

Practice Tests

B2

# B2 First for Schools Practice Tests 1–5 Teacher's Guide



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By Terry Phillips

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Cambridge English  
Qualifications  
B2 First for Schools  
Practice Tests 1–5  
Teacher's Guide

Terry Phillips

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INNOVATING LANGUAGE EDUCATION

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# Contents

Test Format .....	4
Transcript 1 .....	9
Transcript 2 .....	18
Transcript 3 .....	27
Transcript 4 .....	37
Transcript 5 .....	46
Speaking Guide .....	55
Marking Key .....	85

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## Test Format

### What is B2 First?

B2 First is an English language exam at Level B2 of the Common European Framework of reference (CEFR).

B2 First for Schools is an upper-intermediate level qualification for students who need to be able to start working in an English-speaking environment, or who plan to study at an upper-intermediate level. It follows on as a progression from B1 Preliminary, enabling learners to become skilled in English, and giving them practical language skills for everyday written and spoken situations.

You can take B2 First as a paper-based exam or a computer-based exam.

### What's in the exam?

Here's a summary of what's in the exam.

Paper 1:

1 hour 15 mins

## Reading and Use of English tasks

The paper contains seven parts. For Parts 1 to 3, the test contains texts with accompanying grammar and vocabulary tasks. Part 4 consists of 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.

Part	Number of questions	Number of marks	Task types	Focus	Format
1	8	8	Multiple-choice cloze	The main focus is on vocabulary, e.g., idioms, collocations, fixed phrases, complementation, phrasal verbs, semantic precision.	A modified cloze test containing eight gaps. There are 4-option multiple-choice items for each gap.
2	8	8	Open cloze	The main focus is on awareness and control of grammar with some focus on vocabulary.	A modified cloze test containing eight gaps.
3	8	8	Word formation	The main focus is on vocabulary, in particular the use of affixation, internal changes and compounding in word formation.	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.
4	6	12	Key word transformation	Grammar, vocabulary, collocation.	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.

<b>5</b>	<b>6</b>	<b>12</b>	Multiple choice	Detail, opinion, attitude, tone, purpose, main idea, gist, meaning from context, implication, text organisation features (exemplification, reference).	A text followed by six 4-option multiple-choice questions.
<b>6</b>	<b>6</b>	<b>12</b>	Gapped text	Cohesion, coherence, text structure.	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.
<b>7</b>	<b>10</b>	<b>10</b>	Multiple matching	Detail, opinion, specific information, implication.	A text or several short texts, preceded by multiple-matching questions. Candidates must match a prompt to elements in the text.
Total	<b>52</b>	<b>70</b>			

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# Writing tasks

The paper contains two parts. Candidates are required to complete two tasks: a compulsory one in Part 1 and one from a choice of three in Part 2.

Part	Number of questions	Number of marks	Task types	Focus	Format
<b>1</b>	<b>1</b>	<b>20</b>	Writing an essay (one compulsory task) 140–190 words	Focus on agreeing or disagreeing with a statement, giving information, giving opinion, giving reasons, comparing and contrasting ideas and opinions, drawing a conclusion.	Candidates are required to deal with input of up to 120 words. There is an opening rubric to set the scene, and then an essay question with two given prompts, plus a prompt requiring candidates to write about their own additional idea.
<b>2</b>	<b>1</b>	<b>20</b>	Writing (choose one task from a choice of three) 140–190 words	Writing one of the following: an article, an informal email or letter, a formal email or letter, a report, a review.	A situationally based writing task specified in no more than 70 words.
Total	<b>2</b>	<b>40</b>			

# Listening tasks

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

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, styles of delivery and accents will be heard in each Listening paper to reflect the various contexts presented in the recordings, as appropriate to the international contexts of the test takers.

Part	Number of questions	Number of marks	Task types	Focus	Format
<b>1</b>	<b>8</b>	<b>8</b>	Multiple choice	The focus is on genre, identifying speaker feeling, attitude, topic, opinion, purpose, agreement between speakers, gist and detail.	A series of short unrelated extracts, of approximately 30 seconds each, from monologues or exchanges between interacting speakers. There is one multiple-choice question per text, each with three options.
<b>2</b>	<b>10</b>	<b>10</b>	Sentence completion	The focus is on detail, identifying specific information and stated opinion.	A monologue lasting 3–4 minutes. Candidates are required to complete the sentences with information heard on the recording.
<b>3</b>	<b>5</b>	<b>5</b>	Multiple matching	The focus is on identifying speaker feeling, attitude, detail, gist and opinion.	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.
<b>4</b>	<b>7</b>	<b>7</b>	Multiple choice	The focus is on identifying opinion, attitude, detail, gist, main idea and specific information.	An interview or exchange between two speakers and lasting 3–4 minutes. There are seven 3-option multiple-choice questions.
Total	<b>25</b>	<b>25</b>			

# Speaking tasks

The Speaking test contains four parts. There are 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 the candidates. The other acts as assessor and does not join in the conversation.

Part	Timing	Task type and interaction	Focus
<b>1</b>	2 minutes	A conversation between the interlocutor and each candidate (spoken questions).	The focus is on general interactional and social language.
<b>2</b>	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.	An individual 'long turn' for each candidate with a response from the second candidate. In turn, the candidates are given a pair of photographs to talk about.	The focus is on organising a larger unit of discourse; comparing, describing and expressing opinions.
<b>3</b>	A 2-minute discussion followed by a 1-minute decision-making task. The total time for Part 3 is 4 minutes.	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.	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.
<b>4</b>	4 minutes	A discussion on topics related to the collaborative task (spoken questions).	The focus is on expressing and justifying opinions, agreeing and/or disagreeing and speculating.
Total	<b>25</b>		

**Rubric:** Cambridge English. First Certificate for Schools. Listening. Test 1.  
I'm going to give you the instructions for this test.  
I'll introduce each part of the test and give you time to look at the questions.  
You'll hear each piece twice.  
There will now be a pause. Please ask any questions now because you must not speak during the test.

**PAUSE 00'05"**

**Now open your question paper and look at Part 1.**

**PAUSE 00'05"**

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

**Rubric:** 1: You hear a young dancer talking about her childhood.

**F:** I watched a lot of ballet when I was young. My mother loves ballet and she took me to performances, even when I was really too young to enjoy it. She'd wanted to dance professionally, but she said she wasn't good enough. I don't know ... maybe she was just being modest. But anyway, I grew to love the music and then, as soon as my mother enrolled me in a ballet school, I loved the actual movements and the costumes, too. But I think the main reason I chose ballet was my brother. He was in the school choir – he's got a beautiful voice – and I'm hopeless at singing. I guess I wanted my mother to be proud of me.

**PAUSE 00'03"**

**Rubric:** Now listen again.

**REPEAT**

**PAUSE 00'03"**

**Rubric:** 2: You overhear a boy talking on the phone about a games shop.

**M:** I went to that new games shop which has opened in the mall. As you know, I'm not particularly interested in games, but I was looking for one of those controllers which actually moves as you play the game. I bought one for my sister's birthday. She says you have to have all the extra stuff, or the game doesn't feel right. I noticed that they are getting the *Invader 2* in as soon as it comes out. I suppose you will be first in line for that before they sell out? They don't do exchange, though, which is annoying, because my sister also asked me to take back some of her old games ... ones she's finished with.

**PAUSE 00'03"**

**Rubric:** Now listen again.

**REPEAT**

**PAUSE 00'03"**

**Rubric: 3: You hear part of an interview with a vet.**

**M:** I imagine a lot of you have started to think about your career when you finish your studies. Anyone interested in becoming a vet? Well, that's what Ellen did. Ellen, tell us how you are getting on.

**F:** I'm enjoying every minute of it! I've only been out of vet school for eighteen months, but I've already had lots of great experiences. I'm working with a country practice in an area which has a lot of farms, so I've done quite a bit of work with cows and sheep. If you love animals like I do, it's a great life. But it's not all warm and cuddly. You'll spend a lot of time in a freezing cold barn at five o'clock in the morning, or staying up all night treating a dog that's eaten a whole bag of dried food. So, you do need to think carefully about choosing this as a career. Being an animal lover is not the same as being an animal doctor.

**PAUSE 00'03"**

**Rubric: Now listen again.**

**REPEAT**

**PAUSE 00'03"**

**Rubric: 4: You hear two friends talking about a film.**

**F:** What did you think of it? I thought it was pretty good.

**M:** Yes. I didn't think much of the story, if I'm honest, but I absolutely loved all the CGI!

**F:** What? Those things whizzing around the screen all the time? That was just annoying as far as I'm concerned. As was the way those actors didn't sound at all English!

**M:** So, what do you think ... would you go and see another film by that director?

**F:** Well, only if he casts better actors next time – or sets the plot in the USA!

**PAUSE 00'03"**

**Rubric: Now listen again.**

**REPEAT**

**PAUSE 00'03"**

**Rubric: 5: You hear a headteacher talking about a change in school policy.**

**F:** OK. Just before we finish this morning, I'd like to speak for a few minutes about smartphones in the classrooms. Of course, you know that at the moment, phones are completely banned in class for a number of reasons – not least, use of social media and games during lessons, and possible cheating in exams. I know that most

of you are unhappy about having to hand in your phones at the start of the school day, but up to now most of the teachers have felt that they were too much of a distraction. However, the teachers in the geography department feel that some use of phones should be allowed for research purposes in certain lessons. So, we are going to try this for a limited period. I'm not convinced ... but we'll see how it goes.

**PAUSE 00'03"**

**Rubric: Now listen again.**

**REPEAT**

**Rubric: 6: You hear a woman talking on the radio.**

**F:** So, those are the headlines at the top of the hour. Now, just before we join Kirsty for *The Travel Programme* – she's off to a desert island this week, I believe – let me tell you what's in store for you at the weekend. I'm afraid it's not particularly good news, unless you love seeing massive waves crashing into the seawall. Overnight, the wind will increase in strength, and by the morning we'll see rain in all parts of our region, except perhaps the extreme north. It will be much colder than today, too. Right – now ... over to you, Kirsty.

**PAUSE 00'03"**

**Rubric: Now listen again.**

**REPEAT**

**Rubric: 7: You hear two people talking about the news.**

**M:** I read the other day that most teenagers get their world news from social media.

**F:** Yes, that's probably true. I certainly get it that way. It's so immediate. I used to watch the news on the television every evening at 6.00, but it's so ... I don't know ... local, national. I mean, it's just about this country most of the time. Something stupid that a politician's done. And then there's all the celebrity stuff, which I'm really not interested in.

**M:** Well, my parents get a paper delivered every day. I get most of my world news from there.

**F:** The thing is, the news moves so quickly nowadays that newspapers are out of date before they arrive at your door.

**M:** But at least they've checked their information properly. Social media sites just tweet about things without finding out if they're accurate.

**F:** Yes, that's true.

**PAUSE 00'03"**

**Rubric: Now listen again.**

## REPEAT

**Rubric:** **8: You hear a teacher talking about a science project.**

**M:** As you know, in the next few science lessons, you're going to be working in groups preparing a project to present at the science fair at the end of the month. We do this every year and, if you're interested, there are reviews of previous fairs, plus photos and videos of the winning projects, in the school library. But you might find that actually gets in the way of choosing a project which you and your group are interested in. Now, I want your project to be original, but it must be linked to the science topics we're doing at the moment. So, before you start discussing this in your groups, please study the list of available topics carefully. It's on the school website, under your year group for science. OK. Quickly now, find two other people you want to work with.

**PAUSE 00'03"**

**Rubric:** **Now listen again.**

**REPEAT**

**Rubric:** **That is the end of Part 1.**

**Rubric:** **Now turn to Part 2.**

**PAUSE 00'03"**

**Rubric:** **You will hear a woman called Kerry Smith, who is a biologist, talking about the duck-billed platypus. For questions 9 to 18, complete the sentences with a word or short phrase.**

**You now have 45 seconds to look at Part 2.**

**PAUSE 00'45"**

**F:** As a biologist, I'm fascinated by unusual animals, and I'm not sure there is a more unusual one than the platypus, or the duck-billed platypus as it's sometimes called. It is such an unusual animal that, when a specimen of the skin was first seen in the UK, along with a drawing of the creature, many people thought it was a hoax ... something that had been created as a joke. The skin and the drawing came from Australia in 1799, and they were both sent to a museum in Britain. The scientist who examined the skin tried to find where parts of different animals had been joined together because, from the drawing, it seemed like several different animals. The animal had the body of a beaver, an animal which lives in rivers and makes dams. The tail was like an otter, a smaller animal which also lives in rivers. Then the mouth was like the bill of a duck, and the creature had webbed feet like a duck, too. However, it didn't take long for a complete platypus to arrive at the same museum,

and scientists had to accept that it was a real creature. Unlike some other unusual animals which were discovered around that time, the platypus managed to survive, despite being an endangered species. Small numbers still live in the wild today in Eastern Australia and in New Zealand. The platypus is strange in many ways – not just in terms of the composition of its body. Firstly, it is difficult to classify the platypus into the correct group of animals. For the non-biologists here, a little bit about animal classification. Mammals, such as humans and monkeys and cows and so on, are warm-blooded – that is to say, they give birth to live young which they give milk to. Birds are also warm-blooded, but they lay eggs, of course. Reptiles, like snakes and lizards, lay eggs, too, but they're cold-blooded. So ... where does the platypus fit? Well, it is warm-blooded, so it's not a reptile, even though it lives most of its life in water. It lays eggs and looks a little like a duck, but it's not a bird because it gives milk to its young after they hatch from the eggs. So, biologists classified the platypus as a mammal. The species has lived on Earth for a very long time, which is perhaps why it has such an unusual combination of features. The recent discovery of a jaw suggests that the platypus was around at least 120 million years ago, which means it was on Earth at the same time as the dinosaurs. Platypuses are most at home in water, where they hunt. They are not fish, so they cannot breathe underwater, but they can cover their eyes, ears and nose when they are submerged and remain underwater for up to two minutes. They find food by probing with their mouth or bill. They eat insects and shellfish, as well as river worms which they spoon up with their bill. They do not have teeth, so they can't chew this food, but they store it in their cheeks for a long time before swallowing. Platypuses can walk on land. Unlike ducks, they can actually pull back the webbing around their toes, which exposes them, so they can run, after a fashion. Their toes have long nails on them and, when the webbing is retracted, they can use these nails to dig into the bank of a river and make a burrow as their home. I went to try to see a platypus in the wild in a river in Australia. For a long time, I didn't think I was going to be in luck, then I just saw some ripples on the surface of the water, and I managed to get a short video of the animal as it briefly surfaced. I'll show that to you now.

**PAUSE 00'10"**

**Rubric: Now you'll hear Part 2 again.**

**Repeat.**

**PAUSE 00'05"**

**Rubric: That is the end of Part 2.**

**Rubric:** Now turn to Part 3.

**PAUSE 00'05"**

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

**Rubric:** You now have 30 seconds to look at Part 3.

**PAUSE 00'30"**

**Rubric:** **Speaker one**

I joined the club because I was extremely shy a couple of years ago. I didn't want to be an actor or anything like that, but I must say that it's great fun being on the stage every couple of months and doing a new show. Sometimes we write stuff ourselves and sometimes we do something from one of the classic authors, like Shaw or Shakespeare. I could never have stood up in front of people before I joined the club, and I'll always be grateful to the leader, our English teacher. She has really brought me out of myself.

**PAUSE 00'03"**

**Rubric:** **Speaker two**

My sister is an actor, and she went to this club when she was at my school – that was a few years ago. She persuaded me to join, thinking that I wanted to follow her into the profession. But I just went along because I had nothing to do that night. It means more to me than that now. I enjoy the activities, and even the shows we do occasionally, but I'm absolutely certain now that the stage is not for me. I don't know what I want to do as a career yet, but it's definitely not acting.

**PAUSE 00'03"**

**Rubric:** **Speaker three**

I've written stuff since I was very young, including several plays and, of course, hundreds of poems. I'd really like to write for the stage or, even better, for television. And I read somewhere that the reason Shakespeare's plays are so good is partly because he was an actor himself and he learnt how to write lines which actors could actually say without running out of breath or getting too low in voice pitch. We sometimes do short plays that the club members have written, and I notice how hard it is to say some of their lines. It's been a great lesson.

**PAUSE 00'03"**

**Rubric:** **Speaker four**

I think the club is really two clubs, not one. It's the club I go to when we are getting ready for a show. We do lots of fun activities to find out about the character we are playing – how he walks, talks, what makes him laugh or get angry. That's all fine. Even the rehearsals are fine when we start doing the actual lines, wearing the costumes and moving around in the scenery. Then, suddenly, it's the club which puts on shows every two months, and I'm a complete wreck. Somehow I get through it, though I always say to myself, 'Never again!' But then I miss the first kind of club, with all the fun – and I go back.

**PAUSE 00'03"**

**Rubric: Speaker five**

I joined the club because of something which the head of my year, Mr Green, said to me when we were going through the letter we have to do for university applications. You have to list all your achievements, not just the exams you've passed and the grades you got. Mr Green pointed out that I hadn't put anything which showed that I was good at social interaction. I don't play sport, you see, so I've never been captain of anything. And I hate social media, so I can't write about all my likes and blogging and that sort of thing. However, Mr Green said to try this club. I did – and I love it. And ... it gives me something to write about!

**PAUSE 00'10"**

**Rubric: Now you'll hear Part 3 again.**

**REPEAT**

**PAUSE 00'05"**

**Rubric: That is the end of Part 3.**

**Rubric: Now turn to Part 4.**

**PAUSE 00'05"**

**Rubric: You will hear a radio interview with a young filmmaker called Mike Freeman, who's talking about his work. For questions 24 to 30, choose the best answer (A, B or C).**

**Rubric: You now have one minute to look at Part 4.**

**PAUSE 01'00"**

**Int:** Today, I'm talking to Mike Freeman, who makes films, but in a rather unusual way. Is that right, Mike?

**Mike:** Well, I suppose it's a little unusual, but I think it might become more and more popular. You don't need movie cameras nowadays for short films. Everyone has the equipment in their pocket. Well, most people.

