

## Part 2

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **280–320** words in an appropriate style.

- 2** An international travel organisation is publishing a book entitled *Travel Changes Lives* and has asked for contributions. You decide to submit an article about a travel experience that has changed your life. You should briefly describe the experience, explain what made it so special and assess the significance of the changes in your life as a result.

Write your **article**.

- 3** An English-language magazine called *International Sport* is inviting readers to write in with the name of either an individual or a team who deserve recognition for a great achievement in international sport. You decide to write a letter to the magazine with your suggestion briefly describing what was achieved, and assessing how difficult it was for the individual or team to achieve their success.

Write your **letter**.

- 4** An international leisure magazine is running a series on comedy programmes shown on television around the world. It has asked readers to send in reports on comedy programmes in their countries. You decide to send in a report on a television comedy programme from your country in which you briefly describe the programme. You should also explain what it is about the characters in the programme that makes the comedy appeal to many people in your country.

Write your **report**.

- 5** Write an answer to **one** of the following two questions based on **one** of the titles below. Write **5(a)** or **5(b)** at the beginning of your answer

- (a)** Marc Norman and Tom Stoppard: *Shakespeare in Love*

A magazine has published a feature about the theme of marriage in literature. You decide to write a letter to the magazine about *Shakespeare in Love*, comparing Viola's relationships with Will and Wessex. You should also explain why Viola marries Wessex and cannot marry Will.

Write your **letter**.

- (b)** Philip K Dick: *Do Androids Dream of Electric Sheep?*

Your student magazine has asked for reviews of science-fiction novels. You decide to submit a review of *Do Androids Dream of Electric Sheep?* Your review should briefly explain the themes of love and loneliness in the novel with reference to Rick Deckard and John Isidore, and assess whether it is the treatment of these themes that makes the book worth reading.

Write your **review**.

**LISTENING** (40 minutes approximately)**Part 1**

You will hear three different extracts.

For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear.

There are two questions for each extract.

**Extract One**

You hear Sarah Carpenter being interviewed about a campaign called Online Now, which aims to give more people in Britain access to computers.

1 Why does Sarah say she wants to increase internet use so urgently?

- A to improve international communication
- B to prevent an increase in social inequality
- C to involve people in economic development

2 How does Sarah say increased computer use should be achieved?

- A by improved access to existing facilities
- B by increased investment in education
- C by government subsidies for community centres

**Extract Two**

You hear a museum curator talking about one exhibit, a pestle, which was used for grinding food.

3 What does he say about the handle of the pestle?

- A It may originally have been designed for another purpose.
- B It was probably made after the ball of the pestle.
- C Its form is unrelated to its intended function.

4 According to the curator, what was striking about the first plants cultivated by humans?

- A They were all varieties of wild grasses.
- B They were all inedible in their natural state.
- C They all formed part of the diet of other animals.

**Extract Three**

You hear a marine biologist talking about measures to protect the oceans from pollution.

5 Why has protecting the oceans proved to be so difficult?

- A Many people do not accept that there is a serious problem.
- B The legal situation is not recognised equally around the world.
- C The activities of the fishing industry often obstruct conservation.

6 In the speaker's opinion, conservation projects that focus on individual species

- A fail to take wider implications into account.
- B cause confusion about the issues facing environmentalists.
- C provide misleading information for publication.

## Part 2

You will hear a talk about a Chinese animal called the giant panda.

For questions 7–15, complete the sentences with a word or short phrase.

The speaker expresses surprise that the giant panda has sometimes been called a

(7) .....

The speaker says that experts sometimes regard the giant panda as a

(8) .....

The giant panda has an elongated wrist bone, which it uses like a

(9) .....

In addition to bamboo, the giant panda may eat some small creatures, as well as different types of

(10) .....

The giant panda leaves scent markings at territory boundaries which can indicate its

(11) ..... as well as some physical details.

The giant panda shows hostility by making a (12) ..... sound.

The giant panda now just lives in a few (13) ..... regions of China.

The speaker mentions the importance of establishing areas called

(14) ..... between giant panda habitats.

It has been suggested that the conservation status of the giant panda should be changed to

(15) .....

## Part 3

You will hear part of a programme in which Amanda and Peter, two founders of a fruit juice company called Topfruit, talk about their business.

For questions 16–20, choose the answer (A, B, C or D) which fits best according to what you hear.

16 What opinion is expressed about the way Topfruit was set up?

- A It is surprising that it worked out so smoothly.
- B Working with friends certainly saved time and energy.
- C Having a single founder would have made the launch simpler.
- D Since the founders had such similar views it was hard to allocate roles.

