



### *Hot tips for the Reading and Use of English section*

Preparing for the *First for Schools* can be fun these days. There are a lot of on-line exercises to help you in the **Reading and Use of English Test**. They usually give examiners' comments, too. These are useful in order to see exactly what an examiner expects.

Every time you come across a phrasal verb, underline it or copy it (have you noticed the one you just read?). Look it up in your monolingual dictionary – yes, by now you should be using monolingual dictionaries. Collocations are important to study and fixed expressions, too. You will find all of these in the exam.

Read advanced graded books, magazines about your interests or online articles and use the grammar check list at the back of the book to make sure you have studied the essential grammar structures for the First Certificate Level.

The Reading and Use of English section takes 1 hour 15 minutes. You should time yourself while doing these practice tests to see how long it takes you.

### *Part 1 Multiple Choice*

#### **EXTRA ADVICE FOR READING AND USE OF ENGLISH**

- Read the title to get an idea of the topic and skim the text noticing any graphics.
- This part tests vocabulary rather than grammar. Look out for collocations such as “feel free”, “come prepared”, commonly confused words such as make/do and fixed expressions such as “put your mind at rest”, “to meet by chance”, etc.
- Read the words before and after the gaps as they can help you choose the correct word. Look at the example below. The word after the gap is ‘at’, therefore you can immediately eliminate ‘watch’ and ‘examine’ as they are never followed by the preposition ‘at’.
- There is only one possible correct word.

### **Questions 1-8**

- ♦ For questions 1-8, read the text below and decide which answer (A, B, C, D) best fits each gap. There is an example at the beginning (0).
- ♦ Mark your answers on the separate answer sheet.

#### **Example**

(0) A) look    B) examine    C) watch    D) peer

Answer: **0** ☒ A ☐ B ☐ C ☐ D



### WHAT WOULD SPACE COLONIES LOOK LIKE?

When you **(0)** ..... at the facets of the environment on the moon, you understand why astronauts have found no traces of life. First, the climate vacillates significantly from 132 degrees Celsius on the equator to between 30 to minus 50 at the poles. **(1)** ..... to that the sharp moon dust that flies about and the lack of atmosphere to protect you from solar radiation, and it isn't exactly a trip to the beach.

**(2)** ..... space settlements won't look like trendy mansions minus the manicured lawn. NASA's Lunar Architecture Team continues to work out the details, but pressurised habitation modules and tough inflatable tent-like structures could house the astronauts. These would need to be buried or covered **(3)** ..... moon dirt to protect them from harmful radiation.

For power sources, NASA researchers are looking into solar power technology. Although darkness on the moon can **(4)** ..... 334 hours, researchers hope to build an energy storage system to harness as much energy as possible when the sun hits the lunar landscape.

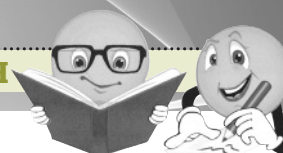
One outline for space colonization published by NASA proposes that average people, **(5)** ..... than specially-trained astronauts, could one day live on rotating spacecraft that orbit the Earth. If the space vehicle spins while in orbit, it would simulate gravity, **(6)** ..... proper human development. NASA predicts that such liveable spacecraft could be in existence in 50 years.

The **(7)** ..... problem for achieving space settlement is the money. Private flights into space orbit have cost \$20 million for one person.

We'll have a better idea in the next decade about the likelihood of these space dreams turning **(8)** ..... reality. In the future, outer space neighbourhoods may no longer be the stuff of fantasy.

- |    |              |            |             |              |
|----|--------------|------------|-------------|--------------|
| 1. | A) add       | B) attach  | C) include  | D) extend    |
| 2. | A) initial   | B) first   | C) original | D) beginning |
| 3. | A) in        | B) over    | C) up       | D) at        |
| 4. | A) overlap   | B) remain  | C) last     | D) reach     |
| 5. | A) instead   | B) sooner  | C) except   | D) rather    |
| 6. | A) accessing | B) letting | C) making   | D) allowing  |
| 7. | A) absolute  | B) main    | C) bigger   | D) important |
| 8. | A) in        | B) into    | C) out      | D) to        |





## Part 2 Multiple Choice Open

### EXTRA ADVICE FOR READING AND USE OF ENGLISH

- Read the title to understand the topic and skim the text.
- Read the words before and after the gap. It will help you to think of the correct word.
- Often there is a missing article, auxiliary verb, relative pronoun, linking word or preposition as in the example below. Remember to study collocations such as 'thick fog', 'heavy rain' and phrasal verbs such as 'fall over', 'take after' and so on.
- You might think of more than one possible word for the gap but on the answer sheet you must only write one.
- Write in capital letters and spell correctly.

### Questions 9-16

- ♦ For questions 9-16, read the text below and think of the word that best fits the gap. Use only one word in each gap. There is an example at the beginning (0).
- ♦ Write your answers in **CAPITAL LETTERS** on the separate answer sheet.

Example 

A	T													
---	---	--	--	--	--	--	--	--	--	--	--	--	--	--

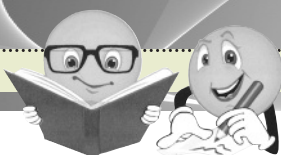
### EXOTIC TASTES

"I ate a whole lemon, raw, and it was delicious," says Katie O'Neill, a student studying (0) ..... Cambridge University.

