



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English First

First Certificate in English (FCE)
CEFR Level B2



Reading and Use of English

General description

FORMAT	The paper contains seven parts. For Parts 1 to 4, the test contains texts with accompanying grammar and vocabulary tasks, and separate items with a grammar and vocabulary focus. For Parts 5 to 7, the test contains a range of texts and accompanying reading comprehension tasks.
TIMING	1 hour 15 minutes
NO. OF PARTS	7
NO. OF QUESTIONS	52
TASK TYPES	Multiple-choice cloze, open cloze, word formation, key word transformation, multiple choice, gapped text, multiple matching.
WORD COUNT	2,200-2,500
MARKS	Parts 1-3 - each correct answer receives 1 mark; Part 4 - each correct answer receives up to 2 marks. For Parts 5-6, each correct answer receives 2 marks; for Part 7, each correct answer receives 1 mark.

Structure and tasks

PART 1

TASK TYPE	Multiple-choice cloze
FOCUS	The main focus is on vocabulary, e.g. idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.
FORMAT	A modified cloze test containing eight gaps. There are 4-option multiple-choice items for each gap.
NO. OF QS	8

PART 2

TASK TYPE	Open cloze
FOCUS	The main focus is on awareness and control of grammar with some focus on vocabulary.
FORMAT	A modified cloze test containing eight gaps.
NO. OF QS	8

Structure and tasks (cont.)

PART 3

TASK TYPE	Word formation
FOCUS	The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.
FORMAT	A text containing eight gaps. Each gap corresponds to a word. The stem of the missing word is given beside the text and must be changed to form the missing word.
NO. OF QS	8

PART 4

TASK TYPE	Key word transformation
FOCUS	The focus is on grammar, vocabulary and collocation.
FORMAT	Six separate items, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key' word.
NO. OF QS	6

PART 5

TASK TYPE	Multiple choice
FOCUS	Detail, opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication, text organisation features (exemplification, reference).
FORMAT	A text followed by six 4-option multiple-choice questions.
NO. OF QS	6

PART 6

TASK TYPE	Gapped text
FOCUS	Cohesion, coherence, text structure.
FORMAT	A text from which sentences have been removed and placed in jumbled order after the text. Candidates must decide from which part of the text the sentences have been removed.
NO. OF QS	6

PART 7

TASK TYPE	Multiple matching
FOCUS	Detail, opinion, specific information, implication.
FORMAT	A text or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
NO. OF QS	10

2

Part 1

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

Mark your answers on the separate answer sheet.

Example:

0 A band B set C branch D series

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

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

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

3

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

Turn over ▶

READING AND USE OF ENGLISH

5

Part 3

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

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

Example: 0 C O M M O N L Y

An incredible vegetable

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

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

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

Turn over ▶

4

Part 2

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

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

Example: 0 A S

Motorbike stunt rider

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

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

6

Part 4

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

Example:

0 A very friendly taxi driver drove us into town.

DRIVEN

We a very friendly taxi driver.

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

Example: WERE DRIVEN INTO TOWN BY

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

25 Joan was in favour of visiting the museum.

IDEA

Joan thought it would be to the museum.

26 Arthur has the talent to become a concert pianist.

THAT

Arthur is so could become a concert pianist.

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

IF

Mary asked Sally time the match started.

7

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

LONG

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

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

SAID

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

30 I'd prefer not to cancel the meeting.

CALL

I'd rather the meeting.

Turn over ▶

31 In the first paragraph, what is Caitlin's main point about the island?

- A It can be dangerous to try to cross from the mainland.
- B It is much smaller than it looks from the mainland.
- C It is only completely cut off at certain times.
- D It can be a difficult place for people to live in.

32 What does Caitlin suggest about her father?

- A His writing prevents him from doing things he wants to with his family.
- B His initial reaction to his son's request is different from usual.
- C His true feelings are easily hidden from his daughter.
- D His son's arrival is one event he will take time off for.

33 Caitlin emphasises her feelings of discomfort because she

- A is embarrassed that she doesn't understand what her brother is talking about.
- B feels confused about why she can't relate to her brother any more.
- C is upset by the unexpected change in her brother's behaviour.
- D feels foolish that her brother's attention is so important to her.