17 What is the positive culture of the company mainly attributed to?

- A guaranteed salary increases
- B the nature of the product that is being sold
- C strict adherence to staff monitoring procedures
- D certain criteria in the recruitment process

18 How do both founders feel about running their company now?

- A They are fed up with dealing with daily problems.
- B They feel anxious about whether its success will continue.
- C They enjoy the challenges they face in their work.
- D They feel pleased that they have acquired a good grasp of business.

19 When describing past mistakes in staffing, Amanda reveals

- A her belief that good qualifications are the key factor.
- B her acceptance that it is vital to admit failures early on.
- C her trust that improvements can be made to the process.
- D her fear that senior appointments are impossible to get right.

20 What gives Topfruit an advantage over its larger competitors?

- A The emphasis on ingredients which fit market trends.
- B The product research based on scientific models.
- C The clarity of the labelling.
- D The extremely sophisticated advertising.

Part 4

You will hear five short extracts in which some sportspeople are talking about their sporting successes.

**TASK ONE**

For questions 21–25, choose from the list (A–H) what each speaker regards as the key to winning in sport.

**While you listen, you must complete both tasks.**

**TASK TWO**

For questions 26–30, choose from the list (A–H) what each speaker sees their coach as.

- A stamina
- B a competitive training environment
- C team spirit
- D a natural ability
- E attention to detail
- F anticipation
- G taking advantage of luck
- H intimidation

Speaker 1	21
Speaker 2	22
Speaker 3	23
Speaker 4	24
Speaker 5	25

- A a risk taker
- B a role model
- C a resource
- D a pioneer
- E a motivator
- F a traditionalist
- G a disciplinarian
- H a facilitator

Speaker 1	26
Speaker 2	27
Speaker 3	28
Speaker 4	29
Speaker 5	30

**SPEAKING (16 minutes)**

There are two examiners. One (the interlocutor) conducts the test, providing you with the necessary materials and explaining what you have to do. The other examiner (the assessor) will be introduced to you, but then takes no further part in the interaction.

**Part 1 (2 minutes)**

The interlocutor first asks you and your partner a few questions which focus on information about yourselves and personal opinions.

**Part 2 (4 minutes)**

In this part of the test you and your partner are asked to talk together. The interlocutor places a set of pictures on the table in front of you. There may be only one picture in the set or as many as seven pictures. This stimulus provides the basis for a discussion. The interlocutor first asks an introductory question which focuses on two of the pictures (or in the case of a single picture, on aspects of the picture). After about a minute, the interlocutor gives you both a decision-making task based on the same set of pictures.

The pictures for Part 2 are on pages C8–C9 of the colour section.

**Part 3 (10 minutes)**

You are each given the opportunity to talk for two minutes, to comment after your partner has spoken and to take part in a more general discussion.

The interlocutor gives you a card with a question written on it and asks you to talk about it for two minutes. After you have spoken, the interlocutor asks you both another question related to the topic on the card, addressing your partner first. This procedure is repeated, so that your partner receives a card and speaks for two minutes and a follow-up question is asked.

Finally, the interlocutor asks some further questions, which leads to a discussion on a general theme related to the subjects already covered in Part 3.

The cards for Part 3 are on pages C10–C11 of the colour section.

# Speaking frames

## Test 1

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

The visual material for Part 2 is on pages C2 and C3 in the colour section of the Student's Book. The prompt cards for Part 3 are on pages C10 and C11 in the colour section of the Student's Book.

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

Interlocutor: Good morning / afternoon / evening. My name is ..... and this is my colleague ..... And your names are ..... ?

Thank you.

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

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

[*address Candidate B*] Are you working or studying at the moment?

[*address Candidate A*] And you?

Select a further question for each candidate:

- What do you enjoy about learning English?
- When do you expect to finish your studies?
- What kind of work would you like to do in the future?
- What do you like best about the area where you're living now?
- Are you living with friends or family at the moment?
- How good are you at organising your free time?

Candidates: .....

Interlocutor: Thank you.

### Part 2 (approximately 4 minutes / 6 minutes for groups of three) *Television programme – Effects of tourism*

Interlocutor: Now, in this part of the test you're going to do something together. Here are some pictures taken by people on holiday.

Place picture sheet for Test 1 (pages C2 and C3) in front of the candidates. Select **two** of the pictures for the candidates to look at\*.

First, I'd like you to look at pictures \* and \* and talk together about the kind of holidays these pictures suggest.

You have about a minute for this, so don't worry if I interrupt you.

(2 minutes for groups of three)

Candidates:

⌚ 1 minute

(2 minutes for

groups of three) .....

Interlocutor: Thank you. Now look at all the pictures.

I'd like you to imagine that there's going to be a television programme about the effects tourists can have on the places they visit.

Talk together about the different effects of tourism suggested by the pictures. Then decide which issue should be highlighted in the first programme.

