

Guidance: Parts 1–4

About the paper

The Reading and Use of English paper lasts for one hour fifteen minutes. It contains seven parts, and has a total of fifty-two questions. There are texts of varying lengths, with a range of text types and styles of writing, for example extracts from newspapers, magazines, websites and novels.

Part 1

In Part 1, you read a short text and complete a multiple-choice cloze task. Eight words or phrases have been removed from the text. For each gap, you have to choose from four options the word or phrase which fits best.

Part 2

In Part 2, you read a short text and complete an open cloze task. Eight words have been removed from the text. You have to complete the gaps.

Part 3

In Part 3, you read a short text and complete a word-formation task. Eight words have been removed from the text. You are given the base form of each missing word and you have to put that word into the correct form to fit the gap.

Part 4

In Part 4, you read six pairs of sentences and complete a key-word transformation task. The pairs of sentences have the same meaning, but are expressed in different ways. Two to five words have been removed from the second sentence, and one of these words, the key word, is given as a prompt. You have to complete the second sentence, using the key word.

How to do the paper

Part 1

- Read the text, ignoring the gaps, to get a general understanding.
- Only one of the options (A–D) fits the gap.
- Check the words before and after the gap, e.g. some words can only be followed by one particular preposition.
- Some questions focus on linking words and so test your understanding of the whole passage.
- If you are not sure which word to choose, decide which options are clearly wrong, and then see which are left. If you're still not sure, you should guess. You do not lose marks for wrong answers, and your guess may be right.
- When you have finished, read your completed text again and check that it makes sense.

Part 2

- Read the text, ignoring the gaps, to get a general understanding.
- Think about the missing words. Each gap only needs one word, usually a grammatical word, e.g. pronoun, linker, preposition, etc. The gaps will not test your knowledge of topic vocabulary.
- Carefully read the text around each gap and think about what type of word is missing, e.g. preposition, pronoun, part of a fixed expression, etc.
- When you have finished, read your completed text again and check that it makes sense.

Part 3

- Read the text, ignoring the gaps, to get a general understanding.
- Decide which type of word is needed in each gap, e.g. noun, adjective, adverb. Look at the whole sentence, not just at the line including the gap.
- Look at the word in capitals to the right of the gap. You may need to add a prefix or suffix, or make other changes. More than one change may be required.
- Check to see if nouns should be singular or plural.
- When you have finished, read your completed text again and check that it makes sense.

Part 4

- Look at the key word. What type of word is it? What usually follows it, e.g. an infinitive, a preposition, or could it be part of a phrasal verb?
- Think about the other words that need to change in the new word order, e.g. an adjective may become a noun or vice versa.
- Your answer may include words or expressions not used in the first sentence, but these must express exactly the same idea. Do not include new information or change the information.
- Remember that contracted words count as two words, e.g. *won't = will not*.

Guidance: Parts 5–7

About the paper

Part 5

In Part 5, there is one long text to read. You have to answer six four-option, multiple-choice questions, which follow the order of the text.

Part 6

In Part 6, there is one long text from which six sentences have been removed. These are placed in jumbled order after the text along with an extra sentence that does not fit into any of the

gaps. You have to use your knowledge of grammar, vocabulary, referencing and text structure to reconstruct the text.

Part 7

In Part 7, there is either one long text that has been divided into sections, or a series of short texts on the same topic. There are also ten prompts which report information and ideas from the text(s). You have to match each prompt to the correct text or section of text.

How to do the paper

Part 5

- Read the text quickly to get a general understanding of what it's about and how it's organised.
- Read through the questions or question stems without looking at the options (A–D) and underline key words in the question stem.
- The questions follow the order of the text. Find the piece of text where a question is answered and read it carefully, underlining key words and phrases.
- Some questions which test vocabulary or reference skills will tell you on which line the targeted word or phrase can be found. Read the sentences before and after the one including this word or phrase to find the answer.
- Try to answer the question. Then read the four options (A–D) and choose the one that is closest to your own answer. Look for the same meaning expressed in different ways.
- Check that the other options are all clearly wrong. If you are still unsure, read the text again very carefully and look for reasons why some of the options may be wrong.

Part 6

- Read the base text first, ignoring the gaps, to get a general understanding of what it's about and how it's organised.
- Next, carefully read the text around each gap and think about what type of information might be missing.

- Read sentences A–G. Check for topic and language links with the base text. Highlight reference words and words that relate to people, places, events and any time references. This will help you follow the development of the argument or narrative.
- Choose the best option to fit each gap. Make sure that all the pronouns and vocabulary references are clear.
- Once you've finished, re-read the completed text to be sure that it makes sense with the answers in the gaps.

Part 7

- In Part 7, you don't need to read the whole text or texts first. The text contains information that you don't need to answer the questions.
- Read the prompts (43–52) first, underlining key words and ideas.
- Read through the text(s) quickly and find information or ideas that relate to each question.
- For each question, when you find the relevant piece of text, read it very carefully to make sure it completely matches the meaning of the prompt.
- The ideas in each prompt are likely to occur in more than one section of the text, but only one text exactly matches the idea. You need to read all these sections carefully.

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).

In the exam, mark your answers on the separate answer sheet.

