PRACTICE TESTS

FCE Practice Tests

CAMBRIDGE ENGLISH: LEVEL B2

11 COMPLETE PRACTICE TESTS

- ✔ **1** GUIDED TEST
- ✔ **10** COMPLETE TESTS WITH **2** ONLINE SIMULATION TESTS
- ✔ INCLUDES **ONLINE PREPARATION PRACTICE**



FCE

CAMBRIDGE ENGLISH: LEVEL B2

Practice Tests



KEY FEATURES

The FCE for Schools Practice Tests book is designed for students preparing to take the Cambridge English First (FCE) for Schools exam.

- **A guided test that provides students with step-by-step advice and tips for approaching every part of the exam**
- **10 complete practice tests (Paper 1: Reading and Use of English, Paper 2: Writing, Paper 3: Listening and Paper 4: Speaking)**
- **Includes Online Preparation Practice**



Tip



Exercise



Theory

CONTENTS

Guided Test 11

Practice Tests

Practice Test 1 60

Practice Test 2 80

Practice Test 3 100

Practice Test 4 124

Practice Test 5 140

Practice Test 6 160

Practice Test 7 180

Practice Test 8 200

Practice Test 9 220

Practice Test 10 240

Extra Practice

Paper 1, Part 1 260

Paper 1, Part 2 262

Paper 1, Part 3 264

Paper 1, Part 4 267

Paper 4, Part 1 Questions 269

INTRODUCTION

Overview of the Cambridge English First (FCE) for Schools Examination

The Cambridge English First (FCE) for Schools is an English language qualification targeted at school students at Level B2 on the Common European Framework of Reference for Languages.

The examination can be taken as a computer-based or paper-based test. It is made up of four papers.

Paper 1 Reading and Use of English (1 hour 15 minutes)

Part 1 **Multiple-choice cloze**

A text with 8 gaps (plus one gap for the example) followed by four-option multiple-choice items. Candidates must choose the best word/phrase (from the choice of four) to fill each gap.

Part 2 **Open cloze**

A text with 8 gaps (plus one gap for the example). Candidates must decide which word would best fill each gap.

Part 3 **Word formation**

A text with 8 gaps (plus one gap for the example), each of which corresponds to a word. The stem word of each missing word is given, and candidates must form the correct word from the stem.

Part 4 **Key word transformations**

There are 6 questions (plus one example) in this part. For each question, there is a sentence which is followed by a 'key word' and a gapped second sentence. Candidates must complete the second sentence using the key word, so that it has a similar meaning to the first sentence.

Part 5 **Multiple choice**

A text followed by six four-option multiple-choice reading comprehension questions.

Part 6 **Gapped text**

A text from which six sentences have been removed. Candidates must choose the correct sentence to fill each gap from a list of sentences after the text. There is one extra sentence on the list which does not fit in any of the gaps.

Part 7 **Multiple matching**

Multiple-matching questions based on a text or several short texts. Candidates must match prompts to elements in the text(s). There are 10 questions.

Paper 2 Writing (1 hour 20 minutes)

Part 1 **Question 1**

A compulsory task. Candidates have to write an essay in response to a given question/statement and accompanying prompts. Candidates should write 140-190 words.

Part 2 **Questions 2-5**

- Candidates must complete 1 task from a choice of five. They should write 140-190 words.
- For each of the questions 2-4, candidates are briefly presented with a situation and are asked to write one of the following: an article, a letter or email, a review, a story.
- Question 5 is based on that year's set text. For this question, candidates have to write one of the following: an article, an essay, a letter, a review.

Paper 3 Listening (approximately 40 minutes)

Part 1 **Multiple choice**

Candidates hear eight short monologues or exchanges between speakers. There is one three-option multiple-choice question on each extract.

Part 2 **Sentence completion**

Candidates hear a longer monologue. They must complete 10 sentences with a word or short phrase (up to three words) using information heard on the recording.

Part 3 **Multiple matching**

Candidates hear five short related monologues. They have to match each speaker to the correct option from a list of eight.

Part 4 **Multiple choice**

Candidates hear a monologue or interaction between speakers and must answer seven three-option multiple-choice questions based on what they heard.

Each of the recorded texts in the listening test is heard twice.

Paper 4 Speaking (approximately 14 minutes)

The speaking test is conducted by two examiners with two candidates (or occasionally three candidates). One examiner acts as interlocutor and as assessor. The interlocutor manages the interaction, asking questions and providing candidates with cues. The other examiner acts only as an assessor.

Part 1 **Interview (approx. 2 minutes)**

The interlocutor begins a conversation. Each candidate is asked questions about familiar topics (family, hometown, school, free-time activities, future plans, etc).

Part 2 **Individual long turns (approx. 4 minutes)**

In turn, each candidate is given a different pair of photographs to talk about. Each candidate is given the opportunity to speak for 1 minute without being interrupted. A prompt is given to the candidate in the form of a direct question which is printed above the photographs. After the candidate has finished her/his long turn, the other candidate is asked to comment briefly on the topic.

Part 3 **Collaborative task (approx. 3 minutes)**

In this section, the candidates are given a written prompt which forms the basis for a discussion. First, the candidates are asked to discuss the various options given in the written prompt for about 2 minutes. They are then given another minute to complete a decision-making task.

Part 4 **Discussion (approx. 4 minutes)**

The interlocutor starts a discussion with the candidates, developing the theme from the collaborative task (Part 3).

ASSESSMENT

Paper 1 (Reading and Use of English) carries 40% of the marks available while each of the other papers (Writing, Listening and Speaking) carries 20% of the available marks.

A candidate's overall FCE grade is based on their total score on all four papers. Therefore, a candidate may achieve a certain grade for the exam even if they do not achieve that grade in all of the papers.

Every candidate receives a Statement of Results. This includes:

- the candidate's grade
- the candidate's level on the Common European Framework of Reference
- the candidate's score on the Cambridge English Scale for each skill (Reading, Writing, Speaking and Listening) and for Use of English
- the candidate's overall score on the Cambridge English Scale

Very good candidates may show ability beyond B2 level. Those who achieve grade A in the exam receive a First Certificate in English stating that they demonstrated ability at C1 level.

Candidates who achieve grade B or C are awarded the First Certificate in English at B2 level.

Candidates whose performance is below B2, but falls within the B1 level are awarded a Cambridge English certificate stating that they demonstrated ability at B1 level.

GUIDED TEST

Paper 1 Reading and Use of English

What to expect:

- Paper 1 has got seven parts.
- It lasts for 1 hour and 15 minutes.
- Parts 1 – 4 test your knowledge of vocabulary and grammar.
- In Parts 5 – 7, the focus is on reading comprehension skills.



TIPS

Before the exam

- Try to read a wide variety of texts in English. These could include novels, short stories, magazine and newspaper articles and texts on websites. Doing this will help you build up your vocabulary and become familiar with the use of a broad range of grammar structures.
- Try to develop a system to record and learn the new vocabulary that you come across.
- Practise reading texts without using a dictionary. Can you understand the overall meaning of the text even if you don't know every word? Can you work out the meaning of some of these words from the context?
- Use the Practice Tests in this book to give you an idea of how long it will take you to complete each part of the exam. Remember that each part of the exam is worth approximately the same number of marks, so try not to spend too long on any one part.
- Look at the answer sheet on page 279. Make sure you know how to fill it in and where the answers for each part go.

In the exam

- Read the instructions for each part carefully. There will often be useful information in the instructions that will help you understand the text.
- Pay attention to the title of the text if there is one. This will give you some idea of what to expect when you read the text.
- In Parts 2 and 4, there may be more than one possible answer for some items. You should give only one answer for each item.
- In Parts 2, 3 and 4, remember to write your answers in capital letters and make sure your handwriting can be read easily. It is essential that you use correct spelling in these parts.
- Parts 1 – 4 all have an example. Check the example to each part carefully as it is a good reminder of what you have to do in that part. Remember that you don't have to write the answer to the example on your answer sheet.
- Try to give yourself a little time at the end of the exam to check your answers and make sure that you have written them in the correct place on the answer sheet.

Paper 1, Part 1 Multiple-choice cloze

What to expect:

- This part consists of a short text with 8 gaps in it (plus one gap for the example). Each gap represents a missing word or phrase. You are given four choices to fill each gap.
- The text will have a title and often gives factual information. It might be something you could read in a magazine article or encyclopaedia.
- The focus of this task is on vocabulary and grammar. It is likely to test collocations, fixed phrases, idioms and phrasal verbs as well as the overall meaning of a sentence or the whole text.

TIPS

- Quickly read the whole text to get an idea of what it is about before you fill in any gaps.
- Look at the words before and after each gap and underline any possible collocations.
- Once you have made your choice, read the whole sentence and make sure it is correct grammatically. Then check that your choice fits the meaning of the text overall.
- When you have finished the task, quickly read through the whole text one last time, checking that it makes sense with all of the choices you have made.
- If you aren't sure about any answers, take a guess.

Getting ready

1 **You might have to choose between words with similar meanings. Choose A, B, C or D.**

1 All of the men who work in this office wear a _ _ _ and a shirt and tie.

A costume **B** uniform **C** suit **D** garment

2 The wooden box _ _ _ some old books.

A involved **B** contained **C** included **D** consisted

3 The shop assistant gave me my change and the _ _ _.

A bill **B** statement **C** report **D** receipt

2 **You might have to choose a word that is part of a collocation. Put each item in the correct list.**

• a mistake • the shopping • friends • ready • a photo • lost • your homework • a break

do _____ make _____

get _____ take _____

3 **You might have to choose a word that completes a fixed phrase. Choose A, B, C or D.**

1 William is the oldest person here, as _ _ _ as I know.

A long **B** best **C** clean **D** far

2 How does she _ _ _ track of what all her employees are doing?

A get **B** keep **C** hold **D** make

3 You have to do something before things get out of _ _ _.

A heart **B** hand **C** head **D** mind

There are more tasks that will help you prepare for Paper 1, Part 1 on page 258.

Exam Practice

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

Example:

0 **A** fascinated **B** curious **C** interested **D** excited

0	A	B	C	D

Sleepwalking

People have always been **(0)** _ _ _ in the phenomenon of sleepwalking. In years **(1)** _ _ _ by, some people thought that it was a symptom of madness, while others believed that something supernatural was going on. In the early 19th century, sleepwalkers **(2)** _ _ _ in a number of well-known books and songs. 'La Sonnambula', an 1829 opera about a woman who sleepwalks across rooftops, proved to be very popular with **(3)** _ _ _.

Most reported sleepwalkers are young children, who almost always **(4)** _ _ _ of the habit, although adults may sleepwalk when they are in a mentally disturbed state. In one recent case, a young man fell out of an open first-floor window during a sleepwalking episode. He was very lucky not to have been injured. Experts believe that his sleepwalking may have been **(5)** _ _ _ by stress. After **(6)** _ _ _ a serious mistake at work, the man was afraid that he was going to be given the **(7)** _ _ _. It is important to note that such incidents are extremely **(8)** _ _ _.

1	**A** gone	**B** passed	**C** left	**D** stood
2	**A** emerged	**B** belonged	**C** showed	**D** featured
3	**A** viewers	**B** observers	**C** audiences	**D** onlookers
4	**A** grow out	**B** take off	**C** break up	**D** get away
5	**A** aimed	**B** risen	**C** triggered	**D** targeted
6	**A** doing	**B** making	**C** getting	**D** setting
7	**A** bag	**B** packet	**C** case	**D** sack
8	**A** unknown	**B** rare	**C** false	**D** impossible

HINTS

0 Which of the options can be followed by the preposition 'in'?
1 Which of the options completes an expression that means 'in the past'?
2 Which of the options means 'play an important part in'?
3 All of the options describe people who see something, but which one refers to people who watch a play or opera?
4 Which of the options completes a phrasal verb that means 'stop doing something as you get older'?
5 Which of the options means 'caused'?
6 Which of the options collocates with 'mistake'? Note that the noun 'mistake' isn't necessarily right next to the gap.
7 Which of the options completes an expression which means 'be forced to leave your job'?
8 Which of these options fits best given the meaning of the text and the fact that the text presents the story about the man as true, but unusual?

Paper 1, Part 2 Open cloze

What to expect:

- This part consists of a short text with a title and with 8 gaps in it (plus one gap for the example). You have to think of one word to fill each gap correctly.
- The focus of this task is on grammar and lexical items. It is likely to test articles (the, a, etc), prepositions (for, about, etc), auxiliary verbs (will, have, etc), pronouns (he, they, etc), relative pronouns (eg – which, whose), verb forms (eg – would have), phrasal verbs (eg – get up), fixed expressions (eg – to miss the point) and linking words and expressions (eg – in spite of).

TIPS

- Quickly read the whole text to get an idea of what it is about before you fill in any gaps.
- You must use only one word to fill each gap. Contractions (such as *she'll*, *haven't*) that represent two words shouldn't be used in this task. [Note *can't* is acceptable because it represents one word – cannot.]
- Pay attention to the words after the gap as well as those before it.
- If you need to fill in a verb, make sure it agrees with its subject.
- If you aren't sure of an answer, it is better to guess than to write nothing.
- When you have finished the task, quickly read through the whole text again, checking that it makes sense with your words filled in.

Getting ready

1 **You might have to fill in an appropriate relative pronoun or adverb. Complete each sentence with a word from the list.**

• who • which • whose • when

1 David, _____ mum is our head teacher, is in my class at school.
2 It was a book _____ changed the way a lot of people saw the world.
3 In the early 20th century, _____ the machine was invented, people were fascinated by it.
4 She was a friendly woman _____ seemed to know everyone in the neighbourhood.

2 **You might have to complete a linking expression. Complete each sentence with one word.**

1 _____ spite of his age, he still walks five or six miles every day.
2 It was raining and, _____ a result, we couldn't have lunch in the garden.
3 She didn't call them, _____ though she had said she would.
4 He didn't say anything about it _____ case someone was listening to our conversation.

3 **You might have to complete a phrasal verb. Complete each sentence with a word from the list.**

• up • out • over • across

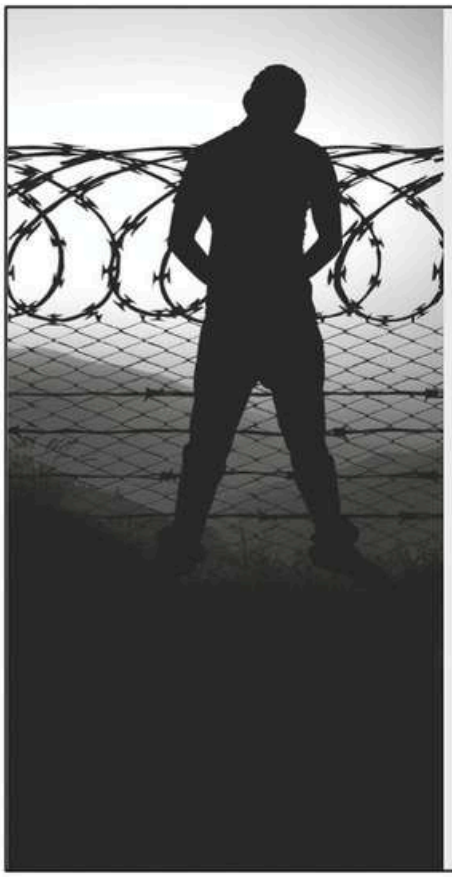
1 I came _____ these old photos when I was tidying my bedroom.
2 We've run _____ of eggs, so I can't make an omelette.
3 Our teacher won't put _____ with bad behaviour.
4 I'm not sure that I understood the plan. Can you go _____ it again, please?

There are more tasks that will help you prepare for Paper 1, Part 2 on page 260.

Exam Practice

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

Example: 0 | B | E | | | | | | | | | | | | | | | | |



Heroes or Villains

People seem to (**0**) _____BE_____ fascinated by criminals and their activities. The media love to report on major crimes, and countless novels, films and TV series focus on people (**9**) _____ break the law in one way or (**10**) _____. What's more, we seem to secretly admire some of these lawbreakers, (**11**) _____ though we know that what they are doing is wrong.

This is not something new. Throughout history, certain criminals (**12**) _____ become heroes to some people. For example, in the US, the 'Wild West' was full of characters who had no respect for the law, but who became household names and were looked (**13**) _____ to by many people.

These people are not criticised. (**14**) _____ the contrary, stories about their exploits often show them in (**15**) _____ positive light. Perhaps this is because these people were often badly treated by the authorities. We understand (**16**) _____ they turned to crime, and perhaps even sympathise with them to some extent.

HINTS

0 You need the correct form of a verb here.
9 You need a relative pronoun here. Note there are two possible answers, but you should only write one of them.
10 Which word completes a fixed expression which means 'in some way'?
11 You need to complete the linking expression that introduces a contrasting clause in the sentence.
12 You need to complete the verb form so that the correct tense is used.
13 Which phrasal verb with 'look' means 'admire'?
14 You need to complete the linking expression that introduces a contrasting clause in the sentence.
15 Which article completes the fixed expression which means 'make somebody/something seem good'?
16 You need a relative adverb here.

Paper 1, Part 3 Word formation

What to expect:

- This part consists of a short text with a title. There are eight gaps in the text (plus one gap for the example). You have to use the stem word at the end of the line to form a word to fill each gap.
- The focus of this task is on vocabulary. Specifically, it tests prefixes, suffixes, compounding and internal changes used to form words.

TIPS

- Read the sentence surrounding each gap carefully. Try to work out if you need to fill the gap with a noun, verb, adjective, etc.
- Pay attention to the meaning of the sentence and the text. The word you form might need to be plural, and it might need to be negative.
- Remember that the answer might not be formed with just a prefix or suffix; it might need internal changes too (eg – *long* to *length*), or compounding (eg – *every* to *everywhere*).
- You always have to change the given word in some way.
- Remember that sometimes you might have to make two changes to the given word (eg – *employ* to *unemployed*).

Getting ready

1 **You might need to add a suffix to the given word. Complete each sentence with a word formed from the word given.**

1 Your bike is really _____. You should clean it! DIRT
2 Did the teacher make a lot of _____ to your work? CORRECT
3 About 100 _____ took part in the race. CYCLE
4 John is very _____. He always does what he says he will. RELY

2 **You might need to add a prefix to the given word. Complete each sentence with a word formed from the word given.**

1 Poppy got more cake than everyone else. It was really _____. FAIR
2 You can use _____ English in a letter to a friend. FORMAL
3 This machine will _____ you to do the work much more quickly. ABLE
4 It was an _____ agreement, signed by more than thirty countries. NATIONAL

3 **You might need to make internal changes to the word. Complete each sentence with a word formed from the word given.**

1 The man was of average _____. HIGH
2 Ian used the microwave to _____ up the food. HOT
3 We didn't really want to do it, but we didn't have any _____. CHOOSE
4 Rachel pulled on the rope with all her _____. STRONG

There are more tasks that will help you prepare for Paper 1, Part 3 on page 262.

Exam Practice

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

Example: 0 E X C E L L E N T

Dogs Versus Cats

There's no doubt that dogs make (**0**) ____*EXCELLENT*____ pets. A dog will provide — **EXCEL**

you with love, companionship and (**17**) _____. For some people, — **LOYAL**

having a dog makes them feel safe because they know their pet will protect them

from anyone who (**18**) _____ them. However, having a dog does — **THREAT**

have some drawbacks. A major (**19**) _____ is having to take your — **ADVANTAGE**

dog out for walks once or twice a day. Dogs can also be (**20**) _____ — **NOISE**

pets which demand a lot of attention from their (**21**) _____. — **OWN**

If the (**22**) _____ of walking your pet every day doesn't appeal to — **THINK**

you, you may prefer a pet cat. Cats are more (**23**) _____ than dogs — **DEPEND**

and don't need as much attention. On the other hand, they are generally less

friendly and loving. Of course, you should think very (**24**) _____ — **CARE**

about what you're looking for in a pet before you get either a cat or a dog.

HINTS

0 Here you need to add a suffix to form an adjective.
17 What suffix do we need to add to *loyal* to form a noun?
18 Here you need to form a verb from the noun given. Note, you need to give the correct form of the verb (3rd person singular).
19 Here you need to form a word with the opposite meaning of the word given.
20 What changes do you need to make to *noise* to form an adjective?
21 Here you need to form the noun for a person who owns something. Note there are two possible answers, but you should only give one of them.
22 Here you need to make internal changes to the word given.
23 You need to make two changes here, forming an adjective by adding a prefix and a suffix.
24 Here you need to form the appropriate adverb to complete the sentence.

Paper 1, Part 4 Key word transformations

What to expect:

- This part consists of six separate items (plus one example). Each item has a lead-in sentence, a gapped second sentence and a given word that you must use when you complete the second sentence.
- The focus of this task is on vocabulary and grammar. It tests your ability to be flexible and express ideas in different ways in English.

TIPS

- Remember you must use the key word in your answer, and you mustn't change the key word in any way.
- Your answer must be between two and five words. Only write the words that are needed to fill the gap. If you write more than five words, you won't get the marks. Remember that contractions such as *she'll* and *hasn't* count as two words [but *can't* counts as one word].
- Pay attention to any verbs you use in your answer. Should they be singular or plural? Make sure they are in the correct tense.

Getting ready

1 Choose the sentence (a or b) which is closest in meaning to the sentence given.

1 Having been to Mexico, Jason told me what it was like.
a Jason described Mexico to me after he had been there.
b Jason told me what I'd missed when I was in Mexico.

2 The new hospital will have been completed by the end of the month.
a It will take a month to build the new hospital.
b At the end of the month, they will have finished building work on the new hospital.

3 Tom wishes he hadn't taken his friend's advice.
a Tom regrets doing what his friend suggested.
b Tom thinks he shouldn't tell his friend what to do.

4 Provided that you do what I say, I will help you.
a I'll give you some help if you follow my instructions.
b I'll help you if you don't tell me what to do.

5 Working long hours has left Tony exhausted.
a Tony is too tired to work for long today.
b Tony is very tired because he has been working hard.

2 Complete the second sentence so that it means the same as the first. There is a hint to help you with each one.

1 Emma will probably win the competition.
Emma is likely _____
_____
Hint: What verb form follows 'likely'?

2 You have to make a decision soon.
You must make up _____
_____
Hint: Which expression with 'make up' means make a decision?

3 I haven't spoken to her since her birthday party.
The last time _____
_____
Hint: What tense should we use in the second sentence?

4 Somebody said that Jim stole the money.
Jim was accused _____
_____
Hint: What preposition and verb form follow 'accused'?

5 My aunt was taking care of me when it happened.
My aunt was looking _____
_____
Hint: Which phrasal verb with 'look' means 'take care of'?

There are more tasks that will help you prepare for Paper 1, Part 4 on page 265.

Exam Practice

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 My aunt gave us the tickets.
GIVEN
We _____ my aunt.

Example: **0** WERE GIVEN THE TICKETS BY

---

25 Owen doesn't plan to write that report.
INTENTION
Owen _____ that report.

26 The hotel was so far away that we decided to take a taxi.
SUCH
We took a taxi because the hotel _____ way away.

27 She suggested that I eat less fast food.
CUT
She advised me _____ the amount of fast food I eat.

28 The only reason we didn't see him was that he arrived late.
TIME
If he had arrived _____ seen him.

29 "Did he get very angry when he heard the news?" Amy asked.
LOST
Amy asked _____ temper when he heard the news.

30 I wished I hadn't lied to my parents.
HAVING
I regretted _____ the truth to my parents.

HINTS

0 The sentence has been changed from the active voice to the passive voice. You must remember to include *by* to introduce the agent in the passive.
25 What preposition and verb form follow *intention*?
26 Remember, *such* is normally followed by a noun or noun phrase.
27 Here you need a phrasal verb which means to reduce the amount of something. Also remember which verb form follows *advise* + subject.
28 Here you have a third conditional sentence, and you need to include a fixed phrase with *time* that means *not late*.
29 Here you are rewriting direct speech as indirect speech. You also need the correct form of an expression with *lose* which means get angry.
30 Which expression with *the truth* means *not lie*? Which verb form follows *regret* when we are talking about the past?

Paper 1, Part 5 Multiple choice

What to expect:

- This part consists of a longer text with six 4-option multiple-choice questions. The text is often an extract from a novel, short story or article.
- Questions in this part often focus on the main idea of the text, the opinions or attitudes expressed, details from the text or the meaning of a specific word or phrase.
- The questions are in the same order as the information appears in the text, although the last question may ask something about the text as a whole.
- The questions may take the form of an actual question with four possible answers, or as an incomplete statement where you have to choose which of the four options completes the statement correctly.

TIPS

- For this part, it's a good idea to read the text before you look at the questions.
- Then read the questions carefully looking for key words. Even if you think you know the answer, check it again against the information in the text.
- The answers to some questions might not be stated directly. You might have to look for comments and expressions that give you clues about the writer's feelings and meaning.
- Be careful about 'word spotting'. Don't assume an answer choice is correct simply because it contains a word or phrase that appears in the text.

Getting ready

1 **Read the paragraph and answer the questions. Then look at the exam-style questions on the next page.**

1 What type of text is the paragraph probably taken from?

2 Which adjectives would you use to describe Mark's mood in this extract?

3 Did Mark choose the camp that he is at?

4 Do you think Mark usually enjoys the summer holidays?

Mark watched as the first group of boys started slowly climbing up the cliff face. They took their time to find good hand-holds and moved their legs with caution, but also with a certain confidence. It was clear that they had done this a thousand times before and they were soon making steady progress. Mark looked on with a general feeling of unease. He had no interest in being the fastest or best climber there. He just didn't want to make a fool of himself. He'd listened carefully to the instructions that the guides had given to the boys, but putting **them** into practice was going to be another matter. He had no idea why his parents had thought an outdoor sports camp would be the best way for their only son to spend two weeks of his precious summer holiday. Yet, here he was.

1 Why does Mark feel uneasy?

A He's not sure that the other boys know what they are doing.

B He hasn't been told what he has to do.

C He's not sure if he will be able to climb the cliff.

D He wants to start climbing so he can catch up with the other boys.

2 What does the word **them** in line 6 refer to?

A the instructions

B the guides

C the other boys

D Mark's parents

2 Read the next paragraph of the text and answer the questions. Then look at the exam-style questions below.

1 Why had some of the boys started climbing before Mark?

2 Why doesn't Mark see the cyclist coming?

3 What does Mark understand when the girl comes over to help him?

Mark's group – the beginners – were going to start the climb after everyone else. "So you don't get in their way" was how it had been put to them, rather bluntly Mark thought. After about ten minutes, he stepped back onto the muddy path that ran around the bottom of the cliff, while looking up to get a better idea of how far above them the first group was. Suddenly, something, or rather someone, slammed into him. Mark was solidly-built for a fifteen-year-old, but the impact was hard enough to send him sprawling to the ground. The cyclist who had hit him had fallen off her bike, but she seemed to be unhurt. She got up quickly and came over to check that Mark was OK. It was only when she bent over and offered her hand to help him up that Mark realised he had seen the girl before.

1 What does Mark think about the reason his group was given for why they had to wait?

A He doesn't believe that it is the whole truth.

B He thinks they should have been given more details.

C He thinks it could have been expressed more politely.

D He doesn't really understand what was meant.

2 The writer says that Mark

A caused the accident on purpose.

B is bigger than many kids his age.

C didn't realise that he was stepping onto the path.

D was seriously hurt when the cyclist hit him.

Exam Practice

You are going to read an extract from a short story. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

I was chilled to the bone despite my woollen jumper and full-length coat. I had been walking around the city for hours and I still couldn't find my way back to my hotel. Every time I tried to approach somebody whilst holding my map up with one hand and pointing to it with the other, I had been greeted with a palm held out towards me and the words, 'No English! No English!' At first, I had assumed that they were just telling me that they didn't know the language, but now I was beginning to wonder – were they, perhaps, expressing an opinion?

Surely someone in the city could help me find my way back to the hotel. In situations like this, whatever's lacking in language skills can usually be made up for with gestures, as long as they're accompanied by a decent helping of goodwill. But, then again, when had I last encountered any goodwill? I stopped myself. I realised that I was starting to get miserable and cynical. 'When did you last encounter any goodwill? ...Things aren't the way they used to be. ...There's no common decency any more.' I would have continued into a negative spiral of miserable remarks, most of which I had learnt from my tetchy old grandad. I decided to give myself a break, and have a cup of coffee. I saw a rather old-fashioned-looking café, and walked in.

It felt as if I had stepped back in time. The floor was a chessboard of black-and-white tiles, and the walls were covered in rich chocolate-coloured wood panelling. I sat on a bench at a table, leaning my back against the warm panelling. I asked for a coffee; luckily, it's a word that seems to get across most language barriers and, once the young waiter had taken my order, he quickly turned towards the kitchen. I closed my eyes to gather my thoughts. I was surrounded by the usual café sounds of cutlery (mainly teaspoons) clanging, and a murmur of voices all losing themselves in each other. Then I heard a voice speaking in English with a brash, New York accent. I opened my eyes and saw that the woman in question was sitting on the other side of the café. Her voice was raised and was clearly audible, despite the noisy environment. 'Typical,' I thought, and chuckled to myself.

My coffee landed in front of me. It wasn't the most graceful service, but that was understandable. The café was incredibly busy, and the coffee smelt wonderful! I leaned over the cup, closed my eyes and took in the aroma. Fabulous! Just what I needed to calm me down. I opened my eyes and saw the American woman looking straight at me. I smiled. She smiled back, and I thought, 'Great, someone who might be able to tell me where I am.' I don't know what it was, one of those things that you just can't put your finger on, but there was something about her that made it seem as if she lived in this part of the world, and had done so for quite some time. I decided to drink some of my coffee first and then go and talk to her. The smile had served as an ice-breaker. It was all I would need, anyway – Americans are so much more approachable than us Brits. The coffee was like velvet and I was beginning to feel less anxious and disorientated as my troubles melted away.

31 What does the first paragraph suggest about the writer?

A She knows the city she is in very well.

B She isn't wearing suitable clothes for the time of year.

C She doesn't enjoy visiting other countries.

D She is cold because she has been outside for so long.

32 In the first paragraph, what is the writer starting to think about people in the city?

A that none of them speak English

B that they are not welcoming to English people

C that they were worried about offending her

D that they don't understand what she wants from them

33 The writer suggests that her grandfather

A disapproved of her negative thoughts.

B was always happy to help strangers.

C was bad-tempered or irritable.

D would have liked the café she chose.

34 In the third paragraph, what does the writer think is 'typical'?

A The American was being loud.

B The café was very noisy.

C She had thought the speaker was a man.

D She couldn't work out who had spoken.

35 What does the writer suggest about the American woman?

A She acted more like a British person in some ways.

B She was probably a tourist too.

C She was probably going to come and talk to the writer.

D The writer thought that she could help.

36 How does the writer feel at the end of the text?

A more relaxed

B exhausted

C bored

D slightly angry

HINTS

31 Do you know what the expression *chilled to the bone* means?

32 What possible meanings could *'No English!'* have?

33 What adjective does the writer use to describe her grandfather? What did she *learn* from him?

34 Which answer choices contain true statements? Which of these facts might have amused the woman?

35 What feeling does the writer have about the American woman? What does the writer assume about the woman because she is American? What does the writer need?

36 Overall, how does the writer feel about the café and her drink? How might you feel if your troubles *melt away*?

Paper 1, Part 6 Gapped text

What to expect:

- This part consists of a longer text from which six sentences have been removed. These six sentences, together with an extra sentence that doesn't fit in any of the gaps, are given after the text. You have to decide which sentence fits in each gap.
- The text is often an extract from a magazine article or other factual text. The focus of this task is on understanding text structure and how events, opinions and ideas are developed throughout a text.

TIPS

- First, read the text through, ignoring the gaps. This will give you an idea of what the text is about, how it is structured and what the writer's ideas are.
- When choosing a sentence to fill a gap, look carefully at the information before and after the gap. Sometimes an option seems to fit with what comes before the gap, but the text after the gap doesn't follow on from the sentence logically.
- Pay special attention to words and phrases that indicate time periods, actions and their results, contrasting arguments, etc. These can all give you important clues.
- As in Part 5, avoid 'word spotting'. Just because the same word, name or number appears in a sentence and in the surrounding text, it doesn't mean that it is necessarily the correct sentence to fill the gap.
- When you've completed the task, read through the whole text again. Make sure that verb forms, plural/singular nouns, pronouns etc, match in your completed text.

Getting ready

1 **Choose the best sentence (a, b or c) to complete each paragraph.**

Brian's invention now worked exactly the way that he wanted it to. Unfortunately, however, it would be very expensive to produce devices like this on a large scale. (**1**) ____ This would make the devices less hard-wearing, but would make them cheaper to manufacture and have the added benefit of making them lighter too.

a Brian turned to Maxine Roberts, his former physics teacher for help with this problem.

b In order to cut costs, Brian proposed using plastic instead of metal for some of the parts.

c Brian would have to change his design once again or sell the devices at a very high price.

- Can you explain why the other answer choices don't fit in the paragraph?

In the summer of 2012, Roger Tate moved to a new town. He now lived more than 200 km and in a different country from the place where he worked. (**2**) ___ Roger became what is known as a 'supercommuter', somebody who spends four hours or more travelling to and from work every day.

a One of Roger's main motivations for leaving was that he wanted to spend less time on his morning commute.

b They would now need to spend three hours on the train, just to get to work in the morning.

c Nevertheless, he loved his job and had no intention of looking for work elsewhere.

- Can you explain why the other answer choices are incorrect?

2 **Write your own sentences to complete the paragraphs below.**

Glass is an incredibly useful and important material. (**1**) _____ _____ To start with, if it is looked after well, it will last for a very long time. Moreover, it doesn't rust or contaminate things that are stored in it. Finally, perhaps the most important quality of glass is that it's transparent – we can see through it. For this reason glass is used in windows in our homes and vehicles. (**2**) _____ _____ Some of these include food packaging (eg – jam jars), mirrors, TV screens and lenses for telescopes and microscopes. Another very important use of glass is in optical fibres. These carry information all over the world at the speed of light.

3 **Choose from the sentences A – D the one which fits each gap (1 – 3).**

Map-making through the Ages

Early maps made on clay tablets by Babylonians date from at least 4000 years ago, and ancient Egyptians displayed similar map-making skills. (**1**) ____ About 2,500 years ago, Greek scholars began to write geography books.

Much later, the Greek astronomer and mathematician, Ptolemy (90 AD – 168 AD), who spent years studying at the world-famous library in Alexandria, produced a great work, his Guide to Geography, in eight volumes, the first of which dealt with map projection and globe construction. (**2**) ____

By 1000 AD the Chinese were navigating with the help of magnetic compasses. (**3**) ____ Until that time, sailors had tried to stay within sight of land whenever possible. This technological development, therefore, had a significant effect on how people viewed travelling across the world's oceans.

A The final volume contained instructions for making maps of the world.

B Each new discovery or invention helped people to make further discoveries.

C Archaeologists have also found sketch maps from other cultures on animal skins, wood and bones.

D On the other side of the world, the earliest record of one being used in Europe was in 1187.

Exam Practice

You are going to read an article about a woman who works for a charity in the Himalayas. Six sentences have been removed from the article. Choose from sentences A – G the one which fits each gap (37 – 42). There is one extra sentence which you do not need to use.

Living on the "Roof of the World"

Sandy Cooper works in the Himalayas, helping the Sherpa people and trying to protect the environment.

I was really excited when I got this job. It seemed wonderfully exotic, and I've always loved mountains, having grown up in the Scottish Highlands. I was given some training in understanding the culture of the Sherpas, the people who live in the area, and a crash course in their language. When I first arrived at the village where I would be staying, I was overwhelmed. The Sherpas are extremely generous and hospitable.

One of my first duties was to oversee the building of a new medical centre. The organisation I am employed by recruits volunteers from Britain to work on such projects alongside the Sherpas. The projects are "self-help" ones, and the Sherpas are happy to give their time to work on them. 37 ☐ Getting their help also means that they can be more involved with the planning of such projects, and feel that they are contributing to improving their communities.

The health centre is up and running now, but other projects are on-going. Apart from helping the Sherpas, the NGOs in the area are trying to help the environment. You might think that the Himalayas are so remote that there are no environmental problems but, sadly, this is not the case. 38 ☐

The city of Kathmandu and the Khumba Valley can comfortably accommodate around 40,000 people but, in peak tourist season, there are as many as 700,000 visitors in the area. So many feet trampling the mountains can do a lot of damage. 39 ☐ This is largely due to the fact that the local people cut down trees to use as fuel to cook meals for tourists, and to heat water for showers.

Even Mount Everest itself is in trouble. 40 ☐ Climbers have left climbing gear, the usual glass, plastic and tins, and even electronic devices such as satellite dishes, on the mountainside. A lot needs to be done to clean things up.

Some people would like to see the area temporarily closed to tourists. However, the Sherpas are opposed to this, as tourism is their livelihood. A guide who takes a small group of climbers to the top of Everest earns at least $3,000 for 60 days' work. 41 ☐ Others earn money from selling handmade craft items, or acting as porters. There are also restaurants and cyber cafés all along the trail to Mount Everest, and many villagers have become rich by the standards of this region. If there were no tourists, the environment might benefit, but the locals would certainly suffer.