You have about three minutes to talk about this. (4 minutes for groups of three)

Candidates:

⌚ 3 minutes

(4 minutes for

groups of three) .....

Interlocutor: Thank you. Retrieve picture sheet.

### Part 3 (approximately 10 minutes)

### Recognition

Interlocutor: Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

So, (*Candidate A*), I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

All right? Here is your card, and a copy for you (*Candidate B*).

Hand over a copy of prompt card 1a (page C10) to both candidates.

Remember (*Candidate A*), you have about two minutes to talk before we join in.

[Allow up to 10 seconds before saying, if necessary: Would you like to begin now?]

Candidate A:

⌚ 2 minutes

Interlocutor: Thank you.

Interlocutor: Ask one of the following questions to Candidate B:

- Should a nation's sportsmen and women be valued as highly as people working in business?
- Do you agree that some sports stars are paid too much?
- Which is more important, taking part or winning?

*Invite Candidate A to join in by selecting one of the following prompts:*

- What do you think?
- Do you agree?
- How about you?

Candidates:

⌚ 1 minute

Interlocutor: Thank you. *Retrieve cards.*

Interlocutor: Now (*Candidate B*), it's your turn to be given a question. Here is your card, and a copy for you (*Candidate A*).

*Hand over a copy of prompt card 1b (page C11) to both candidates.*

Remember (*Candidate B*), you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?

[Allow up to 10 seconds before saying, if necessary: Would you like to begin now?]

Candidate B:

⌚ 2 minutes

Interlocutor: Thank you.

Interlocutor: Ask *one* of the following questions to *Candidate A*:

- If you could win a prize or award for doing something, what would it be for?
- In what ways, other than with money, can employers effectively show their appreciation for work well done?
- To what extent are you motivated by praise?

*Invite Candidate B to join in by selecting one of the following prompts:*

- What do you think?
- Do you agree?
- How about you?

Candidates:

⌚ 1 minute

Interlocutor: Thank you. *Retrieve cards.*

Interlocutor: Now, to finish the test, we're going to talk about 'recognition' in general.

*Address a selection of the following questions to both candidates:*

- Why do some people seek public recognition while others prefer to avoid it?
- In your country, what are the recognised signs of success?
- How important do you think award ceremonies really are?
- Should important people have streets or public places named after them? ..... (Why? / Why not?)
- In your opinion, is there any area of human achievement which deserves to be more publicly recognised?
- Some people say criticism can be more useful than praise. What's your opinion?

Candidates:

⌚ up to 4 minutes

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

## Test 2

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

The visual material for Part 2 is on pages C4 and C5 in the colour section of the Student's Book. The prompt cards for Part 3 are on pages C10 and C11 in the colour section of the Student's Book.

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

Interlocutor: Good morning / afternoon / evening. My name is ..... and this is my colleague ..... And your names are ..... ?

Thank you.

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

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

[address Candidate B] Are you working or studying at the moment?

[address Candidate A] And you?

Select a further question for each candidate:

- What do you enjoy about learning English?
- When do you expect to finish your studies?
- What kind of work would you like to do in the future?
- What do you like best about the area where you're living now?
- Are you living with friends or family at the moment?
- How good are you at organising your free time?

Candidates: .....

Interlocutor: Thank you.

### Part 2 (approximately 4 minutes / 6 minutes for groups of three)

#### Magazine survey – Annoyances

Interlocutor: Now, in this part of the test you're going to do something together. Here are some pictures of different situations.

Place picture sheet for Test 2 (pages C4 and C5) in front of the candidates. Select two of the pictures for the candidates to look at\*.

First, I'd like you to look at pictures \* and \* and talk together about what sounds you associate with these situations.

You have about a minute for this, so don't worry if I interrupt you.  
(2 minutes for groups of three)

Candidates:

⌚ 1 minute

(2 minutes for

groups of three) .....

Interlocutor: Thank you. Now look at all the pictures.

I'd like you to imagine a magazine is doing a survey on things that annoy us.

Talk together about how these annoyances affect different individuals. Then decide which annoyance has the biggest impact on society.

You have about three minutes to talk about this. (4 minutes for groups of three)

Candidates:

⌚ 3 minutes

(4 minutes for

groups of three) .....

Interlocutor: Thank you. Retrieve picture sheet.

### Part 3 (approximately 10 minutes)

#### Surroundings

Interlocutor: Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

So (Candidate A), I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

All right? Here is your card, and a copy for you (Candidate B).

Hand over a copy of prompt card 2a (page C10) to both candidates.

Remember (Candidate A), you have about two minutes to talk before we join in.

[Allow up to 10 seconds before saying, if necessary: Would you like to begin now?]

Candidate A:

⌚ 2 minutes

.....