No, she wasn't on drugs, but her perception was chemically (9) .....: after eating miracle fruit, nearly everything tastes (temporarily) sweet. The experience is so psychedelic that many have dubbed it "flavour tripping".

Miracle berries, native to West Africa, are a trendy example of the weird world of exotic fruits. A sure sign that you've landed somewhere new, such fruits intrigue and challenge us, whether by (10) ..... unfamiliar size, shape, texture, or smell. The stinky durian fruit, for instance, has become infamous among travellers to China and Southeast Asia.

"I was thrown (11) ..... a bus once because I had one in my bag," says travel writer Mikaya Heart. But she's quick to add that durian is one of her favourite tastes: "It is very succulent and oily, the consistency and colour of really thick custard. I would eat it every day if I (12) ....." These crazy, beautiful, and above (13) ..... natural fruits are a vivid reminder of the planet's incredible, if precarious, biodiversity. As many farmers mass cultivate the same breeds of common fruit over and (14) ..... again, other versions may die out to make room for bestsellers like Golden Delicious. (15) ..... the same time, fruits once thought of (16) ..... exotic ones (like mango or, recently, acai) can find their way into the mainstream, which makes encountering an unfamiliar fruit that much more of a tantalizing novelty.



### Part 3 Word Transformation

#### EXTRA ADVICE FOR READING AND USE OF ENGLISH

- You must think of the part of speech which is missing and transform the base word given. Identify if it is a noun (as in the example below), a verb, an adjective or an adverb. Is it passive, positive or negative, singular or plural and does it need a suffix or prefix?
- Think about the tense it should be in.
- Never leave the base word unchanged.
- Remember to use capital letters and spell correctly.

#### Questions 17-24

- ♦ For questions 17-24, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits the gap in the same line. There is an example at the beginning (0).
- ♦ Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example 

M	O	V	E	M	E	N	T						
---	---	---	---	---	---	---	---	--	--	--	--	--	--

#### EAT, EAT AND BE AWARE

Although Fair Trade chocolate may be a relatively new **(0)** ..... the conditions that it tries to prevent are not. When you take a **(17)** ..... into that luscious chocolate bar, do you stop to think about who grew the cocoa that made your chocolate fantasy possible?

Possibly one of the more than 15,000 child slaves working on cocoa farms in West Africa.

By the way, did I mention that cocoa **(18)** ..... has stripped the world of hundreds of thousands of acres of rainforest? Or, that despite the fact that the U.S. alone spends \$13 billion a year on cocoa **(19)** ....., many cocoa farmers are impoverished? The statistics are sobering, yet large chocolate manufacturers still insist that, because of the way cocoa is traded at global markets, it is **(20)** ..... for them to tell which cocoa is grown by slaves and which isn't.

Estimates are that up to 40% of cocoa is slave-grown. And you thought Abe Lincoln abolished **(21)** .....

MOVE

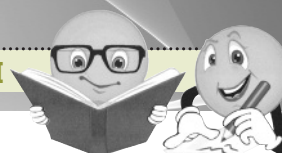
BIT

FARM

PRODUCT

POSSIBLE

SLAVE



Here are two simple things you can do to help. Firstly, look for products that are certified Fair Trade chocolate. When farmers and labourers are paid a fair price for the products they produce, rather than being exploited for cheap labour, that is considered “Fair Trade”. In **(22)** .....to this, limit, or stop, your consumption of mass-market chocolate. I know that may be hard if you have an **(23)** .....to, say, Snickers.

All I can tell you is that after having once visited a banana plantation, where the workers lived in desolate concrete block houses and worked in the scorching **(24)** ..... with giant billboards on every corner warning about what to do when overcome by pesticides, I swore to myself never to eat another non-organic banana.

**ADD****ADDICT****HOT****Look for this Label!**



## Part 4 Key Word Transformations

### EXTRA ADVICE FOR READING AND USE OF ENGLISH –PART 4

- This Part tests your vocabulary and grammar. Grammar often includes: conditionals and wishes, passives, past modals, not as ...as, so /such, reported speech, and present perfect / simple past.
- Contractions count as two words, not one.
- The word given cannot be changed and is included as one of the words in your changed sentence
- The mark scheme splits the answer into two parts and one mark is gained for each correct part.
- Correct spelling is essential and remember to use capital letters.

### Questions 25-30

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

#### Example

- (0) *The students gave their teacher a present*

**GIVEN**

The teacher ..... the students

The gap can be filled with the words “was given a present by”, so you write:

#### Example

**0**

**WAS GIVEN A PRESENT BY**

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

- 25. The puppy had grown so much in two months.**

The puppy ..... in two months.

**SUCH**

- 26. I'd rather not postpone my trip to Canada.**

I'd prefer ..... trip to Canada.

**PUT**

- 27. May I open the window please?**

Would ..... the window?

**IF**

- 28. John thought it would be a good idea to buy fish and chips for dinner.**

John ..... fish and chips for dinner.

**SUGGESTED**

- 29. “Could you collect my library book on the way home?” Tim asked his mum.**

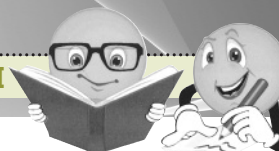
Tim asked his mum ..... his library book on the way home.

