

2

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 look B sight C view D vision

0	☐ A	☒ B	☐ C	☐ D
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Hunting for dinosaurs

Marge Baisch was riding on her parents' farm in Montana in the USA when she noticed what at first (0) seemed to be the bone of a cow. In fact, it (1) out to belong to a dinosaur called a triceratops. About 65 million years ago, dinosaurs regularly (2) near huge rivers in this part of Montana. Luckily for modern day dinosaur enthusiasts, the (3) here were perfect for preserving those that died there. However, once prehistoric bones are (4) to the air, they can become fragile, so it is important to find and preserve them before they disappear into the dust.

Since Marge's discovery, her family have found the (5) of hundreds of dinosaurs, some of which they have (6) to museums. Many tourists visit the farm in the hope of coming across something unusual. The tourists may not stand much (7) of discovering an entire skeleton, but they are still very enthusiastic! The Baische family often allow them to keep whatever they find, although some scientists (8) of this policy.

3

- | | | | |
|-----------------|---------------|----------------|-------------|
| 1 A sorted | B worked | C turned | D pointed |
| 2 A combined | B gathered | C concentrated | D united |
| 3 A conditions | B situations | C arrangements | D settings |
| 4 A emerged | B displayed | C appeared | D exposed |
| 5 A ruins | B records | C results | D remains |
| 6 A contributed | B donated | C provided | D awarded |
| 7 A possibility | B opportunity | C chance | D potential |
| 8 A disapprove | B accuse | C criticise | D prohibit |

Turn over ►

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 B A C K

A History of surfing

The history of surfing undoubtedly goes (0) a long way. It seems to (9) formed a central part of the culture of the Polynesian people, who were inhabitants of islands in the Pacific Ocean (10) as Samoa, Tonga and Hawaii. These people did not regard surfing (11) a mere recreational activity. For them, it was much (12) of an art.

Although surfing disappeared from many parts of Polynesia in (13) early twentieth century, a small number of people in Hawaii kept the tradition alive. In 1912, it spread to the east coast of the United States, and in particular to Virginia Beach, (14) became an important surfing centre. Surfing developed quite rapidly from then on, and the design of surfboards became more sophisticated. However, (15) was not until the 1960s that surfing came to be a truly global phenomenon, boosted not only by the success of surfing films (16) also by pop songs about surfing culture.

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 R E F E R E N C E

A book of world records

One of the most fascinating (0) books you can read is *Guinness World Records*. It contains a (17) of facts and figures about incredible human achievement. It is also full of statistics concerning (18) natural features such as the world's highest mountains. But it is more than just a (19) source of amazing facts. The organisation that produces the book is also now responsible for checking the (20) and accuracy of every new world record.

It all started in 1951 when Hugh Beaver, the Managing Director of a large British company, got into an (21) about which bird was the fastest in the world, and found that none of the books in his library were (22) in giving him the answer. He hired researchers to produce a book that could answer such questions. It sold quickly and became a huge (23) success.

In recent years, the book has increasingly focused on records set during (24) competitions, such as sword swallowing.

REFER
COLLECT
IMPRESS
RELY
TRUE
ARGUE
HELP
COMMERCE
CONVENTIONAL

7

29 Even though Luca took the early bus, he was still late for school!

SPITE

Luca was late for school the early bus!

30 Joanna decided that using an out-of-date website for her school project was pointless.

POINT

Joanna decided that there an out-of-date website for her school project.

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 I spent ages doing my homework last night.

LONG

It to do my homework last night.

26 It's possible that Maria forgot it was your birthday.

MAY

Maria it was your birthday.

27 Danny is very disappointed that he lost the important tennis match on Saturday.

LOSING

Danny hasn't got over the the important tennis match on Saturday.

28 Carole said that it wasn't a problem if her guitar lesson started an hour later than usual.

MIND

Carole said she her guitar lesson an hour later than usual.

Reading and Use of English • Part 5

You are going to read an extract from a novel about a teenager called Scotty Weems. 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.

Scotty Weems

It began falling in the morning. I noticed it at the start of second period, biology, but I guess it could have started at the end of first period. There wasn't much to it at first, and it had been snowing a lot that month, so I didn't give it a great deal of thought. It was those small flakes, like grains of sugar. By third period, the flakes had fattened up and got serious, and people were starting to talk about it.

