

Reading and Use of English • 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 swapped B varied C replaced D differed

0	<input checked="" type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
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Ballet dancer by chance

After five years of karate lessons, Hans Jensen, 13, (0) his black belt for ballet shoes. Hans (1) his first public performance only a year ago when he danced in 'The Nutcracker' with the local dance school. Hans's mother said 'He was actually helping (2) his little sister. She was very shy on stage until her brother was given a small part as a soldier. Hans enjoyed it so much that he (3) himself in ballet classes.'

Hans has already (4) attention in the ballet world and recently won a scholarship to join the Royal Ballet School. He loves it there and is working hard to increase his (5) of dance steps. 'I want to become stronger, (6) experience and learn as much as I can,' he said.

His teacher, Yevgen Gregorevic, who has danced professionally in a variety of lead (7) , said, 'Hans has natural ability and always works hard.' Hans has (8) himself the goal of one day dancing for the Bolshoi Ballet.

- | | | | | |
|---|------------|------------|-----------|--------------|
| 1 | A gave | B showed | C put | D passed |
| 2 | A with | B out | C off | D on |
| 3 | A enrolled | B admitted | C entered | D introduced |
| 4 | A paid | B achieved | C taken | D attracted |
| 5 | A range | B volume | C total | D scale |
| 6 | A collect | B raise | C add | D gain |
| 7 | A posts | B jobs | C roles | D places |
| 8 | A set | B thought | C decided | D put |

Reading and Use of English • 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 I T S

Camels

The most distinctive feature of a camel is the hump, or humps, on (0) back. In these humps camels store fat (9) is used as energy when they don't have access to food. They can put (10) with very difficult conditions, drinking only a little (11) no water for up to seven days. When they reach a place where they can drink, they soak up water (12) a sponge – they can drink 135 litres in 13 minutes! And their mouths are (13) tough that they can eat most types of plant.

Camels (14) thought by many to have poor hearing. But although their ears are small, their hearing is actually very sharp. Camels can be almost any shade of brown, from pale cream to almost black and they have long necks to allow them to reach high branches. Despite the (15) that camels can be trained as useful working animals, they don't always do (16) is expected!

Reading and Use of English • 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 S K I L L F U L

Playing chess

SKILL

Have you ever played chess? Some say you need to be very (0) to play it well but it is quite easy to learn. I started learning when I was only six years old and it helped me develop my powers of (17) If you want to achieve (18) as a chess player, the main requirement is an ability to analyse a situation (19) Chess even helped me find various (20) to the mathematical problems I was given for homework.

CONCENTRATE

SUCCEED

EFFECTIVE

SOLVE

PATIENT

At first, one of my big problems was not having enough (21) Learning chess at school taught me the importance of waiting to make the right move! My teacher was critical of my tendency not to think (22) before making a move. I discovered that every single error in chess gets instant (23) , enabling your opponent to take control and putting you at a great (24) in the game.

CARE

PUNISH

ADVANTAGE

Turn over ►

6
Reading and Use of English • 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 Prizes are given out when the school year finishes.

PLACE

Prize giving end of each school year.

The gap can be filled by the words 'takes place at the', so you write:

Example: 0 TAKES PLACE AT THE

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

- 25 It's been over six months since I last saw Dan.

SEEN

Iover six months.

- 26 The match went ahead despite the wet weather.

EVEN

The match went ahead raining.

- 27 "You took the last piece of chocolate!" Hannah said to Paul.

ACCUSED

Hannah the last piece of chocolate.

- 28 Marian only arrived at the party at 9 o'clock, so her friends were a bit annoyed.

TURN

Marian at the party until 9 o'clock, so her friends were a bit annoyed.

- 29 I only went to see that film because you told me how good it was.

HAVE

I to see that film if you hadn't told me how good it was.

- 30 Advance payment isn't necessary for attendance at school clubs.

IN

You don't need..... to attend school clubs.

Turn over ►

9

- 31 What is the writer's purpose in the first paragraph?
- A to explain why Sandy was in this difficult situation
 - B to give relevant details of Sandy's character
 - C to introduce the fact that Sandy was facing a challenge
 - D to describe how Sandy was planning to solve a problem
- 32 What does the writer suggest about Sandy's clothes?
- A They made it unlikely that she would be spotted.
 - B She was wearing them because she belonged to a skiing team.
 - C They were too heavy for the conditions.
 - D She had chosen them with care.
- 33 The writer says that Sandy 'reapproached herself' in line 33 to show that she
- A felt sorry for herself.
 - B was annoyed with herself.
 - C was angry with Michael.
 - D was worried about Michael.
- 34 Why did Sandy start skiing down the slope?
- A She began moving by accident.
 - B She thought it was the only option she had.
 - C She didn't realise how fast she would have to go.
 - D She didn't want to admit it was too difficult for her.
- 35 How did Sandy try to cope as she skied down the slope?
- A She focused on staying upright.
 - B She asked if anyone could help her.
 - C She did her best to reach the bottom quickly.
 - D She remembered advice from her skiing lessons.
- 36 What do we learn about Sandy in the final paragraph?
- A She is an adventurous person.
 - B She prefers books to sport.
 - C She admires a character from fiction.
 - D She wishes she skied better than Simone.