**PICK**

- 30. Even though he had no money, John bought a car.**

John ..... no money.

**DESPITE**

**Part 5**      *Multiple Choice***EXTRA ADVICE FOR READING AND USE OF ENGLISH**

- Read the first paragraph to get a general idea of it.
- Underline key words in the questions.
- Read the text again and underline the parts you think answer the question.
- Check your answers again.
- Beware of distracter answers which may contain words from the text but are incorrect answers (see question 31).
- The text is often taken from a modern novel or article.
- The questions follow the order of the text.

**Questions 31-36**

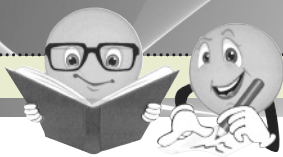
- ♦ **You are going to read an extract by a famous novelist, Susan Hill, about books. For questions (31-36) choose the answer (A, B, C, D) which you think best fits according to the text.**

**BOOKS GALORE!**

"Books help to form us. If you cut me open, you will find volume after volume, page after page, the contents of every one I have ever read, somehow transmuted and transformed into me: *Alice in Wonderland*, *The Magic Faraway Tree*, *The Hound of the Baskervilles*, *The Book of Job*, *Bleak House*, *Wuthering Heights*, *The Complete Poems of W.H. Auden*, *The Tale of Mr Toad*, *Howard's End*. What a strange person I must be. But if the books I have read have helped to form me, then probably nobody else who ever lived has read exactly the same books, all the same books and only the same books as me. So just as my genes and the soul within me make me uniquely me, so I am the unique sum of the books I have read. I am my literary DNA."

"I love the book. I love the feel of a book in my hands, the compactness of it, the shape, the size. I love the feel of paper. The sound it makes when I turn a page. I love the beauty of print on paper, the patterns, the shapes, the fonts. I am astonished by the versatility and practicality of The Book. It is so simple. It is so fit for its purpose. It may give me mere content, but no e-reader will ever give me that sort of added pleasure."

"Fast reading of a great novel will get us the plot. It will get us names, a shadowy idea of characters, a sketch of settings. It will not get us subtleties, small differentiations, depth of emotion and observation, multilayered human experience, the appreciation of simile and metaphor, any sense of context, any comparison with other novels, other writers. Fast reading will not get us cadence and complexities of style and language. It will not get us anything that enters not just the conscious mind but the unconscious. It will not allow the book to burrow down into our memory and become part of ourselves, the accumulation of knowledge and wisdom and vicarious experience which helps to form us as complete human beings. It will not develop our awareness or add to the sum of our knowledge and intelligence. Read parts of a newspaper quickly or an encyclopaedia entry, or a fast-food thriller, but do not insult yourself or a book which has been created with its author's painstakingly acquired skill and effort, by seeing how fast you can dispose of it."



**31. Does the writer believe**

- A) she has been negatively affected by reading?
- B) if she is cut open, paper will be found in her?
- C) people think she is strange ?
- D) we are influenced by the books we read?

**32. The writer thinks**

- A) people are all different according to the books they have read.
- B) that her DNA has been modified.
- C) the books she has read are the best ones.
- D) that it is good that people haven't read the same books as her.

**33. The writer says she loves**

- A) books more than anything.
- B) the appearance of books.
- C) the sound paper makes when she closes the book.
- D) the images on the paper.

**34. The writer comments that**

- A) she is surprised at how books fit into bags, bookshelves and everywhere else with no problem.
- B) books are simple to read.
- C) electronic books are more practical.
- D) she prefers paper books to e-novels

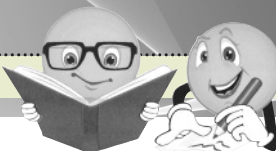
**35. The writer feels that**

- A) fast reading is an insult to a writer.
- B) slow reading should be carried out on every type of printed word including the newspaper.
- C) reading slowly does not allow the novel to become part of one's DNA.
- D) a writer takes a long time to write a book which can be a painful experience.

**36. The writer's opinion about fast reading is that it**

- A) will get us the cadence of style and language.
- B) won't get into our conscious and unconscious mind.
- C) will hide in our long-term memory.
- D) won't develop our awareness.





## Part 6 Multiple Gapped Text

### EXTRA ADVICE FOR READING AND USE OF ENGLISH

- Read the title of the text and then the text. While reading each paragraph, remember what it talks about.
- Read the part before and after each gap very carefully. Do you need a linking word like 'however', 'anyway', 'in spite of'?
- When you have chosen the sentence, read the paragraph to see if it makes sense.

### Questions 37-42

- ♦ You are going to read an article in which the author describes some remarkable facts about Steven Hawking. Six sentences have been removed from the article. Choose from sentences A-G the ones which fit each gap 37-42. There is one extra sentence that you do not need to use.
- ♦ Mark (✓) your answer on separate answer sheet.

#### AN INCREDIBLE BRAIN

Even if you don't keep an eye on new developments in Physics, you've probably heard of the renowned physicist Stephen Hawking. He's prided himself on making his complex physical concepts accessible to the public and writing the bestseller, "A Brief History of Time".

These days, we know Hawking as a brilliant mind whose theories are difficult for a non-scientific mind to grasp. This is why it may come as a shock to learn that Hawking was a slacker when it came to his school studies. **37** ☐ He has talked about how he was known to disassemble clocks and radios. However, he admits he wasn't very good at putting them back together so they could work again.