**Int:** What do you mean?

**Mike:** If you own a smartphone, particularly one of the top-of-the-range models, you can make short films of very high quality if you do it right. And even the best models are quite cheap now.

**Int:** So, what kind of film can you make with just a smartphone?

**Mike:** Well, almost any kind, but if you want to edit on your phone as well, you'd better keep it very short. Actually, it's probably better to edit on your tablet, even if you shoot it on your phone, because computer apps for editing are much better than phone apps. PCs are good for editing, too.

**Int:** I can't believe it! Is it really that simple?

**Mike:** Well, I didn't say it was simple, but it's possible if you follow a few key rules. For example, you need plenty of light. You can't shoot a crime story in dark streets on a smartphone. The sensors in the camera just aren't good enough. You can add extra lights if you want to film in a dark location, but I don't agree with that. I try not to use external equipment like lights or reflectors – you know, those white umbrellas that bounce light back.

**Int:** What about sound?

**Mike:** That can be a problem, too. There are three solutions. You can make films without live sound and then add a commentary afterwards. I do that a lot with my nature films. Or you can get really close to the subject so the small in-built microphone picks up the sound well. That's also good for scenes with high emotion. Or you can use a separate microphone.

**Int:** Which you don't like doing?

**Mike:** Exactly. I don't even have one.

**Int:** Now, when I've seen TV cameras or film cameras for Hollywood movies, they are huge, and they are on stands or even railway tracks. Doesn't a mobile shake too much to record good film?

**Mike:** Well, modern smartphones have internal software which deals with a little bit of camera shake. But, yes, if you just hold it in your hand, it will look like what it is – a film from a mobile phone. In some cases, that can be very effective. There were a couple of films from Hollywood which became blockbusters because of the camera shake. It made it all look more real. But unless you want to create that kind of film, which I don't, you need to rest the camera on something. I've got a tripod, a stand with three legs.

**Int:** So, that's all you have to do to make a good film with your smartphone?

**Mike:** No. That's just the technical side! You have to solve that side of things really well, which is hard with smartphones. But people can become so focused on technique that they forget the film has to tell a story. What do you want your film to say? A mind map is a good way to start to get all your ideas on paper. Then you need to make a storyboard, which is like a cartoon of the story.

**Int:** Then you can start shooting?

**Mike:** Well, yes, for me, because I do short films about the natural world. But if you're using actors, you need scripts and rehearsals and costumes and so on first.

**Int:** Yes, of course.

**Mike:** And when you actually start shooting, you must know my alphabet of film.

**Int:** What's that?

**Mike:** ABC – the three basic rules of filmmaking with a smartphone or any other kind of film camera.

**Int:** Fascinating. What is the ABC of filmmaking?

**Mike:** A is for angle. Where should you stand in relation to your subject? Sometimes it's good to get above or below or to the side. B is background. You want the subject to be ... well, the subject. You don't want people distracted by things going on behind him or her. Finally, C is composition.

**Int:** You mean the music to go with each scene?

**Mike:** Well, maybe, but I meant the way each scene is put together. For example, people in the West tend to look first at the left side of the screen for each scene then move across. So, the first speaker in a scene should probably always be on the left.

**Int:** What do you mean? People in the West?

**Mike:** Well, some people believe that eye movement follows writing direction. So, Arabs probably look from right to left, but there is not enough research to say if that is true.

**Rubric:** Now you'll hear Part 4 again.

**REPEAT**

**PAUSE 00'05"**

**Rubric:** That is the end of Part 4.

**PAUSE 0'05"**

**Rubric:** That is the end of the test.

**Rubric:** Cambridge English. First Certificate for Schools. Listening. Test 2.  
I'm going to give you the instructions for this test.  
I'll introduce each part of the test and give you time to look at the questions.  
You'll hear each piece twice.  
There will now be a pause. Please ask any questions now because you must not speak during the test.

**PAUSE 00'05"**

**Now open your question paper and look at Part 1.**

**PAUSE 00'05"**

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

**Rubric:** 1: You hear a young footballer talking about his childhood.

**M:** The television in my house was always showing a football match of one sort or another, including games from really low divisions, because my father would watch anything that was on as long as it was football. A lot of the time, I wanted to watch a cartoon programme or something, but we only had one television and he would always say things like, 'Look at the position of the defender. That's perfect!' I didn't understand most of the time. I preferred to go outside into the garden and kick a ball against the wall of our house. Walls aren't as good as people to practise with, but I learnt to control the ball as it bounced back to me.

**PAUSE 00'03"**

**Rubric:** Now listen again.

**REPEAT**

**PAUSE 00'03"**

**Rubric:** 2: You overhear a girl talking on the phone about a pet shop.

**F:** You haven't been to the new pet shop in town yet, have you? It's really good. They're got everything – including food for lizards, which is horrible because it's dried worms and it's in a clear plastic bag! Of course, they don't have animals like they used to have – you know, cats and dogs – because I don't think they're allowed to sell those anymore. But they've got rabbits, hamsters and mice. Oh, and on Saturday mornings, they have puppy classes, so if you still haven't managed to get yours to obey you, you could check them out. I don't think they're very expensive.

**PAUSE 00'03"**

**Rubric:** Now listen again.

**REPEAT**

**PAUSE 00'03"**

**Rubric:** **3: You hear part of an interview with a hotel manager.**

**M:** I'm sure you all know that the leisure industry is very important to this country, so many of you may be considering a job in this area. I've got Karen here today, who's a hotel manager. So, Karen ... why did you choose this kind of job?

**F:** Well, to be honest, I didn't choose it. You could say that it chose me. I worked in hotels doing all sorts of jobs in summer holidays from school, then I did a degree in tourism because I couldn't think of anything else. I got a job after university in a hotel that I'd worked in several times as a student and, well ... I'm still in the same hotel, but running the place now. I absolutely love it, but I can see that it is not for everyone. You can't just start as a manager. You really do need to work up from the bottom, so that you get experience of cleaning and serving in the restaurant and working on the front desk. If you don't like hard work and meeting people of all sorts and being on your feet for eight hours a day, choose something else.

**PAUSE 00'03"**

**Rubric:** **Now listen again.**

**REPEAT**

**PAUSE 00'03"**

**Rubric:** **4: You hear two friends talking about a book.**

**F:** Have you finished the book for the book club yet?

**M:** Yes. I finished it last night. I had to struggle a little bit toward the end.

**F:** Really, but you chose it, didn't you?

**M:** Yes, because I loved her last book. And I still think the hero is interesting as a character.

**F:** And the way the two people interact is good, isn't it? The hero and the heroine, I mean.

**M:** Yes, that's all fine. It's just that I didn't think it was as good as the last one by her. It's a shame.

**PAUSE 00'03"**

**Rubric:** **Now listen again.**

**REPEAT**

**PAUSE 00'03"**

**Rubric:** **5: You hear a news report about a change in the local law.**

**M:** We've just heard that the council has voted on the request regarding cycling on

the footpath alongside the beach. As you may know, a group of people who own beach huts next to the beach wrote to the council last year asking them to ban cyclists from the footpath because they were a danger to beach hut users and people walking beside the sea. Well, it seems that the council has listened to these complaints, and they have said that from 1st May, people will only be allowed to cycle there from 8.00 a.m. to 12 noon. Signs will be put up soon to inform people of the change. One beach hut owner told our reporter that it was a bad decision because many owners cycle there themselves.

**PAUSE 00'03"**

**Rubric: Now listen again.**

**REPEAT**

**Rubric: 6: You hear a woman talking on the radio.**

**F:** It's 1 p.m. on Radio 8 and here are the main points at this time. The Prime Minister has met with the President of Maru to discuss a new trade deal. The central bank has announced a new £20 note which will be issued on the 1st November. The storm in the Channel last night has driven a tanker ashore on the Isle of Wight, although there are no reports of casualties. More on that later in this programme. And the accident which closed the M1 overnight has now been cleared. Police have warned, however, that there has been a big build-up of traffic which will take some time to clear.

**PAUSE 00'03"**

**Rubric: Now listen again.**

**REPEAT**

**Rubric: 7: You hear two people talking about a restaurant.**

**M:** Well, I really liked that.

**F:** Yes, it was quite good.

**M:** Quite good? I thought it was excellent – and very reasonable, too.

**F:** I thought it was a bit overpriced for what we had. Not that there was a lot of choice.

**M:** No, that's true. And they don't change it from one week to the next.

**F:** But at least they were quick, not like some so-called fast food places.

**M:** Yes. We were in and out in half an hour.

**PAUSE 00'03"**

**Rubric: Now listen again.**

**REPEAT**

**Rubric: 8: You hear a teacher talking about a school trip.**

**M:** Finally, some important information about the school trip. As you know, we're off to France, so I hope you've still got six months on your passport. We need to get a photocopy of the main page from you by the end of the month. But before that, can you please get your parents to sign the letter we sent home which says you are allowed to come on the trip? Give it in to the office by Friday this week at the latest. We'll then need the deposit of £50 by the 15th so that we can confirm numbers with the ferry company. OK. Any questions?

**PAUSE 00'03"**

**Rubric:** Now listen again.

**REPEAT**

**Rubric:** That is the end of Part 1.

**Rubric:** Now turn to Part 2.

**PAUSE 00'03"**

**Rubric:** You will hear a woman called Lauren Brooks, who is an ocean scientist studying animals and plants. For questions 9 to 18, complete the sentences with a word or short phrase.

**You now have 45 seconds to look at Part 2.**

**PAUSE 00'45"**

**F:** Teachers tell children from an early age that there are clear differences between animals and plants. Even very young children know that an elephant is an animal and a tree is not. It is easy to see the difference on land. Even in the oceans, there are clear differences between a lot of the life forms – whales and seaweed, for example. It is impossible to think that a whale is a plant or that seaweed is an animal. However, when we get down to the level of very small creatures in the oceans, it is not so easy. Some things do not seem to fit perfectly into one or other group. Recently, the problem has got even worse. Scientists have discovered that some of these tiny things can even change groups, as we shall see. But first, let's explore the things which normally separate an animal from a plant. There are two key things that are different in plants and animals. They are related to food and movement. Let's just get rid of the second thing first. Animals can move by themselves, while plants cannot. The branches of trees might move in the wind, but the tree cannot get up and run out of the forest. We're not going to worry about movement here, because it's not the problem with ocean animals and plants. So, forget about movement and let's focus on food. Animals get their food from plants or other animals, or both. A group of animals called herbivores get their

food from plants. They are creatures like cows and sheep. Another group, called carnivores, get their food from dead animals or by actually killing animals for food. For example, birds like vultures live off dead animals, while lions kill for food. Some animals are omnivores. That means they eat animals and plants. Humans are the most obvious example, but pigs, bears, mice and rats are omnivores, too. Of course, nowadays some humans choose to be vegetarian or vegan, but in terms of their biology, they can eat both plants and animals. However, that's not important for us. The key thing here is: Why do animals have to get their food from another source? And the answer is: Because they cannot make food themselves. Plants, on the other hand, make their own food through a process called photosynthesis. This process uses the energy from the sun, plus a chemical which is in green leaves, to produce sugars. These sugars are then consumed by the plants as their food. Even plants which live underwater can use this method, although they can't do it as well as plants on land. It depends on how much sunlight can reach their leaves through the water. So, plants which grow deep under the surface do not produce food as well as ones near the surface. But anyway, that doesn't matter for us at the moment. Sorry ... let me get back to the key point. Remember! Animals have to eat to get their food, while plants can make their own food. That's easy to understand, isn't it? It's easy till we get under the water of the oceans. There are tiny things living there in vast numbers. The oceans are full of these tiny things called plankton. Every drop of ocean water has hundreds of thousands of the single-celled organisms. And it is these small organisms that make everything very complicated for a biologist like me. One type of plankton seems to be a plant, because it produces its own food. However, scientists have now discovered that some of this type of plankton also eats other plankton, and even tiny animals! So, should it be classified as an animal? In another strange case underwater, some plankton eats other plankton because it can't make its own food. But sometimes it keeps the plankton inside its body. It doesn't kill it. Then it can make its own food, so now it's a plant! It's like an elephant that has eaten a cabbage and can then make food from sunlight! My underwater world is very strange ... and very exciting!

**PAUSE 00'10"**

**Rubric: Now you'll hear Part 2 again.**

**Repeat.**

**PAUSE 00'05"**

**Rubric: That is the end of Part 2.**

**Rubric:** Now turn to Part 3.

**PAUSE 00'05"**

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

**Rubric:** You now have 30 seconds to look at Part 3.

**PAUSE 00'30"**

**Rubric:** **Speaker one**

I've been to summer camps since I was eight. My favourite is called Lake Camp and it's on a lake, of course, but it's also near a low range of mountains and there are forests and open hillside. It's wonderful! I went there every year from the age of 12 until last year, when they asked me if I wanted to help them to look after the kids this year. I jumped at the chance and, as I expected, I enjoyed every minute. It was almost more fun than just participating, because I got to see how the kids developed during their two or three weeks with us. And I got paid at the end!

**PAUSE 00'03"**

**Rubric:** **Speaker two**

I went to a camp called International Club, which gets people from all over the world. I thought I would make a lot of foreign friends and then maybe go and visit them next summer, but to be honest, most of the kids there did not have good enough English to come to a club like that. It was impossible to communicate with them at mealtimes or in the evening. The only time we were able to really understand each other was when we were playing one of the sports that the club arranges. I loved that because I'm quite sporty, but it was pretty much the only good thing about the place. Don't go if you're not into football and baseball.

**PAUSE 00'03"**

**Rubric:** **Speaker three**

I had no interest in going to a summer camp at all. Both my brother and my sister had been to different camps when they were my age. My brother told me that it was great if you wanted to meet people from foreign countries. My sister said she had learnt a lot in her two years at a club in the mountains. But I'm not interested in having penfriends or learning to ski, so it was the last thing I wanted to spend my summer doing. But my mother and father went on and on and about it, and finally I thought, 'OK. It's only two weeks. How bad could it be?' Well – worse than I even

imagined.

**PAUSE 00'03"**

**Rubric: Speaker four**

I usually spend my summer holidays with my grandparents. They live in a beautiful area with lakes and mountains and open spaces, and I've always thought that it was better to explore these places on my own than go to a summer camp with lots of annoying children. That's why I'd never been to a summer camp previously. But my mother saw an advert for a summer camp in the USA and I've always wanted to go there, so this summer I did things differently. It was more or less as I expected, because I'd done a lot of research before I went. But I'm glad I went. I don't think I'll go again though.

**PAUSE 00'03"**

**Rubric: Speaker five**

I've been to lots of summer camps over the years – and I've had good times and not such good times. But this time my parents suggested that I should try a camp which was specially for people who want to develop their artistic ability. I didn't even know there were camps like that, but this one was called Arts Camp – not Art like drawing, but Arts as in music, drama, dance and painting. I came back a different person. I'd learnt so many new skills and discovered that I was good at things I didn't even know I could do. I also realise now that I can't paint, so I'm going to concentrate on music, drama and dance in future.

**PAUSE 00'10"**

**Rubric: Now you'll hear Part 3 again.**

**REPEAT**

**PAUSE 00'05"**

**Rubric: That is the end of Part 3.**

**Rubric: Now turn to Part 4.**

**PAUSE 00'05"**

**Rubric: You will hear a radio interview with a young inventor called Amy Morris, who's talking about inventing. For questions 24 to 30, choose the best answer (A, B or C).**

**Rubric: You now have one minute to look at Part 4.**

**PAUSE 01'00"**

**Int:** Today, I've got Amy Morris in the studio, and we're going to talk about inventing. But first, let's hear a little bit about your early life, Amy. Did you get your inventing

skills from your parents?

**Amy:** That's a good question. My mother is a chemistry teacher and my father works in a research laboratory at a local chemical company. I suppose science could be in my blood. But all my inventions are to do with engineering, so I'm not sure that there is any connection.

**Int:** So, didn't your parents encourage you in inventing?

**Amy:** Of course. I'm just not sure they got me interested in it in the first place. My mother says her teaching is very routine, and my father actually describes his job as boring, whereas I am excited every time I think of a new way of doing something.

**Int:** Now, you talk about a new way of doing something. But doesn't invention involve doing something for the first time? Like inventing the wheel thousands of years ago or ... um ... finding how to fly in a vehicle with an engine, like the Wright brothers?

**Amy:** Sometimes it does, but that kind of invention is very rare. There's a more common type of invention.

**Int:** Which is?

**Amy:** Finding a better way to do something. There was a great inventor in the 18th century called Franklin, and he said that all you had to do was build a better mousetrap and everyone would want to buy it.

**Int:** A mousetrap?

**Amy:** Yes. In Franklin's day, people had a lot of trouble with mice eating the corn in their barns, so trapping or catching mice was a big problem.

**Int:** So, is that the kind of invention that you are interested in?

**Amy:** Well, I'm only 15, so it's impossible for me to solve a problem which has never been solved before, like flying faster than the speed of light or making energy in a completely new way. We have huge laboratories with top scientists trying to solve those problems. Anyway, I want to improve things which already exist. I want to build a better mousetrap.

**Int:** OK. So, give me an example of your better mousetrap. I think you won a competition recently with something like that, didn't you?

**Amy:** Yes. I'm very interested in drones – you know, the machines which you can control with radio waves. They are like little helicopters, but they usually have four propellers or blades, which turn very fast. They can move the drone up and down, or left and right. Or they can keep the drone in the same place, just like a helicopter.

**Int:** They're toys, aren't they?

**Amy:** Well, they're fun to play with, but the more professional ones can be used to do a

lot of very important jobs, too. The invention which won the competition for me is a drone which can help farmers.

**Int:** Can it look after the sheep or milk the cows?

**Amy:** No! The thing about drones is that they can do little jobs very well, particularly jobs which are very difficult or even dangerous for humans to do.

**Int:** Right. So, what can your drone do?

**Amy:** It helps with replanting trees. It can plant them in difficult places, like at the top of a hill or in wet ground.

