



CAMBRIDGE

English

First

Reading and Use of English

Sample Test 1

D251/01

Time 1 hour 15 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Write your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are 52 questions in this paper.

Questions **1 – 24** and **43 – 52** carry one mark.

Questions **25 – 30** carry up to two marks.

Questions **31 – 42** carry two marks.

Part 1

For questions **1 – 8**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. There is an example at the beginning (**0**).

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

Example:

0 **A** band **B** set **C** branch **D** series

0	A <input type="checkbox"/>	B <input type="checkbox"/>	C <input checked="" type="checkbox"/>	D <input type="checkbox"/>
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What is genealogy?

Genealogy is a **(0)** of history. It concerns family history, **(1)** than the national or world history studied at school. It doesn't merely involve drawing a family tree, however – tracing your family history can also **(2)** in learning about your roots and your identity. The internet enables millions of people worldwide to **(3)** information about their family history, without great **(4)**

People who research their family history often **(5)** that it's a fascinating hobby which **(6)** a lot about where they come from and whether they have famous ancestors. According to a survey involving 900 people who had researched their family history, the chances of discovering a celebrity in your past are one in ten. The survey also concluded that the **(7)** back you follow your family line, the more likely you are to find a relation who was much wealthier than you are. However, the vast majority of people who **(8)** in the survey discovered they were better off than their ancestors.

- | | | | | | | | | |
|---|---|------------|---|--------------|---|----------|---|------------|
| 1 | A | instead | B | rather | C | except | D | sooner |
| 2 | A | cause | B | mean | C | result | D | lead |
| 3 | A | accomplish | B | access | C | approach | D | admit |
| 4 | A | fee | B | price | C | charge | D | expense |
| 5 | A | describe | B | define | C | remark | D | regard |
| 6 | A | reveals | B | opens | C | begins | D | arises |
| 7 | A | older | B | greater | C | higher | D | further |
| 8 | A | attended | B | participated | C | included | D | associated |

Part 2

For questions **9 – 16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

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

Example:

0	A	S															
----------	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Motorbike stunt rider

I work **(0)** a motorbike stunt rider – that is, I do tricks on my motorbike at shows. The Le Mans race track in France was **(9)** I first saw some guys doing motorbike stunts. I'd never seen anyone riding a motorbike using just the back wheel before and I was **(10)** impressed I went straight home and taught **(11)** to do the same. It wasn't very long before I began to earn my living at shows performing my own motorbike stunts.

I have a degree **(12)** mechanical engineering; this helps me to look at the physics **(13)** lies behind each stunt. In addition to being responsible for design changes to the motorbike, I have to work **(14)** every stunt I do. People often think that my work is very dangerous, but, apart **(15)** some minor mechanical problem happening occasionally during a stunt, nothing ever goes wrong. I never feel in **(16)** kind of danger because I'm very experienced.

Part 3

For questions **17 – 24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning **(0)**.

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

Example:

0	C	O	M	M	O	N	L	Y									
---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--

An incredible vegetable

Garlic, a member of the Liliaceae family which also includes onions, is **(0)** used in cooking all around the world. China is currently the largest **(17)** of garlic, which is particularly associated with the dishes of northern Africa and southern Europe. It is native to central Asia and has long had a history as a health-giving food, used both to prevent and cure **(18)**.....In Ancient Egypt, workers building the pyramids were given garlic to keep them strong, while Olympic athletes in Greece ate it to increase their resistance to infection.

COMMON

PRODUCT

ILL

The forefather of antibiotic medicine, Louis Pasteur, claimed garlic was as **(19)** as penicillin in treating infections. Modern-day **(20)**.....have proved that garlic can indeed kill bacteria and even some viruses, so it can be very useful for people who have coughs and colds. In **(21)** , some doctors believe that garlic can reduce blood **(22)**

EFFECT

SCIENCE

ADD

PRESS

The only **(23)**.....to this truly amazing food is that the strong and rather **(24)** smell of garlic is not the most pleasant!

ADVANTAGE

SPICE

Part 4

For questions **25 – 30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Example:

0 A very friendly taxi driver drove us into town.

DRIVEN

We a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

Example:

0

WERE DRIVEN INTO TOWN BY

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

25 Joan was in favour of visiting the museum.

IDEA

Joan thought it would be to the museum.

26 Arthur has the talent to become a concert pianist.

THAT

Arthur is so could become a concert pianist.

27 'Do you know when the match starts, Sally?' asked Mary.

IF

Mary asked Sally time the match started.

- 28 I knocked for ages at Ruth's door but I got no reply.

LONG

I knocking at Ruth's door but I got no reply.

- 29 Everyone says that the band is planning to go on a world tour next year.

SAID

The band planning to go on a world tour next year.

- 30 I'd prefer not to cancel the meeting.

CALL

I'd rather the meeting.

Part 5

You are going to read an extract from a novel in which a young woman called Caitlin talks about her life on an island. For questions **31 – 36**, choose the answer (**A**, **B**, **C** or **D**) which you think fits best according to the text.

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

We live on the island of Hale. It's about four kilometres long and two kilometres wide at its broadest point, and it's joined to the mainland by a causeway called the Stand - a narrow road built across the mouth of the river which separates us from the rest of the country. Most of the time you wouldn't know we're on an island because the river mouth between us and the mainland is just a vast stretch of tall grasses and brown mud. But when there's a high tide and the water rises a half a metre or so above the road and nothing can pass until the tide goes out again a few hours later, then you know it's an island.