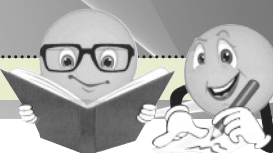
Despite his poor grades, both his teachers and his peers seemed to understand that they had a future genius amongst them and nicknamed him "Einstein". The problem with his mediocre grades was that his father wanted to send him to Oxford, but didn't have the money without a scholarship. Luckily, when it came time for the scholarship exams, he got an almost perfect score in the physics exam. **38** ☐ His father, Frank, however, had different ideas. He hoped Stephen would study medicine instead. But, for all his interest in science, Stephen didn't care for biology. He would have rather devoted his mind to more precise, well-defined concepts. One problem, however, was that Oxford didn't have mathematics as a main subject. The compromise was that Stephen would attend Oxford and major in physics.



**39.** ☐ The thing that seems to have drawn him out of this rut was joining the rowing team. Even before being diagnosed with a physically disabling illness, Hawking didn't have what one would call a large or athletic build. However, row teams recruited smaller men like Hawking to be coxswains – a position that does not row, but rather controls steering and stroke rate. Because rowing was so important and competitive at Oxford, Hawking's role on the team made him very popular. As a graduate student, Hawking gradually started showing symptoms of tripping and general clumsiness. His family became concerned when he was home during his Christmas break from school and they insisted he see a doctor. **40.** ☐ She remembers being attracted to "his sense of humour and his independent personality". He turned 21 a week later, and shortly after he entered the hospital for two weeks of tests to discover what was wrong with him. He was then diagnosed with amyotrophic lateral sclerosis (ALS), also known as Lou Gehrig's disease, which is a neurological disease that causes patients to lose control of their voluntary muscles. **41.** ☐ Hawking remembers being shocked and wondering why this had happened to him. However, seeing a boy dying of leukemia in the hospital made him realise that there were others worse off than him. **42.** ☐ They were soon engaged, and he says their engagement gave him "something to live for".

- A) Hawking had taken a liking to Mathematics from an early age, and he would have liked to have made it his main subject.
- B) Hawking become more optimistic and started dating Jane.
- C) He was told he'd probably only have a few years to live.
- D) Biographer Kristine Larsen writes about how Hawking faced isolation and unhappiness during his first year or so at Oxford.
- E) Despite this, before seeing a specialist, he attended a New Year's party where he met his future wife, Jane Wilde.
- F) Nevertheless, from an early age he was interested in how things worked.
- G) Steven Hawking's life has been truly inspirational and he has been a role model to many people.





## Part 7 Multiple Matching

### EXTRA ADVICE FOR READING AND USE OF ENGLISH

- Read the phrases below and underline key words.
- Now read the paragraphs until you find the one which you think refers to the first phrase. Underline the part that matches it
- Mark it with a pencil in the box and cross off the paragraph.
- When you have finished double check.

### Questions 43-52

- ♦ You are going to read about five actors who use the method-acting technique to improve their acting. For questions 43-52, choose from the sections. The sections may be chosen more than once.
- ♦ Mark your answers on the separate answer sheet.

Find which paragraph...

- |                |  |                          |                          |
|----------------|--|--------------------------|--------------------------|
| <b>43.-44.</b> | states that the actor changed physically to appear like the character being portrayed. | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>45.</b>     | says the actor has portrayed not only deep characters but superficial ones too.        | <input type="checkbox"/> |                          |
| <b>46.</b>     | describes an actor who managed to look violent.  | <input type="checkbox"/> |                          |
| <b>47.</b>     | mentions that the actor thinks carefully before accepting a part.                      | <input type="checkbox"/> |                          |
| <b>48.</b>     | suggests that this actor is also able to sing well.                                    | <input type="checkbox"/> |                          |
| <b>49.-50.</b> | explains the false face parts used by the actor.                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| <b>51.</b>     | tells us that the actor can get annoyed if distracted from his role.                   | <input type="checkbox"/> |                          |
| <b>52.</b>     | illustrates how difficult it was for an actor to change his/her appearance.            | <input type="checkbox"/> |                          |