'Think they'll let us out early?' my friend, Pete said as we gathered our stuff and headed for our next class, Spanish. I looked out the window and sized it up. It was really coming down and there were already two or three centimeters on the windowsill. 'Maybe,' I said. 'Is it supposed to be a big one?' 'Supposed to be huge: 'Winter Storm Warning,' 'Where have you been?' he said. 'School, basketball practice, homework, whatever. Excuse me for not watching the weather forecast.' 'Well, if it's as big as all that, they'll probably let us go.' 'I hope you're right, Weems,' he said.

My name is Scotty Weems. I prefer 'Scotty', but most people, even my friends, call me 'Weems'. I guess it's easy to say. Anyway, I'm an athlete, so since I was a little kid, I've heard it shouted every time I've done something right and every time I messed up, too. These days it's on the back of my basketball jersey. I like to think that someday people will be chanting it from the sidelines: 'Weems! Weems! Weems!' Chanting fans make any name sound good.

It was a Tuesday, and before the snow started falling the main thing on my radar was the start of the basketball season. The first game was supposed to be that night. So when Pete said, 'Think they'll let us out early?' what I heard was, 'Think they'll cancel the game?' Pete Dubois was one of my best friends, him and Jason Gillispie. The three of us were pretty tight. Pete blended in.

It was sort of his role. It might sound strange, being known for what you aren't, but Pete wasn't super hip or incredibly smart. He listened to mainstream rock and wore whatever clothes he'd been given by his parents. You needed some kids like that, otherwise all you had were competing groups, all dressed in outfits that amounted to uniforms and trying to play their music louder than yours.

So for Pete, early dismissal just meant more time at home, playing video games and eating pizza. For me, it meant not collecting the payoff for all those hours of practice I'd put in over the off-season, all those jump-shots I'd taken in the gym and out in the driveway. 'They're going to cancel the game,' I said to Pete. 'That's for sure.'

'Oh, yeah,' said Pete. 'That's bad.'

Pete didn't play basketball, not in a team anyway. Neither did Jason. They were the same friends I'd always had, the neighborhood kids I'd ridden bikes with when we were nine. I guess it's kind of weird to still have the same friends as when you were a little kid. It's not like you're expected to move on by high school, but you're definitely allowed. And most sporty kids run in packs, you know? But I had only just got onto the first team, so I was still kind of an outsider there anyway. I knew those guys would like me just fine when I became one of the top players, and that was my goal for this season. As for my real friends, Pete and Jason, I didn't have to prove anything to them.

31 How does Scotty say he felt about the snow at first?

- A It was far too boring to think about.
- B It was no real cause for concern.
- C He was shocked by its sudden appearance.
- D He was relieved it was only falling lightly.

32 What does Scotty say about being called 'Weems'?

- A It is appropriate for an athlete.
- B He thinks his supporters will find it memorable.
- C He has become accustomed to it.
- D He regards it as an expression of admiration.

33 What does 'like that' in line 46 refer to?

- A being an average type of person
- B being interested in rock music
- C wearing carefully chosen clothes
- D hiding your real personality

34 What does 'not collecting the payoff' in line 52 mean?

- A failing to take a break from
- B doubting the result of
- C getting fed up with
- D missing out on the rewards of

35 What point is Scotty making when he talks about sporty kids running in packs?

- A they have a shared natural ability
- B they grew up together in the same neighbourhood
- C they have a strong group identity
- D they are all motivated to achieve

36 What do we learn about Scotty in the final paragraph?

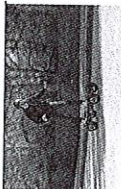
- A He is embarrassed to be friends with people who aren't sporty.
- B He lacks confidence in his ability to make new friends.
- C He feels secure about the friendships he already has.
- D He values the friendship of the people in his basketball team.

- A** The only problem is that users really do have to keep their minds focussed.
- E** Apart from that basic requirement, they just have to get their brainwaves and the computer software to work together.
- B** As a result, they became easier to ride.
- F** It's clear, however, that there could be other skaters thinking themselves to various destinations in no time at all.
- C** Then, the board seems to take off of its own accord.
- G** These were then converted into commands for the motor.
- D** However, it will always be an issue for most riders.

Reading and Use of English • Part 6

You are going to read an article about a special kind of skateboard. 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**.



An amazing skateboard

The skateboard controlled by brainwaves that moves wherever you think it should.

Thinking of getting somewhere in a hurry? A new gadget from a company called *Chaotic Moon Labs* proves that the future of travel is only limited by the imagination. A skateboard they have developed, aptly named the *Board Of Imagination*, takes commands directly from the rider's brainwaves and transfers them to a motor that propels the board forward. You just think of a destination, and how fast you would like to get there, and the *Board Of Imagination* will set off – hitting a top speed of around 50km per hour. If you think that's too fast, it will slow down.