Example:

0 A bright B fair C keen D sharp

0	<u>A</u>	B	C	D
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Messages from the Stone Age

The incredible pre-historic Chauvet cave art in France is painted in (0) colours and dates back to a period around thirty thousand years ago when early humans first started to create rock art. Although various (1) of this art have been found in caves in Western Europe, very few people have seen the art at Chauvet because it is located (2) inside an inaccessible underground cave system. Those who have seen it say that it is very impressive, showing animals (3) horses, rhinos and cows, and that the artwork is good enough to (4) modern compositions.

The first scientists to (5) the Chauvet paintings missed some other important (6) however. The walls of the cave are also marked with a series of lines and symbols, that were initially (7) as insignificant. But recent research has suggested that these marks may represent humankind's first steps towards the development of writing, which is (8) people to rethink their ideas about when written communication first started.

- 1 A illustrations B models C cases D examples
- 2 A deep B thick C long D dense
- 3 A by means of B apart from C as well as D such as
- 4 A rival B compare C compete D oppose
- 5 A arrive B reach C meet D know
- 6 A instances B matters C details D issues
- 7 A believed B regarded C thought D agreed
- 8 A resulting B having C making D causing

Tip Strip

Question 9: A relative pronoun is needed here – it links the idea to the place.

Question 10: Which preposition is used after the phrase 'to get close'?

Question 12: Which preposition will create a phrasal verb meaning 'to understand'?

Question 15: Which verb combines with 'used to' to form a phrase meaning 'become accustomed to'?

Question 16: You are looking for a verb that is used with 'contact'.

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).

In the exam, write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 A R E

Swimming with seals

The UK is home to half the world's population of grey seals and there (0) many local boat trips offering sightseeing tours out to the islands and sandbanks (9) the animals are most regularly found.

But if you really want to get close (10) the seals and understand something about their way of life, then you need to go on an underwater seal-watching trip. On these trips, you have the chance to go over the side of the boat and, equipped (11) a wetsuit, mask and snorkel, spend time in the water alongside the animals.

Seals are extremely inquisitive creatures and, once you're in the water, they will swim past you trying to work (12) who you are and (13) you're doing there. (14) they can appear shy at first, seals soon (15) used to you being in the water, and will come and play around you. Young pups especially like to (16) contact with divers, and often use their teeth, gently biting masks, fins and cameras out of curiosity. It can be a thrilling experience.

Tip Strip

Question 17: You need to add a suffix to this word to create a noun.

Question 19: Add a prefix to make a word that means 'find out'.

Question 22: The word you need means 'the people who do science'.

Question 24: Add a prefix to make this word negative.

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).

In the exam, write your answers **IN CAPITAL LETTERS on the separate answer sheet.**

Example: 0 H E A L T H Y

Brain games

According to experts, doing puzzles keeps our brains fit and (0) HEALTH
As well as gaining (17) from finding the correct answer SATISFY
to a difficult problem, we give our brains a good workout in the
process. To help us do this, all sorts of handheld 'brain games'
are now available in the shops, and the most (18) games SUCCESS
have sold in their millions.

What's more, people (19) that the more they play the COVER
games, the easier it is to find a (20) to the problems SOLVE
posed. They see this as proof that there has been an (21) IMPROVE
in the power of their brains. Unfortunately, however, this may
be a false impression.

Some (22) argue that the brain gets better at any task SCIENCE
the more often it is repeated. In other words, the improvement
in the (23) of the brain is something that happens naturally. PERFORM

So although these brain games are obviously fun to play, it CERTAIN
remains (24) whether they are actually helping to boost
brainpower or not.

Tip Strip

Question 25: You need a phrase that creates a negative comparison with 'as'.

Question 26: 'Supposed' is followed by the infinitive with 'to'.

Question 27: Use a preposition and a gerund after 'apologised'.

Question 29: You need to turn 'disappointed' into a noun.

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 What type of music do you like best?
FAVOURITE
What type of music?

The gap can be filled with the words 'is your favourite', so you write:

Example: 0 IS YOUR FAVOURITE

In the exam, write **only** the missing words **IN CAPITAL LETTERS on the separate answer sheet.**

25 Brad speaks English better than his parents do.
AS
Brad's parents don't he does.

26 Cycling is not allowed in the park.
SUPPOSED
You in the park.

27 'I'm sorry I didn't let you know I was going to be late, Ann,' said Jamie.
APOLOGISED
Jamie Ann know that he was going to be late.

28 A heavy fall of snow prevented them from getting home that night.
ABLE
They home that night because of a heavy fall of snow.

29 Ursula was disappointed not to win the competition.
CAME
Not winning the competition to Ursula.

30 I paid far more money for my new computer than I expected to.
SO
I didn't expect money for my new computer.

You are going to read an article about a woman's career. For questions 31–36, choose the answer (A, B, C or D) which you think fits best according to the text.

In the exam, mark your answers on the separate answer sheet.

A varied career

Chloe Kelling, a successful model and singer-songwriter, now has a new venture

I arrive for my interview with Chloe Kelling and I'm asked to wait in the garden. I hardly have time to start looking round at the carefully tended flowerbeds when Chloe appears. Every bit as tall and striking as I'd expected, Chloe emerges from the house wearing an oversized man's jacket, a delicately patterned top and jeans. Chloe is known for her slightly quirky sense of fashion and, of course, she looks great as she makes her way towards me through the flowerbeds.