## METHOD ACTORS

- A) With a career spanning over forty years, naturally Meryl Streep has had a bit of a chance to explore quite a few characters. Ever the chameleon, Meryl, has feasted on numerous genres and high-octane roles, her character portrayals have included the meaty and the fluffy, from hard-hitting dramas to rom-coms and musicals based on the songs of Abba. Whether it be that of Margaret Thatcher deliberating over Britain or a Polish immigrant deliberating which of her children is to be taken to a concentration camp, Meryl never shies away from a great role.
- B) Charlize Theron was never the stereotypical blond femme fatale that Hollywood might have wanted to turn her into. Instead, Charlize hit the big time by playing a mentally unstable serial killer with prosthetic teeth. It's commonplace for actors to speak of how they immerse themselves in their characters, but Charlize gained weight, spent hours in make-up and poured through footage of Aileen Wuornos in order to adopt the personality of the infamous killer and abused victim. Since then, Charlize has sunk her teeth into numerous villainous roles, from the queen in *Snow White And The Huntsmen* to an adult novelist in *Young Adult*.
- C) Not including Daniel Day-Lewis in this list of top method actors would be a terrible omission. The three-time Academy Award winner is famous for his ruthless loyalty to the character roles he is given and has a reputation for being a bit choosy when the scripts come in. Even the quite massively famous Steven Spielberg highlighted the constant torrent of letters he had to send Daniel in order to get him on board for *Lincoln*, in which Daniel refused to speak to anyone who didn't treat him as the US president on set. Similarly, for *My Left Foot*, Daniel didn't move from his wheelchair even when the cameras stopped rolling.
- D) The inventive Australian has always been keen to prove that her beauty and innocent red ringlets were merely ornamental, taking in a wealth of diverse roles in a career spanning over a decade. Nicole Kidman is just as respected for her parts in Hollywood blockbusters as she is for roles in meatier independent films. A talented singer as well as actress, Nicole won acclaim for her musical performance in *Moulin Rouge*. Then, in complete contrast, a year later she portrayed the depressed, acclaimed writer Virginia Woolf – a role that made her acting skills as clear to see as the giant prosthetic nose on her face.
- E) For his casting in *The Machinist*, Christian Bale famously lost over 27 kilos to play the chronic insomniac; then just six months later he had to bulk up and build up muscle power to take on one of the most acclaimed heroes of them all in his work on Christopher Nolan's *Batman* trilogy. An amazing feat of will-power.



### *Hot tips for the Writing section*

The **Writing Test** contains two parts. Part One is compulsory while Part Two allows you to choose one question from four choices. You have 1 hour and 20 minutes to complete both parts. Reading articles from newspapers and magazines will help you prepare for this part of the exam. You need to have a wide vocabulary – no dictionaries are allowed. Remember that informal language is less useful than semi-formal or formal.

You should use a variety of more complex structures perhaps including Present Perfect Continuous, Past Perfect, Conditionals, etc.

Make sure you count your words during your practice answers. By doing this, you will be able to estimate how many you are writing while doing the 'real' exam.

You should always think about who you are writing for:

An article is usually for readers who have the same interest as you. The main purpose is to interest the reader and hold his attention so it should contain your personal opinion or comment.

An email is written in reply to a situation. Usually it is to a friend, a head teacher, a colleague, potential employer or a magazine editor.

An essay is always written to the teacher.

A review is usually for an English-language magazine, website or newspaper. The purpose is to give your opinion about something you have experienced (a film, a holiday, a website, a book, etc.); you must be able to describe, explain and normally you will say whether you recommend it or not.

A story should be interesting and should include descriptive language and complex grammatical structures. Often a past tense is used such as the Past Simple, Past Continuous and Past Perfect Continuous.

The Set Book gives you the opportunity to write about a novel. The title of the novel is published on the Cambridge website ([www.cambridgeenglish.org](http://www.cambridgeenglish.org)) so you will have plenty of time to read and study it. However, in order to answer the Set Book question, you must have a thorough knowledge of it, as you may be required to discuss the characters, plots, setting and/or atmosphere.







## Part 1 *Compulsory Question*

### EXTRA ADVICE FOR WRITING

- In Part 1 it is vital that you read the instructions, essay question and prompts very carefully so that you understand what you have to do.
- You must use the two essay prompts and think of a third one of your own. If you miss one out you will lose points. And don't forget: your opinions should be supported by examples and reasons.
- You should get plenty of practice in planning an essay and in using the correct linking words such as 'however', 'nonetheless', 'on the other hand', 'what's more', etc. Paragraphs are important, too. You will need one for the introduction, one or two for the body and one for the conclusion.
- You will also need to know suitable vocabulary to discuss current affairs because the essay question usually requires you to compare, agree, disagree, explain, inform and give opinions on present day issues.

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

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

Nowadays technology has taken over our lives. We no longer communicate with each other but sit for hours in front of our screens or mobile phones.

Do you think technology is ruining our lives?

#### Notes

1. more information widely accessible
2. less time to chat
3. \_\_\_\_\_ (your own idea).

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**Part 2**      *Four Optional Tasks***EXTRA ADVICE FOR WRITING**

- Avoid choosing a question if you are not exactly sure of the task.
- Make sure you choose the correct style of language to suit who you are writing to / for.

- ♦ Write an answer to **ONE** of the questions 2-5 in this part. Write your answer in **140-190 words** in an appropriate style on the separate answer sheet.
- ♦ Put the question number in the box at the top of the answer sheet.

- 2. An announcement is made at your after-school English film club for students to write a review about a character in a film. The character must be someone special.**

**Write a review of the film, explaining what the character you have chosen did to catch your attention.**

**Tell us whether or not you would recommend this film to other people. The best reviews will be published in the film-club magazine.**

**Write a review.**

- 3. You have seen a summer job advertised on a website which you would like to apply for.**

**You have to write an email explaining why you would be suitable for the job.**

**Describe your character, your experience and when you would be available for an interview.**

*Job Description*

*Are you interested in travelling? We have a vacancy for a student to look after two children near a beautiful seaside resort. You will only have to be available to babysit in the evenings and prepare light meals for the children. During the day you will be free to enjoy the nearby beaches. You must be able to swim. You must have intermediate level English. Very good pay and free return flight. Apply to JLO@ilovelondon.com*

**Write an email.**

- 4. You have decided to enter an international short story competition. You must begin the story with the words:**

*I couldn't believe it when I looked in the mirror that morning.*

**Write your story.**



**5. *The Eagle of the Ninth* by Rosemary Sutcliffe.**

You have seen a notice in the local library asking for readers to write an essay about the novel they have just read. You must answer the following points:

- If you could choose to be a character in the book, which one would you like to be?
- Write an essay explaining why and describe a scene in which your chosen character plays an important part.