We were on our way back from the mainland. My older brother, Dominic, had just finished his first year at university in a town 150 km away. Dominic's train was due in at five and he'd asked for a lift back from the station. Now, Dad normally hates being disturbed when he's writing (which is just about all the time), and he also hates having to go *anywhere*, but despite the typical sighs and moans – why can't he get a taxi? what's wrong with the bus? – I could tell by the sparkle in his eyes that he was really looking forward to seeing Dominic.

So, anyway, Dad and I had driven to the mainland and picked up Dominic from the station. He had been talking non-stop from the moment he'd slung his rucksack in the boot and got in the car. University this, university that, writers, books, parties, people, money, gigs..... And when I say talking, I don't mean talking as in having a conversation, I mean talking as in jabbering like a mad thing. I didn't like itthe way he spoke and waved his hands around as if he was some kind of intellectual or something. It was embarrassing. It made me feel uncomfortable – that kind of discomfort you feel when someone you like, someone close to you, suddenly starts acting like a complete idiot. And I didn't like the way he was ignoring me, either. For all the attention I was getting I might as well not have been there. I felt a stranger in my own car.

As we approached the island on that Friday afternoon, the tide was low and the Stand welcomed us home, stretched out before us, clear and dry, beautifully hazy in the heat – a raised strip of grey concrete bound by white railings and a low footpath on either side, with rough cobbled banks leading down to the water. Beyond the railings, the water was glinting with that wonderful silver light we sometimes get here in the late afternoon which lazes through to the early evening.

We were about halfway across when I saw the boy. My first thought was how odd it was to see someone walking on the Stand. You don't often see people walking around here. Between Hale and Moulton (the nearest town about thirty kilometres away on the mainland), there's nothing but small cottages, farmland, heathland and a couple of hills. So islanders don't walk because of that. If they're going to Moulton they tend to take the bus. So the only pedestrians you're likely to see around here are walkers or bird-watchers. But even from a distance I could tell that the figure ahead didn't fit into either of these categories. I wasn't sure how I knew, I just did.

As we drew closer, he became clearer. He was actually a young man rather than a boy. Although he was on the small side, he wasn't as slight as I'd first thought. He wasn't exactly muscular, but he wasn't weedy-looking either. It's hard to explain. There was a sense of strength about him, a graceful strength that showed in his balance, the way he held himself, the way he walked....

- 31 In the first paragraph, what is Caitlin's main point about the island?
- A It can be dangerous to try to cross from the mainland.
 - B It is much smaller than it looks from the mainland.
 - C It is only completely cut off at certain times.
 - D It can be a difficult place for people to live in.
- 32 What does Caitlin suggest about her father?
- A His writing prevents him from doing things he wants to with his family.
 - B His initial reaction to his son's request is different from usual.
 - C His true feelings are easily hidden from his daughter.
 - D His son's arrival is one event he will take time off for.
- 33 Caitlin emphasises her feelings of discomfort because she
- A is embarrassed that she doesn't understand what her brother is talking about.
 - B feels confused about why she can't relate to her brother any more.
 - C is upset by the unexpected change in her brother's behaviour.
 - D feels foolish that her brother's attention is so important to her.
- 34 In the fourth paragraph, what is Caitlin's purpose in describing the island?
- A to express her positive feelings about it
 - B to explain how the road was built
 - C to illustrate what kind of weather was usual
 - D to describe her journey home
- 35 In 'because of that' in line 31, 'that' refers to the fact that
- A locals think it is odd to walk anywhere.
 - B it is easier for people to take the bus than walk.
 - C people have everything they need on the island.
 - D there is nowhere in particular to walk to from the island.
- 36 What do we learn about Caitlin's reactions to the boy?
- A She felt his air of confidence contrasted with his physical appearance.
 - B She was able to come up with a reason for him being there.
 - C She realised her first impression of him was inaccurate.
 - D She thought she had seen him somewhere before.

Part 6

You are going to read a newspaper article in which a former ballet dancer talks about the physical demands of the job. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (37 – 42). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

Good preparation leads to success in ballet dancing



A former classical ballet dancer explains what ballet training actually involves.

What we ballet dancers do is instinctive, but instinct learnt through a decade of training. A dancer's life is hard to understand, and easy to misinterpret. Many a poet and novelist has tried to do so, but even they have chosen to interpret all the hard work and physical discipline as obsessive. And so the idea persists that dancers spend every waking hour in pain, bodies at breaking point, their smiles a pretence.

As a former dancer in the Royal Ballet Company here in Britain, I would beg to question this.

37 With expert teaching and daily practice, its various demands are easily within the capacity of the healthy human body. Contrary to popular belief, there is no need to break bones or tear muscles to achieve ballet positions. It is simply a question of sufficient conditioning of the muscular system.

Over the course of my dancing life I worked my way through at least 10,000 ballet classes. I took my first at a school of dance at the age of seven and my last 36 years later at the Royal Opera House in London. In the years between, ballet class was the first thing I did every day. It starts at an early age, this daily ritual, because it has to.

38 But for a ballet dancer in particular, this lengthy period has to come before the effects of adolescence set in, while maximum flexibility can still be achieved.

