weight Experiment

Nicola Walters has been taking part in experiments in Scotland to discover why humans gain and lose weight. Being locked in a small room called a 'calorimeter' is one way to find out.

0

H

The signs above the two rooms read simply 'Chamber One' and 'Chamber Two'. These are

the calorimeters: 4m by 2m white-walled rooms where human volunteers are imprisoned in the name of science. Outside these rooms another sign reads 'Please do not enter – work in progress' and in front of the rooms complicated machinery registers every move the volunteers make. Each day, meals measured to the last gram are passed through a hole in the wall of the calorimeter to the resident volunteer.

1

Despite the strange routine, there has never been a shortage of volunteers, male or female. Some even go back for a second stay. 'You can tell immediately if someone can cope' says researcher Alex Johnstone. 'You know the first time they open the door and stare inside. Some will instantly take a step back and say "I don't think I'd like that," and others will wander in and take a good look around.'

2

Nicola Walters is one of twenty volunteers who, over the past eight months, have spent varying periods inside the calorimeter. She was paid £40 for eight days of experiments, of which four were spent in the room. Tall and slim, Nicola does not have a weight problem, but thought the strict diet might help with her training and fitness programme. A self-employed community dance worker, she was able to fit the experiment in around her work. She saw an advert for volunteers at her local gym and as she is interested in the whole area of diet and exercise, she thought she would help out.

3

The experiment on Nicola involved her spending one day on a fixed diet at home and the next in the room. This sequence was repeated four times over six weeks. She arrived at the calorimeter at 8.30 am on each of the four mornings and from then on everything she ate or drank was carefully measured. Her every move was noted too, her

daily exercise routine timed to the last second. At regular intervals, after eating, she filled in forms about how hungry she felt and samples were taken for analysis.

4

The food, she insists, was tasty but the meals looked odd because they had been weighed and measured to the last ingredient. It takes three or four people to prepare each one, such is the level of accuracy needed. And when the time comes to eat, the volunteers are faced with plates of food chopped into all sorts of odd sizes.

5

The scientists help the volunteers impose a kind of order on the long days they face in the room. 'The first time, I only took one video and a book, but it was OK because I watched television the rest of the time,' says Nicola. And twice a day she used the exercise bike. She pedalled for half an hour, watched by researchers to make sure she didn't go too fast.

6

It seems that some foods encourage you to eat more, while others satisfy you quickly. Volunteers are already showing that high-fat diets are less likely to make you feel full. Believing that they may now know what encourages people to overeat, the researchers are about to start testing a high-protein weight-loss diet. Volunteers are required and Nicola has signed up for further sessions.

Part 2

You are going to read an article about a course for radio presenters. For Questions **7–14**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

51

There are 25 of us on the course for radio programme presenters, to hear the tips from the expert, Paul Fairburn, programme director at the station Heart FM. I have been doing the job for nearly 20 years but it is the closest I have ever come to anything like training. Two of us old hands are clearly there for the chance to make fun of radio presenter school (Lesson Five: The Time Check. ‘Class, repeat after me: It’s 21 minutes before the hour of three o’clock.’).

About half of us are presenters from small local stations and the rest are the type of young man – they are always male – who is always, and a little unfairly, laughed at in the radio business: single-minded enthusiasts who in any other branch of entertainment would probably be welcomed.

Fairburn passes on a vital hint for potential phone-in hosts: ‘Don’t worry if someone phones up and says they’re going to thump you. They won’t. The people who are really going to hit you don’t tell you first.’ This is not altogether encouraging, but interesting to know, and we dutifully make a note of it. We also note Fairburn’s tip number one: ‘Get a Life outside radio.’ ‘If you are an interesting person, you will be a more interesting presenter,’ says Fairburn. ‘So don’t spend all your time in radio stations.’ This is a bit ironic, because if we had a life we probably wouldn’t be sitting in that room on a Wednesday afternoon taking notes. For those of us who went into radio back in the 1970s, it may be a little late for all this. But times have changed, says Fairburn and now you need to learn the profession.

To this end, today’s presenters will almost certainly be invited to spend time at lectures, learning from the masters. Dan O’Day, an

American breakfast-show presenter generally regarded as one of the best of that kind, hosts weekend schools, at which topics such as ‘Establishing Good Relations On The Telephone’ are discussed deeply. The Metro Radio Group in Britain even makes its presenters sign an agreement not to give away confidential ideas picked up on the group’s training schemes.

However, courtesy of Fairburn, who picked it up from a former Metro trainee, I am now able to reveal exclusively one of those secrets. ‘You are ten minutes from the end of a four-hour programme,’ Fairburn tells the class. ‘You are naturally winding down, sounding tired; so, a second or two before opening the microphone, shout “Wow!” very loudly into the closed microphone. Then, when you open it, you will sound wide awake, despite yourself.’ It does work. I have tried it since, although “Wow!” doesn’t seem like the right word for the station I work on, so I tend to shout “Heck!”

Another example of presenter cleverness, which never occurred to us older ones, is the phone-in trick. This gets you on good terms with the local audience if you find yourself working in a strange town. When someone phones in, you find out in some detail – before putting them on the air – where they come from, what the local landmarks are and so on. Then, when they appear on the radio and say where they are calling from, you can say authoritatively, ‘Oh yes, just around the corner from the railway station.’

Brilliant, and much more practical than any advice I was given in the dark days when I started. With the benefit of an afternoon’s training, I can see the old-fashioned attitudes that were passed on to me then have no place in today’s highly competitive radio market.

- 7 What do we learn about the writer in the first paragraph?
- A He had heard that this particular course wasn't very good.
 - B He was attending the course so that he could write about it.
 - C He wasn't given training as a radio presenter when he started.
 - D He had always avoided courses for radio presenters before.
- 8 What does the writer say about some of the others taking the course?
- A People who work in radio have a low opinion of them.
 - B They are never likely to find work as presenters.
 - C They couldn't follow even simple instructions.
 - D People who know them enjoy their programmes.
- 9 What does the writer say about the advice to phone-in hosts?
- A It was worth writing down.
 - B It was not true of his own experience.
 - C It was not intended for older presenters.
 - D It was difficult to understand.
- 10 What do we learn about Metro Radio?
- A Paul Fairburn used to work there.
 - B It runs courses for radio presenters.
 - C It has copied American methods.
 - D Excellent presenters work for it.
- 11 Where do 'those secrets' (line 51) originally come from?
- A confidential documents
 - B radio programmes
 - C telephone conversations
 - D training schemes
- 12 What does the writer say about shouting into a closed microphone?
- A He has adapted the original idea.
 - B He initially thought it wouldn't work.
 - C It doesn't help him overcome problems.
 - D He had tried a similar thing before.
- 13 What does the writer think of the 'phone-in trick'?
- A It works better in some places than in others.
 - B It is wrong to deceive the listeners in that way.
 - C It is a very good idea he hadn't thought of.
 - D It requires too much research before the show.
- 14 What is the writer's conclusion after taking the course?
- A Such courses can be useful even for presenters with his experience.
 - B He is glad that he started presenting radio programmes a long time ago.
 - C Courses for radio presenters are unlikely to make them better at the job.
 - D It has made him worried about his future career as a radio presenter.

Part 3

You are going to read a newspaper article by a British student who worked at a summer camp in the US. Seven paragraphs have been removed from the article. Choose from the paragraphs **A–H** the one which fits each gap (**15–20**). There is one extra paragraph which you do not need to use. There is an example at the beginning (**0**).

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

Summer camp: a soap opera

Every June, thousands of British students fly to the United States to spend their holidays working at summer camps. In return, they get a free return flight, full board, pocket money and the chance to travel. Lucy Graham joined a camp and spent eight weeks working with six to sixteen-year-olds.

I APPLIED at the last minute and was so thrilled at the prospect of spending the holidays doing something more exciting than working in the local supermarket that I hastily accepted the only job left – in the camp laundry.

0

H

On arrival I was told by the camp director that I would be doing the washing for 200 children – on my own. Any romantic dreams I'd had quickly turned into nightmare reality. For the first week, the party sent out by the jobs agency – nine students, including me – became a full-time cleaning squad, getting the place ready for its grand opening.



15

The children's arrival also brought 50 American counsellors to look after them, and the opening of the laundry. At first, I had to work from 8.45 in the morning till 10.30 at night to get all my work done. Considering there was no hot water in the laundry and the machines were old, the washing came out remarkably well.

16

The kitchen workers, maintenance man and myself found that we were on the lowest level of the camp's class system. Our four British counsellor friends had a much better time. They got friendly with their American colleagues and were respected by the children. They were also given tips by parents after the holiday.

17

As for the camp itself, it had a large lake and excellent sporting facilities. But because organised activities for the children carried on into the evening, we usually didn't get the chance to use them. However, much more annoying were my room-mates, three 18-year-old girls who worked in the dining room.

18

On top of that, the camp food was poor, with child-size portions; fresh fruit and vegetables were rare. One catering worker even stood over the pineapple rings, checking that you took only one each.

19

However, I couldn't set off as soon as the children left because we had to stay on for a few days, cleaning and closing down the camp. My last duty was to load up the rubbish bags and take out any clothes the children had thrown away, in case their parents asked about them.

20

What's more, without the free ticket I got to the US – and the rail ticket from my parents – I would never have seen Niagara Falls, gone up the Empire State Building or had my picture taken with Mickey Mouse at Disney World.

- A** They had never been away from home before, and spent most of the night screaming with excitement. Sometimes, the only way to get any rest was to pretend to be ill and sleep in the medical centre.
- B** We weren't so lucky. We were never invited to join in the evening activities. When we did manage to get out of the camp, our evenings tended to consist of eating ice-cream at the local gas station.
- C** As a result, the standard of the camp you end up in is usually a question of luck. However, the agencies do hold meetings where you can ask representatives from camps about the facilities and the nature of the work you will be expected to do.
- D** We swept out the bedrooms and scrubbed the lavatories, gymnasium and kitchen. We polished the cooking equipment, put up the sports nets and carried any luggage sent on ahead to the bedrooms.
- E** On the whole it had been well worth it. Despite the washing, the camp's plus

points had been a beautiful setting, meeting a great bunch of travelling companions and doing far more reading for my university course than I would have done at home.

- F** All these disadvantages meant that Saturdays, our days off, were highly valued. The places we visited then, such as New York City, gave me an appetite for travelling later on. If I hadn't done that, I would have regretted it – there is so much to see and do and I was keen to get on with it.
- G** But with so many clothes to wash and dry, some did get mixed up. I had six-year-olds marching up and telling me that their parents would be very angry if I didn't find their favourite sweater.
- H** I started to have my doubts while squashed between the swimming instructor and the sports teacher during the three-hour minibus ride to the camp, which was in a tiny town about 90 miles from New York City.

Part 4

You are going to read an article about sporting activities. For Questions 21–35, choose from the activities (A–E). Some of the activities may be chosen more than once. There is an example at the beginning (0).

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

Of which activity are the following stated?

You can do it whenever you want to.

0	B
---	---

You may not have to pay to do it.

21	
----	--

You can develop a strong interest in it after doing it for the first time.

22	
----	--

Everyone who does it has a similar attitude to life.

23	
----	--

It may be physically unpleasant sometimes.

24	
----	--

It shows you that you can do things you didn't think you were capable of.

25	
----	--

It doesn't appeal to some people.

26	
----	--

It requires you to work things out in advance.

27	
----	--

It allows you to see places you otherwise wouldn't be able to see.

28	
----	--

Everyone who takes part in it is considered equal.

29	
----	--

Anyone who does it can make a mistake.

30	
----	--

You don't have to take anything with you to do it.

31	
----	--

Learning it is similar to another experience you may have had.

32	
----	--

There are various tasks which are carried out for you during it.

33	
----	--

Being relied upon by others is part of it.

34	
----	--

There is an activity related to it which doesn't take long to learn.

35	
----	--

GET ACTIVE

SAILING

A

As a sailing instructor, it is my experience that, while people who go sailing may have different professional lives and widely differing backgrounds, they all have one thing in common – they are all fun-loving, sociable and determined to get the most out of what they do.

The great thing about sailing is that you have to live and work together and it is a great leveller, wiping out differences in age, background and sex. There is no favouritism and no discrimination.

Sailing a yacht can be demanding, tiring, frustrating and wet. But it is also challenging, exciting, relaxing and wonderfully fulfilling. No experience is necessary and wet-weather and safety equipment is provided by schools, so all you

need to bring is yourself. I can guarantee you will have a memorable time.

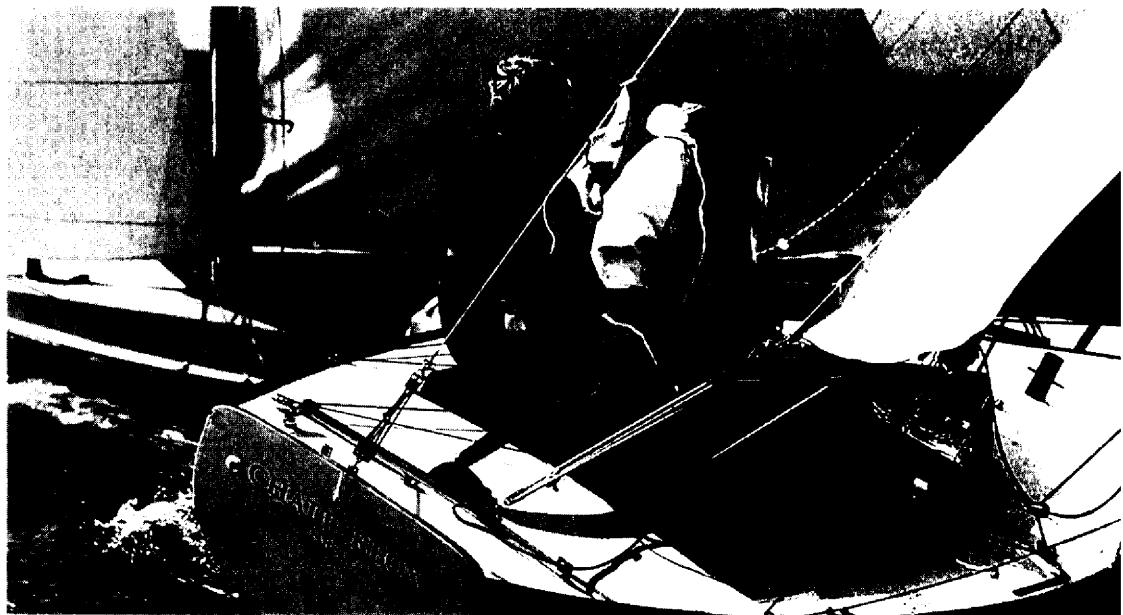
WALKING

B

A walking holiday is not the most luxurious of trips but it does offer an opportunity to see remote areas of the world which cannot be visited any other way. And at the end of the day it gives you a wonderful sense of achievement. Camping is often part of this type of holiday and the joy is exploring totally uncivilised territory.

Don't worry, you don't have to carry your own luggage, only a day pack, as cook and camp teams do the everyday work, leaving you free to enjoy the experience. There's a destination for every time of the year, so when you go is up to you. So get those boots out and walk the world.





ROCK CLIMBING

C

You don't have to be super-fit to go rock climbing; technique is more important than strength. It is also vital to plan and think ahead, as the easiest move may not always be the best. What often looks like an impossible situation, with a little thought and a few small steps, becomes achievable and before you know it you are half way up a mountain.

You cannot climb without a safety system as even the best people can slip. Even beginners are expected to operate the safety system. It's a frightening thought being responsible for another person's safety, and just as challenging is knowing that you are totally dependent on the safety system. This is the perfect team-building exercise.

FLYING

D

Within an hour you can be handling the controls of a light aircraft. After your instructor has given you details on the aircraft, its controls and where you are going to fly, you take off and climb to around

2000ft. You will then be allowed the chance to fly the plane itself. Not to worry. As when you learn to drive, the instructor has a set of controls too. An hour's lesson costs £95 and counts towards a private pilot's licence if, like many people, you find that you want to take up flying seriously. So if you fancy being a bird, this could be the nearest thing to it.

PARACHUTE JUMPING

E

Jumping from an aircraft may not be everyone's idea of fun, but if this is what you fancy, there is no excitement like it. And if you can raise money for charity by doing it, your jump could be free. You don't need a great deal of physical fitness but the training leading up to it requires that you be normally fit. Training involves practising the correct body position for landing, and emergency drills. Another fun activity in the sky is sky-diving, which involves jumping from an aircraft and falling a long way before opening the parachute. Tandem skydiving – jumping from the plane attached to an experienced instructor – requires only basic training, whereas attempting a solo jump requires months of practice.

PAPER 2 WRITING (1 hour 30 minutes)

Part 1

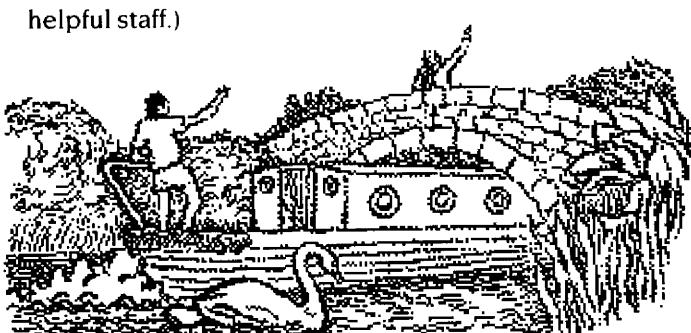
You must answer this question.

- 1 You and three friends have decided to go on a boating holiday in Wales. You have found an advertisement for Brecon Boating Holidays and you decide to find out more about these holidays.

Read carefully the advertisement below, on which you have made some notes. Then, using this information, write a letter to the company covering all your points. You may add other relevant information of your own.

Brecon Boating Holidays

- Explore the Welsh canal system in one of our superb **luxury** motor boats.
- Travel along the peaceful rivers and canals by day.
- Stop outside a riverside café at night.
- We have boats of different sizes (for 4, 6 or 8 people).
- No experience is necessary to use these boats. (Half an hour's training is given by our friendly and helpful staff.)



For more details write to Brecon Boating Holidays

?

Cooking equipment on board?

How much (1 week)?

How far each day?

Special clothes needed?

Write a letter of between 120 and 180 words in an appropriate style on the next page. Do not write any addresses.

Part 1

Part 2

Write an answer to **one** of the questions 2–5 in this part. Write your answer in **120–180** words in an appropriate style on the next page. Put the question number in the box.

- 2** You have decided to enter a short story competition organised by an international young people's magazine. The competition rules say that the story must begin or end with the following words:

Without saying a word, Jo stood up and walked out of the room.

Write your **story**.

- 3** Colleges in your area recently took part in an important sporting event (for example, a tennis or football tournament, or an athletics competition). The results of your own college were much better than expected and you have decided to write an article about the events for your college magazine.

Write your **article**.

- 4** You work occasionally for an international travel company as a tour guide in your town. Recently you took a group of elderly visitors from another country on a tour round some of the most important buildings in your town. Now you must write a report on the tour for your boss. Include your suggestions for similar tours in the future.

Write your **report**.

5 Background reading texts

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

- (a) Choose an actor or actress who you think could play the part of your favourite character in the book you have read. Write a **composition**, stating who the character is and giving reasons for your choice of actor or actress.
- (b) You have read about several events and situations in the book which you have chosen. Do you think that any of those events or situations could happen in your own country nowadays? Write a **composition**, explaining why or why not.

Part 2

Question

PAPER 3 USE OF ENGLISH (1 hour 15 minutes)

Part 1

For Questions 1–15, read the text below and decide which answer, **A**, **B**, **C** or **D** best fits each space. There is an example at the beginning (0).

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

Example:

0 A for B on C to D at

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

SEASIDE HOLIDAYS IN BRITAIN

British families started going (0) holiday to the seaside around the middle of the 19th century. The invention of the railways (1) this possible. The first holidaymakers were quite rich and went for their health and education. The seaside was a place to be (2) of illness, and doctors recommended bathing in the sea and drinking sea water. Also to (3) their knowledge, families attended concerts and read books from the library.