A film on the internet of the board being put through its paces by the general manager of *Chaotic Moon Labs*, who refers to himself simply as 'Whurley', shows that he has mastered the art of thinking his way from Point A to Point B. The secret of his success is special software in an onboard computer – and a clever headset that monitors and interprets brainwaves. So far, he's the world's leading pilot of the board.

On the video, Whurley demonstrates how the board is handled. He gets on, looking relaxed and confident. **38** As he puts it through its paces, he manages to hit fairly high speeds. The computer can be seen attached to the front of the board, and the motor is underneath. Whurley compares the process to imagining pulling yourself along with a rope. If you 'see' the destination in your mind, and how fast you want to get there, the *Board Of Imagination's* gadgetry will do the rest.

The whole concept started with another motorised board, called the *Board of Awesomeness*. That gadget used a tablet computer and an adapted computer games console to analyse hand movements. **39** The new version is more sophisticated and uses a special wireless headset which can detect signals from the brain and process them.

Whurley explains that the headset sends signals from the rider's brain to the computer via a connector built into the headset. Then, software installed on the computer controls the electric motor. Of course, riders who want to use the board need to be able to balance.

Whurley says this was a simple and painless process. He practised with just the headset and a computer so that a profile of how he 'thinks' could be made. That profile was then loaded onto the computer on the board. **41** Thinking about lunch, or boring work could bring the board to an abrupt halt.

Sounding like a man speaking from painful experience, Whurley says: 'We quickly realised that we would have to find a way to handle distraction. We've done the best we can to compensate. **42** The only thing they can do is practise. Hopefully over time they can learn to focus.'

Reading and Use of English • Part 7

You are going to read an article about four young environmentalists. For questions 43 – 52, choose from the four people (A – D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Which person

- is trying to explain how some behaviour has harmful effects?
- followed up a talk by offering an opportunity for practical action?
- says they were motivated by a desire to share their enthusiasm?
- believes that an idea they came up with worked well?
- selected something because it was relatively straightforward to deal with?
- received public recognition for their environmental contribution?
- says the future of the environment depends on a particular group of people?
- mentions someone whose expert knowledge highlighted a problem?
- helped to create a place that reflected their values?
- mentions having to gain consent to start on a project?

43	
44	
45	
46	
47	
48	
49	
50	
51	
52	

Young environmentalists

Four young people talk about their involvement in environmental projects.

A Lucy Walker

I won a national award for the work I did on a project to build an environmental centre made



entirely out of green materials. It's a 100% carbon neutral building, which means that all the building materials were reused or recycled. The centre is somewhere kids can learn how to take care of the environment, but I realised that not everyone would have the opportunity to visit it. I therefore created an online curriculum guide, so kids could also learn about the environment in their schools. I translated it into Spanish as well so that it could be available to more people. All this took two years and I did it because I have a great love for the outdoors and being in the midst of wildlife. I wanted other young people to be able to experience the same passion that I feel.



C Josh Benito

After seeing an article in the newspaper about an environmental competition, I felt inspired

to do something related to planting trees so I set up a project at my local primary school. I gave a presentation to the kids teaching them about the importance of taking care of the environment and how trees can help. Then, each of the 300 pupils was given two young trees: one to take home and plant in their garden, and one to give to a neighbour or friend. I think the project was an effective way of getting the message across to more people. Attached to each tree was information about helping the environment and the name of the project. This experience has taught me leadership skills and how to organise a large group. I have also learned many things from having to meet and talk with many different individuals.

B Justin Day

While hiking near my home, I noticed a plant I didn't recognise growing along the side of the trail. My sister, a naturalist,



told me the plant was an invasive, non-native plant that is toxic to local wildlife. I then discovered that there are a number of different types of non-native plants in my area. Some excrete poisons into the ground so nothing can grow there for many years. I had to get permission from the local council to remove some of them, but I realised I couldn't do it alone. So I set up an environmental organisation to recruit other teenagers to give me a hand. We all learnt how to properly identify, remove and dispose of the invasive plants. Our focus has mainly been on a plant called *Dalmatian Toadflax*, which is easier to pull up, so anyone can do it. We also work on replanting areas with native grass and wildflower seeds.

D Erica Klek

When I was at primary school, my friend and I got really involved in aluminium can recycling and we also



did a project on the greenhouse effect. Later on at high school I helped co-ordinate an environmental event because I wanted to make more people aware of important issues. It's our generation that's going to make or break the environment. Some teenagers don't know they're doing the wrong things, and I want to help them understand. I recently prepared a guide for students interested in organising similar activities in their own schools, which has been distributed to most of the schools in my area. I've also been helping to replant trees after they were destroyed in a hurricane. Unfortunately, we lost a lot, both exotic and native species.