**Write an essay.**





### Hot tips for the Listening Section

The **Listening Test** lasts about 40 minutes and has four parts to it. You will hear each part twice. You will have time at the end of the test to write your answers onto the answer sheet. There are practice answer sheets at the back of this book.

- Remember to read the instructions before each part very carefully.
- Don't expect to understand every single word. What is important is to understand the general meaning of what you hear.
- Try and decide on your answers the first time you listen if possible and check them the second time.
- Always use the time you are given before each recording to read through the questions and options given.
- Never leave an answer blank. Always write something, even if you are not sure. Ask yourself if the answer you have given makes sense.

### Part 1 Multiple Choice

#### EXTRA ADVICE FOR LISTENING

- Read each question carefully and underline the key words. Is it who, what, where, when? Think about the kind of answer you will need to listen for, and the vocabulary associated with the different options.
- You will usually listen to one person talking or a conversation between two people in this part.  
Remember that the answer could be at the beginning, in the middle or at the end. Listen to the whole text once before choosing your answer.
- You may hear a word which is one of the options, but it is not necessarily the right answer to the question.



### Questions 1-8

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

1. You hear a student talking about a train journey. What was his final destination?

- A) Edinburgh University.  
B) York.  
C) Meeting his friend's brother in Birmingham.

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2. You will hear a message left by a friend on an answer phone. Ginny thinks:

- A) Tim will miss the bus.  
B) Jake is likely to forget to phone Tim.  
C) Mrs Wheeler is waiting to hear from them.

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**3. You hear two students talking about their exams.  
What do they agree on?**

- A) It feels wonderful to have finished their exams.
- B) They should go and have a drink.
- C) Their last exam was hard.

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**4. You hear a woman giving a talk to students at school.  
What is she talking about?**

- A) Lack of jobs for young people in agriculture.
- B) Ecological issues.
- C) Eating healthily.

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**5. You hear two friends talking about their holidays.  
Why did the girl go to the place she went to?**

- A) She had always wanted to go camping.
- B) She was tired of beach and partying holidays.
- C) To do her friend a favour.

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**6. You will hear a conversation in a shop.  
What is the customer surprised about?**

- A) That there are no earphones for his phone in the shop.
- B) That the shop will not give him his money back.
- C) That there will not be a delivery until the weekend.

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**7. You hear a boy talking to someone on his phone.  
Who does he want to come and fetch him?**

- A) His sister.
- B) His father.
- C) His mother.

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**8. You hear a father and son talking in the kitchen.  
What have they organised?**

- A) A dinner party.
- B) A pizza party.
- C) A barbecue.

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## Part 2 Sentence Completion

### EXTRA ADVICE FOR LISTENING

- Look at the instructions given to you and think for a moment about the subject. It is often a report or summary of something.
- Read the questions and then ask yourself what kind of information is missing so that you know what to listen for.
- Don't forget that the questions follow the order of the text, which is one less thing to worry about.
- Write your answers in capitals so that they can be read easily.
- Remember you will need 1, 2 or 3 words to fill the gap but no more.
- Check that your answer fits and makes sense. Sometimes an answer sounds right but when you re-read the sentence, it is incorrect.



### Questions 9-18

- ♦ You will hear a student giving a class presentation. For questions 9-18, complete the sentences with a word or a short phrase.

#### EVERYDAY PHENOMENA

The student is giving a **(9)** ..... presentation.

How students study ordinary events is generally conditioned by their everyday **(10)** .....

What students decided to do and how they approached the subject was left up to their creativity **(11)** ..... and interest.

Instead of learning in lessons, students used their own **(12)** ..... to understand the phenomena.

After this, there was an evaluation of the materials students used, and help and advice was given to them on how to develop their studies by the **(13)** .....

Each student was allocated **(14)** ..... for their presentation and consequent class discussion.

Those studying sport used physics to explain the **(15)** ..... they used in their sport.

Equipment which reproduced the phenomena being studied was made by those with **(16)** ..... abilities.

Teenagers want to fully understand phenomena and use science as a **(17)** ..... to explain why certain things occur.

ICT helps teachers to give more **(18)** ..... lessons.



### Part 3 Multiple Matching

#### EXTRA ADVICE FOR LISTENING

- Before you begin, make sure you know what the topic is which each person will talk about.
- Each person talks about the same thing, so focus your attention on the differences in what they say about it.
- Once again, beware of hearing the same word as in one of the options. It may not be used in the same way.
- You will often hear people's different opinions and attitudes in this part, so always make sure you listen to the complete monologue before you decide on the answer.
- There will often be paraphrasing in this part. Always check that the answer you have chosen is the same as what each person has expressed in the recording.



#### Questions 19-23

- ♦ You will hear five short extracts in which five young people are talking about their experience of the Duke of Edinburgh Challenge Awards. For questions 19-23, choose from the list (A-H) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

- A) It gave me a break from studying and the chance to discover other things in life.
- B) I couldn't give up the comforts I was used to.
- C) I realised I needed to put boundaries around my life to focus on my ambitions.
- D) If we work hard enough for something, we will achieve it.
- E) It has given me precious experiences to remember forever.
- F) At a certain point I lost hope but I succeeded in the end.
- G) The award has opened up new desires and loves inside me.
- H) I enjoyed the discipline involved and keeping my record book updated.