Those first classes I took were remarkably similar to the last. In fact, taking into account the occasional new idea, ballet classes have changed little since 1820, when the details of ballet technique were first written down, and are easily recognised in any country. Starting with the left hand on the barre, the routine unrolls over some 75 minutes. **39** Even the leading dancers have to do it.

These classes serve two distinct purposes: they are the way we warm our bodies and the mechanism by which we improve basic technique. In class after class, we prove the old saying that 'practice makes perfect'. **40** And it is also this daily repetition which enables us to strengthen the muscles required in jumping, spinning or lifting our legs to angles impossible to the average person.

The human body is designed to adapt to the demands we make of it, provided we make them carefully and over time. **41** In the same way, all those years of classes add up to a fit-for-purpose dancing machine. This level of physical fluency doesn't hurt; it feels good.

42 But they should not be misled: there is a difference between hard work and hardship. Dancers have an everyday familiarity with the first. Hardship it isn't.

- | | |
|---|---|
| <p>A Through endless tries at the usual exercises and frequent failures, ballet dancers develop the neural pathways in the brain necessary to control accurate, fast and smooth movement.</p> <p>B The ballet shoe offers some support, but the real strength is in the muscles, built up through training.</p> <p>C As technology takes away activity from the lives of many, perhaps the ballet dancer's physicality is ever more difficult for most people to imagine.</p> <p>D Ballet technique is certainly extreme but it is not, in itself, dangerous.</p> | <p>E The principle is identical in the gym – pushing yourself to the limit, but not beyond, will eventually bring the desired result.</p> <p>F No one avoids this: it is ballet's great democratiser, the well established members of the company working alongside the newest recruits.</p> <p>G It takes at least a decade of high-quality, regular practice to become an expert in any physical discipline.</p> |
|---|---|

Part 7

You are going to read a newspaper article about a young professional footballer. For questions **43 – 52**, choose from the sections (**A – D**). The sections may be chosen more than once.

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

Which paragraph

states how surprised the writer was at Duncan's early difficulties?	43	<input type="text"/>
says that Duncan sometimes seems much more mature than he really is?	44	<input type="text"/>
describes the frustration felt by Duncan's father?	45	<input type="text"/>
says that Duncan is on course to reach a high point in his profession?	46	<input type="text"/>
suggests that Duncan caught up with his team-mates in terms of physical development?	47	<input type="text"/>
explains how Duncan was a good all-round sportsperson?	48	<input type="text"/>
gives an example of how Gavin reassured his son?	49	<input type="text"/>
mentions Duncan's current club's low opinion of him at one time?	50	<input type="text"/>
mentions a personal success despite a failure for the team?	51	<input type="text"/>
explains how Duncan and his father are fulfilling a similar role?	52	<input type="text"/>

Rising Star

Margaret Garellly goes to meet Duncan Williams, who plays for Chelsea Football Club.

- A** It's my first time driving to Chelsea's training ground and I turn off slightly too early at the London University playing fields. Had he accepted football's rejections in his early teenage years, it is exactly the sort of ground Duncan Williams would have found himself running around on at weekends. At his current age of 18, he would have been a bright first-year undergraduate mixing his academic studies with a bit of football, rugby and cricket, given his early talent in all these sports. However, Duncan undoubtedly took the right path. Instead of studying, he is sitting with his father Gavin in one of the interview rooms at Chelsea's training base reflecting on Saturday's match against Manchester City. Such has been his rise to fame that it is with some disbelief that you listen to him describing how his career was nearly all over before it began.
- B** Gavin, himself a fine footballer – a member of the national team in his time – and now a professional coach, sent Duncan to three professional clubs as a 14 year-old, but all three turned him down. 'I worked with him a lot when he was around 12, and it was clear he had fantastic technique and skill. But then the other boys shot up in height and he didn't. But I was still upset and surprised that no team seemed to want him, that they couldn't see what he might develop into in time. When Chelsea accepted him as a junior, it was made clear to him that this was more of a last chance than a new beginning. They told him he had a lot of hard work to do and wasn't part of their plans. Fortunately, that summer he just grew and grew, and got much stronger as well.'
- C** Duncan takes up the story: 'The first half of that season I played in the youth team. I got lucky – the first-team manager came to watch us play QPR, and though we lost 3-1, I had a really good game. I moved up to the first team after that performance.' Gavin points out that it can be beneficial to be smaller and weaker when you are developing – it forces you to learn how to keep the ball better, how to use 'quick feet' to get out of tight spaces. 'A couple of years ago, Duncan would run past an opponent as if he wasn't there but then the other guy would close in on him. I used to say to him, "Look, if you can do that now, imagine what you'll be like when you're 17, 18 and you're big and quick and they won't be able to get near you." If you're a smaller player, you have to use your brain a lot more.'
- D** Not every kid gets advice from an ex-England player over dinner, nor their own private training sessions. Now Duncan is following in Gavin's footsteps. He has joined a national scheme where people like him give advice to ambitious young teenagers who are hoping to become professionals. He is an old head on young shoulders. Yet he's also like a young kid in his enthusiasm. And fame has clearly not gone to his head; it would be hard to meet a more likeable, humble young man. So will he get to play for the national team? 'One day I'd love to, but when that is, is for somebody else to decide.' The way he is playing, that won't be long.

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CAMBRIDGE

English

First

D251/02

Writing

Time 1 hour 20 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer the Part 1 question and one question from Part 2.

Write your answers on the answer sheet.

Write clearly in **pen**, not pencil. You may make alterations, but make sure your work is easy to read.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

Each question in this paper carries equal marks.