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 what different people can teach each other. 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.

	
'Teenagers are too young to teach other people about anything.' Do you agree?	
Notes Write about:	
1. technology 2. the environment 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 see this notice in an international English-language magazine for teenagers.

Articles wanted

We're looking for articles about unusual objects. Have you, or a member of your family, ever owned an unusual object? Tell us about it – describe the object and explain why it's so unusual. The best articles will be published in our next issue.

Write your **article**.

- 3 You have received this email from your English-speaking friend, Alex.

From: Alex
Subject: I need your advice

I play the guitar in a band with three friends. We play for fun after school. Now my friends would like our band to play in a music competition on TV, but I'm not sure if I want to. Do you think it's a good idea? If I say 'no', it will upset my friends.

What should I do?

Alex

Write your **email**.

- 4 You have seen this announcement in an international magazine for teenagers.

Stories wanted

Write a story for our magazine. Your story must **begin** with this sentence:
Jerry read the email and decided to go to the shopping centre immediately.

Your story must include:

- a request
- a present

Write your **story**.

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

Macbeth by William Shakespeare

Your English class has had a discussion about the story of *Macbeth*. Now your teacher has given you this essay for homework:

Which character do you find most interesting in *Macbeth* and why?

Write your **essay**.



Tapescript – sample test 2

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're 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 an art teacher talking about learning to draw cartoons.

So many young people sign up for my lessons to learn the art of drawing cartoons. Regardless of experience, everyone finds their drawing technique improves in record time with my simple step-by-step drawing lessons. Whether it's your first time learning how to draw, or whether you've got plenty of experience, you'll appreciate my method because I make it seem so straightforward – it's true! You can learn to draw cartoons without stress, though like anything in life, it's up to you if you want to take it further – be ready to practise on your own. You'll find drawing cartoons is one of the most satisfying things you can learn to do.

Now listen again.

2: You hear a boy talking to a friend about butterflies.

M: Our class is doing a butterfly survey. We're supposed to find out about them, learn their names, and write down when we see them.

F: Wow, sounds quite interesting.

M: Yeah, there are loads around in summer with all the flowers out, not just in the countryside, but even in the middle of town they aren't hard to find. I've managed to learn what most of them are called. Some of the names in the book sound quite strange but the tricky bit's relating the name to the new one that's in front of you, before it flies away – you know, matching up the colours and patterns with the picture in the book.

Now listen again.

3: You hear a boy talking about a long walk he did to raise money for charity.

I had a really exhausting weekend – went on a 10-kilometre charity walk! At least the sun was shining this time, unlike last year when it absolutely poured down apparently. That would've been really nasty! We stopped for lunch on the way so there was no rush. My feet still hurt a bit when I'd finished – but it was worth it! Then someone from the local newspaper came to ask me loads of questions – but I would've preferred not to have been the one in the spotlight. I guess I'll get my picture published soon. I'd quite happily have given that bit a miss, though, to be honest ...

Now listen again.

4: You hear a teacher talking to her class.

When you're meeting your friends and want to tell them about something you've experienced, I'm sure you'd tell them all about it in your own words, and you certainly wouldn't need to do any research. So for this class presentation, I'd say just pick the subject that you know most about. That way, for homework, you won't have to do very much, or even any background reading. You'll be surprised at how much information you have stored in your memory. All you really need to do, is make an outline to make sure you cover all the details, then practise what you're going to say using that as your guide.

Now listen again.

5: You hear two friends talking about a competition.

F: So Jason. Will you have a go at the competition for young computer games designers then?

M: It'd be really cool if I could, but I don't know if I'm really up to it.

F: But it's for 11 to 16-year-olds, so it should be your sort of thing, don't you think?

M: It's more a question of whether I've got what it takes really.

F: But you know a massive amount about computer games.

M: From the point of view of a player ... yeah, absolutely ... but as a designer? ... That's a different thing really. I'll definitely have a closer look at the competition rules though.

F: I've printed them off actually.

Now listen again.

6: You hear a teacher talking about writing a poem.

In order to write a poem of your own for the school magazine, you need to prepare yourself. I'd like your views on what might help you – it might be taking it in turns to read a classic poem in front of the class each day before we start, or it could be looking at what's out there on the internet. I suggest initially everyone choosing something from this collection here. The stuff's all by people your own age, which should help you find the freedom to explore what's important to you. Your poems should try and capture life as it happens, without worrying about what others will say.