'Let's talk in my office,' she says, leading the way not back to the house, but instead to an ancient caravan parked up next to it. As we climb inside the compact little van, the smell of fresh baking greets us. A tiny table is piled high with cupcakes, each iced in a different colour. Chloe's been busy, and there's a real sense of playing tea parties in a secret den! But what else should I have expected from a woman with such a varied and interesting career?

Chloe originally trained as a make-up artist, having left her home in the country at nineteen to try and make her name as a model in London, and soon got work in adverts and the fashion business. 'I went to Japan to work for a short period, but felt very homesick at first,' she recalls. 'It was very demanding work and, though I met loads of nice people, it was too much to take in at nineteen. If I'd stayed longer, I might have settled in better.'

Alongside the modelling, Chloe was also beginning to make contacts in the music business. 'I'd been the typical kid, singing with a hairbrush in front of the mirror, dreaming of being a star one day,' she laughs. She joined a girl band which 'broke up before we got anywhere', before becoming the lead singer with the band Whoosh, which features on a best-selling clubbing album. Unusually though, Chloe also sings with two other bands, one based in Sweden and another in London, and each of these has a distinct style.

It was her work with Whoosh that originally led to Chloe's link with Sweden. She was offered a song-writing job there with a team that was responsible for songs for some major stars, but gradually became more involved in writing music for her own band.

Although she now divides her time between London and Sweden, her first stay there turned out to be much longer than she'd bargained for. 'The rooms are very tall over there and so people have these rather high beds that you climb up to,' she explains. 'I fell as I climbed up the ladder and cracked three ribs. Although the people at the hospital were very kind, I was stuck there for a while, which was very frustrating. Sneezing and laughing were so painful at first, let alone singing!'

It was while recovering from her injuries that Chloe hit upon the idea of staging what she calls vintage fairs. 'It was snowing in Sweden and I wanted something nice to look forward to.' Chloe had always loved vintage clothes, particularly from the 1950s, and decided to stage an event for others who shared her passion. The first fair was held in her home village and featured stalls selling all sorts of clothes and crafts dating back to the 1950s. It was a huge hit, with 300 people turning up.

line 39 'When I had the idea of the first fair, it was only meant to be a one-off, but we had so many compliments, I decided to go ahead with more,' says Chloe. 'There's something for all ages and people find old things have more character than stuff you buy in modern shops. It also fits perfectly with the idea of recycling.' Looking round Chloe's caravan, I can see what she means.

Tip Strip

Question 31: The answer is in the first paragraph. Look for the sentence 'Chloe is known for her ... sense of fashion'. Which option has the idea 'known for' and a word that means 'fashionable'?

Question 35: The piece of text that talks about 'hospital' and 'Sweden' contains the answer.

Question 36: Find a word or phrase in the options that means the same as 'compliments' (line 39).

31 In the first paragraph, the writer suggests that Chloe

- A usually keeps people waiting.
- B is much taller than he expected.
- C lives up to her stylish reputation.
- D is surprisingly interested in flowers.

32 What do we learn about Chloe in the second paragraph?

- A She's cooked something for her guest.
- B She's expecting some other visitors today.
- C She has no room in her house for an office.
- D She invites very few people into her caravan.

33 What does Chloe say about her trip to Japan?

- A She soon got used to her life there.
- B She felt lonely most of the time there.
- C She wishes she'd done the work better.
- D She wasn't old enough to appreciate it fully.

34 In the fourth paragraph, we find out that Chloe

- A gave up modelling to become a singer.
- B had always had ambitions to be a singer.
- C has now left the first successful band she joined.
- D sings in three bands that have a very similar sound.

35 Chloe ended up in hospital in Sweden after

- A breaking a rib whilst trying to move her bed.
- B hurting her leg in a fall from her bed.
- C falling off a ladder in her bedroom.
- D tripping over in her room at night.

36 What does Chloe say about her 'vintage fairs'?

- A Her main aim is to raise awareness of environmental issues.
- B She has responded to positive feedback from customers.
- C Certain shops are now showing interest in the idea.
- D They are mostly popular with older people.

You are going to read an article about a boxer. 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.

In the exam, mark your answers on the separate answer sheet.

In defence of women's boxing

Lucy O'Connor thinks that women's boxing is widely misunderstood

Women's boxing is a new addition to the list of sports included at the Olympic Games. But according to Lucy O'Connor, winner of various international competitions, it's still widely misunderstood – a situation that Lucy's hoping to change. After graduating, Lucy took up boxing on the advice of a sports coach, who thought it would improve her general fitness. But Lucy soon set her sights on competitions and it wasn't long before she was boxing at the National Championships, which she eventually went on to win.

As a result of her success, Lucy was accepted on to what the navy calls its 'elite sportsman's programme'. **37** Every day now starts with a run at 7 a.m., followed by a skill and technique session or a strength and conditioning circuit. Come the afternoon, there are more aerobic workouts, before Lucy gets into the ring and practises with other elite boxers.

As with all competitors, diet is a huge part of Lucy's life. Since she first started boxing, she's had to shed twenty-eight kilos. Losing the last six, which took her into the flyweight category, required great determination. **38** As she explains: 'I don't go out to party anymore. Thankfully, I'm married to my boxing coach, so at least I've got some sort of social life!' Lucy's husband boxed as a heavyweight himself and he's in her corner for all her domestic competitions.