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Reading and Use of English • Part 5

You are going to read an extract from a novel about an American teenager called Sandy, who is on a skiing trip. 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.

'How did I ever manage to get myself into this?' Sandy wondered aloud and then groaned, although no one was there to hear her. She looked down again from the top of the slope and quickly shut her eyes to block out the sight. 'Help!' she said pleadingly in barely more than a whisper with her eyes still closed. 'Michael? Anyone? Please, oh please... somebody help me out of this mess!' She was louder the second time, but without anyone nearby to respond – not even Michael, her best friend – it did little to resolve her present dilemma.

At thirteen, short-haired Sandy was quite tall for her age, but thin, which only gave her an appearance of greater height. At the moment, she was dressed in a colorful, thick winter jacket that had a bold bright pink and white design sweeping across a purple background. Her smooth water-repellent pants were the same purple color as her jacket – it was obviously a fashionable, co-ordinated outfit. Warm dark purple gloves covered her hands, and her attire was topped off – literally – with a purple ski hat, scarf and stylish ski goggles. If anyone had been around to see her, dressed the way she was, she would have been clearly visible from a long distance away against the almost solid white backdrop of snow surrounding her.

Sandy opened her eyes and glanced again at the sign posted near her at the top of the slope: it was a triple diamond slope, an expert-level ski run. How had she ended up there? She reapproached herself that Michael had at least shown enough sense to get off the ski lift at an earlier opportunity to go down a more moderate slope. Absorbed by the view from near the top of the Sierra Nevada Mountain range in the Lake Tahoe area – shared between California on the west side of the range and Nevada on the east –

she had foolishly decided to ride the lift up a little further and had found herself facing this ski slope, one that was well above her slightly more than beginner-level skier abilities.

Sandy sighed deeply, tightly gripped her ski poles in her gloved hands, pointed her skis straight, and pushed back on the poles in her hands enough to cause herself to inch forward as all other avenues seemed to be closed to her. Once more than half of the length of her skis was sticking out into the air – only their back ends were still making contact with the snow at the slope's top – her balance began shifting forward, her skis followed, and she found herself rapidly picking up speed as she headed straight down the excessively challenging slope.

'How am I supposed to slow down?' Sandy shouted, but with the wind whipping by and the trees rushing past on either side of her, she could hardly hear herself. Everything she had learned about skiing in the previous two days seemed to have faded from her mind. Concentrating only on maintaining her balance, she kept her skis pointed straight downhill, which unfortunately only made her pick up more speed on the steep, icy slope.

'Simone would know how to ski expertly down this slippery slope', Sandy thought as she tried to imagine herself as Simone, international spy and heroine of the *Simone LeClerc* adventure series that Sandy loved to read. Coming up ahead of her, Sandy saw the ski lift which Michael had gotten off earlier. She desperately hoped she would find her friend among the skiers and snowboarders waiting there and she would be able to stop.

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Reading and Use of English • Part 6

You are going to read an article about a schoolboy who has come up with a clever invention. 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.

Young Inventor

Schoolboy Tim Freeman has come up with a clever idea to improve the efficiency of school buses.

Tim Freeman was just twelve years old when he came up with a revolutionary idea that would make school buses more energy efficient. This would not only save money, but also help the environment. Five years later, the schoolboy finally saw his dream come true.

It all began when Tim did a short summer course on aerodynamics, the study of the movement of air around objects. [37] He realised that the perfect candidate was his school bus. It had a very square front which meant it did not use petrol efficiently, only travelling 3km per litre, compared to a private car that can average about 8.5km per litre. He decided it was high time the vehicle was improved.

After thinking about it for a while, Tim came up with the idea of attaching a large piece of strong transparent plastic to the front of the vehicle, covering the windscreen. It would help redirect the flow of air around the bus and thus make it move forwards more easily. [38] At least, that was the theory.

While his science teachers loved the idea, Tim needed to find enough money to build a model and test it. [39] Helped by his older sister Alice, he managed to obtain a grant from an organisation that helps young people develop new ideas.

Over the next year, Tim used the money to build a

small-scale model of his invention. He did tests on it by attaching it to a mini toy school bus and seeing how it performed in a little wind tunnel he built in his garage. [40] Because of this he knew he now needed to step it up and create a life-sized version that could be put to the test on a real bus.

By the time Tim was fifteen, he had set up a team of young engineers like himself, and been helped by his sister and his local community to obtain another grant to develop his idea further. While Tim and his team were able to build the initial versions, they soon realised that they needed some expert help to really get going. [41] The person who volunteered was the one who had inspired Tim to start thinking about the project in the first place. She had taught him on the summer course when he was twelve. Along with two of her engineering students she worked with Tim through the summer to finally help him realise his dream.

The final version of Tim's invention looks rather different from his original idea. Instead of a transparent piece of plastic that covers the windscreen of the bus, it is a smooth ramp-shaped 'hat' that gets fixed to the roof of the bus. [42] In tests done on virtual and real roads it has helped increase the efficiency of school bus fuel use by 10–20%. Maybe this ingenious device will eventually help other buses and even cars become more fuel-efficient!