**Int:** And can it do it quicker than forestry workers? Or do you need fewer people?

**Amy:** Speed is not really the point. And each drone needs a controller, so the number of people is not important. The thing is ... it's very difficult to get to some of these places in a vehicle. But a drone can get there easily. It's much cheaper as well, because it uses hardly any fuel.

**Int:** What's your next invention? Have you started work on something?

**Amy:** I know what it is, but I'm not going to tell you. I have to register it first so that nobody can steal it!

**Int:** You are already a real inventor.

**Amy:** I hope so.

**Rubric:** **Now you'll hear Part 4 again.**

**REPEAT**

**PAUSE 00'05"**

**Rubric:** **That is the end of Part 4.**

**PAUSE 00'05"**

**Rubric:** That is the end of the test.

**Rubric:** Cambridge English. First Certificate for Schools. Listening. Test 3.

**I'm going to give you the instructions for this test.**

**I'll introduce each part of the test and give you time to look at the questions.**

**You'll hear each piece twice.**

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

**PAUSE 00'05"**

**Now open your question paper and look at Part 1.**

**PAUSE 00'05"**

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

**Rubric:** 1: You hear a teenager talking about his home life.

**M:** My day begins at about 6.00 a.m. because my youngest sister wakes up around then and she needs a bit of looking after ... although she's pretty good now. After something to drink, she usually plays in her bedroom quietly. I take a cup of tea up to my mother, who is still not well enough to get out of bed. I make breakfast for all of us. I don't cook anything, except at the weekend. I get the two older ones ready for school, although they're gradually learning to do more for themselves. Then they walk together to the bus stop, and I clean up in the kitchen. Then, if there's time, I finish off any schoolwork that I haven't managed to do the night before, and I just wait for my father to come home from his shift work. As soon as he arrives, I set off for school on my bike. I don't mind the extra work at the moment, but it's difficult to get all my homework done.

**PAUSE 00'03"**

**Rubric:** Now listen again.

**REPEAT**

**PAUSE 00'03"**

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

**F:** Have you seen that new shop which has finally opened in the high street? The clothes shop which buys as well as sells stuff? I went in there for the first time yesterday and it's amazing! They pay cash for nearly new things. And, of course, you can buy things as well. They don't sell brand-new clothes, so it's not right for things like your sister's birthday present. But some of the second-hand clothes are lovely. You can see that they've hardly been worn. You might want to take some of your

old stuff in there ... unless you'd rather give it to charity. I even thought of getting a job there in the summer holidays, but they probably don't need anyone.

**PAUSE 00'03"**

**Rubric:** Now listen again.

**REPEAT**

**PAUSE 00'03"**

**Rubric:** 3: You hear part of an interview with a drama teacher.

**M:** I'm talking today to Cora, who is a drama teacher at Weston High School. Welcome, Cora. Now, what would you say to someone who is thinking of becoming a drama teacher ... or any kind of teacher?

**F:** Hi. I think they've got to think very carefully about it. People sometimes think that teachers have a really easy life, because they finish at 3.30 and get long holidays in the summer. But the truth is that there's a lot to do after the children go home every day. Most teachers don't leave the school until 6 in the evening, or later, and then they have to do more work, marking and preparing, when they get home. And they work through the weekends, too, usually. But it's incredibly rewarding because you see children develop. Also, in my case, with drama teaching, you often see children go from being incredibly shy young children to becoming confident young people. So, don't go into teaching if you're only thinking of late afternoons off shopping and six weeks a year on a beach somewhere. But for me, it was exactly the right choice.

**PAUSE 00'03"**

**Rubric:** Now listen again.

**REPEAT**

**PAUSE 00'03"**

**Rubric:** 4: You hear two friends talking about a book.

**F:** I finally managed to finish that book last night.

**M:** Which one? Book 1 or Book 2?

**F:** Oh, is it a series? I've only read the first one. Well, I suppose it's the first one, because the writer spends ages introducing all the characters.

**M:** Well, she's written two so far, and the second one's even better than the first, in my opinion.

**F:** Well, I'm not sure I'll bother. I find the style a bit irritating. The same expressions appear again and again, like when someone is angry, she always writes, 'Pink spots appeared in her cheeks.' It's not even accurate. I've never seen that happen in real

life.

**M:** I just love the way the stories of the characters are connected. I can't wait to see what happens next to them all.

**PAUSE 00'03"**

**Rubric:** Now listen again.

**REPEAT**

**PAUSE 00'03"**

**Rubric:** **5: You hear a news report about a problem in the town centre.**

**M:** And ... we're just getting news of another problem in the centre of Weston. As you have probably heard, there was a big accident early this morning, when a lorry hit several parked cars. The lorry caught fire and the centre of the town was closed while the fire service put it out. The police had only just reopened the centre when there was another fire, unconnected with the lorry fire, in the electronics store in the Green Mall. That led to another temporary closure. The police had only just reopened the centre after that incident, when they had to close it yet again. So far, we haven't been able to confirm the reason for the closure. We'll let you know as soon as we get more news on that.

**PAUSE 00'03"**

**Rubric:** Now listen again.

**REPEAT**

**Rubric:** **6: You hear a woman talking on the radio.**

**F:** Before we move on to our next programme, I invite you to help us with our 'Wishes for Winter' appeal. Every year, we ask for your help to make the wishes of poor young children come true. We've just heard the weather forecast for the weekend and, with temperatures dropping on Saturday, we turn our thoughts to children with no warm clothes. Please, give what you can. Even £2 will help us to make a wish come true. Just to be clear – 90% of your donation goes towards meeting a wish. We only take 10% for our administration costs.

**PAUSE 00'03"**

**Rubric:** Now listen again.

**REPEAT**

**Rubric:** **7: You hear two people talking about social media.**

**M:** Are you on Twitter again?

**F:** No, Instagram. Look at this great picture!

**M:** I'm not interested. It's all stupid.

**F:** It's not. It's funny. It makes me laugh. Oh, and my friend just told me she's in town.  
**M:** Very interesting, I don't think. The only good thing about social media is finding out about events in this area.  
**F:** It is good for that ... but also for fun and for keeping in touch with your friends.  
**M:** Well, carry on. I'm going to play a computer game.

**PAUSE 00'03"**

**Rubric:** **Now listen again.**

**REPEAT**

**Rubric:** **8: You hear a teacher talking about a school competition.**

**M:** Finally, I want to give you an update about the national writing competition. First, well done to all of those who entered. I know it was difficult to fit it in with your schoolwork, but I'm pleased to see that over half of you have already sent in your contribution. Now, that still means that there are nearly half of you who haven't entered. But there's still time. The competition doesn't close until the 28th of this month, so please write your story – between 2,000 and 3,000 words, remember – and send it to me, and I will pass it on to the organisers. Maybe start on Saturday? Thanks. Off you go and have a good weekend, everyone.

**PAUSE 00'03"**

**Rubric:** **Now listen again.**

**REPEAT**

**Rubric:** **That is the end of Part 1.**

**Rubric:** **Now turn to Part 2.**

**PAUSE 00'03"**

**Rubric:** **You will hear a woman called Amara Marsh, who is a scientist studying genetics. For questions 9 to 18, complete the sentences with a word or short phrase. You now have 45 seconds to look at Part 2.**

**PAUSE 00'45"**

**F:** Genetics is the study of how biological information is passed down the generations – from parents to children, or from a parent plant, or from a mother cow, and so on. It applies to all living things. It is becoming more and more important in the modern world, and scientists are trying to change the genetics of plants and animals in controlled ways. Some people think this is a good thing and some people think it is dangerous. The word 'genetics' comes from the word 'gene', which sounds like the kind of trousers we often wear, but is actually spelt G-E-N-E. Genes carry information from one generation to the next, particularly information that

determines things like your physical characteristics, but perhaps even aspects of your personality. There are genes in all living things: people, animals, plants. For example, each cell in the human body contains about 25,000 to 35,000 genes. The idea that characteristics can be passed down through generations is very old. Farmers of food crops in the ancient world, from the earliest days of farming, knew that they could take seeds from crops which were better than others and breed them to improve their crops. Farmers of animals had similar knowledge. However, nobody understood why these things were true, although people speculated all the time and actually got close to the truth. About 2,500 years ago, there was a very famous Greek doctor called Hippocrates. He's actually more famous nowadays for his rules for doctors than for his speculation about genetics, but he said that children got seeds from their mother and their father. He did not know what the seeds looked like, but he had the right idea. We could probably call genes 'seeds' in the broadest sense. At the end of the 18th century, a French naturalist called Lamarck had a new idea about changes between generations. He thought that if you used a physical ability, you made it bigger or better or stronger. So, for example, if a giraffe stretched its neck constantly to reach leaves high up in trees, the offspring of that giraffe would have a longer neck than other offspring. So, when the baby giraffe grew up, it would be able to reach higher leaves than other giraffes in the herd. So maybe it would survive a period when there was not enough food for all the giraffes. It is not, in fact, the way species adapt. They do not pass on physical changes which have happened during their lifetime, like stronger arms or legs. Well, I say they do not do this, but modern scientists say it is actually possible, now that they better understand how genetics works. Perhaps Lamarck was correct after all. A British scientist in the 19th century called Francis Galton believed that learned abilities could be passed on. So, if you became a classical pianist, your children would be able to learn the piano more easily. There is still no evidence that this is true, but we all know cases of people who follow their parents into a profession or a sporting field. Of course, this could be because they grow up in a household where that field is of interest. People who study genetics do not believe that genes pass on learned abilities. Finally, a famous British naturalist and researcher published a book about genetics after years and years of studying and wondering about how the system worked. In the middle of the 19th century, Charles Darwin explained what he called 'natural selection'. He said that changes in genetic make-up happened by chance, not because of different behaviour

in their parents, like stretching their necks or learning to play the piano. Darwin said that changes happened all the time between parents and offspring, but they happened by chance. Most of these changes have no real effect on the offspring. But occasionally, just by chance, a change would be useful. If we go back to the baby giraffe – if, by chance, a baby giraffe is born with the genes for a longer neck, it might survive when other giraffes with shorter necks did not. The genes for longer necks would then be passed on. So that was Darwin's great discovery, and it turned Lamarck's idea on its head. Good changes didn't happen because of parental activity. They happened by chance. If a change is valuable, it might survive and be passed on.

**PAUSE 00'10"**

**Rubric:** Now you'll hear Part 2 again.

**Repeat.**

**PAUSE 00'05"**

**Rubric:** That is the end of Part 2.

**Rubric:** Now turn to Part 3.

**PAUSE 00'05"**

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

**Rubric:** You now have 30 seconds to look at Part 3.

**PAUSE 00'30"**

**Rubric:** **Speaker one**

I go to a youth centre on Saturday morning. It's quite new. It's in a very poor part of the city and, before the club started, the kids in that area didn't really have anything to do except hang out on the streets and get into trouble with the police. The organisers can't afford to pay me – they don't get paid themselves. But I think volunteering is important. I've got so much more than those kids have got, so I have a duty to give some of my time at least. That's what society is all about. It gives some people more than others, so if you've got more, you should give some of it to people who are less fortunate.

**PAUSE 00'03"**

**Rubric:** **Speaker two**

I go round to see old people who are still living in their own homes. Sometimes I

take them a hot meal, but often I just go and make tea for them and sit and chat. All the houses I go to are very small, and most of the people I visit live in one room because they can't afford to heat the other rooms in the house. The elderly people have nothing – almost no money, and no friends or family anymore in most cases. It's like they've lived too long. It really upsets me, and tears often come to my eyes when I think about them later when I'm in my lovely warm house with a loving family.

**PAUSE 00'03"**

**Rubric: Speaker three**

I used to be quite hard about people begging for money. I never gave them anything, even if I had some spare change, because I thought that they should get a job and support themselves, particularly the young men who you see sometimes sitting in the high street. I also thought they would probably spend the money immediately on drink or drugs, so it wasn't really helping them to get back on their feet. Then a friend of mine mentioned that she helps out at a food bank – you know, collecting spare food from supermarkets every evening and then giving it to people at the weekend. I believe this is a much better way of helping people who really are poor than handing out money to beggars.

**PAUSE 00'03"**

**Rubric: Speaker four**

My mother works in a charity shop three days a week, and I join her on a Saturday. Before I did this work, I had no idea how many people in our town were very poor and didn't even have money to buy clothes for their kids. I never thought twice about where all my nice clothes came from. But these women come in with two or three children, and they are so grateful when you can find something nice and nearly new for each of the children, and something for them, too. Every time I'm in the shop, I'm reminded that one of those kids could be me if my parents were poor.

**PAUSE 00'03"**

**Rubric: Speaker five**

When my friend told me that she visited old people in their homes, I said, 'That must be so boring! Why do you do that?' She was a bit shocked and she said, 'I do it because they've got no one to talk to.' I apologised, and she said, 'You should come along with me one day. You might be surprised!' I didn't really know what she meant, but I was embarrassed about what I'd said, so I promised to go with her the next time. That was six months ago. I've got five regulars now who I visit whenever

I'm free, and we always have a real laugh. They are so interesting, and their stories are often great. I wish I'd started visiting people years ago.

**PAUSE 00'10"**

**Rubric:** Now you'll hear Part 3 again.

**REPEAT**

**PAUSE 00'05"**

**Rubric:** That is the end of Part 3.

**Rubric:** Now turn to Part 4.

**PAUSE 00'05"**

**Rubric:** You will hear a radio interview with a young woman called Ellie Malcolm, who's talking about an organisation she's involved with. For questions 24 to 30, choose the best answer (A, B or C).

**Rubric:** You now have one minute to look at Part 4.

**PAUSE 01'00"**

**Int:** Today, I'm talking to Ellie Malcolm about an organisation called Out and About. I want to hear all about that, but first, a little bit about yourself, Ellie. Where are you from?

**Ellie:** I was born and grew up in a beautiful part of the country with lakes and forests and a range of small mountains. We get snow on them every year, although not enough for winter sports, but they are wonderful to climb, with fantastic views over the countryside. The area attracts hundreds of thousands of visitors each year.

**Int:** So, did you go out into that landscape from an early age?

**Ellie:** Absolutely! My mother says they took me out onto the moors – oh, that's another lovely part of the area, high flat land with lots of lovely wild plants. Where was I? Oh yes, the moors. She says they took me out there as a baby. She claims that I loved it even then, but I remember when I was a bit older crying because it was so cold and wet, and my father saying that it was good for me.

**Int:** Did those early experiences put you off exploring your area?

**Ellie:** No, I think it only happened that one time that I can remember. I have very happy memories of going out onto the moors, into one of the forests or down to one of the lakes with my parents as a young child.

**Int:** Now, there's a connection with the organisation Out and About, isn't there?

**Ellie:** Yes. Out and About was started in my area because many local people were annoyed at tourists coming, maybe from a big city, and not understanding anything about the area. They didn't mind them coming, although it does get very

busy in the summer if the weather's good. But the problem was the damage the tourists did. They often had barbecues on the moors in stupid places – not in the special areas which are safe, so they set fire to the bushes or parts of the forest. Or visitors just left all their rubbish in the beauty spots. The locals also got fed up with having to rescue people when they got into trouble on one of the lakes or on a mountainside.

**Int:** What do you mean, trouble?

**Ellie:** Well, the lakes look so calm most of the time. People who aren't experienced sailors think, 'Oh, this is just like the boating lake in our park.' And they go out in a small boat without life jackets or emergency equipment – and the weather changes suddenly, and they can't cope. Then the rescue boat has to go out. And the same thing happens with the mountains. People go up in unsuitable clothing without checking the weather forecast, and then the mountain rescue people have to risk their lives when a storm suddenly comes in.

**Int:** So, some people in your area started Out and About?

**Ellie:** Yes. Well, my mother and father, actually.

**Int:** They started it? I didn't realise that!

**Ellie:** Yes. They set it up with my mother's parents, who are also from this area and know all about the clothing you need and the skills you have to have to be safe here.

**Int:** What does the organisation do?

**Ellie:** We ... I can say 'we' because I'm part of it too, now that I've finished at university. We train people to use the area safely. We run courses – one or two days, usually – which we advertise in the local hotels and guesthouses, and on our website. We take tourists out on guided tours. In future, we have plans to start selling the correct clothing and equipment for each type of trip, too.

**Int:** It sounds fascinating. So, what's next for you and Out and About? It sounds like you could, as they say, write a book about the local area.

**Ellie:** That's been done actually. There are already several very good ones. I have thought about creating high-quality places for people to pitch their tents or park their camper vans around the lakes and in the mountains, but I think that would spoil what people come to see. It's one of the big problems with tourism, isn't it? It damages the beautiful areas which attract people in the first place.

**Int:** Yes, that's certainly true in many places.

**Ellie:** So, I think it would be better to do the same thing as we have done for this area in other parts of the country. People still need to learn how to prepare and what to

wear and take with them, whichever landscape they are exploring.

**Int:** Good luck with that. Maybe I'll come on one of your courses some time.

**Ellie:** You'll be very welcome.

**Rubric:** **Now you'll hear Part 4 again.**

**REPEAT**

**PAUSE 00'05"**

**Rubric:** **That is the end of Part 4.**

**PAUSE 0'05"**

**Innova Press**

**Rubric:** That is the end of the test.

**Rubric:** Cambridge English. First Certificate for Schools. Listening. Test 4.

**I'm going to give you the instructions for this test.**

**I'll introduce each part of the test and give you time to look at the questions.**

**You'll hear each piece twice.**

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

**PAUSE 00'05"**

**Now open your question paper and look at Part 1.**

**PAUSE 00'05"**

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

**Rubric:** 1: You hear a young musician talking about his childhood.

**M:** Both my parents love classical music, so I grew up with the sound of it all around me. They had speakers in every room, all connected to the same music player, so it didn't matter where you went, it followed you everywhere, except in my bedroom. There were no speakers in there. When I started to learn the guitar, I stopped sitting in the living room in the evening because I wanted to practise in a quiet place. It seemed to work. After only a few lessons, my teacher said she'd never known a new player make such fast progress. Perhaps all that classical music had helped me get a natural feel for things. However, none of it was guitar music, so I guess not.