Lucy's mum works as a buyer at a big department store, and Lucy has been testing out products for the store's

sports division. Whilst preparing for a recent international championship, Lucy wore a new titanium-based sports clothing range designed to improve circulation and aid recovery. **39** But how does her family react to her taking part in competitions? 'Mum tends to admire me boxing from afar, but Dad just loves it!'

Lucy has clearly answered questions about safety concerns before and cites all the protective gear boxers strap on before a fight such as hand bandages, head guards, gum shields and much more. 'Amateur boxing is not dangerous,' she says definitively. 'It's so safety-orientated and the rules are so stringent it's actually difficult to get hurt. We approach it more as a skill and point-scoring exercise, rather than as a fight. **40**' Boxers win points by landing the white knuckle part of their gloves on the opponent's scoring area – essentially the upper body and head – cleanly and with sufficient force. In five years of competitive boxing, Lucy's suffered only a few bruises and a broken thumb.

And in response to those who think it's 'inappropriate' to see women boxing at the Olympics, Lucy is quick to point out that women have been competing in martial arts such as taekwondo and judo for years. **41**

Her biggest concern is that people confuse amateur boxing competitions with professional fights, where the focus is more on aggression and hurting your opponents. 'Female amateur boxing is about showing skill, speed and stamina,' she says. **42** 'I find it so satisfying to be changing people's opinion.'

Tip Strip

Question 37: Look for the option that talks about Lucy's training. The text after the gap describes what she does to train.

Question 38: The text before the gap talks about a goal that Lucy achieved. Which option has a word with a similar meaning to 'goal'? The text after the gap talks about

the way Lucy lives. There's a word in the option that means this too.

Question 41: Look for the option that talks about women doing similar sports.

Question 42: Look for the option that contains a word that means 'to be wrong'.

A All that hard work certainly paid off and the competition itself brought out the best in Lucy.

B That's because in order to reach that target, she had to totally rethink her lifestyle.

C Having access to this space-age training kit was certainly an advantage.

D If the sport was more in the public eye, then fewer people would make that mistake.

E Nobody complained about women taking part in those events when it was introduced.

F That's why I've always regarded it as a thinking girl's sport really.

G What this meant, in effect, was that she was able to train full-time.

Tip Strip

Question 45: Look in the texts for somebody who might make travel arrangements for you.

Question 48: Read the first part of all four texts. Which one talks about the 'beginning of a trip'? Can you find a phrase that is used to express doubts?

Question 50: Look at all the pieces of text that talk about meeting people. Look for a phrase that says how similar the writer felt to these people.

Question 51: Look for another way of saying 'decision making'.

Part 7

You are going to read a magazine article about students who travelled around Australia alone during their long summer vacation. For questions 43–52, choose from the students (A–D). The students may be chosen more than once.

In the exam, mark your answers on the separate answer sheet.

Which student mentions ...

- | | | |
|--|----|--------------------------|
| a daily activity that was not enjoyable alone? | 43 | <input type="checkbox"/> |
| a good way of keeping travel plans flexible? | 44 | <input type="checkbox"/> |
| appreciating not having to waste time organising practical details? | 45 | <input type="checkbox"/> |
| becoming more tolerant of other people? | 46 | <input type="checkbox"/> |
| feeling better after keeping in touch with others? | 47 | <input type="checkbox"/> |
| having doubts at the beginning of a trip? | 48 | <input type="checkbox"/> |
| liking not having to agree an itinerary with others? | 49 | <input type="checkbox"/> |
| meeting people with a similar outlook on life? | 50 | <input type="checkbox"/> |
| missing having someone to help with decision-making? | 51 | <input type="checkbox"/> |
| the advisability of going for the best accommodation you can afford? | 52 | <input type="checkbox"/> |

Solo travel in Australia

A Phil Morston

I remember sitting in the plane thinking to myself: 'What have I let myself in for?' The first few days were scary: I was all on my own on the other side of the world with nothing planned. But I soon met up with people to travel with. Of course, some you get on with, others you don't. Some, for example, had every day planned out day in minute detail, when in practice things can change and it's great to have the freedom to go with the flow. And that's easy enough to do. You can take the Oz Experience bus down the west coast, jumping off whenever you want, then catching the next bus when you're ready to move on again. Being away for a year, you do occasionally get lonely. To cheer myself up, I'd sit down and write a fortnightly email home about everything I'd been up to.

B Leila Stuart

Without doubt, you meet all sorts of people when travelling alone. I even made a friend on the plane out there. Some people are keener to make friends than others, of course, but if someone's chosen to do the same type of trip as you, you've probably got lots of ideas in common. The advantages of a pre-planned tour are that you can get an agency to take care of all the arrangements, which can be time-consuming to do yourself – but it does mean that you're tied to a predetermined itinerary, which wouldn't suit everyone. There's also the safety aspect in terms of the places you visit often being very remote. If you go off trekking in the wilds of a foreign country alone, it could be difficult to get help if things went wrong.