- | | |
|---|--|
| A So they began writing to local universities to see if anyone would provide the advice and knowledge they needed. | E He knew that was the only way to see if his design really worked. |
| B This made it clear to them that the design would have to be changed. | F This design provides the same benefits but costs less to manufacture and install. |
| C This prompted him to look for a way to use what he had learned. | G In this way, the bus would become more energy efficient. |
| D The data from these were good and his idea was looking promising. | |

Turn over ►

Teenage Summer Camps

A Adam – Nature Camp

We helped on a nature reserve for a week. We did different things every day, but I did get a bit fed up because we had cheese sandwiches every lunchtime. I kept quiet about it though because I didn't want to seem awkward. I was starving by twelve every day anyway, and it really was good fun, although we worked incredibly hard. One day, the schedule was changed at the last minute, and instead of our planned activity, we all helped the staff finish cutting the reeds by the lake. That was the toughest day – and also the best. They actually needed our help, we weren't just being kept occupied. Every day, we took it in turns to cook, in teams of five. When it was our team's turn, we made a simple dinner of pasta and salad for everyone. Judging by the fact that there was none left, we didn't do too badly!

B Sarah – Culture Camp

Every morning we had the same breakfast, and then cleaned up the camp. Nobody could opt out and it was only when it was all completely tidy that we could head off for the day. The first time we went into the city, we were split into teams and given lists of things to spot, like statues, squares and other landmarks. With some help from the local residents, it wasn't too demanding – my team found almost all of the items on our list and came second. We also got to know our way around, so I thought it was a clever idea. I'd been worried I might miss my parents, but there was something going on nearly every minute and I hardly got time to think about them. We went to different museums and galleries in and around the city every day, and in the evenings we cooked or went out for pizzas. It was a great chance to learn about another country and its history.

C Oliver – Language Camp

We stayed with families who had kids our own age, and because they were on a mid-term break they came with us on all the trips. So apart from when we were actually in a language class, we were spending time with our new friends. It was a great way to practise the language we had been working on in the classroom. We also had to do a quiz on the last day – we were put into teams and given clues to help us find places around the town. Our team finished early, so we waited for everyone else in a café in the main square. While we were there, a film crew arrived and started filming! I can't wait to see it when it comes out – we were sitting outside, so we might even be in it!

D Malika – Theatre Camp

We stayed in a youth centre in the suburbs, and went into the centre of town by bus every day. It was a good way to see a bit of the city, and it didn't take long to get to the theatre where we had our classes. I loved the atmosphere in the old building, and we could wander around during our breaks and watch rehearsals. The actors we saw were brilliant, and it was inspiring to watch them before we went back into our own classes. The emphasis was definitely on having fun, but we still learned a great deal and I'm looking forward to putting it all into practice at my school drama club next term! The food at the centre could have been better, but I don't think anyone minded much.

Reading and Use of English • Part 7

You are going to read an article about four teenagers who went to different summer camps. For questions 43 – 52, choose from the teenagers (A – D). The teenagers may be chosen more than once.

Mark your answers on the separate answer sheet.

Which teenager

- | | |
|--|-----------|
| felt relieved they were kept so busy? | 43 |
| was pleased to have achieved something hard but worthwhile? | 44 |
| found that observing other people's work encouraged them? | 45 |
| helped to produce something that proved popular? | 46 |
| got through an activity very promptly? | 47 |
| says the main location for their activities particularly appealed to them? | 48 |
| stresses how much opportunity they had to use new knowledge? | 49 |
| was unwilling to complain about a lack of variety? | 50 |
| mentions everyone being obliged to complete certain chores daily? | 51 |
| appreciated coming across something interesting by chance? | 52 |

Writing • 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 education. Now your English teacher has asked you to write an essay for homework.
- Write your essay using **all** the notes and giving reasons for your point of view.



Some parents teach their children at home rather than sending them to school.
Is this a good or a bad thing for the children?

Notes

Write about:

1. having a parent as a teacher
2. making friends
3. (your own idea)

Writing • Part 2

Write an answer to **one** of the questions **2 – 5** 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 have received a letter from your English-speaking pen friend.

Can you help me with a class project? I have to write about places which are special to people. Can you tell me about a place that is special to you? Where is it? What does it look like? It doesn't have to be a famous place. Just explain why it's important to you.

Write soon, Sam

Write your **letter**.

- 3 You see this advert in an international fashion magazine:

Reviews Wanted



Teenage Clothes Shop

We are looking for reviews of a clothes shop for teenagers where you live. Your review should include information about what the shop looks like, the kind of clothes it sells and the shop assistants. Would you recommend this shop to other people your age?

The best reviews will be published in next month's magazine.

Write your **review**.

- 4 You have seen this announcement in a new English-language magazine for young people.

Stories wanted

We are looking for stories for our new English-language magazine for young people. Your story must **begin** with this sentence:

Tom got off the train and as the train left, he realised he was holding the wrong suitcase.

Your story must include:

- an address
- a surprise

Write your **story**.

- 5 Answer the following question based on the title below.

Macbeth by William Shakespeare

In your English class you have been discussing the story of *Macbeth*. Now your teacher has asked you to write an article for the school magazine.

Write about an important relationship in *Macbeth*. How does the relationship change?

Write your **article**.



Tapescript – sample test 1

This is the B2 First for Schools Listening test.