**PAUSE 00'03"**

**Rubric:** Now listen again.

**REPEAT**

**PAUSE 00'03"**

**Rubric:** 2: You overhear a girl talking on the phone about a charity shop.

**F:** Yes, a new charity shop has opened in the High Street next to the library. It's really good. I've been in there twice already. They've got a lot of nearly new clothes that have been donated, as well as some copies of on-trend fashion things which they buy in. I got a great dress the first time I went there, and a blouse the second time. I even asked if they wanted any help in the summer! The manager told me they always need help, but they don't pay. People work there for free, so it's no good for you and me to get some extra cash for the holidays. I know you don't need any new stuff at the moment because you couldn't get it in your wardrobe, but you might consider giving them some stuff. It's for a good cause.

**PAUSE 00'03"**

**Rubric: Now listen again.**

**REPEAT**

**PAUSE 00'03"**

**Rubric: 3: You hear part of an interview with a police officer.**

**M:** I wonder if any of you have considered a career in the police force? Well, if you have, you'll be delighted to hear from Elsa, who is now a Detective Sergeant in the West Loamshire force. So ... Elsa. What do you want to say to someone who is interested in joining the police?

**F:** I think the first point is that it's not like the police shows on TV. We get a lot of applications – more than we can possibly take into the force – but quite a lot of the applicants have got completely the wrong idea about what we do and how we do it. It is not a glamorous job, but it is very rewarding. So, if you really think it might be for you, apply to be an unpaid support officer first, and see the job from the inside. Maybe you'll decide to do something different after a year or so, but if you do put in a full application, your work as a support officer will ensure that you are taken seriously.

**PAUSE 00'03"**

**Rubric: Now listen again.**

**REPEAT**

**PAUSE 00'03"**

**Rubric: 4: You hear two friends talking about a piece of furniture.**

**M:** What a beautiful table! Where did you get it?

**F:** Rowlands in the Mall. It was on special offer. It should have been £400 but there was a 25% discount.

**M:** Great. Although I don't think I would have paid that much.

**F:** I didn't either! It turns out they are closing their shop in the mall, so they increased the discount to 50% in the last week of trading.

**M:** You waited and bought it then?

**F:** Yes, but I was lucky. It was the last one left!

**PAUSE 00'03"**

**Rubric: Now listen again.**

**REPEAT**

**PAUSE 00'03"**

**Rubric: 5: You hear a news report about an accident.**

**F:** And we're hearing that the problems in Morely are nearly at an end this morning. The big fire in the Town Mall was put out overnight, but fire officers are still in attendance outside the mall in case there are any problems with new fires. The town centre was closed for several hours while the fire was extinguished, and the police told us that they could not reopen the centre until the lorry which caused the fire in the first place had been removed. As you probably know, the lorry crashed into the front of the mall just before midnight and then caught fire. Because it was blocking the main street, the police could not let any traffic in before the lorry was removed, but that has just been done. So, let's hope that is the end of the problems.

**PAUSE 00'03"**

**Rubric:** Now listen again.

**REPEAT**

**Rubric:** **6: You hear a woman talking on the radio.**

**F:** It's a beautiful day and I'm sure you are all looking forward to getting out and enjoying the sunshine. But just before you get in your car and head off to the beach, I want you to think about the protection that you are taking with you. No, not the umbrella. Of course, you do need that, but the rays of the sun can get through any umbrella and burn you while you are relaxing on the beach. So, make sure you take Factor 50, the suncream for the hottest day. Available from all good pharmacies. Special introductory offer, 50% off.

**PAUSE 00'03"**

**Rubric:** Now listen again.

**REPEAT**

**Rubric:** **7: You hear two people talking about a website.**

**M:** Are you on that news website again?

**F:** Yes. Why?

**M:** I used to use it a lot, but I'm fed up with it now.

**F:** Really? I think it's great. They update the information every few minutes.

**M:** There's nothing wrong with that, but the video stories won't load properly and there are adverts all over the place.

**F:** The videos work fine on my machine. You should get a better laptop. But you're right about the adverts. They're getting much worse. There's one before each video story now – and it goes on for ages.

**PAUSE 00'03"**

**Rubric:** Now listen again.

**REPEAT**

**Rubric:** 8: You hear a teacher talking about a change in school policy.

**M:** OK. Listen carefully. I've got to tell you about an important change in the way we do things from Monday. Now, you've been signing in and out for quite a while now with your student cards. That system is working very well, although we always have a few people who leave their cards at home. Anyway, carry on doing that. And you still have to go to reception if you're late, even by a few minutes, because our computer system will have alerted the office to your lateness. But from Monday, there's a big change in the canteen. You won't be able to pay cash for meals anymore. You can only use your cards to purchase items, so make sure this week that your parents put some money on your card.

**PAUSE 00'03"**

**Rubric:** Now listen again.

**REPEAT**

**Rubric:** That is the end of Part 1.

**Rubric:** Now turn to Part 2.

**PAUSE 00'03"**

**Rubric:** You will hear a woman called Jo Marks, who is a geologist studying natural events. For questions 9 to 18, complete the sentences with a word or short phrase. You now have 45 seconds to look at Part 2.

**PAUSE 00'45"**

**F:** Hi. My name is Jo Marks. I work at Weston University and I study natural events, like earthquakes and volcanoes, which often cause a lot of damage and sometimes even loss of life. I understand from your geography teacher that you are studying these events now, so she asked me to come and talk about one type of natural event that I am particularly interested in. It is related to earthquakes and volcanoes. One name for this natural event is 'tsunami', which is a Japanese word meaning harbour wave. Japanese fishermen named these special kinds of waves 'harbour waves' because they cannot be seen from the middle of the ocean. The fishermen would be out fishing when a tsunami came, and they would return home in the evening to find their village destroyed. It must have been terrible for them. The fishermen came to the conclusion that tsunamis only happen in harbours and close to the shore. But in fact, they were wrong. Tsunamis do exist far out to sea, but you cannot see them until they get near the shore. At sea, they may be only one metre

in height, whereas waves more than 10 metres high are common in the middle of the ocean, so the tsunamis don't stand out. But the real problem with tsunamis comes from the speed, which can be over 800 kilometres an hour. That's the speed of a plane! What happens is that when the wave hits the shore, that speed is converted into height. The height of a tsunami can reach 100 metres. Anything in the path of the wave is destroyed. You need to be on very high ground and a long way from the shore to be safe. Tsunamis have been recorded since ancient times, especially in Japan and the Mediterranean. There are reports of a tsunami that hit the coast of Syria in 2,000 BCE. That's more than 4,000 years ago. Tsunamis are not as common as other big natural events. For example, there are thousands of earthquakes and about 100 volcanic eruptions each year. But in the year 2019, for instance, the National Geophysical Data Centre in the USA recorded only six tsunamis. As I said at the beginning of this talk, there is a relationship between tsunamis, earthquakes and volcanoes. Tsunamis are caused by earthquakes and, less commonly, by volcanoes under the sea or next to the sea. Earthquakes under the sea often cause huge tsunamis, whereas volcanoes usually result in small, very local problems. What is the worst tsunami in recent history? Well, you may just remember a tsunami which hit the coast of Japan in 2011. It wasn't the worst in recent history, but it became famous because it damaged a nuclear reactor in Japan, and it caused over \$200 billion worth of damage. But that was not the worst in terms of loss of life. The worst tsunami in history occurred in south-east Asia on December 26th, 2004. An earthquake happened in the Indian Ocean, just off the coast of Indonesia. The waves spread over a huge area, coming ashore in nine countries, including Indonesia itself, Thailand, Sri Lanka, and even Kenya and Tanzania on the eastern coast of Africa. Approximately 230,000 people were killed. Luckily, areas away from the location of the earthquake received warnings of the approach of the tsunami, and to some extent people were able to get away from beaches and low-lying areas, although the warning system was not very good in some countries and has been improved since. That tsunami is not only remembered because of the huge number of people who died. Most of the people on the beaches had mobile phones and digital cameras, so there is a huge amount of still photos and video footage of the wave coming ashore. One young girl had studied tsunamis, in the same way as you are doing now. She was clever enough to remember learning that just before a tsunami hits a beach, all the water is sucked back for tens or even hundreds of metres. She saw what was happening on her

beach, realised the cause, and started shouting to her family to run to safety. Of course, they did not believe her at first, but finally she persuaded them to run, and they were able to get to safety before the wave arrived.

**PAUSE 00'10"**

**Rubric: Now you'll hear Part 2 again.**

**Repeat.**

**PAUSE 00'05"**

**Rubric: That is the end of Part 2.**

**Rubric: Now turn to Part 3.**

**PAUSE 00'05"**

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

**Rubric: You now have 30 seconds to look at Part 3.**

**PAUSE 00'30"**

**Rubric: Speaker one**

I want to be a teacher, so I'm very interested in different teaching styles. In this particular lesson, the teacher used role play very effectively. We were given the background to a critical moment in the history in our country, and then we were given some of the important roles, such as the king, one of the generals and the leader of the poor people. We were allowed a few minutes to research our person, then we had to play out what we thought each person would say and do. Then at the end, the teacher told us what really happened, and we discussed it. I'll never forget the information I learnt in that lesson because I felt part of the events.

**PAUSE 00'03"**

**Rubric: Speaker two**

I generally like lessons with a bit of humour, but this one was good without having a lot of jokes. It was a discussion class. I usually find in those that I never get a chance to say anything because other people are shouting out and the teacher is letting them get away with it. But this time, the teacher made a point of controlling the students so that everyone had a chance to say what they thought. I didn't speak until very near the end, and I thought the teacher would not call on me ... but that didn't happen. It was great to have my say.

**PAUSE 00'03"**

**Rubric: Speaker three**

This lesson was good because of the variety in it. I hate lessons where the teacher just reads out stuff and we have to take notes. I also don't like lessons where we are given 10 questions, or whatever, and we have to write the answers, with maybe a few minutes at the end to discuss our answers. But this time, the teacher set up the task really well, and we started working with a partner. We had to exchange information, then we went and worked with three other people and told them the information we had just learnt from our partner.

**PAUSE 00'03"**

**Rubric: Speaker four**

I don't really like learning French because I never understand the rules the teacher gives us, so I don't know how to do the exercises. I usually have to ask someone to explain it to me again before I have any idea what to do. But we had a different teacher this week – I think our normal one was sick or something – and this teacher had a different approach. She just showed us a lot of sentences and she gave us plenty of time to try to see the patterns in them. It was like working out a code. We all got it in the end, even me. I'll forget the next time it comes up – I know I will – but it was fun in the lesson.

**PAUSE 00'03"**

**Rubric: Speaker five**

At my old school we had a laboratory, and we were able to play with all sorts of liquids and do things with magnets and electricity. But at this school, we usually just sit and watch a video of a teacher doing something interesting – which is really quite boring. So, I was quite surprised when we went into the science room yesterday and there was actually equipment on each of the tables, plus a set of instructions and a worksheet to fill in. We followed the worksheet instructions, then we compared our results with one other person and tried to work out why there were differences. The time flew by. Why aren't all lessons like that?

**PAUSE 00'10"**

**Rubric: Now you'll hear Part 3 again.**

**REPEAT**

**PAUSE 00'05"**

**Rubric: That is the end of Part 3.**

**Rubric: Now turn to Part 4.**

**PAUSE 00'05"**

**Rubric:** You will hear a radio interview with a young writer called Tom Hicks. For questions 24 to 30, choose the best answer (A, B or C).

**Rubric:** You now have one minute to look at Part 4.

**PAUSE 01'00"**

**Int:** Today, I've got Tom Hicks in the studio with me, and we're going to talk about writing. You're a very successful novelist now, Tom. Have you always been interested in writing?

**Tom:** Well, since I was able to write! Obviously, I was about five before I could actually get things down on paper, but I was always fascinated by the printed word. I used to read – well, look at the words – on the cereal packets at breakfast time and try to make some sense of them.

**Int:** Were your parents both writers?

**Tom:** Well, they didn't write poems or novels or anything. But my father worked from home and he must have written 50 or 60 emails a day – well, typed them. My mother worked in a hospital, but at home she still wrote letters at a time when nearly everyone else had moved over to emails and text messages.

**Int:** Gosh! Not many of our listeners will remember writing letters.

**Tom:** No, but when I was very young, my mother let me fold the sheet of paper and put it in an envelope. She used to let me lick the flap before she stuck it down. Of course, nobody licks envelopes anymore. It is horrible when you think about it, but I loved it. The same goes for licking the stamps and putting them on the letter, too. I was fascinated by the idea of putting something on paper rather than speaking to someone face-to-face.

**Int:** So ... did you start with letter writing?

**Tom:** I didn't have anyone to write to. My first creative writing was in a diary which I got for my seventh birthday. There wasn't much space for each day, but my writing was very small, and I filled up every page with something interesting – an exciting adventure or an interesting person I'd spoken to. I made it all up, because nothing interesting was really happening to me – except when my mother wrote letters.

**Int:** So you started with creative writing?

**Tom:** Well, yes, although I'm not really sure how creative it was. I moved to my own place when I was 18, but I looked for the diaries last year when my parents moved house. Unfortunately, I couldn't find them. They must have got thrown out some time. It might have been fun to read them again and see if there were any good ideas in them.

**Int:** When did you write your first full story?

**Tom:** I was twelve. It was during a summer holiday and I was bored, with no one to play with because it was raining. It was about a boy who was bored and had no one to play with because it was raining. Which is really the story of my writing.

**Int:** What do you mean?

**Tom:** I write about my feelings in different situations. Well, I give those feelings to one of my characters. I don't necessarily write exactly what happened in real life, but all my stories have a basis in truth.

**Int:** I suppose that's what makes them so successful. People identify with the characters and recognise the events as real.

**Tom:** Yes, that's what some of the critics have said about my work. But of course, it does mean that I can't spend all my time in my home office writing. I need to get out, to do things and meet people, otherwise the stories would dry up.

**Int:** Do you take a particular period off each year, or does it happen by chance?

**Tom:** It's all very planned nowadays. I write for six months and I travel for six months. I don't always go at the same time because, again, I want to experience different things.

**Int:** Yes. I've noticed that a lot of your stories are centred on a particular event, like a big festival. Is that deliberate?

**Tom:** Absolutely. You know, people say that in a lot of the great novels of the 19th century, a building of some sort was often a character, like the people. It was central to the story. So, you've got novels which are called after the buildings, not after the main character – such as *Northanger Abbey* and *Bleak House* and *Wuthering Heights*. A lot of my stories are called things like *The Carnival* and *The Dragon Boat Race*. I like a cultural event to be a character in the same way.

**Int:** What's your next story about?

**Tom:** I haven't got the plot yet, and I've no idea who the people are going to be, but it is set during the Eid festival in an Arab country.

**Int:** I'll look forward to reading it.

**Tom:** It'll be out next year in all good bookshops.

**Int:** Thanks, Tom.

**Rubric:** **Now you'll hear Part 4 again.**

**REPEAT**

**PAUSE 00'05"**

**Rubric:** **That is the end of Part 4.**

**PAUSE 0'05"**

**Rubric:** That is the end of the test.

**Rubric:** Cambridge English. First Certificate for Schools. Listening. Test 5.

**I'm going to give you the instructions for this test.**

**I'll introduce each part of the test and give you time to look at the questions.**

**You'll hear each piece twice.**

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

**PAUSE 00'05"**

**Now open your question paper and look at Part 1.**

**PAUSE 00'05"**

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

**Rubric:** 1: You hear a teenager talking about a night out.

**M:** I had a great time with my friends at the restaurant. The problems started when I realised I'd missed the last bus back to my village. That wouldn't have been a problem normally, because it's only 7 kilometres and I'm quite used to walking home, although it's a bit scary in winter. There's no footpath and most car drivers don't expect to see a person walking on a country road. But anyway, I said goodbye to everyone, and I'd only just started walking when my uncle went by. He stopped and gave me a lift.

**PAUSE 00'03"**

**Rubric:** Now listen again.

**REPEAT**

**PAUSE 00'03"**

**Rubric:** 2: You overhear a girl talking on the phone about a new shopping mall.

**F:** The new mall is amazing! It's much bigger than the one in Green Street, and the shops are better, too. I thought we could meet there sometime on Saturday. There's one clothes shop on the first floor, called Pazazz, which has got the latest designer clothes at a fraction of the price they are at Gear in Green Street. Obviously, they're not the real thing, so you wouldn't be interested, but I'm definitely going to get something next weekend. How about 10.00 on Saturday? There's a nice coffee shop on the ground floor.

**PAUSE 00'03"**

**Rubric:** Now listen again.

**REPEAT**

**PAUSE 00'03"**

**Rubric: 3: You hear part of an interview with an environmental scientist.**

**M:** I've got Noora Salim here today, who is going to talk about her very important work. Noora, welcome. Please tell us about what you do.

**F:** Thank you. I think we all know how important it is to protect the planet. After all, we've only got one. I work every day with the results of poor management at factories, which results in dangerous chemicals being released into our rivers and then into the sea. I can stop companies doing these things but, to be honest, stopping one factory makes a small difference, whereas if everyone listening to me now just thought this every time they threw something away: 'How could I avoid doing that in the future?', it would make a much bigger difference than all the environmental scientists in the world.

**PAUSE 00'03"**

**Rubric: Now listen again.**

**REPEAT**

**PAUSE 00'03"**

**Rubric: 4: You hear two friends talking about a sports centre.**

**F:** I went to the sports centre last night.

**M:** Really? I don't go there anymore.

**F:** Oh, what's wrong with it? I thought they had really good sports facilities. They've got loads of courts in the main hall for tennis and badminton and basketball.

**M:** That's true. They've got courts for a lot of sports.

**F:** And I really like the gym. They've given me a personal trainer for two weeks – free!

**M:** Yes, I like the gym, but the courts are only separated by curtains. I was playing badminton and a guy who was playing tennis came right through the curtains and hit me. I've seen several other accidents while I've been playing. It's crazy!