At that time, ordinary working people had very little time (4) work. However, in 1871, the government (5) four ‘Bank Holidays’ – national holiday days. This (6) people to have a day or two out (7) , which gave them a (8) for leisure and the seaside. At first, they went on day-trips, taking (9) of special cheap tickets on the railways.

By the 1880s, rising incomes (10) that many ordinary workers and their families could have a week’s holiday at the seaside. Rail fares were reduced and cheap hotels were built to (11) them. Holidaymakers enjoyed being (12) , sitting on the beach, bathing in the sea, and eating ice-cream. Cheap entertainment was (13) offer and holidaymakers went to (14) fun.

Today, the English seaside (15) popular, with more than 18 million holidays taken there each year.

- | | | | | |
|----|---------------|------------------|--------------|----------------|
| 1 | A let | B made | C got | D had |
| 2 | A cured | B remedied | C recovered | D improved |
| 3 | A raise | B spread | C increase | D add |
| 4 | A out | B off | C away | D from |
| 5 | A installed | B presented | C introduced | D brought |
| 6 | A allowed | B provided | C offered | D opened |
| 7 | A hardly ever | B here and there | C seldom | D now and then |
| 8 | A taste | B sense | C favour | D pleasure |
| 9 | A benefit | B opportunity | C advantage | D profit |
| 10 | A caused | B produced | C meant | D resulted |
| 11 | A accommodate | B board | C cater | D lodge |
| 12 | A idle | B easy | C restful | D spare |
| 13 | A in | B for | C to | D on |
| 14 | A get | B have | C take | D make |
| 15 | A remains | B stays | C continues | D lasts |

Part 2

For Questions 16–30, read the text below and think of the word which best fits each space. Use only one word in each space. There is an example at the beginning (0). Write your answers on the separate answer sheet.

Example:

0 *a*

THE BAREFOOT MAILMEN

In 1885, the US Post Office had **(0)** problem in the southern state of Florida. The delivery service **(16)** Lake Worth to Biscayne Bay was taking six weeks.

They found a solution – a 136-mile route (17) took three days. It meant that the mailmen (18) to walk barefoot along beaches for eighty miles and then cover (19) remaining fifty-six miles by boat. This difficult job was first carried (20) by mailman Edwin R Bradley. In the summer of 1887, James 'Ed' Hamilton (21) over deliveries but a few months later his career ended suddenly in circumstances which (22) him famous in the Post Office.

The Autumn weather (23) year was severe. On 9th October, Hamilton felt unwell as he set (24) Despite this, he arrived at his first stop, Orange Grove. His next call should (25) been at a place called Fort Lauderdale Refuge. This time he didn't arrive (26) he was never seen again. Nobody ever found out (27) happened to him.

In 1892, a road was built and the days of the barefoot mailmen (28) over. However, their story has never been forgotten. (29) are annual walks along the route, and a book and film have (30) made about them.

Part 3

For Questions **31–40**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. There is an example at the beginning (**0**).

Write **only** the missing words **on the separate answer sheet.**

Example:

- 0** My brother is too young to drive a car.

not

My brother drive a car.

The gap can be filled by the words ‘is not old enough to’ so you write:

0	<i>is not old enough to</i>
----------	-----------------------------

-
- 31** We took a train to Liverpool last Saturday.

by

We last Saturday.

- 32** She did not thank us for our help when she left.

us

She left help.

- 33** We are hoping that the weather will improve next week.

better

We are hoping weather next week.

- 34** Who has to lock the doors when the office closes?

responsible

Who the doors when the office closes?

- 35** I was really pleased that at last my father had managed to give up smoking.

successful

I was really pleased that at last my father up smoking.

- 36 I went to sleep immediately the train left the station.

asleep

I as the train left the station.

- 37 It's unlikely that I'll see you again this week.

probably

We other again this week.

- 38 It will be nice to see you again at the party.

looking

I'm again at the party.

- 39 I haven't forgotten any of the details of what happened that day.

still

I detail of what happened that day.

- 40 We lost our way because the signposts were confusing.

caused

The signposts were confusing, which lost.

Part 4

For Questions 41–55, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a tick (✓) by the number **on the separate answer sheet**. If a line has a word which should **not** be there, write the word **on the separate answer sheet**. There are two examples at the beginning (0 and 00).

0	✓
---	---

Examples:

00	of
----	----

THE BEATLES

- 0 In the 1960s, The Beatles were probably the most famous pop group in the
00 whole world. Since then, there have been a great many of groups that have
41 achieved enormous fame, so it is perhaps difficult now to imagine that how
42 sensational The Beatles were at the time. They were four boys from the
43 north of England and none of them had any kind training in music. They
44 started by performing and recording songs by black Americans and they had
45 done some success with these songs. Then they started writing their own
46 songs and that it was when they became really popular. The Beatles
47 changed pop music. They were the first one pop group to achieve great
48 success from songs they had written them themselves. After that it became
49 common for groups and singers to write their own songs. The Beatles did not
50 have a so long career. Their first hit record was in 1963 and they split up in
51 1970. They stopped doing live performances in 1966 because it had
52 become too much dangerous for them – their fans were so excited that they
53 surrounded them and tried to take their clothes as the souvenirs! However,
54 today some of their songs remain as famous as they were when they
55 first came out. Throughout in the world, many people can sing part of a
Beatles song if you ask them.

Part 5

For Questions **56–65**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

There is an example at the beginning (**0**).

Write your answers on the separate answer sheet.

Example:

**JUDO**

Judo is a sport that has achieved great (**0**) in many parts of the world. It was (**56**) developed in Japan in the late 19th century based on ancient methods of self-defence. There are two (**57**) Although they use physical (**58**) against each other, they are (**59**) to their opponent and bow to each other before and after each contest.

Judo is an (**60**) sport to take up because the only equipment you need is the special loose-fitting suit. It is very suitable for (**61**) if they join a club where the (**62**) are properly qualified and pay enough attention to safety. Although Judo is a physically (**63**) sport which requires a lot of (**64**), practice and skill, there are many people who find it (**65**) as a means of relaxation in their spare time.

**POPULAR
ORIGIN
FIGHT
VIOLENT
RESPECT**

**EXPENSIVE
YOUNG
INSTRUCT
DEMAND
STRONG
ENJOY**

PAPER 4 LISTENING (approximately 40 minutes)

Part 1

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

- 1 Listen to this girl talking about her new boss.

How did she feel after she met him?

- A delighted
- B disappointed
- C relieved

	1
--	---

- 2 You overhear two friends talking about a birthday present one of them has just received.

What is it?

- A a television
- B a cassette player
- C a computer

	2
--	---

- 3 You overhear two friends talking about a garden party they attended.

What was the problem?

- A the people
- B the weather
- C the place

	3
--	---

- 4 On a visit to a college, you overhear part of a lesson.

What is the subject of the lesson?

- A health and safety
- B child development
- C food preparation

	4
--	---

- 5 Listen to this critic talking about a film.

What sort of film is it?

- A a comedy
- B a romance
- C a thriller

	5
--	---

- 6 Listen to this boy talking to a friend about flying.

How does he feel about flying?

- A excited
- B depressed
- C scared

	6
--	---

- 7 You hear an artist talking about her work.

What type of artist is she?

- A a photographer
- B a sculptor
- C a painter

	7
--	---

- 8 Listen to this woman leaving a phone message.

Why is she phoning?

- A She is complaining about something.
- B She is requesting something.
- C She is apologising about something.

	8
--	---

Part 2

You will hear Ian Anderson of the Shoppers' Association talking about a problem people may face when buying some kinds of goods. For Questions 9–18, complete the notes.

Problem:

Goods may be:

Cause: Shops give customers

Why people return goods: they are faulty

Main type of goods involved:

Example: sold as 'Manager's Special'

Repairer found:

inside.

Advice:

Be careful of:

expressions like 'Manager's Special' or

missing.

damaged.

Main advice: Always

Part 3

You will hear five people talking about what they did on holiday. For Questions **19–23**, choose from the list of activities **A–F** which each of them is describing. Use the letters only once. There is one extra letter which you do not need to use.

- A** skiing

Speaker 1

	19
--	----

- B** horse riding

Speaker 2

	20
--	----

- C** sightseeing

Speaker 3

	21
--	----

- D** walking

Speaker 4

	22
--	----

- E** cycling

Speaker 5

	23
--	----

- F** sailing

Part 4

You will hear part of a radio programme about people who become rich quickly. Ann is telling her story. For Questions 24–30 decide whether the statements are **TRUE** or **FALSE**. Write **T** for **TRUE** or **F** for **FALSE**.

- 24 Ann thinks her parents are educated people.

	24
--	----

- 25 Ann enjoyed writing novels.

	25
--	----

- 26 Ann's friends joked with her about the money.

	26
--	----

- 27 Ann gave her family some of the money.

	27
--	----

- 28 Ann was surprised at her family's reaction to the money.

	28
--	----

- 29 Ann says she learned most about writing from fellow students.

	29
--	----

- 30 Ann owns a successful publishing company.

	30
--	----

PAPER 5 SPEAKING (approximately 14 minutes)

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

Part 1 (3 minutes)

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

Part 2 (4 minutes)

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

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

Part 3 (3 minutes)

The examiner asks you and your partner to talk together. You may be asked to discuss something, solve a problem or perhaps come to a decision about something. For example, you might be asked to decide the best way to use some rooms in a language school. The examiner gives you a picture to help you but does not join in the conversation.

Part 4 (4 minutes)

The examiner asks some further questions, which lead to a more general discussion of what you have talked about in Part 3.

Test 4

PAPER 1 READING (1 hour 15 minutes)

Part 1

You are going to read a newspaper article about working as a conductor on a British train. Choose the most suitable heading from the list A–I for each part (1–7) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (0). Mark your answers **on the separate answer sheet**.

- A** Job satisfaction
- B** Getting started in the job
- C** Calling for help
- D** Looking after the passengers
- E** Keeping in touch
- F** Ready for duty
- G** Dealing with danger
- H** There and back again
- I** Time to get up

Train conductor

Ticket checks, travel questions and making sure passengers reach their destination safely are all part of a day's work for senior conductor Julie King.

0**I**

The earliest shift we do starts at 4.30 in the morning, so if I'm on that one, I'll get up at three and watch a bit of TV to catch up on the news before driving to work. If I'm starting at nine, I can have a lie-in.

1

I'm based on the Portsmouth to London line and the first thing I do is report to the supervisor, who makes sure we're fit for work. Then I pick up my ticket machine, read all the notices to check nothing's happened overnight I'm not aware of, have a cup of tea, collect my work schedule and make sure my train book is in order – we have to write down each stop on every trip. After that it's down to the platform to put my kit in the conductor's van and start the day.

2

A typical day would be two return trips between Portsmouth and London. We aim to walk through the train after every stop, checking tickets and counting heads. Sometimes we walk through just to make sure everything's all right. Once we reach London, we take a 20-minute break to clear our heads before setting off on the return journey. When we get back to Portsmouth, I'll make sure the train is cleaned, then it's up to London again with more ticket checks and more announcements to passengers.

3

A lot of the job is about customer care. We deal with all sorts of questions and can find out the information passengers want somehow. We carry timetables and fare books, and if we're asked something we can't find out on the spot, we use the phone on the train to ring the information office. We can also organise taxis for people if

trains have been cancelled or are late and there is no alternative train service for them to get home on.

4

The electronic communicators we carry are used to let us know about any problems with the service – not just on that line but on other routes as well. If it's important, we'll pass the information on to the passengers in a public announcement. The communicator doesn't make a sound and only I'm aware of it going off. It wouldn't be any good if it made the usual 'bleeping' noise – you'd get people reaching for their mobile phones as we walked through the train.

5

Safety is the other important aspect of the job. If the train breaks down or is derailed, it's the conductor's job to protect the back of the train. The signalman will know where you are and warn the train behind to slow down, but we have to get out and walk down the track laying small packets of explosive. When the train behind goes over them, that's the signal to the driver to stop. It hasn't happened to me yet, but I'd know what to do if it did. At the moment I'm learning to be an operations trainer – training up new employees on the safety aspects of the railway.

6

I'd wanted to be a conductor since I was a teenager. I'd got to know the staff when I travelled on the trains to school and it seemed like interesting work. I left school at 16 and started a training scheme the same year. My first position was as an office messenger, but I soon moved on to working on the trains.

7

At the end of the day I sign off and hand over the ticket machine and any money I've collected selling tickets. I like the travelling side of the job and meeting people. We get to know the regular passengers quite well and a friendly comment can make your day really happy.

Part 2

You are going to read a newspaper article about someone who collects dolls. For Questions 8–14, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

The doll collector

'This is the real star of the collection,' says Cynthia Lole, wide eyes shining, holding up a 12 cm-high pink plastic doll to my face. It looks much the same as the hundred or so other pink plastic dolls arranged round the walls of her tiny west London flat. But not to Cynthia. 'Look! It's a boy!' she cries. 'I was so excited when I found it.' All Cynthia's other dolls are girls. Not girls in pretty dresses with blinking eyes and lots of hair, though. She collects kewpie dolls – rubber dolls with pointed heads and round faces that have been manufactured in various countries throughout the world for nearly a century.

Over the past five years or so she has gathered together big ones and little ones, sitting-up ones and lying-down ones, crying kewpies, crawling kewpies, kewpies sucking their thumbs. There's a large 1930s kewpie, a rare black kewpie with no eyes, key-ring kewpies from Japan, a kewpie box whose head lifts off as the lid. 'They've all got slightly different expressions because they are of different ages and come from different countries,' she explains. 'This one's sweet, isn't she? She's Italian,' she says picking up a particularly attractive example with a cute smile and a round stomach.

In every shade of pink from strawberry ice-cream to flesh, the dolls form a six-deep guard on wall shelves in Cynthia Lole's spare bedroom. Ninety pairs of painted eyes seem to turn on you as you pass the door – they're not exactly threatening, but Cynthia says she's had business visitors drop their briefcases open-mouthed at the sight of them. The rarest examples are behind glass in the bathroom – tiny kewpies no more than four centimetres high from the 1920s. The very earliest ones were made from porcelain, but Cynthia's collection doesn't go back that far: 'It's a fun thing, so I

don't want to spend big money. Most of these cost very little, although I did pay rather more for the boy.'

As with most collections, Cynthia's started with just one: a very ordinary example she bought in a local London market. 'Then I found a few more, and before I knew it, the dealers were saving them for me and people were buying me them as presents.' She had about 25 or so before she became a serious collector. 'I brought home this bright pink light from a film I'd been working on, and when I put it on in the bedroom, all the kewpies' eyes lit up and their heads started glowing. I thought – yeah! – I'm going to have a whole shelf of them with a light behind.'

Now Cynthia hunts down kewpies wherever she goes, from local street markets and specialist doll dealers to work trips abroad, from Philadelphia to Portugal, with her job making pop videos. Quick as a flash, she can remember the origin of each: 'That one I found in New York just as I was leaving to catch a plane. There it was for only a dollar. And that dear little one in the red suit a friend found in San Francisco.'

Kewpie dolls are the most recent of Cynthia's addictions, but the flat is a monument to a lifetime of collecting. She began in her childhood, probably as a reaction against her parents, who hated having lots of unnecessary things around and would say things like: 'Why do you need another vase if you've already got one?'

In the early days it was just cardboard boxes, but she started collecting seriously when she moved to London to work and discovered the street markets. One of her interests is old advertising signs and she also collects things from the videos she has worked on – a model 1950s plane hangs from the ceiling and there is a rubber octopus on the television. 1960s pop music plays on a 1954 jukebox machine that had

to be brought in through the window when Cynthia moved here six years ago – she'd got the measurements of the hall wrong and they even had to remove the window frame. ‘Being such an enthusiastic collector does have its drawbacks,’

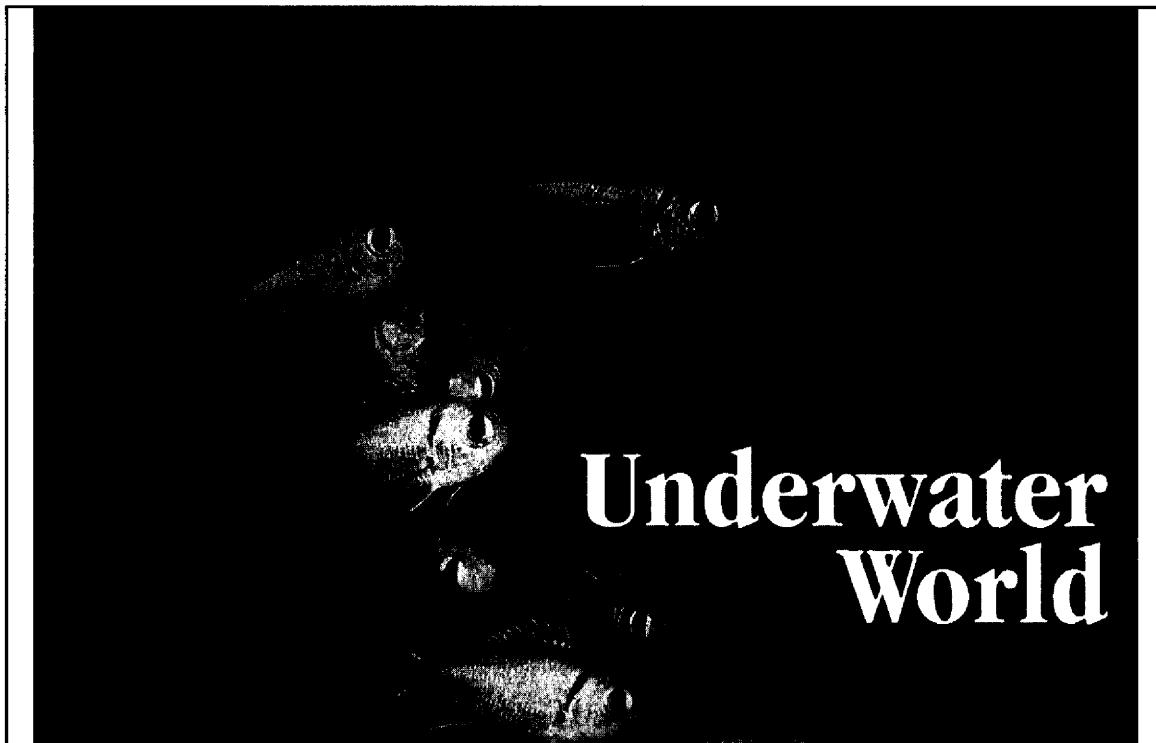
she sighs. ‘It’s not only moving house – I’ve been warned I could never have a cleaner because it would take them hours just to dust and as for the dolls, they’d probably take one look and resign on the spot.’

- 8 What is the writer’s first impression of Cynthia’s dolls?
 - A They are mostly girls.
 - B They all look very similar.
 - C They have a lot of hair.
 - D They are very old.
- 9 What does the writer learn from Cynthia about kewpie dolls?
 - A They were originally children’s toys.
 - B Their faces differ in detail.
 - C The best ones come from Italy.
 - D Older examples are often damaged.
- 10 How does Cynthia display most of her dolls?
 - A She protects them from visitors.
 - B She keeps frightening ones by the door.
 - C She has a glass case in her bedroom.
 - D She displays them all around her flat.
- 11 How did Cynthia begin collecting dolls?
 - A She bought a boy doll in London.
 - B She started with porcelain dolls.
 - C She found a doll in a market.
 - D She was given a doll as a present.
- 12 When did Cynthia become a serious doll collector?
 - A when she saw how the dolls looked lit up
 - B when she started working on pop videos
 - C when she began travelling on business
 - D when she found a specialist doll dealer
- 13 How did Cynthia’s background influence her choice of hobby?
 - A Her parents gave her dolls.
 - B She started collecting vases.
 - C Her family discouraged collecting.
 - D She was surrounded by unnecessary objects.
- 14 What problems do Cynthia’s collections cause?
 - A Moving around her flat is difficult.
 - B The cleaner has threatened to resign.
 - C There is not room to display everything.
 - D She has problems when she moves house.