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:

You'll hear each piece twice.

Remember, while you are listening, write your answers on the question paper. You'll have 5 minutes at the end of the test to copy your answers onto the separate answer sheet.

There will now be a pause. Please ask any questions now, because you must not speak during the test.

Now open your question paper and look at Part 1.

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

1: You hear a young singer talking about his childhood.

When I was a little kid, my father used to watch a lot of old movies and I sat with him and loved them too, especially the musicals. So you see, my career was inspired by him in a way and these old movies played a big part in my life. They were the reason I wanted to learn to sing, though my dad never suggested it to me. There's no musical background in my family, though my mother could sing, but she didn't have much ability really – it was just fun for her. I think my parents must have looked at me and thought: 'where did that come from?'

Now listen again.

2: You overhear a girl talking on the phone about a clothes shop.

Well, I think that new clothes store called Smart Girls is certainly a place where you can be sure of picking up a bargain or two, though most of the shops in the mall have them at the moment. The assistants are friendly and they really know about fashion, instead of just pretending to be cool! They're honest too and don't just tell you that you look great all the time. I like the music they play 'cos it sort of puts you in the mood as soon as you walk in, though I don't think it's your thing – you might prefer somewhere a bit quieter.

Now listen again.

3: You hear part of an interview with a farmer.

F: So Josh, for our teenage listeners, who live in towns and cities, tell us about what it's like living on a farm.

M: Well actually you can come along and experience it for yourself this weekend. There's going to be something called an Open Farm Day. More than 450 farms all over the country will be open to the public and you can go along and meet the animals, ride on a tractor, learn about cheese making and wool spinning, all that sort of thing. Who knows it might even persuade a few to think about farming as a career. It's not an easy life but it's a good one.

Now listen again.

4: You hear two friends talking about a school concert.

M: Hi Judy! Are you ready for the school concert tomorrow? I've been practising all week so I think it'll be OK.

F: There are a few tricky bits in that new piece of music we'll be playing. I'm getting my head round it, though. My clarinet was making a funny noise but I've got it sorted now. That could've been embarrassing.

M: I'm a bit worried about my solo part, especially with all those people watching.

F: Imagine how awful it would be to make a mistake with your mum and dad there! I'm not so bothered about strangers, though.

M: Just stay cool. If you mess up, just keep going like nothing's happened.

Now listen again.

5: You hear a news report about a football club.

Fast food is off the menu for everyone at Park Town Rangers football club! The new manager of the club has coached in many countries around the world and has picked up some ideas from his travels in Europe and Asia. He has banned the players from eating meat when they are preparing for important games. He thinks this will strengthen their physical condition and improve the team's results, a view shared by our medical experts in the studio today. Now the club have decided to go a step further and have stopped selling burgers in the stadium, a move which may not be popular with all the young fans!

Now listen again.

6: You hear two friends talking about a newspaper for teenagers.

M: I read this great newspaper the other day.

F: A newspaper? Isn't it full of dull stuff?

M: It's aimed at our age group, actually, so it presents the news in a way that's easy to understand – so it's a good way to find out what's going on in the world. It's interactive too.

F: Really?

M: Yeah, you can write reports for it and they include the best ones in the paper. Cool, huh?

F: If you like writing I suppose. Not a talent of mine.

M: So you don't bother with the news then?

F: Oh I wouldn't say that. I do follow it – just as long as it doesn't seem too much like schoolwork.

Now listen again.

7: You hear a boy telling a friend about climbing a mountain with his father.

F: How often do you go mountain climbing?

M: My dad and I go climbing together a lot, which is really cool 'cos I get plenty of time to talk with him. I remember the last mountain we climbed together, he was telling me

about how you can only really enjoy the wonderful scenery once you get to the top, 'cos when you're just halfway up you're concentrating on the climb. I was really sore, and I just wanted to quit, but I carried on to the top so I could admire the beautiful view – but my legs were aching so much I couldn't appreciate it fully, or my dad's wise words.

Now listen again.

8: You hear a teacher talking about an environmental project.

Right everyone, I'm sure you'll agree it was great fun enhancing our school grounds with the butterfly garden, and I hope you all got something out of it and are more aware of your natural environment now. What you've achieved is much appreciated and the project will continue so I'd like you to keep thinking about things we can do to maintain the garden. The idea is to keep it going for future students at the school so all suggestions are welcome. I think you'll all agree it's been a great success – which I hope we can repeat in the future.

Now listen again.

That is the end of Part 1.

Now turn to Part 2.

You'll hear a student called Duncan Heap talking about his recent trip to Iceland to study sea birds called puffins. For Questions 9–18, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part 2.

Do you like sea birds? If so, you'll love puffins. They spend most of their lives at sea, but last August I was lucky enough to see them up close, when I visited the Westman Islands, in Iceland, where they build their nests.

First of all though, a few facts about puffins. They have a squat black-and-white body, short wings and a large colourful beak, which I think makes them look really funny on dry land. But puffins are built more to swim underwater than to fly or walk. When you see them swimming, it's an impressive sight. Their wings help them propel themselves through the water.

I didn't expect their feet to be used when they were flying, except perhaps just to moderate their speed, like brakes, but actually they use them to alter their direction in the air! In the water, puffins can dive deep, holding their breath for up to two minutes, to catch fish.