**PAUSE 00'03"**

**Rubric: Now listen again.**

**REPEAT**

**PAUSE 00'03"**

**Rubric: 5: You hear a news report about a problem in Morely.**

**M:** Now, I'm sure you've all heard about the lion that's escaped from the country park at Morely. Police have been looking for the animal since early this morning, when the park reported it missing. It apparently walked through several back gardens, jumping the fences between. Then, shortly after nine, children at Morely Primary

School had a lucky escape when the animal wandered into their playground just after they had gone inside for their first lesson. The school is next to the park, and some people said that they had seen the creature there, but those reports turned out to be false. Finally, it returned to the gardens and was gently persuaded by its keeper to get into a mobile cage. So, we can all sleep peacefully tonight.

**PAUSE 00'03"**

**Rubric: Now listen again.**

**REPEAT**

**Rubric: 6: You hear a message on an answering machine.**

**F:** Hi. Sorry to miss you. I thought I'd better give you a call. I just want to make sure that you know I'm here if you need me. I know Joe and May are coming round to your place to give you a hand – they'll be there by 10.00, won't they? But you might want someone to get pizza or something in the middle of the day. Just give me a call or text me. I'm only round the corner. I haven't got any other plans.

**PAUSE 00'03"**

**Rubric: Now listen again.**

**REPEAT**

**Rubric: 7: You hear two people talking about a TV programme.**

**M:** Did you see that really annoying programme last night?

**F:** Which one? There are lots of annoying programmes on television.

**M:** The one about the election. They had the two party leaders on.

**F:** Oh, yes. I did watch it for a little while. But I can't stand the presenter – what's his name?

**M:** Peter Shaw. He's awful. I don't know why they use him all the time for these important programmes.

**F:** Well, I'm not sure it was that important, because we didn't learn anything new.

**M:** Really? I was quite impressed with the background information they gave – before Peter Shaw started speaking. I'll certainly tune in next week.

**F:** I think I'll do my homework next time that's on.

**PAUSE 00'03"**

**Rubric: Now listen again.**

**REPEAT**

**Rubric: 8: You hear a teacher talking about a school trip.**

**M:** I just need to talk to you for a few minutes about the trip to the Science Museum. I know I don't need to remind you about touching things – unless you're supposed

to touch them, of course. There are priceless objects in some of the rooms, but I know I can rely on you to be sensible, as always. Now, the buses leave at 8.30, so you must be here at 8.00. We can't wait for latecomers. We get to the museum about 10.00, have lunch at 1.00, then go to the buses again at 3.30. We'll be back here at around 5.00, so please ask your parents not to be late for the pick-up.

**PAUSE 00'03"**

**Rubric: Now listen again.**

**REPEAT**

**Rubric: That is the end of Part 1.**

**Rubric: Now turn to Part 2.**

**PAUSE 00'03"**

**Rubric: You will hear a woman called Sophie Drew, who is a scientist studying food safety. For questions 9 to 18, complete the sentences with a word or short phrase.**

**You now have 45 seconds to look at Part 2.**

**PAUSE 00'45"**

**F:** We all need food and usually eat it every day – I see some of you are eating now! Most of the time, we never give a thought to food safety. But you need to be aware that food can be dangerous if we don't treat it correctly. As you will see, I'm not just talking about cooks and chefs treating food correctly. Anyone who touches food in any way must take care. Did you know that, around the world, about 40 million people get ill with food poisoning every year? Sometimes the illness is very short, but often it is long and painful, and it is impossible to work or study while you are ill. Even worse, about half a million die each year from food poisoning. So, I'm going to talk to you today about the preparation of food, the cooking of food and, very importantly, the storage of food – both before and after it has been cooked. One big problem is that there are quite a few myths about food – I mean, things which most people believe but which aren't, in fact, true. Perhaps the biggest myth is about vegetables. A lot of people think vegetables are safe. They think you can't be poisoned by vegetables. That's not true. Vegetables, particularly the outside of the vegetables, can carry a lot of diseases, and, nowadays, they can also have chemicals on them which farmers have used to help them to grow, or to kill pests that would otherwise eat them. So, you must always wash vegetables before you cook them. And wash your hands in a different sink before you wash the vegetables. Bacteria which cause diseases can't jump, but they can move through the air. Another myth

is about cooking and freezing. Some people think that these processes kill all bacteria. That's not true either! Cooking does not kill all bacteria, unless the food reaches a particular temperature. We'll come back to that in a minute. Freezing doesn't kill bacteria at all in most cases. It just stops the bacteria multiplying. When you take the food out of the freezer and it defrosts, the bacteria start to multiply again. You might think that the answer is to put frozen food straight into the oven so you don't give the bacteria a chance to start multiplying. But in fact, that is very dangerous. If you cook food from frozen, the centre of the food is often not cooked at all, and this is dangerous. You should defrost food completely before you start cooking it, either by leaving it out and covered, or by defrosting it in a microwave. Now, I mentioned cooking temperatures just now. There is one case where this is very serious, and that's on a barbecue. The thing is, ovens show you the temperature, at least of the oven compartment, though not the food itself. On a barbecue, you don't have a thermostat to turn the heat on and off. Also, many people who cook on a barbecue don't normally cook in the kitchen, so they are not aware of all the precautions which should be taken. They cook food on a barbecue without a cooking thermometer, which has a probe which goes right into the centre of the meat or the fish. You should always use a thermometer when cooking food on a barbecue. Here's another mistake which people make when they are using a barbecue ... they think that all cooked foods need to reach the same temperature. This is not true, either. The inside of beef and fish must reach 63°C, whereas pieces of chicken need a higher temperature. They must reach 74°C. If you are cooking a whole chicken, the inside needs an even higher temperature – 85°C. One more thing to remember. Organise your fridge correctly. Raw food contains bacteria, even in a fridge. With cooked food, you have removed some of the bacteria, but if you put raw food in the fridge above cooked food, some of the bacteria can drip down. Never put raw food above cooked food. But do remember to put cooked meat away when it has cooled down. Bacteria multiply very quickly. If you leave cooked meat out overnight, each bacterium becomes 135 million bacteria by the morning. And that might be enough to kill you. Basically, enjoy cooking and eating but be careful.

**PAUSE 00'10"**

**Rubric: Now you'll hear Part 2 again.**

**Repeat.**

**PAUSE 00'05"**

**Rubric:** That is the end of Part 2.

**Rubric:** Now turn to Part 3.

**PAUSE 00'05"**

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

**Rubric:** You now have 30 seconds to look at Part 3.

**PAUSE: 00'30"**

**Rubric:** **Speaker one**

I go to a lot of clubs and I usually have fun. But this one is special. I love the way that we start each week with a blank sheet of paper and, an hour later, there is something there which I have actually created. Even if it's not perfect, which of course, it never is, I'm really pleased that I've created it and I can show it to my parents. Occasionally, I put it up on the wall of my bedroom ... and once my mother got the painting framed!

**PAUSE 00'03"**

**Rubric:** **Speaker two**

I'm quite a shy person, and although I've got a lot of things I want to say in most situations, I can never find the words. They usually come to me hours later. So, the drama club would be hopeless for me. But with painting, I can put my feelings down on the paper and say what I feel, using colour and shapes. I'm still not very good, and I don't want anyone but the teacher to see my work at the moment, but I'm definitely getting better.

**PAUSE 00'03"**

**Rubric:** **Speaker three**

I went along thinking that you just choose something to paint, and then start. But I realise now that there's a huge body of technical knowledge which goes into making even a simple watercolour into something that works as a piece of art. We're doing perspective at the moment – you know, the way that buildings and other things are smaller in the distance. It's like maths really, but once you understand about the vanishing point, you begin to create really impressive paintings. I might be ready to start showing my family soon.

**PAUSE 00'03"**

**Rubric:** **Speaker four**

It's a great club and I've learnt a lot. I'm much better at landscapes now, and I can actually put people in as well. Before I joined, I could only add horses. But we've been doing landscapes for the last three weeks and, to be honest, I'm getting a bit bored! Before I joined, I thought – rather stupidly I suppose – that we would do animals one week and vehicles the next, and then move on to faces. I can see that it is necessary to improve your technique, but I hope we'll move on to something different soon.

**PAUSE 00'03"**

**Rubric: Speaker five**

I don't really know what to say about this club. I don't enjoy it and I only go now because my friend goes and we travel home together on the 5 o'clock bus. If I hadn't made that arrangement, I would have given up after about the second week. It's not the fault of the teacher. She's great, and she always says helpful things when she comes round and looks at my dreadful version of a forest or a lake. But I'm never going to be Leonardo da Vinci.

**PAUSE 00'10"**

**Rubric: Now you'll hear Part 3 again.**

**REPEAT**

**PAUSE 00'05"**

**Rubric: That is the end of Part 3.**

**Rubric: Now turn to Part 4.**

**PAUSE 00'05"**

**Rubric: You will hear a radio interview with a young actor called Leo Taylor. For questions 24 to 30, choose the best answer (A, B or C).**

**Rubric: You now have one minute to look at Part 4.**

**PAUSE 01'00"**

**Int:** Today, I'm talking to Leo Taylor, who's appearing on stage at the moment in a theatre in London.

**Leo:** Er, Bristol, actually. I left the London company last year.

**Int:** Oh, yes, sorry. I've got that in my notes. So, you have to travel back to Bristol after the interview?

**Leo:** Yes, that's right. I'm in *Brief Lives* – every night of the week and twice on Saturday.

**Int:** Oh, you do an afternoon performance, then?

**Leo:** Yes. It's mainly for people who are on a day trip and can't get a train back home after the evening performance.

**Int:** OK, so, usual question at this point ... when did you start acting?

**Leo:** My mother says I had the lead part in a play at nursery school when I was four, but I got nervous and the teacher had to walk me through all the actions, holding my hand. I have no memory of that at all ... and perhaps that's a good thing.

**Int:** So, what's the first play you remember?

**Leo:** We did one every December at my primary school, and I was always in those, so I must have been five. Some kids were things like sheep and angels, or even a star, because they could dance nicely. But I was always one of the main parts, or *the* main part, with lots of lines. I've always been good at learning lines.

**Int:** But you were telling me that things changed when you went to secondary school? Didn't they do school plays there?

**Leo:** Yes, they did – and it was OK for the first couple of years. But then, at 13, I became really shy. I still loved the idea of acting, but I hated my appearance, and the last thing I wanted to do for a couple of years was get up on stage and have everyone looking at me.

**Int:** What got you back into acting?

**Leo:** My brother persuaded me to join a youth theatre that he belonged to. He said that they didn't do performances, but they had a lot of fun doing acting exercises. I finally went along, and he was right. It was fun. But he'd lied about the performances. They did do them every couple of months, but after working through stuff at the youth theatre, I felt confident about going on stage again. And I was wearing heavy makeup the first time I performed with them – beard, moustache, and so on, because I was playing an old man. I couldn't have gone on as the young romantic lead, like Romeo!

**Int:** Were you good?

**Leo:** The local newspaper critic said I was good, particularly my cough. I had to actually die on stage, and actors love doing that! Except if you have to lie on stage not moving for hours.

**Int:** Did you go to university to do drama after school?

**Leo:** No, I went to drama school, then almost straight away I joined a small theatre company in London, before ending up here in Bristol. I'm quite unusual in the acting business, because I've never been out of work.

**Int:** And have you done films? Every actor wants to do films, don't they?

**Leo:** I don't know about other people, but I don't. I've done one and it was awful. The experience, I mean. With stage acting, you get ready, you understand your

character and you go through the events which shape the story in the correct order. And you sort of live the changes which the character goes through. With films, you sit around for hours waiting for the rain to stop or start, or for someone to repair a camera, and you do your lines straight into the camera – sometimes without the person you're speaking to even being on the set. They've gone home! But what drove me mad was ... we did the scenes out of order, because some at the beginning and then some at the end were in the same location. It was crazy. I couldn't feel the change in my character like you get with stage acting.

**Int:** So you're not planning on going to Hollywood then?

**Leo:** No, I'm not. I'm catching the train back to Bristol.

**Int:** Thanks for coming in.

**Rubric:** **Now you'll hear Part 4 again.**

**REPEAT**

**PAUSE 00'05"**

**Rubric:** **That is the end of Part 4.**

**PAUSE 00'05"**

**Rubric:** **That is the end of the test.**

Innova Press

**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**

- What are your favourite free-time activities? ... (What do you do in your free time?) ... (Why?)
- What do you like to do at the weekend?
- Do you prefer to do sports or activities that don't involve exercise? ... (Why?)
- Tell us about a book you really like.

**Family**

- Do you have a large or small family?
- Do you have any brothers or sisters? Are they older or younger than you?
- Do you live with your parents? What do they do?
- Who are the other people in your family that you see a lot of? ... (How often do you see your grandparents, aunts / uncles?)

**Home**

- What kind of accommodation have you got – a house, a flat?
- Do you have any pets? (Why? / Why not?)
- Is your home in an urban or a rural area? ... What do you like best about the area?
- Where do you spend most of your time at home, and who with? (Why?)

**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 **different leisure activities**.

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

I'd like you to compare the photographs and say **which activity you would prefer**.

All right?

**Candidate A**

.....

⊕ 1 minute

**Interlocutor**

Thank you.

(Candidate B), **do you find it hard to learn new activities?**

**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 working in different places**.

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

I'd like you to compare the photographs and say **why people might find it hard to work in these places**.

All right?

**Candidate B**

⊕ 1 minute

.....

**Interlocutor**

Thank you.

**Candidate A**

(Candidate A), **would you prefer to work indoors or outdoors? Why?**

⊕ approx. 2-3

.....

minutes

**Interlocutor**

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





**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 your school has some extra money to spend on improvements. Here are some ideas that the headteacher is 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 3, in front of candidates. Allow 15 seconds.*

Now, talk to each other about **which of these ideas would improve the students' performance at school.**

**Candidates**

⌚ *approx. 2 minutes*

*(3 minutes for groups of three)*

**Interlocutor**

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

**Interlocutor**

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

**Part 4**

**Interlocutor**

*Use the following questions, as appropriate:*

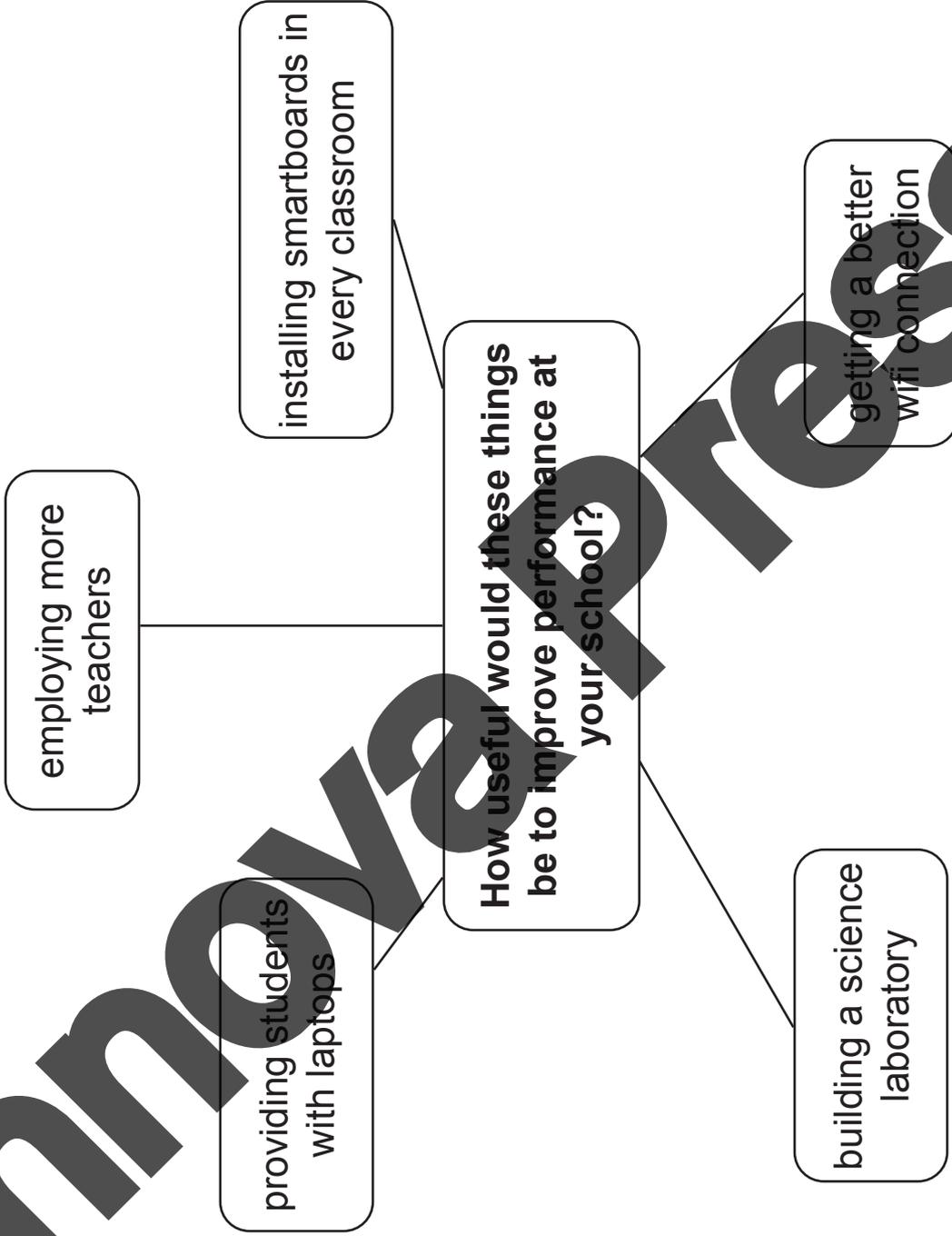
- **Is technology important in improving performance in schools? (Why? / Why not?)**
- **Some people say that students learn better in small classes. What do you think?**
- **Do you think students at your school have the right amount of homework? (Why? / Why not?)**
- **Do you agree with girls and boys studying together in the same class? (Why? / Why not?)**
- **What is the best thing about your current school?**
- **How could your school be improved quite easily?**

*Select any of the following prompts, as appropriate:*

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

InnovaPross



**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.

**School and studying**

- What are your favourite subjects? ... (What subjects do/don't you like?) ... (Why?)
- How long do you spend doing homework each week?
- Do you prefer to study alone or with friends? ... (Why?)
- Tell us about a lesson you've had recently that you really enjoyed.