At the moment, my organisation helps run education programmes for tourists in an attempt to limit their impact on the environment. 42 ☐ There are no simple solutions to the area's problems, but we must try to find a way to protect both the environment and the Sherpa people.

A The famous mountain has become a rubbish dump.

B Everest is a popular place for 'charity treks'.

C That's a substantial sum in this region.

D I hope this will have some success, but nothing here is straightforward.

E After all, these initiatives improve their everyday lives.

F Tourists flock to the region every year and the sheer number of them puts a strain on the natural world.

G Deforestation is becoming a real problem, too.

HINTS

37 Look at the sentences before and after the gap. Which sentence might give a reason why Sherpas would *be happy* to help on the projects?

38 What does *this is not the case* mean here? An example of what is likely to follow this phrase?

39 Look at the sentence after the gap. Which environmental problem is it explaining?

40 Look at the sentences before and after the gap. Which sentence might link *Mount Everest* with the idea of climbers leaving things behind?

41 Which sentence could link back to the *$3,000* that Sherpa guides can earn?

42 Look at the sentence after the gap. Which sentence might tie in with *There are no simple solutions*?

Paper 1, Part 7 Multiple matching

What to expect:

- This part consists of ten questions followed by one long text or up to six shorter texts. You have to locate the text (or part of a longer text) which matches each question.
- The questions in this part focus on detail, attitudes and opinion. You need to be able to scan a text quickly in order to pick out relevant information.

TIPS

- For this part, some students prefer not to read the texts first. You could read the questions and then go through the texts one by one seeing which questions they refer to.
- Different texts or parts of the text may contain similar ideas or vocabulary, so check carefully to decide which one matches the question exactly.
- You won't find the information in the questions worded exactly the same way in the text(s). Think about how the questions could be reworded.
- The correct text or part of text may contain evidence in more than one sentence.
- As in Parts 5 and 6, you should avoid 'word spotting'. Don't assume a text is the one you are looking for just because it contains a word that appears in the question.
- Note you will need to use the options more than once. (eg – *A* might be the answer for three or four questions).

Getting ready

1 **Look at the text below. Tick (✓) the questions which apply to this text.**

Which person

1 lives in an urban area? ☐
2 mentions how clever a particular type of animal is? ☐
3 gets new customers after recommendations from old customers? ☐
4 developed a skill when they were very young? ☐
5 doesn't work with animals any more? ☐

Corinne Black – dog trainer

I grew up working with dogs. My parents, who have a hill farm with over six hundred sheep, always have at least four sheep dogs. Of course, sheep dogs need high quality training if they are to do their job well, but fortunately they are extremely intelligent animals. Mum claims that I took to training dogs almost as quickly as I learnt to walk. She says I'm a natural when it comes to getting the best out of a dog. I no longer live on the farm, but I still live in the countryside. I've got a small field next to my house, where I run my own business, doing obedience classes for dogs. I get a lot of new business by word of mouth because my customers are thrilled when they realise how much my obedience classes can improve their quality of life.

2 **Choose from the texts (A or B) to answer the questions 1 – 5.**

Which person

1 mentions working well with their colleagues? ☐
2 often teaches things to members of the public? ☐
3 sees very few people while they are working? ☐
4 says that they always have to work early in the day? ☐
5 mentions a way that their employers save money? ☐

A ***Suzie Walker***

I work at a wildlife centre that is becoming a famous local attraction. The centre's birds of prey are among its biggest draws. We have a variety of owls, eagles, hawks and falcons. I'm an assistant bird handler and since I started working here I've picked up a lot about the different types of care, attention and exercise that the various species of birds need. Everyone who works at the centre gets a lot of training, and I think this is why we work so well as a team. An important part of my job is to give visitors information about these birds and the projects that we work on to protect them. When the weather is good, visitors (over 14 years old) can hold a bird of prey (while wearing a strong leather glove), walk with it and watch it fly. The centre is open from early in the morning but, fortunately, I usually work the afternoon shift. I've never been much of a morning person.

B ***Donald Mair***

I've worked with horses for more than 30 years. I'd always known that I would work for the family business once I left school. We own a dairy in a large town. We sell our milk, cream, butter, cheese and yoghurt to shops and supermarkets, but we still do traditional milk deliveries to people's houses every morning too. That's where I come in. I use a horse-drawn milk cart, rather than a lorry. Now that petrol is so expensive, this helps our company to stay competitive. You may think it's dangerous with so much traffic on the streets, but it's actually quite quiet when I'm out on my rounds at the crack of dawn. I spend a few more hours at the dairy after my rounds, mainly looking after the horses. I've got a great relationship with them. I rarely see my customers, and my wife teases me that I spend more time talking to animals than to people.

You are going to read an article which looks at four peoples' lives shortly after they finish university. For questions 43 – 52, choose from the people, (A – D). The people may be chosen more than once.

Which person

is worried about their financial situation?	43
has a job that will allow them to visit new places?	44
did something that helped with their studies during the university holidays?	45
earns more money than they had expected to?	46
was influenced in their choice of career by their own schooling?	47
felt they had to produce good pieces of written work?	48
did some paid work while they were studying?	49
didn't have as good a social life as other students?	50
studied something related to a long-term interest?	51
can't do further study at the moment?	52

Life after Graduation

A **Jim Rheinhardt** studied physics, and had no trouble finding work after getting his degree. He is now a science writer for a well-known magazine. While still at university, Jim entered a competition run by a science magazine to find talented new writers. He won, and his competition entry was published. Soon afterwards, Jim was hired to contribute more articles. They were all published, and he was offered a permanent full-time job when he graduated. Jim had originally wanted to do research after graduation, but eventually accepted the job offered. Now he says he's glad he did. He has opportunities to meet famous scientists and he keeps up with what's new in the scientific world. He will have travel opportunities too, because the magazine covers important international conferences. Jim adds that the pay is much better than he would be getting if he had stayed on at university to do research.

B **Beth Tanami** graduated in sociology and psychology. All her tuition fees were paid for by the police, as was her accommodation, and on top of that she received a good living allowance. In return, Beth will now take part in a police training scheme, and has agreed to work for the police for a minimum of five years. She was chosen from hundreds of applicants and thinks that she was very lucky, although at university she was under pressure. She was expected to study hard, and to obtain good marks for all her essays. She says that she had limited opportunities to enjoy some aspects of student life, such as socialising, but she still had a good time and, unlike most students, had no financial worries. The hard work paid off, and Beth left university with a first-class degree. She would like to do a master's degree one day, but that isn't possible until she's completed the terms of her contract.

C **Brian Marshall** studied history as a mature student, finishing his degree at the age of 56. He says that the age difference between himself and most of his fellow students wasn't a problem. However, he did sometimes feel awkward because he could afford to do things that the other people on his course couldn't. This was because he'd had a very successful business, which he sold when he retired early. He'd always had a fascination with history and, looking for a new challenge, he decided to do a university history degree. Between terms, he travelled to the places he'd learnt about, which he says helped him to understand why some events had occurred. He's now hooked on history and has signed up to do a doctorate for his own enjoyment. He admits that he really enjoys university life, as it's much more relaxed than life in the business world.

D **Anne Powell** graduated in European literature and has so far been unable to find a job. She's now decided to go back to college to do a one-year business course, which should make her more employable. She had no idea what job she might do when she chose her degree course. Friends had suggested teaching, but that didn't appeal to Anne, especially when she recalled that her own teachers had had a very difficult time with pupils who had little interest in what they were learning. Anne hopes that the business qualification will help her find work with a multinational company. Ideally, she'd like a job that allows her to travel. At the moment, however, any job would do. She is very concerned about having to go into debt to pay for another year's study, but doesn't believe that she has any other choice.

HINTS

43 Look for another way of saying *worried about*. All of the texts mention money in one way or another, but only one person is not sure about how they will be able to afford something.

44 Travel is mentioned in several of the texts, but who can travel on work assignments?

45 What's another way of saying *during the university holidays*?

46 Who compares their job to something else they had thought about doing?

47 Who discusses their own experiences at school and a decision they made about work?

48 In which text is the need of someone to do well mentioned?

49 What's another way of saying *asked to do a paid job*?

50 Which text includes a verb related to *having a social life*?

51 Which text includes a word related to someone's interest in a certain topic?

52 Which of the people has done something that limits their options for the next few years?

What to expect:

- Paper 2 has got two parts.
- It lasts for 1 hour and 20 minutes.
- You must do the question in Part 1 which will ask you to write an essay. You choose one of the questions from Part 2. Each of the two parts carries equal marks, and you will be asked to write 140 – 190 words for both pieces of writing.
- In Part 1, the topic of the essay is given in the form of a direct question or statement. You are given two prompts related to the question or statement. You must address both of these prompts and a third idea of your own in your essay.
- In Part 2, there are four questions. Three of these are on general topics and the fourth is based on that year's set reading text. You answer one of these questions. You might have to write an article, an email, a letter, a review or a story. (Question 5 on the set text might also require you to write an essay.)

TIPS

Before the exam

- Practise writing the different types of text you might be asked to produce in the exam.
- It is a bad idea to try to memorise large chunks of text to use in a story or essay. These are easy for examiners to spot and are very unlikely to be relevant to the question being asked.
- However, you should learn some useful words and expressions that you can use in these types of writing. (eg – standard ways of opening and closing a letter, expressions you can use to give opinions or express agreement, disagreement, etc)
- Use the Practice Tests in this book to give you an idea of how long it typically takes you to write an answer to these questions. Remember that in the exam you should spend roughly the same amount of time on each of your two pieces of writing.
- You should also practise writing answers to these questions within the word limit. Counting words in the exam wastes time and isn't necessary, but you should have a good idea of what an exam-length text looks like.
- Practise completing writing tasks without using a dictionary. You won't have a dictionary in the exam, and it's a good idea to practise techniques for what to do if you can't think of a specific word.

In the exam

- Read the questions very carefully. It is very important that your piece of writing is a relevant response to the question and covers all the information asked for in the question.
- Before you start, make a short plan for your piece of writing including the information you want to include in each paragraph. This will help you write a clear, well-organised response to the question, and should ensure that you don't forget to include any of the information requested.
- Make sure your handwriting is as clear as possible, but don't waste time rewriting your texts.
- Try to use a variety of vocabulary and grammatical structures. This will help you to communicate your ideas clearly and will make your writing more interesting for the reader.

Paper 2, Part 1 Essay

What to expect:

- The task is in the form of an essay question with prompts.
- In your essay you might have to agree or disagree with a statement, give opinions on a statement, give information or explanations, compare and contrast ideas or opinions, provide reasons or examples to support your views and draw conclusions.
- You need to respond to the two prompts given in the question. The third prompt always requires you to come up with another idea relevant to the topic.

TIPS

- It's very important that your essay is well-organised with clear paragraphs. It's a good idea to introduce the topic in your first paragraph and write a conclusion, summing up your main points and ideas in the last paragraph.
- You should use neutral or formal language in an essay. Don't use very informal language or slang.
- Use linking words and phrases to connect your ideas. Try to use a variety of vocabulary and grammatical structures. Varying the length of your sentences and using direct and indirect questions can also help you to clearly express your ideas.
- There are no right or wrong answers to essay questions. It doesn't matter what opinions or ideas you express as long as they are relevant. Wherever possible, though, you should give examples and reasons to help explain your views.
- When you finish, read through your essay, checking for spelling and grammar errors and making sure that you have included all of the information required.

Getting ready

1 **You should use linking words and expressions to connect the ideas in your essay. Choose the correct option.**

1 Travelling by train is generally quicker than driving. **Too/Also**, in my opinion it is more relaxing.

2 **In spite/Even though** of the fact that the city is growing rapidly, very little money has been spent on the public transport system.

3 The government should organise an advertising campaign **in order to/in case** promote this scheme.

4 Lots of people are opposed to this plan. **However/No matter**, I think it is the only practical option.

5 One advantage of these gadgets is they are very user-friendly. **Since/Consequently**, it would be easy to train employees to use them.

6 I am opposed to keeping animals such as monkeys as pets **as if/due to** the fact that I think it is cruel.

7 It is difficult to find work in this area and, **as a result/with the aim**, many young people move away after they finish school.

2 **Match the headings in the list to the groups of expressions below.**

• Giving an opinion • Stating advantages/disadvantages • Introducing a topic
• Listing points • Introducing a conclusion • Introducing a contrasting idea

1 _____

A clear benefit of this plan is that it would save the town money.

The main drawback of using devices like this is that they don't work in bad weather.

One downside of joining an after-school club might be that you spend less time at home with your family.

2 _____

To begin with, I think that young people are very well informed on this issue.

Secondly, the funds for projects like these come from our taxes.

What's more, sugary snacks and drinks like these are bad for our health.

3 _____

In my view, it is clear that learning another language is good for teenagers.

I strongly believe that we can all do more to help the environment.

It seems to me that high school students should have more control over the subjects they study.

4 _____

All in all, I believe that visiting another country is very beneficial for young people.

In conclusion, I don't think that high school students should have to wear a uniform.

To sum up, the mayor's plan will cause far more problems than it solves.

5 _____

However, another way of looking at this is that it is providing consumers with more choice.

On the other hand, schemes like this have worked in some other places.

Despite this fact, the plan is very popular with workers in the city.

6 _____

The subject of whether or not teenagers should all have to do community service is a controversial one.

There is no doubt that our town should do something to clean up Breeken Park.

Many people believe that doing scientific experiments on animals is wrong.

Exam Practice

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

1 **In your English class you've been talking about school holidays. Now your English teacher has asked you to write an essay.**

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

Some people believe that schools should have shorter summer holidays and longer holidays at other times of the year. Do you think this would be a good or bad thing for high school students?

_____

Notes

Write about:

_____

1 educational effects of the change on students
2 how students typically spend the long summer holiday
3 _____ (your own idea)

HINTS

- In your first paragraph, you should say what the issue is, and you could briefly state your opinion.
- If you want to write about the benefits and drawbacks of the idea, have a separate paragraph for each.
- You've been asked to give your opinion. There isn't a right or wrong answer, but give reasons to explain your point of view.
- You must say something about the effects the change would have on students' education and something about how students normally spend the summer holiday. Don't forget to include a third idea of your own.
- For the third idea you could say something about, for example, the effect the change would have on students' health or stress levels, or how it would affect their family life.
- Remember to sum up your ideas in the final concluding paragraph.
- When you've finished, read through your essay. Check for spelling and grammar mistakes and make sure you haven't used any very informal English.

Paper 2, Part 2 Questions 2–4

What to expect:

- Questions 2 – 4 might require you to write an article, a letter/an email, a review or a story.
- In this piece of writing, you might have to describe or explain something, give information, make a suggestion or recommendation, or persuade someone to do something. It's also very important to keep in mind the intended reader of this piece of writing.

TIPS

- You will probably do better if you choose a task that is suited to your interests and experience.
- Even in informal pieces of writing (such as an email to a friend), it's important that you write full sentences with correct grammar and punctuation. Your piece of writing will be easier to understand if it is clearly organised into paragraphs or sections.
- You should avoid a task if you don't understand exactly what is required. You must respond to every point in the question.

Writing an Article

- You might be asked to write an article for a magazine, website or newsletter.
- You can use lively, colourful language in an article, but it shouldn't be extremely informal.
- An article should grab the reader's attention. Ways of doing this include giving the article a catchy title, using rhetorical questions and describing personal experiences.

Getting ready

1 **Which paragraph (A or B) would be a better way to start an article about the best holiday you have ever had? Why?**

A **My Best Holiday**

Two years ago, I went to Cadiz in southern Spain. It was the best holiday I have ever had. There are lots of great things to see and do in Cadiz. I had a very good time there.

B **Southern Splendour**

What are you looking for in a holiday destination: beautiful historic buildings, amazing beaches or delicious cuisine? When you visit Cadiz in southern Spain, as I did two years ago, you can combine all three!

2 **You can make an article more interesting by using a variety of adjectives. Which adjective from the list could replace the words in bold in each sentence?**

• filthy • deafening • scorching • enormous • outstanding
• delighted • hilarious • terrible

1 There was a **very big** dog lying on the garden path. _____
2 He told us some **very funny** stories about his time in South America. _____
3 The food at the hotel was **very bad**. _____
4 I was **very happy** when I got this gadget. _____
5 The river looked cold and **very dirty**. _____
6 The weather that day was **very hot**. _____
7 Our guides were **very good**. _____
8 The music in the restaurant was **very loud**. _____

TIPS

Writing a Letter/an Email

- The letter/email you are asked to write may be informal (eg – to a friend) or more formal (eg – to a head teacher or the editor of a magazine). It's very important that you keep the target reader in mind.
- You should learn appropriate opening and closing formulas for formal and informal letters/emails.

Dear Sir/Madam, ...	Yours,/Yours faithfully, ...
Dear Mr Jones, ...	Yours,/Yours sincerely, ...
Dear Kate, ...	Love,/Take care,/Best wishes, ...

- You should organise your letter/email into suitable paragraphs. It's a good idea to include your reason for writing in the first paragraph. In the last paragraph, say what you hope will happen next (eg – I hope you can help me with this matter. [formal] Write back soon and let me know what you think. [informal])
- You don't have to include postal addresses or email addresses.

Getting ready

1 **Tick (✓) the sentences which would be suitable for an email to a friend.**

1 I am writing with regard to your current school project. ☐
2 Say hi to your brother for me! ☐
3 It was great to hear from you. ☐
4 Please do not hesitate to contact me if you require further assistance. ☐
5 Get back to me soon and tell me how you're getting on. ☐
6 I'd love to help with your project on festivals around the world. ☐

2 **In a letter to a friend, you might have to give advice. Complete each sentence with an item from the list.**

• do • should • were • forget • don't

1 Why _____ you try talking to your parents about the problem?
2 If I _____ you, I'd apologise to your sister.
3 I think you _____ join an after-school club.
4 Don't _____ to look for more information online.
5 Whatever you _____, don't spend a lot of money on equipment at first.

TIPS

Writing a Review

- You might be asked to write a review for a magazine, newspaper or website. There are lots of different things that you might be asked to review, eg – a restaurant, a gadget, a book, a film, a holiday.
- In your review, you will have to give a clear description of the item/place and what your opinion of it was. You'll often also have to include a recommendation for the reader of the review.
- You should organise your review clearly. It's often a good idea to start with a description of the item/place. Then give your opinion on it. In the last paragraph, you can say whether or not you recommend it to the readers.
- Only do the review question if you are confident that you know a range of vocabulary that you can use to talk about the topic (films, books, restaurants, etc) of the review.

Getting ready

1 **Write P if the sentence is from a positive review or N if it is from a negative one.**

1 This is an uplifting and imaginative TV show. ☐
2 I had high expectations, but the food was actually something of a let-down. ☐
3 Comedy fans are sure to enjoy the new sitcom on Channel 7. ☐
4 What impressed me the most was how user-friendly the website is. ☐
5 Despite the hype, I was disappointed by her latest novel. ☐
6 Until some of these problems are solved, I can't recommend this product. ☐
7 I couldn't put down this exceptional whodunnit. ☐
8 This tedious film is a complete waste of time. ☐

2 **The sentences below are from positive reviews. Choose the correct option.**

1 I **highly/brightly** recommend this hotel.
2 If you're a rock music fan, don't **miss/fail** the chance to see them perform live!
3 The **spotlight/highlight** of the trip for me was the visit to the art gallery.
4 I think this magazine will **attract/appeal** to all sporty teenagers.
5 I was **pleasantly/strongly** surprised by the warm friendly atmosphere.

TIPS

Writing a Story

- You might be asked to write a story for a magazine or website. You will be given a sentence which you must use to start your story and two prompts that you must include in the story.
- Your story should be easy to understand and interesting to the reader. Organising your story into paragraphs and using linking words and expressions to connect the events of the story will help you to achieve this.
- Make sure your story follows on logically from the given sentence. The first sentence will tell you if you should write your story in the first person (I) or the third person (He/She). Make sure that you include both of the two prompts in your story.
- You will probably have to use a variety of past tenses in your story. Using direct speech and a range of adjectives can make your story more interesting. If you like, you can also give your story a title.
- It's a good idea to say how the main character is feeling at different points in the story.

Getting ready

1 **You can make a story more interesting by using a variety of adjectives. Which adjective from the list could replace the words in bold in each sentence?**

• picturesque • contented • risky • furious • terrified • dreary • bizarre • bustling

1 Andy was **very angry** when he heard what had happened. _____
2 It was a **very strange** situation! _____
3 We were all **very frightened** when the lights went out. _____
4 James found himself on a **busy** city street. _____
5 The old man looked **happy** and comfortable, sitting in his armchair. _____
6 They arrived in the small, **pretty** village early the next morning. _____
7 It was a **dull and boring** winter afternoon, and Tina had nothing to do. _____
8 It was **dangerous** to try to enter and leave the office without being seen. _____

2 **You should use time links to connect the events in your story. Which time link from the list has the same meaning as the time link in bold in each sentence?**

• as soon as • in the end • suddenly • shortly afterwards • meanwhile • straight away

1 Jack waited outside; **in the meantime**, we searched the living room. _____
2 **Eventually**, we gave up and went home. _____
3 **Without warning**, the man started shouting at us. _____
4 Lisa ran out of the classroom **the moment that** the bell rang. _____
5 She agreed to help us **immediately**. _____
6 **Not long after that**, the first guests arrived. _____

Exam Practice

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

2 **You see this announcement in an English-language magazine for teenagers.**

Book Reviews Wanted

Have you recently read a novel that you really enjoyed?

Write a review of it for us. Tell us about the story and the main character.

Say why you enjoyed it so much, and say whether or not you recommend it to our other readers.

We will publish the best reviews next month.

Write your **review**.

HINTS

Review: What are you going to review?
What information must you include?
What should you include in the last paragraph of your review?

3 **You have received an email from your English-speaking friend, Julia.**

From: Julia
Subject: Can you help?

For my birthday last month, my grandparents gave me some money. I'm not sure what to do with it. One option is to get a smartphone. The phone I've got now is pretty old and I can't use it to go online. On the other hand, I'd like to get a bike. I could ride it to school, and it would make it easier to get around town.

Which one do you think I should get?
Julia

Write your **email**.

HINTS

Email: Who is going to read your email? Should it be formal or informal?
How are you going to start and finish your email?
What question do you have to answer?
What reasons will you give to support your answer?

4 **You see this notice on a website popular with young people.**

Stories Wanted

We're looking for short stories for our website. Your story must **begin** with this sentence.

It was a warm sunny day, so Peter decided to go for a walk around the lake.

Your story must include:

- a boat
- an accident

Write your **story**.

HINTS

Story: Who is going to be the main character in your story?
How will you start your story?
How will you include the things in the two prompts?

Paper 3 Listening

What to expect:

- Paper 3 has got four parts.
- It lasts for approximately 40 minutes.
- You will hear the recording for each part of the test twice.

TIPS

Before the exam

- Listen to as much spoken English as you can. Watch TV shows and films in English without subtitles to see how much you understand. If you have internet access, you can listen to English-language radio stations and podcasts on subjects that interest you. If you have got English-speaking friends, have conversations with them in English whenever you can.
- Use the Practice Tests in this book to become familiar with the tasks and the types of questions you will encounter in the exam.

In the exam

- Before the recording for each part starts, you will have time to read through all of the questions. Do this carefully so that you have a good idea of what information you are listening for. You will also get some clues about what you are about to hear.
- At the start of each part you will hear some information that will give you some context for the recording. Listen to this carefully so that you get used to the volume of the recording, the speed of the speakers' speech, etc before the important part of the test starts.
- Answer all of the questions. Even if you are not sure about one, you have probably understood more than you think.
- Some students find it helpful to try to answer the questions the first time they hear the recording, and then to concentrate on checking their answers the second time they hear it.

Paper 3, Part 1 Multiple choice

What to expect:

- There are 8 questions in this part. They are multiple-choice questions with three answer choices for each one. You hear a short recording (approximately 30 seconds long) for each question. The recording could be a monologue or an exchange between two speakers.
- For each question, you will hear the context sentence and then you have time to read the question before the recording begins.
- The questions could test your understanding of detail, gist, overall meaning or a speaker's purpose, attitude or opinion.

TIPS

- Read the question and the three answer choices carefully so that you know what information you are listening for.
- Pay careful attention to the speaker's tone of voice, especially if the question asks about their feelings, attitude or opinion.
- You will probably hear words/phrases connected to the wrong answer choices. Don't answer the question based on hearing just one or two key words.

Getting ready

1 **The question below is similar to the ones you will see in this part of the exam. Underline the key words in the question.**

You hear part of a radio play.

What is the man asking the woman about?

A her personal qualities
B a job that she used to do
C a qualification that she has got

- Based on the question, can you guess what the situation with the two speakers is likely to be?
- What are some words/phrases that you might hear related to the three answer choices?

2 **Look at the exam-style question, then answer the questions below it.**

You overhear a conversation in a restaurant.

Who are the speakers?

A two customers
B a waiter and a customer
C the restaurant manager and a waiter

- What are the people likely to be talking about?
- If answer A is correct, what might you hear?
- If answer B is correct, what might you hear?
- If answer C is correct, what might you hear?

Exam Practice

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

1 You hear two colleagues talking.
What is the man trying to do?

A apologise to the woman
B persuade the woman to do something
C complain to the woman

2 You hear a reporter on the radio.
Who is he going to talk to?

A an airport official
B an architect
C a passenger

3 You hear two teachers talking.
What is the man's problem?

A He feels ill.
B He doesn't know where he is supposed to be.
C None of his students came to his last class.

4 You hear part of a radio play.
Where is the scene taking place?

A a supermarket
B a restaurant
C an open-air market

5 You hear a woman talking about something she's been working on.
What is it?

A an art project
B a book
C a newspaper article

6 You hear a holidaymaker being interviewed.
How does he feel?

A furious
B embarrassed
C disappointed

7 You hear a woman talking about her work at a café.
When do they get the most customers?

A in the mornings
B in the afternoons
C in the evenings

8 You hear part of a telephone conversation.
What is the relationship between the speakers?

A employer and employee
B employees of different companies
C colleagues at the same company

HINTS

1 What can you tell from the man's tone of voice? What does he want to happen?
2 What is the man discussing? Who does he introduce at the end of the recording?
3 What misunderstanding does the man clear up? What advice does the woman give him?
4 The man is a customer, but who do you think the woman is? What does the woman say happened last week? What problem does the man mention?
5 What is the connection to art? Why does the woman mention a local newspaper? What has the woman been doing lately?
6 What can you tell from the man's tone of voice? Why does he feel bad?
7 What adjective does the woman use to describe working in the morning? When does the woman say that things are 'hectic'? What does she do in the evenings?
8 Do you think the speakers know each other very well? Why did the man call the woman? What is the man's boss worried about?

Paper 3, Part 2 Sentence completion

What to expect:

- In this part, there are 10 questions in the form of incomplete sentences. You have to complete the sentences using information from the recording.
- The recording is a monologue that lasts 3 – 4 minutes.
- The questions follow the same order as the information is given in the recording.
- The focus in this part is on detail and identifying specific information or opinions.
- For each answer, you have to write 1 – 3 words, exactly as they are heard in the recording (so you don't have to change the form of any of the words).

TIPS

- Use the time before the recording starts to read the questions carefully. You might be able to work out something about the missing word/phrase. (Will it be a verb/adjective, etc? Is a number required? Is it likely to be a day of the week or a time?)
- Remember, you must write your answers in capital letters on the separate answer sheet. Write clearly and check your spelling at the end of this part.
- Note, it's easier to write numbers in figures rather than in words. (eg – write '34', not 'thirty-four' or '10:30', not 'half past ten'.
- Some students make mistakes by including unnecessary details or by rephrasing what they hear on the recording. Remember, you never have to write more than 3 words, and you don't have to make any changes to these words.
- The words/phrases that you have to write are the same as in the recording, but the rest of the sentences in the questions have been reworded. Think about how the information may be given in the recording.
- If you miss an answer, don't spend too long thinking about it. Remember the questions are in the same order as the information is given, so you should know what part of the recording to focus on to get a missing answer the second time you hear it.
- At the end of this part, check your answers by reading the completed sentences and making sure that they make sense grammatically and they reflect what you heard.

Getting ready

1 **Look at the sentences below. What can you tell about the missing answers before you hear the recording?**

When Eric was younger his ambition was to be a (**1**) _____.

Eric moved to (**2**) _____ after finishing school.

Eric's first job when he gets to work each day is to (**3**) _____.

It takes Eric roughly (**4**) _____ to make a jacket.

Exam Practice

You will hear a man called Rob Campbell talking about his work for a holiday company. For questions 9 – 18, complete the sentences with a word or short phrase.

Rob says that his company's customers are slightly (**9**) _____ than typical holidaymakers.

Rob understands the appeal of daydreaming about leading a (**10**) _____.

It wasn't long ago that Rob found out how (**11**) _____ *Robinson Crusoe* was.

Rob says that, when reading stories, people like to imagine what they would do if they were the (**12**) _____.

Groups of up to (**13**) _____ people can go on the deserted island trip.

The castaways can get drinking water from (**14**) _____.

Rob uses a (**15**) _____ to contact the group each evening.

The only emergency Rob has had to deal with was when a man injured his (**16**) _____.

Groups of co-workers might be sent on the trip because their employer wants them to build (**17**) _____.

Rob says that people often have very (**18**) _____ ideas when it comes to designing a shelter.

HINTS

9 What does the word 'than' in the question tell you? What's another way of saying 'typical holidaymakers'? What adjective does Rob use to describe the people who go on his company's trips?

10 What expression does Rob use that means 'I understand'? What does Rob say people daydream about having?

11 What might Rob not know about this book? What's another way of saying not long ago?

12 What word does Rob use for the main character in a story?

13 What information is probably missing from this sentence? What does 'up to' mean?

14 What possible sources of drinking water might there be on the island?

15 How might Rob get in touch with people on the island? Rob doesn't mention the 'evening' but what does he say?

16 What is the missing word likely to be here? What happened to the man who had the accident?

17 What might an employer want a group of colleagues to have? What type of answer (adjective/noun phrase/number) is needed here?

18 How does Rob feel about the shelters people build on the island? What adjectives does he use?

Paper 3, Part 3 Multiple matching

What to expect:

- In this part, you hear 5 short monologues (each about 30 seconds long) that are related in some way (eg – they are on the same topic or about similar experiences).
- You have to choose from 8 written prompts the one that matches what each speaker says.
- The focus of this part is on gist, detail, speakers' opinions and attitudes.

TIPS

- Before you listen, read the 8 answer options carefully. Think about what you might hear or how the speaker may express these ideas.
- When you are listening to the recording the first time, if you are unsure about an answer, wait until you hear the recording again. You don't want to 'use up' an answer that matches with another speaker.
- A speaker might mention elements from more than one of the 8 answer choices. Make sure the meaning of the answer choice is the same as what the speaker says.

Getting ready

1 **The scripts below are similar to what you might hear speakers say in this part of the exam. Choose from the list (A – D) what each of the speakers says about the place they live in.**

A It's peaceful all year round.

B It's a busy seaside town.

C It's easier for me to socialise here than where I lived before.

D I moved here in order to do a university course.

Speaker 1 ☐

I moved here from the countryside because it's more convenient for my work. It was a bit of a shock at first, as I was used to peace and quiet. In fact, the only sounds I'd hear were birds and farm animals. Now, there's constant noise all day and most of the night. I have to say that my social life has benefited from the move though. I'm far less isolated because making arrangements to meet up with my friends is much more convenient.

Speaker 2 ☐

It's a really lively town with lots going on. It's a university town, so there's always something to do and lots of choice when it comes to entertainment. The students and locals get along pretty well and, of course, the students are very good for the town's economy. We're on the coast, so we get some tourists too, during the summer. That means the atmosphere is good even when the students go home for the summer holiday.

Exam Practice

You will hear five short extracts in which people are talking about sport. 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 This sport is really dangerous, but that's why I like it.

B The sport I do now wasn't the first one I was really interested in.

C Even the difficult bits are fine because I've got company.

D Some people find it difficult to understand the rules of this game.

E I have a different attitude towards the sport than some others do.

F I'm not an amateur; this is how I make my living.

G I don't think that being famous has changed me.

H I'm not very active any more.

Speaker 1 ☐ 19

Speaker 2 ☐ 20

Speaker 3 ☐ 21

Speaker 4 ☐ 22

Speaker 5 ☐ 23

HINTS

Speaker 1 Does the speaker still play rugby? Did he enjoy trying other sports? What does he say about the exercise he does now?

Speaker 2 Does the speaker go horse riding alone? How does she feel about going to look after her horse every day?

Speaker 3 What caused the speaker to get serious about swimming? What had he done before that?

Speaker 4 How serious is the speaker about her sport? What does she say about money? Does she say anything about being well-known?

Speaker 5 Why does the speaker play golf? What does he say about the other players at the golf club? What does he say about being a professional golfer?

Paper 3, Part 4 Multiple choice

What to expect:

- In this part, you hear an exchange between two speakers (eg – an interview or radio discussion) lasting 3 – 4 minutes. You have to answer seven 3-option multiple-choice questions based on what you hear.
- The questions follow the same order as the information is given in the recording.
- The focus in this part is on opinions, attitudes, overall meaning and identifying specific information.

TIPS

- Read the questions before you listen to the recording. However, some students prefer not to look at the answer choices at first. They look at the question, then listen and think of their own answer to the question. Finally, they see which answer choice is closest to the answer they thought of.
- If you aren't sure of an answer after hearing the recording twice, see if you can eliminate one of the answer choices before you make a guess.
- If you miss an answer, don't spend too long thinking about it. Remember the questions are in the same order as the information is given, so you should know what part of the recording to focus on to get a missing answer the second time you hear it.

Getting ready

1 **Look at the exam-style question. What type of information are you going to listen for?**

What does Jack enjoy most about his job?

A meeting new people

B cooperating with his colleagues

C managing to persuade people to ask for help

2 **Below is part of the script. Why is B the correct answer to the question above? Why are answer choices A and C wrong?**

Interviewer: So, you've told us some of the difficult things about your job but, on the whole, it must be rewarding.

Jack: Oh yes, of course. I don't want to give the wrong impression. I love my work. Dealing with members of the public who you don't know but who are upset or angry is really tough. I don't think I'll ever get used to it, but it's something you've got to do. At the end of the day, we're trying to help them, and most people realise that sooner or later. The high point for me, and what keeps me going is my colleagues. They're really smart and good at their jobs, so when I go to them with a problem, I know that together we're going to find a solution.

Exam Practice

You will hear an interview with a teenager called Mark Wilson who's talking about art. For questions 24 – 30, choose the best answer (A, B or C).

24 Mark tells the interviewer that

A he remembers the first pictures he drew very clearly.

B his mother knows very little about art.

C his mother has told him about his first attempts at drawing.

25 Why did Mark's mother buy him some finger paints?

A She didn't want him to touch her paintings again.

B It was clear that he would enjoy using them.

C A friend told her it was good for children to express themselves in this way.

26 From what Mark says, we understand that

A there were times when his mum must have regretted buying him finger paints.

B he was only allowed to use finger paints in the evenings.

C he soon got bored of using finger paints.

27 The owner of the art gallery

A expected his customers to pay a lot of money for Mark's paintings.

B had labelled each of Mark's paintings with the artist's name and age.

C said that some customers changed their minds about buying Mark's paintings.

28 Mark is amused by the fact that

A the interviewer confuses an artist's spatula with a spatula used for food.

B the interviewer doesn't like paintings created using a spatula.

C many people don't know the difference between a spatula and a paint brush.

29 What do customers like about Mark's paintings?

A They are clearly produced by a teenager.

B You can tell what is shown immediately.

C He combines colours very well.

30 From what Mark says at the end of the interview, we understand that

A he is determined to make a living from his paintings.

B he might study architecture at university.

C he doesn't want to continue studying after he leaves school.

HINTS

24 What does Mark say about how he started drawing?

25 What does Mark say about how his mum felt after the incident with her painting?

26 After Mark is asked 'What happened?' he discusses his earliest experiences with finger paints.

27 You are listening for Mark to discuss the owner of the art gallery.

28 What information are you listening for? What's the key word in the question?

29 You are listening for a reference to how the people who buy Mark's paintings feel.

30 What does Mark say about his future plans?

What to expect:

- The speaking test usually lasts about 14 minutes. It has four parts.
- There will be two examiners and you usually do the exam with one other student. (If there are an odd number of candidates at your exam centre, there will be one group of three who do the speaking test together.)
- One of the examiners ('the interlocutor') runs the test. The other examiner doesn't take part. He or she will just listen to you and give you a mark.
- At the end of the test, the examiners will thank you for taking part. They won't give you any idea of how well you have done in the text.

TIPS

Before the exam

- Practise speaking English whenever you can. Talk with your teacher and classmates in English, and with any English-speaking friends you have. Don't worry about making mistakes. Just get used to making yourself understood and having natural conversations in English.
- Don't try to memorise large chunks of English and then produce them in the test. It's obvious to examiners when students try to do this. You won't sound natural and you won't be giving a good answer to the question.
- However, it is useful to learn certain words and phrases that you can use in specific situations (eg – when comparing and contrasting two photos, when having a discussion about various options).
- Use the Practice Tests in this book to familiarise yourself with the format of the test and the kinds of questions you are likely to be asked.
- In the speaking test, you will have to talk about yourself and your opinions. Practise discussing your life, your habits and your views with an English-speaking classmate or friend.