Part 1

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

- 1 In your English class you have been talking about the environment. Now, your English teacher has asked you to write an essay.

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



Every country in the world has problems with pollution and damage to the environment.
Do you think these problems can be solved?

Notes

Write about:

1. transport
2. rivers and seas
3. (your own idea)

Part 2

Write an answer to **one** of the questions **2 – 4** in this part. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the answer sheet.

- 2** You see this announcement in your college English-language magazine.

Book reviews wanted

Have you read a book in which the main character behaved in a surprising way?

Write us a review of the book, explaining what the main character did and why it was surprising. Tell us whether or not you would recommend this book to other people.

The best reviews will be published in the magazine.

Write your **review**.

- 3** You see this announcement on an English-language website.

Articles wanted**The most useful thing I have ever learned.**

What is the most useful thing you have learned?
Who did you learn it from? Why is it useful?

Write us an article answering these questions.

We will publish the best articles on our website.

Write your **article**.

- 4** You have received this email from your English-speaking friend David.

From: David

Subject: touring holiday

Some college friends of mine are visiting your area soon for a week's touring holiday. They would like to travel around and learn about your local area and its history.

Can you tell me about some of the places they could visit? What's the best way to travel around – car, bike or coach?

Thanks,

David

Write your **email**.

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First

Listening

D251/03

Sample Test 1

Time Approximately 40 minutes (including 5 minutes' transfer time)

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 5 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are four parts to the test.

Each question carries one mark.

You will hear each piece twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Part 1

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

- 1** You hear a message on a telephone answering machine.

Why is the speaker calling?

- A** to confirm some arrangements
- B** to issue an invitation
- C** to persuade someone to do something

- 2** You hear two people talking about a water-sports centre.

The man says the centre should

- A** pay more attention to safety.
- B** offer activities for small children.
- C** provide all the equipment needed.

- 3** You hear a professional tennis player talking about her career.

What annoys her most about interviewers?

- A** their belief that she leads a glamorous life
- B** their assumption that she's motivated by money
- C** their tendency to disturb her while she's travelling

- 4** You hear a poet talking about his work.

What is he doing?

- A** giving his reasons for starting to visit schools
- B** justifying the childlike nature of some of his recent poems
- C** explaining that his poems appeal to people of different ages

- 5 You hear two people talking about a programme they saw on TV.

The woman thinks the programme was

- A irritating.
- B sad.
- C uninformative.

- 6 You hear two people talking about an ice-hockey game they've just seen.

How does the girl feel about it?

- A pleased to have had the experience
- B relieved that she'd dressed appropriately
- C impressed by the performance of the team

- 7 You overhear two friends talking about a restaurant.

What do they both like about it?

- A the presentation of the food
- B the atmosphere of the place
- C the originality of the cooking

- 8 You hear a man talking on the radio.

What type of information is he giving?

- A a travel announcement
- B a weather forecast
- C an accident report

Part 2

You will hear a woman called Angela Thomas, who works for a wildlife organisation, talking about the spectacled bear.

For questions 9 – 18, complete the sentences with a word or short phrase.

Spectacled Bears



Angela says that it was the (9) of the spectacled bear
that first interested her.

Angela mentions that the bear's markings can be found on its
(10) as well as its eyes and cheeks.

Angela is pleased by evidence that spectacled bears have been seen in
(11) areas of Argentina.

Angela says the bears usually live in (12), though they
can also be found in other places.

Spectacled bears behave differently from other types of bear during
(13), which Angela finds surprising.

Angela is upset that (14) are the biggest danger to
spectacled bears.

Angela says that spectacled bears usually eat (15)
and tree bark.

Bears climb trees and make a (16), which fascinated
Angela.

When bears eat meat, they much prefer (17) although
they do eat other creatures.

One man has produced an amusing (18) about the time he
spent studying the bears.

Part 3

You will hear five short extracts in which people are talking about their visit to a city. For questions 19 – 23, choose from the list (A – H) what each speaker liked most about the city they visited. Use the letters only once. There are three extra letters which you do not need to use.

A the efficiency of the public transport system

B the natural beauty of the scenery

Speaker 1

	19
--	----

C the variety of goods in the markets

Speaker 2

	20
--	----

D the style of the architecture

Speaker 3

	21
--	----

E the well-designed plan of the city

Speaker 4

	22
--	----

F the helpfulness of the people

Speaker 5

	23
--	----

G the range of leisure opportunities

H the standard of the accommodation

Part 4

You will hear part of a radio interview with a woman called Rachel Reed, who works in a commercial art gallery, a shop which sells works of art. For questions **24 – 30**, choose the best answer (**A, B or C**).

- 24** What does Rachel say about her job title?
- A** It makes her feel more important than she is.
 - B** It gives people the wrong idea about her work.
 - C** It is appropriate for most of the work she does.
- 25** What is the most common reason for the gallery not exhibiting an artist's work?
- A** The subject matter is unsuitable.
 - B** It is not of a high enough quality.
 - C** The gallery manager doesn't like it.
- 26** When can phone calls from artists be difficult for Rachel?
- A** when their work doesn't sell
 - B** when they don't receive payments
 - C** when their work is not accepted
- 27** Why does Rachel include a commentary in the catalogue?
- A** It gives background information about the artist.
 - B** It encourages people to buy paintings over the phone.
 - C** It tells people what experts think of the work.
- 28** What does Rachel say about administrative work?
- A** She is able to leave a lot of it to others.
 - B** She would like to have an assistant to help with it.
 - C** She finds it hard to get it all organised.