**Free time**

- How do you spend your weekends?
- Do you have much free time during the week? (Why? / Why not?)
- Do you prefer spending your free time at home or somewhere else? ... (Why?)
- What are your favourite things to do during the summer holidays?

**Hometown / village**

- What is the name of your hometown? Where is it located?
- Is your home in or near to the capital city?
- Is your town or village well-known for anything (for example, a special building or type of food)?
- What is the most interesting part of your town? ... (Why?)

**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 helping other people.**

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

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

All right?

**Candidate A**

.....

⊕ 1 minute

**Interlocutor**

Thank you.

(Candidate B), **do you always help people in difficult situations?**

**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 travelling.**

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

I'd like you to compare the photographs and say **why the people have chosen these methods of travel.**

All right?

**Candidate B**

⊕ 1 minute

.....

**Interlocutor**

Thank you.

**Candidate A**

(Candidate A), **do you use public transport a lot? Why? / Why not?**

⊕ approx. 2-3

.....

minutes

**Interlocutor**

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





**Part 3**

**Interlocutor**

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

**Here are some things that students choose to learn** and a question for you to discuss. First you have some time to look at the task.

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

Now, talk to each other about **why students might choose to learn each skill.**

**Candidates**

⌚ approx. 2 minutes

(3 minutes for groups of three)

**Interlocutor**

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

**Interlocutor**

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

**Part 4**

**Interlocutor**

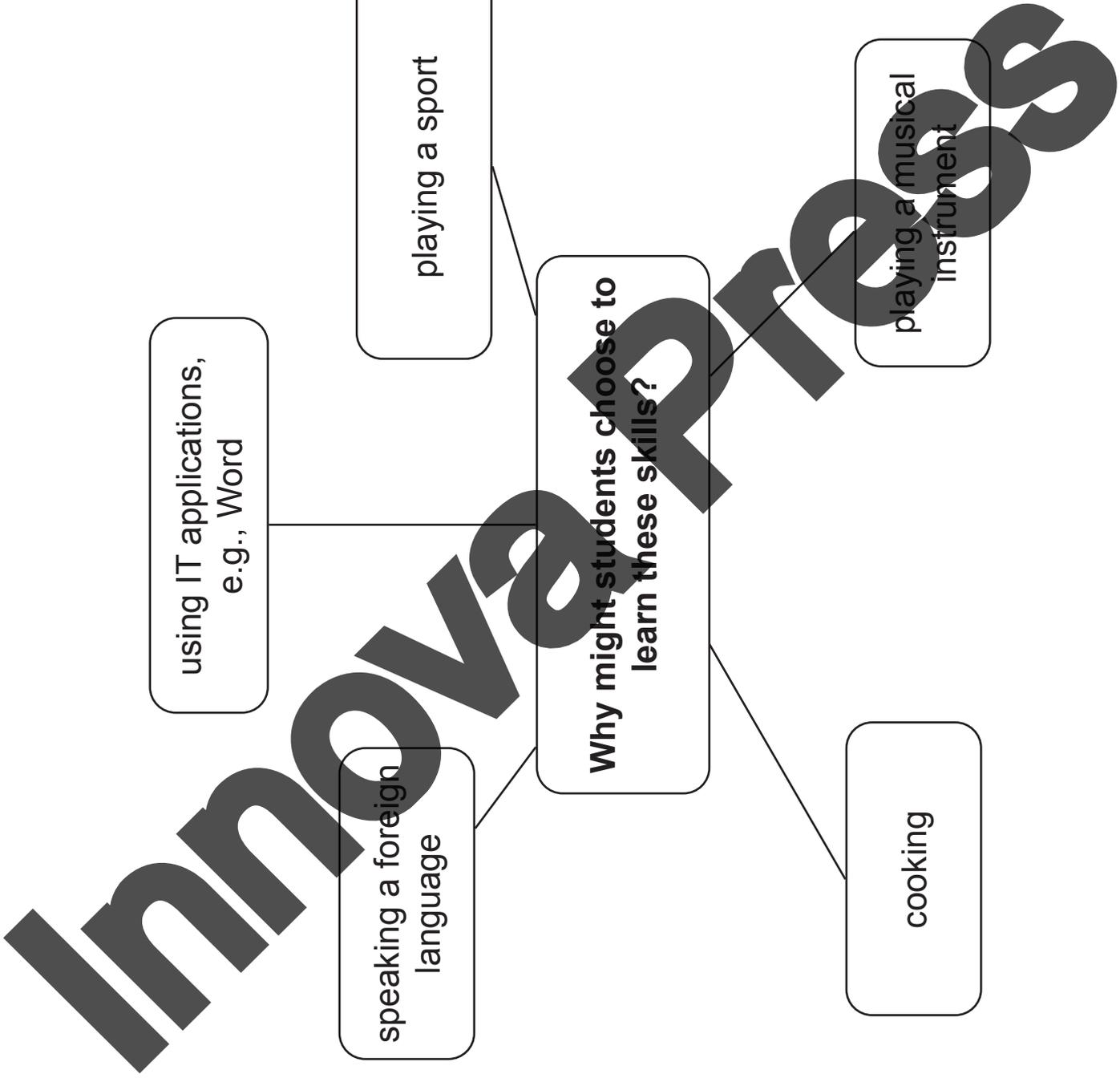
*Use the following questions, as appropriate:*

- **What is the advantage of learning IT skills?**
- **What is the best way to learn to speak a foreign language well?**
- **Why do people need to learn to cook now, when we can get fast food delivered to our door?**
- **Do you agree that skills like learning to play a musical instrument should be taught at school? (Why? / Why not?)**
- **Is it the responsibility of a school to teach students a wide range of skills as well as knowledge about the world? (Why? / Why not?)**
- **What skills would you like your school to teach?**

*Select any of the following prompts, as appropriate:*

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.



**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.

**Sport**

- How often do you spend on sport each week?
- What is your favourite sport? ... (What sport do/don't you like?) ... (Why?)
- Do you prefer team sports or sports where you play as an individual? ... (Why?)
- Tell us about a sport you enjoy watching, either on TV or live.

**Family**

- Tell us about the people in your family.
- Do you spend a lot of time with your family at the weekends? (Why? / Why not?)
- Do you help at home with the housework? ... (Why? / Why not?)
- What is your favourite way of spending time with your family? (What do you enjoy doing as a family?)

**Special occasions**

- Are birthdays important in your country? Is there a particularly special birthday in a person's life?
- How do you normally celebrate birthdays? Do you give cards or presents?
- Tell us about a festival or celebration in your country.
- Are you going to do anything special this weekend? (Where are you going to go? / What are you going to do?)

**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 learning a musical instrument.**

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

I'd like you to compare the photographs and say **what the best way is to learn a musical instrument.**

All right?

**Candidate A**

.....

⌚ 1 minute

**Interlocutor**

Thank you.

(Candidate B), **are you learning a musical instrument? (Why/ Why not?)**

**Candidate B**

⌚ approximately

.....

30 seconds

**Interlocutor**

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

Now, (Candidate B), here are your photographs. They show **people at places of entertainment.**

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

I'd like you to compare the photographs and say **why you think the people have chosen these places.**

All right?

**Candidate B**

⌚ 1 minute

.....

**Interlocutor**

Thank you.

**Candidate A**

(Candidate A), **do you prefer the theatre or the cinema? (Why? / Why not?)**

⌚ approx. 2-3

.....

minutes

**Interlocutor**

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





**Part 3**

**Interlocutor**

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

**Here are some things that people might be allowed to wear at school** and a question for you to discuss. First you have some time to look at the task.

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

Now, talk to each other about **why schools might allow or not allow these items.**

**Candidates**

⌚ approx. 2 minutes

(3 minutes for groups of three)

**Interlocutor**

Thank you. Now you have about a minute to decide **which of these items you should be allowed to wear at school.**

**Interlocutor**

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

**Part 4**

**Interlocutor**

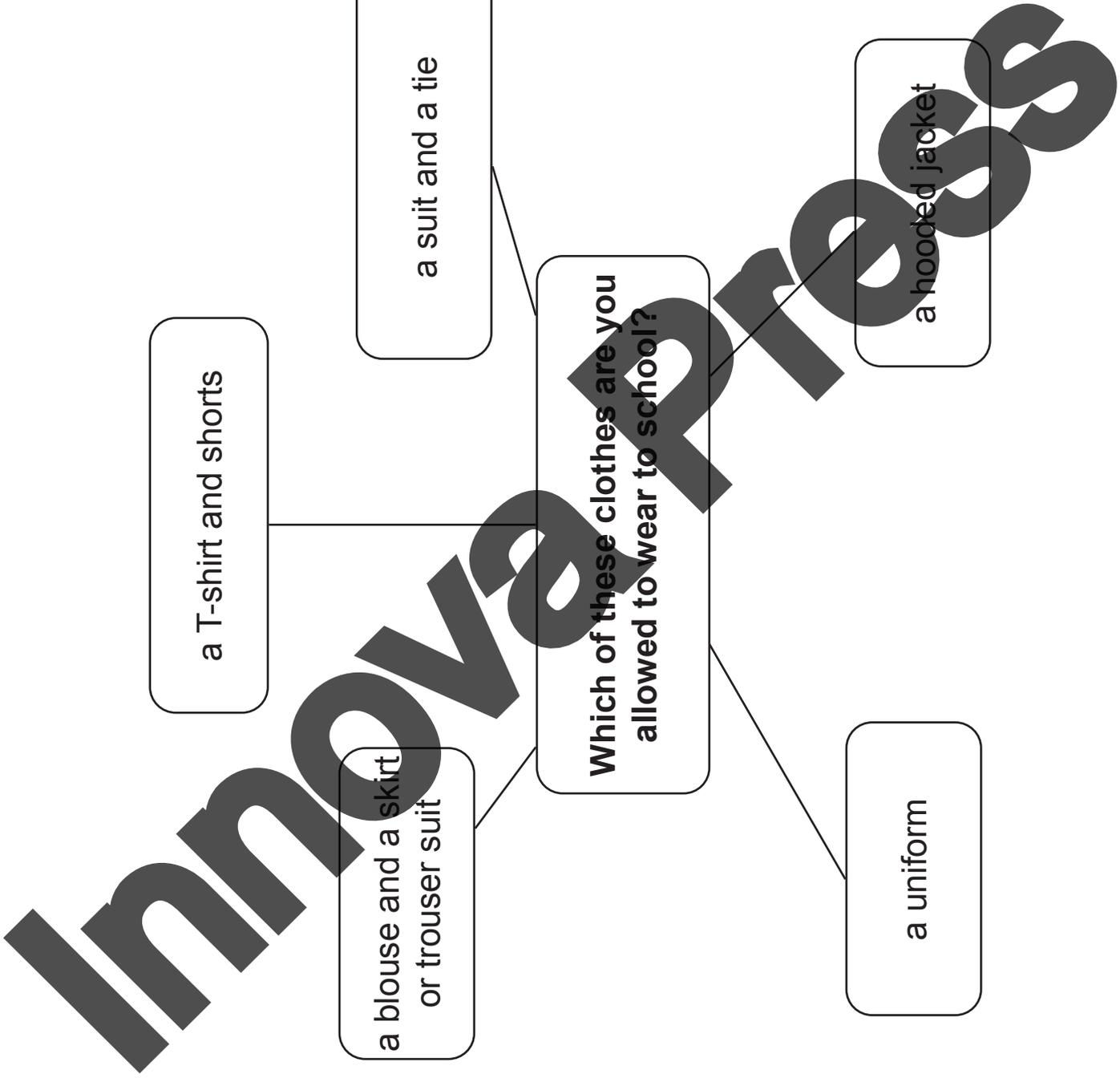
*Use the following questions, as appropriate:*

- **What is the advantage of school uniforms?**
- **What are the best clothes to wear to school? (Why?)**
- **Why don't some people want to wear a uniform?**
- **Do you think teenagers should be allowed to choose their own clothes? (Why? / Why not?)**
- **What about at work? Should people be allowed to choose what they wear? (Why? / Why not?)**
- **What is your favourite type of clothing?**

*Select any of the following prompts, as appropriate:*

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.



**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.

**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 have seen recently.
- Do you use the internet much? (Why? / Why not?)

**Family**

- Do you have a large or small family?
- Do you have any brothers or sisters? Are they older or younger than you?
- Do you live with your parents? What do they do?
- Do you have any pets?

**Home area**

- Do you live in a large city or a small town? What is the population?
- Is your area flat, hilly or mountainous? Is there a river in the area?
- Is your home in a city centre, a suburb, a town, a village or in the countryside?
- What are the main industries in your area?

**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 on holiday**.

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

I'd like you to compare the photographs and say **why people have chosen these holidays**.

All right?

**Candidate A**

.....

⊕ 1 minute

**Interlocutor**

Thank you.

(Candidate B), **do you always go on the same sort of holiday?**

**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 doing household jobs**.

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

I'd like you to compare the photographs and say **who has the worst job**.

All right?

**Candidate B**

⊕ 1 minute

.....

**Interlocutor**

Thank you.

**Candidate A**

(Candidate A), **how much do you help around the house?**

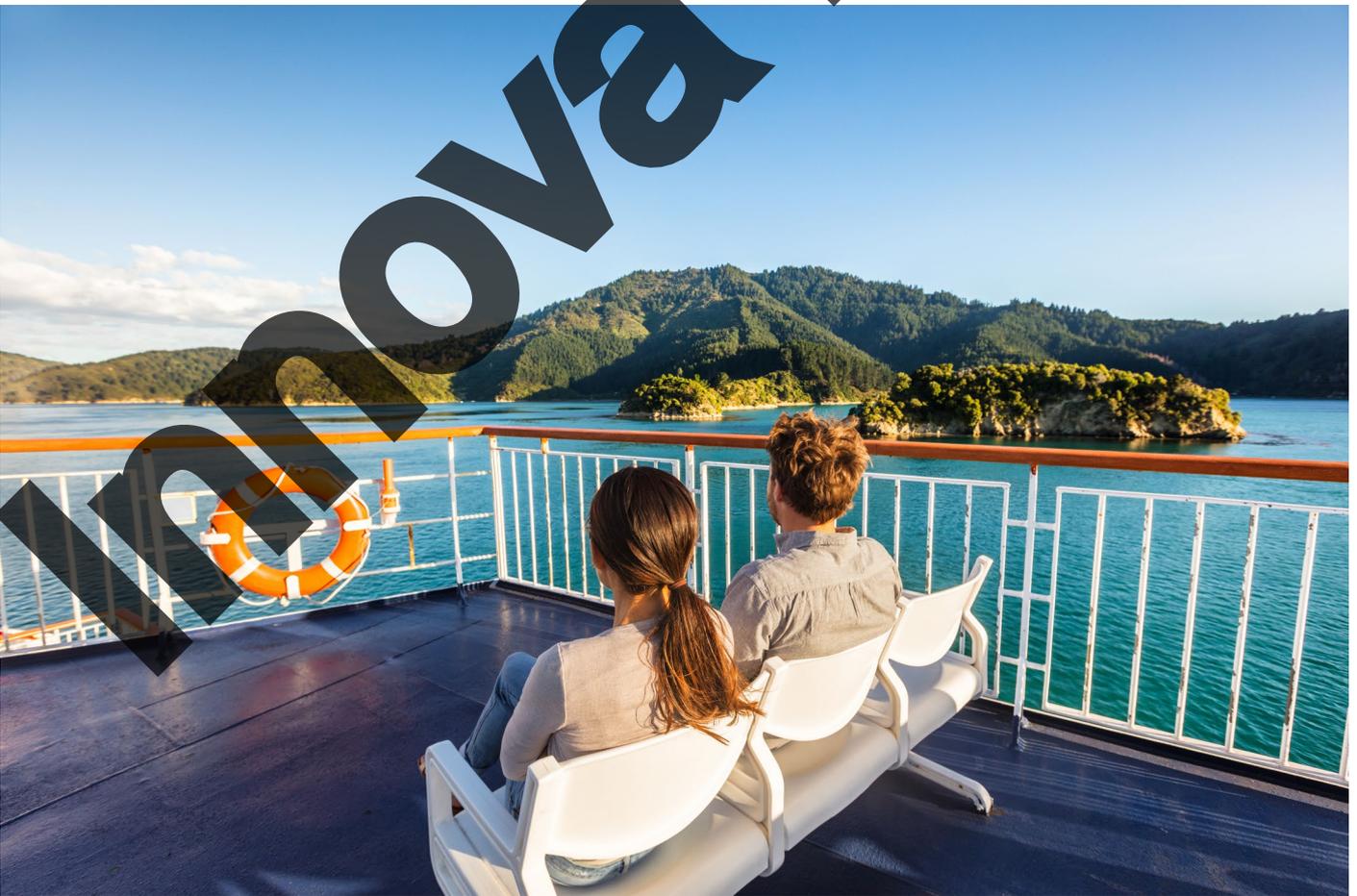
⊕ approx. 2-3

.....

minutes

**Interlocutor**

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





**Part 3**

**Interlocutor**

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

**Here are some facilities you might find in a town centre** and a question for you to discuss. First you have some time to look at the task.