Part 3

You are going to read an article about an underwater museum. Seven sentences have been removed from the article. Choose from the sentences A–H the one which fits each gap (15–20). There is one extra sentence which you do not need to use. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.



Underwater World

If you want to dive in clear blue waters, find rich marine life and swim over the remains thrown away by ancient sailors, the tiny island of Ustica is the place to go. This island, 60km from the Italian coast, is the site of Europe's only underwater museum. **0 H**

The clear waters attract some of the world's best underwater divers. The International Academy of Underwater Sciences, which was set up to encourage

underwater exploration, is based in Ustica. **15**

Dr Honor Frost, a British underwater archaeologist and Golden Trident winner, believes that Ustica shows that some underwater remains are best left in the surroundings where they have been preserved for centuries. **16**

According to Frost, the establishment of the underwater museum has made an interesting area of sea floor, together with

the objects which fell to it in antiquity, safe for future study. **17**

For example, it is puzzling that only iron anchors of quite a late date seem to have been lost there, despite local evidence of sea trade during a period nearly four thousand years ago, when stone anchors would have been in use. Among the anchors and other remains there are an extraordinary number of Roman millstones, which were widely traded throughout the ancient world.

18

The charm of Ustica's underwater world, though, is not only in its historical objects. The sea of Ustica, as far as five

kilometres from the coast, is considered to possess Italy's best underwater reserves, as well as some of the clearest waters in the Mediterranean. **19** You dive into a world of wonderful archaeological remains and fantastic colours: bright coral, an astonishing variety of seaweeds and colonies of sponges.

20 And since diving provides most of the island's income, the underwater archaeological park has been welcomed as an attraction which boatmen, guides and diving instructors offer to clients who have been drawn by the natural beauty to be found in the clear water of the island.

- A** Many questions remain to be answered about the museum site.
- B** Above these, within 15 metres of the surface, divers can see octopus and all kinds of fish.
- C** Made of volcanic rock, they were carried by corn ships heading from Rome to the ports of the north African coast.
- D** This excellent visibility – often up to 20 metres – makes it a great place for underwater photography.
- E** This gives divers the experience of underwater archaeology without disturbing important sites.
- F** However, this section of the museum, although already accessible to diving visitors, still contains material of interest to researchers.
- G** This month it presented its Golden Trident awards, the underwater equivalent of the Nobel prizes, which have been awarded annually since 1960.
- H** Only here can divers explore labelled exhibits such as anchors, pots and millstones, which fell to the sea floor centuries ago.

Part 4

You are going to read an article about different kinds of rice. For Questions 21–35, choose from the kinds of rice (A–I). Some kinds may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

According to the writer which rice ...

is creamy when cooked?

0	A
---	---

needs continual attention while cooking?

21	
----	--

suits the method of eating it?

22	
----	--

is often served with another kind?

23	
----	--

can be served sweetened?

24		25	
----	--	----	--

comes in two colours?

26		27	
----	--	----	--

is related to rice introduced from another country?

28	
----	--

is unpopular in some parts of the world?

29	
----	--

has grains which do not stick together when cooked?

30	
----	--

requires two different cooking processes?

31	
----	--

is found wherever rice is grown?

32	
----	--

is too dry for some dishes?

33

is best cooked over a long period of time?

34

The World of Rice

More than half of all the food eaten in the world is rice and there are hundreds of varieties. ROSEMARY STARK looks at the main varieties and which dishes they are best suited for.

European

A

Of the European varieties, Arborio is the favourite for risotto, the popular Italian rice dish. Its grains take up plenty of meat juices to cook to soft creaminess. A risotto should be served very moist, and constant stirring is required as you add liquid to ensure this.

Basmati

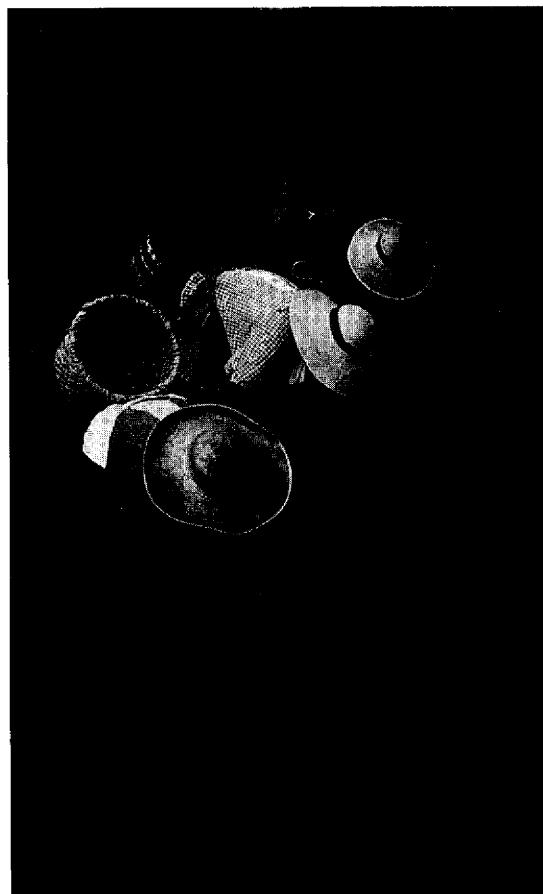
B

One of the most famous eastern rices is Basmati. Thin and long-grained, it grows in the foothills of the Himalayas, where its name means 'fragrant'. You can find a brownish black version as well as the more familiar snowy white grain used to accompany the hot spicy dishes of the region. Cook it for eight minutes in plenty of boiling salted water, drain, then continue cooking with butter in a tightly covered pan for a further 10–15 minutes over a very low heat.

Patna

C

Patna rice, long-grained and fragrant, is good-tempered in cooking because it



keeps a firm centre while the grains stay separate. Grown in north India, it is good for rice salads and makes a fine accompaniment to Indian food.

Thai

D

Thai Fragrant or Jasmine rice is young and tender, long-grained, slightly sticky and wonderfully scented. Good hot or in cold rice salads, it is a southeast Asian favourite.



Glutinous

E

Glutinous rice comes in fairly short grains, black or white. Its stickiness makes it popular where food is eaten using chopsticks. In China and Japan it is also flavoured with sugar and served with raw fish.

Java

F

Java, a short-grained variety, is good in slow-baked dishes, particularly rice puddings. Eighty grams of rice with three hours of the gentlest baking can take up at least a litre of milk and sugar, swelling to a softness under a thick golden skin.

Carolina

G

Rice is an important crop in the US too. Carolina rice is descended from seed brought from Italy by Thomas Jefferson, but the modern variety is not

a good risotto rice: its longer grains swell well in cooking but to a drier finish than risotto-makers would want.

Wild

H

Wild rice, from North America, is not strictly a rice, but the shiny long black seed of a wild grass. Something of a luxury, it is handsome mixed with white rice. Since wild rice takes up almost twice as much water in cooking as white rices, a little goes a long way.

Brown

I

Brown rice, the grain in its natural state, is to be found in all rice-growing districts, but depends for its modern popularity on the fashion for unprocessed food in America and parts of Europe. The outer layer gives it a nutty flavour, but it needs more cooking than white varieties. It is eaten less in those areas where rice is a normal part of the daily diet.

PAPER 2 WRITING (1 hour 30 minutes)

Part 1

You **must** answer this question.

- 1 You have a friend who lives in another country and you receive a letter from him/her inviting you to stay. You have never been to his/her country before and you are very excited about the invitation.

Part of the letter is printed below. Read it carefully and write a reply accepting the invitation. Tell your friend what you would be interested in doing and ask for some information to help you plan your trip, using the notes that you have made. You may add relevant ideas of your own.

Yes, please!

Say what I prefer (accommodation?)

Hi, how are you?

I was wondering what plans you have for the summer holidays. Maybe you'd like to come and visit me. I finish studying at the end of this month and then I'm free for nearly 6 weeks - how about you? If you're able to come, we could spend some time in the country and go walking in the mountains, or perhaps we could go down to the coast.

3 weeks' holiday

Oh, and remind me what kinds of things you like to eat. The rest of the family will be away, so the cooking will be my responsibility!

- weather?
- clothes to bring?
- travel arrangements?

I'll help!

Write a letter of between **120** and **180** words in an appropriate style on the next page. Do not write any addresses.

Part 1

Part 2

Write an answer to **one** of the questions 2–5 in this part. Write your answer in **120–180** words in an appropriate style on the next page. Put the question number in the box.

- 2** You have recently been involved in a class activity listening to interviews with famous sports personalities. Your teacher has now asked you to write a composition, giving your views on the following statement:

Famous sports people earn far too much money nowadays.

Write your **composition**.

- 3** You have seen the following announcement in an international young people's magazine:

You are what you wear!

Are clothes important to you and your friends?
Is there really a connection between clothes and personality?

We invite readers to write and tell us what their views are on the subject.
We will publish the three most interesting articles.

Write your **article**.

- 4** You are a member of an International Film Club and recently helped to organise a Film Festival in your area. Now you have been asked to write a report on the festival for the Club committee, covering the problems as well as the successes.

Write your **report**.

5 Background reading texts

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

- (a)** Your teacher has asked you to write a composition explaining how you think a new character could be added to the book or one of the short stories you have read. Write your **composition**, explaining what type of character you would add and saying how your character would change the story.
- (b)** Does the front cover of the book you have read succeed in making the book look interesting to someone who has not yet read it? Write a **composition**, describing the front cover and explaining how it relates to the book.

Part 2

Question

PAPER 3 USE OF ENGLISH (1 hour 15 minutes)

Part 1

For Questions 1–15, read the text below and decide which answer, **A**, **B**, **C** or **D** best fits each space. There is an example at the beginning (0).

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

Example:

- 0 **A** early **B** starting **C** beginning **D** original

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

FILM MUSIC

In the (0) days of the cinema, before sound was introduced, silent films were (1) by a pianist, or even a small orchestra playing in the cinema itself. One reason for this was to (2) up the noise of the projector. However, a more important role was to provide (3) for what was going on in the film, and (4) the audience through the story. Different kinds of music were (5) with different situations, such as fights, chases, romantic scenes and so on. Music was also used to identify the geographical location or historical setting of the story. In (6), individual characters often had their own tune, which could also (7) what sort of person they were.

Music (8) something extra to what was happening on the flat screen. It could create atmosphere and (9) the involvement of the audience, one moment encouraging them to relax, the next developing a (10) of tension. And all this was done without any words being spoken.

Audiences at that (11) would have been (12) with the musical language connected with the traditions of popular theatre, and many of these were (13) to the new medium of the cinema. Today, (14) the films produced may be technically very different from before, much of the musical history still (15)

Test 4

- | | | | | | | | | |
|----|---|-------------|---|-------------|---|-------------|---|-------------|
| 1 | A | chased | B | pursued | C | taken | D | accompanied |
| 2 | A | tie | B | put | C | cover | D | make |
| 3 | A | support | B | description | C | suggestion | D | comment |
| 4 | A | persuade | B | guide | C | follow | D | send |
| 5 | A | associated | B | united | C | joined | D | collected |
| 6 | A | measure | B | addition | C | plus | D | total |
| 7 | A | point | B | indicate | C | paint | D | draw |
| 8 | A | placed | B | made | C | added | D | put |
| 9 | A | increase | B | rise | C | grow | D | lift |
| 10 | A | look | B | meaning | C | sight | D | sense |
| 11 | A | time | B | spell | C | occasion | D | century |
| 12 | A | popular | B | educated | C | familiar | D | experienced |
| 13 | A | transferred | B | moved | C | transported | D | carried |
| 14 | A | instead | B | however | C | despite | D | although |
| 15 | A | remains | B | stays | C | keeps | D | rests |

Part 2

For Questions **16–30**, read the text below and think of the word which best fits each space. Use only **one** word in each space. There is an example at the beginning (**0**). Write your answers **on the separate answer sheet**.

Example:

0

another

LEARNING BODY LANGUAGE

Throughout history people have always communicated with one (**0**), not only by speech but also by movements of the hands and body. It is, however, only (**16**) the last few years that these aspects of communication (**17**) been studied at all widely. This type of communication is (**18**) as body language or non-verbal communication.

People sometimes wonder (**19**) you can learn how body language works. It is of course possible to read books on the subject but you also need to (**20**) time observing people's movements. A railway station is a particularly good place (**21**) such observation, as here people can (**22**) seen openly expressing eagerness, sorrow, delight, impatience and many other human emotions by means of movement.

If you turn down the sound on your television set and try to understand (**23**) is happening simply by watching (**24**) picture you will learn even more about communication (**25**) words. By turning the sound back up every five minutes (**26**) so, it is possible to check (**27**) accurate your understanding is.

Having studied the art of body language you will have (**28**) definite advantage at a boring party. You will be able to sit on your own for the whole evening and thoroughly enjoy (**29**) by both watching (**30**) interpreting the body language of all the other people there.

Part 3

For Questions 31–40, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between two and five words, including the word given. There is an example at the beginning (0).

Write **only** the missing words **on the separate answer sheet.**

Example:

- 0 My brother is too young to drive a car.

not

My brother drive a car.

The gap can be filled by the words ‘is not old enough to’ so you write:

0	<i>is not old enough to</i>
---	-----------------------------

- 31 She did not buy the car because it was too expensive.

it

She would have bought the car so expensive.

- 32 He managed to make some extra money by writing stories.

order

He wrote stories make some extra money.

- 33 My father thinks that people who watch television are wasting their time.

a

My father thinks watching television people's time.

- 34 You won't have to go to the meeting next week.

necessary

It will to go to the meeting next week.

- 35 My friend had not expected the film to be so funny.

friend

The film had expected.

- 36 Martin has to wear his glasses to read the newspaper.

without

Martin wearing his glasses.

- 37 Alan's children are never invited to parties now because of their bad behaviour.

that

Alan's children they are never invited to parties.

- 38 It was fortunate for him that he wasn't injured in the accident.

lucky

He be injured in the accident.

- 39 Carole is the only person I know who enjoys homework.

apart

I don't know Carole who enjoys homework.

- 40 I did not think that Peter would phone tonight.

unlikely

I to phone tonight.

Part 4

For Questions 41–55, read the text and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a tick (✓) by the number **on the separate answer sheet**. If a line has a word that should **not** be there, write the word **on the separate answer sheet**.

There are two examples at the beginning (0 and 00).

0	of
---	----

Examples:

00	✓
----	---

A DAY OUT

- 0 For the last few of months I have spent every Saturday in my flat and
00 have done nothing more exciting than work at home, read the
41 newspaper and watch television. I had begun feeling bored with this
42 and so, last weekend I thought I would do something different. I
43 rang up several of my other friends and we decided to go to London
44 for the day. I was really excited as I hadn't never been to London
45 since I was ten years. We decided to go by coach as this was by far
46 the most cheapest means of transport that was available even though
47 it meant that we needed to get up very early. Once in London we
48 decided to take on a sightseeing tour as we wanted to see some of the
49 famous buildings. After the tour we bought some sandwiches and
50 ate them in a too small park. In the afternoon two of us went
51 shopping and the others went to the theatre. We met up
52 again at 6.30 p.m. and went to eat a small restaurant in Soho. The meal
53 was really good but, unfortunately, it took much longer time than we
54 had been expected. We had to get a taxi back to the coach station.
55 Luckily, we got there just two minutes before that our coach left.

Part 5

For Questions **56–65**, read the text below. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example at the beginning (**0**).

Write your answers on the separate answer sheet.

Example:

**AN EXHIBITION**

People wishing to spend an (**0**) couple of hours in Railey this month should visit the Town Hall where an exhibition of fifty (**56**) by the locally born (**57**) John Wragg is being held. The exhibition contains many extremely (**58**) pictures of Australia where John has lived for the past thirty years. However, he still has many (**59**) with the (**60**) area as several members of his family live in Railey. John hoped to be present for the official (**61**) of the exhibition but (**62**) he has been prevented from travelling to England because of (**63**)

The exhibition is open (**64**) until the end of the month. The price of (**65**) is £3 for adults and £2 for senior citizens, students and children.

INTEREST
PAINT
ART
IMPRESS
CONNECT
SURROUND
OPEN
FORTUNATE
ILL

DAY
ADMIT

PAPER 4 LISTENING (approximately 40 minutes)

Part 1

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

- 1 Listen to this man talking to his friend about a meeting.

Who turned up at the meeting?

- A** Marian
- B** James
- C** Alison

	1
--	---

- 2 You hear a man complaining about the place where he works.

What is the problem in the office?

- A** the heat
- B** the noise
- C** the pollution

	2
--	---

- 3 You hear somebody talking about choosing a name for something.

What is he talking about?

- A** a children's toy
- B** a computer game
- C** a rock band

	3
--	---

- 4 You hear somebody talking about the sport of badminton.

What point is she making about the sport?

- A** It's very popular.
- B** It can be dangerous.
- C** It's quite exciting.

	4
--	---

- 5 A friend tells you about the time he was robbed.
What was his feeling about the incident?

- A He felt surprised.
- B He felt angry.
- C He felt lucky.



- 6 You hear the beginning of a radio programme.
What is the programme going to be about?

- A farming
- B baking
- C building



- 7 Listen to this man talking on the radio.
Who is he?

- A an ambulance driver
- B a weatherman
- C a policeman



- 8 Listen to this teacher talking about hiring bicycles.
Why is he speaking?

- A to give a warning
- B to change some plans
- C to provide some directions



Part 2

You will hear an interview with a woman called Diana Walton at the old house which is her family home. For Questions 9–18, complete each of the sentences.

Diana Walton's house

It is Britain's oldest house which was built as a 9

In 1130, the front door was on 10

The garden has a famous collection of 11

People comment on the 12 in the garden.

Emily Watson was Diana's 13

Emily's first book was called 14

Emily's son, Peter, 15 in the book.

Some people who visit the house

recognise 16 described in the book.

People like the house because it has a feeling of 17

The house also has a famous collection of 18

Part 3

You will hear five different men talking about silence. For Questions **19–23**, choose from the list **A–F** who is speaking. Use the letters only once. There is one extra letter which you do not need to use.

- A** a lawyer

Speaker 1

	19
--	----

- B** a teacher

Speaker 2

	20
--	----

- C** an actor

Speaker 3

	21
--	----

- D** a sportsman

Speaker 4

	22
--	----

- E** a disc jockey

Speaker 5

	23
--	----

- F** a TV interviewer

Part 4

You will hear a conversation between three people who are organising a sports day in their village. For Questions 24–30, write **S** for Susan, **A** for Alan or **M** for Marie.

- 24** Who makes a recommendation?

	24
--	-----------

- 25** Who offers to do something?

	25
--	-----------

- 26** Who gives some advice?

	26
--	-----------

- 27** Who refuses to accept an explanation?

	27
--	-----------

- 28** Who makes a promise?

	28
--	-----------

- 29** Who disagrees with a proposal?

	29
--	-----------

- 30** Who has already got some information?

	30
--	-----------

PAPER 5 SPEAKING (approximately 14 minutes)

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

Part 1 (3 minutes)

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

Part 2 (4 minutes)

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

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

Part 3 (3 minutes)

The examiner asks you and your partner to talk together. You may be asked to discuss something, solve a problem or perhaps come to a decision about something. For example, you might be asked to decide the best way to use some rooms in a language school. The examiner gives you a picture to help you but does not join in the conversation.

Part 4 (4 minutes)

The examiner asks some further questions, which lead to a more general discussion of what you have talked about in Part 3.

Test 1 Key

Paper 1 Reading (1 hour 15 minutes)

Part 1

1 F 2 H 3 A 4 C 5 G 6 D 7 B

Part 2

8 C 9 A 10 B 11 D 12 A 13 B 14 C

Part 3

15 G 16 E 17 A 18 B 19 H 20 F 21 D

Part 4

22 B 23 A 24 D 25/26 B/C (*in any order*) 27 D 28 A
29 E 30 B 31 E 32 A 33 B 34 C 35 E

Paper 2 Writing (1 hour 30 minutes)

Task-specific mark schemes

Question 1

Content

Letter should enquire about disco availability for 9 July, giving times (8.30–12) and location (Ambrose Hotel). Mention of the number of people expected to attend (about 40). Questions about the cost and whether David Price can organise competitions for best dancers, etc. Should also specify the type of music wanted. Relevant additional information should be credited.