29 What is Rachel's role in the service the gallery offers to large companies?

- A** making initial contacts
- B** responding to enquiries
- C** promoting a certain type of art

30 What does Rachel find most enjoyable about her job?

- A** meeting interesting people
- B** the fact that it's unpredictable
- C** being close to works of art

Part 1

2 minutes (3 minutes for groups of three)

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

And your names are?

Can I have your mark sheets, please?

Thank you.

- Where do you live, (Candidate A)?
- And you, (Candidate B)?

First we'd like to know something about you.

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

Likes and dislikes

- How do you like to spend your evenings? (What do you do?) (Why?)
- Do you prefer to spend time on your own or with other people? (Why?)
- Tell us about a film you really like.
- Do you like cooking? (What sort of things do you cook?)

Special occasions

- Do you normally celebrate special occasions with friends or family? (Why?)
- Tell us about a festival or celebration in (candidate's country).
- What did you do on your last birthday?
- Are you going to do anything special this weekend? (Where are you going to go?) (What are you going to do?)

Media

- How much TV do you watch in a week? (Would you prefer to watch more TV than that or less? (Why?)
- Tell us about a TV programme you've seen recently.
- Do you use the internet much? (Why? / Why not?)
- Do you ever listen to the radio? (What programmes do you like?) (Why?)

1 Helping others

2 Gardens

Part 2

4 minutes (6 minutes for groups of three)

Interlocutor

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

(Candidate A), it's your turn first. Here are your photographs. They show **people who are helping other people in different situations**.

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

I'd like you to compare the photographs, and say **how important it is to help people in these situations**.

All right?

Candidate A

⌚ 1 minute

.....

Interlocutor

Thank you.

(Candidate B), **do you find it easy to ask for help when you have a problem?**
(Why? / Why not?)

Candidate B

⌚ approximately
30 seconds

.....

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Now, (Candidate B), here are your photographs. They show **people spending time in different gardens**.

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

I'd like you to compare the photographs, and say **what you think the people are enjoying about spending time in these gardens**.

All right?

Candidate B

⌚ 1 minute

.....

Interlocutor

Thank you.

(Candidate A), **which garden would you prefer to spend time in?** (Why?)

Candidate A

⌚ approximately
30 seconds

.....

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

How important is it to help people in these situations?

1



What are the people enjoying about spending time in these gardens?

2



21 Holiday resort

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

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

Part 3

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

I'd like you to imagine that a town wants more tourists to visit. Here are some ideas they're thinking about and a question for you to discuss. First you have some time to look at the task.

Place **Part 3** booklet, open at **Task 21**, in front of the candidates. Allow 15 seconds.

Now, talk to each other about **why these ideas would attract more tourists to the town**.

Candidates

⌚ 2 minutes
(3 minutes for groups of three)

.....

Interlocutor Thank you.

Now you have about a minute to decide **which idea would be best for the town**.

Candidates

⌚ 1 minute
(for pairs and groups of three)

.....

Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

Part 4

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

- Do you think you have to spend a lot of money to have a good holiday? (Why? / Why not?)
- Some people say we travel too much these days and shouldn't go on so many holidays. What do you think?
- Do you think people have enough time for holidays these days? (Why? / Why not?)
- Why do you think people like to go away on holiday?
- What do you think is the biggest advantage of living in a place where there are a lot of tourists?
- What can people do to have a good holiday in (candidate's country)? (Why?)

Select any of the following prompts, as appropriate:

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

Thank you. That is the end of the test.

**Why would these ideas
attract more tourists to
the town?**

**building a large
nightclub**

building holiday flats

**putting up security
cameras**

providing parks

having more shops

READING AND USE OF ENGLISH | SAMPLE PAPER 1

Answer key

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

Q	Part 2
9	where
10	so
11	myself
12	in
13	which/that
14	out/on/at
15	from
16	any

Q	Part 3
17	producer
18	illness(es)
19	effective
20	scientists
21	addition
22	pressure
23	disadvantage
24	spicy

Q	Part 4
25	a good idea to go
26	talented that he/she
27	if he/she knew what/the
28	spent/took/was a long time
29	are/is said to be OR it is said are/is
30	not call off OR you/we didn't/ did not call off

Q	Part 5
31	C
32	D
33	C
34	A
35	D
36	C

Q	Part 6
37	D
38	G
39	F
40	A
41	E
42	C

Q	Part 7
43	A
44	D
45	B
46	D
47	B
48	A
49	C
50	B
51	C
52	D

LISTENING | SAMPLE PAPER 1

Answer key

Q	Part 1	Q	Part 2	Q	Part 3	Q	Part 4
1	B	9	(great) name	19	G	24	C
2	B	10	chest	20	B	25	B
3	A	11	northern	21	A	26	C
4	C	12	forests	22	H	27	A
5	C	13	(the) winter	23	F	28	A
6	A	14	(the/some) human(s)			29	A
7	A	15	berries			30	B
8	A	16	(a) platform				
		17	(small/little) mice				
		18	(funny) diary				

In Part 2, bracketed words/letters/characters do not have to appear in the answer.

Question 1

Candidate A

To begin with pollution and damage to the environment is the most serious and difficult problem for countries of all over the world. Scientists of different countries predict a global ecocatastrophe if people won't change their attitude to our planet.