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

Now, talk to each other about **what the benefits of these facilities are.**

**Candidates**

⌚ approx. 2 minutes

(3 minutes for groups of three)

**Interlocutor**

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

**Interlocutor**

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

**Part 4**

**Interlocutor**

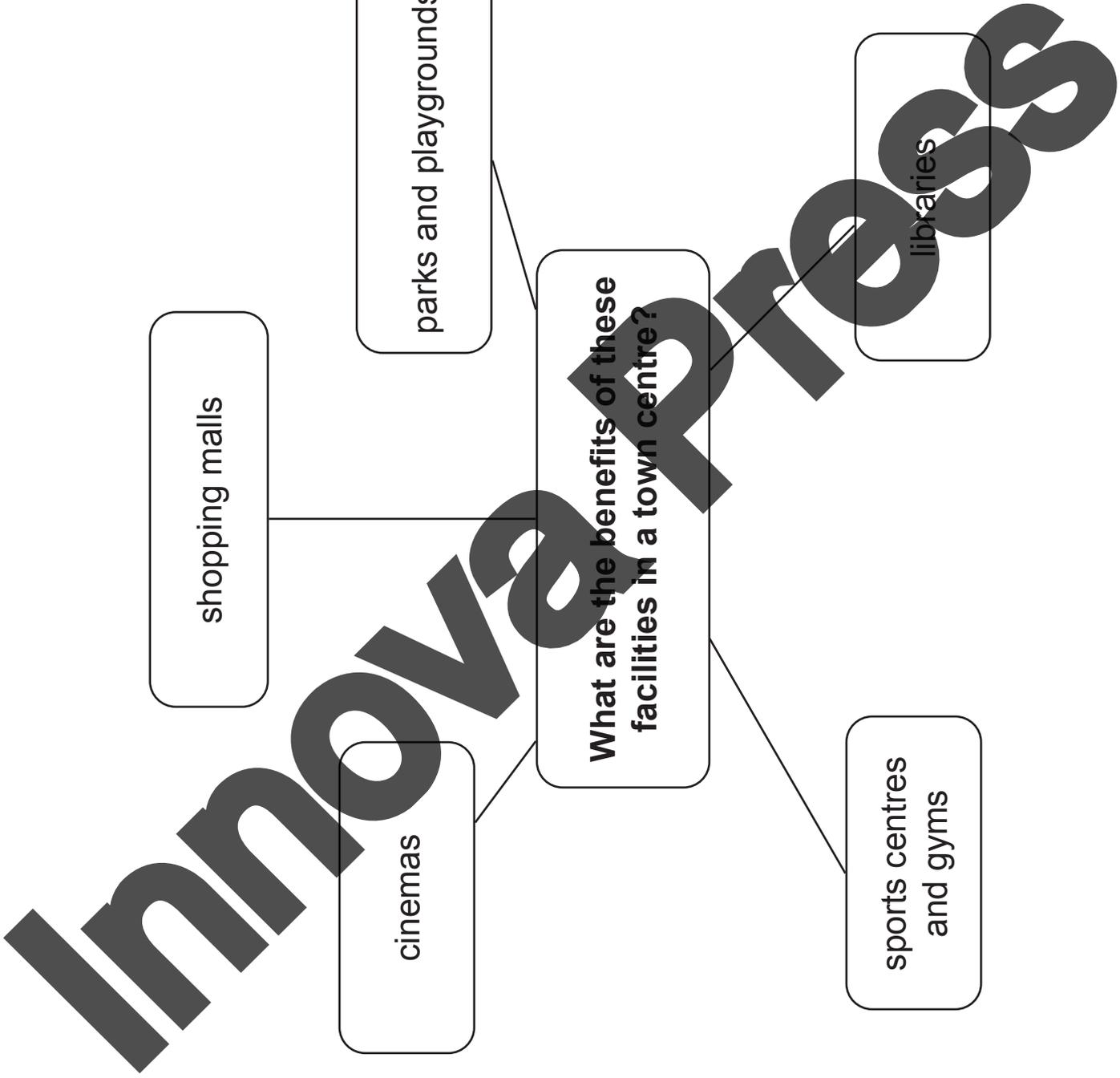
*Use the following questions, as appropriate:*

- **What locations do all town centres need? (Why?)**
- **Who benefits most from parks? What about gyms?**
- **Why do you think people go to cinemas instead of watching films at home?**
- **Do you think shopping malls can survive with people buying more things online? (Why? / Why not?)**
- **Should local government encourage particular locations in a town centre?**
- **Which facilities would you like to see in your town centre?**

*Select any of the following prompts, as appropriate:*

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.



**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.

**Family**

- Do you have a large or small family?
- Do you have any brothers or sisters? Are they older or younger than you?
- Do you live with your parents? What do they do?
- Do you have any pets?

**Your town / city**

- What are the main industries in your town or city? What kinds of jobs do people do?
- Is the area you live in clean or polluted?
- Is the area you live in quiet or noisy?
- Are there many parks and other green areas near where you live?

**Leisure**

- What do you like doing in your spare time? Do you have any hobbies?
- What kind of music do you like?
- Do you enjoy spending time reading?
- What sort of films do you like to watch? What is your favourite film?

**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 **students studying subjects.**

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

I'd like you to compare the photographs and say **what is the best way to learn these subjects.**

All right?

**Candidate A**

.....

⊕ 1 minute

**Interlocutor**

Thank you.

(Candidate B), **are you learning these subjects at the moment?**

**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 using different methods of transport.**

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

I'd like you to compare the photographs and say **why the people have chosen these methods of transport.**

All right?

**Candidate B**

⊕ 1 minute

.....

**Interlocutor**

Thank you.

**Candidate A**

(Candidate A), **what's your favourite method of transport? Why?**

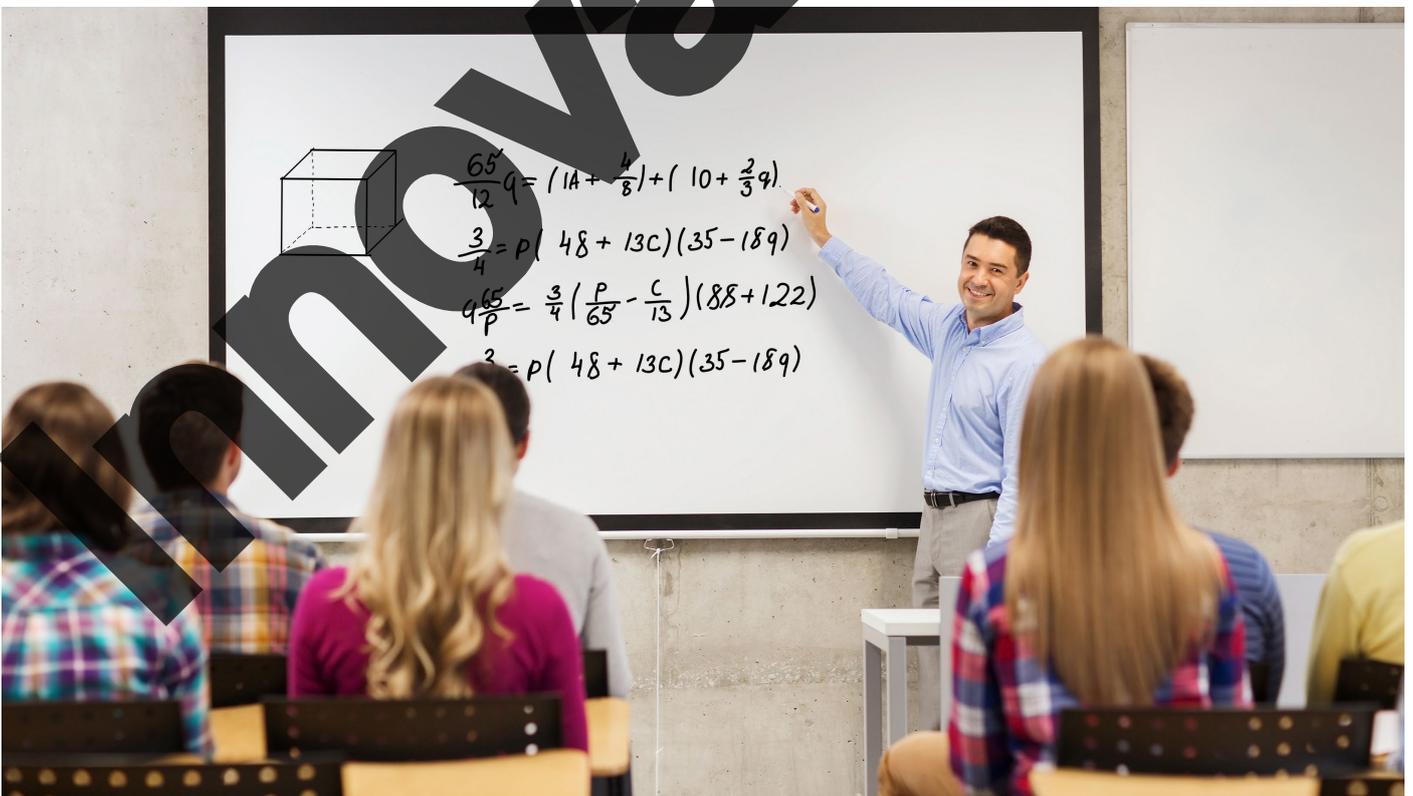
⊕ approx. 2-3

.....

minutes

**Interlocutor**

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





## Part 3

## Interlocutor

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

**Here are some things that people might do to get fit** and a question for you to discuss. First you have some time to look at the task.

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

Now, talk to each other about **why each of these actions helps you get fit.**

## Candidates

⌚ approx. 2 minutes

(3 minutes for groups  
of three)

## Interlocutor

Thank you. Now you have about a minute to decide **which of these actions is the best for getting fit.**

## Interlocutor

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

## Part 4

## Interlocutor

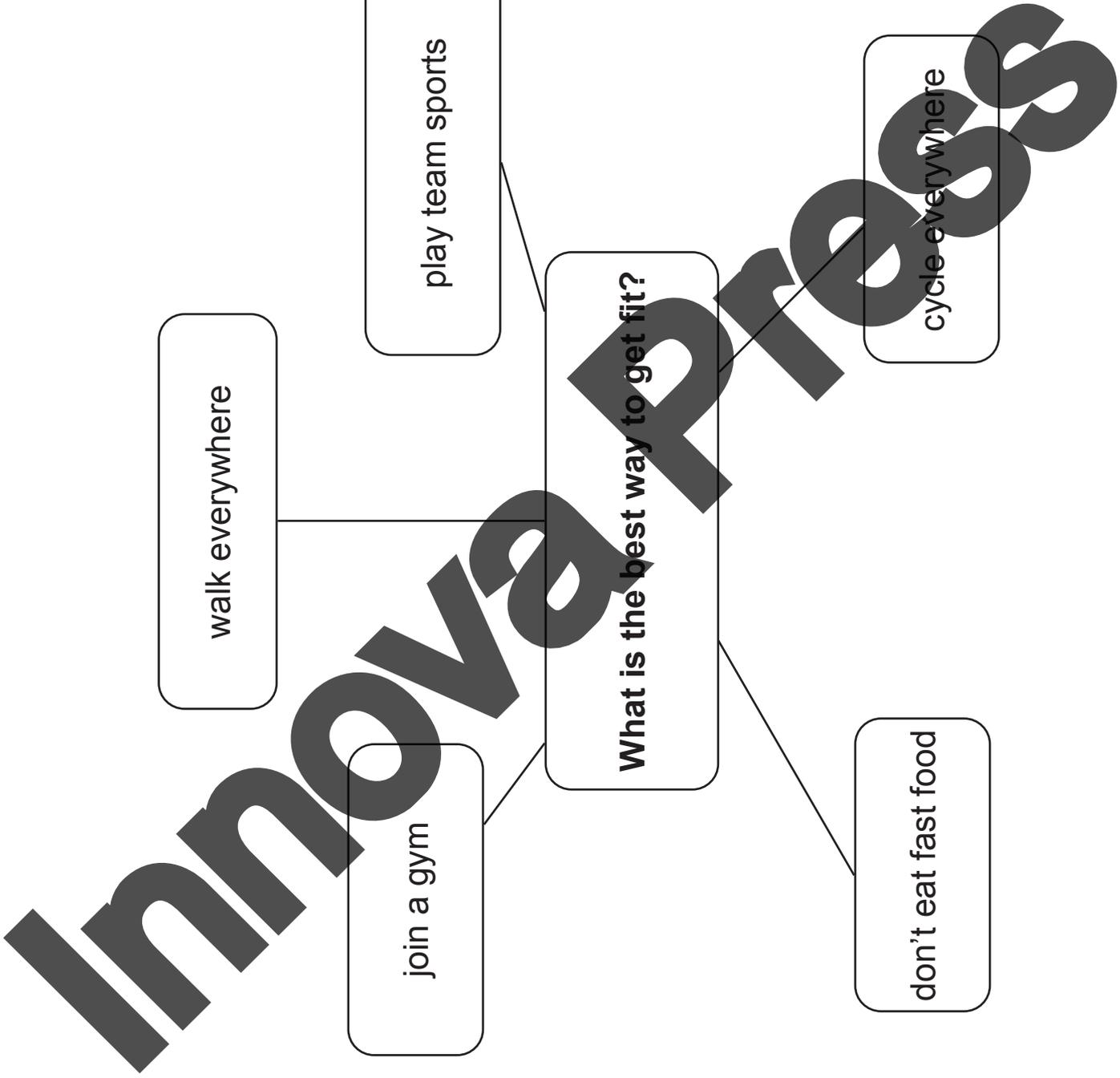
Use the following questions, as appropriate:

- **Why are some young people not fit nowadays?**
- **Why don't young people walk or cycle as much as they used to?**
- **Can you walk or cycle in your area? Is it too hot, too cold, too dangerous?**
- **Should people have to wear helmets when they are cycling? (Why? / Why not?)**
- **At what age can people ride motorbikes in your country? What about cars?**
- **What methods of transport do you use regularly? (Why?)**

Select any of the following prompts, as appropriate:

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.



## Practice Test 1: Reading and Use of English Marking Key

### Part 1 8 marks

---

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

### Part 2 8 marks

---

- 9 Before
- 10 such
- 11 however
- 12 much
- 13 which
- 14 was
- 15 which/that
- 16 until

### Part 3 8 marks

---

- 17 difficulty
- 18 successful
- 19 solutions
- 20 relaxation
- 21 excitement
- 22 objectives
- 23 sell
- 24 impossible

### Part 4 12 marks

---

- 25 despite not having studied

- 26 have not/have never been here
- 27 apologised to Logan for breaking
- 28 wishes she had gone
- 29 would have caught
- 30 give up (studying)

### Part 5 12 marks

---

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

### Part 6 12 marks

---

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

### Part 7 10 marks

---

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

## Practice Test 1: Writing model answers

These are model answers. Many variations are possible.

### Part 1

#### Question 1: Essay

20 marks

---

Young people watch a lot of movies and television programmes nowadays, although they tend to watch on digital devices now rather than on television. The effect on the young people is definitely very strong.

Firstly, they see men and women, sometimes of their own age, behaving in particular ways. The heroes and heroines of movies and television programmes become role models for many young people. Sometimes this is a good thing, for instance, if the actions of the main characters are good.

But writers of films and programmes are not teachers. They do not set out to provide role models, so sometimes the main characters are not good examples to follow.

Secondly, filmmakers have learned that violent scenes make a movie or a television programme more attractive. As a result, there is a huge amount of violence in popular movies and TV programmes and this cannot be a good influence on young people.

Finally, in my opinion, young people should spend more of their free time learning about the real world rather than the fantasy world of movies and TV.

### Part 2

#### Question 2: Review

20 marks

---

I watched a film recently about a man who is part of a reality TV show, but he doesn't know it. His whole life has been the show, and he is the only person in his life who is not an actor. Every night, the events of his life, which are all written by scriptwriters, are shown on a national television station, and it has become the most popular programme on television. Sometimes, the camera pulls back, and we can see the programme makers watching every move he makes.

But gradually, the man begins to notice strange things in his life. Then one day, he sees someone walk through a door in a wall and, by mistake, leave it slightly open. We all know what is going to happen. He walks out of the door and discovers that he is part of a TV show. The camera pulls back, and we see him meeting the technicians. Then the camera pulls back again. The TV show is part of a reality show, where all the technicians are actors.

It's a wonderful ending and I would recommend this film to everyone.

### Question 3: Article

---

The most interesting person I have ever met is my grandmother. She is quite old, so she has had plenty of time to do interesting things. However, I'm sure that not many people her age have had such interesting lives. My grandmother was a scientist for more than 40 years before she retired last year.

She got a degree in chemistry from Oxford University and went on to work there on research projects. After that, she joined a police laboratory and analysed evidence from crime scenes. It was the early days of DNA matching, and she has lots of stories about going to court to talk about the evidence in different cases.

Of course, she never mentions names, so I can't research the cases on the internet, but I'm sure she is telling the truth. She does admit, though, that sometimes she has made the story a little more interesting than it was at the time.

### Question 4: Email

---

Dear Emma,

Good to hear from you. As you know, my city is very old, so there are many things your friend could do while she is here. The obvious one is the cathedral, which is more than 1,000 years old.

There's also a building called 'The Castle', but it is actually a council building, not a real castle, so she shouldn't waste her time going there. There's also an old private school here, which is quite interesting, especially the beautiful grounds. You can get a guided tour in August. It takes one hour.

If she is coming on a Saturday, there is always an open market in the High Street. I don't think she will be very interested in the things that are on sale, because it's mostly food. It will give her a good idea of the life of a small country city, though. I don't think the shopping is very good here, although there are several lovely boutique clothes shops.

There are four trains per hour from the capital, and the fastest one only takes 40 minutes.

Hope all that helps!

**Practice Test 1: Listening Marking Key**

**Part 1**                      **8 marks**

---

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

**Part 2**                      **10 marks**

---

- 9    hoax
- 10   a duck
- 11   species
- 12   classify
- 13   humans, monkeys and cows
- 14   snakes and lizards
- 15   live young
- 16   120 million years
- 17   eyes, ears and nose
- 18   pull back

**Part 3**                      **6 marks**

---

- 19   D
- 20   E
- 21   H
- 22   B
- 23   C

**Part 4**                      **5 marks**

---

- 24   B
- 25   A
- 26   B
- 27   C
- 28   C
- 29   A
- 30   B

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## Practice Test 2: Reading and Use of English Marking Key

### Part 1 8 marks

---

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

### Part 2 8 marks

---

- 9 there
- 10 such
- 11 who
- 12 which / that
- 13 has
- 14 for
- 15 be
- 16 his

### Part 3 8 marks

---

- 17 belief
- 18 influences
- 19 importance
- 20 powerful
- 21 upbringing
- 22 normally
- 23 unaware
- 24 similarities

### Part 4 12 marks

---

- 25 such a big car

- 26 if you hadn't helped
- 27 complained that the meal was
- 28 wasn't narrow enough
- 29 if she wanted to have
- 30 have not / haven't been there

### Part 5 12 marks

---

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

### Part 6 12 marks

---

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

### Part 7 10 marks

---

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

## Practice Test 2: Writing model answers

These are model answers. Many variations are possible.