Interlocutor: Thank you.

Interlocutor: Ask one of the following questions to Candidate B:

- Do you think that schools do a good job?
- Do you learn better in calm or lively surroundings? .....  
(Why is that?)
- How can class size affect learning?

Invite Candidate A to join in by selecting one of the following prompts:

- What do you think?
- Do you agree?
- How about you?

Candidates:

⌚ 1 minute

Interlocutor: Thank you. Retrieve cards.

Interlocutor: Now (Candidate B), it's your turn to be given a question. Here is your card, and a copy for you (Candidate A).

Hand over a copy of prompt card 2b (page C11) to both candidates.

Remember (Candidate B), you have about two minutes to tell us what you think, and there are some ideas on the card for you to use if you like. All right?

[Allow up to 10 seconds before saying, if necessary: Would you like to begin now?]

Candidate B:

⌚ 2 minutes

Interlocutor: Thank you.

Interlocutor: Ask one of the following questions to Candidate A:

- Would you enjoy a job that involved a lot of travelling? ..... (Why? / Why not?)
- Why do you think some people prefer not to travel long distances?
- If you visited a new place, which would interest you more, the people or the sights?

Invite Candidate B to join in by selecting one of the following prompts:

- What do you think?
- Do you agree?
- How about you?

Candidates:

⌚ 1 minute

Interlocutor: Thank you. Retrieve cards.

Interlocutor: Now, to finish the test, we're going to talk about 'surroundings' in general.

Address a selection of the following questions to both candidates:

- What can you learn about a person by looking at their work-space?

- What skills should children be taught to prepare them for the world around them?
- Should companies be allowed to advertise their products in schools? ..... (Why? / Why not?)
- What is your attitude towards keeping animals in zoos and wildlife parks?
- What do you think makes a good neighbourhood?
- How can new experiences change your ideas about the way you live?

Candidates:

⌚ up to 4 minutes

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



### Test 3

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

The visual material for Part 2 is on pages C6 and C7 in the colour section of the Student's Book. The prompt cards for Part 3 are on pages C10 and C11 in the colour section of the Student's Book.

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

Interlocutor: Good morning / afternoon / evening. My name is ..... and this is my colleague ..... And your names are ..... ?

Thank you.

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

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

[address Candidate B] Are you working or studying at the moment?

[address Candidate A] And you?

Select a further question for each candidate:

- What do you enjoy about learning English?
- When do you expect to finish your studies?
- What kind of work would you like to do in the future?
- What do you like best about the area where you're living now?
- Are you living with friends or family at the moment?
- How good are you at organising your free time?

Candidates: .....

Interlocutor: Thank you.

#### Part 2 (approximately 4 minutes / 6 minutes for groups of three)

#### Magazine article – Sport

Interlocutor: Now, in this part of the test you're going to do something together. Here are some pictures of different aspects of sport.

Place picture sheet for Test 3 (pages C6 and C7) in front of the candidates. Select two of the pictures for the candidates to look at\*.

First, I'd like you to look at pictures \* and \* and talk together about how you think the people might be feeling.

You have about a minute for this, so don't worry if I interrupt you. (2 minutes for groups of three)

Candidates:

⌚ 1 minute

(2 minutes for groups of three) .....

Interlocutor: Thank you. Now look at all the pictures.

I'd like you to imagine that a magazine is planning an article on the influence of sport on people's lives today and needs two photographs to illustrate the article.

Talk together about the influences of sport on people's lives, as shown by these photographs. Then decide which two would be best to illustrate the article.

You have about three minutes to talk about this. (4 minutes for groups of three)

Candidates:

⌚ 3 minutes

(4 minutes for groups of three) .....

Interlocutor: Thank you. Retrieve picture sheet.

#### Part 3 (approximately 10 minutes)

#### Special times

Interlocutor: Now, in this part of the test you're each going to talk on your own for about two minutes. You need to listen while your partner is speaking because you'll be asked to comment afterwards.

So (Candidate A), I'm going to give you a card with a question written on it and I'd like you to tell us what you think. There are also some ideas on the card for you to use if you like.

All right? Here is your card, and a copy for you (Candidate B).

Hand over a copy of prompt card 3a (page C10) to both candidates.

Remember (Candidate A), you have about two minutes to talk before we join in.

[Allow up to 10 seconds before saying, if necessary: Would you like to begin now?]

Candidate A:

⌚ 2 minutes

.....

Interlocutor: Thank you.

Interlocutor: Ask one of the following questions to Candidate B:

- Do you prefer national or personal celebrations? ..... (Why?)
- What have you celebrated recently?
- What is the most important occasion in a person's life in your country?

Invite Candidate A to join in by selecting one of the following prompts:

- What do you think?
- Do you agree?
- How about you?