Now listen again.

7: You hear two friends talking about a book about a footballer.

F: Did you like that book I lent you? I thought the footballer's life story was inspirational.

M: Really? I thought I knew everything about him from seeing him on TV. I had no idea he'd had such a tough childhood.

F: Me neither. And he's really written from the heart. He's so honest about everything.

M: It's certainly a good read – but I don't think he wrote it himself – he'll have paid somebody else to do it.

F: Do you think so? Oh, what a let-down. I really felt like he was talking to me personally.

M: Well I'm sure the writer would've interviewed him, so it should be what he actually said.

F: Yes, must be.

Now listen again.

8: You hear part of a programme on the subject of animals.

Chester Zoo is celebrating the arrival of a very special creature – a rare onager foal. The male baby, who hasn't yet been named, was born to first-time mum Zarrin last week. Onagers are related to the domestic donkey and are an Asiatic wild ass from semi-desert regions in the Middle East. These creatures are now found in just two protected areas and there are thought to be only about 400 left in existence. Chester Zoo reports that the foal is doing well. Check the zoo's website to keep up to date with how the zoo's coping with the problems of dealing with the newborn, and to learn what name's been chosen for him.

Now listen again.

That is the end of Part 1.

Now turn to Part 2.

You'll hear a young man called Sam Conti telling a group of students about his job as a specialist chocolate maker. For Questions 9–18, complete the sentences with a word or short phrase.

You now have 45 seconds to look at Part 2.

Hi – my name's Sam Conti and my job is making and selling chocolate. Later on, I'm going to show you some of my chocolate – you might even get a chance to try some – but first a bit about me.

People often ask how I got into this business. Well, my parents wanted me to have a steady job, and they suggested studying something like Medicine at university, because they thought a job in that area would pay well, or even Economics, but at the time I thought Law might open more doors, so that's what I did.

But life doesn't always work out the way you plan it. After finishing my degree, I took time out and went travelling in South America, where I ended up staying over a year on a cocoa plantation. I discovered that growing high-quality cocoa beans is a process that's not at all straightforward – in fact it's a very complex one. So there's far more to the making of chocolate than first meets the eye.

I had no idea, for example, how easily the cocoa beans are affected by changes in weather and climate – much more than other fruit like apples or bananas. In fact, the beans are more like grapes really – so each year's crop is of a different quality.

When I came home, I decided to open a small shop making and selling my own chocolate – that was hard work I can tell you, because so much can go wrong with chocolate. The hardest bit is melting it in precisely the right way, but cooling it correctly isn't easy either.

To learn the trade, I set about testing all the chocolate I could find. The first thing I do is break off a piece. I want to hear 'the snap' – if it makes that noise, it means it's good.

Then I smell it just before popping it into my mouth.

I'll never forget the first chocolates I sold in the shop – I got such a buzz from it – and I've never lost that thrill. Another thing I like to do is write up my experiments. I keep a diary for this. It's the key to my success. One day I'll put it all on a database, but I haven't had time yet.

I make a range of chocolates, but what I'm aiming for is a rich and rounded flavour without bitterness. I want top quality but there

must be a richness, and only a limited sweetness – and, of course, a completely new recipe so that I can be setting a new trend.

That takes time, and trying out new ideas means tasting a lot! To counter the calories, I go swimming and do a lot of running. But even then chocolates aren't far from my mind. I actually come up with most of my strangest recipes when I'm driving – once I've got an idea, I pick up samples and ingredients, and do the cooking myself.

I keep playing with flavours until I feel it's ready to try on friends. These sessions have produced some fantastic ideas, such as chilli-flavoured chocolate, which was much more successful than anyone imagined. But I've also had my fair share of disasters, like chocolate flavoured with cheese, which nobody bought. I test recipes out on my family and they're never shy about telling me what they really think.

Anyway, I've got some chocolate here for you to try, but before we do that I'd like to show you a short video clip that shows me actually making the stuff in my laboratory. Yes that's the name I use for the place where I work, because it is quite scientific what I do. But it's a workshop really, and it's located in what used to be an old sweet factory next to my house – here it is coming up on the screen now. [fade]

Now you'll hear Part 2 again.

That is the end of Part 2.

Now turn to Part 3.