Organisation and cohesion

Clear paragraphing. Early reference to the disco. Ending suitable to a letter of request.

Appropriacy of register and format

Formal letter (though a more informal register would be acceptable if the letter began ‘Dear David’).

Range

Future tenses. Polite requests. Vocabulary to do with entertainment and parties.

Target reader

Would have a clear idea of the nature of the work and be able to respond.

Question 2 Report***Content***

Report on the shops available locally in candidate's own town. Should include reference to more than one different type of shop and give useful factual information, such as what students can buy, quality of goods, opening times, etc.

Range

Language of description. Language of advice and suggestion. Possibly some personal opinion, though this should be subsidiary to the factual language. Vocabulary relevant to shops and shopping.

Organisation and cohesion

Clear paragraphs and possibly sub-headings.

Appropriacy of register and format

Informal or neutral (student readers); layout appropriate to a report.

Target reader

Would have enough details to know where to shop in the area.

Question 3 Informal letter***Content***

Description of the people the writer is with, details of what he/she has done so far and some indication of plans for the coming week.

Range

Past and future tenses. Language of description. Phrases to convey enthusiasm (or lack of enthusiasm).

Organisation and cohesion

Clear flow and suitable paragraphing. Appropriate ending to an informal letter.

Appropriacy of register and format

Informal letter.

Target reader

Would be pleased to hear from the friend and have a detailed picture of what the holiday was like.

Question 4 Composition***Content***

Personal opinions on the influence of violent films/TV on young people. Preferably some examples given, to illustrate the opinions.

Range

Phrases to introduce an argument or opinion. Adjectives describing violent/bad behaviour. Habitual present tense. Possibly some use of conditional tenses.

Organisation and cohesion

Clear paragraphing and some form of introduction. Effective use of linking devices. Each new idea in a separate paragraph. Strong conclusion.

Test 1 Key

Appropriacy of register and format

Neutral, conventional composition layout.

Target reader

Would have a clear picture of the writer's opinions.

Question 5 Background reading texts

(a)

Content

Two places to be named.

Explanation of choice.

Range

Language of description/summarising and explanation.

Organisation and cohesion

Linking of description, summary and explanation.

Appropriacy of register and format

Neutral: composition layout.

Target reader

Would understand why the writer thinks the chosen places are important to the book/story.

(b)

Content

Summary of development of story. Explanation of parts that are easy to follow and parts that are not.

Range

Language of summary, opinion and explanation.

Organisation and cohesion

Linking of summary, opinion and explanation.

Appropriacy of register and format

The article should be more or less formal given the intended readership, but consistency is important.

Target reader

Would understand why the writer thinks some parts of the story are easy/difficult to follow.

Paper 3 Use of English (1 hour 15 minutes)

Part 1

1 A	2 D	3 A	4 B	5 B	6 C	7 A	8 D	9 A
10 B	11 B	12 C	13 A	14 C	15 A			

Part 2

16 this/that 17 in 18 to/for 19 but 20 date 21 be
 22 not 23 make/be 24 what/everything/all 25 and
 26 well/much 27 on/with 28 out 29 which/the (*allow what*)
 30 most/more

Part 3

Award one mark for each correct section.

- 31 if/whether (1) we wanted/preferred/would prefer/like (1)
 32 can't/don't we go (1) somewhere (1)
 33 to avoid (1) queuing/having to queue/the/a/queue (1)
 34 make a choice (1) between (1)
 35 (he was) disappointed (1) he remained (1)
 36 so crowded that (1) there was (1)
 37 not cost (1) as/so much as (1)
 38 did her homework (1) before watching (1)
 39 have (1) run out of (1)
 40 is/has been three years (1) since (1)

Part 4

41 of 42 more 43 ✓ 44 ✓ 45 ✓ 46 herself 47 it 48 to
 49 are 50 with 51 ✓ 52 the 53 sure 54 us 55 ✓

Part 5

56 Chinese 57 communication(s) 58 reliable 59 births
 60 unpleasant 61 death 62 warning(s) 63 commonly
 64 religious 65 celebration(s)

Paper 4 Listening (40 minutes approximately)**Part 1**

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

Part 2

- 9 Liverpool 10 1982 11 (Dr/Doctor) Jane Brown
 12 five/5 glass houses/greenhouses
 13 PITCHER(S) (*spelt correctly*) (plants/flowers) 14 cloud forest
 15 fish 16 Wednesday(s) and Thursday(s)/Weds and Thurs (*both needed*)
 17 Free/none/no (charge) 18 (a/the) banana tree

Part 3

19 D 20 C 21 B 22 F 23 A

Part 4

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

Transcript

First Certificate Listening Test. Test One.

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

tone

You'll hear each piece twice.

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

The tape will now be stopped. Please ask any questions now, because you must not speak during the test.

[pause]

PART 1

Now open your question paper and look at Part One.

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

Question 1

One

You hear the weather forecast on the radio. What is the weather going to be like today?

- A getting brighter
- B getting windier
- C getting wetter

[pause]

tone

Weather forecaster: Good morning. Well, it's generally a cloudy start to the day with a little bit of rain in places, particularly in the north. But I think things will improve slowly as we go through the day. So, although staying cloudy for most of this morning, I think there's every chance of the sun coming through during the afternoon, especially in the south, and lifting the temperature to around 18 degrees, out of the light to moderate north to northeast wind. The north could turn rather cool this evening, but there is unlikely to be any further rain.

[pause]

tone

[The recording is repeated.]

[pause]

Question 2

Two

You are listening to a trailer for a radio programme later this evening. What is the programme about?

- A music
- B fashion
- C films

[pause]

tone

Radio presenter: Tonight at ten tune into Pete Zimmerman's 'Night Moves', an irreverent look at the latest news from the West Coast shows ... tonight Pete looks at the latest evening wear and celebrates the return of the coat and tie.

[pause]

tone

[The recording is repeated.]

[pause]

Question 3

Three

You hear a woman talking at a meeting about the environment. What is she doing when she speaks?

- A issuing a warning
- B suggesting a solution
- C making a protest

[pause]

tone

Woman: The most shocking thing for me has been realising that we cannot any longer trust a carrot. I was always brought up to think a carrot was a healthy piece of food and I would happily just clean a carrot and give it to my kids without peeling it and I genuinely believed that I was doing them good. So when the government then turns round and says, 'Oh, sorry, we have a problem with pesticides and from now on we think it's safer to peel your carrots,' I decided something must be done about this and that's why I've come along to make my feelings known.

[pause]

tone

[The recording is repeated.]

[pause]

Question 4

Four

You hear a woman talking about her job. What is her present job?

- A She trains people to use computers.
- B She interviews people looking for jobs.
- C She designs games to be played on computers.

[pause]

tone

Woman: I got into the industry completely by accident. I originally trained as a teacher but, after a few years of that, I got a bit fed up and gave it up. My degree had been in art and design and I actually went in to a job agency and they said, you know, 'What do you

do?' and I said, 'Well, I teach and I draw in my free time' and then the next day they phoned me up saying, 'There's a small computer games firm, would you like to go for an interview?' So, I went along with no experience, having not drawn on computer or anything and I was given a manual and they said, you know, 'There you go, train yourself!'

[pause]

tone

[The recording is repeated.]

[pause]

Question 5 Five

You hear part of a radio programme in which listeners can take part in a competition. What is the prize?

A a book

B a film

C a map

[pause]

tone

Radio presenter: So, that's this week's competition. Now, the prize is this wonderful colour edition of 'Discovering Birds'. It's got excellent colour photography and drawings showing the natural habitat of each of the birds and very easy-to-understand diagrams and descriptions. It's small enough to carry round in your pocket and so even someone like me will be able to find and identify these birds in the field, and that's saying something, I can tell you.

[pause]

tone

[The recording is repeated.]

[pause]

Question 6 Six

Listen to this woman talking to her friend. What does she think of the new restaurant?

A It has good service.

B It has good food.

C It is good value for money.

[pause]

tone

Man: Hi Jane. Have you tried the new restaurant in town yet?

Woman: Yes, I went there last night with my mother.

Man: What did you think of it? I may be going this weekend.

Woman: Well, it's a good job we weren't in a hurry because it took ages for the food to arrive.
But when it finally did I have to say that it certainly was worth waiting for.

Man: And what about the price?

Woman: Well, it did cost rather more than we were expecting to pay. I think it'll be a while before we go back there.

[pause]

tone

[The recording is repeated.]

[pause]

Question 7 Seven

Listen to this man talking to his friend. Why is he talking to her?

- A to postpone a tennis game
- B to arrange a dinner party
- C to request some help

[pause]

tone

Man: Hi Brigitte.

Woman: Hi Dave. I hope you're not planning to cancel our game.

Man: Ah. Well some friends of mine have just called and they're coming down to see me tomorrow. I haven't seen them for a while and – well – they've helped me a lot in the past. I'd like to return the favour by cooking dinner for them. It means I'll be busy tomorrow.

Woman: Oh dear – that's a pity. I was looking forward to playing.

Man: Well – what about the following day – same time?

Woman: That's fine by me.

Man: OK. See you then.

[pause]

tone

[The recording is repeated.]

[pause]

Question 8 Eight

Listen to this woman talking about an interview. How does she feel about it?

- A confident
- B annoyed
- C disappointed

[pause]

tone

Woman: Well, I felt it was the right kind of job for me. I mean, I had the right qualifications and experience and I really thought I could do the job well. But – I don't know – they asked

me all the right questions but I think I was just too nervous. I seemed to be saying all the wrong things. I tried hard to make them want me but I could tell it just wasn't going very well. If only I could have a second chance.

[pause]

tone

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

PART 2 You'll hear a radio talk about a new educational and tourist attraction in the north of England. For questions 9 to 18, complete the notes which summarise what the speaker says.

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

[pause]

tone

Woman: Here we are today at the unique Saxon Bridge Rainforest Centre located near Liverpool. This is perhaps the last place you'd expect to find a tropical rainforest! Saxon Bridge was started in 1982 – so it's well-established now – by Dr Jane Brown who wanted to educate the British public about the problem of the world's most complex environment.

She's created a whole forest in five glass houses. She started with just one thousand species but the forest now has ten times that number. The most striking are probably the beautiful passion flowers and a weird and wonderful plant called a – and you can't see them so I'll just spell that for you – a pitcher that's P-I-T-C-H-E-R – so named because they carry water like a small vase.

Each of the five houses has its own specialist vegetation and climate: for example the first reproduces the conditions of lowland forest, while the fifth recreates the environment of the cloud forest. Many of the plants are in danger of extinction. Saxon Bridge's aim is to cultivate them so that they might be saved for future generations.

Although the main base is plant life, the Centre also has a representation of birds, reptiles and small mammals including twenty species of small monkeys. The Centre aims to expand its wildlife to include fish. However, it should be emphasised that this is not a zoo. The real scientific focus is on the preservation of endangered plants. The animals are there because of the role they play in completing the forest system.

If you're interested in visiting Saxon Bridge, you should note its special opening times. Because it's mainly an educational institution, certain days of the week are reserved especially for school parties and scientists: that's Mondays, Wednesdays and Thursdays. Saturdays, Sundays and Tuesdays are for the general public. Admission is free for school parties, children under three and wheelchair users. All others pay three pounds.

Saxon Bridge is very easy to find from the motorway because there are plenty of large green signposts with the Centre's symbol – the banana tree – clearly visible.

[pause]

tone

Now you'll hear Part Two again.

[The recording is repeated.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

PART 3

You'll hear five different people talking about a drama group which they are members of. For questions 19 to 23, choose which of the statements A to F best summarises what each speaker is saying. Use the letters only once. There is one extra letter which you do not need to use.

You now have thirty seconds in which to look at Part Three.

[pause]

tone

Speaker 1: Well, I retired three years ago now and, at first I missed work terribly after twenty-six years, you know, I had nothing to do with myself, it affected me psychologically really. Anyway, I looked round and thought, 'I've got to start something fresh, do something differently'. And so I was looking through this booklet and I saw there was a drama group starting up locally and so I thought, 'I'll give it a try', I've always been a bit of a show off, you know.

[pause]

Speaker 2: The way I see it, it's like a journey. There are five friends who do everything together. At the beginning one of us is missing, she's had an accident and we go to find her in hospital and see what's the matter with her, and anyway she disappears from there and we all get a bit worried and so set out on this journey to find her, and it sort of develops from there. It's not really like anything we've put on before actually, so there were one or two who needed convincing to go ahead with it.

[pause]

Speaker 3: Very exciting. I mean when I first joined, I mean, I hadn't done anything at school, I'd never been to other groups or anything whatsoever. I came in because a friend said 'Oh, go on, come' and I thought, 'Well I'll go just once and see,' you know. I ended up being talked into taking the lead in the play that they were doing, never mind just joining the group. I was absolutely terrified, but I enjoyed it so much that I've continued ever since because, well, I mean, it is great fun.

[pause]

Speaker 4: Well, it's not my first time on stage, that must have been when I was about thirteen, I was to sing in front of all my friends and, I'd had a few lessons, like, but I walked on to that stage and opened my mouth and nothing came out, I just dried up. I can laugh about it now, but it put me off for a good few years, I can tell you. These days, working with the group, I've learnt not to take any notice of the audience or anything like that because when you get to the age I am now people don't expect anything of you, so what you actually do is a pleasant surprise for them.

[pause]

Speaker 5: I've been with this group four years. Umm, I've always done a lot of drama, you know, in different groups, just the usual sort of amateur thing, you know, but I happened to see an advert for this one and came along to give it a try. It was a new play they were doing and it was probably one of the greatest challenges I've faced so far because it was like nothing I'd ever done before and, you know, the people are very imaginative and open to new ideas and in that sense I couldn't wish for anything better.

[pause]

tone

Now you'll hear Part Three again.

[The recording is repeated.]

[pause]

That's the end of Part Three.

Now turn to Part Four.

PART 4 You will hear an interview with a man who has just returned from travelling.
For questions 24 to 30, choose the best answer A, B or C.

You now have one minute in which to look at Part Four.

[pause]

tone

Interviewer: Welcome to the programme. I have with me in the studio today, Steve Sedley, who's just returned from a rather unusual trip. Steve, how does it feel now you're back?

Steve: Absolutely marvellous ... well, of course I had a wonderful time and I wouldn't have missed it for anything ... but!

Interviewer: I'm sure everyone asks you this question but ... what drives anyone to take time out from a successful career in banking to make such a journey?

Steve: Well ... as a child I read a great many books about the explorers to the South Pole and the great travellers who crossed Europe and Asia ... I wanted to follow in their footsteps in my own small way ... Africa has always fascinated me so I decided to walk from south to north. The money I collected for charity made it worthwhile for other people but to be honest it was the fact that I had become disabled after a childhood illness and well ... I just wanted to show the world what I, as a disabled person, could do.

Interviewer: Yes ... indeed ... well you certainly did that. How long was your journey in total?

Steve: Well ... all in all it took two years and one month. It would have taken less time but I decided to stopover in one place for a few months.

Interviewer: Was that because you were sick?

Steve: I was only ill once on the whole trip and that was for one day ... no, it was because I made friends with a guy I met on the road and he asked me to stay and work with his family to help bring in the harvest and the rest of the stuff around the farm ... I really enjoyed the physical labour and the company of course ... I was very reluctant to leave!

Interviewer: Yes ... And how did your family feel about the trip?

Steve: Well, now they're quite proud and happy about it but I'm sure they'd be the first to

admit that before I went they weren't sure what my motives were ... here was this well-paid executive ... loving his creature comforts ... going into the bush.

Interviewer: What was the worst thing that happened to you?

Steve: Undoubtedly when I was suspected of smuggling – there was this officer at the border of ... mentioning no names, who said unless I paid a fine he would hand me over to the police.

Interviewer: How did you get out of it?

Steve: Well ... luckily there was a journalist from a respected local newspaper who saw the incident and threatened to expose the guy ...

Interviewer: That was lucky ...

Steve: It certainly was ... it renewed my respect for the profession 'cos I used to have a very low opinion of the media ... Actually, I can't get over how well my journey has been covered in the press ... after all ... lots of people do it ... I can't see what's so special about my efforts.

Interviewer: One final question ... would you do it all again?

Steve: Well, not exactly the same experience but I wouldn't mind trying it on a motorbike ... now I'm getting older, it might be easier to handle!

Interviewer: Well, the best of luck to you with that. Thank you very much ... Steve Sedley ...

[pause]

tone

Now you'll hear Part Four again.

[The recording is repeated.]

[pause]

That is the end of Part Four.

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

[pause]

You have one more minute left.

[pause]

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

Goodbye.

Test 2 Key

Paper 1 Reading (1 hour 15 minutes)

Part 1

1 E 2 C 3 G 4 D 5 A 6 F 7 H

Part 2

8 C 9 A 10 B 11 D 12 A 13 D 14 C

Part 3

15 F 16 A 17 H 18 G 19 D 20 C 21 B

Part 4

22 C 23 D 24 B 25 A 26/27 C/D (*in any order*) 28 D
29/30 A/E (*in any order*) 31 A 32 E 33 B 34 C 35 B

Paper 2 Writing (1 hour 30 minutes)

Task-specific mark schemes

Question 1

Content

The letter should give the friend clear details about the start of term, including registration, bookshop (and own offer), first lesson, party, adding relevant advice, credit given for additional relevant information/suggestions.

Organisation and cohesion

Suitable paragraphing, giving information in a clear sequence.

Appropriacy of register and format

Informal letter.

Range

Language of advice and suggestion. Vocabulary relating to learning English abroad.

Target reader

Would be pleased to hear from the friend, be fully informed and reassured about going on the course.

Question 2 Article***Content***

Article should give writer's own opinions and advice about how to study successfully, covering the points in the rubric: study plans; good places to work in; exam preparation; making best use of leisure time.

Range

Language of opinion. Language of advice and suggestion. Possibly some conditional structures. Vocabulary relating to study and education.

Organisation and cohesion

Clear presentation of ideas. Summary conclusion, to underline own opinion.

Appropriacy of register and format

Semi-formal or informal, directed at new students. Article should attempt to engage the reader.

Target reader

Would gain good advice and be interested in the article.

Question 3 Application***Content***

Application for waiter/waitress job should say why the candidate is right for the position, giving relevant background, about character, language(s), fitness.

Range

Personal description. Modal verbs. Vocabulary relating to work and catering.

Organisation and cohesion

Appropriate opening and closing formulae, with early reference to the advertisement. Logical presentation of information.

Appropriacy of register and format

Formal letter of application.

Target reader

Would consider the application seriously.

Question 4 Story***Content***

Narrative, beginning or ending with the sentence given.

Range

Past tenses.

Organisation and cohesion

Link with the given sentence. Logical sequencing of the action. Story may only have minimal paragraphing.

Appropriacy of register and format

Neutral.

Target reader

Would find the story interesting.

Question 5 Background reading texts

(a)

Content

Brief summary of story. Statement of whether story will be popular or not, and explanation/justification of view.

Range

Language of summarising and explanation.

Organisation and cohesion

Linking of summary and explanation.

Appropriacy of register and format

Neutral; composition layout.

Target reader

Would understand why the writer thinks the story will or will not be popular in 100 years' time.

(b)

Content

Statement of which person in the book is most interesting to the writer.

Description of the chosen person's character and an explanation of why the writer finds this person especially interesting.

Range

Language of description and explanation.

Organisation and cohesion

Linking of description and explanation.

Appropriacy of register and format

The article could be more or less formal given the intended readership, but consistency is important.

Article format, with clear opening and appropriate ending.

Target reader

Would understand why the writer thinks the person chosen is the most interesting character in the book.