In the exam

- Everyone gets stressed about speaking exams, and the examiners will take that into account. However, if you are positive, friendly and enthusiastic, it will put you in the right mood to do well in the test and will make a good impression on the examiners.
- Smile and try to use the same gestures and body language as you would if you were speaking your first language. This will help the examiners to understand you, and some students find that it helps them speak more fluently.
- Make sure you speak loudly and clearly enough for the examiners and the other student to hear and understand you.
- Listen carefully to the instructions given to you by the examiner. If you don't understand something, you won't lose any marks if you ask him/her to repeat them for you.
- Don't panic if you can't remember a particular word. Try to think of another way of saying the same thing or explaining what you mean. Being able to paraphrase is a very useful skill in all parts of the speaking test.

Paper 4, Part 1 Interview

What to expect:

- In this part, the examiner will ask you a few questions about yourself, and your life (your school, your plans for the future, etc).
- The focus of this part is on social language and giving basic personal information. In this part, you speak to the examiner. Listen to what the other student has to say, but you won't be asked to talk to each other in this part.
- This part of the test should be quite straightforward. It is meant to help you relax and settle down before you do parts 2, 3 and 4.

TIPS

- Don't give simple yes/no answers. Wherever possible, expand on your answers by giving more details and reasons for what you are saying.
- As far as possible, respond quickly and naturally to the questions. Don't repeat the question back to the examiner, but there are some phrases you can use (Hmm, let's see ... etc) to buy yourself a little time.
- Usually, it's best to answer these questions truthfully. The examiner doesn't care if you are lying or not, but if, for example, you are asked about your hobbies, it will be much easier to talk about one that you know something about.

Getting ready

1 **Look at the question and the answers below. Which answer (a, b or c) would be the best one to give in the speaking test? Why?**

Have you got any pets?

a Yes, I have.
b No, I haven't. I'd love to get a dog, but my parents won't let me. They say dogs are too noisy and dirty.
c Have I got any pets? Yes. I've got a cat.

2 **You could use the expressions in the list in this part of the speaking test. Match the expressions to their functions.**

• Sorry, I didn't catch that. • Another thing is ... • Well, let's see ...
• Excuse me? • That's a good question. • as well as that ... • Also, I ...
• Could you say that again, please? • I haven't really thought about that before.

To buy time: _____

To ask for repetition: _____

To add information: _____

Note: You can work with a partner, asking and answering the questions on pages 267-270 for more practice for Part 1 of the speaking test.

Exam Practice

Answer your teacher's questions.

Paper 4, Part 2 Long turn

What to expect:

- In this part of the test, you are given the chance to speak for one minute without being interrupted. You will talk about two photos that the examiner has given you.
- You should discuss the similarities and differences between the photos and then answer the specific question that the examiner has asked you. The question is also written above the photos.
- You shouldn't speak during the other student's long turn. The examiner will ask you to make a short comment once the other student has finished.
- This part of the test gives you the chance to show that you can organise your thoughts and ideas and express yourself clearly on a topic.

TIPS

- A minute can seem like a long time to talk for if you aren't used to it. Time yourself while doing the practice tests in this book so that you are familiar with what it feels like to talk for one minute.
- In this part, you should not simply describe what you can see in the photos. You can talk about them and compare them, but the main focus of what you say should be based on the written prompt.
- Listen carefully when the other student is talking. When he/she is finished, the examiner will ask you a question on the same topic. You need to give a short answer (20-30 seconds) to this question.
- It's useful to learn some expressions to compare, contrast and speculate about the photos.

Getting ready

1 **Match the headings from the list to the groups of sentences.**

• Giving an opinion • Guessing • Comparing • Identifying the photo • Contrasting

(1) _____

In the first picture, we can see two teenagers.

The picture at the top shows some people in a busy street.

Both photos show people taking part in sporting events.

In the second photo, there are two police officers.

In the one at the bottom, the boy looks very happy.

(2) _____

The boy in this photo looks **more confident than** the girl in the other picture.

Bungee jumping is **much more dangerous than** playing golf.

The people in the train look **far more comfortable than** the ones on the bus.

(3) _____

Those people are working hard, **whereas** these ones are relaxing.

They are getting paid. **On the other hand**, these people are volunteers.

While badminton is usually played indoors, you have to go outdoors to play golf.

(4) _____

He **looks like** he's having a good time.

They **could be** brother and sister.

This man **is probably** the waiter.

They **might be** at a birthday party.

(5) _____

I'd enjoy this meal **more than that** one.

I'd prefer to travel in the way shown in this photo.

If I had the choice, I'd do this activity.

Usually, **I find it's better to** study on my own **than** in a group.

2 **Look at the two photos and the question. Which of the things (a – j) should you do when you answer?**

Why do the people choose to keep fit in these ways?





a compare the places where the photos were taken

b describe what the people in the photos are wearing

c mention an advantage of doing something in a team

d say how the people might be feeling

e explain whether you think it is important to keep fit

f say why going to a gym might be convenient

g guess what the people's jobs might be

h compare the gym in the photo to gyms in your area

i compare the costs of doing the two activities

j describe how your best friend keeps fit

Exam Practice

What might make these days memorable for these people?





How important is it for young people to spend time on activities like these?





Paper 4, Part 3 Collaborative task

What to expect:

- In this part of the test, you discuss a situation with the other student. Your discussion is based on a set of written prompts that you are given.
- In this part, you should demonstrate that you can exchange ideas, justify opinions, agree or disagree politely, take turns, negotiate and work with someone else in English.
- The discussion will last for around two minutes. You will then be asked a follow-up question which you will talk about for approximately one more minute.
- There is no right or wrong answer to the discussion question, and it doesn't matter if you don't agree on an answer with the other student. When the time is up, the examiner will interrupt you and ask you to stop even if you haven't reached an agreement.

TIPS

- It's very important to share the interaction with your partner and to use suitable language to negotiate and to move the discussion forward.
- Listen carefully to what your partner says and respond to it.
- You don't have to discuss all of the written prompts, so don't rush through them too quickly. Similarly, when you are asked the follow-up question, don't give an answer immediately. The point of the task is to discuss it with your partner.

Getting ready

1 **Complete each sentence with a word from the list.**

• agree • begin • seems • feel • think • see • shall

Getting Started

1 Would you like to start, or _____ I?

2 Should we _____ with this one?

Giving an Opinion

3 It _____ to me that this is the best solution.

4 The way I _____ it, both of these ideas would work well.

Asking for an Opinion

5 What do you _____ about this one?

6 How do you _____ about ruling this idea out?

7 I like this one the best. Do you _____ ?

2 **Match each heading in the list to a group of sentences.**

- Politely disagreeing
- Pointing out problems
- Making suggestions
- Agreeing

(1) _____

Why don't we start with this one?

Perhaps, we could talk about ...

So, shall we pick this one?

(2) _____

That's a good point.

I think so, too.

That's true.

(3) _____

I'm not so sure about that.

I can see what you're saying, but ...

Maybe it would be better if we ...

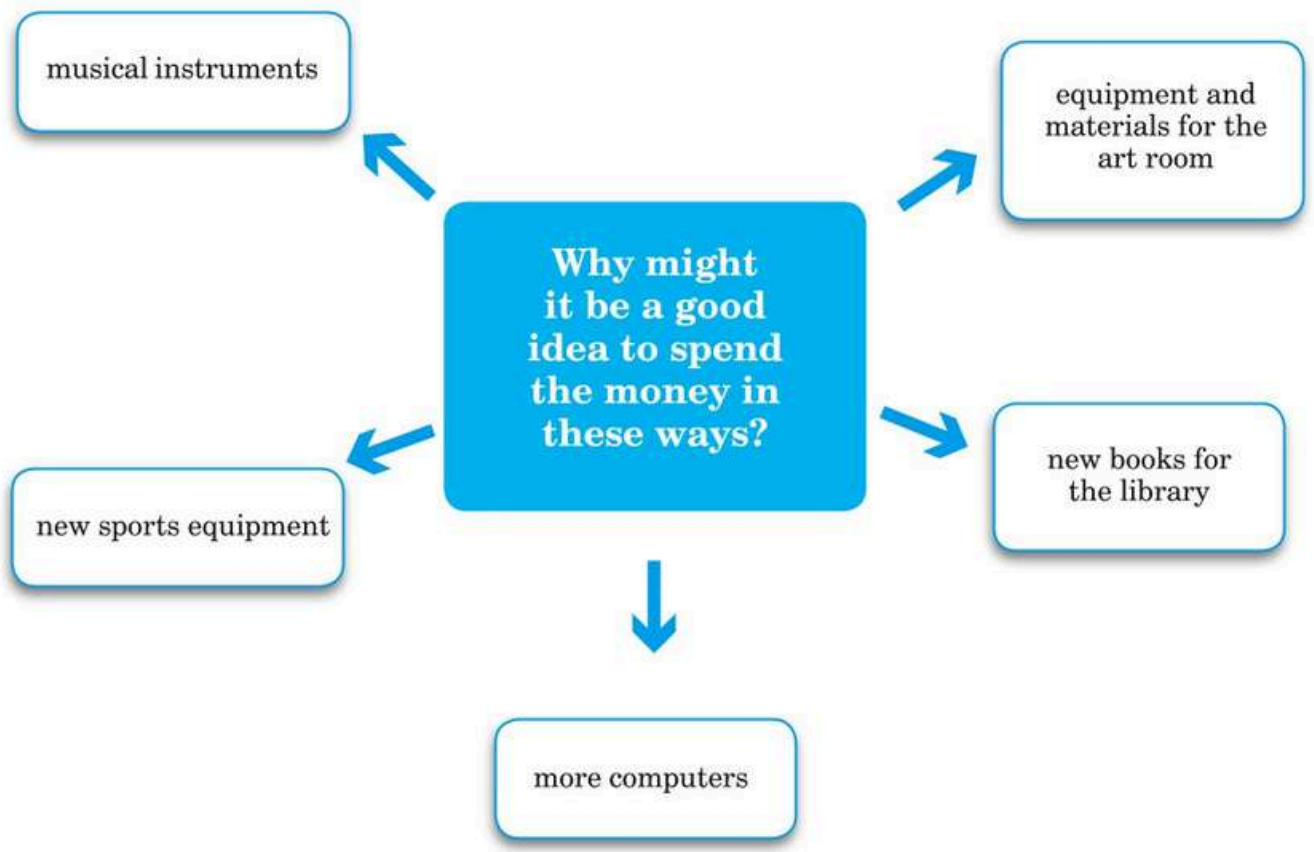
(4) _____

I think one drawback with that is ...

Well, the thing is ...

The reason I'm not so keen on ... is ...

Exam Practice



Paper 4, Part 4 Discussion

What to expect:

- This part is a discussion on topics related to the task you did in Part 3 of the test.
- This part lasts about 4 minutes.
- The focus is on expressing and justifying opinions, agreeing and/or disagreeing and speculating. In this part, you should show that you can discuss issues in more depth.
- Both students will take part in the discussion. The examiner will ask students to give or explain their opinions, and will ask extra questions if necessary to keep the discussion going.

TIPS

- Remember there are no right or wrong answers to these questions. You won't be judged on your opinions. The examiners are only interested in the language you use to express yourself.
- It's fine to admit that you don't know much about a topic or you haven't thought about it before. Try to expand on your answer as much as possible though.
- The questions are not written anywhere, so you have to listen carefully. Remember you can ask the examiner to repeat a question if you don't hear it or don't understand it.
- Listen to your partner carefully. You might be asked to respond to what he/she has said. If you disagree with your partner's opinions, be polite about it.

Getting ready

1 **Look at the question and the answers below. Which answer (a, b or c) would be the best one to give in the speaking test? Why?**

Do you think high school students should be taught how to use computers at school?

a I don't know because we haven't got computers at my school. The school hasn't got money for things like that.

b Yes, in my opinion it's very important. Don't you agree?

c I haven't thought about it before but, to be honest, I don't think it's necessary because kids can usually pick up computer skills on their own.

2 **Think about the topic you discussed in Part 3 (ways of improving a school). What might you be asked about in the Part 4 discussion?**

Exam Practice

Answer your teacher's questions.

PRACTICE TEST 1

PRACTICE TEST 1

Reading and Use of English Part 1

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

Example:

0 **A** familiar **B** aware **C** sensitive **D** careful

0	A	B	C	D
		■		

Food and Body Parts

Most of us are well (**0**) _ _ _ of the fact that what we eat has a huge impact on our well-being. Certain foods have clear health (**1**) _ _ _ and, recently, some people have noticed that many of these foods actually (**2**) _ _ _ the body parts that they provide nutrients for.

Consider the walnut, for instance, which in (**3**) _ _ _ is quite like a brain. Research (**4**) _ _ _ out by scientists has shown that walnuts are (**5**) _ _ _ in nutrients that help our brains to function well. Similarly, tomatoes, when sliced open, (**6**) _ _ _ a striking resemblance to a heart, not only in colour, but also in their multiple-chambered form. They (**7**) _ _ _ a chemical called lycopene, which lowers the risk of heart disease in people who eat tomatoes regularly.

There are a number of other examples of this phenomenon and, while the most (**8**) _ _ _ explanation is simple coincidence, some people think that Mother Nature might be giving us clues about which foods are especially good for us to eat.

1	**A** goals	**B** assets	**C** causes	**D** benefits
2	**A** remember	**B** appear	**C** resemble	**D** regard
3	**A** appearance	**B** attitude	**C** occurrence	**D** image
4	**A** called	**B** acted	**C** carried	**D** taken
5	**A** full	**B** rich	**C** deep	**D** common
6	**A** keep	**B** hold	**C** bear	**D** take
7	**A** combine	**B** consist	**C** connect	**D** contain
8	**A** likely	**B** important	**C** true	**D** suitable

Reading and Use of English Part 2

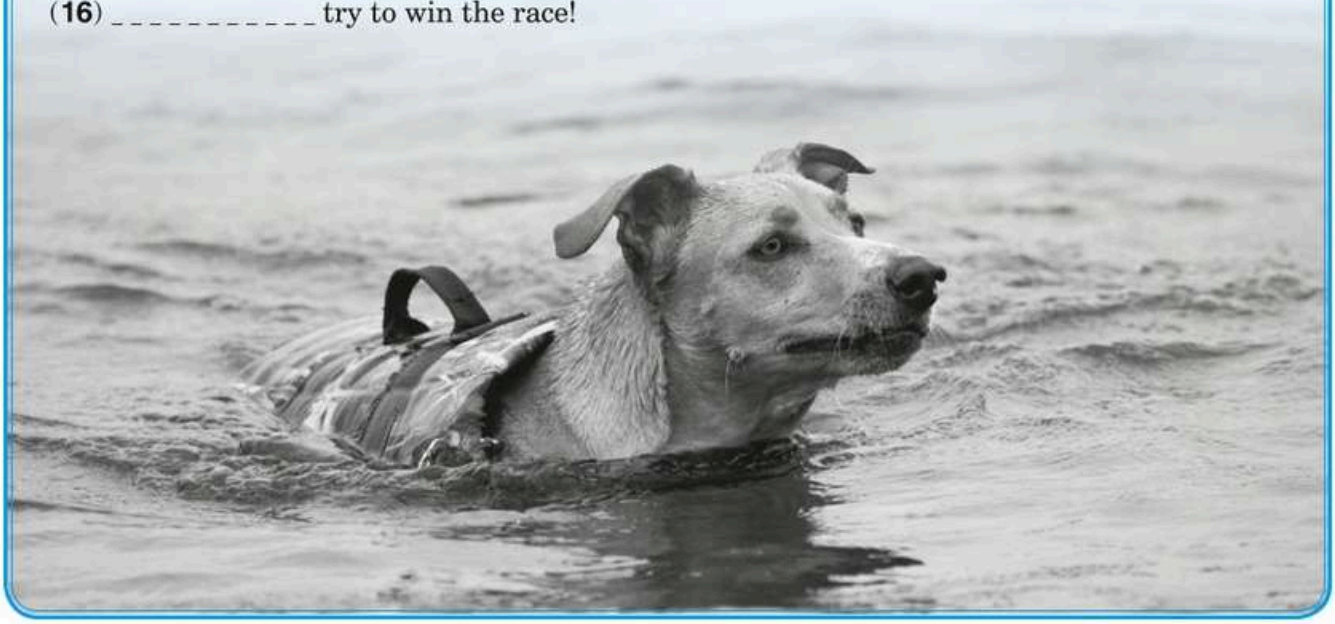
For questions 9 – 16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: 0 I F

Scotland Island 500

Is your dog a strong swimmer? (**0**) _____*IF*_____ so, then you could both (**9**) _____ in with a chance of winning the 'Scotland Island 500'. This is an aquatic dog race that is held in Australia every year on Christmas Eve. Legend has (**10**) _____ that the first race, (**11**) _____ took place in 1973, was the result of two ferry captains arguing about whose dog was the fastest swimmer. It (**12**) _____ now become a huge tourist attraction and a popular social event.

As many (**13**) _____ 50 dogs take the plunge and 'doggie paddle' about 500m across a stretch of water between Scotland Island (**14**) _____ Church Point, a northern suburb of Sydney. Every dog and (**15**) _____ owner must complete the race together, with the owners encouraging their pets from surfboards, kayaks or dinghies. The race is lots of fun, although there are always a few dogs that would rather chase seagulls (**16**) _____ try to win the race!



PRACTICE TEST 1

Reading and Use of English Part 3

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

Example: 0 M A N A G E M E N T

A Change of Plans

Katerina Spanou, 23, studied catering and hotel (**0**) ___*MANAGEMENT*___ at college — MANAGE

in Athens, Greece. She worked hard and received a good degree. However, until

(**17**) _____, she was, like many Greeks in her age group, unemployed. — RECENT

Greece is a very popular holiday destination with foreign (**18**) _____, — TOUR

and Katerina had occasionally found (**19**) _____ work in hotels in — SEASON

popular resorts. These jobs were usually poorly paid, though, and Katerina often felt

that her (**20**) _____ were taking advantage of her. — EMPLOY

So what does Katerina do now? Last year, she made the (**21**) _____ to — DECIDE

move back to the village where her parents own and run a small farm. She takes their

produce to four (**22**) _____ fruit markets every week, where she tries — DIFFER

to sell (**23**) _____ that they have grown. It isn't what Katerina went to — EVERY

college for, but she works for (**24**) _____ people who appreciate her — SUPPORT

hard work, and she's very happy with the ways things have worked out.

Reading and Use of English Part 4

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

Example:

0 My aunt gave us the tickets.

GIVEN

We _____ my aunt.

Example: **0** WERE GIVEN THE TICKETS BY

---

25 Andy said that he hadn't given the wrong book to Jim.

DENIED

Andy _____ the wrong book.

26 Samantha won't see her parents again for four months.

BEFORE

It _____ Samantha sees her parents again.

27 You ought to tell Martin what happened.

BETTER

You _____ Martin know what happened.

28 Although he was really tired, he lay awake for hours.

SPITE

He lay awake for hours _____ really tired.

29 The coffee was so hot that I couldn't drink it.

TOO

The coffee was _____ drink.

30 'Did Ann arrive on time?' asked Tommy.

WHETHER

Tommy asked _____ up on time.

PRACTICE TEST 1

Reading and Use of English Part 5

You are going to read an extract from a novel about a strange event involving a teenager named Tim. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

Tim just stood there in shock. The hole in the wall was smoking slightly and a faint smell of burnt plastic hung in the air. He blinked and licked his lips cautiously as he tried to come to terms with what had just happened. Equally shocked were the fifty or so students in the hallway, along with the astonished teacher in the classroom with the smouldering hole in its wall.

Jack, the school bully and the meanest boy Tim knew, was slowly backing away with his hands slightly raised muttering something. The other kids were beginning to whisper to each other quietly and staring at Tim in the scared, shocked manner which he'd seen just once before. It was the kind of look that could make you feel like either a monster or just about the coolest guy in the world.

line 19 Right now, however, Tim was too bewildered to worry too much about his new image. He awkwardly stammered an apology, and rushed along the corridor. The crowd fell silent and parted leaving a wide path for him.

"What have I done?" Tim said to himself as he quickly walked along Oak Street towards the neighbourhood where he lived. He'd had no particular destination in mind when he fled the school, but his feet seemed to have decided that home was the safest place to be right now. Tim knew he needed to calm down and get a grip on things.

Somehow, it was all connected to the fire and how he'd rescued his sister, Emily. That had been impossible too, but he'd done it. That had also been the first time he'd seen that scared, shocked look. On that occasion, it had been a firefighter who had glanced at him that way. In the confusion and rush to get Emily to hospital, it had been easy to forget about the craziest parts of that day, and his mum had certainly covered them up when she spoke to the police officers afterwards. But now it was all coming back to Tim ...

"No," he shook his head and muttered to himself, "this can't be happening." He kept going, almost running and trying to force himself to believe that it was all just a dream. However, as he reached the driveway, his mum rushed out of the house. It was clear that she had got the call from the school. "What on earth happened, Timothy?" She exclaimed, running over to him.

"I don't know, Mum, honestly I have no idea!" He replied, as suddenly the shock of it all hit him like a train. Tears started to run down his cheeks and he bit his lip.

"They're saying you punched a hole through a wall, but that can't be what really happened." His mother took his hands, checking for cuts or bruises, but she couldn't see anything.

"It's a bit more complicated than that, Mum. I don't know how to explain it, really," he said, his voice starting to shake slightly as he tried to control his emotions. "I think I blew the hole in the wall with my mind," he said in a whisper.

His mum breathed out slowly, looking at him. "Come inside," she said. "We need to talk." Tim swallowed and shifted his backpack on his shoulder as he followed his mother up the driveway and into the house. "Sit down," she said, pointing to a dining room chair. "I knew this would happen one day, but I never expected it to be so soon."

"W-what?" Tim stammered. He was taken aback by his mother's composed, matter-of-fact reaction and her words.

"You see, Timothy," she continued, "your father had the same powers that you do. His developed when he was much older, but yours must have been triggered early when you had to save Emily's life. Now, there are a lot of things we need to discuss." Tim sat back and his mouth opened and closed like a fish. His head suddenly hurt and he felt very confused.

31 What is the writer's purpose in the first paragraph?

A to explain how Tim had found himself in this situation

B to make it clear that something very surprising had happened

C to show how different Tim was from the other kids at his school

D to give details of the relationship between Tim and his teachers

32 The writer says that Tim was 'bewildered' in line 19 to show that Tim

A was very proud of what he had done.

B was scared of the other students.

C knew why the students were looking at him strangely.

D didn't really understand what had happened.

33 Why did Tim start heading towards his house?

A He knew he'd feel calmer when he got there.

B It was very close to his school.

C He started going there without thinking about it.

D He always went there after leaving school.

34 What do we learn about the rescue of Tim's sister?

A A firefighter was angry about something Tim had done.

B Tim's mother wanted the police to explain exactly what had happened.

C Something unbelievable had also happened on that day.

D It was Tim's fault that his sister had been in danger.

35 How does Tim's mother react when he tells her what really happened?

A She accepts the news calmly.

B She's angry with the person who called her from the school.

C She doesn't believe him.

D She seems pleased about what has happened.

36 What do we learn about Tim's family in the last paragraph?

A In most ways they are a very ordinary family.

B Tim's dad was the one who really rescued Emily.

C Tim's mother didn't think that Tim would inherit his father's powers.

D They have some secrets that Tim is about to learn.

PRACTICE TEST 1

Reading and Use of English Part 6

You are going to read an article about a couple who wanted to build an environmentally-friendly home. Six sentences have been removed from the article. Choose from sentences A – G the one which fits each gap (37 – 42). There is one extra sentence which you do not need to use.

At Home With Green Living

Alice and Alec Black talk about the home they had designed by a green architect.

The Blacks had been dreaming of becoming homeowners for nearly a decade when they decided to start building a house of their own. They had two young children, so they had been thinking a lot about the sort of world that their children would be growing up in. 37 ☐ For this reason, they were particularly interested in building a 'green' house.

First, they had to find an architect. The local architects only had experience with more traditional projects. 38 ☐ Their search led them to an architect called John Mason, who lived about sixty kilometres away. He specialises in environmentally sustainable buildings, so they arranged a meeting with him.

Mr Mason was full of ideas, though first of all he wanted to hear what the Blacks' basic requirements were. Luckily, the owners of some houses that Mr Mason had designed were happy to show the Blacks round their homes. This gave them even more ideas. The next step was for the Blacks to show Mr Mason their plot of land. It had been given to them by Alice's grandmother. The architect was pleased with the plot, commenting that its size and position would make his job easier. 39 ☐ One aim is to make the house as energy efficient as possible. Water conservation is another significant consideration. Collecting rainwater that can be used later, and controlling run-off water is a good way to reduce flooding.

The energy efficiency of a house is determined by where it is situated, what it is made of, how much natural light can be exploited and where its electricity comes from. Doors and windows need to be in places where sunlight can be used, but without making the house too hot or cold. 40 ☐ Large eaves (the parts of the roof that stick out over the walls) can help rooms get enough sunlight without getting too hot in summer.

41 ☐ The rest of the house was covered with solar panels so that the Blacks would have cheap electricity. Solar energy also heated the water for the heating system, which consisted of hot water pipes under the floors.

Mr Mason is keen to use recycled materials as much as possible. There was an old barn on the Blacks' land which was perfect for this. Although it was in bad condition, the actual stone and wood it had been built with was of very good quality. 42 ☐ First of all, it wasn't necessary to buy as much building material or to pay to have it transported to the building site. As a result, it reduced the overall cost of the project. The Blacks were excited when building actually started, and were even more thrilled when their new home was ready for them to move in.

A He explained that, when building an environmentally-friendly house, you have to meet several goals.

B Using these materials to build much of the new house had several benefits.

C When it came to the Blacks' house, they decided to have a small roof garden covering one part of the building.

D Unfortunately, recycled materials are generally quite expensive.

E Of course, the state of the environment was an important part of this.

F Another good form of temperature control is to have some soil with grass and certain other plants on the roof.

G Therefore, the Blacks went online to find out more.

PRACTICE TEST 1

Reading and Use of English Part 7

You are going to read an article in which four teenagers talk about different crimes. For questions 43 – 52, choose from the teenagers (A – D). The teenagers may be chosen more than once.

Which teenager

played an active part in a crime? 43 ☐

mentions someone being punished for their behaviour? 44 ☐

was shocked by someone's irresponsible working methods? 45 ☐

had a narrow escape in an accident? 46 ☐

ignored the criminals to begin with? 47 ☐

was disappointed by some friends? 48 ☐

still sees the results of the crime? 49 ☐

is concerned about the criminal? 50 ☐

had just done some exercise when the crime was committed? 51 ☐

is glad they did what they were told? 52 ☐

Staying out of Trouble

A Nicola



I didn't know Tonia and Angela very well, but we hung out every now and then. That was until I got an unpleasant surprise one day when we decided to go to our local department store after school. Angela wanted to buy a dress for a party she was going to, and Tonia and I decided to tag along. As I was admiring a silk scarf, Tonia came up behind me and whispered, "Take it!" in my ear. I must have looked confused because she added, "Just put it in your pocket." When I refused, she was annoyed and told Angela to ignore me from then on. I was upset for a while but, a few days later, I learnt that they had been caught shoplifting. Their parents had to go to the police station and, because they'd done it before, they were in a lot of trouble. I was really glad they weren't my friends any more.

B Oscar



Colin loves joyriding. He'll steal a car and drive it around for a bit, then abandon it somewhere. To be honest, I went with him a few times; it was exciting. I used to admire Colin because he knows so much about cars – his dad's a mechanic, you see. Colin's only 15 so, legally, he's not supposed to be driving at all and of course car theft is a very serious crime. Apart from that, he goes kind of crazy when he's behind the wheel. He drives really fast and recklessly, but that's part of the fun. The last time I went with him, we crashed into a parked car. Luckily, we were both wearing seat belts, so we weren't hurt. Nobody saw us, and Colin just drove away. But it put me off the whole idea for good. I hope Colin stops, too, before he hurts himself or someone else.

C Rebecca



It was a lovely summer's day – perfect for a long walk and a picnic under the trees. When I heard the motorbike the first time, I didn't pay much attention, to be honest. Then we heard the bike coming back down, and I had a good look at them. They were in an awful hurry. There were two people on the bike, both wearing black leather jackets and jeans with black helmets on their heads. Not long after, we smelt the smoke. My sister insisted that we walk back to the car immediately. It's a good thing she did. Very soon, great orange flames were moving quickly down the hillside and threatening everything in their path. Lots of trees were destroyed. I look at the area now, all black when it should be green, and I feel very sad. Why do people do things like that?

D Walter



I was sitting on a rock, admiring the view. The sea was very blue, and I could see a white fishing boat not far away. I'd just climbed out of the water after a long swim, and was getting my breath back while enjoying the heat of the sun. A plume of water suddenly burst out of the sea and after a split second I heard a loud 'boom'. At first I couldn't understand what had happened, but then I saw the fishing boat heading for the spot where the plume of water had appeared. The fishermen had nets in their hands and they began scooping up fish from the surface. I realised they were fishing using dynamite, which is illegal. I was glad I wasn't in the water when the explosion occurred, but very angry with the fishermen who obviously didn't care about how dangerous their actions could be.

PRACTICE TEST 1

Writing Part 1



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

1 In your English class you've been talking about sport. Now your English teacher has asked you to write an essay.

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

Should all teenagers play a team sport?

_____

Notes

Write about:

_____

1 the importance of exercising
2 learning to work with others
3 _____ (your own idea)

Writing Part 2

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

2 **You have received this email from your English-speaking friend, Josh.**

From: Josh
Subject: Eating out

My aunt and uncle are visiting your area next month. They would like to try some traditional local food during their visit.

Can you tell me about some restaurants they could go to? Where do your family go when they eat out? What dishes should my aunt and uncle try?

Thanks,
Josh

Write your **email**.

3 **You read this notice in your college's English-language newspaper.**

Concert Reviews Wanted

Have you seen a performance by a local band or singer that you think could make it big?

Write us a review of the concert, saying what sort of music they play and explaining why you think they are going to become successful.

Tell us whether or not you think other readers of this newspaper would enjoy going to one of their live performances.

We will publish the best reviews in next week's paper.

Write your **review**.

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

Stories Wanted

We're looking for short stories for our magazine. Your story must **begin** with this sentence:

Anna was feeling very nervous, but this was where she wanted to be.

Your story must include:

- a competition
- a surprise

Write your **story**.

PRACTICE TEST 1

Listening Part 1

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

1 You hear two friends talking about a film.
How does the girl feel?

A worried that the animals in the film suffered

B disappointed by the special effects

C relieved that there weren't any real animals

2 You overhear a woman talking on the phone to her sister about a concert.
She thinks her sister would have liked

A the performance of the band.

B the female singer.

C the atmosphere created by the audience.

3 You hear a guide talking to a group of holidaymakers.
Why is he talking to them?

A to give them information about the following day

B to complain about their behaviour

C to explain why they have to change their accommodation

4 You hear a woman talking with a sales assistant in a clothes shop.
The woman becomes annoyed because

A the blouse she bought is ripped.

B the blouse was very expensive.

C the shop assistant refuses to do what she wants.

5 You hear part of an interview with a police officer.
What is he doing?

A publicising a campaign

B advising young people to stay out of trouble

C describing policing methods

6 You hear a girl telling a friend about the first time she rode a horse.
What does she remember most clearly about the experience?

A the discomfort the next day

B how insecure she felt on the horse

C falling off the horse

7 You hear part of a weather forecast.
The reporter says that the next day

A it will be colder in southern Europe than in the north.

B there will be wet weather in southern Europe.

C the weather will be beautiful in northern Europe.

8 You hear a couple discussing their son's school report.
What do they agree about?

A the fact that Stevie should do more homework

B that Stevie couldn't do any better in maths

C Stevie's artistic ability

PRACTICE TEST 1

Listening Part 2



You will hear a woman called Jessica Sefton talk about her work as a hospital volunteer. For questions 9 – 18, complete the sentences with a word or short phrase.

Hospital Volunteer

Jessica volunteers as a ward assistant at the (**9**) _____ hospital in Farnley.

She volunteers after work on Wednesdays, and for three hours on (**10**) _____.

Jessica says that (**11**) _____ and retired people often volunteer because they want to use their free time to do something useful.

The volunteer programme provides very valuable experience to (**12**) _____ who are hoping to become doctors.

Volunteers aren't allowed to give drugs or provide (**13**) _____ to patients.

Jessica says that talking to a volunteer can make patients feel (**14**) _____ and less concerned about being in hospital.

She says that one of the most difficult parts of her work at the hospital is taking care of young women with (**15**) _____.

Jessica describes Helena as a volunteer who is liked by most people and who is extremely (**16**) _____.

Doing volunteer work in the hospital gardens could suit people who enjoy (**17**) _____.

Every ward in the hospital is visited by the mobile library service (**18**) _____ each week.

Listening Part 3

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

A the description of the characters' childhoods

B the series of surprising events in the story

C the descriptions of family life in the book

D the way the writer deals with an issue that has caused arguments

E the illustrations used in the book

F the writer's sense of humour

G the author's straightforward explanations

H the believable characters you can understand

Speaker 1 ☐ 19

Speaker 2 ☐ 20

Speaker 3 ☐ 21

Speaker 4 ☐ 22

Speaker 5 ☐ 23

PRACTICE TEST 1

Listening Part 4

You will hear an interview with a young man called Cole Bell, who recently worked as an extra on a movie. For questions 24 – 30, choose the best answer (A, B or C).

24 Why does Cole think that the film company hired him?

A He's got acting experience.

B He's more handsome than the other people who applied.

C His appearance matched their needs.

25 What does Cole say about the skills required?

A He had all the skills the film company wanted.

B He wishes he had another skill he could have used.

C His lack of skills meant that he could only play one role.

26 Cole suggests that the minor injuries he received were mainly due to

A a lack of suitable training.

B the stunt director's decisions.

C his own carelessness.

27 What was the main reason for Cole's discomfort?

A The way he was dressed given the weather conditions.

B On some days it was too cold to be standing around.

C Some of his costumes were too heavy to wear for a long time.

28 Cole says that the worst part of the job was

A long periods of inactivity.

B the painful accidents he had.

C dealing with the unfriendly stars of the film.

29 What made an impression on Cole?

A how hard the actors had to work

B how easy it was to make friends with members of the film crew

C how difficult it was to meet the stars of the film

30 How does Cole feel about his future relationship with the film industry?

A He's confident that he'll eventually become an actor.

B He thinks he could use his specialist knowledge in the film industry.

C He believes working as an academic would be more rewarding for him.

Speaking Part 2

What are the people enjoying about doing these activities?



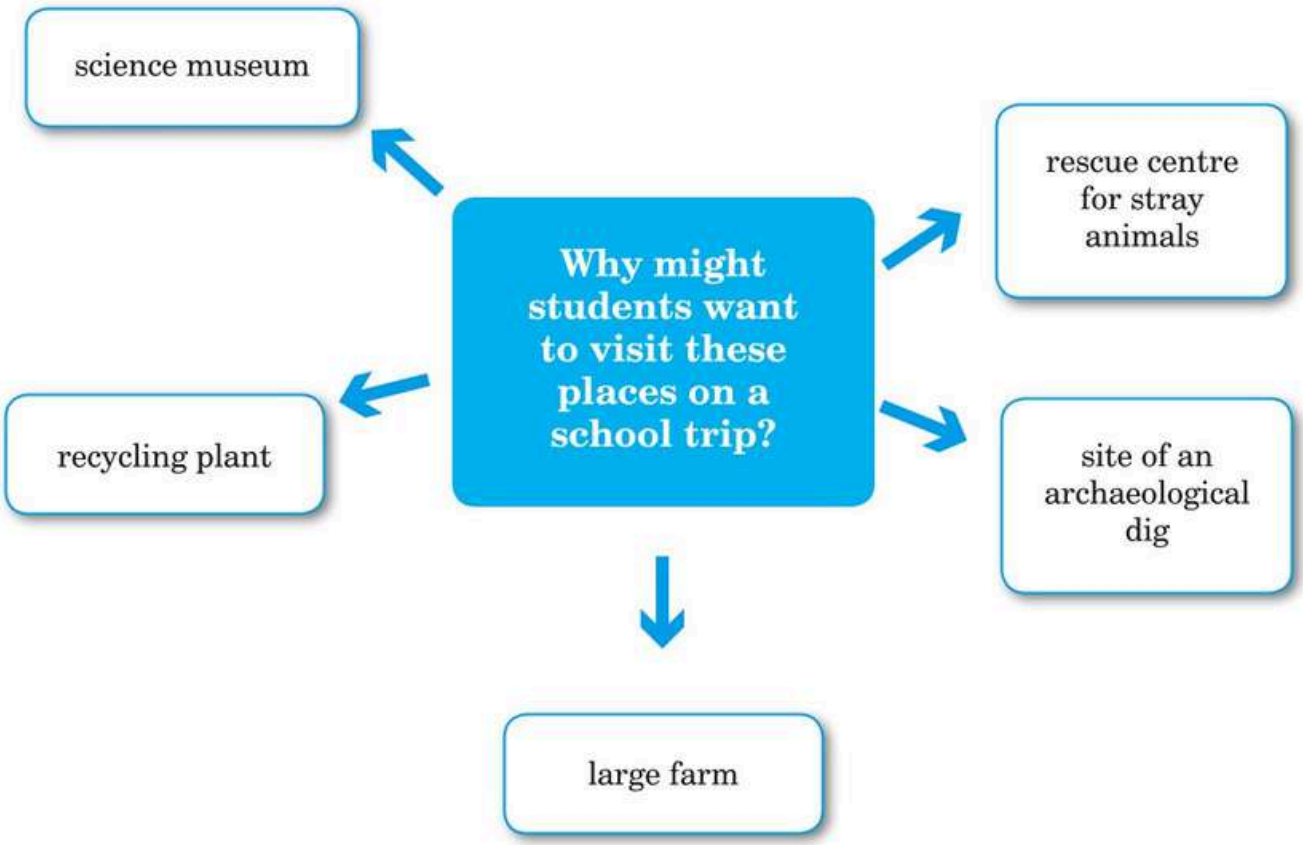


What might be difficult about trying to work in these situations?