You'll hear five short extracts in which teenagers are talking about their hobbies. For Questions 19–23, choose from the list (A–H) what each speaker likes most about their hobby. 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 have a hobby which is super fun and superbly unique. Unicycling, you know, a one-wheeled bike, isn't as easy as it looks but you can learn how to do it. You can either try learning it from someone who already knows how to do it, which is what I did at first, or take a course. What makes unicycling so cool is that you can make up your own tricks on it, like hopping and jumping! Now I go to classes every week to make sure I learn new moves and perfect them by going over them again and again. Sometimes I take part in unicycling competitions too. They're good fun.

Speaker 2: Now everyone reckons that learning how to dance is a very interesting hobby, but at first, I wasn't so sure. Dancing can be really fun to do as well as to watch, and so is good for everyone. Mind you, some types of dancing can be quite challenging and difficult, and require a lot of dedication and precision. That's why I love my street dance classes. They're really aimed at people like me, who don't want to study every type of dance, but who'd just like to enjoy themselves and you make friends too. Maybe one day I'll be good enough to enter a dance competition, but I'm not counting on it.

Speaker 3: My dad's hobby is photography and he's passed this on to me. He says every hobby's got a practical and technical side and I mostly agree. My view is that photography's actually an art, much more than

just pointing a camera and taking a photo. I think learning about photography's a great hobby for me because we have an opportunity to put our photos in competitions too, and that's what makes it really worthwhile. I know it isn't as challenging as it used to be, because now there are digital cameras and you can change things on your computer, but it's still really exciting.

Speaker 4: Singing is an art and learning how to sing can be a good hobby. There are many ways to enjoy this hobby whether you practise on your own, join a choir or just use a karaoke machine with your friends. I get a real buzz from seeing the look on their faces when it's my turn to sing. I'm not creative enough to write my own songs, but I do make sure that I pick the best ones available because it does make a difference. Sometimes I have singing classes and my teacher says I should go in for competitions, but I'm not sure how my friends would react to that idea!

Speaker 5: You'll be surprised but I would say cooking's become a really cool hobby for me and my friends these days. With all the new kinds of innovations coming in the cooking field, more and more people are getting interested in cooking delicious food for themselves as well as their family. I even liked the idea of becoming a chef once. Now I go to cookery classes where we compete with each other to see who can prepare the best meal! I do find some recipes demanding, but that's the fun of it for me, like baking cupcakes, if I keep trying again and again, I'll get better and better.

Now you'll hear Part 3 again.

That is the end of Part 3.

Now turn to Part 4.

You'll hear part of an interview with a successful young swimmer called Helen Gibson. 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 champion swimmer Helen Gibson. Helen, welcome. Was swimming always your sport as a kid?

H: Well, I come from a pretty sporty family actually, and both my older brothers were strong swimmers, which put me off a bit at first because I never stood a chance of beating them. So, I actually took up running – that was my Dad's sport and was something I could share with him. He'd take me running along by these canals. I was always a bit frightened of falling in, so he and Mum convinced me to have some swimming coaching to build up my confidence in the water. And of course, it wasn't long before I gave up the running altogether.

Int: So why did the swimming go so well?

H: People at the club I joined said I was a natural swimmer, but I didn't believe them till I started winning regional championships, then national – then I was like, wow! I can do this. I'm pretty focused generally, things aren't worth doing if you're not passionate about them – not everybody has that drive. It's a tough sport though, and ultimately it was down to me, and of course I was fortunate to have all the facilities I needed nearby.

Int: So what was your training schedule like in those early years?

H: Very intensive really – every spare moment when I wasn't at school or doing homework was given over to training, though I never got behind with the studies actually. Fortunately I had some amazing coaches who planned fun workouts – it's more productive that way and I'm grateful to them for that. At the beginning, I took time out to hang out with friends, but as I got more successful, my routine ruled that out, but I was cool with that because swimming had become my life.

Int: How do you feel before a big race?

H: It's what I've trained for, so I try to keep calm, get ready in good time. I go and stand by the pool a couple of events before my race, with my hood up and my headphones on – music keeps me grounded. I always do the same series of stretches because they suit my body, but I don't think about the other swimmers in the event, because I can't influence what they do – it's all about my own ability.

Int: So, now you've turned professional. What's that like?

H: I love being fit and challenging myself as an athlete – now I've left school I can concentrate on that 100%. Of course, being in the public eye has its downsides – like reading stuff about yourself that's untrue – I can laugh it off, but some athletes find it hard to deal with. I do get to travel – some people would love that, but actually living out of a suitcase isn't my idea of a good time.

Int: So what's the hardest thing to deal with?

H: Getting injured isn't fun for anyone – I've been fortunate in avoiding anything too serious, but I get the usual aches and pains. You feel miserable, but you have to stay strong. Not getting results is also tough – I talk regularly with my sports psychologist if things aren't going well, so that I don't start feeling negative about things. But there's nothing worse than competing in front of a home crowd – their expectations are so high. Once I got really stressed out just thinking who was watching.