C Danny Holt

Travelling solo creates opportunities to meet people. There's no substitute for sharing the experiences of the day with a companion, and being alone forces you to seek someone out. I'd never have met so many people if I'd been travelling with friends. There's also the wonderful freedom to do what you like, when you like, without having to convince anybody that it's a good idea. However, there are downsides; meal times are something I've never really got to grips with in all the years I've travelled alone. But my advice would be to give solo travel a go – it can be very liberating. Maybe try a short trip to begin with, just in case it's not for you. Another thing is stay in the nicest places your budget permits. Miserable hostels can really spoil a trip. And if you really are happy being anti-social, a pair of headphones can ensure the person in the next seat doesn't bore you to death on the plane!

D Kerry Winterton

Fun as it is, travelling solo also has its low points, including occasional loneliness and the pressure that you're under to make your own mind up about everything. I chose to travel alone because I wanted to do something different, but I did miss people from home, and sometimes fell out with other travellers I'd teamed up with along the way. But I learnt to accept that some people have different attitudes to mine; that you have to put up with irritating people in hostels and accept not having as much privacy as you're used to at home. The best thing for me about travelling alone was that it was a brilliant experience that enhanced my independence and helped me feel more self-assured. I knew I was on my own, which made me make more effort to speak to people and by doing so I made lots of great friends.

Guidance

About the paper

The paper lasts for 1 hour and 20 minutes. There are two parts to the paper and in each part you have to complete one task.

Part 1

Part 1 is compulsory. You have to write an essay in a formal style, giving your opinion on the essay title, using the ideas given and providing an idea of your own. You should write between 140 and 190 words.

Part 2

In Part 2, you must choose one question from a choice of three. Tasks may include some of the following: an article, an email,

a letter, a report or a review. You should write between 140 and 190 words.

Task types

- Letter or email
- Article
- Report
- Review

For more information about the writing paper task types, refer to the Writing File on pages 162–168.

How to do the paper

Part 1

- Don't be in a hurry to start writing. It pays to spend a few minutes planning! Read the instructions carefully to understand:
 - the topic you had discussed in class and the title of the essay you have to write.
 - what information you have to include in your answer: this will ensure that you include the two notes provided.
- Think of a third point of your own, something which is not mentioned in the first two points given.
- Look again at the three written notes and expand them by noting down a couple of ideas for each.
- Decide how many paragraphs you will need and which ideas you want to group together in each paragraph.
- When you finish, do a final check. Is the style formal? Have you included all the notes? Are there any basic mistakes that you can correct?

Part 2

- Remember that whereas in Part 1 you always have to write an essay in a formal style, in Part 2 you need to choose from task types that may require a semi-formal or informal style, and a variety of formats.

- Don't be in a hurry to start writing. Look carefully at each task (e.g. the report) and topic (e.g. the environment) and:
 - Think of report writing. Are you confident you know how to write the task type?
 - Think of the environment as a topic. Do you have some interesting language you can use?
- Choose a topic where your answers to both of the questions above is 'yes'. For example, choose the report only if you know how to present and organise the information, and you also like the topic and have some interesting language you can use.
- Read the task you have chosen and be sure you understand the following:
 - What is the situation?
 - Who will read your piece of writing?
 - What is your purpose in writing this piece?
- Jot down the ideas that come into your head, in any order. Then choose your best ideas and decide how you will organise them into paragraphs.
- When you finish, revise your writing. Have you used varied language? Are your points clearly expressed?

Part 1

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

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

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

What can young people do to help protect and improve their local environment?

Notes

Write about:

1. recycling things
2. cycling or walking instead of using cars
3. (your own idea)

Write your **essay**.

Tip Strip

- Begin by underlining the key words in the instructions, e.g. 'different ways to protect the environment', 'using all the notes'.
- Read the essay question and the two written prompts. Note down a couple of ideas to include for each prompt, and also some interesting vocabulary you may use. For example, for the second prompt you could jot down 'air pollution', 'too much traffic'. Think of a third idea of your own and make some notes on that too.
- Plan your answer. Decide which ideas you will include in each paragraph. Remember that writing an essay is much easier when you have a plan!
- Introduce the topic in the first paragraph. You can do this by rephrasing the essay question, for example, 'We all need to help protect and improve our local environment.'
- Avoid writing only very simple sentences. Try to use a variety of tenses and grammatical structures. Don't forget to summarise your opinions briefly in the last paragraph.
- When you have finished, check that you have dealt with the two notes provided, and with a point of your own. Check that you have written between 140 and 190 words, but don't waste time counting every word.
- Finally, check your grammar and spelling.

Part 2

Write an answer to **one** of the questions 2–4 in this part. Write your answer in **140–190** words in an appropriate style.

- 2 You have received an email from your English-speaking friend, Jack, who is coming to visit your country with some friends. Write an email to Jack, answering his questions.

What are the best places to explore and things to see in your area? Should we use public transport or hire bikes? Are there interesting museums or exhibitions to learn about your country? Join us if you can! Please write soon.
Jack

Write your email.

- 3 You recently saw this notice in a magazine for students of English.

Write a review of a TV series you really enjoy!

Tell us what makes the plot and characters so interesting for you, and whether you would recommend it for viewers of all ages.

Write your review.

- 4 You have decided to write an article about your favourite computer game for a magazine for young people called *Funtime*. Write the article, describing the game and explaining why you would recommend it to other readers.

Write your article.

Tip Strip

- Before you start writing, think of the task type you have chosen. Is it an email, a review or an article? Remember what you have learnt about each task type.
- Whatever your choice, before you start writing, note down the main points you want to include in each paragraph.