Speaking Part 3



PRACTICE TEST 2

PRACTICE TEST 2

Reading and Use of English Part 1

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

Example:

0 **A** held **B** kept **C** made **D** took

0	A	B	C	D
				■

Ancient Gladiator School

In ancient Rome, gladiators (**0**) _ _ _ part in violent confrontations with each other, with wild animals or with criminals in order to entertain huge crowds of (**1**) _ _ _. The recent (**2**) _ _ _ of a large Roman training facility for gladiators on the (**3**) _ _ _ of the River Danube in Austria is expected to shed new (**4**) _ _ _ on how these gladiators lived and fought.

The area, which is (**5**) _ _ _ as Carnuntum, was first excavated in the 1920s, when archaeologists found the ruins of an ancient Roman fortress and town. It is a huge site which (**6**) _ _ _ over ten square kilometres, and it wasn't until 2011 that the gladiator school was found. State-of-the-art technology, including aerial photography and ground-penetrating radar, allowed scientists to locate the site, and archaeologists have now (**7**) _ _ _ part of the complex. It consisted of buildings arranged around a wooden amphitheatre, a circular arena for gladiator fights and what appear to be small (**8**) _ _ _, where the gladiators were held prisoner between fights.

1	**A** spectators	**B** viewers	**C** watchers	**D** inspectors
2	**A** invention	**B** sighting	**C** discovery	**D** recognition
3	**A** coasts	**B** banks	**C** borders	**D** slopes
4	**A** views	**B** wealth	**C** ideas	**D** light
5	**A** called	**B** known	**C** considered	**D** named
6	**A** crosses	**B** pulls	**C** lengthens	**D** covers
7	**A** restated	**B** recalled	**C** recreated	**D** reappeared
8	**A** cells	**B** tombs	**C** offices	**D** containers

Reading and Use of English Part 2

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

Example: **0** O U T

WILD BOARS

In Britain, wild boars (a type of wild pig) died (**0**) ____OUT____ hundreds of years ago, largely as a result (**9**) _____ being hunted by people. However, after some boars (imported from eastern Europe) escaped from farms in the 1980s, new wild populations have established themselves. Relatively (**10**) _____ people have actually seen them, but the number of wild boars in the woods of southern England has been slowly increasing ever (**11**) _____. People who know the woods well can often tell (**12**) _____ the boars have been because they dig up roots and bulbs to eat.

These animals are generally quite shy, and try to avoid humans. Nevertheless, they have a reputation for being fierce, and have (**13**) _____ known to attack dogs. There is some concern that contact (**14**) _____ wild boars and people may lead to accidents. (**15**) _____ farmers are also worried about the damage they could (**16**) _____ to crops, other people are very pleased to see a species once native to Britain thriving again.



PRACTICE TEST 2

Reading and Use of English Part 3

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

Example: 0 V I S I T O R S

The Formula Rossa Roller Coaster

Thrill-seeking (**0**) _____VISITORS_____ to Abu Dhabi will probably want to check out the Formula Rossa, which is said to be the fastest roller coaster in the world. This amusement park ride can reach the almost (**17**) _____ speed of 240 kilometres per hour. The roller coaster's (**18**) _____ created cars for the ride that resemble Formula One racing cars, and the (**19**) _____ for the coaster's 2.1 km long track was a famous racetrack in Italy.

VISIT
BELIEVE
DESIGN
INSPIRE

The (**20**) _____ ride begins inside the indoor theme park, with the coaster accelerating to its maximum speed in just under five seconds. It continues outside the park, climbing to a (**21**) _____ of 52 metres before shooting back down to the starting point again. This is (**22**) _____ not a ride for the faint-hearted.

THRILL
HIGH
CLEAR

In fact, the speeds and forces that passengers experience mean that they have to be issued with (**23**) _____ goggles for their eyes. Nevertheless, judging from the passengers' shouts and screams of (**24**) _____, most of them love this extreme roller coaster ride.

PROTECT
EXCITE

Reading and Use of English Part 4

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

Example:

0 My aunt gave us the tickets.

GIVEN

We _____ my aunt.

Example: **0** WERE GIVEN THE TICKETS BY

---

25 It was the first time I had been horse riding.

NEVER

I _____ horse before.

26 They said that I caused the accident.

ACCUSED

They _____ the accident.

27 She won't still be here when you get home.

LEFT

She _____ time you get home.

28 Paul finds it difficult to look after all of his pets.

HAVING

Paul _____ care of all of his pets.

29 I think you ought to leave soon.

WERE

If _____ leave soon.

30 We hadn't expected Jessie to sing so well.

BETTER

Jessie _____ expected her to.

PRACTICE TEST 2

Reading and Use of English Part 5

You are going to read an extract from a novel. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

Settling In

It had been close to midnight when the taxi that took Claude from the deserted railway station at Barnum Halt pulled up outside Barnum Castle, the imposing grey stone structure that was to be his home for the next few months. The place had seemed rather depressing at first glance, and not much had happened in the four hours since his arrival to cheer Claude up. At least he had finally been shown to his room, a comfortable, old-fashioned bedroom nearly twenty metres above the ground at the top of a tower on the north corner of the castle.

Claude had still not met his new employer, Max Rakeby, but he had learnt plenty about the rest of the family members living at the castle. This unusual group of characters had already left their mark on the newcomer. Indeed, if Claude were a novelist rather than an actor's manager, he would be busy plotting out a series of adventures based on the Rakebys he had met so far.

Jasper Rakeby, Max's uncle, clearly thought of himself as the ideal lord of the castle, though that was, in fact, his nephew's position. Jasper had made several comments about a 'misunderstanding' of the family tree which had led to this unfortunate state of affairs. Apart from these complaints, Jasper was charming, if somewhat eccentric, and he showed a lot of respect to his own aunts. These two sisters referred to themselves as the Hong Kong Rakebys, apparently because they had spent most of their lives in the Far East. They both had sharp minds and a keen need to question any visitor. Gladys, ("I'm 98, young man") and Mabel, her elder sister, ("I'm over 21, as you can probably see") had asked him more than he would have expected to answer at any job interview.

Max's sister, Rachel, ("I'm just a half-sister really") had been quite welcoming in her own way, but had made it clear that she was not responsible for explaining any aspect of this strange household to Claude. She informed him that Max would return in the morning and, until then, Mrs Dare, the housekeeper, would attend to him. Rachel had then taken Stapleton, the butler, away from his duties to play a game of billiards with her, leaving Claude with Freddie, her 12-year-old son, who appeared to be trying to work out how Claude could best be used to entertain the family's huge wolf-like dog, Pup.

Mrs Dare, eventually arrived and rescued Claude, taking him to the kitchen where she gave him a glass of milk and some bread and cheese. Claude wolfed this down quickly. He hadn't found anything worth eating in the buffet car on the train, and it felt like a very long time since he'd enjoyed a simple breakfast in his flat that morning. Claude had always complained about his small, noisy city flat, but as he ate, he realised that he was already starting to miss it. "Well, I've made my decision. I might as well make the best of it." Claude thought to himself.

After his snack, Claude suddenly felt so sleepy that it was a struggle to stay awake, and it was a great relief when Mrs Dare showed him up to his room. Claude had never seen such a huge bed as the four-poster in front of him, and was wondering what it would be like to sleep in a bed surrounded by curtains. "At least," he thought to himself, "I'll get a peaceful night here. No sound could get through such thick curtains." However, fifteen minutes later when he was just starting to nod off, a voice reached his ears, one that he was sure he hadn't heard before. It was a strong, deep voice and it sounded like it was coming from right outside his door. "How long is this nonsense going to go on for?" the voice demanded.

A lighter voice responded, "Don't worry, Anna, ["Anna?" thought Claude to himself, "with a voice like that?"] we're not going to let them get away with this. The Barnum treasure is ours. Nobody's going to take it away from here."

31 From the first paragraph, we understand that Claude

A is suffering from depression.
B wants to leave Barnum Castle.
C welcomes the opportunity to rest.
D has spent four hours in his bedroom.

32 Who is Max Rakeby?

A an actor
B someone who will be working for Claude
C a novelist
D one of several strange people Claude has just met

33 Jasper Rakeby

A believes that he should run the castle.
B is rude to all of his relatives.
C asks Claude a lot of questions.
D complains about a lot of things in the castle.

34 Claude gets the impression that

A Stapleton doesn't take his job seriously.
B Mrs Dare didn't know she was supposed to look after him.
C his new employer wanted him to entertain Freddie.
D Rachel was quite friendly.

35 The writer implies that Claude

A didn't normally eat bread and cheese.
B was enjoying playing with the dog.
C hadn't had any lunch.
D never enjoyed leaving his flat.

36 The phrase "with a voice like that" suggests that Claude

A thinks Anna is a good actor.
B is worried that he will be kept awake.
C believes Anna is pretending to be someone else.
D is surprised that he is listening to a woman.

PRACTICE TEST 2

Reading and Use of English Part 6

You are going to read an article about somebody who is training to become a chef. Six sentences have been removed from the article. Choose from sentences A – G the one which fits each gap (37 – 42). There is one extra sentence which you do not need to use.

Food For Thought

David Fry tells one of our reporters a little about the course that is training him to become a top chef.

David is one of fifteen trainee chefs on a programme run by a local college. For the next twelve months, the trainees will be getting expert advice from some of the best chefs in the business. They will learn how to manage a professional kitchen, and how to prepare all sorts of elaborate dishes. 37 ☐ His parents hated cooking, so they usually heated ready meals in the microwave or had takeaways for dinner.

David tells me, "When I was twelve, I started putting on weight. 38 ☐ I decided I had to be responsible for the food I ate, so I dug out some of my gran's old cookery books and started to cook. I started helping Mum with the shopping too, so I could pick out the ingredients I needed." David's parents were impressed with the meals he made, and he loved being in the kitchen and experimenting with new recipes and ingredients.

When David left school earlier this year, the natural next step was to learn how to become a professional chef. He says that his course is enjoyable, but quite challenging. He thinks that, as far as he is concerned, the hardest thing has been learning to cook for large numbers of people. 39 ☐ On the whole, however, David has coped well, despite one memorable moment when he burnt some custard – litres of it. He says that the chef in charge really yelled at him, and he'll never make that mistake again!

As well as learning new cookery techniques, David says that he's improving his personal skills. 40 ☐ He's also made friends with the other trainees on the course. He says that at school some kids had thought his obsession with cooking was a bit strange, so it's nice for him to meet people with the same passion. "There's some competition, too," he adds. "Everybody wants to make the best dish."

At the end of the year, the trainee chefs will be placed in restaurants where they will be closely supervised for another year. Their progress will be assessed and they will take some examinations, both theoretical and practical. 41 ☐ "It's just that you don't need to do things like stock control in a family kitchen, so I'd never really thought about it before. But when you have to order well before you run out of things, you need to know how to put a system in place."

For the time being, the trainees work in hotel or restaurant kitchens two days a week, where the heat is on to deliver food to hungry diners. David enjoys the pressure, and knows that it's good training for the future, although the course does keep him very busy. 42 ☐ He smiles and confesses that he spends his Saturdays cooking at home. He freezes meals for all of them to eat during the week. It seems his love of cooking still hasn't been passed on to his parents.

A He admits it's much more difficult than just preparing a meal for his family.

B The real challenge is to create a totally new dish.

C David says that the theory is mainly common sense.

D The meals David will be making are bound to be very different from the food he ate when he was a young child.

E I ask him if he still finds time to cook meals for his family.

F The other kids at school made fun of me, and I hated that.

G He believes he's more patient and confident than he used to be.

PRACTICE TEST 2

Reading and Use of English Part 7

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

Which section

indicates that legal action was going to be taken? 43 ☐

mentions a certain garden ornament? 44 ☐

suggests that the writer was surprised about where the events took place? 45 ☐

says that the two families agree about something? 46 ☐

mentions someone having a sudden upsetting experience? 47 ☐

says that one of the people involved is especially interested in gardening? 48 ☐

explains how somebody didn't know what it was they were looking at? 49 ☐

gives an example of how parents' attitudes can affect their children? 50 ☐

describes two incidents that involved digging? 51 ☐

suggests that the people concerned have forgotten much of what happened? 52 ☐

The Vendetta

Karen Bailey investigates a dispute between neighbours that had a surprising twist in the tale.

A The peaceful and sleepy suburb of Newtown seems like an unlikely setting for a dispute between neighbours that threatened to get completely out of hand. It all began with a tree. The Nolan family's large oak tree had grown to such an extent that it overshadowed a large part of the Parker family's garden, with the unfortunate result that Mrs Parker, a keen gardener, couldn't get much to grow in that section of her garden because of the lack of direct sunlight. Apparently, Mrs Parker had repeatedly requested that the offending branches be cut away, but she hadn't bargained on the Nolans' love of trees. They became furious whenever it was suggested that any of their precious trees should be damaged.

B When it became clear that their requests were going to be ignored, the Parkers decided to take matters into their own hands. When the Nolan family went to Spain for their summer holiday, they got a professional gardener to cut back the tree. On their return, the Nolans found their beautiful oak tree lopsided and nearly half the size it had been when they left, so they decided to sue the Parkers for destruction of their property. Unfortunately, before the case could be decided in court, things began to escalate. Two of the Nolan children, obviously influenced by their parents' anger, entered the Parkers' garden one afternoon and destroyed all of Mrs Parker's prize tulips by cutting off the heads of the flowers. Mrs Parker claims to have seen one of them through her kitchen window making off with her flowers in one hand and a pair of scissors in the other.

C Revenge was not long in coming. Mrs Parker crept into the Nolans' garden early one morning, just before dawn, armed with thick gloves and a shovel, and uprooted a couple of the Nolans' rose bushes. Of course, no one saw her, and Mrs Parker's neighbours couldn't prove that she had done it, but they were certain that either she or her husband had been the culprit. The vendetta showed no signs of ending. The Parkers' garden gnome mysteriously disappeared next, and everyone knows that gnomes don't just walk off on their own. A large hole then appeared outside the Nolans' garage door so that Mr Nolan couldn't get his car out to drive to work one morning and had to call a taxi. Next could have been the case of the strangely-clipped hedge, but neither of the families is absolutely sure as they seem to have lost count of the things that had happened. The very last incident, however, is not likely to be forgotten by any of them.

D Last weekend, Mr Nolan saw the Parkers leave in their car. Thinking that the whole family was out, he came up with what he thought was a brilliant plan to repay them for their last act of mayhem. He went into their garden with the idea of emptying out all the tools from their shed and hiding them in his garage. When he arrived, however, he got the shock of his life. He realised that what looked like an item of clothing floating on the surface of the Parkers' swimming pool was, in fact, their young son, Barry. Mr Nolan leapt into the pool, pulled Barry out and immediately called an ambulance. When Barry started coughing and slowly opened his eyes, Mr Nolan realised he had saved the boy's life. Apparently, Barry had slipped, hit his head and fallen into the pool. Of course, the vendetta is now over, and both families realise that some things are much more important than silly disputes.

PRACTICE TEST 2

Writing Part 1



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

1 **In your English class you've been talking about school rules. Now your English teacher has asked you to write an essay for homework.**

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

In some schools, all of the students have to wear a uniform.
Is this a good or a bad thing for the students?

Notes

Write about:

---

1 helping all students to fit in

2 money spent on clothes

3 _____ (your own idea)

Writing Part 2

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

2 **You see this advert in an international travel magazine.**

Reviews Wanted

Holiday Destination

We are looking for reviews of holiday destinations that our readers have visited. Your review should include information about what tourists can do and see in the area and the accommodation available there.

Would you recommend this holiday destination to other people your age?

The best reviews will be published in our magazine next month.

Write your **review**.

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

From: Rachel
Subject: I need your advice!

My family has just moved house and I'm starting at a new school tomorrow.

I'm feeling nervous about it because I had some great friends at my old school, but I don't know anyone at the new one. How should I make friends with my new classmates?

What advice can you give me?

Rachel

Write your **email**.

4 **You have seen this announcement on an English-language website for young people.**

Articles Wanted

The best present I have ever been given

› What is the best present that you have ever been given?
› Who gave it to you? What made it so special?

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

Write your **article**.

PRACTICE TEST 2

Listening Part 1

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

1 You hear a fisherman talking.
What is he angry about?

A being criticised by conservationists

B dolphins ruining his catch

C the lack of fish these days

2 You hear a woman talking on the radio.
What is she giving advice about?

A making friends

B job interviews

C using computers

3 Listen to this couple talking about their next holiday.
Where will they go?

A Portugal

B Sicily

C Crete

4 You hear a girl talking to her friend.
What does she want?

A his notes

B the topic of the essay they have to write

C the handouts from the lesson

5 You hear a man talking about a new purchase.
What has he just bought?

A a suit

B a leather jacket

C a coat

6 You hear a mother talking to her daughter.
How does she feel?

A confused

B disappointed

C satisfied

7 You hear two people talking about a computer game.
What do they agree about?

A The game is very easy.

B The man is unlikely to ever finish the game.

C The game is better than the previous one in the series.

8 You hear part of a radio programme.
What is being reviewed?

A a book

B a play

C a film

PRACTICE TEST 2

Listening Part 2



You will hear a student called Derek Barnes talking about spiders. For questions 9 – 18, complete the sentences with a word or short phrase.

Tarantulas

Derek feels that some of his listeners will be (**9**) _____ to hear what his favourite animal is.

Derek says that tarantulas don't live in the wild in (**10**) _____.

Derek points out that spiders have eight legs, but (**11**) _____ have six.

To illustrate the size of the biggest tarantulas, Derek compares them to a (**12**) _____.

Derek says that the most common colour of tarantulas is (**13**) _____.

The sense that is most important to tarantulas when they are hunting is their sense of (**14**) _____.

In some places, tarantulas are (**15**) _____ before people eat them.

Although your life almost certainly won't be in danger, you might need (**16**) _____ after being bitten by a tarantula.

To prevent damage to your eyes, you need to wear (**17**) _____ when handling tarantulas from North or South America.

Due to the export of red-kneed tarantulas, and because local residents often kill them, these animals are now (**18**) _____.

Listening Part 3

You will hear five short extracts in which people are talking about their problems. 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 If I talk about it to certain people, I'll get the blame.

B Mum doesn't like me talking about it.

C The person who should solve the problem is ignoring it.

D I try not to discuss my problem.

E My friend has refused to apologise.

F Things may get better in the future.

G I know it's all my fault.

H A lack of knowledge makes people behave this way.

Speaker 1 ☐ 19

Speaker 2 ☐ 20

Speaker 3 ☐ 21

Speaker 4 ☐ 22

Speaker 5 ☐ 23

PRACTICE TEST 2

Listening Part 4



You will hear an interview with a teenager called Andrea Wilson who's talking about ice skating. For questions 24 – 30, choose the best answer (A, B or C).

24 How long has Andrea been ice skating?

A for about five years

B since she was ten years old

C for more than a decade

25 Andrea considers herself very fortunate because

A her mother was a champion ice skater.

B she can ice skate in her neighbourhood.

C she has a talent for ice skating.

26 Andrea practised very hard despite the fact that

A she found ice skating very easy.

B she didn't have a very good relationship with her coach.

C she wasn't successful in every competition she entered.

27 The interviewer suggests that

A Andrea should focus more on her social life.

B Andrea's hard work has been rewarded.

C Andrea will earn a lot of money as an ice skater.

28 The European Skating Championships

A were started more recently than the World Championships.

B are not organised by the ISU.

C are one of four major ice skating competitions.

29 How does Andrea feel about the European Championships?

A She isn't nervous about them.

B She has mixed feelings about them.

C She says it's unlucky to think about them too much.

30 What does the interviewer suggest at the end of the interview?

A He regrets not having more time to discuss ice skating.

B After hearing Andrea, listeners might be more interested in the European Championships.

C This year's championships will be more exciting than usual.

Speaking Part 2

What do these people have to do to look after their animal?



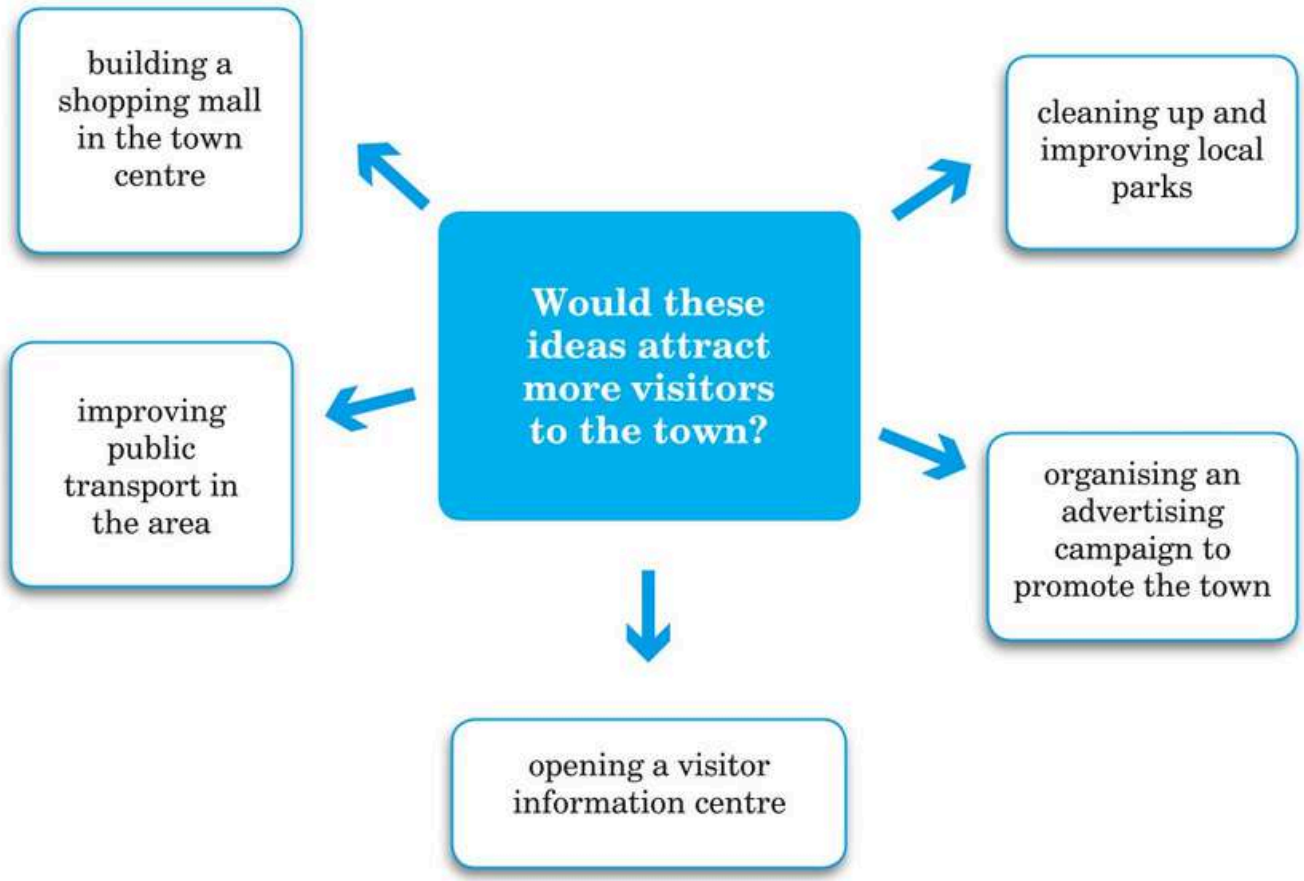


How do you think these people are feeling?





Speaking Part 3



PRACTICE TEST 3

PRACTICE TEST 3

Reading and Use of English Part 1

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

Example:

0 (A) group B team C crowd D band

0	A	B	C	D

Floating Cities

The Tanka are an ethnic (**0**) _ _ _ in China who traditionally lived on wooden boats called junks, and (**1**) _ _ _ their living largely by fishing. Most Tanka people now live on land, but there are still some who follow the traditional Tanka (**2**) _ _ _ of life. The Tanka's ancestry can be (**3**) _ _ _ back to the Tang Dynasty (618 – 907 AD), when local fishermen decided to make their homes on their vessels to (**4**) _ _ _ the wartime chaos on the mainland.

Junks are quite small, so they have to stay near the shore and the Tanka's boats are usually found (**5**) _ _ _ together in bays. Off the coast of Ningde City in south-east China, the Tanka have (**6**) _ _ _ a 'city' of junks, with a population of about 7,000.

Some engineers believe that floating cities could be the answer to land shortages (**7**) _ _ _ by increases in populations, and they have (**8**) _ _ _ with very imaginative designs for modern floating cities. In the future, we might all have to learn something from the Tanka's ancient lifestyle.

1	A gained	B won	C earned	D acquired
2	A course	B method	C form	D way
3	A detected	B trailed	C found	D traced
4	A remove	B miss	C bypass	D avoid
5	A gathered	B flocked	C knotted	D tangled
6	A prompted	B created	C arrived	D originated
7	A caused	B led	C resulted	D stemmed
8	A set out	B made over	C come up	D taken off

Reading and Use of English Part 2

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

Example: 0 | 0 | F |

British National Symbols

You are probably aware (**0**) _____OF_____ the fact that most countries have got a flag and a national anthem, but did you know that they may also have other national symbols? (**9**) _____ example, each country in Great Britain has got its (**10**) _____ national flower and animal, too.

England's flower is the Tudor rose and its national animal is the lion. Scotland has chosen the prickly thistle (**11**) _____ its flower, and its animal is the unicorn. Another mythical creature, the red dragon, is the animal (**12**) _____ is proudly displayed on the Welsh flag. The yellow daffodil (**13**) _____ considered to be the flower of Wales, though the leek, a green-leaved vegetable, is another Welsh national symbol.

All of these symbols can (**14**) _____ seen in lots of places in their respective countries, decorating everything (**15**) _____ historical monuments to shop signs and footpaths. Look at coins as (**16**) _____. You'll see some national plants and animals on those too.



PRACTICE TEST 3

Reading and Use of English Part 3

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

Example: 0 V A R I E T Y

Looking for a good book?

When you are searching for something to read, the enormous (**0**) ___*VARIETY*_____ **VARY**
of available books might be your greatest problem. How do you narrow down the choice when you aren't sure what you will enjoy reading? To avoid (**17**) _____, you might like to read some reviews or ask a **DISAPPOINT**
friend with similar tastes to give you a (**18**) _____. **RECOMMEND**

New books can be quite (**19**) _____, but there are plenty of **PRICE**
alternatives. You might be able to find (**20**) _____ second-hand **EXPENSE**
bookshops in the (**21**) _____ where you live, or perhaps you could **NEIGHBOUR**
borrow books from a local library. Downloading books onto a smartphone, tablet or e-book reader is another popular (**22**) _____ these days. Many **OPT**
of the books that you can get in this way are free or (**23**) _____ **RELATIVE**
cheap. Another clear advantage of this method is that you can choose what you want to read next, (**24**) _____ you like, from the comfort of your own home. **WHEN**

Reading and Use of English Part 4

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

Example:

0 My aunt gave us the tickets.

GIVEN

We _____ my aunt.

Example: **0** WERE GIVEN THE TICKETS BY

---

25 It's possible that Josh didn't speak to his cousin yesterday.

MAY

Josh _____ to his cousin yesterday.

26 The kids continued to play tennis despite the fact that it was raining.

CARRIED

The kids _____ spite of the fact it was raining.

27 They didn't let me go home early.

ALLOWED

I _____ home early.

28 The moment I learn what happened, I'll tell you.

AS

As _____ out what happened, I'll tell you.

29 He went to the office yesterday even though it wasn't necessary.

GONE

He _____ the office yesterday, but he did.

30 I'll make some sandwiches because we might be hungry later.

CASE

I'll make some sandwiches _____ hungry later.

PRACTICE TEST 3

Reading and Use of English Part 5

You are going to read an extract from an article about a tradition in the Himalayas. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

Honey Hunting in Nepal

Ken Roberts travelled to Nepal to find out more about an unusual and dangerous tradition.

Considering the purpose of my visit, the Gurung tribe were more welcoming than I had expected when I arrived in their remote village in the foothills of the Himalayas. It was no secret that the villagers were opposed to strangers on their cliffs. Their village, situated in Nepal's Kaski district, is home to a community that generally likes to keep its ancient honey gathering tradition and techniques a closely-guarded secret. However, after being introduced to the tribal leaders by Anshu, a local guide, I thankfully felt a small measure of acceptance.

I was visiting Kaski to learn more about the Gurung and their twice-yearly honey hunt, when tribe members risk their lives to harvest honey from the hives of the world's largest honeybees. In recent years, this activity has become more challenging due to decreasing bee populations. So, how were the Gurung people still managing to keep their long-established custom alive? This is what I wanted to see for myself.

I soon learnt how committed to this difficult task everyone was. On the first day, I watched from the ground in amazement as some men from the tribe climbed nearly 200 feet up a cliff face to reach the beehives, using unsteady rope ladders. From time to time, they lost their footing and hung dangerously for a few seconds before regaining their balance. Even more remarkably, although the men wore protective hats and gloves, they were barefoot. Anshu explained that the men would have a long climb because most of the beehives are high up on the south-west
line 38 side of the cliff, where they are out of reach of predators and are exposed to more direct sunlight.

Through my binoculars, I could see thick black smoke gradually rising from the cliff. This was from fires lit by the honey collectors to keep the bees away. I asked Anshu how the men could possibly manage to collect the honey while avoiding getting stung. Laughing, he replied that everyone gets stung (it's part of the event), but they would keep on poking at the hives with their sharpened bamboo sticks to make sure they got out all of the pieces of honeycomb.

As I stood with the rest of the villagers, some pieces of hard honeycomb fell to the ground and villagers rushed forward to pick them up. A young boy held a piece out to me, indicating that I should taste it. Hesitantly, I popped it into my mouth, expecting it to be too sweet, but it was in fact quite pleasant, though a little chewy.

At the end of the day, the honey is divided up equally between all of the villagers, so everyone benefits from the collectors' hard work. After our long trek back to the village, they invited me to come and share some of the special honey tea which they make to celebrate this event.

Later in the evening, I sat with Anshu and listened while he described the Gurung's culture, their daily life of sheep herding, and their traditional songs and music. He told me of the tribe's fear that too many tourists would arrive to gather honey, damaging the cliff face and the bees' nesting sites with their modern climbing gear. He added that some people are afraid that, sooner or later, no one will be able to harvest the honey in the Nepalese Himalayas because the honeybees will have become extinct.

There is some hope for the Gurung and the Nepalese honeybees, however. Shortly after my trip to Nepal, the Austrian government announced a plan to help conserve the Kaski environment and the hives of the honeybees through their 'Himalayan Honeybees Project', which also aims to work with the Gurung people and preserve their traditional harvesting techniques.

31 What is the writer's purpose in the first paragraph?

A to encourage more people to visit Gurung villages

B to make it clear that he was in a dangerous situation

C to complain about the villagers' attitudes

D to explain why he was pleasantly surprised about something

32 Why was Ken visiting Nepal?

A to collect honey from the cliff tops

B to explain to the Gurung villagers why they shouldn't collect honey any more

C to see the honeybees in their natural environment

D to observe an ancient custom

33 What did Ken find the most surprising about the honey hunt?

A the height of the cliff that the honey collectors had to climb

B that the collectors knew where to find the beehives

C the intelligence of the honeybees and the location of the hives

D the fact that the honey collectors were not protected from head to foot

34 What does 'they' in line 38 refer to?

A the ladders

B the beehives

C the men

D the bees

35 What does the writer suggest about Anshu's attitude in paragraph 4?

A He was amused by Ken's anxiety.

B He was annoyed by Ken's questions.

C He was surprised by Ken's level of interest.

D He was impressed by Ken's knowledge.

36 What do we learn about the Gurung villagers?

A They used to be farmers before starting to collect honey.

B The honey collectors keep all of the honey they find.

C They don't approve of up-to-date climbing equipment.

D They look forward to turning the area into a tourist attraction.

PRACTICE TEST 3

Reading and Use of English Part 6

You are going to read an article about pets that have been abandoned by their owners. Six sentences have been removed from the article. Choose from sentences A – G the one which fits each gap (37 – 42). There is one extra sentence which you do not need to use.

Abandoned Pets

"Look, Mummy, can we keep it?" is a question most children ask at one point or another. The sight of a cute kitten shivering outside in the cold, miaowing desperately, or a puppy looking up at you with its big round eyes while hopefully wagging its tail, makes it hard to say no. 37 ☐ Looking after a pet is hard work, and can also be expensive, which is why some irresponsible owners simply abandon the animals they are supposed to be taking care of.

In Britain alone, the RSPCA (The Royal Society for the Prevention of Cruelty to Animals) investigates over 150,000 complaints of cruelty and neglect every year and rescues, and finds new homes for, thousands of animals. These may be farm, laboratory or wild animals, but a large percentage of them are pets that have been abandoned.

It's not only dogs and cats that are found homeless and helpless. Many different species of birds are often abandoned. 38 ☐ A special living environment and diet is required, and if the bird does not get the attention it needs, it may become aggressive. Simply releasing the bird into the wild is not an acceptable solution, however, as it can put the former pet or other wildlife at risk.

Even bigger and more exotic animals have also sometimes been abandoned. In the summer of 2014 an unusual 'tourist' appeared on Crete, an island in the south of Greece. It was a crocodile. 39 ☐ Presumably, the crocodile either escaped, or was abandoned when its owner found himself unable, or unwilling, to cope with a dangerous, two-metre long carnivore.

Another example is that of Caesar, a Siberian tiger. The tiger was bought by a man in the U.S. as a present for his girlfriend. Then, when they no longer wanted it, the man left Caesar with his grandfather, telling him to shoot the tiger if he didn't return to get it. 40 ☐ The animal was then only seven months old. It had become a burden before it was even fully grown. Fortunately, Caesar is now happy and healthy and being taken care of in an animal shelter in Texas.

Shelters such as the one where Caesar eventually ended up exist in many places. In Europe, the largest one is in Berlin, Germany. 1400 rescued birds and animals now live happily in a clean, modern facility covering 16 hectares of land. 41 ☐

This expenditure, and the pain and suffering these animals went through could all have been avoided if people had thought more carefully before getting a pet. This is never a decision to be taken lightly. Obviously, crocodiles and tigers are unsuitable pets for almost everyone, but you need to be aware of what is involved in looking after any animal. 42 ☐

A After four months of caring for it, the elderly man called an animal shelter for help.

B Then you can be sure you are the right person to give it a home.

C Some lucky animals will be rescued, others may not be so fortunate.

D However, most parents realise that if you're going to give a pet a new home, you must be prepared to make a commitment that can last years, maybe even decades.

E People are attracted to the novelty of owning a hawk or an owl, but it soon wears off when they realise the responsibility involved in caring for creatures like these.

F The facility cost a huge amount to build, and running costs are enormous.

G This type of reptile is not native to Greece.

PRACTICE TEST 3

Reading and Use of English Part 7



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

Which collector

first became interested in collecting because of a chance conversation? **43** ☐

explains why it is more difficult now to keep up with their collection? **44** ☐

mentions meeting other people with the same interests as themselves? **45** ☐

talks about an item that used to have a different function? **46** ☐

explains that their background helps them appreciate more about the items they collect? **47** ☐

really appreciates it when people she asks for help do more than she asked for? **48** ☐

is very interested in the previous owners of the things in their collection? **49** ☐

suggests that other people think that they have a strange hobby? **50** ☐

tries to add to their collection whenever they are travelling? **51** ☐

reveals that they became less enthusiastic about an earlier collection they had? **52** ☐

Keen Collectors

A Chris Hume



My grandad gave me a beautiful wooden studio camera on my 16th birthday. As it happened, the camera had quite a history and had been used to take photographs of local people in the early 1900s. It looked nothing like the cameras that I was familiar with and, from then on, I was fascinated with wooden cameras. To be honest, until then, I had no idea cameras were once made from wood and leather. As time went on, I learnt more about the history of photography and became much more serious about collecting. Having been raised around antiques, I understand that each camera I come across has its own story, so discovering why it was made and who it has belonged to is just as important as the approximate date of manufacture.