When spring comes, puffins can be seen on high cliffs on the Westman Islands, making their nests. It's quite a sight, I'm told. I wasn't aware of this, but puffins nest underground rather than on cliff-top ledges as I'd imagined. They dig holes, so their nests are very well protected.

Each female puffin lays just one egg in its nest each year, which the pair watches over for six weeks, day and night. While they wait, you can hear them underground making noises that might be like talking – loud growling calls, almost like laughter, which some describe as sounding like a cow, and I tend to agree! Young puffins, though, once hatched, sound more like a duck or a goose, 'peeping' for food from their parents.

I was told that, as winter beckons, their parents leave them behind and fly off to sea, but apparently it's hunger rather than loneliness that makes young puffins fly from their nests. That's something I didn't expect.

And this is what I saw when I was there. In the daytime I watched young puffins diving off the cliffs to gain enough speed for flight, as they headed out to sea. At night-time, though, which is when most of them fly off, it was a different story. The thing is, puffins instinctively use the stars for navigation, but the lights of a town can fool them and make them head in the wrong direction, so the young puffins end up landing all over the place. Some puffins land on the beaches, where they are easily rescued. Others aren't so lucky. If it's on the roads, cars aren't so much of a problem as people know to drive extra slowly at this time of year. But gardens present more of a threat. They're dark and there are lurking cats.

So I helped the local teenagers, who are allowed to stay out late, and we roamed around the town with cardboard shoe boxes, rescuing young puffins as we went. I even saw one boy putting a young puffin in an upturned umbrella, which made me laugh! They didn't seem to mind being handled and it's not unusual for a single teenager to catch ten birds in one evening. After a night spent as guests of their rescuers, with the box as a temporary bed, we carried the young birds down to the beach and threw them up high. It was a really rewarding experience to see them glide towards the sea and freedom.

Sometimes the puffins aren't ready for release, if they've been injured or whatever. In which case, they get taken to the local museum, which becomes a sort of puffin hotel for a few days each year.

You can buy all sorts of puffin souvenirs on the islands. I took some great photographs of the birds, one of which is now the screensaver on my computer – I've got a puffin mouse-mat too, that's really cute – a much better souvenir than a puffin T-shirt or baseball cap – that's the sort of thing most people buy.

Anyway, before I go onto ... [fade]

Now you'll hear Part 2 again.

That is the end of Part 2.

Now turn to Part 3.

You'll hear five extracts in which people are talking about photography. For Questions 19–23, choose from the list (A–H) what each speaker says about it. Use the letters only once. There are three extra letters which you do not need to use.

You now have 30 seconds to look at Part 3.

Speaker 1: I fell in love with photography when I was 13 and I've been doing it as a hobby ever since. I might even do it for a career but I know I've still got a lot to learn about it. I just know I really like it and it motivates me to get out there, do different things and stuff like that – you know, visit unusual locations, where I might not otherwise have gone, if I wasn't into photography. Once I've taken a load of shots, I find it really satisfying to look at them all on screen afterwards and choose the best ones.

Speaker 2: I always photograph things that mean something to me; friends, places I've been, things I've done. I've taken some amazing shots of musicians at concerts, trying to capture the atmosphere of the music and the crowd. It's a way of freezing a moment in time with just one click – like a record, keeping the past alive for me. I love giving friends

pictures of themselves in different situations. Everyone says I'm becoming a real expert, but I don't think about that. My parents also give me lots of encouragement – they're going to get me a new camera, 'cos the one I've got right now isn't exactly the latest model.

Speaker 3: I usually have an idea in my mind of what I want to see in a photo, and I'll concentrate on trying to get that picture. It might be a friend in an interesting place, or a scene from nature, whatever. I know for some people it's tricky to come up with something truly original, but I actually feel more sure of myself and what I'm doing when I'm behind the camera. I also feel a sense of calmness somehow, when I'm sitting at my laptop editing my pictures and sharing them with friends online – I just get totally absorbed in the whole process, and forget all about what's going on outside.

Speaker 4: I'm lucky 'cos I learned to use a camera when I was about five years old, so I'm pretty confident in my abilities. Obviously, there's still room for improvement, but I'm no great perfectionist. For me, it's about using the equipment to show what I think and feel, but also using my imagination to create something unique. The technology's always developing, and almost everybody's learned to use a camera of some sort these days, but I don't think people understand the power of what they can do. It's not just about getting snaps of events or new places – or else you just end up with a picture that's been taken a thousand times before.

Speaker 5: I used to enjoy just looking at photos, but then I discovered the amazing stuff you can do on computers or with a camera – I've taught myself loads – I get pleasure out of solving puzzles, and playing around, experimenting to see how it all works. It's not about trying to be creative, but more about amusing myself with what I can do. I can't say I'm some expert photographer, but I do post lots of the pictures I take on various websites for friends to look at, 'cos everybody gets something out of seeing themselves, and remembering places they went to, or things they did.

Now you'll hear Part 3 again.

That is the end of Part 3.

Now turn to Part 4.

You'll hear an interview with a teenager called Luke Fuller, who's talking about working as a junior reporter for his local radio station. For Questions 24–30, choose the best answer (A, B or C).