19. **Speaker 1**  **19**

20. **Speaker 2**  **20**

21. **Speaker 3**  **21**

22. **Speaker 4**  **22**

23. **Speaker 5**  **23**





## Part 4 Multiple Choice

### EXTRA ADVICE FOR LISTENING

- Remember that this part of the test is often an interview with someone.
- Always read carefully the information given to you before you listen, as it tells you who or what the recording is about.
- As in Part 1, look at all the questions and options and underline the most important words in each of them.
- This is the last part of the test so don't give up if you find it difficult, always give an answer.



### Questions 24-30

- ♦ You will hear an interview with an emerging young artist who is talking about his work. For questions 24-30, choose the best answer (A, B or C).

24. Who did Will have the chance to start drawing with when he was very young?

- A) His mother. ☐  
 B) His babysitter. ☐  
 C) His grandmother. ☐

25. Who encouraged him when he was at middle school?

- A) His kindergarten teacher. ☐  
 B) A professional artist. ☐  
 C) An artist in his neighbourhood. ☐

26. How old was he when he held his first open show?

- A) 10. ☐  
 B) 11. ☐  
 C) 13. ☐

27. How did he earn the money to buy the materials for his art work?

- A) Delivering newspapers. ☐  
 B) Selling his pictures. ☐  
 C) Taking photos. ☐

28. A famous wildlife artist became Will's mentor because

- A) he met him at an Educational Centre. ☐  
 B) some older artists introduced them. ☐  
 C) he noticed how good Will's paintings were. ☐



**29.** When Will worked with other gifted artists he felt

- A) anxious.
- B) talented.
- C) relieved.

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☐  
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**30.** Will advises other young artists to

- A) try different types of art.
- B) wait until they are older.
- C) do what they love doing.

☐  
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### *Hot tips for the Speaking Section*

The **Speaking Test** lasts 14 minutes and you take it with another student. There are four parts to the test.

- Try not to be nervous, the examiners are not looking for things you DON'T know; on the other hand, they will encourage you to say what you DO know, so be as natural as possible. Smile and be friendly and stay calm.
- Listen carefully to what the examiner says. If, however, you don't hear or understand something, ALWAYS ask the examiner to repeat it, you are still showing you can communicate and feel at ease in English.
- The vocabulary you will need in the Speaking Test is basically the same that you have read, listened to and written previously in the other parts of the test. However, don't underestimate this part. It only lasts about 14 minutes, but it is worth the same amount of marks as the other parts.
- Always listen to what your partner says, too.

### *Part 1 A Few Questions About Yourself*

#### **EXTRA ADVICE FOR SPEAKING**

- This Part lasts about 2 minutes (3 if there are 3 candidates).
- Try and answer the questions without hesitating too much.
- Make your answers interesting, not just 'yes' and 'no' replies.
- The questions will basically be about yourself, so be prepared for vocabulary about family, school, hobbies, sports, likes and dislikes.
- Don't try and search for 'difficult' words or words you don't know. Use the ones you DO know to describe or explain things.

**Examiner:** Good Morning/Afternoon/Evening. My name is..... and this is my colleague.....  
Can I have your mark sheets? Thank you.  
First of all, we'd like to know something about you. Where are you from? And you?

#### **Possible questions**

- Tell us something about your family.
- Do you like living in your hometown?
- Did you do anything special last weekend?
- How do you usually celebrate your birthday?
- Do you prefer to go on holiday with your family or with friends?
- What do you like about your house/flat?
- Do you use public transport much?

#### **Sample answers**

*There are five of us in my family: my father, my mother, my brother and my sister, and myself. Luckily we all get on well.*

*Yes, I love it even if there's not much to do. It's a small village in the country, so it's very quiet and peaceful. I still have my old friends from primary school there, so we all meet up every weekend.*



## Part 2 The two photographs

### EXTRA ADVICE FOR SPEAKING

- Part 2 lasts about 4 minutes.
- Each candidate has about 1 minute for his/her task.
- You will be asked to talk alone and must be able to compare, describe and give your own opinion as fluently as possible.
- You will need to talk for about one minute, so practice beforehand so that you are able to organise your thoughts quickly.
- To do this, talk about what is similar and different in the two photos, but without giving specific detail about them, and then answer the question (which is also written above the photos) and give the reason for your answer. That should take up just about one minute.
- Remember not to interrupt your partner while he/she is talking, but listen carefully and be ready to answer your question promptly when he/she has finished.

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

### STUDENT A

It's your turn first. Here are your photographs. They show young people on different kinds of holidays. I'd like you to compare the two photographs and say why you think they have chosen this kind of holiday. All right?

**Why have they chosen this kind of holiday?**

**Sample answer.**

Well, both these photos show young people on holiday. They look as if they are having fun, but whereas in the first one it is obviously a family holiday, in the second they are all friends together, having a holiday on their own. In the first picture they could be hiking together in a national park or somewhere like that but in the second they are hanging out on the beach. I expect their parents in this first picture offered them the chance to have fun together, to remember the times they had when they were a young family; but in this one, maybe they have just finished school, or their exams at uni and are enjoying the freedom of travelling alone together and are chilling out by the sea.