34 In the fourth paragraph, what is Caitlin's purpose in describing the island?

- A to express her positive feelings about it
- B to explain how the road was built
- C to illustrate what kind of weather was usual
- D to describe her journey home

35 In 'because of that' in line 31, 'that' refers to the fact that

- A locals think it is odd to walk anywhere.
- B it is easier for people to take the bus than walk.
- C people have everything they need on the island.
- D there is nowhere in particular to walk to from the island.

36 What do we learn about Caitlin's reactions to the boy?

- A She felt his air of confidence contrasted with his physical appearance.
- B She was able to come up with a reason for him being there.
- C She realised her first impression of him was inaccurate.
- D She thought she had seen him somewhere before.

Turn over ▶

Part 5

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

Mark your answers on the separate answer sheet.

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

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

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

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

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

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

10

Part 6

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

Mark your answers on the separate answer sheet.

Good preparation leads to success in ballet dancing



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

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

As a former dancer in the Royal Ballet Company here in Britain, I would beg to question this. [37] With expert teaching and daily practice, its various demands are easily within the capacity of the healthy human body. Contrary to popular belief, there is no need to break bones or tear muscles to achieve ballet positions. It is simply a question of sufficient conditioning of the muscular system.

Over the course of my dancing life I worked my way through at least 10,000 ballet classes. I took my first at a school of dance at the age of seven and my last 36 years later at the Royal Opera House in London. In the years between, ballet class was the first thing I did every day. It starts at an early age, this daily ritual, because it has to. [38] But for a ballet dancer in particular, this lengthy period has to come before the effects of adolescence set in, while maximum flexibility can still be achieved.

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

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

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

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

11

A Through endless tries at the usual exercises and frequent failures, ballet dancers develop the neural pathways in the brain necessary to control accurate, fast and smooth movement.

B The ballet shoe offers some support, but the real strength is in the muscles, built up through training.

C As technology takes away activity from the lives of many, perhaps the ballet dancer's physicality is ever more difficult for most people to imagine.

D Ballet technique is certainly extreme but it is not, in itself, dangerous.

E The principle is identical in the gym – pushing yourself to the limit, but not beyond, will eventually bring the desired result.

F No one avoids this: it is ballet's great democratiser, the well established members of the company working alongside the newest recruits.

G It takes at least a decade of high-quality, regular practice to become an expert in any physical discipline.

Turn over ▶

Rising Star

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

A It's my first time driving to Chelsea's training ground and I turn off slightly too early at the London University playing fields. Had he accepted football's rejections in his early teenage years, it is exactly the sort of ground Duncan Williams would have found himself running around on at weekends. At his current age of 18, he would have been a bright first-year undergraduate mixing his academic studies with a bit of football, rugby and cricket, given his early talent in all these sports. However, Duncan undoubtedly took the right path. Instead of studying, he is sitting with his father Gavin in one of the interview rooms at Chelsea's training base reflecting on Saturday's match against Manchester City. Such has been his rise to fame that it is with some disbelief that you listen to him describing how his career was nearly all over before it began.

B Gavin, himself a fine footballer – a member of the national team in his time – and now a professional coach, sent Duncan to three professional clubs as a 14 year-old, but all three turned him down. 'I worked with him a lot when he was around 12, and it was clear he had fantastic technique and skill. But then the other boys shot up in height and he didn't. But I was still upset and surprised that no team seemed to want him, that they couldn't see what he might develop into in time. When Chelsea accepted him as a junior, it was made clear to him that this was more of a last chance than a new beginning. They told him he had a lot of hard work to do and wasn't part of their plans. Fortunately, that summer he just grew and grew, and got much stronger as well.'

C Duncan takes up the story: 'The first half of that season I played in the youth team. I got lucky – the first-team manager came to watch us play QPR, and though we lost 3-1, I had a really good game. I moved up to the first team after that performance.' Gavin points out that it can be beneficial to be smaller and weaker when you are developing – it forces you to learn how to keep the ball better, how to use 'quick feet' to get out of tight spaces. 'A couple of years ago, Duncan would run past an opponent as if he wasn't there but then the other guy would close in on him. I used to say to him, "Look, if you can do that now, imagine what you'll be like when you're 17, 18 and you're big and quick and they won't be able to get near you." If you're a smaller player, you have to use your brain a lot more.'