B Julia Reynolds



My interest in perfume bottles started at a very early age when I used to admire my mother's extraordinary collection on her dressing table. As I became older, I would rely on family and friends to remember that I was building a collection and hope that my birthday presents would include some bottles of scent. People think that I'm obsessed with fragrances, when in fact it's the bottles that I adore. Now, after 15 years, I have acquired some of the oldest and rarest bottles in the world. My favourites come from the 1920s; in particular a vintage one from DeVilbiss which is considered a rather peculiar design as it started life as a salt pot. Not all of my bottles are so unusual, of course. I pick them up everywhere: on excursions, at flea markets and even in my friends' attics if they let me up there.

C Polly Stuart



I'm a dedicated football fan, so it stands to reason that I have a huge collection of everything connected to the sport. I think my earliest childhood memory is having my bedroom decorated in my team's colours. I had a shelf full of albums of football stickers. During primary school, all my friends seemed to be collecting them too and I put together a huge collection. Gradually though, as I grew older, I lost interest. Instead, I began to contact retired footballers to ask for their autographs. Now that I'm at college, it is quite a challenge as it takes such a great deal of my time and effort. However, I've got signatures from most of the best players from every corner of the world, and some exceptional footballers have sent me signed photos or even a handwritten letter thanking me for adding them to my collection; these are the ones that I really prize.

D Adam North



Most people are surprised when they hear that I collect pens. It all started when I lost my favourite fountain pen and went to a stationer's to replace it. I soon got chatting with the assistant about vintage pens and she suggested I take a look online. That evening, I began some research and what I found amazed me! Besides there being loads of interesting types of pens and designs, there were hundreds of photos and all sorts of information about vintage fountain pens, the ones that are now my specific interest. I soon became hooked on signing up for newsletters and buying pen magazines. Then, finally, I attended pen shows around the country and met other enthusiasts too. It was at one of these shows that I swapped my first pen and started my own collection.

PRACTICE TEST 3

Writing Part 1

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

1 In your English class you've been talking about animal rights. Now your English teacher has asked you to write an essay for homework.

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

'We should all stop eating meat and become vegetarians.'

Do you agree?

Notes

Write about:

1 Is it wrong to eat meat?

2 healthy eating

3 _____ (your own idea)

Writing Part 2

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

2 **You see this notice in an international magazine for young people.**

Environmental Issue

The next issue of this magazine will focus on the environment and what we can do to help protect the planet.

What environmental problems are there in your area?

Write to our editor, Maria Watson, telling her about these problems and what you think should be done about them.

If we decide to write about your area in the magazine, we will send a reporter to talk to you.

Write your **letter**.

3 **You have seen this announcement on a website that is popular with teenagers.**

Stories Wanted

Write a story for our website. Your story must **begin** with this sentence:

When Adam opened the door, he couldn't believe what he saw.

Your story must include:

- an animal
- an apology

Write your **story**.

4 **You see this advert in an international technology magazine.**

Articles Wanted

What is the most useful electronic device or gadget that you own?

Write an article for our magazine, describing the gadget and explaining why you think it is so useful. The best articles will appear in the magazine next month.

Write your **article**.

PRACTICE TEST 3

Listening Part 1

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

1 You overhear a woman talking about a trip abroad.
How did she feel during most of the trip?

A excited

B anxious

C bored

2 You hear a couple talking about a house they are thinking about buying.
What do they agree about the house?

A Heating it would be expensive.

B They would need to put in more windows.

C It needs to be painted inside and outside.

3 You hear two colleagues discussing their friend, Philip.
What does the woman assume about Philip?

A that he is on a business trip

B that he has been promoted

C that he is on holiday

4 You hear a woman giving directions.
She says her home is

A on Wellington Road.

B near a bakery.

C opposite a post office.

5 You hear a man being interviewed about his daily routine.
Where does he work?

A at a bank

B at a university

C at a hospital

6 You hear two people talking about their friend's cat.
What's the problem?

A It won't eat its food.

B It's afraid of dogs.

C It's missing.

7 You overhear two children talking about a birthday gift.
What are they going to get for their dad?

A a camera

B a notebook

C a phone

8 You hear this announcement on the radio.
What is the speaker encouraging people to do?

A plant trees near the garden centre

B buy a young tree from the garden centre

C find somewhere near Manor Farm to plant trees

PRACTICE TEST 3

Listening Part 2

You will hear a young woman called Sally Gould talking about her work. For questions 9 – 18, complete the sentences with a word or short phrase.

The Stonemason

Sally works for a company which repairs (**9**) _____.

Sally believed that advisers at school encouraged people to become accountants or doctors because of the (**10**) _____ of such jobs.

At the castle, Sally and her family were taken on a (**11**) _____.

Sally was impressed by the (**12**) _____ of the work being done at the castle.

Stonemasons usually spend (**13**) _____ as an apprentice.

At first Sally was worried because stonemasons need to have a good (**14**) _____.

Sally describes the person who is teaching her how to do the job as being a (**15**) _____ man.

As part of Sally's college course, she is learning the safe way to use the (**16**) _____ needed for the job.

Sally says that she has a talent for (**17**) _____.

She believes that, because of her job, she will never need to become a member of a (**18**) _____.

Listening Part 3

You will hear five people talking about how they spend their weekends. For questions 19 – 23, choose from the list (A – H) what each speaker says they enjoy doing. Use the letters only once. There are three extra letters which you do not need to use.

A going mountain climbing

B doing something similar to what I do during the week

C going to cultural events

D studying for the course I'm doing

E going caving

F spending a lot of time gardening

G eating out

H going to the countryside

Speaker 1 ☐ 19

Speaker 2 ☐ 20

Speaker 3 ☐ 21

Speaker 4 ☐ 22

Speaker 5 ☐ 23

PRACTICE TEST 3

Listening Part 4

You will hear a radio interview with David Beecham, a psychologist. For questions 24 – 30, choose the best answer (A, B or C).

24 What was the main purpose of the interview?

A to talk about the importance of friendship

B to give suggestions on how to improve your mood

C to discuss David's experiences with depression

25 What's the first thing you should do, according to David?

A switch off your computer

B find something that you think is amusing

C learn more about how body chemistry is connected to our moods

26 What sort of music does David suggest listening to?

A something that matches your mood

B something that you know well

C something that will make you want to dance

27 David suggests tidying your bedroom because

A research shows some advantages to being in a tidy space.

B he believes it's important to help your parents.

C it's another way to do some physical activity.

28 What is the interviewer's favourite smell?

A flowers

B fresh bread

C newly cut grass

29 How does David react when the interviewer mentions playing with her dog?

A He points out that it is related to what he wants to say next.

B He thinks it's funny that she still does something she did as a child.

C He suggests that it might have a negative effect on her mood.

30 What does David say about unhealthy food?

A It's OK to eat it now and again.

B You shouldn't eat it late in the day.

C You should eat it as often as you like if it makes you happy.

Speaking Part 2

What are the disadvantages of travelling in these ways?



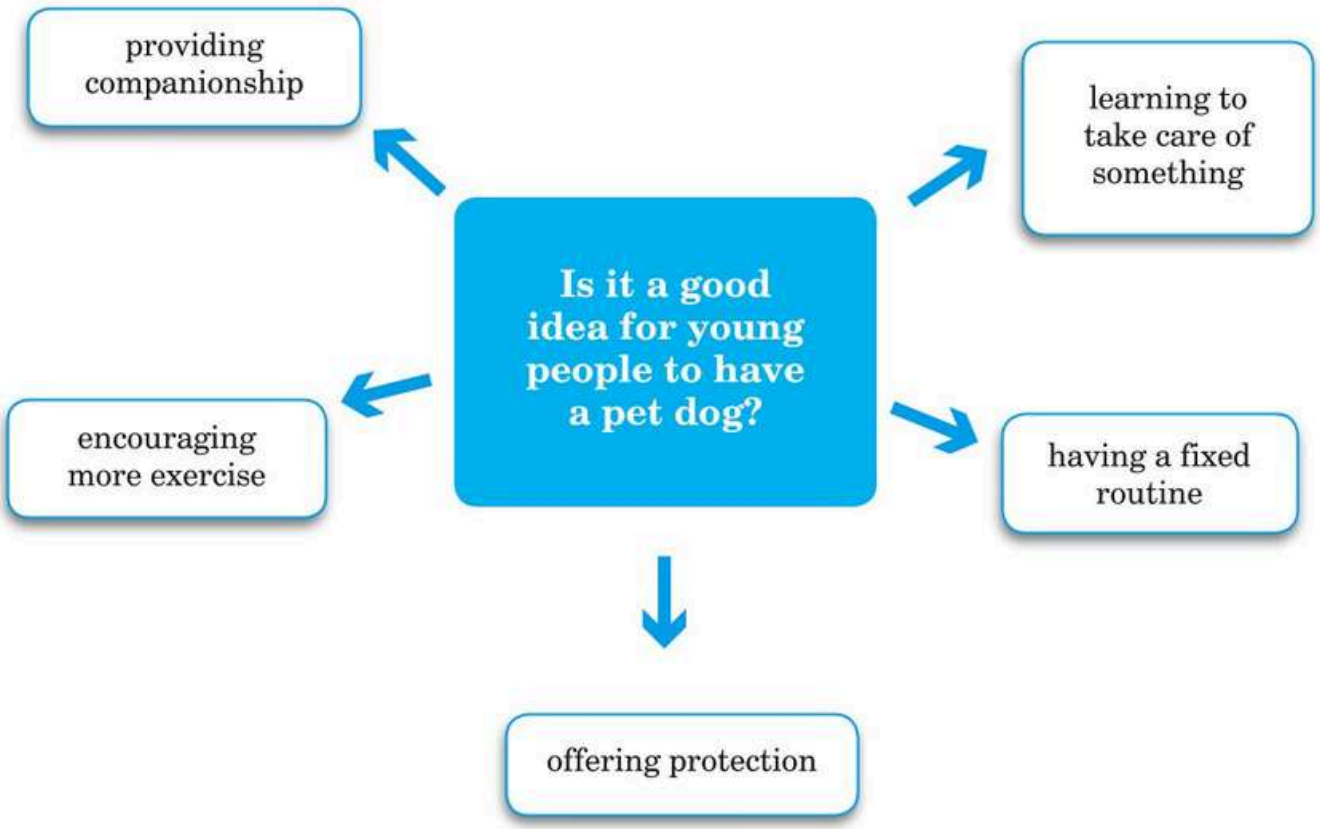


What do you think the people are enjoying about doing these activities?





Speaking Part 3



PRACTICE TEST 4

PRACTICE TEST 4

Reading and Use of English Part 1

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

Example:

0 **A** hold **B** have **C** learn **D** take

0	A	B	C	D
			■	

Money Management for Teenagers

The lessons of how to successfully manage your finances are very important ones for young people to (**0**) _ _ _. Most experts agree that it's never too early to appreciate the value of saving (**1**) _ _ _ for a rainy day. If you put a little money aside whenever you can, you will be surprised at how quickly your savings (**2**) _ _ _.

Many teenagers don't have a lot of spare (**3**) _ _ _. However, you might occasionally be given some by relatives or be able to earn some by babysitting or doing (**4**) _ _ _ at home.

Young people's expenses often (**5**) _ _ _ entertainment, eating out and buying clothes. If, however, you want to buy a larger item, you might decide to (**6**) _ _ _ back on your everyday spending. Try to (**7**) _ _ _ yourself a reasonable goal. You want to save the money as quickly as you can without leaving yourself penniless in the meantime. And try to resist the (**8**) _ _ _ to use your savings for something else or you might find yourself back where you started!

1	**A** out	**B** over	**C** in	**D** up
2	**A** grow	**B** broaden	**C** develop	**D** stretch
3	**A** salaries	**B** cash	**C** change	**D** fees
4	**A** assignments	**B** posts	**C** chores	**D** duties
5	**A** count	**B** include	**C** consist	**D** require
6	**A** cut	**B** turn	**C** put	**D** roll
7	**A** make	**B** aim	**C** set	**D** open
8	**A** decision	**B** temptation	**C** persuasion	**D** confusion

Reading and Use of English Part 2

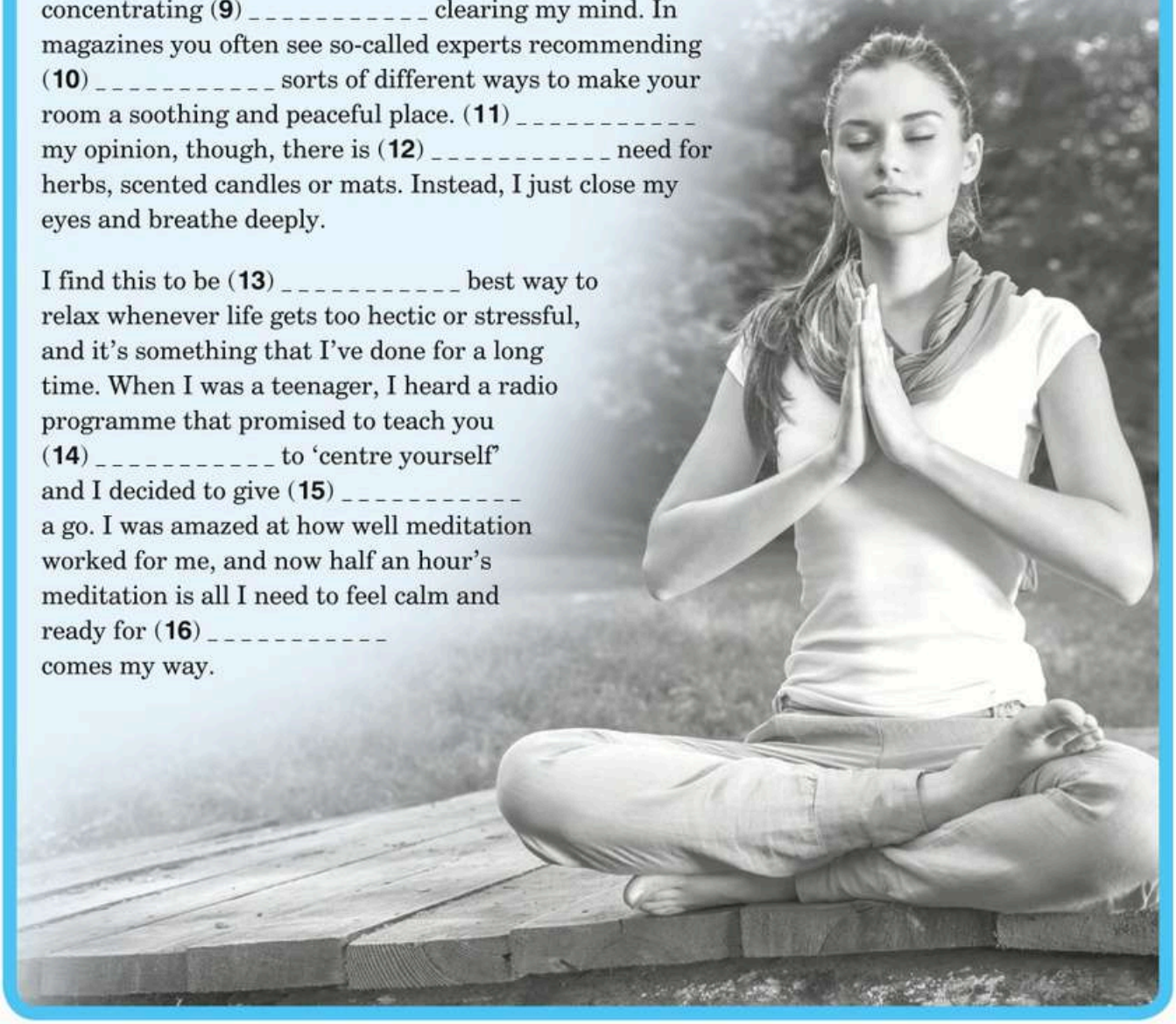
For questions 9 – 16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: 0 T O

Meditation

Meditation can mean different things (**0**) _____TO_____ different people but, for me, it involves sitting in a quiet place and concentrating (**9**) _____ clearing my mind. In magazines you often see so-called experts recommending (**10**) _____ sorts of different ways to make your room a soothing and peaceful place. (**11**) _____ my opinion, though, there is (**12**) _____ need for herbs, scented candles or mats. Instead, I just close my eyes and breathe deeply.

I find this to be (**13**) _____ best way to relax whenever life gets too hectic or stressful, and it's something that I've done for a long time. When I was a teenager, I heard a radio programme that promised to teach you (**14**) _____ to 'centre yourself' and I decided to give (**15**) _____ a go. I was amazed at how well meditation worked for me, and now half an hour's meditation is all I need to feel calm and ready for (**16**) _____ comes my way.



PRACTICE TEST 4

Reading and Use of English Part 3

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

Example: 0 DISTINCTIVE

The Mounties

The Royal Canadian Mounted Police, commonly known as 'The Mounties', are famous for their (**0**) ____*DISTINCTIVE*____ traditional uniforms, which feature red jackets and large wide-brimmed hats. Indeed, when you mention the Mounties, many people picture an (**17**) _____ on horseback wearing such an (**18**) _____. In reality, the Mounties are a (**19**) _____ modern police force. Their everyday uniforms are much like those of other police officers around the world, and the force is made up of well trained and highly-respected (**20**) _____.

DISTINCT
OFFICE
OUT
THOROUGH
PROFESSION

The (**21**) _____ force of 300 men, created in 1873, had to keep the peace in an enormous (800,000 square km) area of wilderness. Things are very different today. The RCMP has approximately 29,000 (**22**) _____ who, in addition to investigating all sorts of crimes, have a wide range of (**23**) _____, including protecting Canada's borders and running counter-terrorism (**24**) _____.

ORIGIN
EMPLOY
RESPONSIBLE
OPERATE

Reading and Use of English Part 4

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

Example:

0 My aunt gave us the tickets.

GIVEN

We _____ my aunt.

Example: **0** WERE GIVEN THE TICKETS BY

---

25 Everyone thinks that he drives very fast.

THOUGHT

It is _____ very high speed.

26 I only walked to school because I missed the bus.

GONE

If I had caught the bus, I _____ school on foot.

27 Sorry, but we haven't got any milk left.

RUN

Sorry, but we _____ milk.

28 I'm sure that Harry was excited about going to America.

HAVE

Harry _____ forward to going to America.

29 I regret telling Emma about the party.

WISH

I _____ Emma about the party.

30 Luckily, we managed to find the missing money.

SUCCEEDED

Luckily, we _____ the missing money.

PRACTICE TEST 4

Reading and Use of English Part 5

You are going to read an extract from a short story. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

An Eventful Journey

Jeremy woke up with an uneasy feeling about the day ahead, though he couldn't actually say what had triggered it. He'd slept well, and it was bright and warm, nothing like the cold, wet, dull days that they'd been having for the past month. Anyway, he had a double art lesson to look forward to, so it shouldn't be too difficult a day. Meeting the new history teacher would be another highlight. The other kids were saying she was really funny, and the book they were reading with her was one that they couldn't put down. Jeremy had always liked history so, on the whole, he decided he had nothing much to worry about.

Over breakfast, for about the hundredth time, Jeremy made a determined, though good-natured, effort to persuade his mum to let him get a dog. As usual, the matter still remained unresolved when Jeremy had to grab his jacket and backpack and rush to catch the bus. For the first year of high school, his mum had driven him to school, but now that she started work later, he had to make the journey there and back on his own. He'd recently splashed out a few months' pocket money on a cool mountain bike, but there was nowhere safe to leave it at school, and besides, his mum had said she didn't like the thought of him cycling through the rush hour traffic, so that left no other real option apart from the bus.

The local buses ran like clockwork, so Jeremy had been waiting no more than three minutes at the stop when "Wow!" It was a brand new bus, much more impressive than the usual old vehicles. It was a double-decker, like the others, but the windows looked bigger, and it seemed a little more spacious. Maybe it was slightly wider, too.

About halfway along Jeremy's route to school, the bus came to the point where the road went under an old bridge that carried the railway over the road. And this is where the day took a turn from the normal course of events. With a horrible screeching metallic noise, the bus came to a halt. Its roof had jammed up hard against the underside of the old stone arch of the bridge. The driver tried moving the bus slowly to one side in order to be under the highest point of the arch. However, it soon became clear that the bus could not be moved any further forward. The driver didn't have any more success trying to reverse out from under the arch either.

He got out and started walking round the bus, his eyes looking up towards the stone arch. Taking his cap off, he scratched his head absent-mindedly, as if this would start up his thinking processes. There wasn't any chance of cars going past now: the space under the bridge was much too narrow for that. Gradually, the hum of conversation on the bus stopped and the passengers started commenting more loudly about the situation.

No doubt, they were starting to think about the delay they were facing and how this would affect their plans for the morning. In both directions, there was a build-up of traffic that was now prevented from going under the bridge. Shortly afterwards, two police officers arrived on motorcycles, as well as an inspector from the bus company. The inspector asked all of the passengers to get off the bus, and informed them that an alternative form of transport would be provided, although what this would be wasn't entirely clear. At this point, Jeremy hesitantly opened his mouth and suggested that they let some air out of the bus's tyres. The inspector was just about to make a dismissive comment when one of the police *line 84* officers said, "Well that sounds like an idea worth trying!"

31 Jeremy woke up feeling that

A the weather would be bad again.

B he might have a difficult day.

C he wouldn't do much that day.

D he should remember something that had happened.

32 How does Jeremy feel about getting a dog?

A He gets very annoyed because his mum won't let him have one.

B He is beginning to agree with his mum's point of view.

C It is something that he is making an effort to achieve.

D He thinks breakfast time is the best time to discuss it.

33 Why does Jeremy take the bus to school?

A He doesn't want his mum to drive him.

B It's his favourite way of travelling.

C It's the only practical way for him to get there.

D It's quicker than any other way of getting there.

34 What do we learn about the buses in Jeremy's town?

A They are regularly on time.

B The town has a lot of new buses.

C They come every three minutes.

D Most of them are small and crowded.

35 The driver tried backing the bus out from under the bridge

A before attempting any other manoeuvres.

B as soon as he heard a scraping noise.

C when it was in a better position.

D after failing to get under the centre of the bridge.

36 The word "dismissive" in line 84 suggests that the inspector

A knew what really needed to be done.

B hadn't really thought about Jeremy's suggestion.

C was trying to be encouraging.

D was going to improve on Jeremy's idea.

PRACTICE TEST 4

Reading and Use of English Part 6

You are going to read a text from a website about somebody who took part in a very challenging race. Six sentences have been removed from the text. Choose from sentences A – G the one which fits each gap (37 – 42). There is one extra sentence which you do not need to use.

Do you have what it takes to be an Alpha Warrior?

Fitness instructor Brian Nixon recently competed and came first in an Alpha Warrior Obstacle Race.

Brian Nixon may be an experienced fitness instructor (and part-time stuntman in his spare time), but he was certainly pushed to his limits when he competed for the cash prize of $1,000 in 'Alpha Warrior', an extreme US obstacle race. 37 ☐ He must have enjoyed himself too because he is already preparing to take part in future Alpha Warrior races.

Alpha Warrior races take place on a half-mile course designed by athletes, architects and engineers for athletes of all levels and backgrounds. To complete the race, you have to climb over, through, and under a wide variety of obstacles made of rope, rubber and metal. The races are held in cities around America, drawing huge crowds of spectators at every venue. While most obstacle races require contestants to run long distances, crawl through mud or dive into pools of ice-cold water, Alpha Warrior participants must aim to complete all of the thirty complicated obstacles on the course in as short a time as possible. Their slogan of "No Mud, No Miles, No Mercy" shows where the true focus is for contestants wanting to prove that they are indeed Alpha Warriors. 38 ☐

Brian trained extremely hard for five months to complete the course, which was set up in the huge car park of the Qualcomm Stadium. He says that not having to run a great deal was quite different from other obstacle races he'd taken part in, such as the 'Spartan Race' and 'Warrior Dash'. However, the tough obstacles of Alpha Warrior tested every muscle in his body and left him aching and bruised for days afterwards. 39 ☐ He said he could certainly have been better prepared for some of the more unusual obstacles.

This fierce obstacle course is clearly not for the faint-hearted. It may be open to contestants of all ages, but everyone who takes part needs stamina and determination. Participants compete as individuals or in a team, and they can race head-to-head in the 'elite class' race, as Brian did, or just attempt the obstacles in the 'open class' competition. 40 ☐

Brian says that Alpha Warrior is a great event for spectators too because they can follow the contestants round the course from start to finish. 41 ☐ It's because of that, he says, that he can see his mistakes on some of the obstacles and will make sure he is better prepared next time. A couple of times, Brian was very close to being disqualified as a result of the strict competition rules. Although he completed all the obstacles, he nearly touched the ground on two occasions, something that would have cost him the cash prize.

Another reason why Brian is proud of having taken part in the obstacle race is the money these events raise for good causes. 42 ☐ "I think it's an excellent way to support and honour service members and veterans who have protected our security and freedom," he says.

A His wife and son were with him the entire time, cheering him on and recording his efforts on their camcorder.

B Looking back, although he is very proud of his achievement, he feels that there is still room for improvement.

C Brian, who travelled to San Antonio for the hugely popular event, beat some of the best obstacle racers in the world.

D Some of the most difficult obstacle courses in the world are held in Canada.

E Either way, the Alpha Warrior experience is tough, but fun.

F Part of the proceeds of each of the races goes towards supporting wounded US Military, Police and Fire services personnel.

G For many contestants, this is probably as important as the $1,000 winner's prize.

PRACTICE TEST 4

Reading and Use of English Part 7



You are going to read an article about a young man, Michael Robertson. For questions 43 – 52, choose from the paragraphs of the article (A – E). The paragraphs may be chosen more than once.

Which paragraph:

gives an example of Michael's sense of humour? 43 ☐

reports certain things that irritate Michael? 44 ☐

gives information about what Michael has created? 45 ☐

describes a period when Michael felt very sad and hopeless? 46 ☐

describes Michael showing off something he can do? 47 ☐

quotes Michael's expression of gratitude to certain people? 48 ☐

mentions some plans Michael has? 49 ☐

points out something that the writer didn't immediately recognise the significance of? 50 ☐

mentions something that Michael thinks people who can walk shouldn't do? 51 ☐

states how Michael and the writer communicated before their meeting? 52 ☐

A Remarkable Young Man

Our reporter Sasha Curtis went to interview Michael Robertson, the founder of a very popular website for teenagers.

A As I walked up the steps to the front door, I noticed the ramp alongside them, but I didn't really think much of it. Therefore, I was caught unawares when the door opened and I had to look down to meet my host's eyes. I'd had no idea that Michael used a wheelchair. He must have noticed that I was taken aback, but he immediately put me at my ease, giving me a warm smile and saying warmly "Hi, come in. It's freezing out there!" He explained later that, of course, it isn't a secret that he uses a wheelchair, but it hadn't come up in our earlier phone conversation because he was more interested in talking about his website, *teenzworld.web*.

B Michael is 15 years old. He's been in a wheelchair since a car accident left him unable to use his legs at the age of twelve. Instead of ruining his life, he claims he's become a better person since the accident. I ask him to explain, and he says "I've had so many experiences since then, both good and bad, that I feel able to cope with anything now. I mean, I've already faced death. What can be harder than that? When I was first injured I got severely depressed. I thought I wouldn't be able to do any of the stuff I used to, but thanks to my friends, family and some great doctors I pulled through."

C "Oh, and we mustn't forget Zippy!" he adds. I looked around expecting to see a faithful dog or playful kitten, but Michael laughed and patted his wheelchair. "This is Zippy," he explains, "I zip around in it all day. I don't go anywhere without it!" he says, smiling wryly at his own joke. "My chair has more or less become a part of me. It gives me the independence I need. You'd be surprised at what you can do in a wheelchair. Watch!" With youthful enthusiasm, Michael skilfully performs some impressive moves with his chair. "I dance, I play basketball, I even do karate!" he tells me, showing me a photo of himself with a big group of friends at a recent event.

D Michael is extremely popular online as well as in the real world. It was while he was recovering from his accident that he began working on his computer programming skills. He set up *teenzworld* last year, and the site, which features articles about sport, fashion and politics written by teens and for teens, has proved to be a huge hit with young people all around the world. Michael is very excited about the way things are going and about some ideas he has for extra features to improve the site in the future.

E His positive attitude is remarkable and I ask Michael if there is anything that gets him down. "Oh, loads of things," he replies. "It annoys me when places aren't wheelchair accessible, when there are no ramps or lifts, or when the doorways are too narrow for my chair to go through. And don't get me started on the inconsiderate able-bodied people who sit in seats or park in spots reserved for people with special needs! I also hate it when people are patronising, whether it's because of my wheelchair or just because I'm young!" On the whole though, Michael prefers to look on the bright side of things. And, why not? There seem to be no limits to what this impressive and admirable young man might achieve.



PRACTICE TEST 4

Writing Part 1

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

1 **In your English class you've been talking about celebrities. Now your English teacher has asked you to write an essay.**

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

Are famous professional sports stars paid too much money?

_____

Notes

Write about:

_____

1 how many people they entertain

2 how much people in other important jobs earn

3 _____ (your own idea)

Writing Part 2

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

2 **You have seen this announcement in an English-language magazine for young people.**

Stories Wanted

We're looking for stories from our readers. Your story must **begin** with this sentence:

I was so embarrassed, I wished I could disappear.

Your story must include:

- your best friend
- a mistake

Write your **story**.

3 **You see this announcement on a website that is popular with teenagers.**

Articles Wanted

Movies and Me

How often do you watch films? Do you prefer to watch films at the cinema or at home? How do you decide which movies to watch?

Write us an article answering these questions. The best articles will be posted on our website.

Write your **article**.

4 **You read this notice in an international computer magazine.**

Reviews Wanted

What's your favourite website?

Write us a review of the website, explaining what kind of site it is and why you like it so much.

Tell us whether or not you would recommend the website to your friends.

We will print the best reviews next month.



Write your **review**.

PRACTICE TEST 4

Listening Part 1

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

1 You hear a teacher talking to a student.
What is he doing?

A making a suggestion

B commenting on an essay

C complaining about a project

2 You overhear a man talking to a friend on his phone.
What's the background to the conversation?

A The man's car has broken down.

B The man wants to borrow his friend's car.

C The man is planning to buy a new car.

3 Listen to this woman talking on the radio.
Who is she going to interview?

A an actress

B a politician

C a musician

4 You overhear two people talking about a film.
What did the woman think of it?

A It was confusing.

B The acting wasn't very good.

C The plot was unrealistic.

5 You hear a man talking.
Why is he taking a course?

- **A** as training for a job he's just started
- **B** to improve his chances of promotion
- **C** to learn a new skill

6 You overhear a woman talking to a friend.
What's the speaker's job?

- **A** professional photographer
- **B** journalist
- **C** police officer

7 You overhear a couple discussing holiday arrangements.
How will they book a flight?

- **A** at a travel agent's
- **B** from a website
- **C** at the airport

8 You hear part of a radio programme.
What type of programme is it?

- **A** a travel show
- **B** a cookery programme
- **C** a health and lifestyle show

PRACTICE TEST 4

Listening Part 2

You will hear Ken Peterson, a school teacher, talking to a group of students about the American city of Denver. For questions 9 – 18, complete the sentences with a word or short phrase.

Denver, Colorado

Ken wants to provide his students with some (**9**) _____ related to Denver.

Denver has been given a (**10**) _____ because it is so high above sea level.

When you are in Denver, you might notice that the (**11**) _____ is an impressive colour.

Each year, the sun shines on approximately (**12**) _____ days in Denver.

The first snow of the year may arrive in (**13**) _____.

Ken says that there are (**14**) _____ and places where you can eat or drink outside that stay open throughout the winter.

You can go (**15**) _____ on the rivers near Denver.

Mining was a very important industry in the early history of Denver because the city is very close to the (**16**) _____.

Ken mentions something you can see in a (**17**) _____ in Denver that is worth more than $1,000,000.

Of the over 200 parks in Denver, eleven are (**18**) _____.

Listening Part 3

You will hear five teenagers talking about making money. For questions 19 – 23, choose from the list (A – H) what each speaker says about it. Use the letters only once. There are three extra letters which you do not need to use.

A I didn't want to work outdoors, at first.

B In the beginning, I just wanted some extra money from my parents.

C My parents are my best customers.

D One of my parents helped me prepare to start a business.

E I use the money I earn to have fun at weekends.

F I'm saving money for my future.

G A friend talked me into working with them.

H I'm thinking of expanding my business in the summer.

Speaker 1 ☐ 19

Speaker 2 ☐ 20

Speaker 3 ☐ 21

Speaker 4 ☐ 22

Speaker 5 ☐ 23

PRACTICE TEST 4

Listening Part 4

You will hear part of a radio discussion about roof gardens. For questions 24 – 30, choose the best answer (A, B or C).

24 Martin says that when he and Jessica discussed animal testing,
- **A** they strongly disagreed about a lot of things.
- **B** they didn't cover some important parts of the topic.
- **C** it didn't follow the normal pattern of their debates.

25 Most of the people who live in Beresford
- **A** have a garden that they don't grow much in.
- **B** don't live in houses.
- **C** already have a roof garden.

26 Why does Martin mention a shopping centre?
- **A** He thinks the council should build a roof garden on it.
- **B** He thinks it is a good location to build a park.
- **C** It's an example of the council reducing the amount of green space in the town.

27 What objection does Martin have to growing plants on a balcony?
- **A** He thinks most people don't have the knowledge to do this.
- **B** He thinks it wouldn't look good.
- **C** He thinks the council wouldn't approve of it.

28 What do Martin and Jessica agree about?
- **A** The council should give people money to build green roofs.
- **B** Creating a green roof can cost a lot of money.
- **C** It makes sense from a financial point of view to build a green roof.

29 What does Jessica point out about green roofs?
- **A** Having one could reduce your energy bills.
- **B** You don't need to spend a lot of time to take care of one.
- **C** They are more suitable on old buildings.

30 What does Jessica say about green roofs?
- **A** They may occasionally lead to local flooding.
- **B** They can have a rapid and dramatic effect on climate change.
- **C** They may provide the solution to one of Beresford's problems.

Speaking Part 2

Why might people enjoy eating in these places?



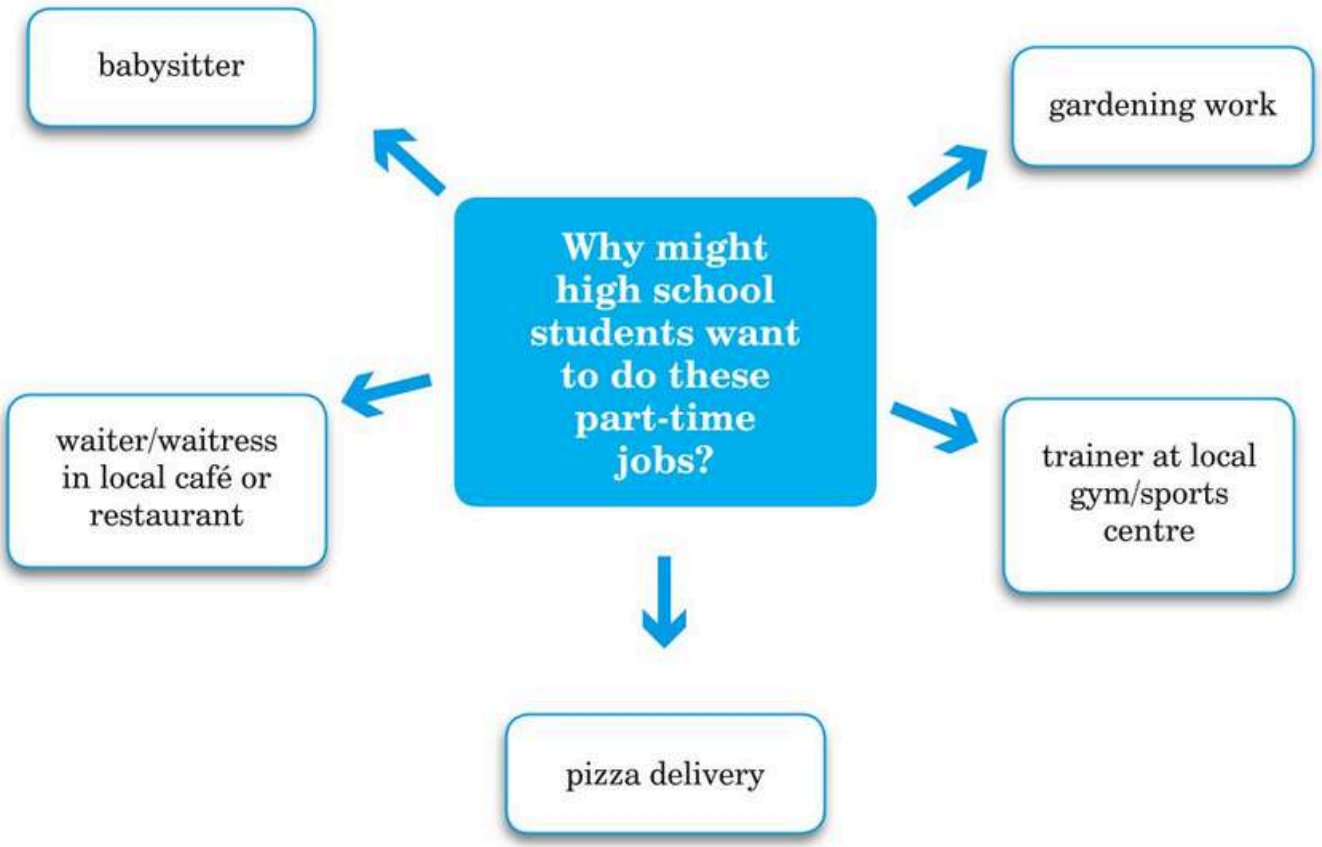


What are the advantages of learning in these ways?