**STUDENT B**

**Examiner:** What kind of place would you choose for a holiday and who would you go with?

*Me? Oh, I'd definitely choose a holiday by the sea with my friends from school. I like spending time with my family but a holiday is much more fun with friends. I'd probably choose a place in my country because it's cheaper and I know the food is good!*

**Examiner:** Thank you. Now here are your photos. They show young people who live with different kinds of animals. I'd like you to compare the two photos and say how you think they feel about the animals they live with.

**How are these people feeling about the animals they live with?**

**To Student A:**

Do you know anyone who keeps an unusual animal at home?

*Well, not really, at least I don't know anyone personally, but my sister knows someone who has a python in his flat. I wouldn't like to keep a snake as a pet; I'd hate to have to feed live animals and I'd be really worried that it might escape and frighten someone. In any case. I don't agree with wild animals being kept in confined spaces.*

*Thank you.*







**STUDENT B**





BLAH  
BLAH  
BLAH

### Part 3 *Reaching an Agreement*

#### EXTRA ADVICE FOR SPEAKING

- Part 3 lasts about 3 minutes, 2 minutes for your discussion together, followed by 1 minute to reach an agreement with your partner.
- In this part you will be tested on how well you can work together with another person and come to a decision. You will need to exchange ideas, give your opinion and the reason for it, agree and disagree, make suggestions, talk things over and come to a decision with your partner.
- Listen carefully to the instructions even though the task question will be written in the booklet the examiner gives you.
- Use the written ideas to focus on the task.
- Be prepared to begin talking by choosing an idea and asking your partner what he/she thinks about it.
- Work together well with your partner and cooperate with each other. Give your opinion and thoughts and then ask your partner what he/she thinks about it.
- You can disagree on the outcome of your talk, but make this clear to the examiner at the end.

**Now I'd like you to talk about something together for about two minutes. I'd like you to imagine that you are deciding where your class should go on its final year school trip together. Talk about the various possible destinations and decide with your friend which would be most suitable for the class.**



**Sample answer.**

- *What do you think about the proposal of the cruise for our school trip?*
- *Well, it's a wonderful trip and you get to see some beautiful places, but I don't think it's the right time of year. What if the sea is rough and the weather is bad? Some students might get sick.*
- *That's true. I've also heard that half the class aren't very keen on the idea. Everyone would probably go more for the Disneyland option.*
- *The trouble with that is that nearly everyone has already been there.*
- *Yes, absolutely. It would be great fun, but if you think about it, it's not very relevant to what we have studied for the last five years!*
- *I quite agree. Now hiking across the Alps, that would really be an experience and a way of testing ourselves.*
- *Yes, but to be honest, I don't think everyone could cope with it. I mean, we are all young, but some of us I'm afraid aren't very fit and I don't think we'd find any teachers to accompany us. It's too much responsibility, someone might fall down the mountain!*
- *I'm not sure I agree with you, I think they'd like the challenge. So how about Prague? It's the cheapest trip, we can stay an extra day. There is a lot to see and it's really geared to students.*
- *I know, but if you remember, several of us came from another class in the third year, and we had a trip there with our old class.*
- *Oh, of course, I'd forgotten that.*
- *I actually think that the Greek trip is the best and the one that most of the students would appreciate. None of us has ever been there, it's not over expensive, and we'd finally get to see all those things we read about in books and saw on the Internet.*
- *I thought it was a bit far to go, but you could be right.*

**Now you have about a minute to decide which would be most suitable for your class.**

**Sample answer.**

- *In my opinion, we should ask the class to vote between the Athens trip and hiking in the Alps.*
- *Don't you think it's better just to decide on one to avoid any bad feeling? It might turn out to be a really close thing and then some people would be disappointed, whereas if we just tell them that the best all round option is such and such, a few might moan a bit, but it would be easier in the end.*
- *Hmm, good point, I hadn't thought of that. So do you think the Athens trip is the one?*
- *Yes, I do, definitely. I think it's the one that will suit just about everyone and keep them all happy... After all, we can't expect to please everyone, but at least the majority.*
- *Ok, let's go for that. Shall we write down all the details and give it to everyone tomorrow at school?*

**Thank you.**



## Part 4 *Three-way Conversation*

### EXTRA ADVICE FOR SPEAKING

- Part 4 lasts about 4 minutes.
- In this part, you will have a talk about something related to the task you have just completed, so be ready once again to express and give the reason for your opinions, agree and disagree and talk about possible occurrences or situations in a natural, conversational way.
- In Part 4, it is even more important to listen carefully to the examiner, but if you don't understand, just ask her/him politely to repeat the question.
- Also listen carefully to what your partner says as the examiner will ask your opinion, too. The discussion will involve all three of you.
- If you find the question difficult to answer, don't worry. Reply using a phrase such as, "Well, I'm not really sure but I think..."

#### Examiner:

- Where would you like to go on a trip with your class?
- Do you think class trips are a good idea, especially in your final year? Why?
- What should teachers do with a class before a school trip?
- What kind of things can go wrong on a school trip?
- What is the best school trip you have ever been on?
- What kind of places are suitable for trips and what kind are unsuitable?
- Have you ever had a disastrous school trip?

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

**THANK YOU! THAT'S THE END OF THE TEST.**