D Not every kid gets advice from an ex-England player over dinner, nor their own private training sessions. Now Duncan is following in Gavin's footsteps. He has joined a national scheme where people like him give advice to ambitious young teenagers who are hoping to become professionals. He is an old head on young shoulders. Yet he's also like a young kid in his enthusiasm. And fame has clearly not gone to his head; it would be hard to meet a more likeable, humble young man. So will he get to play for the national team? 'One day I'd love to, but when that is, is for somebody else to decide.' The way he is playing, that won't be long.

Turn over ▶

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

Mark your answers on the separate answer sheet.

Which paragraph

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

Answer key

Q Part One

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

Q Part Two

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

Q Part Three

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

Q Part Four

- 25 a good IDEA | to go
- 26 talented | THAT he/she
- 27 IF he/she knew | what/ the
- 28 spent/took/was | a LONG time
- 29 are/is SAID | to be OR it is SAID | are/is
- 30 not | CALL off OR you/we didn't/did not CALL off

Q Part Five

- 31 C
- 32 D
- 33 C
- 34 A
- 35 D
- 36 C

Q Part Six

- 37 D
- 38 G
- 39 F
- 40 A
- 41 E
- 42 C

Q Part Seven

- 43 A
- 44 D
- 45 B
- 46 D
- 47 B
- 48 A
- 49 C
- 50 B
- 51 C
- 52 D

Writing

General description

FORMAT	The paper contains two parts.
TIMING	1 hour 20 minutes
NO. OF PARTS	2
NO. OF QUESTIONS	Candidates are required to complete two tasks: a compulsory task in Part 1 and one task from a choice of three in Part 2.
TASK TYPES	A range from the following: article; email/letter; essay; report; review.
MARKS	Each question on this paper carries equal marks.

Structure and tasks

PART 1

TASK TYPE AND FOCUS	Writing an essay giving opinion and providing reasons for the opinion.
FORMAT	Candidates are required to write an essay giving their opinion on the essay title using the ideas given and providing an idea of their own. The essay title will be on a subject of general interest with no requirement of specialised knowledge.
LENGTH	140-190 words

PART 2

TASK TYPE AND FOCUS	Writing one from a number of possible text types based on a contextualised writing task.
FORMAT	Candidates have a choice of task. In questions 2-4, the tasks provide candidates with a clear context, topic, purpose and target reader for their writing. The output text types are: <ul style="list-style-type: none">• article• email/letter• report• review.
LENGTH	140-190 words

WRITING

3

Part 2

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

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

Book reviews wanted

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

The best reviews will be published in the magazine.

Write your review.

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

Articles wanted

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

Write us an article answering these questions.
We will publish the best articles on our website.

Write your article.

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

From: David
Subject: touring holiday

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

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

Thanks,

David

Write your email.

2

Part 1

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

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

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



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

Notes

Write about:

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

Listening

General description

FORMAT The paper contains four parts. Each part contains a recorded text or texts and corresponding comprehension tasks. Each part is heard twice.

TIMING Approximately 40 minutes

NO. OF PARTS 4

NO. OF QUESTIONS 30

TASK TYPES Multiple choice, sentence completion, multiple matching.

TEXT TYPES *Monologues:* answerphone messages, radio broadcasts and features, news, public announcements, stories and anecdotes, lectures and talks.
Interacting speakers: conversations, interviews, discussions, radio plays.

ANSWER FORMAT Candidates are advised to write their answers in the spaces provided on the question paper while listening. There will be 5 minutes at the end of the test to copy the answers onto a separate answer sheet. Candidates indicate their answers by shading the correct lozenges or writing the required word or words in capital letters in a box on the answer sheet.