Speaking Part 3



PRACTICE TEST 5

PRACTICE TEST 5

Reading and Use of English Part 1

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

Example:

0 **A** reports **B** stories **C** histories **D** plots

0	A	B	C	D

Grandad's Tales

My grandfather used to love telling us kids tall (**0**) _ _ _ when we were young. One of his favourite topics was the year he spent working in a lighthouse when he was a teenager. You might think that there wouldn't be much to say about spending a year alone in the (**1**) _ _ _ of nowhere, but nothing could be (**2**) _ _ _ from the truth.

(**3**) _ _ _ to my grandad, he had all sorts of adventures in his short time in that old building. In some of them, he (**4**) _ _ _ deals with pirates, and in another one that (**5**) _ _ _ in my mind, he fell out of a window in the lighthouse and was swept out to sea. He claimed that he was (**6**) _ _ _ up on a faraway island two days later.

My grandmother would roll her eyes and tell us not to pay (**7**) _ _ _ to anything that Grandad said, but we loved listening to his funny, exciting stories and we didn't care if he had made them (**8**) _ _ _ or not.

1	**A** bottom	**B** end	**C** middle	**D** beginning
2	**A** higher	**B** longer	**C** further	**D** lower
3	**A** According	**B** Presenting	**C** Chatting	**D** Agreeing
4	**A** set	**B** got	**C** made	**D** took
5	**A** locks	**B** keeps	**C** rests	**D** sticks
6	**A** cleaned	**B** washed	**C** wiped	**D** sailed
7	**A** attention	**B** concentration	**C** debate	**D** notice
8	**A** out	**B** off	**C** up	**D** into

Reading and Use of English Part 2

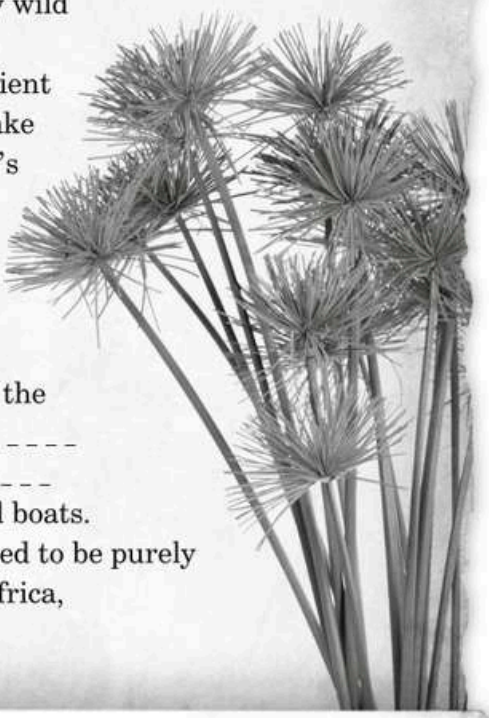
For questions 9 – 16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: 0 F R O M

Papyrus

Do you know where the word 'paper' comes (**0**) _ _ _ *FROM* _ _ _? It's related to the name of the papyrus plant, as this is what (**9**) _ _ _ _ _ _ _ _ _ _ _ used in ancient Egypt to make a material which could (**10**) _ _ _ _ _ _ _ _ _ _ _ written on.

Papyrus is a reedy plant which originally grew wild along the banks of the River Nile, but as (**11**) _ _ _ _ _ _ _ _ _ _ _ importance grew, the ancient Egyptians began to cultivate it. In order to make a paper-like substance, the centre of the plant's stalk was cut into thin strips, which were placed side (**12**) _ _ _ _ _ _ _ _ _ _ _ side. Another layer was then arranged at right angles to the first, dampened and pressed together.



This was (**13**) _ _ _ _ _ _ _ _ _ _ _ the only use for the papyrus plant in ancient times. (**14**) _ _ _ _ _ _ _ _ _ _ _ the contrary, it was also used (**15**) _ _ _ _ _ _ _ _ _ _ _ the manufacture of rope, matting, sandals and boats. Nowadays, in most places, papyrus is considered to be purely ornamental, although it is still cultivated in Africa, (**16**) _ _ _ _ _ _ _ _ _ _ _ it is used as a fuel.

PRACTICE TEST 5

Reading and Use of English Part 3

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

Example: 0 FREQUENTLY

A Cashless Society

Many people use cash far less (**0**) ___FREQUENTLY___ than they used to. — FREQUENT

Instead, they make (**17**) _____ for goods and services with debit — PAY

or credit cards, or even by using apps on their mobile phones. As advances in technology continue to be made, actual banknotes and coins are becoming

(**18**) _____ for more and more of our everyday transactions. — NECESSARY

Some (**19**) _____ believe that we are moving towards a cashless — ECONOMY

society, and they are often keen to point out how (**20**) _____ this — BENEFIT

would be. It is true that, in some ways, it might be very convenient. You would never have to carry cash around with you and, as long as good (**21**) _____ — SECURE

measures are put in place, you should never again have to worry about

(**22**) _____ money or having it stolen. On the other hand, living — PLACE

in a cashless society would (**23**) _____ our right to privacy. Do we — THREAT

really want banks, the authorities and other organisations to have the

(**24**) _____ to track every penny that we spend? — ABLE

Reading and Use of English Part 4

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

Example:

0 My aunt gave us the tickets.

GIVEN

We _____ my aunt.

Example: **0** WERE GIVEN THE TICKETS BY

---

25 Bob said that he'd helped me a lot.

TO

Bob claimed _____ a lot of help.

26 I don't really want to do the project today.

FEEL

I don't really _____ the project today.

27 Perhaps it was damaged accidentally.

MAY

It _____ accident.

28 The hairdresser is cutting Jane's hair at the moment.

HAVING

Jane _____ by the hairdresser right now.

29 Although Henry thought of the plan, he didn't get the credit for it.

CAME

Even _____ the plan, he didn't get the credit for it.

30 It was such a high shelf that the little girl couldn't reach it.

LOW

The shelf _____ for the little girl to reach.

PRACTICE TEST 5

Reading and Use of English Part 5

You are going to read an extract from a short story in which a young woman describes a luxury hotel. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

The reception was large – beautiful paintings hung on the whitewashed walls and colourful plants were arranged in doorways. The furniture was simple and modern, but expensive-looking. Rebecca did not have much to compare it with, having stayed in very few luxury hotels, but everything looked extremely comfortable and chic.

"We have adjoining rooms," explained her mother. "I thought you'd like that."

Rebecca grinned. "Cool," she said. She had never stayed in her own room before.

Her mother, dressed from head to toe in the latest styles, wandered up to the reception desk. Rebecca followed her, feeling a little out of place in her old jeans and faded T-shirt. She usually made more of an effort when she was going somewhere with her mother, but that morning she had woken up late and had had to throw on the first things that came to hand.

The manager smiled broadly and rushed over enthusiastically to greet them. "Welcome to the Pelican Hotel and to the beautiful island of Mykonos," he said.

They followed a young porter to the lift and to their suite on the fourth floor. Once he had stepped aside for them to enter, Rebecca stood open-mouthed as she took in the magnificent surroundings. The suite was lavishly decorated with fresh fruit and fragrant flowers. She noticed her mother didn't seem at all taken aback. She was used to luxury surroundings these days.

The porter walked over to another door and opened it, revealing a smaller, but just as impressive, room on the other side. "Wow," said Rebecca, stepping through the open door. "Is this my room?" The porter nodded. Decorated in pastel colours, her room was pretty stylish with breathtaking views of the Mediterranean Sea. There was a giant bed, a small living area, and a large bathroom with a beautiful marble floor! Rebecca walked over to the doors leading out onto the terrace. "This is perfect," she said to herself excitedly.

The connecting door suddenly opened and Rebecca, startled, turned to see her mother standing holding a towel. "I see you've managed to put your suitcase down. Is there any chance of you unpacking?"

"What?" mumbled Rebecca.

"Are you going to get ready to go to the beach?"

"Yeah, I just wondered if we were going to get a bite to eat first," Rebecca replied, feeling slightly annoyed at the thought of having to unpack her case there and then. Her mother walked across and stepped out into the warm sunlight on the terrace. "Sure, there's a very nice fish restaurant, just down the road; it's on the way to the beach. Now, do hurry up and slip into your swimwear. I'll be down in reception to see about hiring a car for this evening."

Grudgingly, Rebecca, used to her mother's demands, quickly unpacked and changed, joining her mother to head for the restaurant. "Wonderful, isn't it?" her mother said, "I love this island." The restaurant, as it turned out, was situated on the sandy beach just below the hotel and was already quite full of holidaymakers. The waiter, however, showed them to a small table on the sand and they both took in the view across the bay.

"What do you fancy, Rebecca?" asked her mother, scanning the menu. "The shrimp with tomatoes and feta cheese is bound to be good, or maybe you'd like the grilled octopus." Dismayed, Rebecca opened her own menu and was relieved to find the restaurant served chicken; she hadn't inherited her mother's liking for seafood, nor had she become a vegetarian like her father. "Chicken with roast potatoes, please, ...oh, and whatever salad you prefer."

"You must try the seafood sometime while we're here on the island," her mother commented, surprisingly leaving it at that. *line 89*

After their meal, Rebecca's mother decided the hotel pool would be a better place to spend the afternoon, so they returned to the hotel to soak up the sun away from the crowded beach. It would be one of many instances during their holiday that plans would be changed. After all, Rebecca's mother was a well-known public figure, and Rebecca was used to hiding away from her enthusiastic fans.

31 In the first paragraph, what do we learn about Rebecca's first impression of the hotel?

A She is impressed by how luxurious it is.
B She doesn't think it's as nice as other hotels she has stayed at.
C She is worried about how much it is going to cost to stay there.
D It's typical of the places where she stays.

32 What do we learn about Rebecca's clothes?

A She never liked to wear the same styles as her mother.
B Her mother had chosen the outfit Rebecca was wearing.
C She thought her clothes were cooler than her mother's.
D She hadn't spent much time choosing what to wear that day.

33 What does the writer suggest about Rebecca's mother?

A She doesn't look like the sort of person who would stay at the Pelican Hotel.
B She often stays in places like the Pelican Hotel.
C She is trying to act unimpressed by the hotel.
D She had stayed at the Pelican Hotel lots of times before.

34 Why is Rebecca unhappy about what her mother says when she comes into Rebecca's room?

A She thought her mother would help her unpack.
B She didn't think her mother should come into her room.
C She didn't want to rush to get ready to go out.
D She doesn't enjoy going to the beach.

35 In "surprisingly leaving it at that" in line 89, 'it' refers to

A the order they will give to the waiter.
B the conversation regarding Rebecca eating seafood.
C the island they are holidaying on at the moment.
D the choice of seafood on the menu.

36 What do we learn about Rebecca's attitude towards her mother?

A She knows she doesn't usually have to do what her mother says.
B She worries that she can't meet her mother's expectations.
C She is familiar with her mother's behaviour.
D She is envious of her mother's fame.

PRACTICE TEST 5

Reading and Use of English Part 6

You are going to read a magazine article about somebody who volunteers in a charity shop. Six sentences have been removed from the article. Choose from sentences A – G the one which fits each gap (37 – 42). There is one extra sentence which you do not need to use.

Talking Shop

Tony Moss is unemployed, but spends some of his free time volunteering in a charity shop.

Tony graduated from university last summer but, although he has applied for dozens of jobs, he hasn't been successful yet. "Employers generally want people with experience as well as a degree," Tony says, "and until I became a volunteer at this charity shop, I'd never had a job in my life."

The shop sells clothes, books, DVDs and other items that people have donated, and all the money raised goes to help a local charity for elderly people. Tony works there three days a week from nine to five. It's hard work, but he knows he is getting some valuable experience and doing something for a good cause too. A big part of his job is helping customers. "We get all sorts in the shop," he says. "Some of them are just looking for a bargain, while others really can't afford to buy things at full price. 37 ☐ That's why lots of students drop in to see what we've got this week."

There are other tasks to take care of in the shop, too. 38 ☐ As well as second-hand clothes and books, donations could include jewellery, toys and games and furniture. Tony might also have to take donated clothes to the dry-cleaner's to be cleaned, and help decide on prices for items in the shop.

When there is a big delivery, such as the contents of a house, there may be antiques. These are given to a professional, who estimates their value; then they are either sold at auction or advertised for sale in the local newspaper. "It's amazing how many valuable items we're given," Tony adds. "People may not know an item's value or may not like the item, so they give it to us. 39 ☐ There's always someone who will buy them."

Apparently, some people donate designer clothes. 40 ☐ "Many of them have only been worn once or twice, and they sell for really good prices," says Tony. "You'd be surprised at what they go for."

Some customers visit the shop regularly. Many of them are elderly, and they come in for a chat, as well as to see what's new. "We often give them a cup of tea and a biscuit. The shop might be the centre of some people's social life," Tony says. "We listen to them and sometimes help with a problem if we can. 41 ☐ Until I worked here, I'd really only talked to people from my generation, apart from my relatives, of course.

Tony especially enjoys the social aspect of working in the shop. 42 ☐ They come from different backgrounds, but have one thing in common; they want to spend their free time doing something useful. Tony is still trying to find a paying job, but says that he would miss working in the shop. Perhaps, he says, once he finds paid employment he could still help out in the shop on Saturdays.

A He regards the other members of staff as his friends.

B Here, all items are gratefully received.

C Tony admits that the clothes he is wearing are from the shop.

D It's really interesting to meet people of different ages.

E These garments are sold in a special room at the back of the shop.

F Sometimes, when there is a delivery, Tony sorts out the items.

G The things we sell are in good condition, and they're clean and cheap.

PRACTICE TEST 5

Reading and Use of English Part 7

You are going to read an article about teenagers who do different sports. For questions 43 – 52, choose from the teenagers (A – D). The teenagers may be chosen more than once.

Which teenager

mentions a change that doing their sport has made to their character? 43

expresses pride in the history of their activity? 44

plays a sport that was originally played by schoolchildren? 45

acknowledges that the sport can be rough? 46

says that their activity helps them relax? 47

gives an example of a situation in which they might have to change their tactics? 48

mentions that certain rules don't apply to one person in a team? 49

gives some information about what the items they use are made of? 50

mentions something different about what is used in games for young players? 51

does an activity that is guided by a certain set of beliefs? 52

Teenage Sport Enthusiasts

A Neil – Shinty

Shinty, which is popular in the Scottish Highlands, is similar to hockey. Some people label it aggressive, probably because of the sticks, the hard ball and the tackling. However, we start playing at an early age (with soft balls) and soon get used to it. Unlike in hockey, players may use both sides of the stick and hit the ball when it's in the air. You can tackle other players, but only shoulder-to-shoulder. You stop the ball with your stick, chest or feet – only the goalkeeper can stop it with a hand (with the palm open). Shinty is similar to the Irish game hurling. For me, it's a great way to get some exercise in the fresh air and to enjoy some competition at the same time. Where I live, this is a great tradition, one that's been in existence for a very long time, perhaps even for more than 2000 years!

B Kelly – Squash

I've been playing squash since I was twelve. It's a racket sport played on a court surrounded by four walls. Unlike tennis and badminton, there is no net – we hit the ball off the walls. It was invented nearly two hundred years ago at Harrow School in England. Squash balls are rubber and are hollow. Players take turns hitting the ball, and it must hit certain parts of the walls in order to stay in play. Squash balls get bouncier the longer you play (because hitting them makes them hotter). More experienced players use slow balls with less bounce. Squash is one of the best games for keeping fit and alert. You have to move quickly in different directions and keep your eye on the ball. It's a fantastic way to wind down after a tough day at school.

C Eva – Aikido

A lot of kids take up martial arts like karate, judo and tae kwon do. I practise a Japanese martial art with a difference – aikido. It's inventor, Morihei Ueshiba, developed it in the 1920s and 1930s, from martial arts like judo that he had studied over the previous twenty years. An important part of Ueshiba's philosophy was that it is important to defend yourself from attack without harming your attacker. This belief is reflected in the style of fighting that he developed. Also, the techniques we use require less strength than you would imagine because you use the attacker's movements to help you. Aikido was first brought to the West in 1951 and these days it's popular in many parts of the world. I'm definitely fitter since I started doing this sport, but more importantly it has really boosted my self-confidence, and I feel safer than I would if I didn't do it.

D Eric – Lacrosse

Lacrosse may seem strange when you first see it: two teams of players carrying sticks with nets on the end which they use to catch, carry and pass a small ball and try to score goals. It's a great game for running around, trying different skills and working as a team, but I must admit it isn't gentle. We wear elbow pads, shoulder pads, gloves and a helmet! It's nothing like the original game. That was played for many centuries by Native Americans. Their teams may have been anywhere between a hundred and a thousand men, and they played from sunrise to sunset for two, or sometimes three, days. As with other tough games, there can be lots of fouls and penalties. When this happens, players have to leave the game for a certain amount of time, so we need strategies for how we play then.

PRACTICE TEST 5

Writing Part 1

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

1 In your English class you've been talking about environmental issues. Now your English teacher has asked you to write an essay for homework.

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

'We should all do more to help the environment.'

Do you agree?

Notes

Write about:

---

1 transport

2 recycling

3 _____ (your own idea)

Writing Part 2

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

2 **You see this notice in your college's English-language magazine.**

Articles Wanted

The Worst Holiday Ever!

- What was the worst holiday that you ever had? Where did you go?
- What happened to make it so bad?

Write an article answering these questions. We will print the best articles.

Write your **article**.

3 **You have received an email from your English-speaking friend, George.**

From: George
Subject: Your favourite hobby

Can you help me with a project that we are doing at school? We are writing about people's favourite hobbies. Can you tell me what your favourite hobby is? How long have you been doing it? Why do you enjoy it?

Thanks very much! Write soon,
George

Write your **email**.

4 **You see this advert on a website that is popular with teenagers in your country.**

Reviews Wanted

Fast Food Restaurant

We are looking for reviews of a fast food restaurant in the area where you live. Your review should include information about the type of food served, the prices and the atmosphere.

Would you recommend this fast food restaurant to other people your age?

The best reviews will be published on our website next month.

Write your **review**.

PRACTICE TEST 5

Listening Part 1

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

1 You hear two friends talking in a dentist's waiting room.
How does the man feel?

A angry

B worried

C reassured

2 You hear part of an interview with a firefighter.
What does she say about her job?

A It isn't as good as she thought it would be.

B Teamwork is difficult for her.

C She loves getting people out of dangerous situations.

3 You hear two friends talking about a TV series.
What do they agree about?

A It's too serious.

B The crimes aren't easy to solve.

C There's too much comedy.

4 You overhear a woman talking to a friend on the phone.
What feeling does she express?

A amusement

B anxiety

C embarrassment

5 You hear an architect talking about her work.
What's her next project going to be?

A a housing estate

B an airport

C a shopping centre

6 You hear a man talking to his sister.
Why is he phoning her?

A to ask for advice

B to make a suggestion

C to make a request

7 You hear a news report about an accident.
Who has taken action to avoid similar accidents?

A the police

B the coach's owners

C the coach driver

8 You hear a woman talking to an airline official.
What's the situation?

A The woman doesn't have a ticket.

B The woman isn't being allowed to board the plane.

C The woman's passport is out of date.

PRACTICE TEST 5

Listening Part 2



You will hear a man called James Pritchard talking about how he became an English teacher. For questions 9 – 18, complete the sentences with a word or short phrase.

The English Teacher

James got a degree in (**9**) _____ from a university.

James liked the (**10**) _____ and the people he worked with at the travel agency.

James was most impressed by the (**11**) _____ in Greece.

A few (**12**) _____ after his holiday, James met someone who was going to teach English in Barcelona.

When James did his course, it cost (**13**) _____.

You had to have a (**14**) _____ in order to do the course.

James says that some of his classmates were very (**15**) _____ about going back to Thailand.

James got a job in a (**16**) _____ school in Athens.

James says that he chose to move to a city because he was worried about feeling (**17**) _____ if he went elsewhere.

James mentions that (**18**) _____ is another career that allows you to work wherever you want to.

Listening Part 3

You will hear five short extracts in which people talk about their schooldays. 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 I still remember my first day.

B I disliked a particular teacher.

C I was often disappointed by my exam results.

D I hated the school building.

E I never got on well with my classmates.

F Most schoolwork was easy for me.

G I remember doing something naughty.

H I had fun between lessons.

Speaker 1 ☐ 19

Speaker 2 ☐ 20

Speaker 3 ☐ 21

Speaker 4 ☐ 22

Speaker 5 ☐ 23

PRACTICE TEST 5

Listening Part 4

You will hear part of an interview with a photographer called Sam Lewis. For questions 24 – 30, choose the best answer (A, B or C).

24 Sam says he first became interested in photography because
- **A** a family member enjoyed photography.
- **B** he was interested in the natural world.
- **C** there was nothing else to do where he lived.

25 Sam chose to go into editorial photography because it
- **A** was what he spent most time studying at college.
- **B** was better paid than other forms of photography.
- **C** would give him more control over what he photographed.

26 When Sam is sent on an assignment, who decides what he should photograph?
- **A** Sam
- **B** the magazine editor
- **C** the journalist who is writing the article

27 What does Sam say about the Festival of Lights in 2009?
- **A** It was the only time he took photos on his trip.
- **B** It was one of the best things about his trip.
- **C** He was sent to Thailand to take photos of the festival.

28 What did Sam's best photos from the festival show?
- **A** people's expressions
- **B** the lanterns
- **C** the night sky

29 Which type of photo is most common in Sam's portfolio?
- **A** photos of fashion shows
- **B** photos of famous people
- **C** photos of people in public

30 Sam says that a good photographer
- **A** knows if a photo will be worth a lot of money.
- **B** doesn't need a lot of practical experience.
- **C** has a combination of natural ability and skills they have learnt.

Speaking Part 2

How important is it to know how to do these things?



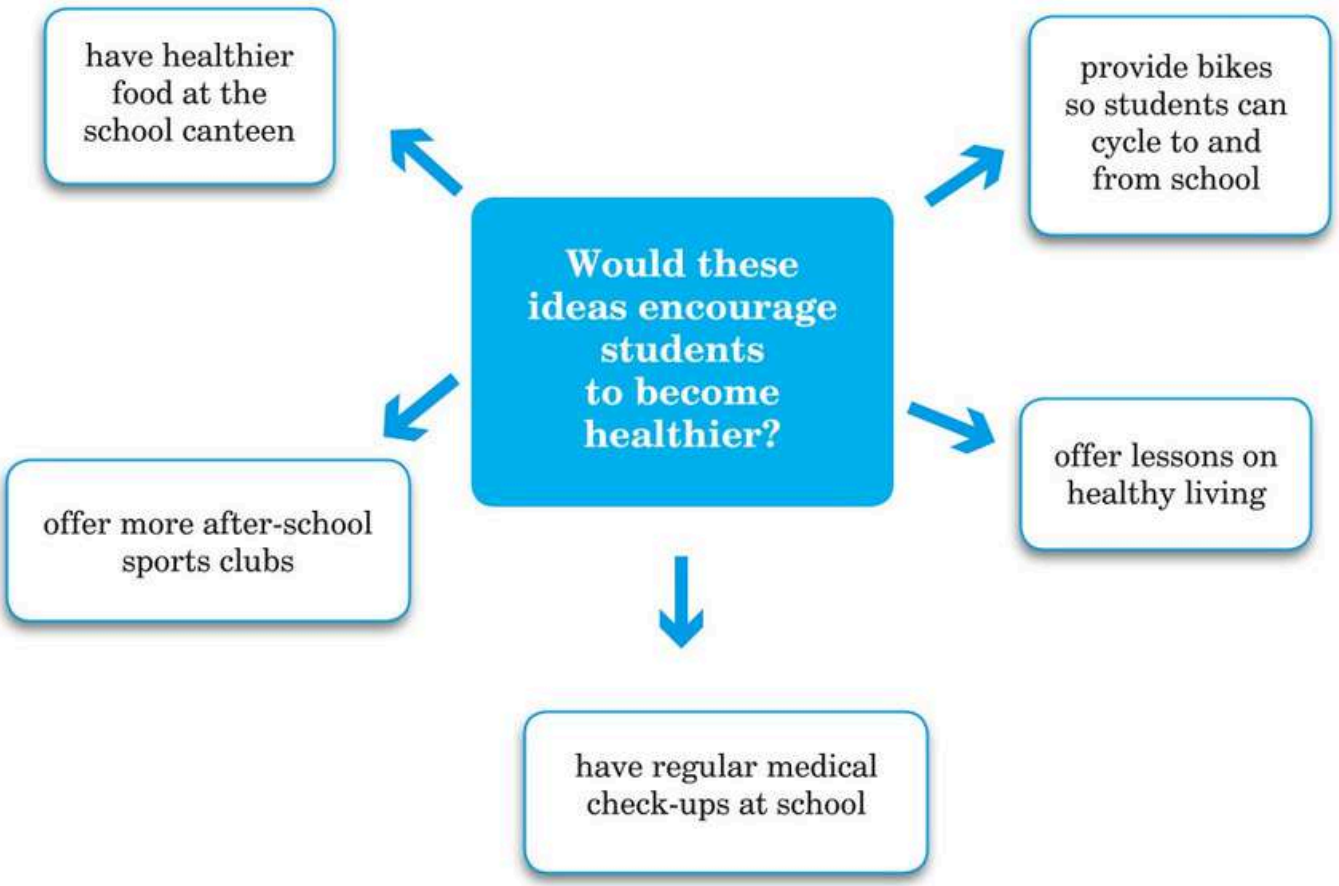


What are the people enjoying about visiting these places?





Speaking Part 3



PRACTICE TEST 6

PRACTICE TEST 6

Reading and Use of English Part 1

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

Example:

0 **A** targets **B** causes **C** goals **D** reasons

0	A	B	C	D
				■

Tunnels

Engineers build tunnels for many different (**0**) _ _ _. For example, to (**1**) _ _ _ pedestrians to cross safely under a busy road or to take a railway through mountains or under a river.

In ancient times, people dug out tunnels with simple (**2**) _ _ _. This was a difficult and hazardous job. However, it was a (**3**) _ _ _ activity in mines and for other reasons. On the Greek island of Samos, in the 6th century BC, a tunnel about 1 km long was (**4**) _ _ _ to carry fresh water to the capital of the island. This was one of the great (**5**) _ _ _ of ancient engineering. A team of workers started at each end and (**6**) _ _ _ in the middle under a mountain!

Tunnelling technology has (**7**) _ _ _ a long way since then. For instance, modern tunnelling machinery is guided by lasers, ensuring that the tunnel is (**8**) _ _ _ where it should be.

1	**A** ensure	**B** allow	**C** recommend	**D** provide
2	**A** appliances	**B** devices	**C** tools	**D** instruments
3	**A** common	**B** famous	**C** agreeable	**D** plain
4	**A** composed	**B** constructed	**C** fixed	**D** established
5	**A** earnings	**B** benefits	**C** perks	**D** achievements
6	**A** came	**B** met	**C** encountered	**D** contacted
7	**A** moved	**B** continued	**C** come	**D** made
8	**A** justly	**B** accurately	**C** greatly	**D** exactly

Reading and Use of English Part 2

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

Example: 0 H A V E



Is Anybody Out There?

People who claim to (**0**) ____HAVE____ seen an alien spacecraft often refer to it as a 'flying saucer'. This term first entered the language (**9**) _____ little over sixty-five years ago. It was 1947; the Second World War was over, and the Cold War had (**10**) _____ yet begun. One night in Roswell, New Mexico, something strange happened. It was reported (**11**) _____ an air force balloon crashed in the desert, but some people believed the accident actually involved a 'flying saucer'. There were rumours of experiments being carried (**12**) _____ on the body of an extraterrestrial, and of scientists copying superior technology recovered from the alien spacecraft.

The authorities always denied these stories and there was very little evidence to back them up. However, they certainly captured (**13**) _____ public's imagination. Even today, (**14**) _____ spite of the fact that several rational explanations have been (**15**) _____ forward, countless people seem to prefer to believe that visitors from outer space came to Roswell all those years (**16**) _____!



PRACTICE TEST 6

Reading and Use of English Part 3

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

Example: 0 R E V O L U T I O N I S E D

The Freedom To Communicate

Over the last few decades, the internet has (**0**) __*REVOLUTIONISED*__ the way we — REVOLUTION

communicate. It has proved to be particularly (**17**) _____ for people — VALUE

with autism. Austistic people may have (**18**) _____ interpreting — DIFFICULT

other people's body language or (**19**) _____ expressions. This can — FACE

make face-to-face communication confusing or even (**20**) _____ for — FRIGHT

those with this condition.

When chatting online, however, you must express yourself as (**21**) _____ — CLEAR

as possible because the other person cannot pick up on your tone of voice or

gestures, as they would in a real-life (**22**) _____. Also, there can — CONVERSE

be a longer delay between responses when typing messages online, giving you

more time to figure out exactly what the other person means. As a result, many autistic

people feel less (**23**) _____ when using the internet to communicate. — COMFORT

It allows them to express themselves better than ever before and to form new

(**24**) _____ with other autistic and non-autistic people all over the — FRIEND

world.

Reading and Use of English Part 4

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

Example:

0 My aunt gave us the tickets.

GIVEN

We _____ my aunt.

Example: **0** WERE GIVEN THE TICKETS BY

---

25 'Is that your bike?' the police officer asked.

WHETHER

The police officer _____ to me.

26 The driver didn't pay any attention to the sign.

NOTICE

The driver _____ the sign.

27 He left the island six days ago.

SINCE

It's _____ left the island.

28 If you apply for the job, you are certain to get it.

DOUBT

There is _____ get the job if you apply for it.

29 I asked Katie if I could borrow her phone.

LEND

I asked Katie _____ phone.

30 They will work this weekend, but only if you pay them extra.

UNLESS

This weekend, they _____ are paid extra.

PRACTICE TEST 6

Reading and Use of English Part 5

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

Minor Changes With Major Consequences

What do you imagine when you hear the word 'Antarctica'? The odds are that
line 3 you visualise a cold, empty environment covered in nothing but ice and snow – an environment inhabited mainly by penguins. Of course, this is logical since that is exactly what you would see if you went there or watched a documentary about the Antarctic. However, that is not the way it has always been.

We know from research carried out over many years by geologists that the continents don't stay in the same place for ever. All the time, some parts of the world are gradually moving closer together and others are moving further apart. This process is known as continental drift. For example, it has been estimated that America is moving away from Europe and Africa by approximately two centimetres every year. At one point in the Earth's history, all of the continents were joined together. More recently, although we are still talking about hundreds of millions of years ago, Antarctica and Australia made up a single land mass.

At this time, the land that is now known as Antarctica was full of plant and animal life. It eventually split away from Australia and later ended up where it is now. The ocean surrounding Antarctica helped to make the continent a colder place and, thirty-five million years ago, the plants and wildlife
line 33 there were fighting a losing battle with the polar temperatures and environment. Explorers have found dinosaur remains as well as plant remains. They have also found the fossil remains of ancient species of whales and dolphins under the Antarctic's snow and ice.

These developments tell us a lot about dramatic changes on our planet, yet what we may not really appreciate properly is the extent to which even small climatic changes can affect our environment. For example, during a period known as the Mediaeval Warm Period (from about 900 AD to 1300 AD), the climate was generally milder than it is today. Records suggest that, at least in Europe, food production was better than in other periods. Also, this was the time when Viking explorers went to Iceland and Greenland, where they built new communities, and even to the coast of North America.

On the other hand, the period from the 14th century to the 19th century is sometimes referred to as the Little Ice Age. Although average temperatures during that period may only have been about two degrees colder than in earlier and later periods, the consequences were serious. From the early 1400s to the early 1700s, ice prevented ships from reaching Greenland a lot of the time, and in 1695 there was so much sea ice around Iceland that access by boat was impossible. Canals in the Netherlands regularly froze solid and at times it was possible to walk across the Baltic Sea on the ice. There was less farmland in Central Europe because glaciers in the Alps moved further downhill. Northern parts of Scandinavia and Britain suffered similar effects. Historians have pointed out the strong links between these climatic conditions and the diseases and wars that took place in Europe during the Little Ice Age.

What can we learn from these studies? Well, it is clear that changes in climate throughout our planet's history have produced jungles and deserts and everything in between, and that these have had a great impact on the survival and extinction of different life forms. The significant, and worrying, point is that even relatively minor changes in temperature and weather conditions have triggered food shortages due to crops failing, and even illness and war. So what should we take away from this? It is in our best interests to look after our environment responsibly and to plan for times when the climate and other things that affect our survival may not be so good to us.

31 What is meant by 'visualise' in line 3?

A think about what will happen in the future
B create a way to describe something
C form an opinion of something
D imagine something by forming a picture in your mind

32 What does the writer say about the movement of the continents?

A Changes in climate can cause the continents to move.
B All of the continents are constantly in motion.
C Their positions change so slowly that it's impossible to measure their movement.
D Australia and Antarctica have always been separate from the other continents.

33 The writer says in line 33 that plants and wildlife were 'fighting a losing battle' to show that

A it was unusual for early plants and wildlife to be found in the same place.
B some early plants could kill wildlife.
C they couldn't survive the climatic changes.
D people argue about what caused the plants and wildlife to die out.

34 What do we learn about the Mediaeval Warm Period?

A It had a smaller effect in Europe than in other parts of the world.
B More of the population worked on farms than in other times.
C In general, Europeans had slightly better living conditions at that time.
D Most Europeans tried to move further north during this period.

35 The writer suggests that before the Little Ice Age

A there hadn't been ice on the Alps.
B travel to other Viking settlements had been easier for Vikings.
C Iceland had had a different name.
D the Baltic Sea had dried up.

36 What does the writer warn us about climate change?

A It is happening more quickly these days.
B It may be necessary for our survival.
C Even small changes can cause major problems.
D It is impossible to prepare for it.

PRACTICE TEST 6

Reading and Use of English Part 6

You are going to read a magazine article about a young amateur astronomer. Six sentences have been removed from the article. Choose from sentences A – G the one which fits each gap (37 – 42). There is one extra sentence which you do not need to use.

Comet Hunter

A schoolgirl makes a name for herself by discovering a comet.

Comets are the only objects in our solar system that are named after the person who discovers them, and many discoveries have been made by amateur astronomers. 37 ☐ It entails searching the night sky for hours on end, looking for any changes to the normal 'pattern' of stars and other celestial bodies.

Fourteen-year-old Anna Phillips is mad about astronomy. Whenever she has any free time, and the sky is clear, you will find her in the garden of her family's home, using her father's telescope. 38 ☐ According to her mother, who is also an amateur astronomer, Anna's knowledge of the constellations is very impressive.

Luckily, Anna lives in a rural area far from the city lights and the resulting light pollution, which would make comet hunting impossible. Even so, she realises that most discoveries are made by astronomers, whether professional or amateur, who have equipment that is much more powerful than hers. Nevertheless, Anna always believed that she might discover a comet, even after several false alarms. 39 ☐ However, she later found out that it was either a small nebula or a very distant cluster of stars when she looked up the relevant area of the sky in her reference atlas.

Anna often makes sketches of what she sees through her telescope. "If you see something you think might be a comet and you have looked at your star atlas to check that there's nothing in that area," she says, "you should look through your telescope and make a sketch of it. 40 ☐ If it hasn't shifted, it's very unlikely to be a comet." She adds, "Many amateur astronomers have a camera attached to their telescope, but I prefer to make sketches of what I see."

Anna says that amateur astronomers shouldn't get too excited if they think that they've found a new comet until the astronomical community has verified that it really is something new. 41 ☐ These will be named after their original discoverer, of course.

When Anna was fairly certain that she had found something new, she decided to contact the International Astronomical Union to tell them about it. 42 ☐ "That isn't as difficult as it sounds," she explains. "You just have to find a star that looks as if it is equally luminous, then look at a chart and find out the brightness of that star."

It turned out that the comet, now known as the Phillips Comet, was not very large. It would never get much brighter or develop a sufficiently long tail as it approached the sun that the public would be able to admire it. But astronomers all over the world now know about 'Anna's comet' and can observe it through their telescopes until it recedes again and moves so far from the sun that it will become invisible from Earth once more.

A Before doing that, though, she wrote down all the details that they would want to know, including time, location and an estimate of the brightness of the object she had seen.

B On a couple of occasions, she had seen something that she thought might be a comet.

C Comet hunting, however, requires many hours of dedication.

D A lot of comets have been previously discovered and then lost, only to be rediscovered later.

E When she tried to find it again the next evening, she found that she couldn't – it had disappeared.

F That way, when you look at it again on another night, you can see whether it has moved against the background of stars in that part of the sky.

G Before he died, her dad had taught her a great deal about the night sky.

PRACTICE TEST 6

Reading and Use of English Part 7

You are going to read an extract from a website in which five students describe their school year. For questions 43 – 52, choose from the students (A – E). The students may be chosen more than once.