Paper 3 Use of English (1 hour 15 minutes)

Part 1

1 A	2 D	3 B	4 D	5 C	6 D	7 C	8 B
9 A	10 B	11 A	12 D	13 B	14 A	15 C	

Part 2

16 were	17 the/some	18 to	19 doing	20 his
21 great/good	22 in	23 had	24 be	25 for
26 that/which/and	27 by	28 an	29 few	30 of

Part 3

Award one mark for each correct section.

- 31 the end (1) of the course (1)
- 32 if you (1) aren't/are/'re not (1)
- 33 might/could/may be difficult (1) to find (1)
- 34 meals are included (1) in the (1)
- 35 there are (1) two reasons why (1)
- 36 accused Richard of (1) breaking/having broken (1)
- 37 can't/cannot (1) keep up/pace with (1)
- 38 me how (1) to get/I can get (1)
- 39 not as/so (1) well paid as (1)
- 40 don't/do not mind (1) which film (1)

Part 4

- | | | | | | | |
|------------|--------|-------|--------|---------|------|------|
| 41 it | 42 too | 43 do | 44 the | 45 have | 46 ✓ | 47 ✓ |
| 48 variety | 49 ✓ | 50 so | 51 to | 52 up | 53 ✓ | |
| 54 type | 55 who | | | | | |

Part 5

- | | | | |
|--------------|--------------|-------------------|---------------|
| 56 following | 57 drivers | 58 directions | 59 previously |
| 60 failure | 61 manager | 62 unsatisfactory | 63 apologised |
| 64 ambitious | 65 confident | | |

Paper 4 Listening (40 minutes approximately)**Part 1**

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

Part 2

- | | | | |
|---|--|----------------------------|-----------|
| 9 Paula (<i>not</i> Paul) JAKES (<i>spelt correctly</i>) | 10 History and Politics (<i>both needed</i>) | | |
| 11 non-user | 12 (basic) word(-)processing (skills) | 13 speaking dictionary/ies | |
| 14 recorded newspapers | 15 (£)300 – (£)500 | 16 Dr Stone | 17 225431 |
| 18 radio (advert) | | | |

Part 3

- | | | | | |
|------|------|------|------|------|
| 19 F | 20 D | 21 B | 22 E | 23 A |
|------|------|------|------|------|

Part 4

- | | | | | | | |
|------|------|------|------|------|------|------|
| 24 T | 25 F | 26 T | 27 T | 28 F | 29 F | 30 T |
|------|------|------|------|------|------|------|

Transcript

First Certificate Listening Test. Test Two.

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

tone

You'll hear each piece twice.

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

The tape will now be stopped. Please ask any questions now, because you must not speak during the test.

[pause]

PART 1

Now open your question paper and look at Part One.

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

Question 1

One

You overhear two friends talking about going to a party. When is it?

- A tonight
- B tomorrow night
- C next week

[pause]

tone

Woman: You must come ... Alan'll be really disappointed if you don't.

Man: But I've got my exams all next week.

Woman: But it only means missing one night's revision ...

Man: Well ... how are we going to get there?

Woman: My brother said I can borrow his car ... as long as I get it back to him first thing tomorrow.

Man: Oh, all right then.

Woman: Great ... I'll pick you up in half an hour then.

[pause]

tone

[The recording is repeated.]

[pause]

Question 2

Two

You overhear a customer talking to a saleswoman. What does he want to buy?

- A a shirt
- B a suit
- C a pair of trousers

[pause]

tone

Saleswoman: They're very nice, aren't they?

Man: Oh, hello ... yes ... but I'm looking for something in navy blue.

Saleswoman: Yes, sir. What size did you want?
Man: I'm forty-two chest and thirty-two waist.
Saleswoman: Right ... well, actually we have a nice one in the window ... if you'd like to try it.
Man: Can I just try on the jacket ... and then if I like it, I'll try the trousers as well.
Saleswoman: Certainly sir.

[pause]

tone

[The recording is repeated.]

[pause]

Question 3

Three

Listen to this woman talking to her friend. What is her intention?

- A to request
- B to persuade
- C to suggest

[pause]

tone

Jane: Phil.
Phil: Yes?
Jane: Pass me the sugar, will you? I can't bear coffee without it.
Phil: Sure. Here you are.
Jane: Thanks.

[pause]

tone

[The recording is repeated.]

[pause]

Question 4

Four

Listen to this extract from a radio programme. What sort of programme is it?

- A a weather forecast
- B a travel show
- C a sports programme

[pause]

tone

Cricket commentator: Unfortunately, it's raining at the moment but we've been told that it'll definitely be fine and sunny tomorrow and we expect an exciting game. We're almost at the end of the tour – it's been a hectic few weeks, we've visited no less than five countries and played against some of the best teams in the world.

[pause]

tone

[The recording is repeated.]

[pause]

Question 5 Five

You hear a man telling a story about a colleague who had an accident. Where did the accident happen?

- A a sporting event
- B a music concert
- C a play at a theatre

[pause]

tone

Man: Well, I'd never seen anything like it. He must have used so much breath hitting that top note that he blacked out. The first we knew of it, there was a crash and he fell off the stage into the audience. One or two people ran over, but apart from a few bruises he was OK, and he got up and went back to his place, though he couldn't find his trumpet. And anyway, the incredible thing was that, through all this, no one stopped playing and the conductor didn't bat an eyelid!

[pause]

tone

[The recording is repeated.]

[pause]

Question 6 Six

You hear a radio advertisement. What is being advertised?

- A a disco
- B a social club
- C a means of transport

[pause]

tone

Announcer: It's the best ride you'll ever have! Jump aboard the party bus, the last word in party events. This is London's first nightclub tour, you get free entry into four discos in the same evening, and the fun continues on the bus as you travel from one to another. Ideal for birthdays, office parties or a night out with friends. For info and bookings call 881543. Group discounts available on request.

[pause]

tone

[The recording is repeated.]

[pause]

Question 7

Seven

You hear part of a programme about things to do in New York. What type of place is being described?

- A a museum
- B a shop
- C a factory

[pause]

tone

Radio presenter:

New York has always been a centre of the fashion industry, its importance based around the development of practical styles for modern working life. The exhibition draws from the vast collection of clothes stored here, to provide a record of how New Yorkers have dressed themselves through the ages. The emphasis here, however, is towards the fantastic creations made for the city's social scene, as might be expected.

[pause]

tone

[The recording is repeated.]

[pause]

Question 8

Eight

Listen to this man talking to a taxi driver. Where is he going?

- A the airport
- B the theatre
- C the sports club

[pause]

tone

Man:

Could you hurry please. I'm a little late. If I don't get there by twelve-thirty, they'll worry that I'm not going to turn up. They'll probably start without me and that'll cause all kinds of problems. It's the first play we've done for a long time, and everyone's nervous. We have to have a good run through the show to give us all some confidence.

[pause]

tone

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

PART 2

You'll hear a telephone conversation where a woman asks for information about different study aids for the blind. For questions 9 to 18, complete the Enquiries Record.

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

[pause]

tone

- Man: Good morning, Banshire Blind Society, how can I help you?
- Woman: Oh good morning. I'm ringing to make enquiries about equipment that might be useful for my studies. I've been blind for three years.
- Man: Right.
- Woman: ... and I'm just starting a degree course and I wondered if you have any recommendations for equipment that might be useful.
- Man: Yes, certainly madam ... what we normally like to do is to take down some details and then we investigate what might be suitable and get back to you.
- Woman: Yes, fine.
- Man: Right. What's your name please?
- Woman: It's Paula Jakes. I'll just spell that for you ... J-A-K-E-S.
- Man: Right and what's the course you'll be following?
- Woman: History and Politics.
- Man: History and Politics. OK. And can I just ask about your ability to use Braille? Would you say you were a very good user, a partial user or a non-user?
- Woman: I haven't used it at all, I'm afraid.
- Man: OK, that's no problem. I'll put down 'non-user'. That'll do. What about computers? Have you got any skills in that area?
- Woman: I do have basic word-processing skills.
- Man: Right, well that's certainly helpful. OK then, now did you have any particular types of equipment in mind?
- Woman: Well ... I don't know much about it but I was wondering about speaking dictionaries.
- Man: Right ... actually we have a lot of new stuff in that area.
- Woman: And possibly recorded newspapers?
- Man: OK. I'll put that down too. And what sort of price range were you thinking of?
- Woman: Well, I thought around three hundred pounds to start with, but if I have to I'm pretty sure I could get a further two hundred pounds if necessary ... so up to five hundred pounds really.
- Man: Oh that's fine. There are one or two good products on the market in your range. Now ... what I'll do is look through our files and talk to a couple of people and give you a call ... What's your number?
- Woman: Well I don't think you can contact me very easily during the day 'cos I'll be at college ... I tell you what, could you call my tutor?
- Man: Yes ... sure ... no problem, but I'd better have his name.
- Woman: HER name actually. It's Dr Stone.
- Man: Stone. That's fine ... and the number?
- Woman: OK, it's 225431
- Man: Fine, I've got that ... right ... I'll be getting the information to you in the next couple of days.
- Woman: Thanks ever so much.
- Man: Before you go, can I just check how you found out about our enquiry service?
- Woman: Oh, yes. It was through the radio advert.
- Man: OK, many thanks. Bye.
- Woman: Bye.

[pause]

tone

Now you'll hear Part Two again.

[The recording is repeated.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

PART 3

You'll hear an advert for a travel insurance company where five people talk about bad experiences they've had whilst travelling. For questions 19 to 23, choose from the list A to F what each speaker is describing. Use the letters only once. There's one extra letter which you do not need to use.

You now have thirty seconds in which to look at Part Three.

[pause]

tone

Speaker 1: It was an old car but it had never broken down ... well except for the odd puncture or problem with the brakes ... but never when it mattered ... so anyway we were really upset when they took it and we had a lot of problems reporting it.

[pause]

Speaker 2: My wife and I were on a driving holiday in Europe and we were walking along when suddenly we were surrounded by people. When they'd gone, I checked my pocket and somehow they'd managed to take it. It was such a pain spending days trying to get the right papers from the Embassy, and of course we couldn't move on until it was sorted out.

[pause]

Speaker 3: We were driving up this really steep road and suddenly the engine just stopped for no reason and we were stuck. Luckily, of all things, a police car came past and they organised a pick-up truck and we managed to get down but it was really expensive.

[pause]

Speaker 4: It was really hot and so ... stupidly we just left a crack in the window ... but that was enough and the whole lot was gone when we got back. Luckily we had all our important documents and wallets with us in the restaurant and we just had to buy some new things to wear and stuff but that was still pretty expensive.

[pause]

Speaker 5: It was one of those things that really upset you 'cos you don't know exactly when and where it happened. At some stage I realised it had gone. Anyway, I didn't have any insurance so I just had to forget about it but I had to spend ages trying to contact my bank to send me out some more.

[pause]

tone

Now you'll hear Part Three again.

[The recording is repeated.]

[pause]

That is the end of Part Three.

Now turn to Part Four.

PART 4 You'll hear part of a radio programme about a problem caused by birds in a seaside town. For questions 24 to 30, decide whether the statements are TRUE or FALSE. Write T for True or F for False.

You now have one minute in which to look at Part Four.

[pause]

tone

Interviewer: A seaside town is at war with a part of its population. The attackers are sea birds who have got a taste for fast food. Anything, in fact, they can get from the tourists enjoying an open-air lunch on the seafront. I spoke to some people who'd been attacked.

Tourist: My husband had just got me a burger, and I'd had one bite out of it, and a bird came right up close and whipped it away from me, from my hand. And then there was a little boy, they'd just got him some fish and chips and that, and the bird came and whipped it all away, the whole tray, and the poor little kid, I felt so sorry for him, because it was a horrible experience, even for me, you know.

Interviewer: All around the harbour here, you'll hear the same stories. The Town Council have been trying to do something about the problem, Malcolm Vale is the Town Clerk and he's with me now. So is Jenny Samson, an expert on sea birds. Malcolm, hasn't this always been a problem?

Malcolm: Unfortunately, it's a problem that's developed over a long time. Once upon a time the birds were encouraged by fishermen to come in and clean their nets. The town has always been a source of food for them; they steal from rubbish bins, some people used to feed them.

Interviewer: What action have you taken?

Malcolm: We've had signs put up asking the public not to feed them. The more people that feed them, the more birds we're going to have and the more this will become a way of life for them. We've got the rubbish bins securely covered to deny that as a food source.

Interviewer: Is that going to make any difference, Jenny?

Jenny: Well, the intention's good, but unfortunately if you take away the birds' source of food that may make them more aggressive and certainly it appears that they are getting more desperate to get hold of food, and that's what we are seeing now.

Interviewer: So, Malcolm, is there another solution?

Malcolm: Well, we borrowed an electronic system from an airport which is meant to keep birds away. Just to see if it would work, because they're expensive to buy. And when we first started using it, it was extremely effective, but to a certain extent I think their need for food is probably greater than their sense of danger, because they soon got used to it, and seemed not to take much notice.

Interviewer: Jenny, do you have a solution?

Jenny: Yes, egg pricking can reduce the number of birds.

Interviewer: How does that work?

Jenny: Well, if you prick the eggs, the young will not develop, the young will not be born. It's better to do that than taking the eggs away because that only makes the parent birds lay more eggs.

Interviewer: Malcolm, have you tried this egg pricking?

Malcolm: Oh yes, but remember these birds can live for up to 32 years, so that's a long-term measure. We need something that's going to help us now. It's a very difficult question. We are watching the situation again this summer and we'll be discussing it again, but we may have to find a more direct method of reducing numbers.

[pause]

tone

Now you'll hear Part Four again.

[The recording is repeated.]

[pause]

That is the end of Part Four.

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

[pause]

You have one more minute left.

[pause]

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

Goodbye.

Test 3 Key

Paper 1 Reading (1 hour 15 minutes)

Part 1

1 C 2 F 3 D 4 B 5 A 6 E

Part 2

7 C 8 A 9 A 10 B 11 D 12 A 13 C 14 A

Part 3

15 D 16 G 17 B 18 A 19 F 20 E

Part 4

21 E 22 D 23 A 24 A 25 C 26 E 27 C
28 B 29 A 30 C 31 A 32 D 33 B 34 C 35 E

Paper 2 Writing (1 hour 30 minutes)

Task-specific mark schemes

Question 1

Content

Request for information about the boating holidays, asking about the standard of the boats/meaning of ‘luxury’; the cost (4 people for 1 week); the distance travelled per day; the cooking equipment provided; any special clothes needed. Relevant additional information should be credited.

Organisation and cohesion

Early reference to the advertisement. Concise description of requirements.

Suitable ending.

Appropriacy of register and format

Formal letter.

Range

Phrases to request information. Variety of question forms. Vocabulary relating to boats and holidays.

Target reader

Would have a clear picture of writer’s requirements and be able to respond.

Question 2 Story

Content

Narrative, beginning or ending with the sentence given.

Range

Past tenses. Some phrases to describe emotions.

Organisation and cohesion

Link with the given sentence. Story may only have minimal paragraphing.

Appropriacy of register and format

Neutral.

Target reader

Would be interested in the story.

Question 3 Article

Content

Information on the sporting event, which could be something like a tennis tournament or a sports day with different kinds of matches. Should give details of the college's results and what the event was like. Could include facts such as final scores, names of key players, etc. Some reference to the unexpected success.

Range

Past tenses. Factual and descriptive language. Sporting vocabulary.

Organisation and cohesion

Title desirable. Clear paragraphing.

Appropriacy of register and format

Neutral/Informal (article written for the college newspaper).

Target reader

Would be interested and informed.

Question 4 Report

Content

Report should give details of the recent group tour escorting elderly visitors around important buildings, commenting on aspects such as transport, facilities, timing, etc., as well as giving recommendations for similar future tours.

Range

Language of description. Language of suggestion/recommendation. Possibly some personal opinion, though this should be subsidiary to the factual language.

Organisation and cohesion

Clear paragraphs; sub-headings a possibility but not essential.

Appropriacy of register and format

Formal, layout appropriate to a report.

Target reader

Would be informed about the tour and be able to plan future tours.

Question 5 Background reading texts

(a)

Content

Favourite character and actor/actress to be named.

Explanation of choice.

Range

Language of description/summarising and explanation.

Organisation and cohesion

Linking of description/summary and explanation.

Appropriacy of register and format

Neutral; composition layout.

Target reader

Would understand why the writer thinks the chosen actor/actress could play the character chosen.

(b)

Content

Statement and brief summary of events/situations the writer believes could or could not happen in their country nowadays. Explanation of why/why not.

Range

Language of summarising, opinion, and explanation.

Organisation and cohesion

Linking of summary, opinion, and explanation.

Appropriacy of register and format

Neutral; composition layout.

Target reader

Would understand why the writer thinks these events/situations could or could not occur in their country nowadays.

Paper 3 Use of English (1 hour 15 minutes)

Part 1

1 B 2 A 3 C 4 B 5 C 6 A 7 D 8 A 9 C
10 C 11 A 12 A 13 D 14 B 15 A

Part 2

16 from 17 which/that 18 had/needed 19 the 20 out
21 took 22 made 23 that 24 off/out 25 have
26 and 27 what 28 were 29 There 30 been

Part 3

Award one mark for each correct section.

- 31 went/got/travelled to Liverpool (1) by train (1)
 32 without (1) thanking us for our (1)
 33 for/(that) there/it will be/to have (1) better (1)
 34 's/is responsible (1) for locking (1)
 35 had been/was successful (1) in/at giving (1)
 36 fell/was asleep (1) as soon/just (1)
 37 probably won't/will not (1) see each (1)
 38 looking forward to (1) seeing you (1)
 39 (can) still remember/recall (1) every/each (1)
 40 caused us to (1) get (1)

Part 4

- 41 that 42 ✓ 43 kind 44 ✓ 45 done 46 it
 47 one 48 them 49 ✓ 50 so 51 ✓ 52 much
 53 the 54 ✓ 55 in

Part 5

- 56 originally 57 fighters 58 violence 59 respectful
 60 inexpensive 61 youngsters 62 instructors 63 demanding
 64 strength 65 enjoyable

Paper 4 Listening (40 minutes approximately)**Part 1**

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

Part 2

- 9 used/second(-)hand 10 (their) money back
 11 (they) don't like them/are not/aren't satisfied/unsatisfied
 12 electrical (goods) 13 washing machine 14 (someone else's/a) sock
 15 display model 16 documents/guarantee/instructions
 17 box(es) (not new or) 18 ask (lots of/a lot of) questions

Part 3

- 19 C 20 F 21 E 22 A 23 D

Part 4

- 24 T 25 F 26 F 27 T 28 F 29 T 30 F

Transcript *First Certificate Listening Test. Test Three.*

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

tone

You'll hear each piece twice.

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

The tape will now be stopped. Please ask any questions now, because you must not speak during the test.

[pause]

PART 1 Now open your question paper and look at Part One.
You'll hear people talking in eight different situations. For questions 1 to 8, choose the best answer, A, B or C.

Question 1 One

Listen to this girl talking about her new boss. How did she feel after she met him?

- A delighted
- B disappointed
- C relieved

[pause]

tone

Girl: So there I was in my best clothes, arrived extra early to make a good impression and guess what? When he turned up I recognised him – yes, we were at school together. The only thing is I couldn't stand him then, he was awful and I bet he hasn't changed. It's going to be really dreadful working under him. I was so looking forward to having a new boss as well.

[pause]

tone

[The recording is repeated.]

[pause]

Question 2 Two

You overhear two friends talking about a birthday present one of them has just received. What is it?

- A a television
- B a cassette player
- C a computer

[pause]

tone

Boy 1: It was a real shock 'cos I hadn't expected anything nearly so expensive!

Boy 2: Lucky you! Where are you going to put it?

Boy 1: Well, I thought in the study.

Boy 2: Why not in your room?

Boy 1: Well, the reception's quite bad on that side, you get a much better picture at the front.

Boy 2: Won't it be noisy for your Mum and Dad?