First of all a huge damage to the environment brings a transport. People can't imagine their living without cars, buses, trains, ships and planes. But it's an open secret that one of disadvantage of these accustomed things is harmful exhaust. Needless to say that use of environment friendly engines helps us to save atmosphere from pollution.

In addition to this our rivers and seas are in not less danger situation. It's a fact of common knowledge that numerous factories and plants pour off their waste to ponds. Obviously that cleaning manufacturing water helps to avoid extinction of ocean residents.

Apart from this I'm inclined to believe that every person can and must contribute to solving this important problem. Doing a little steps for protection our environment every day we will be able to save our Earth. And it's a task of each of us.

Examiner comments

Subscale	Mark	Commentary
Content	4	<p>All content is relevant to the task. However, the target reader is on the whole informed, rather than being fully informed. Both numbered points (transport; rivers and seas) are referred to with some discussion of the problems caused (<i>harmful exhaust</i>; factories which <i>pour off their waste to ponds</i>) and some limited mention of solutions.</p> <p>No tangible 3rd aspect of environmental damage is discussed.</p> <p>While the writer does conclude with a strong statement of opinion (<i>every person can and must</i>) the reader is not fully informed on the solutions proposed (<i>Doing a little steps for protection our environment every day we will be able to save our Earth</i>).</p>
Communicative Achievement	3	<p>The essay is written in a consistently neutral register and the format is appropriate for the communicative task, using more formal language to introduce the ideas within the text (<i>To begin with</i>; <i>First of all</i>; <i>It's a fact of common knowledge</i>).</p> <p>There is a clear essay structure with an opening statement, topic paragraphs and a conclusion which sums up the writer's point of view.</p> <p>Straightforward ideas are communicated to the target reader but when more complex ideas are attempted these are sometimes not as successful (<i>Obviously that cleaning manufacturing water helps to avoid extinction of ocean residents</i>).</p>
Organisation	3	<p>The text is generally well organised and coherent using a variety of linking words and cohesive devices, particularly to introduce the ideas throughout the text (<i>To begin with</i>; <i>In addition to this</i>; <i>Needless to say</i>; <i>Apart from this</i>).</p> <p>The essay is clearly organised into paragraphs, which each deal with one idea. Occasionally the follow-up examples are not as clearly connected as they could be. For example, they discuss how factories pollute pond water and then offer a solution which would help <i>ocean residents</i>.</p>
Language	3	<p>There is a range of everyday vocabulary used appropriately with some attempt to use more sophisticated lexis (<i>a global ecocatastrophe</i>; <i>atmosphere</i>; <i>common knowledge</i>; <i>factories and plants</i>; <i>inclined to believe</i>; <i>must contribute to solving</i>).</p> <p>There is a range of simple and some more complex grammatical forms used, and although there are errors, these do not impede communication (<i>a huge damage</i>; <i>People can't imagine their living without cars</i>; <i>one of disadvantage</i>; <i>in not less danger situation</i>).</p>

WRITING | SAMPLE PAPER 1

Question 1

Candidate B

I think that my country has problems with pollution to the environment like all other countries. This problem is normal for Russia. We have big problems with transport because there are too much cars in our country. And because of that we have problems with atmospeer, air in my city and in all Russia is really dirty and sometimes I can't make a sigh because it smells around me and of course around that cars on the road. I've heard about tradition of one country. They don't go anywhere by car one day a month or a year, they just use bycicle or their feet. I think it could be very good if we had a tradition like that.

So, what about the rivers and the seas? Yeah, there are some really good and clean rivers and seas where you can go, but there are not many of them. Once I saw the river OB in my city, it was about two years ago but I stil remember that in some places it was not blue, it was green or purple I didn't really understand because it had different colours.

I don't know what should we do. Maybe we should just open our eyes and look what we did. But Russian people don't care about the world around them many people care only about themselves an that's all.

So, the best idea is look around and try to do something good for our planet and for us and our children.

Examiner comments

Subscale	Mark	Commentary
Content	3	<p>All content is relevant to the task but the target reader is on the whole informed rather than fully informed as, the central question as to whether or not the problems can be solved has not really been addressed.</p> <p>The candidate discusses the environmental impact of transport and the cleanliness of rivers, and provides one suggested solution for the problem of transport (<i>They don't go anywhere by car one day a month</i>). The writer's opinion is clear in <i>I think it could be very good if we had a tradition like that</i>.</p> <p>No solutions are discussed for rivers and seas, and no third aspect of environmental damage is provided.</p>
Communicative Achievement	3	<p>The conventions of essay writing are used; there is an opening statement and a development of the subject matter, with a conclusion at the end.</p> <p>The register is suitably neutral for the most part, although the use of a colloquial <i>yeah</i> is not consistent with the rest of the essay. The essay is written for the most part in an objective way, but there is use of personal, subjective examples (<i>Once I saw the river; I can't make a sigh</i>), which lessen the impact of the bigger problems.</p> <p>The target reader's attention is held and straightforward ideas are communicated.</p>
Organisation	3	<p>The text is generally well organised and coherent. It is separated into paragraphs and the punctuation is generally used effectively, although there are some long sentences (<i>And because of that we have problems with atmospeer, air in my city and in all Russia is really dirty and sometimes I can't make a sigh because it smells around me and of course around that cars on the road</i>).</p> <p>There is a variety of linking words (<i>because; and; So; because of that</i>) and some cohesive devices such as referencing pronouns, relative clauses and rhetorical questions to connect the ideas within the text.</p>
Language	3	<p>There is a range of everyday vocabulary used appropriately, and although there are errors, they do not impede communication (<i>atmospeer; bycicle; sigh</i>).</p> <p>There is a range of simple and some more complex grammatical forms: past and present verbs forms are used with a good degree of control.</p>

Question 1

Candidate C

DEVELOPMENT VS ENVIRONMENT

If we surf the web looking for pollution and environmental catastrophes, we will find out that every country in the world suffers them. This is a natural consequence of the struggle between development and environment.