RECORDING INFORMATION The instructions for each task are given in the question paper, and are also heard on the recording. These instructions include the announcement of pauses of specified lengths, during which candidates can familiarise themselves with the task and, for some items, predict some of the things they are likely to hear. A variety of voices and styles of delivery are heard in each Listening paper to reflect the various contexts presented in the recordings, as appropriate to the international contexts of the test takers.

MARKS Each correct answer receives 1 mark.

Structure and tasks

PART 1

TASK TYPE Multiple choice

FOCUS The focus is on genre, identifying speaker feeling, attitude, opinion, purpose, agreement between speakers, gist and detail.

FORMAT Eight short, unrelated extracts of approximately 30 seconds each, from a series of either monologues or exchanges between interacting speakers. There is one multiple choice question per extract, each with three options.

NO. OF QS 8

PART 2

TASK TYPE Sentence completion

FOCUS The focus is on identifying detail, specific information and stated opinion.

FORMAT A monologue lasting 3–4 minutes. Candidates are required to complete the sentences with information heard on the recording.

NO. OF QS 10

PART 3

TASK TYPE Multiple matching

FOCUS The focus is on identifying attitude, opinion, gist, purpose, feeling, main points and detail.

FORMAT Five short, related monologues of approximately 30 seconds each. There are five questions which require the selection of the correct option from a list of eight.

NO. OF QS 5

PART 4

TASK TYPE Multiple choice

FOCUS The focus is on identifying opinion, attitude, detail, gist, main idea and specific information.

FORMAT An interview or an exchange between two speakers lasting 3–4 minutes. There are seven 3-option multiple-choice questions.

NO. OF QS 7

3

- 5 You hear two people talking about a programme they saw on TV.
The woman thinks the programme was
- A irritating.
 - B sad.
 - C uninformative.
- 6 You hear two people talking about an ice-hockey game they've just seen.
How does the girl feel about it?
- A pleased to have had the experience
 - B relieved that she'd dressed appropriately
 - C impressed by the performance of the team
- 7 You overhear two friends talking about a restaurant.
What do they both like about it?
- A the presentation of the food
 - B the atmosphere of the place
 - C the originality of the cooking
- 8 You hear a man talking on the radio.
What type of information is he giving?
- A a travel announcement
 - B a weather forecast
 - C an accident report

Turn over ►

2

Part 1

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

- 1 You hear a message on a telephone answering machine.
Why is the speaker calling?
- A to confirm some arrangements
 - B to issue an invitation
 - C to persuade someone to do something
- 2 You hear two people talking about a water-sports centre.
The man says the centre should
- A pay more attention to safety.
 - B offer activities for small children.
 - C provide all the equipment needed.
- 3 You hear a professional tennis player talking about her career.
What annoys her most about interviewers?
- A their belief that she leads a glamorous life
 - B their assumption that she's motivated by money
 - C their tendency to disturb her while she's travelling
- 4 You hear a poet talking about his work.
What is he doing?
- A giving his reasons for starting to visit schools
 - B justifying the childlike nature of some of his recent poems
 - C explaining that his poems appeal to people of different ages

LISTENING

5
Part 3

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

- A the efficiency of the public transport system
- B the natural beauty of the scenery
- C the variety of goods in the markets
- D the style of the architecture
- E the well-designed plan of the city
- F the helpfulness of the people
- G the range of leisure opportunities
- H the standard of the accommodation

Speaker 1 19

Speaker 2 20

Speaker 3 21

Speaker 4 22

Speaker 5 23

Turn over ▶

4
Part 2

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

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



Spectacled Bears

- Angela says that it was the (9) of the spectacled bear that first interested her.
- Angela mentions that the bear's markings can be found on its (10) as well as its eyes and cheeks.
- Angela is pleased by evidence that spectacled bears have been seen in (11) areas of Argentina.
- Angela says the bears usually live in (12) , though they can also be found in other places.
- Spectacled bears behave differently from other types of bear during (13) , which Angela finds surprising.
- Angela is upset that (14) are the biggest danger to spectacled bears.
- Angela says that spectacled bears usually eat (15) and tree bark.
- Bears climb trees and make a (16) , which fascinated Angela.
- When bears eat meat, they much prefer (17) although they do eat other creatures.
- One man has produced an amusing (18) about the time he spent studying the bears.