You now have 1 minute to look at Part 4.

Int: My guest today is Luke Fuller, who's 17 and who's just spent a month working as a junior reporter for his local radio station. It sounds fascinating. What was the purpose of what you were doing, Luke?

Luke: Well, the radio station in my town wanted to encourage teenagers to have a go at being reporters. This meant taking your microphone everywhere and talking to people about what

was happening in their lives. The whole idea was to focus on ordinary teenagers and not local celebrities or anyone like that. It was about making us see that everyone has a story that's worth telling. Some of us might go on to work at a radio station, but that wasn't really the purpose.

Int: So, how did you prepare?

Luke: Well, we had a bit of training. Of course I had to familiarise myself with the equipment, but I'm quite good with technical stuff so that wasn't too much of a problem. The weird thing was having to practise being natural and relaxed. I'd never thought about how hard that would be. We were told to be spontaneous rather than write a script or anything like that. I must admit I love writing, so I did jot down some ideas anyway!

Int: How did you feel about the idea of reporting from your school?

Luke: Well, it meant I'd be the centre of attention for a few days, which I wasn't looking forward to because I'm rather shy. These reports weren't part of my school work, but my teachers seemed quite keen on the idea anyway, and one or two gave me some advice. And there was plenty of stuff going on at school. It's a lively place so there was no shortage of stuff to talk about.

Int: So what happened when you did your first interviews with people at school?

Luke: As soon as I got the microphone out, even my most talkative friends tended to go all self-conscious. Sometimes I had to begin recording a few minutes before the start of the interview just to put people at their ease. There wasn't always time to explain things to them before the interview, so sometimes one or two of them didn't feel ready. But you know, in the end people often opened up and revealed much more than I'd expected, which was great.

Int: What happens after you've recorded something? Is it edited or changed in any way?

Luke: Everything you record has to be carefully edited. Luckily I got the chance to work on this with producers at the station so it wasn't as if I'd no control over the content, although it only went out on the radio a week later, it wasn't live. Even so, kids I'd talked to at school wanted to know that anything silly or embarrassing they said wouldn't be broadcast. Unfortunately sometimes even good stuff had to be cut because time's very limited! That's a pity, but I understood the reasons for it.

Int: So, overall did you enjoy being a reporter?

Luke: Sure, it was a lot of fun. My mum says I liked it because it gave me permission to ask loads of personal questions but I think she's just joking. What was really cool about it was that I had to be a journalist, a producer and an engineer all at the same time and each role needed specific skills. I never complained about having to do everything. Yeah, it was hard work, but I didn't mind.

Int: And has it changed your attitude to radio at all?

Luke: Some of my friends think the radio is just for music. But I've never thought like that. It can make you feel like someone is talking directly to you. I hope that's how people will feel when they hear me! What I've learned is that because there are no pictures, you have to be creative and pay attention to the words you use. It made me appreciate how good radio reporters have to be at expressing themselves. That's not to say there's no place for music.

Int: Great talking to you Luke.

Now you'll hear Part 4 again.

That is the end of Part 4.

There will now be a pause of 5 minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there's 1 minute left, so that you're sure to finish in time.

You have one more minute left.

That's the end of the test.

Please stop now. Your supervisor will now collect all the question papers and answer sheets.

2

Listening • Part 1

Questions 1 – 8

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

- 1 You hear a young singer talking about his childhood.
What is he grateful for?
 A being encouraged to sing by his father
 B being exposed to music at an early age
 C inheriting his mother's talent as a singer
- 2 You overhear a girl talking on the phone about a clothes shop.
She thinks her friend would appreciate
 A the helpful attitude of the staff.
 B the lively atmosphere created by the music.
 C the low prices compared to other shops.
- 3 You hear part of an interview with a farmer.
What is he doing?
 A describing his lifestyle
 B justifying his choice of career
 C promoting an event he's involved in
- 4 You hear two friends talking about a school concert.
How does the girl feel?
 A worried that she hasn't done enough practice
 B nervous about performing in front of her family
 C concerned that her clarinet doesn't sound right

3

- 5 You hear a news report about a football club.
Who has suggested a change in club policy?
 A the club's doctor
 B the club's supporters
 C the club's new manager
- 6 You hear two friends talking about a newspaper for teenagers.
What do they agree about?
 A how boring it is to read one regularly
 B how interesting it would be to write for it
 C how important it is to keep up with the news
- 7 You hear a boy telling a friend about climbing a mountain with his father.
What does he remember most clearly about reaching the top?
 A being glad that he'd followed his father's advice
 B feeling quite a bit of physical discomfort
 C enjoying the beauty of the scenery around him
- 8 You hear a teacher talking about an environmental project.
Why is she talking to her class?
 A to encourage them to remain involved in the project
 B to inform them about changes to the project
 C to remind them about a future project

Turn over ▶

Listening • Part 2

Questions 9 – 18

You will hear a student called Duncan Heap talking about his recent trip to Iceland to study sea birds called puffins. For questions 9 – 18, complete the sentences with a word or short phrase.