Question 2: You are writing to a friend. Think of the style you have to use: is it formal or informal? Remember that your email must have opening and closing lines, and that you have to write full sentences. Do not use words that are commonly used in text messages, e.g. 'lol', 'ttyl'. Plan your answer: in paragraph 1, you may want to mention the best places and things to see, in paragraph 2 you can tell him about what transport is best and whether you can join him and his friends.

Question 3: Use varied vocabulary and avoid repeating adjectives such as 'nice' and 'good'. Jot down some words or expressions you may want to use when talking about a TV series. You will need to use language of description, opinion and recommendation.

Question 4: In your article you have to describe the computer game first. Think about how you will organise your description so that it is clear to people who have not played it, e.g. what the players have to do, who the characters are, who wins, etc. Then you have to recommend it to other readers: think of the reasons you will give (e.g. it is challenging, thrilling, etc.).

TEST 1 LISTENING

Guidance

About the paper

The Listening paper lasts about forty minutes and has four parts, with a total of thirty questions. There are texts of varying lengths and types, e.g. extracts from media broadcasts and announcements, as well as everyday conversations. You will hear each recording twice. You have time to read the questions before you listen.

Part 1

In Part 1, you listen to eight unrelated extracts of around half a minute each. The extracts may be monologues or dialogues and will include a range of speakers and contexts. You have to answer one three-option, multiple-choice question on each extract.

Part 2

Part 2 involves one long text of around three minutes. You will hear one speaker giving a talk or presentation on a specific

topic. A set of ten sentences report the main points from the listening. A word or short phrase has been removed from each sentence. You have to listen and complete the gaps.

Part 3

In Part 3, you hear a series of five short monologues of around 30 seconds each. Each of the five speakers is talking about the same topic. As you listen, you look at a list of eight prompts and decide which one matches what you hear. There are three prompts you do not need to use.

Part 4

In Part 4, there is one long text of around 3 minutes. This is generally an interview or a discussion between two people. You have to listen and answer seven three-option, multiple-choice questions.

How to do the paper

Part 1

- The eight extracts are not linked in any way. There will be a variety of text types, speakers and interaction patterns, e.g. interviews, informal conversations, announcements, etc.
- Before you listen to each extract, look at the context sentence. Think about who the speaker is and about the context, e.g. is it a broadcast interview, an informal chat?
- Some questions ask you to identify the speakers' opinions. Before you listen, think about which of the speakers you are listening for in each question and underline key words in the question stem. Some questions will focus on both speakers and whether they agree or not.
- Some questions will ask you to identify a speaker's feeling or attitude, or that person's purpose in talking, e.g. to explain, to apologise, etc.
- Some questions will test your understanding of a speaker's main idea, or a detailed piece of information that they give.
- Listen first to find the correct answer to the question posed in the stem.
- Listen again to match that answer to the correct option (A–C).

Part 2

- Before you listen, read the rubric and think about the context.
- You have time to read through the sentences before you listen. Think about the type of information that is missing in each sentence.
- Most answers are concrete pieces of information, e.g. proper nouns or numbers.
- The information on the page follows the same order as the information in the listening text. Use the sentences to help you keep your place as you listen.
- The words you need to write are heard on the recording. There is no need to change the form of the word or find a paraphrase.
- Write no more than three words in each gap. Most answers will be single words or compound nouns.

- Check that your answer fits grammatically, e.g. singular and plural, tense, etc. and that it makes sense in the complete sentence.

Part 3

- There are five different speakers all talking about the same topic. You will hear all five of them and the whole listening text will then be repeated.
- You have time to read the task before you listen. Read the options (A–H) so that you are ready to choose one as you listen.
- The first time you listen, pay attention to the speaker's main idea. Mark the option closest to this idea. Remember that the five speakers are all talking about the same topic, so you will hear the same vocabulary and similar information from each speaker.
- The second time you listen, check your answers. You may need to change some of them. Remember that there are three options that you don't need to use.
- Don't worry if you don't understand every word. If you're not sure of an answer, then guess. You have probably understood more than you think.

Part 4

- Before you listen, read the rubric and think about the context.
- You have time to read through the questions before you listen.
- Underline the key words in the question stems and options.
- The questions follow the order of the text. Listen out for the interviewer's questions that introduce the topic of each question that you have to answer.
- Listen first to find the correct answer to the question posed in the question stem.
- Listen again to match that answer to the correct option (A–C).
- The words in the options will not be the same as those you hear in the recording.

Part 1

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

Tip Strip

Question 1: Listen for the words 'great' and 'wonderful'. What are they talking about when they use these words?

Question 3: Listen for the phrase: 'the worst thing'. What is the boy referring to when he says this?

Question 5: Listen for a word that means 'surprising'. The answer comes after it.

Question 7: Listen for something you wear on one of these forms of transport.