7

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

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

30 What does Rachel find most enjoyable about her job?

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

6

Part 4

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

24 What does Rachel say about her job title?

- A It makes her feel more important than she is.
- B It gives people the wrong idea about her work.
- C It is appropriate for most of the work she does.

25 What is the most common reason for the gallery not exhibiting an artist's work?

- A The subject matter is unsuitable.
- B It is not of a high enough quality.
- C The gallery manager doesn't like it.

26 When can phone calls from artists be difficult for Rachel?

- A when their work doesn't sell
- B when they don't receive payments
- C when their work is not accepted

27 Why does Rachel include a commentary in the catalogue?

- A It gives background information about the artist.
- B It encourages people to buy paintings over the phone.
- C It tells people what experts think of the work.

28 What does Rachel say about administrative work?

- A She is able to leave a lot of it to others.
- B She would like to have an assistant to help with it.
- C She finds it hard to get it all organised.

LISTENING

Answer key

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

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

Speaking

General description

FORMAT	The Speaking test contains four parts.
TIMING	14 minutes
NO. OF PARTS	4
INTERACTION PATTERN	Two candidates and two examiners. One examiner acts as both interlocutor and assessor and manages the interaction either by asking questions or providing cues for candidates. The other acts as assessor and does not join in the conversation.
TASK TYPES	Short exchanges with the interlocutor and with the other candidate; a 1-minute individual 'long turn'; a collaborative task involving the two candidates; a discussion.
MARKS	Candidates are assessed on their performance throughout.

Structure and tasks

PART 1

TASK TYPE AND FORMAT	A conversation between the interlocutor and each candidate (spoken questions).
FOCUS	The focus is on general interactional and social language.
TIMING	2 minutes

PART 2

TASK TYPE AND FORMAT	An individual 'long turn' by each candidate, with a response from the second candidate. In turn, the candidates are given a pair of photographs to talk about.
FOCUS	The focus is on organising a larger unit of discourse, comparing, describing and expressing opinions.
TIMING	A 1-minute 'long turn' for each candidate, plus a 30-second response from the second candidate. The total time for Part 2 is 4 minutes.

PART 3

TASK TYPE AND FORMAT	A two-way conversation between the candidates. The candidates are given spoken instructions with written stimuli, which are used in discussion and decision-making tasks.
FOCUS	The focus is on sustaining an interaction, exchanging ideas, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, evaluating, reaching a decision through negotiation, etc.
TIMING	A 2-minute discussion followed by a 1-minute decision-making task. The total time for Part 3 is 4 minutes.

PART 4

TASK TYPE AND FORMAT	A discussion on topics related to the collaborative task (spoken questions).
FOCUS	The focus is on expressing and justifying opinions, agreeing and/or disagreeing and speculating.
TIMING	4 minutes

SPEAKING

Part 1

2 minutes (3 minutes for groups of three)

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

And your names are?

Can I have your mark sheets, please?

Thank you.

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

First we'd like to know something about you.

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

Likes and dislikes

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

Special occasions

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

Media

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

1 Helping others

2 Gardens

Part 2

4 minutes (6 minutes for groups of three)

Interlocutor

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

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

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

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

All right?

Candidate A

⌚ 1 minute

Interlocutor

.....

Thank you.

(Candidate B), do you find it easy to ask for help when you have a problem?

Candidate B

⌚ approximately 30 seconds

Interlocutor

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

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

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

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

All right?

Candidate B

⌚ 1 minute

Interlocutor

.....

Thank you.

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

Candidate A

⌚ approximately 30 seconds

Interlocutor

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

SPEAKING

2

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



1

How important is it to help people in these situations?



21 Holiday resort

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

Part 3

Interlocutor

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

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

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

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

Candidates

⌚ 2 minutes
 (3 minutes for groups of three)

Interlocutor

Thank you.

Candidates

⌚ 1 minute
 (for pairs and groups of three)

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

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

Part 4

Interlocutor

Use the following questions, in order, as appropriate:

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

Thank you. That is the end of the test.

21