Puffins

- Duncan uses the word (9) to describe the puffin's appearance out of the water.
- Duncan was surprised to learn a puffin's (10) can help it to change direction when flying.
- Duncan explains that puffins create (11) as a place to make their nests.
- Duncan agrees with people who think adult puffins make a noise like that of a (12)
- Duncan was surprised to find out that young puffins are driven by (13) to leave their nests.
- Duncan says that puffins leaving the nest at night have always used (14) to guide them.
- In town, (15) are the most dangerous places for young puffins to land.
- Duncan was amused to see someone using an open (16) to rescue young puffins.
- Injured puffins are cared for in a (17) in the town.
- Duncan's favourite souvenir of his trip is a puffin (18) which he says is really cute.

Listening • Part 3

Questions 19 – 23

You will hear five short extracts in which people are talking about photography. For questions 19 – 23, choose from the list (A – H) what each speaker says about it. Use the letters only once. There are three extra letters which you do not need to use.

- A Learning to use new photographic software is fun.
- B I have found some useful advice online.
- C Photography helps me to remember events.
- D It's my goal to become an expert in photography.
- E Doing photography means I go to new places.
- F I can express original artistic ideas through photography.
- G My friends have helped me to develop my skills.
- H Taking photos gives me more confidence.
- Speaker 1 19
- Speaker 2 20
- Speaker 3 21
- Speaker 4 22
- Speaker 5 23

Turn over ►

6

Listening • Part 4

Questions 24 – 30

You will hear an interview with a teenager called Luke Fuller, who's talking about working as a junior reporter for his local radio station. For questions **24 – 30**, choose the best answer (**A**, **B** or **C**).

- 24** What was the aim of Luke's work at the radio station?
- A** to encourage teenagers to have a media career
 - B** to help teenagers find out about well-known people
 - C** to make teenagers realise how interesting their lives are
- 25** Luke says the most difficult thing to learn was how to
- A** speak in the right way.
 - B** write the scripts.
 - C** handle the equipment.
- 26** What problem did Luke expect to have when he reported from his school?
- A** a negative reaction from his teachers
 - B** not enough events to talk about
 - C** feeling uncomfortable in the role
- 27** What surprised Luke when he started interviewing people?
- A** how honest they were with him
 - B** how confident they seemed to be
 - C** how well-prepared they were
- 28** When changes were made to what he'd recorded, Luke felt
- A** concerned they might upset other people.
 - B** annoyed as nobody asked him his opinions.
 - C** convinced that they were probably necessary.

7

- 29** What does Luke say about the whole experience of being a reporter?
- A** He regrets complaining about certain aspects of it.
 - B** He gained a lot from the various demands made on him.
 - C** It suited him because he's curious about others.
- 30** As a result of his experience, Luke realises that a radio reporter
- A** should make an effort to meet listeners.
 - B** needs to use language imaginatively.
 - C** has to use music to create a mood.

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 are you from, (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.

People you know

- Who are you most like in your family? Tell us about him/her.
- Do you have a best friend? (What do you like about him/her?)
- Who do you spend time with after school? (What do you do together?)
- Tell us about a good teacher you've had.

Things you like

- What's your favourite subject at school? (Why do you like it?)
- Do you like reading? (What do you like to read?) (Why?)
- Do you enjoy using the internet in your free time? (Why? / Why not?)
- Tell us about the things you like doing at the weekend.

Places you go to

- Do you like your school? (Why? / Why not?)
- Are there any nice places to go in (candidate's area)? (What are they?) (Why do you like them?)
- Have you been anywhere nice recently? (Where did you go?) (Why?)
- Where would you like to go for your next holiday (Why would you like to go there?)

**1 Trying to win
2 Spending time outside**

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 trying to win 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 what you think might be difficult for the people about trying to win in these situations.

All right?

Candidate A

⌚ 1 minute

Interlocutor

.....
Thank you.

(Candidate B), which sport would you prefer to do? (Why?)

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 outside in different situations.

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 outside in these situations.

All right?

Candidate B

⌚ 1 minute

Interlocutor

.....
Thank you.

(Candidate A), which of these things would you prefer to do? (Why?)