Which student

mentions that the timing of school holidays is designed to make things easier for holidaymakers? 43 ☐

suggests that the weather in their country doesn't change greatly from one season to the next? 44 ☐

mentions a souvenir from their first day at school? 45 ☐

has the longest summer break? 46 ☐

mentions what they do with their classmates on some special days? 47 ☐

believes that the timing of the start of the school year helps inspire students? 48 ☐

lives in a country where the starting dates of school terms vary from place to place? 49 ☐

lives somewhere where the school year begins in spring? 50 ☐

enjoys having regular short holidays? 51 ☐

describes a personal family tradition? 52 ☐

A **Emiko – Japan**

The school year in Japan brings new beginnings for more than us students; it's also a time of rebirth for nature. Schools open in April when the cherry trees, which can be seen throughout Japan, are in full bloom. Many schools have trees in their grounds and they form a picturesque backdrop for first-day photos. As the trees and flowers blossom, so do the expectations of the students. I still have the photo from my first day of junior school where I'm standing with my parents surrounded by tiny pink and white flowers. We all look so happy and excited! How can you not do well at school when your school year starts in that way?

B **Heidi – Germany**

Germany is divided into 16 different states including the 'city states' of Berlin, Hamburg and Bremen, and the exact dates of terms and holidays differ from state to state. In general, the school year begins in middle or late August and continues until mid-June or early-July with a summer break of six weeks. The reason for the difference in term dates throughout the country is to keep the holiday traffic levels as low as possible. My holidays began on 1st July last year and the roads were really crowded with people trying to get out of the city. I enjoy school, but I enjoy holidays even more – like everybody, I guess!

C **Todd – Australia**

The seasons in this part of the world are the opposite of what they are in the northern hemisphere. August is in the middle of winter here, and it's cool and wet when people on the other side of the world are sunbathing. That's why our school year begins in late-January and finishes mid-December. We have four terms, starting in January, April, July and October. We have short holidays between terms, but the longest break is the six-week summer one that starts in the middle of December. That means our Christmas and New Year's celebrations are during the summer holidays. It's my favourite time of year. On December 25th, all of my relatives meet up to swap presents, sing carols, and then go to the beach for a barbecue!

D **Natalie – The UK**

Here in England, our school year starts in September and ends in late-July. We spend most of the year looking forward to the long summer holiday, even though with the cold wet British weather July and August don't necessarily feel much more summery than any other time of year. The school year consists of three terms, although in the middle of each one we get a 7-day break that we call 'half term'. Schools also break up for two weeks over Christmas and Easter. It's nice to have regular breaks; it stops you getting too tired or bored. Terms never seem too long when you know that the next break isn't too far away.

E **George – Greece**

In Greece, as in all Mediterranean countries, we usually enjoy long hot summers, so schools here are closed for almost three months during that period. Our school year begins in early September, is separated into three trimesters and finishes in mid-June. We have holidays at Christmas and Easter lasting two weeks each and a total of 14 one-day public holidays are celebrated during the school year. On some of these days, we take part in parades, plays and other events instead of having lessons. I think it makes sense that we get a long summer holiday. You can't study when it's 40°C outside, can you? We work extremely hard during the rest of the year, though.

PRACTICE TEST 6

Writing Part 1

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

1 **In your English class you've been talking about how the world has changed in the last 50 years. Now your English teacher has asked you to write an essay for homework.**

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

'Life is better now than it was when my grandparents were teenagers.'

Do you agree?

Notes

Write about:

---

1 technology

2 how stressful life is

3 _____ (your own idea)

Writing Part 2

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

2 You have received a letter from your English-speaking penfriend.

> Thank you so much for the invitation. I'd love to come and stay with you in May. I can't wait to visit your country.
>
> Could you tell me what the weather is usually like at that time of year? What clothes do you think I should bring with me? Is there anything else I should bring?
>
> Write back soon,
>
> Chris

Write your **letter**.

3 You read this notice in your college newspaper.

Articles Wanted

We're looking for articles about the places in this area where young people like to hang out.

Where do you and your friends like to go in your free time? Tell us about the place and what you can do there, and explain why it is popular with you and your friends.

The best articles will appear in the next edition of this newspaper.

Write your **article**.

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

Stories Wanted

Write a story for our magazine. Your story must **begin** with this sentence:

Jason had been waiting for nearly an hour and he was getting impatient.

Your story must include:

- a ticket
- an argument

Write your **story**.

PRACTICE TEST 6

Listening Part 1

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

1 You hear two people talking about making an arrangement.
How does the man feel?

A annoyed by something the woman implies

B sorry that he forgot to make the arrangement

C surprised that he was asked to deal with it

2 You hear two friends talking about a test.
The girl advises the young man to

A wait a few months before he takes the test again.

B try not to be too disappointed about his failure.

C make an effort to study harder.

3 You hear a young woman talking about free time.
What do we understand from what she says?

A She didn't really enjoy dressmaking.

B She is interested in staying healthy.

C She wishes she had more time to read.

4 You hear two friends talking about a school trip.
What was the boy happy about?

A seeing the exhibits in the museum

B the food that they had to eat

C the good weather

5 You hear part of a lecture about teaching.
What is the speaker explaining?

A how teachers used to teach

B why teaching methods have changed

C the importance of involving students in the learning process

6 You hear two people talking on the radio about a demonstration.
What does the woman suggest?

A The government was to blame for the incident.

B Nobody knew that there would be so many demonstrators.

C The police hadn't prepared for the demonstration well.

7 Listen to these people discussing a book.
What did they think of it?

A It was too long.

B The male characters were unsatisfactory.

C It focused too much on one character.

8 You hear a man leaving a phone message.
Why has he called?

A to change the time of a meeting

B to cancel a meeting

C to change a meeting place

PRACTICE TEST 6

Listening Part 2



You will hear a young man called Chris Woods talking about his job as a tour guide. For questions 9 – 18, complete the sentences with a word or short phrase.

Going Underground

Members of (**9**) _____ can visit three caves in the park.

Chris says that it's possible for people to (**10**) _____ in one of the caves.

Chris describes limestone, the type of rock in that area, as (**11**) _____.

The visitors that Chris most enjoys guiding through the caves are (**12**) _____.

Recently, ancient money, jewellery and (**13**) _____ were found in the caves.

The first people to explore the caves in modern times were two (**14**) _____.

Chris suggests that the ancient items weren't found sooner because of the size of the cave system and how (**15**) _____ it is.

Chris advises visitors to the caves to wear (**16**) _____.

People in wheelchairs cannot go into the caves, but they can go to all the other (**17**) _____ at the site.

The final tour of the year takes place on the last day of (**18**) _____.

Listening Part 3

You will hear five young people talking about riding BMX bikes. 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 I don't enjoy BMX, but I do it to fit in.

B I need to get more comfortable on an ordinary bike before I take on a BMX one.

C I'm training to become a professional BMX rider.

D Riding my BMX bike helps me to stay healthy.

E I was doing something like BMX riding before it was a popular activity.

F I'm pretty good on a BMX bike, but I couldn't do it professionally.

G My first bike was a BMX.

H I don't think I'll ever be very good at BMX riding.

Speaker 1 ☐ 19

Speaker 2 ☐ 20

Speaker 3 ☐ 21

Speaker 4 ☐ 22

Speaker 5 ☐ 23

PRACTICE TEST 6

Listening Part 4

You will hear part of an interview with a young man, Jason Kingsparke about the things he does to raise money for charity. For questions 24 – 30, choose the best answer (A, B or C).

24 How did Jason feel when he couldn't take part in the fun run?

A very disappointed
B relieved
C silly

25 Who suggested Jason shave half his head?

A his sponsors
B his teacher
C his best friend

26 How did his sponsors feel about him doing something else instead of the run?

A They were pleased because they thought there was less chance of him doing it.
B They were annoyed because they thought he was choosing an easier option.
C They understood and realised he was still going to help a charity.

27 Jason didn't feel embarrassed when half of his head was shaved because

A his friends went everywhere with him.
B he only went to school when he looked like that.
C what he was going to achieve was more important than how he looked.

28 What does Jason say about some of the more difficult activities he does?

A He never stops practising for them.
B He tries different ones all the time.
C He does them every day.

29 Jason feels that he needs to do different things because

A it would otherwise get boring for him.
B other people have copied some of the activities he does.
C he likes challenges.

30 How does Jason feel about the amount of money he has raised?

A He's very proud.
B He believes it's not that important.
C He thinks everyone should know about it.

Speaking Part 2

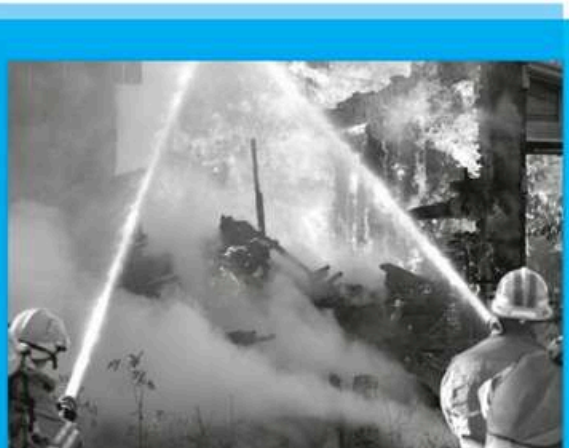
What are the advantages of people getting information in these ways?





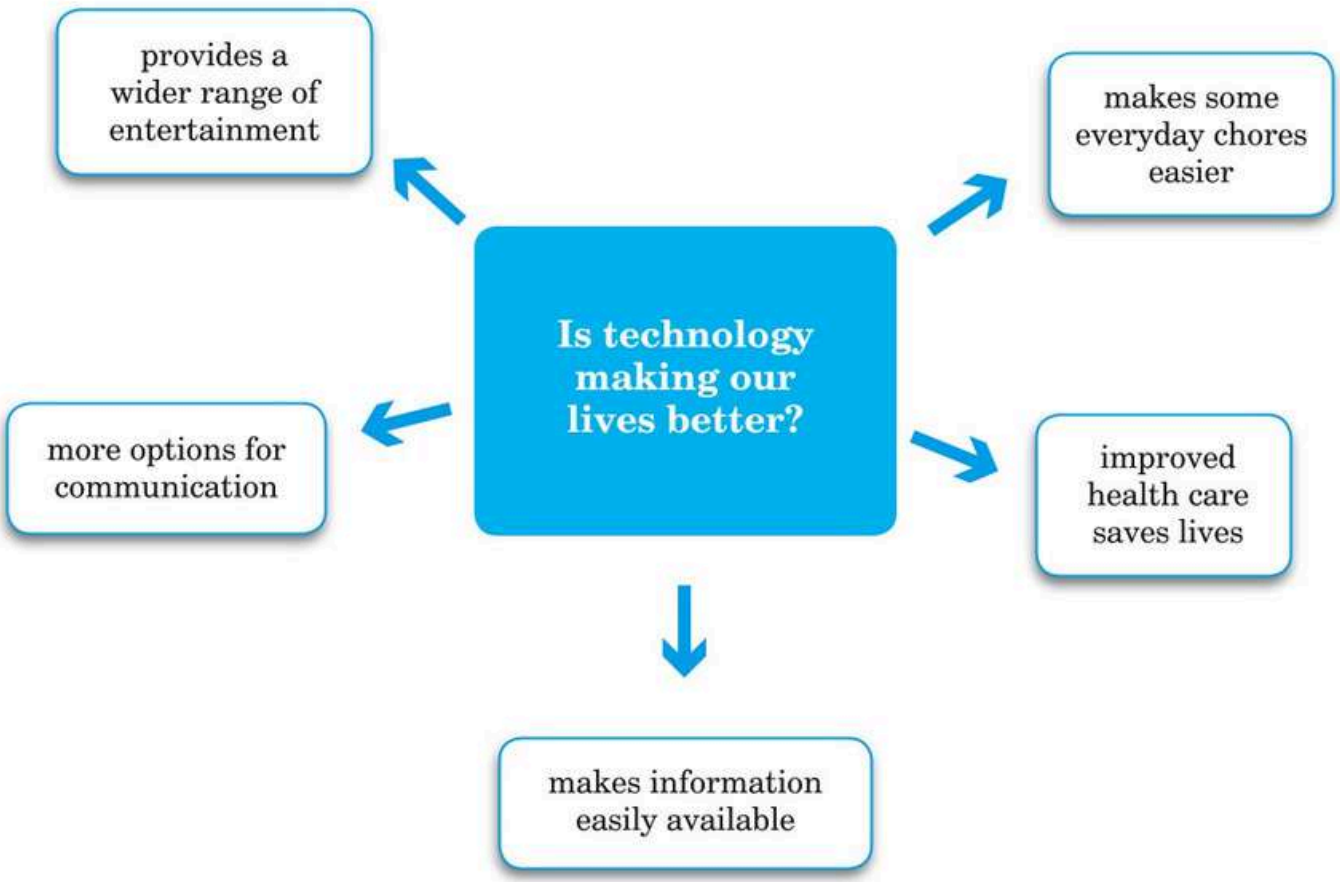
What might these people enjoy about their jobs?





PRACTICE TEST 6

Speaking Part 3



PRACTICE TEST 7

PRACTICE TEST 7

Reading and Use of English Part 1

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

Example:

0 **A** described **B** found **C** noticed **D** discovered

0	A	B	C	D
		■		

Kaleidoscopes

Scottish scientist, Sir David Brewster, (**0**) _ _ _ the study of optics fascinating. He was especially interested in how images are reflected by mirrors and how lenses can magnify them. In 1816, he (**1**) _ _ _ some mirrors in a tube which created multiple, symmetrical reflections when you looked into the tube and (**2**) _ _ _ it towards a light (**3**) _ _ _.

Rotating the tube created constantly changing images, and by (**4**) _ _ _ small bits of coloured glass to the tube, Brewster made these images even more attractive. This invention was the basis for what (**5**) _ _ _ became a popular children's toy known as a 'kaleidoscope'.

There are apps (**6**) _ _ _ for modern smartphones which create similar attractive patterns on the phone's screen. Brewster would, (**7**) _ _ _ doubt, have been amazed if he had seen this technologically advanced adaptation of his invention, and he would almost (**8**) _ _ _ have enjoyed playing around with it, just as so many adults and children do today.

1	**A** placed	**B** located	**C** devised	**D** developed
2	**A** sent	**B** spotted	**C** pointed	**D** posed
3	**A** origin	**B** source	**C** spring	**D** district
4	**A** putting	**B** laying	**C** adding	**D** setting
5	**A** technically	**B** totally	**C** eventually	**D** correctly
6	**A** possible	**B** believable	**C** practical	**D** available
7	**A** for	**B** with	**C** any	**D** no
8	**A** certainly	**B** positively	**C** absolutely	**D** clearly

Reading and Use of English Part 2

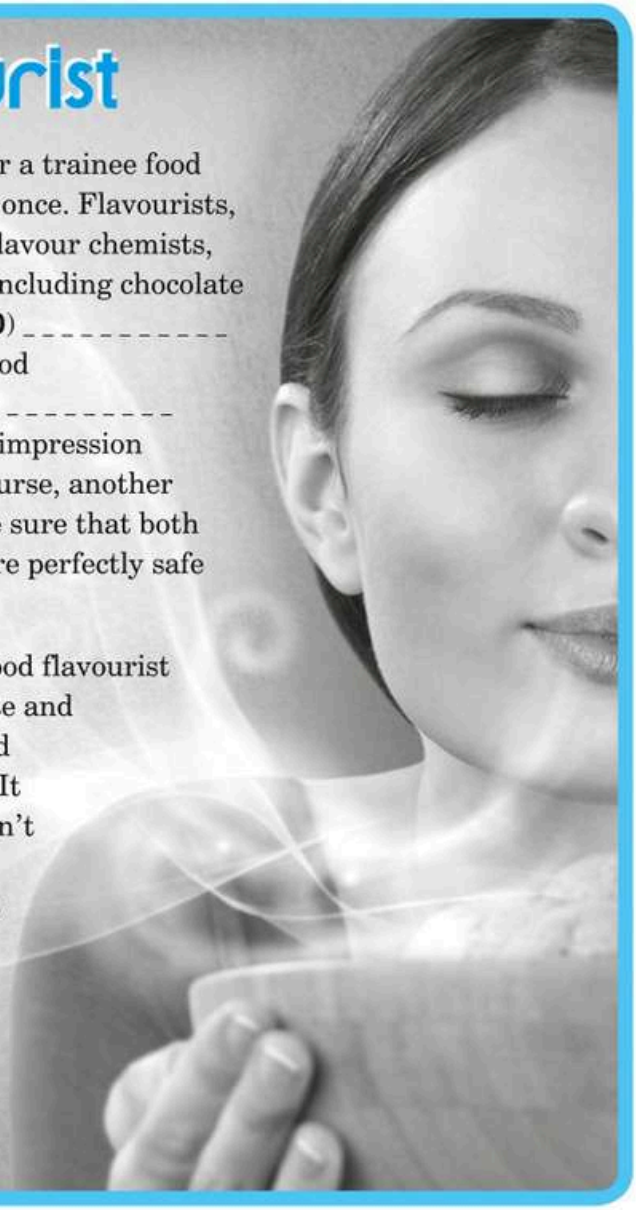
For questions 9 – 16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: 0 A T

Food Flavourist

Three years ago, I saw an advertisement for a trainee food flavourist and I applied (**0**) _____AT_____ once. Flavourists, sometimes referred (**9**) _____ as flavour chemists, create unique flavours for different foods, including chocolate and chewing gum. Although I specialise (**10**) _____ soft drinks, I sometimes work with large food manufacturers to help them ensure (**11**) _____ the flavours of their products make a good impression (**12**) _____ their customers. Of course, another important part of the job is testing to make sure that both the artificial and natural flavours we use are perfectly safe (**13**) _____ human consumption.

I believe that (**14**) _____ a good food flavourist requires creativity and a great sense of taste and smell. Obviously, having a good background in chemistry helps as (**15**) _____. It (**16**) _____ seem strange, but I don't really enjoy cooking. After working with intense flavours all day, I usually just want something plain and simple to eat when I get home in the evening.



PRACTICE TEST 7

Reading and Use of English Part 3

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

Example: 0 A C T I V E

Getting Fit

These days, many of us lead less (**0**) _____ACTIVE_____ lives than people did in the — ACT

past. We also tend to eat more (**17**) _____ junk food and convenience — HEALTH

food than our grandparents did. Therefore, it isn't (**18**) _____ that — SURPRISE

some related health problems are on the rise.

Luckily, experts agree that making some minor changes to your lifestyle can make a big (**19**) _____ to your health and level of fitness. To start with, — DIFFER

you could (**20**) _____ sugary drinks and snacks with healthier — PLACE

alternatives. It's also a good idea to add some exercise to your (**21**) _____ routine. If your home and school are within walking — DAY

(**22**) _____ of each other, then why not go there and back on foot? — DISTANT

If that isn't an option, then there is bound be a wide (**23**) _____ of — VARY

activities on offer at your local gym or sports centre. Try a few to see which one you find most (**24**) _____. You'll be feeling fitter and healthier in no time! — ENJOY

Reading and Use of English Part 4

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

Example:

0 My aunt gave us the tickets.

GIVEN

We _____ my aunt.

Example: **0** WERE GIVEN THE TICKETS BY

---

25 Our visitors should arrive next Friday.

DUE

Our visitors _____ next Friday.

26 'I'm sorry I forgot to call you back, Dan,' Alison said.

FOR

Alison apologised to _____ him back.

27 It's not possible that you saw Greg this morning because he's on holiday in Jamaica.

HAVE

Greg's on holiday in Jamaica, so you _____ this morning.

28 I'm not sure if I'll go; I'm still trying to decide.

MIND

I'm not sure if I'll go; I _____ up yet.

29 We couldn't sit in the garden because it was too cold.

SO

If it hadn't been _____ sat in the garden.

30 James is the only person I know who likes that song.

NOBODY

Apart _____ likes that song.

PRACTICE TEST 7

Reading and Use of English Part 5

You are going to read an extract from a novel. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

The End of a Long Drive

When they arrived, it was already dark. Their car noisily made its way along the long gravel drive and pulled up outside the house. Katie was amazed at how isolated it was. Having been born and brought up in the city, she thought the place seemed frighteningly remote – surrounded by forest, and miles from any neighbour. There were no other cars in the driveway and no lights in any of the windows. It was clear that the house was unoccupied – but then they hadn't expected it to be otherwise. Alan got out and grabbed his coat from the back seat of the car. "It's chilly, but at least it's not raining," thought Katie. The sound of an owl somewhere in the trees made her jump.

"Thank goodness there's no thunder and lightning," she commented, "or this place would be really creepy!"

Alan ignored her. He was busy searching the pockets of his coat and jacket, rather too frantically for Katie's liking. Then he started on the car – first the glove compartment and then the floor. "Don't tell me you can't find the keys!" Katie blurted out, immediately regretting her tone and her timing.

They'd had a row. It had started just after they had left the last petrol station, but Katie couldn't even remember what had set
line 31 them off. It couldn't have been anything important, but it had been a long drive and both of them were tired and grumpy and ready for an argument. Katie knew that Alan had been angry with her since then. They hadn't been married long, and the frosty atmosphere upset Katie, even though she knew it would soon blow over once they relaxed and had something to eat.

Alan straightened up and stared at her critically, pursing his lips. Then he turned around. "Follow me!" he ordered and made his way round to the back of the house, using his smartphone as a torch. He was familiar with the place, of course. The house belonged to his family. Katie hoped he wouldn't have too much trouble finding a way in.

Alan tried the back door but it was firmly locked. Then he studied the windows.

"This one's always been a bit loose," he announced, and proceeded to prise it open with his car keys. After a lot of effort, he managed to lift the bottom half of the window enough for them to crawl through. The next job was to find the fuse box in the kitchen and turn on the electricity. Almost as soon as he flipped the switch, they heard a voice in the next room.

"There's somebody in there!" Katie whispered, her face turning pale. "It must be a burglar!" Instinctively she approached Alan, who was staring at the door, trying to decide on his next course of action. He took out a rolling pin from one of the drawers, thought better of it and grabbed a large knife. Katie picked up the rolling pin Alan had discarded and they both crept towards the door behind which they could hear curious noises that they couldn't identify. The door was slightly ajar, and Alan carefully pushed it open, hoping that it wouldn't make a sound. Then Katie saw him relax, and his face broke into a broad smile. With a sweeping motion, he pushed the door wide open so Katie could see. She needed no explanation. The TV was on. Someone had forgotten to turn it off, and it had come on when Alan had turned on the electricity. They both felt such a sense of relief that their argument was completely forgotten. "I'm sure you're going to like this place," Alan told Katie, giving her an affectionate hug. "We're going to have a lovely, peaceful weekend." She was about to answer when they heard another car pull up outside the house. They looked at each other wide-eyed with astonishment.

31 From the first paragraph, we understand that Katie

A was surprised at how bad the weather was.

B thought there would be other cars parked near the house.

C found the location of the house a little scary.

D had imagined that the house would be smaller.

32 How did Katie feel when she realised Alan was looking for the keys to the house?

A surprised he hadn't remembered that she had them

B rather annoyed that things were turning out badly

C amused because it made Alan look foolish

D glad that she hadn't lost them

33 The word 'it' in line 31 refers to

A the fact that they hadn't spoken for a while.

B the reason for their disagreement.

C the place they stopped to buy petrol.

D Katie's bad memory.

34 Alan and Katie were able to get into the house because

A the back door wasn't locked.

B Alan found the key to one of the windows.

C one of the window panes was broken.

D Alan knew which window they would be able to open.

35 Alan probably thought that the rolling pin

A was a dangerous thing to carry around.

B would be a better weapon for Katie.

C wasn't going to deter the burglar.

D couldn't be used unless he had a knife as well.

36 In the end, Katie and Alan looked at each other because

A what they heard proved that the last thing Alan had said was true.

B they hadn't expected to be disturbed.

C they wondered if the television had been turned on again.

D they were expecting more than one car.

PRACTICE TEST 7

Reading and Use of English Part 6

You are going to read a magazine article about somebody who successfully changed careers. Six sentences have been removed from the article. Choose from sentences A – G the one which fits each gap (37 – 42). There is one extra sentence which you do not need to use.

Time for a Change

Will Corby used to be a teacher but, after twenty years, he felt like he needed a change. He set up his own tour company and has never looked back.

When I first started teaching, I loved it. I wanted to pass on my enthusiasm for the languages and literature of the ancient Greeks and Romans. I even used to enjoy teaching grammar rules which, to me at least, were as logical as mathematical formulas.

That began to change, though. There were different books on the syllabus every year, but even teaching new things became less and less exciting. Grammar lessons were even worse. Everything seemed boringly repetitive, and I often felt like I was working on autopilot. **37** ☐ But what was that going to be?

Over the years, I'd taken quite a few groups of students to Rome, Sicily and Pompeii. We'd walked around the city of Ephesus in Turkey and looked down at Athens from the Parthenon. **38** ☐ I felt it was much easier for them to absorb information in such settings than to try and learn the same facts in a classroom.

I thought this over and began considering organising some similar trips for adults. It was more than a year before I finally decided to quit teaching though. **39** ☐ They were advertised as educational holidays in the local press, and I organised everything and acted as tour guide.

These trips were very popular, and I realised that if it worked with local people, there was no reason why I couldn't do the same thing on a national level.

All I needed to do was negotiate with hotel owners so that I could get cheaper prices for block bookings. **40** ☐ I set about doing research into the practical side of running a tour company.

I handed in my notice at the school at the end of the spring term. I hoped I was doing the right thing, and I was both nervous and excited about my new career. That summer, I organised three more successful trips. **41** ☐ A visit to the Greek island of Crete helped me with this goal. It was there that I met a hotel owner who was keen to offer cut-price rates for out-of-season tours.

When I returned to Britain, I took out advertising space in some national newspapers and waited for a response. If all went well, I wouldn't be making huge profits, but I wouldn't need to worry about money any more. In the week after the advertisements were printed, I received more than 100 applications. That was far beyond my modest expectations. **42** ☐ The remainder signed up for tours in the following few months, and the business just took off. Now I employ a secretary and another two tour guides, and I'm thinking about taking on more staff. I'm so glad that I took the plunge and gave up teaching.

A However, these were still relatively small-scale affairs and I needed to make more contacts and run trips at other times of the year if my business was going to expand.

B I always enjoyed these trips, and I was sure my students benefited from them.

C I couldn't accommodate that many people in the first month even though I made an extra trip.

D In addition to accommodation, I had to consider flights and lots of other things.

E It definitely felt like it was time to do something new.

F I first became interested in ancient civilisations on a family holiday in Italy.

G In the meantime, I'd run a couple of trips for adults during the school holidays.

PRACTICE TEST 7

Reading and Use of English Part 7

You are going to read an article in which four people talk about somebody that they admire. For questions 43 – 52, choose from the people, (A – D). The people may be chosen more than once.

Which person:

has a role model who is not a real person? 43 ☐

has a role model who is not well known? 44 ☐

was not successful in their first choice of career? 45 ☐

says their role model isn't interested in other people's opinions of them? 46 ☐

was offered a job after practical help from their role model? 47 ☐

doesn't mind when their role model points out something they are doing wrong? 48 ☐

has a role model who changed careers after an illness? 49 ☐

tries to copy a characteristic of their role model? 50 ☐

has a role model who was unconventional for his or her time? 51 ☐

says they aren't certain if they will be successful in their current career? 52 ☐

My Role Model

A Stephanie Coombs

I've always looked up to my grandmother. She ran her own business in an era when it was very unusual for women to do that. She always worked hard and, other than a few months off after the birth of each of her two children, she worked continuously until she retired a couple of years ago. My grandad had some health issues, so he couldn't always work, and the money that Gran earned made a huge difference to the family. I'm sure that, when she was a young mother, some people must have made comments about her not spending enough time with her family, but Gran isn't the kind of person to care about her reputation. Besides, her kids – my Mum and Uncle Richard – are always talking about what happy childhoods they had, and it's obvious that Gran is a very loving and caring person.

B Melvyn Downes

In the last few years I've started to make a name for myself in the world of opera. I've always loved singing, but I owe my success to my school music teacher, Max Howard. Max had been a famous orchestra conductor, but had turned to teaching after a medical condition forced him to give up conducting. The school was well known for performing operas and Max cast me in a couple of great tenor parts. Those performances helped me get a place at a college for performing arts, but even there Max was still my mentor and inspiration. I think Max is one of my biggest fans, but he can also be my harshest critic, and I think it's very important to have someone like that in your life. I have a lot of respect for Max and I know he wants the best for me, so I'd be crazy to ignore the advice he gives me.

C Carolyn Rowe

When I was a teenager, I was a great admirer of Rose Caulfield. I thought she was beautiful, and I thought it was fantastic that there was a supermodel who was making it fashionable to be larger than a size 0. After I left school, I thought I was going to become a famous actress, but I actually spent most of my time working as a waitress and unsuccessfully auditioning for parts between shifts.

One day Rose walked into the restaurant where I was working and I went over and introduced myself. She asked me if I'd ever considered modelling and advised me to take a portfolio of photographs to a local modelling agency. When I did that a few days later, they hired me on the spot. I found out later that Rose had called them and put in a good word for me. I don't know if modelling is going to work out for me, but I'll always be grateful to Rose for what she did.

D Len Gibbs

OK, I know Batman is an odd role model for an adult to have. And it's not even as if I'm a detective, righting wrongs and tracking down villains. That's not the side of the character that appeals to me. What I like is the idea of an ordinary man changing himself into somebody completely different. As an actor, I basically have to convincingly pretend to be someone else for a living. For me, getting into character is not simply a matter of learning the lines and putting on a costume; it means transforming the way you think. When I can feel myself almost becoming my character, I know I'm going to give a good performance.

PRACTICE TEST 7

Writing Part 1



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

1 **In your English class you've been talking about how you spend your time outside school. Now your English teacher has asked you to write an essay for homework.**

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

Some teenagers have part-time jobs that they do after school or at weekends.

Do you think this is a good or bad thing for these teenagers?

_____

Notes

Write about:

_____

1 extra money for them or their families

2 amount of free time

3 _____ (your own idea)

Writing Part 2

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

2 **You see this notice in an international magazine.**

Sloane Summer School
is offering

- 10 free places on an 8-week English language course in Britain
- Level: intermediate to advanced
- accommodation, air fares, tuition fees and books all free of charge!

Write to the principal, Mr A Bedford, and tell him why you would like to study English in Britain and why you think you are a suitable candidate.

Write your **letter**.

3 **You have seen this announcement in your college's English-language magazine.**

Stories Wanted

We're looking for short stories for our magazine. Your story must **begin** with this sentence:

No one believed me, but I knew something strange was happening in our town.

Your story must include:

- a police officer
- a dangerous situation

Write your **story**.

4 **You see this announcement on a website for young people.**

Reviews Wanted

We're putting together a feature on the world's worst TV programmes.

Is there a TV programme that's shown in your country which you think is really bad? Write a review of it and send it to us.

Say:
- what type of programme it is
- why you think it's so bad

Write your **review**.

PRACTICE TEST 7

Listening Part 1

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

1 You hear a boy talking about something that happened at school.
What does the boy think?

A Mr Green overreacted.

B He shouldn't go to Mr Green's classes any more.

C Mr Green thinks that he is stupid.

2 You hear a woman giving somebody directions.
The listener will know they missed a turn if they get to

A King Street.

B the museum.

C a bronze statue.

3 You overhear this conversation in a bank.
What is going to happen?

A The woman will take some money out of her son's account.

B The man will show the woman how the cash machine works.

C The bank will send the woman a new card.

4 You hear a man talking to a friend on the phone.
What does he want his friend to do?

A bring him his spare keys

B let him stay at her house

C give him somebody's phone number

5 You hear two people discussing their plans for the evening.
Why does the woman want to go out?

A She doesn't like the man's cooking.

B There's a special event taking place in the city.

C She wants to go to a restaurant in the city centre.

6 You hear a woman talking about someone she works with.
What does she say about her colleague?

A His work isn't very good.

B She doesn't trust him.

C He doesn't like working with her.

7 You overhear a conversation about a Chinese exhibition.
Why did the woman go to the exhibition?

A She is going to visit China soon.

B She goes to all the exhibitions at that museum.

C She thought it would be her only chance to see those exhibits.

8 Listen to these teenagers talking about some homework.
What subject are they talking about?

A English

B maths

C history

PRACTICE TEST 7

Listening Part 2

You will hear a teenager, Jack Milford, talking about a holiday that he went on with his family. For questions 9 – 18, complete the sentences with a word or short phrase.

The Cruise

Jack says that, on the cruise, his parents looked more (**9**) _____ than they had for a long time.

The family had a (**10**) _____ during which they decided where to go on holiday.

Jack mentions that his father manages a (**11**) _____.

When choosing which cruise to go on, the most important consideration for the family was the (**12**) _____ that were available.

Jack says that (**13**) _____ were included in the price of the cruise.

When Jack first saw the cruise ship, he was afraid that he would often get (**14**) _____ on it.

The family enjoyed visiting the ship's restaurant for the first time, even though it was (**15**) _____.

When looking around the ship, Jack went to see the (**16**) _____ and the swimming pool first.

Jack suggests that his (**17**) _____ would encourage the rest of the family to play board games.

In the teens' club, there was a (**18**) _____ stuck on the wall.

Listening Part 3

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

A being given the opportunity to be creative

B the decoration of the restaurant

C that the meal was very good value

D being able to focus on the flavour of the food

E the actions of a member of staff

F being entertained before the food arrived

G that the restaurant is in a convenient location

H that the speaker's companion had a good time

Speaker 1 ☐ 19

Speaker 2 ☐ 20

Speaker 3 ☐ 21

Speaker 4 ☐ 22

Speaker 5 ☐ 23

PRACTICE TEST 7

Listening Part 4

You will hear an interview with Isabella Wright, a young woman who won the national lottery. For questions 24 – 30, choose the best answer (A, B or C).

24 How does Isabella feel about winning the lottery?

A She isn't willing to discuss it.

B She is still adjusting to it.

C She's still celebrating.

25 According to Isabella, her brother

A feels grateful for what she has done.

B thinks she should do more to help their parents.

C wants Isabella's help with his future plans.

26 What does Isabella say about giving money to her parents?

A She believes that they have no need for more money.

B She doesn't think that's the most appropriate way to help them.

C She thinks that treating them to a holiday is enough.

27 Isabella doesn't plan to buy a holiday home because

A she would feel she had to use it for all her holidays.

B she doesn't really like holidays in the sun.

C they are too expensive.

28 Isabella thinks that the lottery company's financial adviser

A aims to prevent reckless use of the prize money.

B wants to control how she uses her money.

C will suggest that she keeps her winnings in a bank.

29 What does Isabella say about making life-changing decisions?

A She needs more time to decide what to do.

B She wishes people wouldn't give her suggestions about what she should do.

C She doesn't want to think about anything so complicated.

30 What is Isabella's attitude to being rich?

A You should make your life as comfortable as possible.

B You can help others as long as you and your family are taken care of.

C It's important to use your wealth to help lots of different charities.

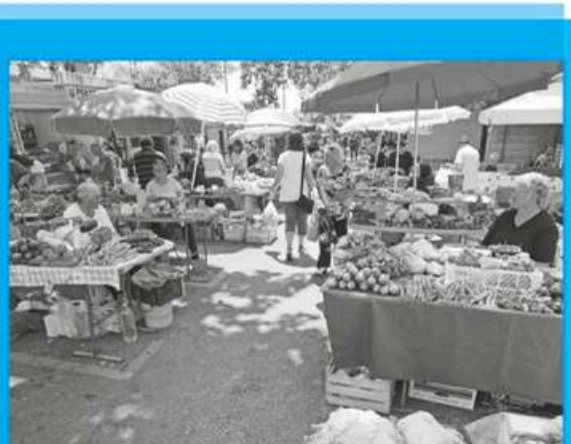
Speaking Part 2

How important is it for young children to take part in activities like these?