- 1 You hear two friends talking about attending a motor-racing event.
They agree that the best thing about it was
A the race.
B the facilities.
C the atmosphere.
- 2 You hear a football coach talking about a match.
He thinks that the team lost because
A they lacked concentration.
B they hadn't practised enough.
C they weren't very fit.
- 3 You hear two people talking about a computer game.
Why does the boy dislike it?
A It's boring.
B It's expensive.
C It's complicated.
- 4 You hear a woman talking about judging a poetry competition.
What surprised her?
A how nature was seen in the poems
B how many poems some people wrote
C how humorous the poems were
- 5 You hear a young man talking about travelling alone for the first time.
How did his parents react to the idea?
A They were helpful.
B They were worried.
C They were angry.
- 6 You hear part of a talk by a nurse.
What is she doing?
A giving instructions to a new colleague
B explaining how patients should be treated
C outlining the good and bad points of the job
- 7 You hear a man talking about a long-distance journey he made.
How did he travel?
A by bus
B by motorbike
C by car
- 8 You hear two friends talking about listening to the radio.
What did the girl like about the programme she mentions?
A It was amusing.
B She learned something.
C The presenter was good.

Tip Strip

Question 9: Be careful: two shows are mentioned, but only one of them fits here.

Question 10: The words 'exactly' and 'older' tell you that you are listening for a number.

Question 12: Listen for the word 'difference'. It's also in the sentence, and the answer comes after it in the listening text.

Question 13: You are listening for a comparative adjective that describes the boys.

Question 14: Be careful: other lessons are mentioned, but what did Tim start learning?

Question 17: Listen for the word 'image' in the text. The answer follows this. Wait until you hear a word with a similar meaning to 'key' – what does it refer to?

Part 2

You will hear a singer called Tim Tanner who sings with his twin brother Sam Tanner, talking about their lives and career. For questions 9–18, complete the sentences with a word or short phrase.

Singing twins: Tim and Sam Tanner

- The name of the talent competition which the twins won is (9)
- Tim is exactly (10) older than Sam.
- The twins were born in the month of (11)
- The main physical difference between Tim and Sam is their (12)
- Tim has a less (13) personality than Sam.
- At school, both Tim and Sam were good at (14)
- Sam started taking (15) lessons when he was thirteen.
- The fact that the twins share the same (16) sometimes leads to arguments.
- Tim says a key part of the twins' image is the (17) they wear.
- The title of the twins' next album is (18)

Tip Strip

Speaker One: Listen for the phrase 'the best teacher in the world'. What she says next explains why she decided to start playing classical music.

Speaker Two: Listen to what he says about a big rock star – it helps with the question.

Speaker Three: Be careful: a teacher is mentioned by Speaker 3, but D is not the answer.

Speaker Four: When he says 'to some fast-food place', what is he referring to? This helps with the answer.

Speaker Five: Listen to the second half of what she says. What or who is she talking about?

Part 3

You will hear five short extracts in which people are talking about classical music. For questions 19–23, choose from the list (A–H) the reason each person gives for starting to play classical music. Use the letters only once. There are three extra letters which you do not need to use.

- A following a family tradition
- B being introduced to a range of good music
- C the experience of attending a concert
- D the encouragement of a teacher
- E hearing it in an everyday situation
- F realising the importance of starting young
- G the influence of someone famous
- H finding other types of music unexciting

Speaker 1 19

Speaker 2 20

Speaker 3 21

Speaker 4 22

Speaker 5 23

Tip Strip

Question 25: What does Ann say about the countryside? Which option does this refer to?

Question 27: Listen to what Ann says about 'professional distance'. What does she mean by this?

Question 28: Be careful: all three sports are mentioned. Which one does Ann 'get into quite a bit'?

Question 29: Listen for the expression 'a bit of a pain'. What does it refer to?

Part 4

You will hear an interview with a professional athlete called Ann Brown. For questions 24–30, choose the best answer (A, B or C).

- 24 What does Ann say about her performance in the world championships?
- A She was disappointed not to win.
 - B She wishes she'd been more prepared.
 - C She did better than she'd been expecting to.
- 25 How does Ann feel about the place where she trains?
- A She finds it quite boring.
 - B She enjoys looking at the scenery.
 - C She pays little attention to where she is.
- 26 What does Ann think of the idea of taking a 'day off' from training?
- A She thinks all athletes need one sometimes.
 - B She would like to have more of them.
 - C She doesn't find them necessary.
- 27 What is Ann's attitude towards the other competitors in races?
- A She avoids close social contact with them.
 - B She's made a few good friends amongst them.
 - C She finds it easy to talk to them when she has to.
- 28 In her free time, Ann enjoys
- A kite flying.
 - B skiing.
 - C reading.
- 29 How does Ann feel about being recognised in public?
- A She's relaxed about it.
 - B She finds the attention exciting.
 - C She dislikes signing autographs.
- 30 When thinking about the future, Ann
- A plans around five years in advance.
 - B admits to worrying about getting injured.
 - C remains focused on winning important races.

Guidance

About the paper

The Speaking paper contains four parts and lasts fourteen minutes. There are two candidates and two examiners. One examiner acts as interlocutor and interacts with the candidates and the other examiner acts as assessor and does not join the conversation. The candidates are assessed on their performance over the whole test.

Part 1 (2 minutes)

The examiner asks candidates questions about their own lives, focusing on areas such as their daily life, leisure, work, future plans, holidays, likes and dislikes. The examiner addresses each candidate in turn and does not invite them to talk to each other, though the candidates may do so if they wish. This is a natural way to begin the test and it allows candidates to settle and feel comfortable.