Int: Any advice for kids listening, who'd like to follow in your footsteps?

H: If I say: 'If you keep trying kids, you can be like me,' that sounds great, doesn't it? But it can't be true for everybody. I've matured a lot recently, and see things more clearly. I've given up any idea of going to college and pursuing another career for the moment, but that's my decision – I'm not saying it's the only way. In fact what I would say is, it's important to learn from your own successes and failures, because only you know what you're really capable of.

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 is 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.

3

5 You hear two friends talking about a competition.

How does the boy feel about entering it?

- A unsure whether he's old enough
- B interested in finding out more
- C confident he could do well

6 You hear a teacher talking about writing a poem.

What does she want her students to do first?

- A read famous poems aloud
- B read poems on the internet
- C read poems by other teenagers

7 You hear two friends talking about a book about a footballer.

What do they agree about it?

- A It contains surprising information.
- B It shows what a good writer he is.
- C It says things that may be untrue.

8 You hear part of a programme on the subject of animals.

What is the presenter doing?

- A inviting listeners to suggest names for an animal
- B giving information about an unusual species
- C describing a problem a zoo has experienced

Turn over ►

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 an art teacher talking about learning to draw cartoons.

What does he say about the lessons he gives?

- A They will make it easy to do.
- B They are aimed at beginners.
- C They will give enough practice.

2 You hear a boy talking to a friend about butterflies.

What does he find difficult?

- A locating butterflies in the city
- B identifying certain butterflies
- C pronouncing the names of butterflies

3 You hear a boy talking about a long walk he did to raise money for charity.

What did he dislike about it?

- A being interviewed by the media
- B getting increasingly painful feet
- C having to walk in bad weather

4 You hear a teacher talking to her class.

What is she talking about?

- A ideas for doing research
- B ways of finishing homework
- C preparing for a presentation

Listening • Part 2

Questions 9 – 18

You will hear a young man called Sam Conti telling a group of students about his job as a specialist chocolate maker. For questions 9 – 18, complete the sentences with a word or short phrase.

Chocolate maker

- Before becoming a chocolate maker, Sam chose (9) as his subject of study.
- Sam uses the word (10) to describe the process of growing cocoa beans.
- Sam learnt that cocoa beans are similar to (11) in the way the weather affects them.
- Sam finds that the most difficult part of chocolate-making is (12) it perfectly.
- Sam can identify the quality of chocolate when he hears a sound he calls the (13) where he keeps a record of all his recipes.
- Sam uses a (14) where he keeps a record of all his recipes.
- Sam tries to make a chocolate without any (15) in the flavour.
- Sam says he gets his most original ideas while he is (16) as a chocolate flavour he unsuccessfully tried to sell.
- Sam gives the example of (17) as a chocolate flavour he unsuccessfully tried to sell.
- Sam calls the place where he makes his chocolate his (18)

Turn over ▶

Listening • Part 3

Questions 19 – 23

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

- A the challenge of getting it right Speaker 1 19
- B the opportunity to meet people Speaker 2 20
- C the chance to be creative Speaker 3 21
- D entering competitions Speaker 4 22
- E how easy the equipment is to use Speaker 5 23
- F how people react to it
- G passing on skills to others
- H not having to take it too seriously

6

Listening • Part 4

Questions 24 – 30

You will hear part of an interview with a successful young swimmer called Helen Gibson. For questions 24 – 30, choose the best answer (A, B or C).

- 24 Why did Helen first take up swimming?
- A She wanted to compete against her brothers.
 - B She'd lost interest in another sport.
 - C She was advised to by her parents.
- 25 Helen thinks she's been successful as a swimmer because
- A she has the right attitude.
 - B she gets the support of those around her.
 - C she benefits from being a member of a good club.
- 26 Looking back on her training programme as a schoolgirl, Helen
- A accepts that she may not have done enough studying.
 - B appreciates the effort of her coaches.
 - C regrets the loss of her social life.
- 27 Just before a big race, Helen
- A keeps away from the pool until the last minute.
 - B worries about the other swimmers.
 - C follows a set exercise routine.
- 28 What does Helen enjoy about her life as a professional swimmer?
- A being treated like a celebrity
 - B getting the chance to travel
 - C focusing on her main aims