### Part 1

#### Question 1: Essay

20 marks

---

IT is being used more and more to help in the process of learning. There are benefits and disadvantages for students and teachers.

In my opinion, students definitely benefit from access to computers for practising and applying information which has been presented in a classroom. For example, students who are learning a foreign language need a lot of practice in hearing and producing words and sentences. They cannot get enough practice in class with a teacher. In addition, students can work at their own speed on the internet, whereas in class, teachers normally move on to the next point once most people in the class understand.

There are also disadvantages, as I see it. Teachers are trained to present information in a way which students can understand and to find out, using eye contact and checking questions, whether students have understood. There is no interaction like that between an online learning program and a student. However, it may be possible to improve this with better and better teaching apps.

This brings me to the future. I do not think computers will ever replace teachers, because there will always be certain parts of the teaching process which only human beings can do.

### Part 2

#### Question 2: Review

20 marks

---

*The Daily News* is about a teenage girl, Anya, who meets an old man called Lionel when she is delivering newspapers. At the start, Anya dreams of getting away from home and becoming famous as something, like the celebrities she reads about in her newspapers every day. She meets Lionel by chance one day when he opens the front door just as she is delivering the paper. He snatches the paper from her and slams the door. But the next day, he opens the door again just at the right time, and this time he says, 'Hello'. Gradually, Anya and Lionel have longer and longer conversations at his front door. Anya becomes happier through talking to Lionel, and he starts to tell her things about himself. Towards the end of the book, we discover that Lionel was famous once but hated the life he was forced to live then, and he's much happier now. At least, he is now he has a friend. Anya begins to see that there are drawbacks to fame, and she starts to consider a simpler future.

This book is great for people who like to really understand characters and don't want a lot of action. In one way, nothing happens in this book, and in another way, everything that is really important happens.

### Question 3: Article

---

The best day of my life so far was when I got an electric scooter for my 16th birthday. Well, actually, the best day was when I got the licence which allowed me to ride an electric scooter, and that came a few days after my birthday. They were the longest days of my life. The reason that day was so good was that I finally got freedom. Now, I can go down to the village shops without having to walk for half an hour there and back, and I can see my friends in the evening in the town without having to leave early to catch the last bus home. However, it is a bit scary going home on the scooter when it is getting dark. I wear a crash helmet, even though I feel stupid in it, and I never ride on pavements because that's very dangerous. The only problem I've found is remembering to charge the scooter. Mine takes three hours, so I have to remember to put it on charge a long time before I want to use it.

### Question 4: Email

---

Hi Emma,

It's great to hear about the exchange visit. I've checked with my parents and we'd love to have you here for the whole of the month if you're allowed to stay that long. It will be great for your English, which is very good already, of course!

My school is pretty good, so I hope your teacher will be able to recommend it. We've got smartboards in every classroom and high-speed broadband access throughout the school. Most of the teachers use modern methods, so the classes are generally interesting. The canteen is good, and the food is excellent on most days, although I hate the fish! We have a gym, tennis courts and large playing fields for football and rugby in winter, and cricket in the summer. We won't be in the cricket season when you come, so don't worry about that.

Let me know if you need any more information about the school to persuade your teacher. Write soon.

**Practice Test 2: Listening Marking Key**

**Part 1**                      **8 marks**

---

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

**Part 2**                      **10 marks**

---

- 9    on land
- 10   seaweed
- 11   very small species
- 12   differences
- 13   movement
- 14   animals and plants
- 15   sugars
- 16   plankton
- 17   tiny animals
- 18   its own food

**Part 3**                      **5 marks**

---

- 19   D
- 20   F
- 21   G
- 22   B
- 23   H

**Part 4**                      **7 marks**

---

- 24   C
- 25   B
- 26   B
- 27   A
- 28   C
- 29   B
- 30   A

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**Practice Test 3: Reading and Use of English Marking Key**

**Part 1 8 marks**

---

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

**Part 2 8 marks**

---

- 9 there
- 10 to
- 11 also
- 12 about
- 13 at
- 14 call
- 15 if
- 16 but

**Part 3 8 marks**

---

- 17 scientific
- 18 likely
- 19 relationship
- 20 performance
- 21 improvement
- 22 unsure
- 23 dissatisfied
- 24 personal

**Part 4 12 marks**

---

- 25 have not/haven't seen him for

- 26 if I had seen
- 27 it is often said
- 28 we would not/wouldn't have gone
- 29 apologised for damaging
- 30 despite it raining heavily

**Part 5 12 marks**

---

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

**Part 6 12 marks**

---

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

**Part 7 10 marks**

---

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

## Practice Test 3: Writing model answers

These are model answers. Many variations are possible.

### Part 1

#### Question 1: Essay

20 marks

---

This problem appears because parents usually control every part of a young child's life, including the clothes they wear and the things they have in their bedroom. They also control their social life completely. When the child becomes a teenager, parents need to relax some control.

I think a teenager should be allowed to decide about the clothes they wear. They may not look good to the parents. But parents should not force their children to wear clothes that they don't like. If they do, the child may be embarrassed and may lose self-confidence.

I also think that a teenager should have a lot of control over their bedroom, like putting up posters.

The biggest problem though, in my opinion, is the social life of a teenager. It might be difficult for parents, but they have to allow their teenagers to go out on their own, as long as they follow any rules about saying where they are going and when they will be back.

As I see it, if parents give too little freedom, a teenager may start to hide things from their parents, or lie about what they are doing and where they are going.

### Part 2

#### Question 2: Review

20 marks

---

I've been using a language-learning game for about a week now, and I think it is excellent. It helps you to learn vocabulary items in sets, for example, in the house or on a farm. You choose the vocabulary set you want to study and your level. The game then selects a number of words, usually about eight, and you match pictures with the words. There is also a sentence which puts the word into context. You can click on the word to hear the pronunciation, and you can repeat the word and get the game to check your pronunciation. Once you have done that, there are several more games to check that you remember the word, such as Wordsearch and Flasher, where the words appear for a few seconds, and then you either have to type them in or say them. The tests are done as games, so sometimes you have to shoot at words, for example, or catch them in a net. I don't think this game is suitable for a young learner, as the words are quite difficult. But it is a very good way for a teenager to learn words in a foreign language.

### Question 3: Article

---

I've had a number of teachers during my school years who I thought were good at the time. But until you have had a really good teacher, you don't know what they are like. I had a teacher for the last two years of my primary school who I thought was excellent because he was always making jokes in class. He would read out things which the children had written, and we would all laugh. Well, all except the pupil he was making fun of. In fact, he was a terrible teacher. I see that now. But, because he never read out anything I had written for the children to laugh at, I didn't realise. So, the best teacher I've ever had is the one I have now for European History. She doesn't just teach us names and dates. She puts us into the position of the people involved and asks us, 'What would you do in this situation?' We make suggestions, then she tells us what the person actually did and what happened ... and we remember all the details because we have sort of lived it ourselves.

### Question 4: Email

---

Hi Adey,

Thanks for your email. I'm sure you'll have fun in the capital. There's lots to see and do. First, you should go on a river trip at some stage, because the lights on the buildings on the banks are wonderful. Your little sister will love it, I'm sure. You could also go on the big wheel, which they call The Eye. It takes about 30 minutes to go round once, but it is a bit scary because you're very high up, so maybe it wouldn't be good for her. I wouldn't recommend going to the Science Museum or the War Museum, but you should certainly go there on your own sometime. Finally, try to get into the big castle in the middle of the city. Sometimes there are long queues at this time of year. There's something for everyone there, not just for people interested in history. You can press buttons and see things move, there's a film about the history of the place, and there are actors dressed up who talk to you like the real people of the 16th or 17th centuries.

Let me know how it goes!

## Practice Test 3: Listening Marking Key

### Part 1 8 marks

---

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

### Part 2 10 marks

---

- 9 down the generations
- 10 physical characteristics
- 11 cell
- 12 improve (their) crops
- 13 seeds
- 14 stronger
- 15 learned abilities
- 16 natural selection
- 17 chance
- 18 passed on

### Part 3 5 marks

---

- 19 D
- 20 A
- 21 G
- 22 E
- 23 F

### Part 4 7 marks

---

- 24 B
- 25 C
- 26 A
- 27 C
- 28 A
- 29 B
- 30 A

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## Practice Test 4: Reading and Use of English Marking Key

### Part 1 8 marks

---

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

### Part 2 8 marks

---

- 9 to
- 10 them
- 11 In
- 12 as
- 13 out
- 14 who
- 15 are
- 16 without

### Part 3 8 marks

---

- 17 upbringing
- 18 typical
- 19 childhood
- 20 attention
- 21 successful
- 22 attachment
- 23 unsatisfactory
- 24 relationships

### Part 4 12 marks

---

- 25 spent a long time working

- 26 so clever that she could
- 27 am in favour of going
- 28 turned up at my house
- 29 even though it was raining
- 30 not as good as mine

### Part 5 12 marks

---

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

### Part 6 6 marks

---

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

### Part 7 10 marks

---

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

## Practice Test 4: Writing model answers

These are model answers. Many variations are possible.

### Part 1

#### Question 1: Essay

20 marks

---

In my opinion, it is not just the job of governments to help the environment. It is also the responsibility of every one of us. Some people say that individuals can't make a difference, but I disagree. In fact, I think that if every person in the developed world considered the environment more, it would have a bigger effect than the efforts of national governments or international organisations.

Firstly, we could all cut a lot of waste, particularly things like plastic which can't be recycled easily or at all. Most of us throw away a lot of food each week, too, because we don't plan shopping or cooking carefully. Fast fashion is another area we could cut down on. As it is, most clothing goes into landfill sites, and that is dangerous for the environment. We should buy well-made clothes which will last for a long time.

In addition, we should carefully recycle things ourselves, as well as putting them into recycling bins.

Finally, I think we should reduce the amount of energy we use in our houses by turning down thermostats and using low-energy light bulbs.

### Part 2

#### Question 2: Review

20 marks

---

I have spent quite a lot of time on a website called 'Make Your Point', which helps with essay writing. It's not one of those ones where you pay and they write the essay for you. I don't understand how they are allowed, with all the rules against copying that we have in education.

This website has two types of service. The free part has lots of advice about how to construct a good essay and a lot of common errors which people make in spelling and sentence structure. If you pay – it's \$5 a month – you can send in up to 5 essays (no more than 600 words each) and an actual human being marks each one and sends it back. The markers don't do the correction, because that would be a bit like writing the essay in the first place. Instead, they put symbols where you have made a mistake, like 'T' for tense and 'Sp' for spelling.

The site is not of interest to a learner of general English, but I would recommend it strongly to anyone who has to write essays as part of their language-learning programme.

### Question 3: Article

---

I don't laugh that much, but when I do, I sometimes find it hard to stop. Then I have to keep finding new people to tell the joke to or describe the funny situation to.

A lot of things which people call comedy don't make me laugh at all, particularly plays or films with people running around and falling over things. I also don't think it's funny to say nasty things about people, for example about their weight or their hair. Well, sometimes it is funny, but I try not to laugh, because I know it's wrong.

I laugh mainly at humour which comes from words. I still remember the first joke in English which I understood: 'What did the big chimney say to the little chimney? You're too young to smoke.' That is so clever because it uses two meanings of the word 'smoke'. I also like humour which is just silly, like 'How do you know when you've got a tiger in your fridge? There are paw prints in the butter.' I think these kinds of things are funny because the punch line is so unexpected.

### Question 4: Email

---

Hi Charlotte,

Yes, I faced exactly the same problem last year, and it took me ages to decide. I was particularly cross about the history or geography choice, but in the end I chose history, partly because the history department at my school has got several really good teachers in it.

Then I chose drama because I love it. Also, I can't play a musical instrument or paint, so it wasn't a difficult decision.

I took a long time to decide between IT and economics. Obviously, IT is incredibly important in the modern world, but I don't like the way it is taught at my school. It's very old-fashioned and I don't think the teachers have kept up with new trends and developments which we will need to understand if we are really going to make the best use of applications in the future.

So, finally, I chose economics. But to be honest, it's boring at my school. There's a lot of historical stuff, which I'm not interested in at all, and very little about where we are now in terms of the global economy. So maybe I made the wrong choice.

Hope some of that helps.

**Practice Test 4: Listening Marking Key**

**Part 1**                      **8 marks**

---

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

**Part 2**                      **10 marks**

---

- 9    harbour wave
- 10   one/1 metre
- 11   height
- 12   4,000/four thousand
- 13   6/six
- 14   volcanoes
- 15   \$200 billion
- 16   an earthquake
- 17   mobile phones
- 18   sucked back

**Part 3**                      **5 marks**

---

- 19   G
- 20   A
- 21   H
- 22   C
- 23   F

**Part 4**                      **7 marks**

---

- 24   C
- 25   B
- 26   C
- 27   A
- 28   B
- 29   A
- 30   B

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## Practice Test 5: Reading and Use of English Marking Key

### Part 1 8 marks

---

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

### Part 2 8 marks

---

- 9 and / then
- 10 If
- 11 most
- 12 as
- 13 from
- 14 which / that
- 15 including
- 16 but

### Part 3 8 marks

---

- 17 dislike
- 18 employees
- 19 threatened
- 20 responsibility/responsibilities
- 21 decisions
- 22 division
- 23 objectives
- 24 necessarily

### Part 4 5 marks

---

- 25 (often) used to take me
- 26 has learnt/learned how to speak

- 27 ran out of/had run out of
- 28 would not have/wouldn't have failed/  
would have passed
- 29 could have won the game
- 30 regrets not buying

### Part 5 12 marks

---

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

### Part 6 12 marks

---

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

### Part 7 10 marks

---

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

## Practice Test 5: Writing model answers

These are model answers. Many variations are possible.

### Part 1

#### Question 1: Essay

20 marks

One advantage of school uniform is that all students wear the same clothes, so rich children can't show off in designer clothes. Schools with uniforms will often give the items free to families with less money, so the children don't have to go to school in old or torn clothes and feel embarrassed.

If a school has a uniform, the students have to wear it on their way to and from school, as well as at school. This means that if they do anything bad during the journey, people can identify them to some extent.

On the other hand, there are disadvantages of uniforms. Sometimes, some of the pieces of a uniform make children look silly. For example, at my school, the boys have to wear short trousers until they are twelve, and the girls have to wear a silly straw hat. Also, the girls at my school must wear skirts, when most of them would prefer to wear trousers. Another problem is that uniform clothes are sometimes much more expensive than the same items from cheap clothing shops. In conclusion, I think schools should have uniforms, but the children should be able to give their opinions about each item.

### Part 2

#### Question 2: Review

20 marks

I was flicking through the channels about a month ago and I found a channel called 'Knowledge' on the Star cable system. The programme that was on was about tigers, so I thought it was a nature channel, but when that programme finished, there was a programme about the history of India. That one was part of a series. I've watched them all now, and I'm an expert! I searched online and I found their website, which always has the schedule one week in advance, so I record about ten programmes a week now. The channel has the right name, because there are programmes about any kind of human knowledge – nature, history, geography and so on. There are worksheets with questions for each programme on the website. For example, the questions for the programme about crocodiles that's on tonight are: Where do they live? (easy!) What do they eat? (quite easy) Where do they sleep? (!?), and so on. I read the questions ... and I want to watch the programme. You answer the questions as you watch.

I think it's a perfect channel for any student from about 11 up.

#### Question 3: Article

I went on the best holiday I've ever had last year, with my parents. I wasn't expecting the holiday to be particularly good because we went on a cruise, and I was pretty sure that cruise ships

would be like huge floating hotels, with nothing to do except sit on the deck and swim in the pool if it wasn't too cold. But I was wrong. We were on quite a small cruise ship sailing around the Mediterranean. But although it was small, there was so much to do. Apart from the swimming pool, which was enormous, there were water chutes, a climbing wall and a diving area. At 1.00 every afternoon, there were games around the pool, which mainly involved everyone getting wet. There was a computer games room and a casino, which I wasn't allowed in, but my parents spent a lot of time there, allowing me to have fun on my own. There was a show every night – comedy, music, magic – and two cinemas. I could go on. Although we were on board for two weeks, I still didn't have time to do everything. If your parents offer to take you on a cruise, say yes!

#### Question 4: Article

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Hi Poppy,

I'm really sorry to hear about your illness. What was wrong? Are you completely recovered now?

Yes, I did go ahead with the party for my mum and dad. I organised a big family meal at the new Italian restaurant in the High Street. My brother and sister were there, of course, and my uncle and aunt came with their children. And my grandad – my father's mother – was there too, so there were twelve of us altogether, which meant it took the waiters a while to get all the food and drinks sorted out! But I think everyone had a great time.

My father made a speech, which was very funny, and my mother cried, which was normal. Also, Uncle Frank got a little bit drunk, which was also normal.

Then the manager brought the bill to me – which was a bit of a shock – and I gave it to Auntie Jane to pay, as agreed. All I can say is, I'm glad they only have a 25th anniversary once! I'm exhausted!

Hope to hear from you soon.

**Practice Test 5: Listening Marking Key**

**Part 1**                      **8 marks**

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

**Part 2**                      **10 marks**

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- 9    dangerous
- 10   half a million
- 11   storage
- 12   vegetables
- 13   kills all bacteria
- 14   the oven
- 15   cooking thermometer
- 16   85°C
- 17   above cooked food
- 18   135 million bacteria

**Part 3**                      **5 marks**

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- 19   E
- 20   D
- 21   F
- 22   B
- 23   H

**Part 4**                      **7 marks**

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- 24   A
- 25   B
- 26   A
- 27   B
- 28   C
- 29   A
- 30   B

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