Part 2 (4 minutes)

Each candidate is given the opportunity to speak for 1 minute without interruption. The examiner gives each candidate two pictures and reads out a task. One part of this task is to compare them, but there is also an extra task which is written

above the pictures. At the end of each long turn, the examiner asks the other candidate a question which only requires a brief answer.

Part 3 (4 minutes)

Both candidates are given oral instructions and a diagram with one question and five written prompts, which is the basis for the task that they have to carry out together. The instructions for this part are in two parts. **First** the interlocutor will ask the candidates to talk to each other about the question and the different written prompts. The written question helps candidates focus on the task. The candidates will be given 15 seconds to look at the task before starting the discussion. **Then**, after two minutes, the interlocutor will give the candidates 1 minute to decide on something. When making their decision, candidates will be expected to give reasons for their choices.

Part 4 (4 minutes)

The examiner asks the candidates questions related to the points discussed in Part 3, which broaden the topic and allow the candidates to discuss issues in more depth.

How to do the paper

Part 1

Listen carefully to the examiner's questions and to your partner's answers, as you might be asked the same or a similar question, or a completely different one.

Give full answers, adding relevant comments, reasons or examples.

Part 2

First compare the two pictures, pointing out similarities and differences.

Then move to the next task written above the pictures.

Part 3

First explore each of the issues suggested by the written prompts. Don't be afraid to give opinions and make comments, agreeing or disagreeing with your partner.

Then when reaching a decision, remember there are no right or wrong choices and you won't be given marks on your opinions but on the language you produce.

Part 4

Answer questions in depth and express your opinions clearly.

Involve your partner in the discussion.

PART 1 (2 minutes)

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

And your names are?

- 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.

Free time

- Do you prefer to spend time on your own or with other people? (Why?)
- Has your choice of free time activities changed over the years? (In what way?)
- What kind of music do you like? (Why do you enjoy it?)
- Do you like going to parties? (Tell us about a party you remember well.)

Education and work

- Do you work or do you study? (Tell us where you study/work.)
- How often do you use the Internet to study?
- What type of work would you like to do in the future?
- What new skill would you like to learn? (Why?)

Media

- What kind of television programmes do you like best?
- Do you like reading newspapers and magazines? (Where do you read them?)
- Do you ever listen to the radio? (When?)
- Do you like going to the cinema? (Tell us about a film you've seen recently.)

Tip Strip

Free time

Question 2: Give examples of activities you used to like and of activities you have taken up recently.

Question 4: If you don't remember a party, you can invent one! The examiner only wants you to produce some language that he/she can assess.

Education and work

Question 2: Don't spend time making exact calculations, just answer the question and add some comment, i.e. how useful you find it.

Questions 3/4: You may not have thought about your future, but you can quickly think of an interesting job or skill to answer these questions.

Media

Questions 2/3: Don't be afraid to say you never do this, but explain why you don't. The examiner wants to hear you produce some language.

Question 4: Don't spend time thinking about the details of the film, just talk!

Tip Strip

Candidate A: You could compare being at home or in the countryside, with many people or on your own, enjoying a noisy or a quiet time. You could refer to *having a good time with friends, playing instruments and singing, enjoying silence, a peaceful moment, favourite music.*

Candidate B: You could compare two different shopping experiences, an artisans' market and a busy shopping centre. You could refer to *looking for something special, enjoying the atmosphere, seeing lots of people, buying everything you need in one place.*

Tip Strip

For the first part of the task you could say: *You have to concentrate when watching a film because if you don't you can't follow what's going on.*

For the second part: *I think concentration is most important when you study maths because it's not an easy subject.*

Tip Strip

Question 1: Possible answers include: *it is hard work, they get bored, they lack patience, etc.*

Question 2: *They have a better/worse memory, they are (not) used to working hard, they have more/less energy, it is easier/more difficult to learn new things, etc.*

Question 3: *It does, because you must learn the grammar, remember the spelling of new words, understand spoken language, etc.*

PART 2 (4 minutes)

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 enjoying music**. [Turn to the pictures on page 169.] I'd like you to compare the photographs, and say **why you think the people are enjoying these experiences**. All right? (1 minute)

Thank you. (Candidate B), do you like going to concerts? (30 seconds)

Thank you. Now, (Candidate B), here are your photographs. They show **people shopping in different places**. [Turn to the pictures on page 170.] I'd like you to compare the photographs, and say **why the people might have chosen to shop in these places**. All right? (1 minute)

Thank you. (Candidate A), do you enjoy shopping? (30 seconds)

PART 3 (4 minutes)

Interlocutor Now, I'd like you to talk about something together for about two minutes.

Here are some activities which may need a lot of concentration and a question for you to discuss. First you have some time to look at the task (15 seconds). [Turn to the task on page 171.]

Now, talk to each other about **why it might be necessary to concentrate when doing these activities**. (2 minutes)

Thank you. Now you have a about minute to decide **which two activities need the most concentration**. (1 minute)

PART 4 (4 minutes)

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

- Sometimes, people don't like having to concentrate. Why do you think this is?
- Do you think young people find it easier to concentrate on things than older people? (Why/Why not?)
- Do you think that learning languages requires a lot of effort and concentration? (Why/Why not?)
- How important is it for people to have time to relax and forget the pressure of work or studies?
- What do young people do to relax in (candidate's country)?
- How easy do you think it is to work when there is background noise?

Select any of the following prompts, as appropriate:

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

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