Boy 1: Oh ... they won't mind!

[pause]

tone

[The recording is repeated.]

[pause]

Question 3

Three

You overhear two friends talking about a garden party they attended. What was the problem?

A the people

B the weather

C the place

[pause]

tone

Woman 1: It was pretty awful, wasn't it?

Woman 2: I know, and it's such a pity because we were all really looking forward to it.

Woman 1: When everyone had to come rushing in absolutely soaking wet I couldn't believe it!

Woman 2: It came down so quickly and it had been such a lovely bright morning.

Woman 1: And that amazing place, the garden and the lovely bright marquee.

Woman 2: Her family were furious. All that money.

[pause]

tone

[The recording is repeated.]

[pause]

Question 4

Four

On a visit to a college, you overhear part of a lesson. What is the subject of the lesson?

A health and safety

B child development

C food preparation

[pause]

tone

Woman: When you're very young, eating is a hands-on experience. Food is not just a matter of taste and smell, it's feel too. Babies learn by feeling things. It's a way of double-checking on what their eyes can see. So, next time your baby sister splatters you with her dinner, remember it's all part of the learning experience.

[pause]

tone

[The recording is repeated.]

[pause]

Question 5 Five

Listen to this critic talking about a film. What sort of film is it?

- A a comedy
- B a romance
- C a thriller

[pause]

tone

Critic: Well, I have to say I thoroughly enjoyed this film. I'm sure it'll be a box office hit this summer. Watch out for Roland Bernz, better known for his roles in action packed adventures, chasing the girls, he's really convincing in his first attempt as a funny man – lots of good lines had the audience laughing to the end.

[pause]

tone

[The recording is repeated.]

[pause]

Question 6 Six

Listen to this boy talking to a friend about flying. How does he feel about flying?

- A excited
- B depressed
- C scared

[pause]

tone

Girl: Hi Paul – looking forward to your holiday?

Boy: Oh, yeah – it's going to be great. Though I'm a bit worried that I've packed the wrong clothes. I don't think the weather's going to be as good as I hoped.

Girl: You're flying on Saturday, aren't you?

Boy: That's right – my first flight.

Girl: I was terrified the first time I went in an aeroplane.

Boy: Oh, I can't wait. I bet it'll be the highlight of the trip. I'm only sad that you're not coming with me.

Girl: Maybe next time, Paul.

[pause]

tone

[The recording is repeated.]

[pause]

Question 7*Seven**You hear an artist talking about her work. What type of artist is she?*

- A *a photographer*
- B *a sculptor*
- C *a painter*

[pause]

tone

Artist: You have to make a person look as if they're alive. You can look at a piece of sculpture and it's very lifelike and has a presence in itself, it already has depth; a picture you have to create from a flat surface. In photography, you know you're always going to get an image anyway. But when I start, I don't even know whether I'm going to manage it. You start off with a white canvas and a tray of paints in front of you and that's all.

[pause]

tone

[The recording is repeated.]

[pause]

Question 8*Eight**Listen to this woman leaving a phone message. Why is she phoning?*

- A *She is complaining about something.*
- B *She is requesting something.*
- C *She is apologising about something.*

[pause]

tone

Man: This is Dave Edmonds' answerphone. I'm not at home at the moment. Please leave a message after the tone. (beeeeeep)

Woman: Dave, this is Janet. I just remembered that you'd asked me to book a table at the Italian restaurant this evening. I've left it a bit late I'm afraid. I hope you're not going to be too angry. I've just phoned them and they're booked up. I know it's your favourite place. I'm not sure what to do now ... I'll speak to you later.

[pause]

tone

[The recording is repeated.]

[pause]

*That's the end of Part One.**Now turn to Part Two.***PART 2**

You will hear Ian Anderson of the Shoppers' Association talking about a problem people may face when buying some kinds of goods. For questions 9 to 18, complete the notes.

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

[pause]

tone

Ian Anderson: While most people trust that what they buy off the shelf in their local shop will be as described and brand new, there seems to be a growing trade in second-hand goods actually being sold as new. Shoppers' Association members are worried that the increasing number of used goods being discovered on offer in shops represent just the tip of the iceberg. I've dealt with over 40 cases of this kind in my area this year and, as it seems that this practice is on the increase, today's talk is aimed at keeping you all on the look out.

So, why is it happening? I think one of the main reasons is that if customers aren't satisfied with their goods, shops just give them their money back. Now, sometimes the goods are faulty, but clearly customers take advantage of this for all sorts of reasons. Often people just decide that they don't like them after a while. Then, the shopkeeper is left with what may be perfectly good used items on his hands and, of course, he wants to sell them again.

Now, some goods are much more likely to be passed off in this way than others. We've noticed that it is common with electrical goods, for example, less so with clothing, toys and so forth. For instance, we recently had a case reported to us where a washing machine was sold as new, but it was actually described in the shop as a 'Manager's Special'. No one thought to ask what that meant, and what it actually meant was that it had been used before and returned for some reason. So, when the new owner called in the repairer, because in fact it didn't work properly, he found someone else's sock inside! Now, that lady had been quite convinced that her machine was new and the shop was later fined four thousand pounds by the court.

So, what advice are we giving to people buying goods of this kind in order for them to avoid getting into this situation in the first place? Firstly, people really need to be aware of what is going on in the shop. Look at how the product is being advertised. Expressions like 'Manager's Special' or 'display model' should warn people to be, at least, suspicious. Ask what it means exactly.

After that there are other things we should be on the look out for. I think, clearly, if some of the documents are missing, which seems to be the case with a lot of these items, the guarantee's not there or there are no instructions, that sort of thing, I think it's reasonable to ask the shop what the situation is, what's happened to it. Another common situation is where the box is obviously not new or possibly damaged in some way and that should ring alarm bells too.

Expressions like 'Manager's Special' don't break the law in themselves, at least not just by saying that, unless they go on to give the impression that the goods are actually new when they are not. So, as that's often the clear impression that people go away with, what we should always do if there's any doubt, is to ask lots of questions. That will put us in the best position to know exactly what we're buying.

[pause]

tone

Now you'll hear Part Two again.

[The recording is repeated.]

[pause]

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

PART 3

You'll hear five people talking about what they did on holiday. For questions 19 to 23, choose from the list of activities A to F which each of them is describing. Use the letters only once. There's one extra letter which you do not need to use.

You now have thirty seconds in which to look at Part Three.

[pause]

tone

Speaker 1: It was really through college, you see I'd studied this history course and they were organising a tour especially to visit some of the places we'd talked about. My friends thought I was mad, it didn't match their idea of energetic holidays, you know, they were off on mountain adventures and doing watersports but actually, it was quite tiring.

[pause]

Speaker 2: I've always enjoyed being outdoors so hiring a boat for a week seemed the perfect thing to do. Bill wasn't too sure at first – he really wanted to do a bike tour of Scotland, but I promised we'd do that next year. Anyway, once he got used to wind direction and how to steer and things, he really enjoyed it.

[pause]

Speaker 3: I wanted to do something different from lying on the beach and visiting museums. So I booked a few nights in various hotels along the route and we took the train to a starting point. It's very cheap to take your bike on the train. It was hard work at first, all that exercise, my legs really ached but apart from a couple of flat tyres we didn't have any problems.

[pause]

Speaker 4: I went for some practice sessions first. It's very important to get the technique right – body position and using your legs to help you turn. Anyway we had a great time, no accidents, I nearly broke my leg last year when I fell off a horse! This time was fine, the snow conditions were perfect and the lifts weren't too busy. It was wonderful, I'll definitely go again.

[pause]

Speaker 5: The mountains are such a wonderful place to go. Although they're beautiful covered in snow, I prefer them in summer – the scenery is so different. We planned our routes in the evening and set off early every morning. Of course, I made sure I had comfortable boots and that we weren't carrying too much. We kept away from the road and just used the paths, we hardly saw anyone.

[pause]

tone

Now you'll hear Part Three again.

[The recording is repeated.]

[pause]

That's the end of Part Three.

Now turn to Part Four.

PART 4 You'll hear part of a radio programme about people who become rich quickly. Ann is telling her story. For questions 24 to 30 decide whether the statements are TRUE or FALSE. Write T for True or F for False.

You now have one minute in which to look at Part Four.

[pause]

tone

Ann: I was brought up in a very ordinary but very happy home with one elder sister, my mother and my father. The great love of my life since I was a small girl was writing, which my family thought was surprising because they didn't consider themselves educated people. I wasn't surprised though because my parents were great readers which is my idea of being educated. Anyway, I trained to be a nurse but whenever I had free time I wrote: poems, short stories, I even once wrote a novel called 'The Pleasure Principle' but I didn't feel comfortable writing longer pieces and I soon went back to my poetry.

Then the strangest thing happened. I had my twenty-first birthday just a few days before and I was feeling very much that I wanted to change things in my life. I'd been nursing a very old woman for several months in a private ward, she told me that although she had lots of relatives, no one came to visit her. Anyway, when she died she left me an enormous sum of money, nearly three-quarters of a million pounds! Of course when the lawyer rang me up and told me I just laughed and thought that my friends were playing a joke on me. So I put down the phone and went in to tell my mother the joke.

But it wasn't a joke! All of a sudden, I was a very rich woman. Well, the first thing was that I was determined that I wouldn't waste the money. Of course I wanted to do something for my family, but all my dad said was 'We're not leaving this house after all the work I've put into the garden!' My mother agreed so all I did was give them something towards a new car and a new greenhouse. My sister was working abroad at this time and when I wrote to tell her the news and offer her some money she said it was my money and that she knew I would use it sensibly. None of this really came as a surprise because they've always had a sensible attitude towards money.

But this left me a fortune on my hands to spend! It soon became obvious to me that much as I loved nursing, I loved writing more and that's how I got started. I went to America and did a degree in creative writing. I had a wonderful time and learned a great deal, not from the lecturers necessarily but mainly from other hopeful writers on the course. All this was a decade ago and I've now had several volumes of poetry published. I now want to do something to help other young poets so I'm thinking of setting up a small publishing company which I'll call Grace Park Books after the wonderful old lady who helped me fulfil my life's ambition!

[pause]

tone

Now you'll hear Part Four again.

[The recording is repeated.]

[pause]

That is the end of Part Four.

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

[pause]

You have one more minute left.

[pause]

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

Goodbye.

Test 4 Key

Paper 1 Reading (1 hour 15 minutes)

Part 1

1 F 2 H 3 D 4 E 5 G 6 B 7 A

Part 2

8 B 9 B 10 D 11 C 12 A 13 C 14 D

Part 3

15 G 16 E 17 A 18 C 19 D 20 B

Part 4

21 A 22 E 23 H 24/25 E/F (*in any order*) 26/27 B/E (*in any order*)
28 G 29 I 30 C 31 B 32 I 33 G 34/35 F/I (*in any order*)

Paper 2 Writing (1 hour 30 minutes)

Task-specific mark schemes

Question 1

Content

Reply to the friend's letter, accepting the invitation to stay, talking about own preferences and covering the points in the notes: timing; question about the climate; request for advice on clothes to bring; question about the amount of travelling planned. Should convey some enthusiasm/excitement. **NB** Candidate has not been to the country concerned before.

Organisation and cohesion

Clear paragraphing. Opening should refer to original letter and ending look forward to the visit.

Appropriacy of register and format

Informal letter.

Range

Phrases of thanks and enthusiastic acceptance. Language of suggestion. Variety of requests for information. Vocabulary relating to travel/holidays.

Target reader

Would be pleased to hear from the friend and be able to reply to the questions asked.

Question 2 Composition***Content***

Composition should give opinions on the topic, giving a balanced argument about the money earned by sports people. **NB** Question could be interpreted as own views or views of the class as a whole.

Range

Phrases to introduce an argument. Language of opinion. Vocabulary relating to money and sport.

Organisation and cohesion

Clear presentation of ideas. Definite conclusion.

Appropriacy of register and format

Neutral, layout of conventional composition.

Target reader

Would be interested and informed.

Question 3 Article***Content***

Article should give own and/or friends' views about the importance of clothes and whether there is a connection between what people wear and their personalities.

Range

Phrases to introduce an argument. Language of description. Vocabulary relating to clothes. Adjectives to describe personality.

Organisation and cohesion

Title desirable. Some early attempt to engage the reader, as this is an article.

Clear presentation of ideas. Summary conclusion.

Appropriacy of register and format

Consistently informal or neutral.

Target reader

Would be interested and informed.

Question 4 Report***Content***

Report should comment on the organisation of the film festival, including both the problems and the successes.

Range

Phrases to introduce positive and negative features. Narrative. Language of evaluation, description and opinion. Vocabulary to do with the cinema/festival events.

Organisation and cohesion

Clear presentation of ideas, though sub-headings not necessary. Definite conclusion.

Test 4 Key

Appropriacy of register and format

Formal or semi-formal, as suitable for the Club committee.

Target reader

Would be interested and informed.

Question 5 Background reading texts

(a)

Content

Description of the new character. Explanation of how the character could be added to the story and what effect this would have on the story.

Range

Language of description/summarising and explanation.

Possible use of modals.

Organisation and cohesion

Linking of description and explanation.

Appropriacy of register and format

Neutral; composition layout.

Target reader

Would know something about the character to be added, and would understand how the addition of this character would affect the story.

(b)

Content

Description of the cover. Explanation of the cover's significance to the book.

An opinion on the extent to which the cover would attract a new reader to the book.

Range

Language of description, explanation and opinion.

Organisation and cohesion

Linking of description, explanation and opinion.

Appropriacy of register and format

Neutral; composition layout.

Target reader

Would have an idea of the book cover and its relevance to the book, and would know whether the writer believes the cover would attract a potential reader to the book.

Paper 3 Use of English (1 hour 15 minutes)

Part 1

1 D	2 C	3 A	4 B	5 A	6 B	7 B	8 C	9 A
10 D	11 A	12 C	13 A	14 D	15 A			

Part 2

16 in/during 17 have 18 known 19 if/whether (*allow*) how
 20 spend/take 21 for 22 be 23 what 24 the
 25 without 26 or 27 how 28 a 29 yourself 30 and

Part 3

Award one mark for each correct section.

- 31 if (1) it hadn't/had not been (1)
 32 in order (1) to (1)
 33 is a (1) waste of (1)
 34 not be necessary (1) for you (1)
 35 was funnier (1) than my friend (1)
 36 cannot read (1) the newspaper without (1)
 37 behave (1) so badly that (1) *or* are so badly behaved (1) that (1)
 38 was (very) lucky (1) not to (1)
 39 anyone (else) anybody/a single person (1) apart from (1)
 40 thought (that) Peter (1) was unlikely (1)

Part 4

41 ✓ 42 ✓ 43 other 44 never 45 years 46 most
 47 ✓ 48 on 49 ✓ 50 too 51 ✓ 52 eat 53 time
 54 been 55 that

Part 5

56 paintings 57 artist 58 impressive 59 connections
 60 surrounding 61 opening 62 unfortunately 63 illness
 64 daily 65 admission/admittance

Paper 4 Listening (40 minutes approximately)

Part 1

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

Part 2

9 house 10 the first floor/up a ladder 11 old roses
 12 (wonderful) scent(s)/smell(s) 13 mother(-)in(-)law
 14 the Children of Riverside 15 drew (the) pictures
 16 (the) rooms 17 peace (and quiet)
 18 (200) (beautiful) (old) cushion(s)

Part 3

19 E 20 C 21 A 22 F 23 D

Part 4

24 A 25 M 26 S 27 S 28 S 29 M 30 A

Transcript

First Certificate Listening Test. Test Four.

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

tone

You'll hear each piece twice.

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

The tape will now be stopped. Please ask any questions now, because you must not speak during the test.

[pause]

PART 1 Now open your question paper and look at Part One.

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

Question 1 One

Listen to this man talking to his friend about a meeting. Who turned up at the meeting?

- A Marian
- B James
- C Alison

[pause]

tone

Pete: Hi Marian. What happened to you last night? I thought you were coming to the meeting.

Marian: Was it last night, Pete? Oh, I'm sorry. I completely forgot about it. How did it go?

Pete: Well, it was a bit embarrassing really. There were only two of us. Alison was supposed to be bringing James but he wasn't feeling very well. So she came on her own.

Marian: A bit of a waste of time then?

Pete: Yes – we'd better arrange another meeting on ...

[pause]

tone

[The recording is repeated.]

[pause]

Question 2 Two

You hear a man complaining about the place where he works. What is the problem in the office?

- A the heat
- B the noise
- C the pollution

[pause]

tone

Man: We have air-conditioning in our office, but because it's not regulated round the floors, on some floors it might be on and on other floors it mightn't be on. It can be quite off-putting. I work on a computer all day, so I've got a fan going all the time which blows all the papers round the room, and the window's open, although we're not supposed to. Because really, in our office, you know, it's quite airless even when it's on.

[pause]

tone

[The recording is repeated.]

[pause]

Question 3

Three

You hear somebody talking about choosing a name for something. What is he talking about?

- A *a children's toy*
- B *a computer game*
- C *a rock band*

[pause]

tone

Man: I think the first time I ever really thought about names was when I had to pick one for a group that I'd put together and we picked a terrible name, we called ourselves Buggles. In our heads we saw ourselves as a sort of product from a huge futuristic factory that manufactured compact discs and the Buggles were kind of little robots. It all sounds a bit childish now, doesn't it? If we'd called ourselves something better, well, we might well have sold millions, but when you're called the Buggles, nobody's interested in you.

[pause]

tone

[The recording is repeated.]

[pause]

Question 4

Four

You hear somebody talking about the sport of badminton. What point is she making about the sport?

- A *It's very popular.*
- B *It can be dangerous.*
- C *It's quite exciting.*

[pause]

tone

Woman: Forget about skiing and mountain climbing. If you're looking for a sport to inject a little risk into your life, try badminton. For every thousand people who enjoy playing the

game in their spare time, thirty-six find themselves laid up with a serious injury according to a recent survey. Nearly half of those were sprains and strains, but knocks and falls were also factors.

[pause]

tone

[The recording is repeated.]

[pause]

Question 5

Five

A friend tells you about the time he was robbed. What was his feeling about the incident?

- A He felt surprised.
- B He felt angry.
- C He felt lucky.

[pause]

tone

Man: People tell me that that's an incredibly safe area but you know I'm never surprised when things go missing from hotel rooms. I mean I would've been really angry if they'd taken my passport and everything but when it's only traveller's cheques I don't think I did too badly.

[pause]

tone

[The recording is repeated.]

[pause]

Question 6

Six

You hear the beginning of a radio programme. What is the programme going to be about?

- A farming
- B baking
- C building

[pause]

tone

Radio presenter: It's a very English scene. A soft summer rain and open countryside as far as the eye can see. I'm in the small village of Batby, on the village green, with a farmer's tractor just behind me, and in front of me the village bakery, a squat, two-storey building built out of local stone, and next to it a pale white house with large windows. And the reason I'm here is because I think that this village probably produces the best bread in the whole of the country, and to prove it there are cars parked all around the little shop that is run by Andy, who I've come to see.

[pause]

tone

[The recording is repeated.]

[pause]

Question 7

Seven

Listen to this man talking on the radio. Who is he?

- A *an ambulance driver*
- B *a weatherman*
- C *a policeman*

[pause]

tone

Man: Good evening. I'm very glad to be able to speak to you all this evening. In fact, on the way to the studio, the weather was so bad I didn't think I was going to make it. But this is one thing I want to talk about this evening – getting from one place to another despite the weather. Accidents are often caused by atrocious conditions – snow, ice, freezing fog – and what makes our job difficult is getting to the injured people as quickly as possible so that we can begin treating them. This means that we need training in ...

[pause]

tone

[The recording is repeated.]

[pause]

Question 8

Eight

Listen to this teacher talking about hiring bicycles. Why is he speaking?

- A *to give a warning*
- B *to change some plans*
- C *to provide some directions*

[pause]

tone

Man: Before you all dash off to hire bicycles for this weekend, you might like to think again! The town is very busy at this time of the year and there's a lot of traffic on the roads. There are a lot of visitors who aren't sure where they're going and are often likely to suddenly change their mind. So, if you do go out, make sure you pay attention at all times.