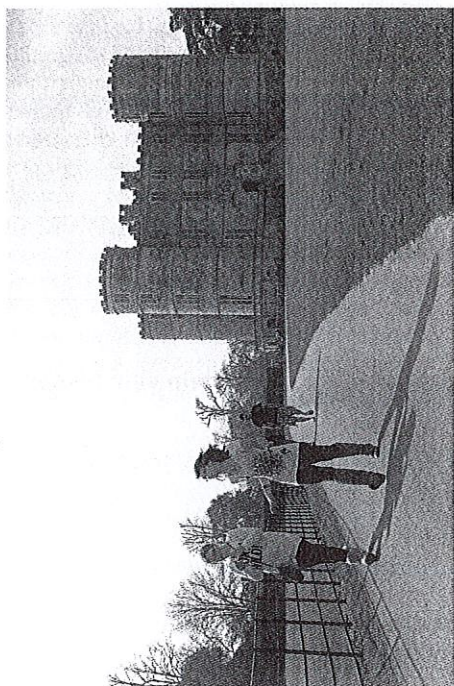
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- 29 What has Helen found most difficult during her career?
- A competing in her home area
 - B dealing with losing races
 - C recovering after injury
- 30 Helen advises young swimmers to
- A dedicate themselves to the sport.
 - B be realistic about their abilities.
 - C have an alternative career in mind.

Part 1 2 minutes (3 minutes for groups of three)	
1 Ways of learning 2 A day out	Part 2 4 minutes (6 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. <i>Select one or more questions from any of the following categories, as appropriate.</i> 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?)	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 students learning in different ways. <i>Place Part 2 booklet, open at Task 1, in front of Candidate A.</i> I'd like you to compare the photographs, and say what might be good for the students about learning in these ways. All right? Thank you. (Candidate B), do you prefer learning things on your own or with friends? (Why?) Thank you. (Can I have the booklet, please?) <i>Retrieve Part 2 booklet.</i> Now, (Candidate B), here are your photographs. They show friends having a day out together. <i>Place Part 2 booklet, open at Task 2, in front of Candidate B.</i> I'd like you to compare the photographs, and say what the friends are enjoying about their day out. All right? Thank you. (Candidate A), which of these things would you prefer to do on a day out? (Why?) Thank you. (Can I have the booklet, please?) <i>Retrieve Part 2 booklet</i>
Candidate A 1 minute Interlocutor	Candidate B approximately 30 seconds Interlocutor
Candidate B 1 minute Interlocutor	Candidate A approximately 30 seconds Interlocutor

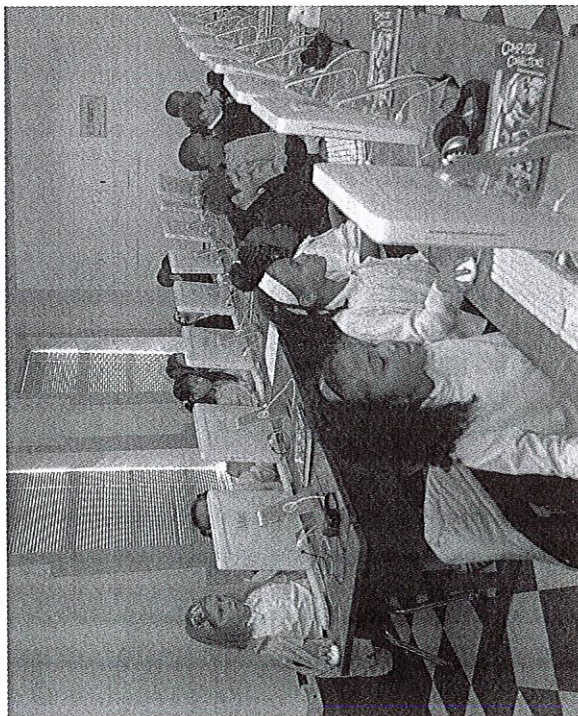
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What are the friends enjoying about their day out?



1

What might be good for the students about learning in these ways?



21 School trip

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).

Here are some reasons why many students go on school trips 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 whether it's a good idea for students to go on school trips.

Candidates

⌚ 2 minutes
 (3 minutes for groups of three)

Interlocutor

Thank you. Now you have about a minute to decide which two things are the most important for teachers to think about when they organise school trips for their students.

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 school trips should take place on a school day or at the weekend? (Why?)
- If you go on a school trip, is it better to visit a city, or go to the countryside? (Why?)
- What can students do in class after going on a school trip? (Why?)
- What's a good place for students to visit in (candidate's country)? (Why?)
- What's the most interesting thing about visiting other countries? (Why?)
- If you could go anywhere in the world, where would you go? (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?