If a country decided to live isolated from the rest of the world, living on what it can naturally grow and produce, it surely wouldn't be highly polluted. But we all want exotic food and technological items from all over the world, so we have to pay the price.

Investing on electrical transport would benefit the environment a lot. Even more if this electricity came from a natural source of energy like wind, rivers and solar boards. It's difficult to achieve this because petrol companies will fight against these actions.

We also have to take care of our rivers and seas. We all have heard about factories throwing highly toxic substances to rivers, without minimizing their poisoning effects. A really strict law should be applied to fine these factories and make them change their policy.

But what about ourselves? We also can do a lot! If, when possible, we bought larger packs of food, we would be producing less rubbish. And this is only an example!

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant to the task and the target reader is fully informed.</p> <p>Transport is discussed with suggestions of how using different forms of transport would help the environment (<i>Investing on electrical transport would benefit the environment a lot</i>). The candidate then evaluates the suggestion (<i>It's difficult to achieve this ...</i>).</p> <p>Water pollution is described and a solution is offered (<i>A really strict law should be applied to fine these factories</i>). The writer's opinion is clear in the choice of modal <i>should</i>.</p> <p>A third aspect (waste reduction) is introduced in the final paragraph with a suggestion about how to achieve this (<i>If, when possible, we bought larger packs of food ...</i>). The writer's opinion is expressed clearly (<i>We also can do a lot!</i>).</p>
Communicative Achievement	5	<p>The conventions of the essay format are used effectively to hold the target reader's attention.</p> <p>There is an introductory paragraph which outlines the issues in general terms, and the concluding paragraph sums up in more concrete terms, what we, the readers can do to help.</p> <p>The register is consistently appropriate and the subject matter is dealt with in an objective manner, for example <i>Investing on electrical transport; If a country decided</i>.</p> <p>Straightforward and complex ideas are communicated (<i>It's difficult to achieve this because petrol companies will fight against these actions</i>).</p>
Organisation	4	<p>The essay is well organised and coherent using a variety of cohesive devices.</p> <p>The paragraphs are introduced in a variety of ways, using grammatical structures rather than obvious linkers (<i>If we surf the web; If a country decided; Investing on; We also have to; But what about</i>). More could be done to link across the paragraphs, to make them less independent, but the overall effect is of a cohesive text.</p>
Language	5	<p>There is a wide range of vocabulary, including less common lexis used appropriately (<i>environmental catastrophes; highly polluted; exotic food; highly toxic substances; minimizing their poisoning effects; change their policy</i>).</p> <p>There is a range of simple and complex grammatical forms used with a good degree of control and flexibility to convey certain ideas succinctly, for example, <i>This is a natural consequence of the struggle between development and environment; we all want exotic food and technological items from all over the world, so we have to pay the price</i>.</p> <p>There are minimal errors which do not impede communication.</p>

WRITING | SAMPLE PAPER 1

Question 2

Candidate D

"Life of Buddah": A Book Review

What would you do if you were born as a prince with all the exclusive facilities to enjoy this material world? yes, most of people will celebrate and enjoy every single right that they have as a son of a king. Beautiful women, money, parties and all senses' gratification stuff. Surprisingly, it didn't work that way for little Gautama who in the future would be a Buddah.

In the book "Life of Buddha", it is told that Gautama was born as a prince. He got all the facilities to make him being comfortable staying in the palace. The king didn't allow him to get out from the palace for outside of the palace is the place of real life happened.

One day, the king asked him to get married but the prince rejected it and decided to leave the palace instead. There, he started his spiritual journey and later on had self realization and became a buddha.

This book is suitable for you who like to read about someone's autobiography and life's lesson. As a reader I can say that I learn a lot from this book. High recommended as something to read before going to bed!

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All the content is relevant and the target reader is fully informed.</p> <p>The review gives details about a book which contains a character who does something surprising (<i>Gautama was born as a prince; (he) decided to leave the palace instead; (he) had self realization and became a buddha</i>).</p> <p>The candidate recommends the book by explaining what they liked about it and saying who would find it enjoyable.</p>
Communicative Achievement	3	<p>The review uses the conventions of the communicative task to hold the reader's attention. The candidate introduces the topic of the book and the subject matter in an engaging way, using a rhetorical question, then summarises some of the events in the narrative (<i>In the book; it is told that; One day; the king; later on</i>).</p> <p>Straightforward ideas are communicated. Information is given about some of the characters and main events, and the writer concludes with their opinions of the book (<i>This book is suitable for; I can say that; High recommended as ...</i>).</p>
Organisation	3	<p>The text is generally well organised and coherent. It moves from general information in the introduction, to more specific details about the story in the next two paragraphs and concludes with an appropriate summary and opinion about the book. A variety of linking words and cohesive devices are used in the text, including reference pronouns (<i>it didn't work that way for little Gautama; he; him; One day; and; there; later on; This book</i>).</p>
Language	3	<p>A range of everyday vocabulary is used appropriately, and although there are some errors (<i>facilities; all senses' gratification stuff</i>) there is also some good use of less common lexis (<i>started his spiritual journey</i>).</p> <p>Both simple and more complex grammatical forms are used with a good degree of control (<i>What would you do if you were born; who in the future would be a Buddah; before going to bed</i>).</p> <p>Errors do not impede communication.</p>