[pause]

tone

[The recording is repeated.]

[pause]

That's the end of Part One.

Now turn to Part Two.

PART 2 You'll hear an interview with a woman called Diana Walton at the old house which is her family home. For questions 9 to 18, complete each of the sentences.

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

[pause]

tone

Interviewer: It's a glorious summer's day and I'm looking out over a typical English country garden. I'm at Riverside House and I'm sitting with its owner, Diana Walton. Diana, it's got quite a claim to fame this house, hasn't it?

Diana: It has indeed. It is the oldest house in Britain that was built as a house, there are some older ones that started off as castles, but this one has always been just a house. It was built in 1130 and much of the original house still remains.

Interviewer: And which room is this that we're sitting in?

Diana: Yes, we're now sitting in the hall on the first floor and this was, in fact, the room through which you would have entered the house in 1130, because the front door was then on the first floor, up a ladder which they pulled in after them for safety. And here we are surrounded by the original stone walls, still with the arches.

Interviewer: And surrounded by this beautiful garden.

Diana: Yes, it has one of the best collections of old roses in the country, and goes right down to the river. It was laid out by Emily Watson, it was a green field when she came here, but she loved scented plants and certainly everyone who comes here comments on the wonderful smells in the garden.

Interviewer: You mentioned Emily Watson who is, of course, more famous for her children's books.

Diana: Yes, she was my mother-in-law in fact, and she first came here when she was fifteen, although it was only at the age of sixty-two that she wrote her first book called, 'The Children of Riverside'. It was based on the house and she wove into the stories descriptions of the house, the gardens and many things in the house itself.

Interviewer: Which you can still see?

Diana: Oh yes. Her son Peter actually drew pictures in the book and they're quite faithful to what was described, which is, after all, what is still here.

Interviewer: And do you get visits from fans of the books?

Diana: Certainly. It's absolutely magical for readers of the books to be able to come and walk into the world they've read about. There's always a gasp of pleasure when people walk in and recognise the rooms described in the books.

Interviewer: Do you get many visitors?

Diana: Yes, we're open to the public on summer Saturdays and people come to see the house and gardens. The house always gives people enormous pleasure whether or not they know the books because it has such a feeling of peace and quiet.

Interviewer: Mmm, it certainly does. And also on the sofa here are some of the many beautiful old cushions that seem to be everywhere.

Diana: That's right. Emily Watson made a collection of over two hundred old cushions, many of them made in this house over the centuries and they're becoming very well known internationally and some visitors come because they know there's such an important collection here.

Interviewer: Diana, thank you so much for letting us visit your house today.

Diana: It's been my pleasure.

[pause]

tone

Now you'll hear Part Two again.

[The recording is repeated.]

[pause]

That's the end of Part Two.

Now turn to Part Three.

PART 3 *You'll hear five different men talking about silence. For questions 19 to 23, choose from the list A to F who is speaking. Use the letters only once. There is one extra letter which you do not need to use.*

You now have thirty seconds in which to look at Part Three.

[pause]

tone

Speaker 1: Silences can be worrying because the fear arises in your listeners that something has gone wrong. What every broadcaster is taught to avoid is dead air. Dead air is something which bores, whereas a meaningful silence is important. Without a certain amount of silence, broadcasting would be terribly unrelaxing. But the big fear is, you know, especially on the late night show, you put on a song and you pop out to go to the bathroom or for a sandwich and you don't quite get back in time.

[pause]

Speaker 2: To get to the heart of a piece you have to discover its breathing-in moments, the listening moments. When you're on stage and not speaking, you have to teach yourself to stay in the role, and you have to look natural; and to do that you have to think of all the reasons why you are not speaking at that moment. Then when your line comes, you have to feel very desperate to speak at that moment. If not, why were you silent for so long?

[pause]

Speaker 3: We definitely set out to make witnesses nervous by remaining silent in the hope that the person will go on to say something which is particularly useful to us. There is a type of silence which is important and which is normally controlled by the professionals in court because they know what they're doing, and they've been taught to keep silent, so that the other person will carry on speaking, will fill the gap. So, if you ever have to go to court, it's essential to learn that when you've finished speaking, you shut up!

[pause]

Speaker 4: All my training makes me want to get someone talking and keep them talking, to fill the space, to make them finish. But actually silence is essential to a human voice telling you something interesting. It may mean your guest is hiding something, or sometimes waiting to decide whether to say something in front of the camera. So, there's the silence that you leave because something interesting may be coming, and there's the silence that you wait for because people sometimes repeat things to give them emphasis, or change things slightly.

[pause]

Speaker 5: For me, it's a question of concentration. When I'm on court, I need to think very carefully about what I'm doing. People think it's all physical strength and speed, but to play well you actually have to think it through, plan your next shot, get your opponent on the wrong foot. So when someone in the crowd laughs or coughs and breaks my concentration, I get really mad. But you can't show that, it's a lesson in self control, in learning not to be put off by things.

[pause]

tone

Now you'll hear Part Three again.

[The recording is repeated.]

[pause]

That's the end of Part Three.

Now turn to Part Four.

PART 4 You'll hear a conversation between three people who are organising a sports day in their village. For questions 24 to 30, write S for Susan, A for Alan or M for Marie.

You now have forty-five seconds in which to look at Part Four.

[pause]

tone

Susan: Right, let's get started shall we? Thanks for coming Alan and Marie, I know how busy you both are. Now, we decided at the last meeting that the basic programme would be a sports day with a disco later in the evening.

Alan: I've been thinking Susan, we need to get someone interesting to open the event, don't we? You know, make a speech.

Susan: Yes, I was just coming to that, any ideas?

Alan: Well, there's a chap at my running club who's just been in an International competition. We could ask him.

Marie: That sounds good. I couldn't come up with anyone.

Susan: Decided then, make a note of that Alan. Now the next item is the children's games. We need someone to be in charge of them in the day. Marie?

Marie: I'll do that if you like. I'm sure I'll enjoy running the competitions.

Susan: It'll be hard work – I know, I've done it before. Now, if I were you Marie, I'd make sure I had plenty of helpers and don't let that Mick Brown get involved or he'll take over.

Marie: I'll remember that Susan. What about the hall, for the evening do?

Alan: We have a problem there. Mr Taylor says it's not available that evening, something to do with it being repainted, he's worried about the paint getting marked.

Susan: Nonsense, he's just making excuses. Go and see him again and insist we need it that evening.

Alan: OK. By the way Susan, did you find out about that disco you mentioned?

Susan: Oh no, I completely forgot. Sorry, look I'll definitely do that tomorrow and let you both know immediately.

- Marie: We need to make a decision about the food too.
- Susan: Yes, that's next on my agenda. Now I think we should have a hot meal. That would be nice, there are plenty of tables and chairs for everyone.
- Marie: I don't think that's practical. You'd just make more work for everyone. A few sandwiches is much easier.
- Susan: I suppose you're right. Put that down Alan. Did anyone remember to ask about getting the invitations printed?
- Marie: I couldn't get through on the phone.
- Susan: Alan?
- Alan: I got a rough estimate for the cost. The printer says if we let him have the exact details, he'll give us a price.
- Susan: Well done, that's about it for tonight. If we meet again on Friday, we can finalise all the details.

[pause]

tone

Now you'll hear Part Four again.

[The recording is repeated.]

[pause]

That is the end of Part Four.

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

[pause]

You have one more minute left.

[pause]

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

Goodbye.

SAMPLE ANSWER SHEETS

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Local Examinations Syndicate
International Examinations**For Supervisor's use only**Shade here if the candidate is
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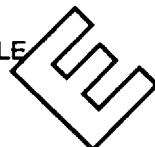
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Centre/Candidate No. AA999/9999

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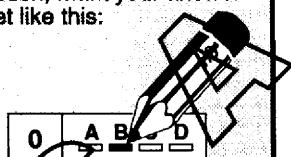


- Tell the Supervisor now if the details above are not correct

Candidate Answer Sheet: FCE Paper 1 Reading**Use a pencil**

Mark ONE letter for each question.

For example, if you think B is the right answer to the question, mark your answer sheet like this:



Change your answer like this:



1	A	B	C	D	E	F	G	H	I
2	A	B	C	D	E	F	G	H	I
3	A	B	C	D	E	F	G	H	I
4	A	B	C	D	E	F	G	H	I
5	A	B	C	D	E	F	G	H	I

6	A	B	C	D	E	F	G	H	I
7	A	B	C	D	E	F	G	H	I
8	A	B	C	D	E	F	G	H	I
9	A	B	C	D	E	F	G	H	I
10	A	B	C	D	E	F	G	H	I
11	A	B	C	D	E	F	G	H	I
12	A	B	C	D	E	F	G	H	I
13	A	B	C	D	E	F	G	H	I
14	A	B	C	D	E	F	G	H	I
15	A	B	C	D	E	F	G	H	I

21	A	B	C	D	E	F	G	H	I
22	A	B	C	D	E	F	G	H	I
23	A	B	C	D	E	F	G	H	I
24	A	B	C	D	E	F	G	H	I
25	A	B	C	D	E	F	G	H	I
26	A	B	C	D	E	F	G	H	I
27	A	B	C	D	E	F	G	H	I
28	A	B	C	D	E	F	G	H	I
29	A	B	C	D	E	F	G	H	I
30	A	B	C	D	E	F	G	H	I
31	A	B	C	D	E	F	G	H	I
32	A	B	C	D	E	F	G	H	I
33	A	B	C	D	E	F	G	H	I
34	A	B	C	D	E	F	G	H	I
35	A	B	C	D	E	F	G	H	I



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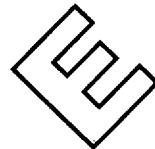
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X

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Candidate Answer Sheet: FCE Paper 3 Use of English

Use a pencil

For Part 1: Mark ONE letter for each question.

For example, if you think C is the right answer to the question, mark your answer sheet like this:

For Parts 2, 3, 4 and 5: Write your answers in the spaces next to the numbers like this:

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

Part 1				
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D

Part 2		Do not write here
16		16
17		17
18		18
19		19
20		20
21		21
22		22
23		23
24		24
25		25
26		26
27		27
28		28
29		29
30		30

Turn over
for
Parts
3 - 5
→

Part 3		Do not write here
31		31 0 <input type="text"/> 1 <input type="text"/> 2 <input type="text"/>
32		32 0 <input type="text"/> 1 <input checked="" type="checkbox"/> 2 <input type="text"/>
33		33 0 <input type="text"/> 1 <input type="text"/> 2 <input type="text"/>
34		34 0 <input type="text"/> 1 <input type="text"/> 2 <input type="text"/>
35		35 0 <input type="text"/> 1 <input type="text"/> 2 <input type="text"/>
36		36 0 <input type="text"/> 1 <input type="text"/> 2 <input type="text"/>
37		37 0 <input type="text"/> 1 <input type="text"/> 2 <input type="text"/>
38		38 0 <input type="text"/> 1 <input type="text"/> 2 <input type="text"/>
39		39 0 <input type="text"/> 1 <input type="text"/> 2 <input type="text"/>
40		40 0 <input type="text"/> 1 <input type="text"/> 2 <input type="text"/>

Part 4		Do not write here
41		— 41 —
42		— 42 —
43		— 43 —
44		— 44 —
45		— 45 —
46		— 46 —
47		— 47 —
48		— 48 —
49		— 49 —
50	S	— 50 —
51		— 51 —
52		— 52 —
53		— 53 —
54		— 54 —
55		— 55 —

Part 5		Do not write here
56		— 56 —
57		— 57 —
58		— 58 —
59		— 59 —
60		— 60 —
61		— 61 —
62		— 62 —
63		— 63 —
64		— 64 —
65		— 65 —



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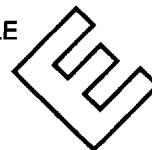
Examination Details 9999/04 99/D99

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Centre/Candidate No. AA999/9999

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Candidate Answer Sheet: FCE Paper 4 Listening

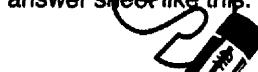
Mark test version below

A B C D E

Use a pencil

For Parts 1 and 3:
Mark ONE letter for
each question.

For example, if you
think B is the right
answer to the
question, mark your
answer sheet like this:



0 A B C

For Parts 2 and 4:
Write your answers in
the spaces next to the
numbers like this:

0 example

Part 1

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

Part 2

9	Do not write here
10	Do not write here
11	Do not write here
12	Do not write here
13	Do not write here
14	Do not write here
15	Do not write here
16	Do not write here
17	Do not write here
18	Do not write here

Part 3

19	A	B	C	D	E	F
20	A	B	C	D	E	F
21	A	B	C	D	E	F
22	A	B	C	D	E	F
23	A	B	C	D	E	F

Part 4

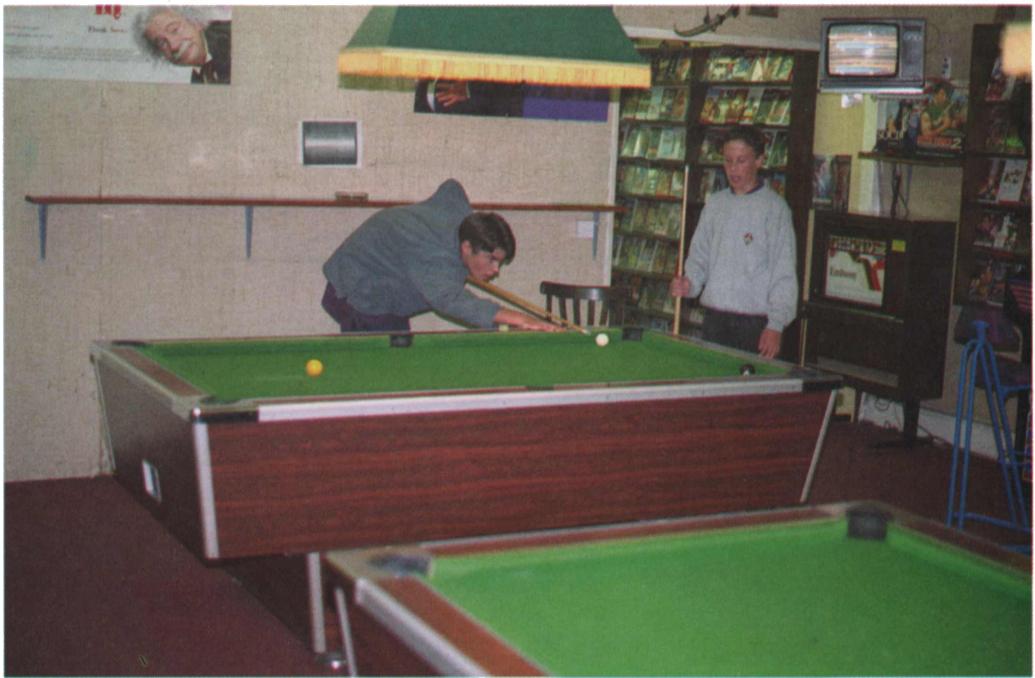
24	Do not write here
25	Do not write here
26	Do not write here
27	Do not write here
28	Do not write here
29	Do not write here
30	Do not write here