Candidate A

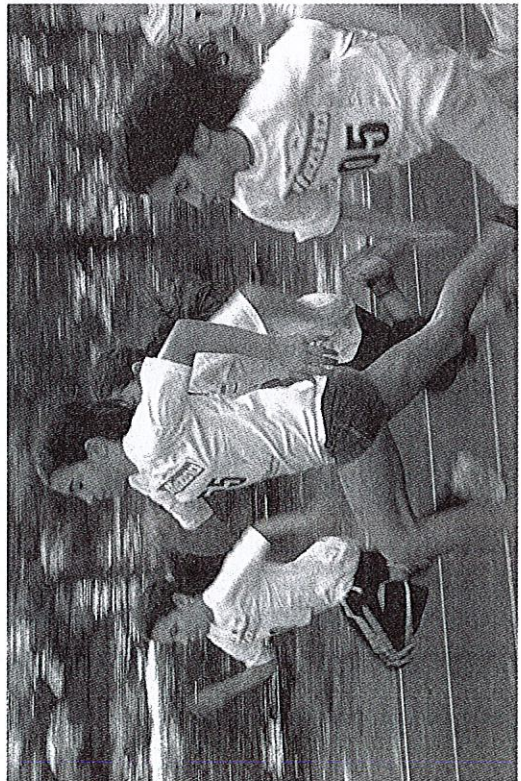
⌚ approximately 30 seconds

Interlocutor

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

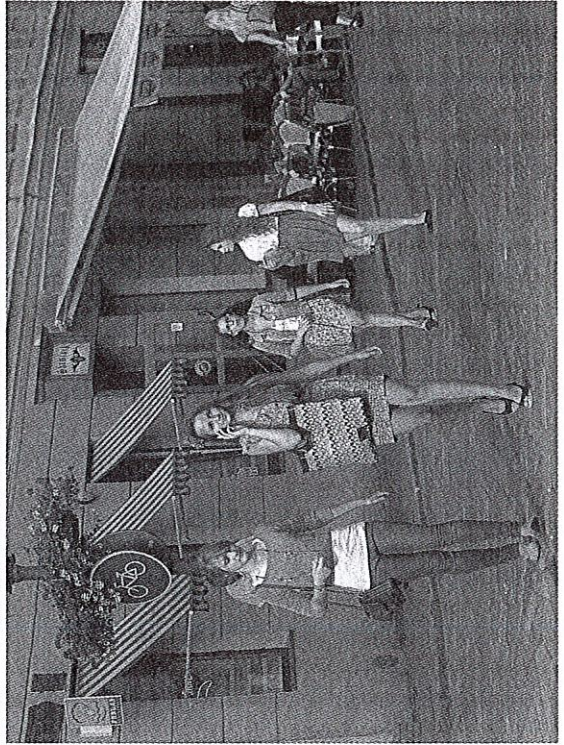
What might be difficult for the people about trying to win in these situations?

1

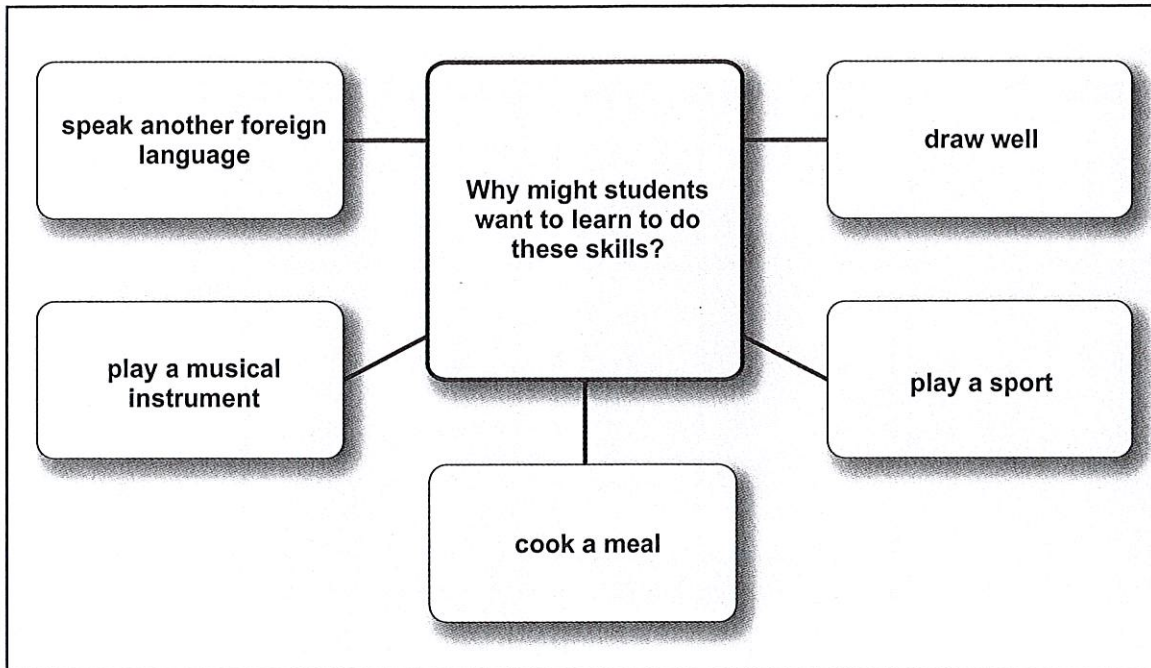


What are the people enjoying about spending time outside in these situations?

2



21



Part 3 4 minutes (5 minutes for groups of three)
Part 4 4 minutes (6 minutes for groups of three)

21 After-school classes

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 school is going to start some after-school classes to encourage their students to learn new skills. Here are some ideas for the classes 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 students might want to learn to do these skills.

Candidates

⌚ 2 minutes
(3 minutes for groups of three)

Interlocutor

Thank you. Now you have about a minute to decide which two would be the easiest to learn to do well?

Candidates

⌚ 1 minute
(for pairs and groups of three)

Interlocutor

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 classes like these would be popular with students? (Why? / Why not?)
- How important do you think it is for people to try new activities? (Why?)
- Why do you think some people don't like to try new things?
- A lot of people enjoy doing sport after school. Do you think this is a good thing? (Why? / Why not?)
- What do students enjoy doing after school in (candidate's country)? (Why?)
- Do you think it's better to go out and do things after school or is it better to stay at home? (Why?)

Thank you. That is the end of the test.

Select any of the following prompts, as appropriate:

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