Question 3

Candidate E

The most useful thing I have ever learned

The most useful thing i have learned is surely speaking English. I've been studing English for nine years till now. I used to take regular classes in these language which i found very interesting. Also, i learn English in school, my teacher is awesome but strict, so i have to study constantly. But most of all, i learn English, watching movies, TV shows. Allso cartoons when i was younger. When i came across a movie which was subtitled i turned the subtitle off. I enjoy wathing TV and movies on English.

English is the most spoken language across the world. It is studied all over the world. In order to get in a conversation with a stranger from other country, you need to speak English. I'm a swimmer, so i go on competissions in many countries, and in all of those countries i speak English. I want to study abroad when i finish highschool, so i'll defenetly need English.

All in all, i enjoy speaking it, writing it, and I'm very glad I got to learn it, i find it very useful.

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The article describes the most useful thing which the writer has learned: <i>speaking English</i>, and explains why it is useful (<i>English is the most spoken language across the world. i go on competissions in many countries ... in all of those countries, i speak English</i>).</p> <p>The second aspect of the task is discussed in detail and various methods of learning are described (<i>I used to take regular classes; i learn English in school; watching movies, TV shows. Allso cartoons</i>).</p>
Communicative Achievement	3	<p>The conventions of writing an article are used appropriately to hold the reader's attention. The tone is friendly and informative and the topic is clearly introduced and developed through the paragraphs. The subject is appropriate for the English website and straightforward ideas are communicated. The conclusion summarises the candidate's opinions and rounds off the article, re-stating the main points of the question (<i>All in all ... I'm very glad I got to learn it, i find it very useful</i>).</p>
Organisation	3	<p>The text is generally well organised and coherent. There is a clear structure to the whole text, an introduction of the topic, paragraphs dealing with different aspects, and a neat conclusion.</p> <p>There are a variety of linking words and cohesive devices used to connect ideas across sentences and paragraphs (<i>which i found; Also; so; But most of all; It is studied; In order to; those countries; All in all</i>).</p>
Language	3	<p>A range of everyday vocabulary is used appropriately and some attempts are made to use less common lexis (<i>awesome but strict; study constantly; came across; subtitle</i>).</p> <p>The writer uses both simple and some more complex grammatical forms with a good degree of control.</p> <p>There are some slips with plural/singular pronouns (<i>these language</i>) and some prepositions (<i>on English; other country</i>), as well as a few errors with spelling (<i>studing; Allso; wathing; competissions</i>) but these do not impede communication.</p>

WRITING | SAMPLE PAPER 1

Question 4

Candidate F

Dear David,

I'm glad your friends are visiting my area soon for a week's touring holiday. I have many ideas what I can show them and tell about.

In my opinion the best way to travel around will be by bike because of small distances between the places and views are amazing.

My area includes also beautiful Baltic Sea which many tourist visit especially in summer. Your friends could sunbath or swim if they would like but the water is quite cold in this season. Beautiful sightseeing of sunrise is the best memorise!

You wrote that they are intrested in history of my local area. That's great! We have museum of our local history where I can go with them. Tickets are not so expensive and I can think about some discount.

What do you think about it? Would you mind send me some your ideas?

I look forward to hearing from you soon.

Best wishes,

Sam

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The candidate responds to the questions that have been asked and gives details about the places David's friends can visit (<i>Baltic Sea; museum of our local history</i>).</p> <p>The email explains that the best mode of transport is bike, <i>because of small distances between the places and views are amazing</i>.</p>
Communicative Achievement	3	<p>The conventions of the task are used to hold the reader's attention. The response is written in an informal, friendly but polite tone, which is appropriate for the task. The conventions for opening and closing an email of this type are used appropriately, as well as standard phrases for communication to a friend (<i>You wrote that; What do you think about it; I look forward to hearing from you soon; Best wishes</i>).</p> <p>Straightforward ideas are communicated. Information and advice are given and the overall tone is enthusiastic and positive.</p>
Organisation	4	<p>The text is well organised and coherent and uses the input email well to structure the response (<i>I'm glad your friends are visiting; I have many ideas; In my opinion; My area includes also; which many; Your friends could; You wrote that; That's great</i>).</p> <p>A variety of linking words (<i>because of</i>) and cohesive devices, such as substitution and referencing, are used across some sentences and to connect simple ideas.</p>
Language	3	<p>There is a range of everyday vocabulary used which is relevant to the topic (<i>beautiful Baltic Sea; many tourist visit; in this season; Tickets are not so expensive</i>).</p> <p>There is a range of simple and some complex grammatical forms used with a good degree of control, e.g. modals, present and past forms of verbs.</p> <p>There are some errors (<i>My area includes also; send me some your ideas</i>) and some spelling mistakes (<i>sunbath; memorise; intrested</i>) but these do not impede communication.</p>