Visual materials for Paper 5

1A



1B



C1

2A

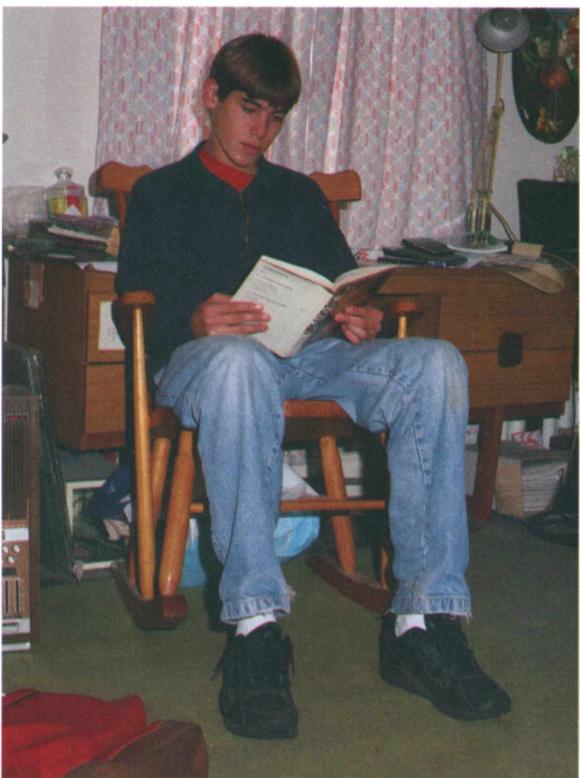


2B

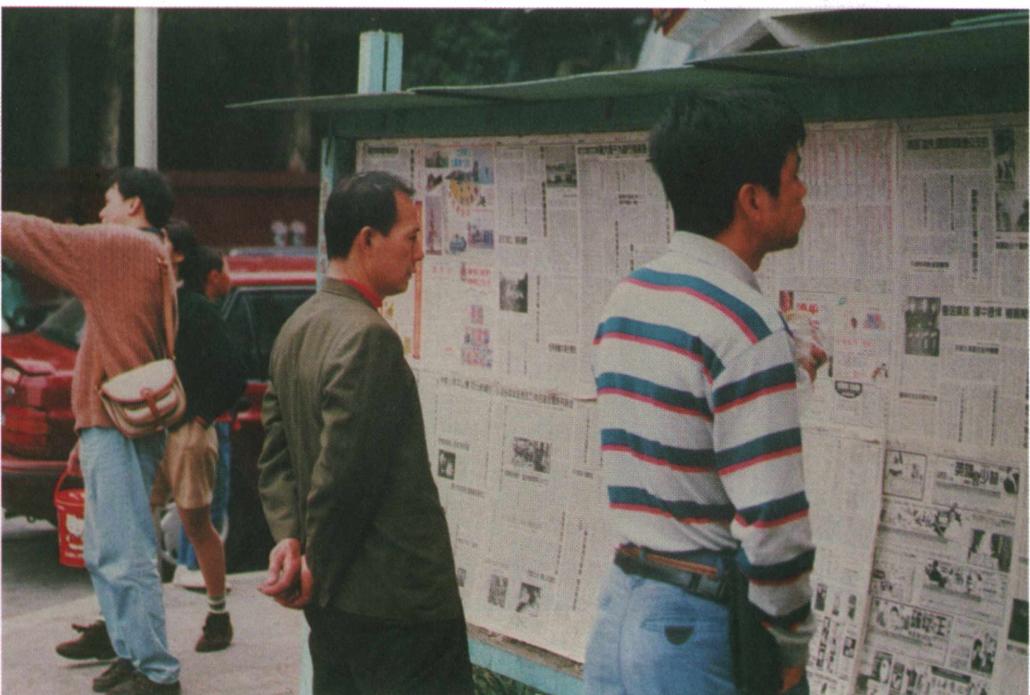


C2

1C



1D



C3

Visual materials for Paper 5

2C

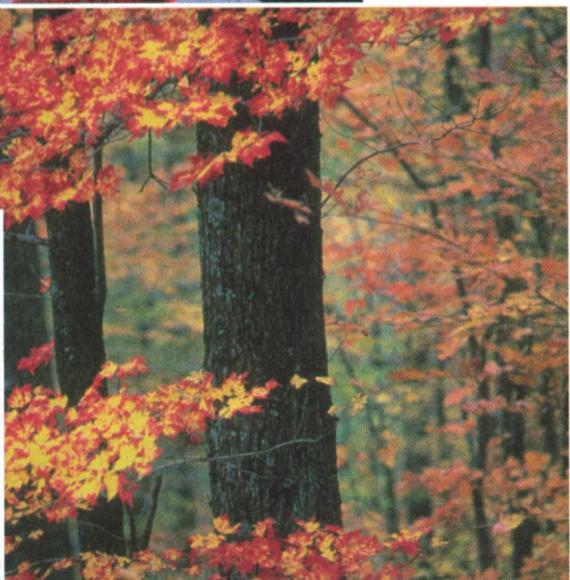
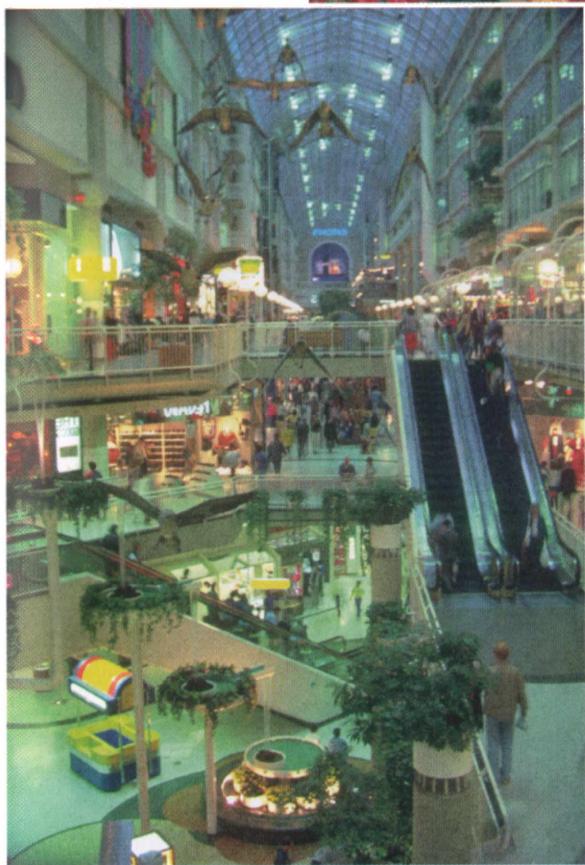
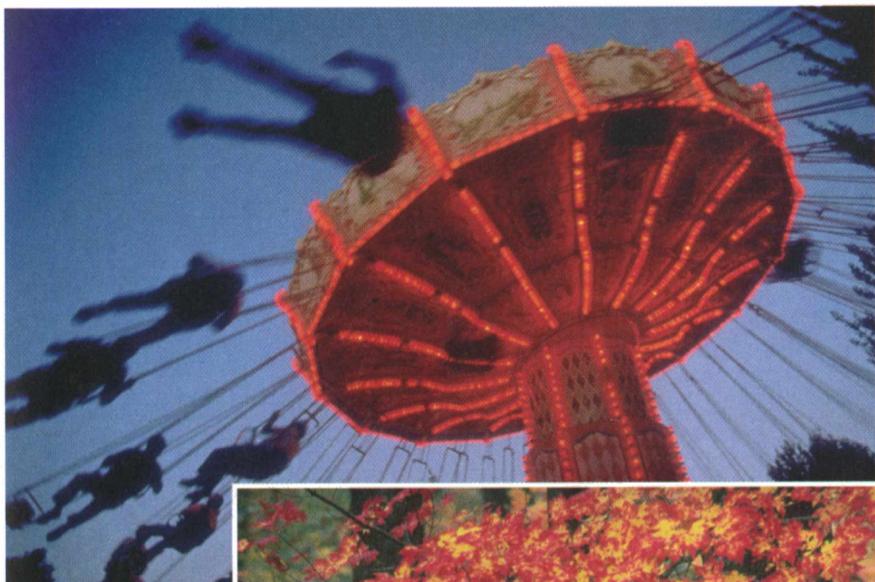


2D



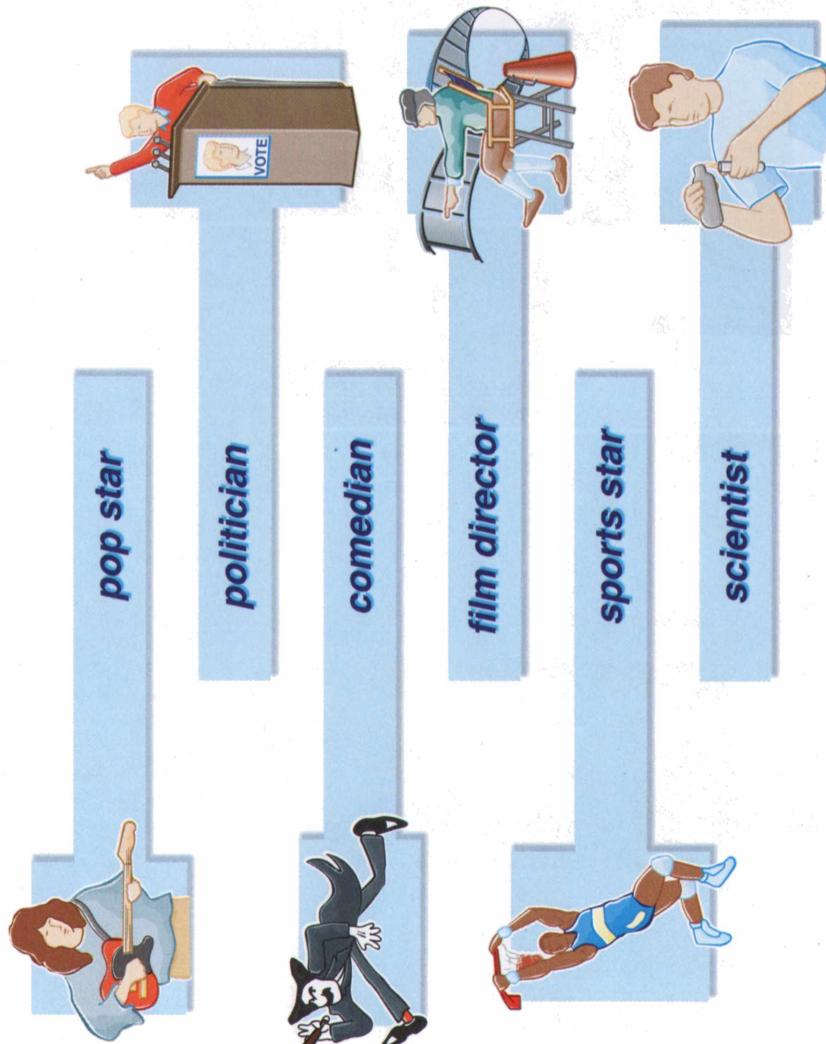
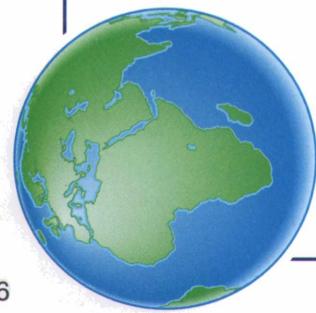
C4

1E



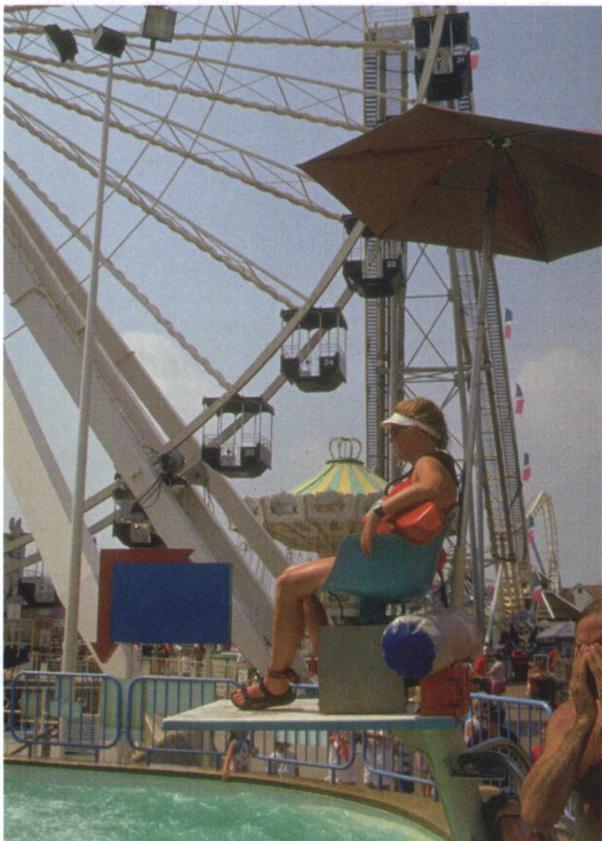
2E

International personality of the year



C6

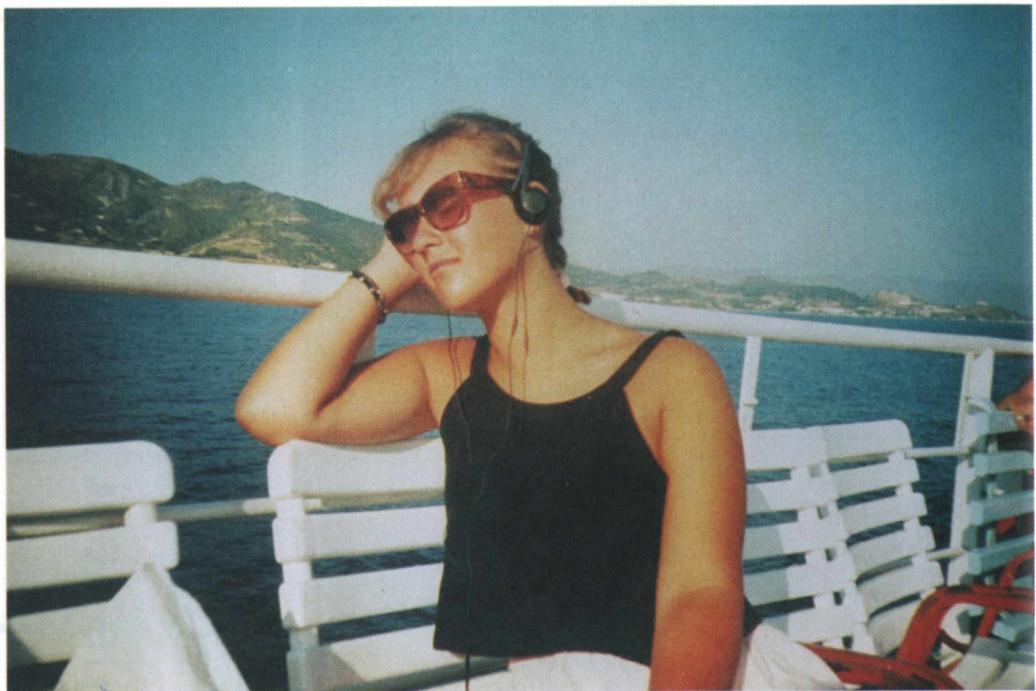
3A



3B



4A



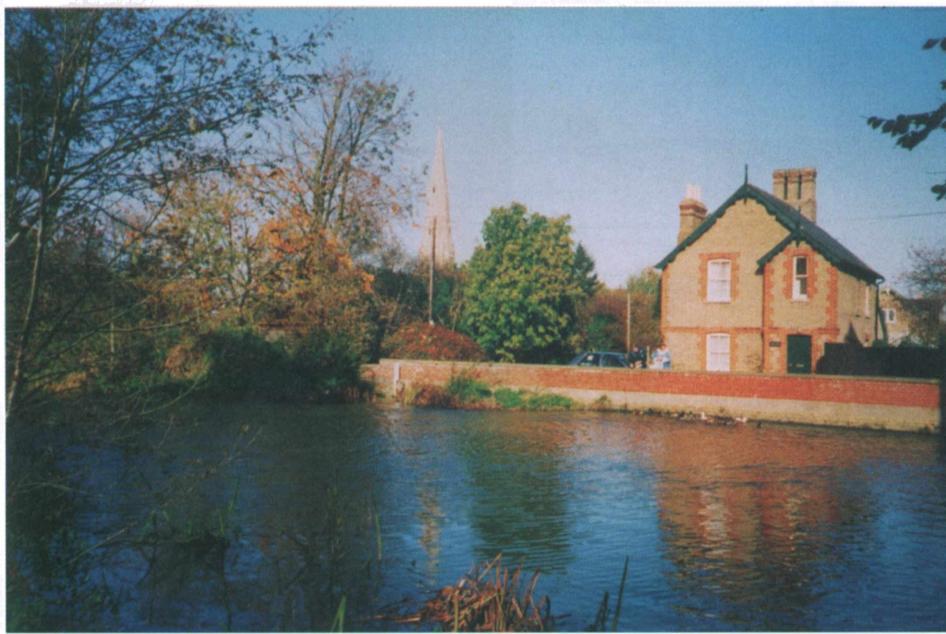
4B



3C

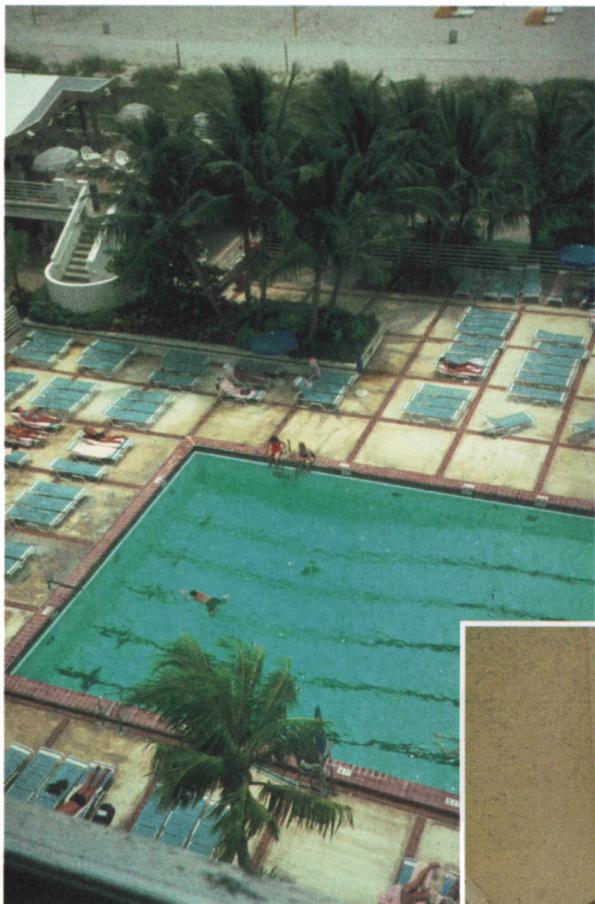


3D

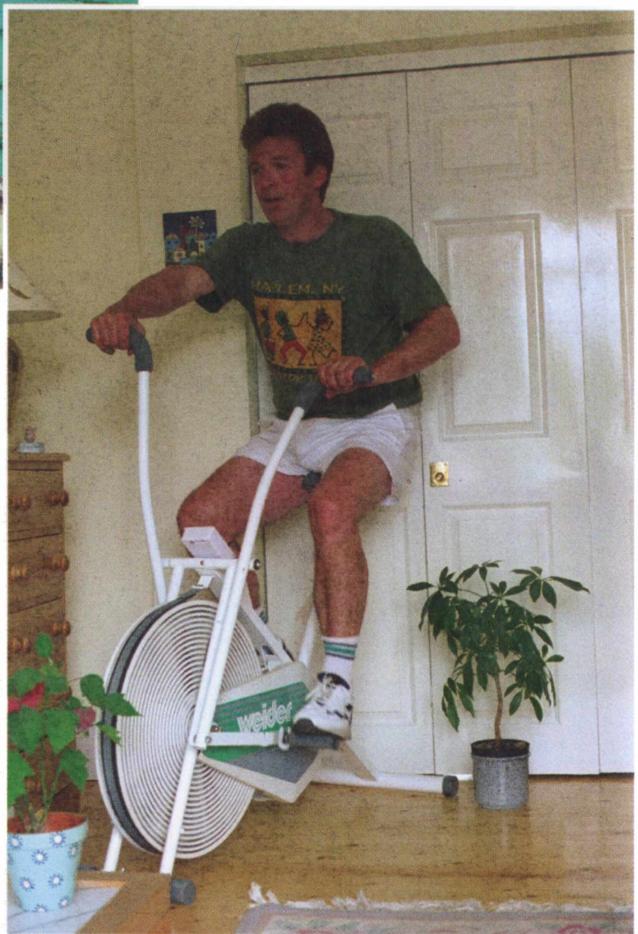


C9

4C



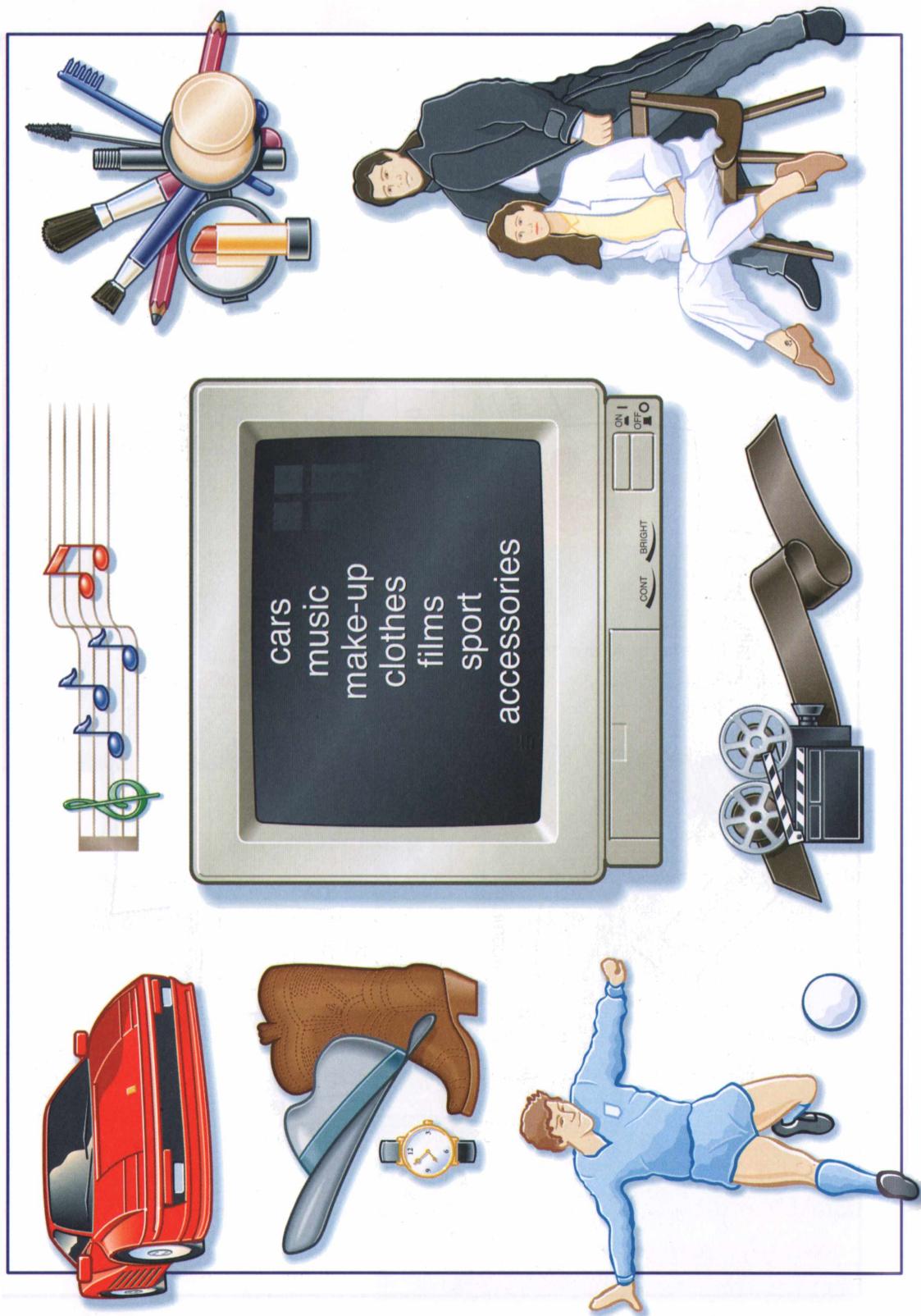
4D



3E



4E



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