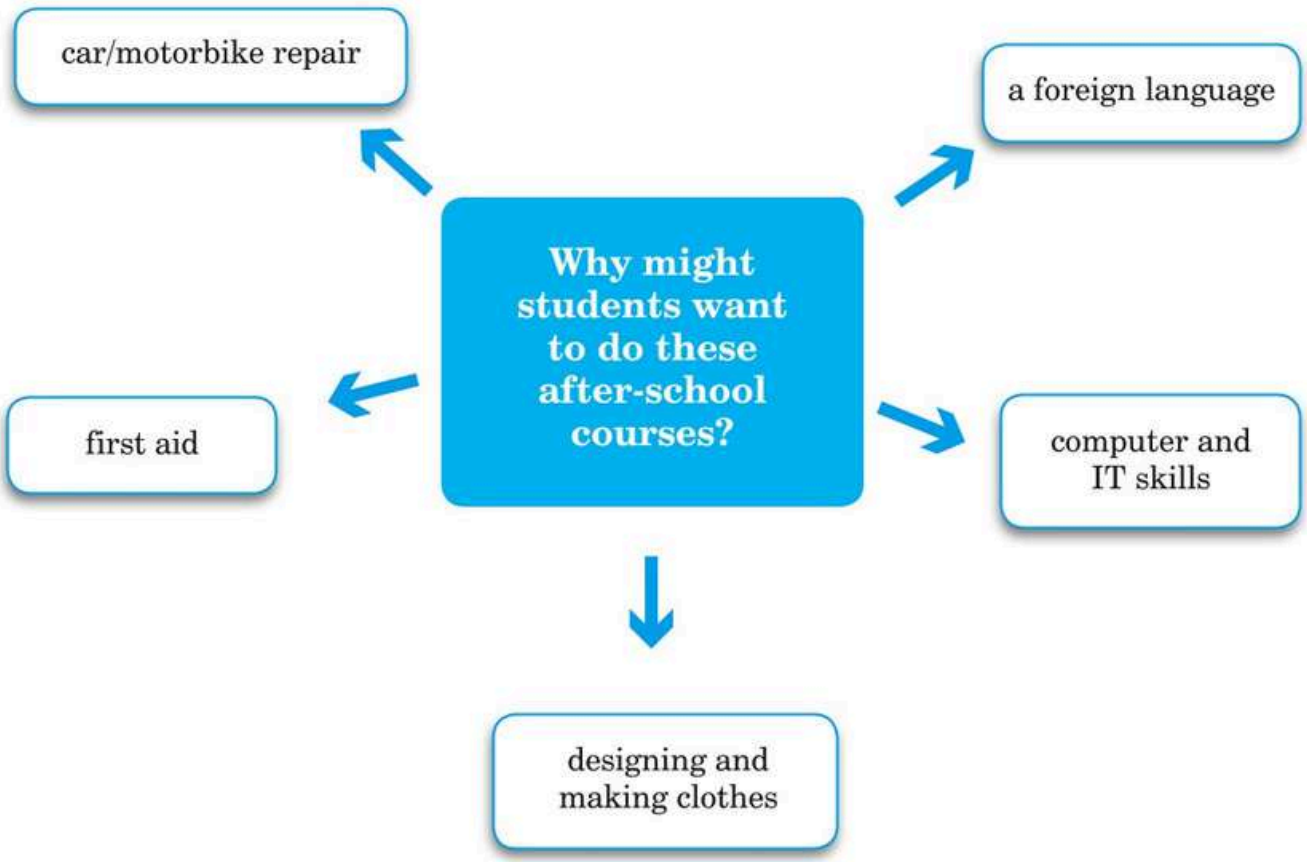


What are the advantages of shopping in places like these?





Speaking Part 3



PRACTICE TEST 8

PRACTICE TEST 8

Reading and Use of English Part 1

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

Example:

0 **A** attitude **B** feeling **C** emotion **D** mood

0	A	B	C	D
				■

Is 'Comfort Food' a Myth?

Many people have got particular 'comfort foods' that they believe make them feel better when they are in a bad (**0**) _ _ _. Whenever they are angry, stressed, sad or frustrated, they (**1**) _ _ _ for these comfort foods in order to (**2**) _ _ _ their spirits. For some, the (**3**) _ _ _ comfort food is a heavy, hearty meal, while for others it is a sweet snack (**4**) _ _ _ as ice cream or chocolate.

However, a new study suggests that these foods (**5**) _ _ _ have very little effect on how we feel. College students in the US were shown videos that created negative feelings. They were then given one of their comfort foods, a different snack or nothing at (**6**) _ _ _.

The researchers found that all of the students started to feel better over time. It didn't (**7**) _ _ _ if they had had their comfort food or not. The scientists hope that their research will help people to maintain healthier lifestyles once they realise that they don't need to (**8**) _ _ _ on high-calorie foods in order to make themselves feel good.

1	**A** pick	**B** reach	**C** consume	**D** grab
2	**A** increase	**B** grow	**C** inspire	**D** lift
3	**A** ideal	**B** involved	**C** serious	**D** obliged
4	**A** both	**B** like	**C** such	**D** just
5	**A** exactly	**B** easily	**C** actually	**D** completely
6	**A** once	**B** all	**C** least	**D** last
7	**A** count	**B** matter	**C** include	**D** stand
8	**A** rely	**B** call	**C** base	**D** turn

Reading and Use of English Part 2

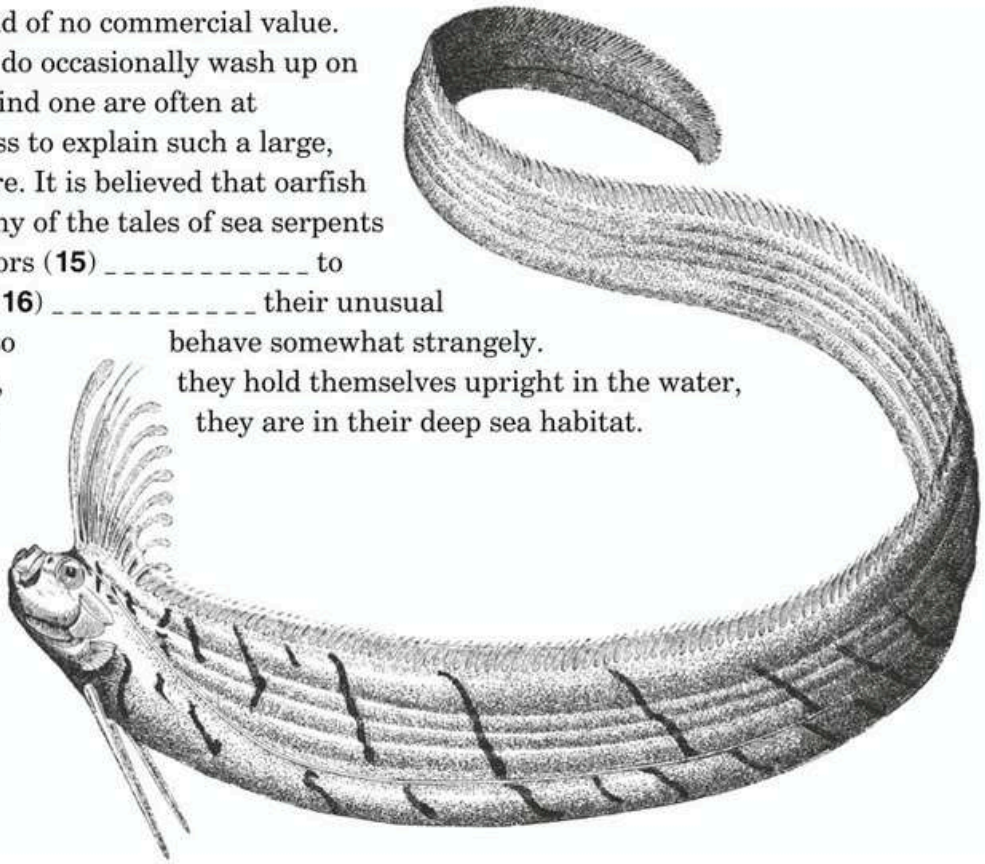
For questions 9 – 16, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0). Write your answers IN CAPITAL LETTERS.

Example: 0 T H E

Oarfish

One of (**0**) ____THE____ largest and, possibly, strangest fish (**9**) _____ be found in the sea is the oarfish. Oarfish grow to (**10**) _____ to 11 metres in length. Their long, narrow bodies are silver (**11**) _____ colour, and they have bright red fins and a large crimson plume on their head! They are not very (**12**) _____ known because they live at great depths and, as a (**13**) _____, are rarely encountered by people.

Oarfish are inedible and of no commercial value. However, dead oarfish do occasionally wash up on the shore. Those who find one are often at (**14**) _____ loss to explain such a large, bizarre-looking creature. It is believed that oarfish are responsible for many of the tales of sea serpents and monsters that sailors (**15**) _____ to tell in the past. Apart (**16**) _____ their unusual appearance, oarfish also behave somewhat strangely. Unlike most other fish, they hold themselves upright in the water, not horizontally, when they are in their deep sea habitat.



PRACTICE TEST 8

Reading and Use of English Part 3

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

Example: 0 PREDICTIONS

Why Do We Dream?

People have always been fascinated by dreams. In many ancient societies, dreams were used to make (**0**) ___PREDICTIONS___ about the future. People commonly believed that spirits or their ancestors visited them, when they were fast (**17**) _____ and dreaming, in order to give them advice or (**18**) _____. PREDICT SLEEP WARN

Today, (**19**) _____ still don't fully understand why we dream, although a number of different theories have been put forward. One of these suggests that, during sleep, we store (**20**) _____ that is worth keeping in our long-term memory and discard whatever our brain decides is probably (**21**) _____. Another possibility is that our brain works more randomly when we are dreaming, enabling us to make new (**22**) _____ between things that we wouldn't see during the day. Other people believe that dreaming helps us cope with stressful or (**23**) _____ situations. In fact, more than one of these theories is (**24**) _____ to be correct. Our brains are probably performing several different tasks whenever we have a dream. SCIENCE INFORM USE CONNECT EMOTION LIKE

Reading and Use of English Part 4

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

Example:

0 My aunt gave us the tickets.

GIVEN

We _____ my aunt.

Example: **0** WERE GIVEN THE TICKETS BY

---

25 Max described the painting to us in detail.

DESCRIPTION

Max gave _____ the painting.

26 You can use margarine instead of butter in this recipe.

PLACE

Margarine _____ of butter in this recipe.

27 I don't think there's much chance of Sarah winning the competition.

UNLIKELY

I think it's _____ the competition.

28 The last time I saw Jill was over ten years ago.

FOR

I _____ more than ten years.

29 She'd prefer not to tell them her address.

RATHER

She'd _____ she lives.

30 It's very rare for the lift not to be working.

HARDLY

The lift is _____ order.

PRACTICE TEST 8

Reading and Use of English Part 5

You are going to read an extract from a short story about an English teenager called Eric Wilde. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

Eric had never seen such huge waves. Each one seemed bigger than the one before, and he was thrilled. His American cousin, Bob, had only recently taught him to surf, but he was already getting really good at it and, every chance he got, he ran out across the sand with his surfboard under his arm to practise. He'd become so suntanned that he doubted his parents back in England would recognise him. It was only when the sky started to cloud over that he began to wonder if there was a storm coming. Maybe that was why there weren't any other surfers out there that afternoon. He started paddling with his hands and then hopped up onto his feet just in time to catch the perfect wave as it curled up over his head and raced him towards the shore.

By the time he reached the beach house, it had started to rain. He could hear the telephone ringing and rushed up the steps, two at a time. It was Bob, and he sounded out of breath.

"Get out of there, Eric." he said. "Take the pickup and drive into town. I'll meet you at the diner where we had lunch yesterday, OK? Don't waste any time, just grab your stuff and go. There's a hurricane coming. The whole coast is being evacuated; we've got to move inland."

Eric knew a little bit about hurricanes, but he had never experienced one. His heart started pounding as he recalled stories of flooding, torrential rain and winds strong enough to uproot trees and blow houses away. As quickly as he could, he pushed some clothes into his duffel bag, but his hands wouldn't work properly. He realised he was panicking and took a couple of deep breaths, forcing himself to calm down. He looked around to see if he'd forgotten anything, wondering if the beach house would still be there the next day. The pickup truck was in the garage. Eric had never driven such a large vehicle before. He threw his stuff in and started searching for the ignition key, holding his breath. Eventually, he found it in the glove compartment, under a map. He wondered for a moment if the engine would start but, to his relief, it immediately burst into life with a roar. Eric carefully backed the truck out into the street. The wind had picked up now, and the huge raindrops beating against the outside of the vehicle made a deafening drumming sound. The sea and the clouds were dark grey and menacing.

Eric steered the truck onto the main road, noticing that it had already begun to flood. The road was deserted. "Everyone else has already left," he thought to himself, realising that if anything happened, there would be no one to help him. "I should have turned on the TV or the radio this morning," he chastised himself, "then I would have known. I could have left earlier." *line 65*

It was difficult to see ahead even though the windscreen wipers were working at full speed, but he was sure he was going in the right direction. Suddenly, he noticed a large tree that had fallen part of the way across the road. He was steering the vehicle around it when he saw the blue car. It had been hit by the tree. He wondered if anyone was trapped inside. He knew that his cousin would be anxiously waiting for him, but he got out to take a better look. His heart skipped a beat when he saw the long auburn hair through the car window. When the girl moved, he knew he had to do something to help her.

31 Why did Eric decide to go back to the beach house?

- **A** He thought the weather might get worse.
- **B** He had arranged to meet his cousin for lunch.
- **C** He was bored because there were no other surfers to talk to.
- **D** People were not allowed to surf when the waves got too big.

32 What does Bob want Eric to do?

- **A** go back to the beach to pick him up
- **B** pack some of Bob's stuff
- **C** meet him at a restaurant so they can leave together
- **D** take his pickup truck and leave it inland

33 Eric found it difficult to pack because

- **A** he couldn't find his things quickly enough.
- **B** he felt stressed and anxious.
- **C** his bag was too small.
- **D** he had injured his hands while surfing.

34 What delayed Eric's departure?

- **A** He had to go back to the house for something he had forgotten.
- **B** He couldn't find the key needed to start the truck.
- **C** The engine of the truck didn't start at first.
- **D** He couldn't figure out how to reverse the truck.

35 The writer says that Eric 'chastised himself' in line 65 to show that he

- **A** felt sorry for himself.
- **B** wanted to make sure he remembered what had happened.
- **C** was criticising himself for getting into this situation.
- **D** had to prepare himself for what was going to happen next.

36 What do we learn about Eric in the last paragraph?

- **A** He's willing to put himself at risk to help others.
- **B** He's a very inexperienced driver.
- **C** His curiosity often gets him into trouble.
- **D** He's rather inconsiderate and selfish.

PRACTICE TEST 8

Reading and Use of English Part 6

You are going to read a magazine article about fingerprints. Six sentences have been removed from the text. Choose from sentences A – G the one which fits each gap (37 – 42). There is one extra sentence which you do not need to use.

Fingerprints

A leading fingerprint expert explains the importance of fingerprints.

What do koala bears and humans have in common? They have almost identical fingerprints! Even a well-trained forensic scientist might struggle to tell the difference between a koala fingerprint and a human one when looking at them under a microscope. 37 ☐ However, what is most interesting about koalas' fingerprints is that they are thought to have evolved independently. They might, therefore, help scientists to work out why humans and other apes developed these ridges on the surface of their fingers and toes. One theory is that they enhance our sense of touch. They might also enable us to grasp objects more easily.

What we do know for certain is that each individual's fingerprints are unique. 38 ☐ Even identical twins have differences in their fingerprints. This allows us to be identified by our fingerprints, something that has been going on for thousands of years. For example, in ancient Babylon and China between 2000 – 1000 BC, fingerprints were used when sealing documents and to sign official papers.

39 ☐ He hoped this would reduce fraud in connection with signing business documents. Then in 1882, Gilbert Thompson, an American, followed in his footsteps and used his own fingerprints on documents to prove his identity.

It was a Scottish doctor called Henry Faulds who, a few years later, became inspired to investigate fingerprints more seriously after coming across some left by artists in pieces of clay in Japan. He got in touch with the famous scientist Charles Darwin, who in turn contacted his cousin Francis Galton, another scientist. It was Galton who eventually proved that no two people have got the same fingerprints and that our fingerprints don't change as we get older. 40 ☐

From that point onwards, fingerprinting technology took off and soon afterwards fingerprints from the scene of a crime were accepted as evidence in court. 41 ☐ Obviously, not every criminal had a fingerprint record, and it could take days before finding a match with those who had. It wasn't until the 1980s that the Japanese national police set up the first electronic fingerprint matching system, thus enabling police forces around the world to check millions of records instantaneously.

Today, it's relatively straightforward to capture a digital image of our fingerprint pattern, and then store it on a computer. This means that fingerprints can be used for far more than simply identifying criminals. 42 ☐ There are companies and even schools in the UK which use fingerprint locks on the doors, and fingerprints have also been used to identify accident victims.

Technological developments such as DNA testing and retina scans, which identify people based on the pattern of blood vessels in their eyes, mean that there are more ways than ever before of checking who somebody is. However, fingerprints remain a very important and useful means of identification.

A Other non-human species that have fingerprints are our close relatives, chimps and gorillas.

B People use fingerprint scanners to access computer systems, their mobile phones and other electronic devices.

C In 1858, an Englishman named William Herschel, who was working as a Chief Magistrate in India, fingerprinted the local residents.

D It was official; fingerprints were a foolproof means of personal identification.

E Although the general patterns of whirls, loops and arches in fingerprints may be inherited, your exact fingerprints are solely your own.

F These impressions or marks are left behind on a surface as a result of the natural oil in the skin.

G Unfortunately, in those days, detectives would have to compare fingerprints with records manually, and this was extremely time-consuming.

PRACTICE TEST 8

Reading and Use of English Part 7

You are going to read an article about four volunteers who are taking part in different community projects. For questions 43 – 52, choose from the volunteers, (A – D). The volunteers may be chosen more than once.

Which volunteer

was originally unwilling to volunteer? 43 ☐

is one of a number of volunteers other people can contact? 44 ☐

does their volunteer work late in the day? 45 ☐

goes out with people who are probably quite lonely at times? 46 ☐

helps people by working in their homes and elsewhere? 47 ☐

does volunteer work that is similar to their paid work? 48 ☐

mentions that providing company for people is an important part of what they do? 49 ☐

is being taught things and is also teaching things as part of their volunteer work? 50 ☐

helps to make their neighbourhood more attractive? 51 ☐

needs their own transport to do their volunteer work? 52 ☐

Community Project Volunteers

A Jenny – Home Visitor

Every week I call in on the people who are on my visiting list, most of whom live on their own. They all have problems with mobility and rarely get out of their flats or houses. In theory, I'm there to help out with difficulties they face in their daily lives such as doing the shopping or housework for them, but often my biggest contribution is simply to spend a little time with them and give them some companionship. Of course, I can't handle serious problems. However, I still do what I can: calling an ambulance or seeking other professional help if necessary. Fortunately, everyone on my list lives within walking distance of where I live, and I really enjoy spending time with most of them.

B Victor – Community Gardening

At first, I was a little reluctant to sign up for a community project, mostly because I already have quite a busy social life. Nevertheless, now that I've started, I find myself looking forward to my time at the community garden. The garden is a large area of ground that the council has set aside for the community to use. Everyone who works here in their free time is helping to improve the appearance of our town, and we're growing a lot of fruit and vegetables too. We get to keep some of this produce and the rest is given away to the poorest families in the area. On the social side, coming to the community garden is a great way to meet people and work together with them. I have learnt a lot here, and now I'm helping to pass on my skills to others as well. It's great when you can see the results of your hard work, and it's even better that you can share a sense of achievement with the other people here.

C Sally – Door-to-Door

I didn't find out about the Door-to-Door service until my gran became too weak to get on her local bus and go shopping, get to her doctor's appointments or simply visit her friends. Until we discovered Door-to-Door, I spent a lot of my time being my gran's personal 'taxi driver'. Now that my children have left home and I have more free time, I have become a Door-to-Door driver. People who are not well enough to take the bus have a list of our names and phone numbers, so if, for example, they need to see the dentist, they can call one of us. If I'm available when I get the call, I pick them up in my car and take them to their appointment. It's great to see how happy they are when they get this sort of help. I love meeting interesting people and making life a bit easier for them.

D Vince – e-lessons

I'm a science teacher at my local high school, and I'm one of ten teachers there who were persuaded by Ms Flynn, head of the local community centre, to teach evening classes. My lessons are all connected with using computers and other modern technology, especially for communicating online. I also show the students how we can benefit from going online, explaining how they can deal with official business, do their banking and buy and sell things online. There are a few fairly young adults in my evening classes, but most of the others are pensioners. They are really keen to learn and very enthusiastic. Although my lessons are introducing some of them to a whole new world online, it is obvious to me that they are also very excited by this opportunity to meet, learn and socialise every week. In other words, they're getting the best of both worlds.

PRACTICE TEST 8

Writing Part 1



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

1 In your English class you've been talking about free time activities. Now your English teacher has asked you to write an essay.

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

Is watching TV a complete waste of time?

Notes

Write about:

1 educational programmes

2 importance of relaxing

3 _____ (your own idea)

Writing Part 2

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

2 **You read this notice in an international magazine for young people.**

Festivals and Celebrations

We're looking for articles about festivals and celebrations around the world.

Write us an article telling us about a festival or celebration in your country.
Say when it takes place, what people do during the festival/celebration and how you feel about it.

We will print the best articles next month.

Write your **article**.

3 **You see this announcement in your college's English-language newspaper.**

Film Reviews Wanted

Have you seen a film in which something very surprising happened?

- Write us a review of the film, explaining what the surprising event was and why it was surprising.
- Tell us whether or not you would recommend this film to other people.

The best reviews will be published in the newspaper.

Write your **review**.

4 **You have seen this announcement on a website for teenagers.**

Stories Wanted

We're looking for short stories for our site.

Your story must **begin** with this sentence:

When Jenny turned the corner, she noticed something lying on the ground in front of her.

Your story must include:

- a bag
- an unusual request

Write your **story**.

PRACTICE TEST 8

Listening Part 1

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

1 You hear a girl telling her friend about a problem.
Who has suggested a solution that she likes?

A her mum

B her dad

C her grandmother

2 You hear a couple talking about board games.
What do they disagree about?

A whether to buy a new game

B whether the kids are bored with their board games

C whether they should go into town the next day

3 You hear a woman talking to a friend.
What is she mainly talking about?

A problems people caused for her

B her inability to do anything correctly

C receiving encouragement

4 You hear part of an interview with a film director.
What point does she make about her films?

A She wants her films to affect how people feel.

B She understands that she needs to make them more light-hearted.

C She implies they need better photography and lighting effects.

5 You hear part of a play on the radio.
How does the man feel?

A guilty

B puzzled

C disappointed

6 You overhear a boy talking to a friend.
What do we learn about his new teacher?

A He's a more experienced teacher than Ms Begg.

B His smile probably isn't real.

C He respects other people's opinions.

7 You overhear a man talking to a hotel receptionist.
What is the situation?

A He forgot to book a room.

B He will have to go to another hotel.

C There is only one room available.

8 You hear a man being interviewed.
Who is he?

A a dancer

B an actor

C an athlete

PRACTICE TEST 8

Listening Part 2

You will hear a young woman, Sharon Bloom, talking about her unusual hobby. For questions 9 – 18 complete the sentences with a word or short phrase.

The 'Coasterite'

The 'Scenic Railway' is the (**9**) _____ roller coaster in the world.

Sharon suggests that you might think that riding roller coasters is a (**10**) _____ hobby.

Sharon says that members of the fan club can post their own (**11**) _____ of roller coasters on their website.

Members of the club don't have to pay the full (**12**) _____ when they visit a theme park.

Sharon believes that the best country to ride roller coasters in is (**13**) _____.

Some of the drops that Russians made for sleds were as high as (**14**) _____ feet.

The word for 'roller coaster' in many European languages means (**15**) _____.

Sharon says that wooden roller coasters are slower and noisier than (**16**) _____ ones.

Sharon thinks that the (**17**) _____ of a roller coaster is more important than how high it is or how fast the ride is.

Sharon insists that you won't (**18**) _____ trying a roller coaster for the first time.

Listening Part 3

You will hear five short extracts in which people talk about friendship. For questions 19 – 23, choose from the list (A – H) what each speaker says is the most important quality for a friend to have. Use the letters only once. There are three extra letters which you do not need to use.

A to be there through the bad times

B to have known what I was like when I was younger

C to be willing to stand up for their own views

D to have similar ideas and beliefs to me

E to be able to cheer me up when I'm sad

F to be able to keep a secret

G to be happy to share everything with me

H to understand how I'm feeling

Speaker 1 ☐ 19

Speaker 2 ☐ 20

Speaker 3 ☐ 21

Speaker 4 ☐ 22

Speaker 5 ☐ 23

PRACTICE TEST 8

Listening Part 4

You will hear an interview with Rob Mitchell, a music journalist. For questions 24 – 30, choose the best answer, (A, B or C).

24 What does Rob say about the disadvantages of his job?

A They are the same for all journalists.

B He can't really think of any.

C They won't discourage music lovers from becoming journalists.

25 Rob says that music journalists

A need to be well informed about both modern and older music.

B should focus on one type of music.

C don't need to worry if they can't write good English.

26 What's Rob's opinion of studying journalism if you want to write about music?

A It won't help you get a job.

B It is not always necessary.

C It is only helpful if you want to write for a newspaper.

27 Rob advises people who want to be music journalists

A that it is easier to write reviews than articles.

B to practise writing about music.

C to interview local promoters.

28 What does Rob say about fanzines?

A Some are much better than others.

B Many are better than traditional music magazines.

C It's very difficult to get work published in them.

29 According to Rob, the most useful skill for music journalists is

A knowing how to create a webpage.

B being good at finding information using the internet.

C being able to arrange newspaper and magazine pages.

30 Why does Rob advise people to practise taking photos?

A It's easier to get a job as a photographer than a writer.

B All music journalists have to take photos too.

C It could make you more attractive to employers.

Speaking Part 2

How do you think these people are feeling?



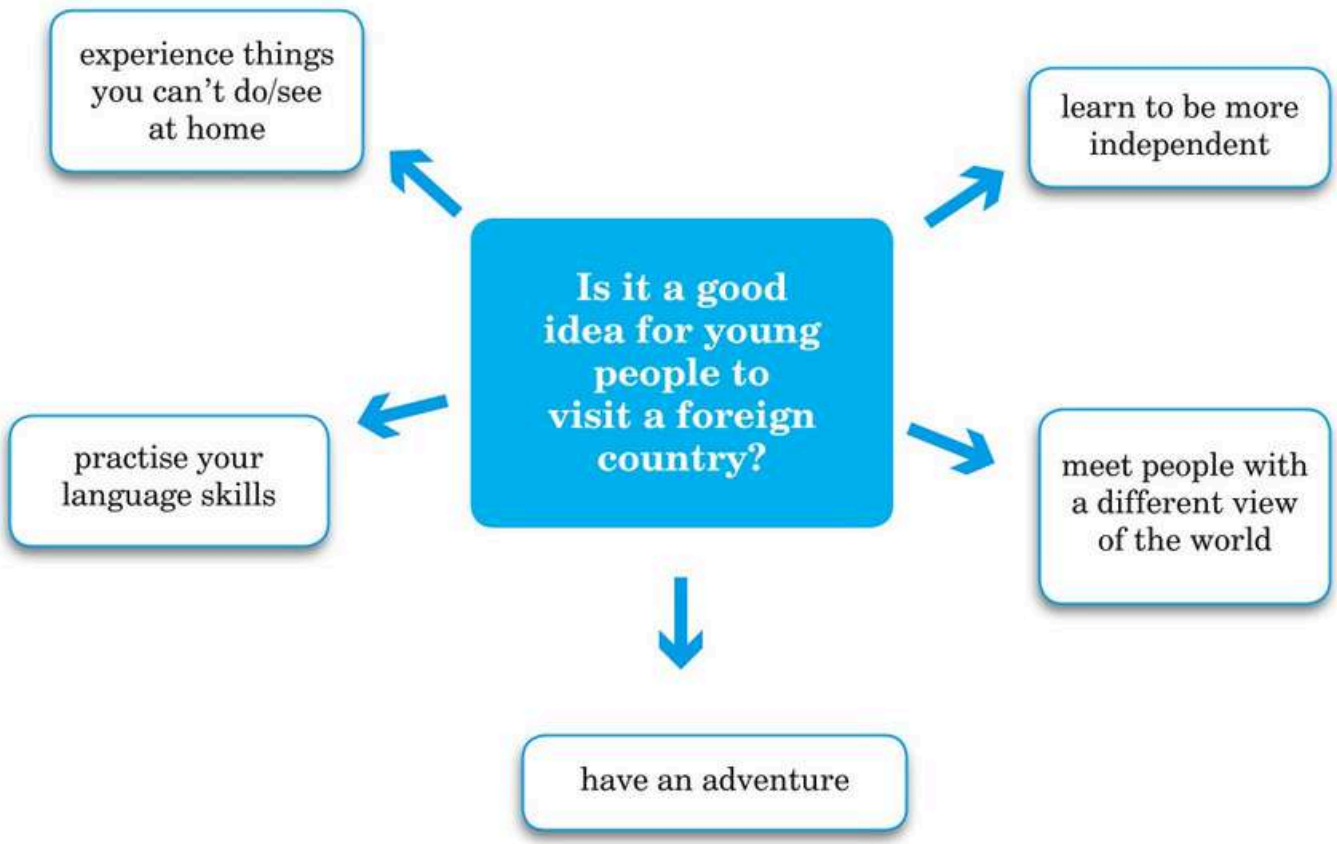


Why do you think people might enjoy these events?





Speaking Part 3



PRACTICE TEST 9

PRACTICE TEST 9

Reading and Use of English Part 1

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

Example:

0 **A** showed **B** appeared **C** presented **D** occurred

0	A	B	C	D
		▬		

Too Much Reality

Gordon Sands recently (**0**) _ _ _ on a TV reality show, causing a sensation when he quit the programme because it hadn't lived up to his (**1**) _ _ _. The twenty-two-year-old told reporters that he had been (**2**) _ _ _ to go on the programme by his friends. He (**3**) _ _ _ along with the idea "for a bit of a laugh", not really knowing what was in (**4**) _ _ _ for him. Gordon says that it was an unpleasant experience from the start. There was very little privacy, and the producers constantly put the contestants in ridiculous situations hoping to embarrass them or cause them to argue with (**5**) _ _ _ other. Eventually Gordon decided to quit, (**6**) _ _ _ having signed a contract which did not allow him to do so. The programme makers are unlikely to benefit from taking him to (**7**) _ _ _, however, as Gordon is unemployed and has very little money. That may soon change: after all the (**8**) _ _ _ surrounding him, he has had a number of job offers from media organisations.

1	**A** awareness	**B** wishes	**C** expectations	**D** plans
2	**A** supported	**B** mentioned	**C** considered	**D** persuaded
3	**A** got	**B** took	**C** went	**D** came
4	**A** case	**B** store	**C** fact	**D** effect
5	**A** the	**B** an	**C** one	**D** each
6	**A** although	**B** despite	**C** however	**D** therefore
7	**A** court	**B** law	**C** judge	**D** order
8	**A** publicity	**B** advertisements	**C** notices	**D** articles

Reading and Use of English Part 2

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

Example: 0 A G O

FOOD MILES

Not very long (**0**) ___AGO___, almost all the food people ate was in season and was produced in their (**9**) _____ country. Now, at the supermarket, we find tomatoes all year (**10**) _____, alongside all kinds of exotic fruit and vegetables. Many of us take the availability of such products (**11**) _____ granted, and do not consider the environmental costs.

However, some supermarket products may (**12**) _____ been flown in from halfway round the world. Transporting large amounts of food by air (**13**) _____ a regular basis seriously harms the environment. Many environmentalists believe we should (**14**) _____ an effort to buy locally-produced food whenever possible.

On the (**15**) _____ hand, poor farmers in developing countries might depend on being able to export their produce. Moreover, we are often encouraged to buy 'Fairtrade' items. These are often transported long distances, but the workers (**16**) _____ pick, process and package them benefit directly from our purchase. It seems that, these days, shopping can raise a lot of complicated issues.



PRACTICE TEST 9

Reading and Use of English Part 3

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

Example: 0 A S L E E P

Noise Is Bad For Us

Did you know that, even when you are (**0**) _____ASLEEP_____, your body — SLEEP

continues to (**17**) _____ to noise? Loud noises raise your levels of — ACT

stress hormones such as adrenaline. This is probably left over from our ancestors, who needed to be alert to anything that might (**18**) _____ them, — THREAT

even while they were sleeping, so that they could wake up immediately and escape from (**19**) _____ situations. — DANGER

Unfortunately, producing stress hormones constantly can cause a number of serious (**20**) _____ and other health problems. Heart attacks, strokes and — ILL

high blood (**21**) _____ are among the most life-threatening. — PRESS

Moreover, it is believed that too much noise can cause social problems, since it makes people angry and aggressive. According to recent (**22**) _____ studies, you can't get used to noise. Even if — SCIENCE

you don't notice it, it is still affecting you both (**23**) _____ — PHYSICAL

and psychologically. So, whether it's heavy traffic, car alarms or (**24**) _____ neighbours, watch out! Noise can be very harmful! — CONSIDER

Reading and Use of English Part 4

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

Example:

0 My aunt gave us the tickets.

GIVEN

We _____ my aunt.

Example: **0** WERE GIVEN THE TICKETS BY

---

25 If the dress had been cheaper, Rachel would have bought it.

SUCH

It was _____ Rachel didn't buy it.

26 People say that he stole their idea.

SAID

He _____ their idea.

27 We haven't been to this restaurant for about three months.

SINCE

It's _____ we went to this restaurant.

28 Kate supported the plan to give the money to charity.

FAVOUR

Kate_____ the money to charity.

29 I will always remember that woman's rudeness.

HOW

I will never _____ that woman was.

30 We needed to finish all of our homework before we could go out.

UNTIL

We couldn't go out _____ all of our homework.

PRACTICE TEST 9

Reading and Use of English Part 5

You are going to read a magazine article about a soap opera and its cast. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

Visiting Corley Wood

What makes this long-running soap opera the most popular show in the country? Sue Bains reports.

I was thrilled to be behind the scenes at the Brierley Studios, where soap opera, *Corley Wood*, is made. It's been on our screens since the 1960s, and I've been watching it for as long as I can remember, though not since its black-and-white beginnings, of course. It's strange to think that the show is older than me. It's not so surprising that it's still going strong, though. The colourful, almost larger-than-life characters have always fascinated audiences.

Actor Jake Mills (who has been with the show since the first episode) strolled up and introduced himself. I was slightly taken aback at how different he looked without the cardigan and bow tie that have become the trademarks of Arthur Lewis (his character). I asked him why he thinks the soap is so popular, and he answered without hesitation.

line 23 "The scriptwriters have their fingers on
line 24 the pulse. They write about situations the ordinary person faces, though of course they spice things up a bit. Think about it. This year, we've had bomb threats, shootings, drug abuse, scandals, you name it."

Next I asked him why he's still with the series, and he admits that he's become addicted to it, just like its fans. "I've worked in theatre, even done Shakespeare, but there you do the same thing night after night, while here each episode is different. You feel things are always moving forward. It's a challenge, and it never becomes routine. By the end of a theatre season, I never want to see another production of the play I've been in. This is different."

Marcie Green appears, and Jake makes the introductions. She's a relative newcomer, having been in the cast for only five years. I asked her what she most likes about working on the show, and she said it was the other actors. "We really are like family," she noted. "We have our differences of course, especially when shooting on location, away from our cosy dressing-rooms and in close proximity to each other. There have been heated arguments over who ate the last shortbread biscuit ..." here she looks pointedly at Jake, "but on the whole, we all get along well. The arguments you see on set may look real, but they don't continue off-camera. Some viewers think they do, so I'd like to set the record straight."

It seems some *Corley Wood* fans do have problems separating fiction from reality. Jake told me that when Val and Harry's house went up for sale because the couple were moving 'down south', a viewer sent in a real cheque for the asking price. ('Val' and 'Harry' both moved to Hollywood about a decade ago, and have since become big stars.)

Marcie and Jake offer to take me to see the streets of the town, which are so well known to viewers. The houses are located within the perimeter of the studio property, and the streets are eerily quiet without the cast hurrying along them. The main street is instantly recognisable, and I'm soon walking along it in the rain. I ask what will happen to Pam and Hugh, as there has been some speculation in the press that the actors who portray them are following 'Val' and 'Harry' across the Atlantic. Both Marcie and Jake decline to comment. Marcie tells me that the actors don't receive full scripts, only their own scenes, so sometimes, if they're not involved, they don't know what will happen. And, going by what I'm told next, this is probably just as well. Jake says, *line 82* "You're a journalist. If you give away the story beforehand, our ratings will drop for that episode. We're already competing with football on Wednesdays during the season!"

Suddenly there's a burst of activity, and the actors are called on set. I take a seat and watch the action. I'd been especially looking forward to this moment but, when it arrives, I feel strangely let down. There's no magic, and I'm suddenly aware that this is just an elaborate fiction.

31 What is meant by 'have their fingers on the pulse' in lines 23 & 24?

A take their work seriously

B put pressure on the actors

C have medical knowledge

D are aware of recent events

32 Why does Jake prefer working on the soap opera to working in the theatre?

A He gets to play the same character all the time in the soap opera.

B The soap opera is less repetitive and therefore more interesting.

C The soap opera better reflects reality.

D More people watch the soap opera.

33 What does Marcie imply about the cast of *Corley Wood*?

A Many of them strongly dislike each other.

B They have few serious disagreements with each other.

C They find filming easier when they get away from the studio.

D Viewers don't realise that they often argue.

34 Why does Marcie look "pointedly" at Jake?

A She wants his approval.

B She doesn't want him to disagree with her.

C She doesn't want him to add anything.

D He was probably to blame in that particular situation.

35 A viewer wanted to buy Val and Harry's house because he

A wanted to invest in the studio.

B was convinced the set was an actual place.

C wanted to be in the cast.

D wanted to live in a house where famous people had lived.

PRACTICE TEST 9

Reading and Use of English Part 6

You are going to read a magazine article about a woman who works as an artist. Six sentences have been removed from the article. Choose from sentences A – G the one which fits each gap (37 – 42). There is one extra sentence which you do not need to use.

If The Face Fits

Lorna Craig's artistic skills have landed her some unusual jobs.

Nowadays, photographs of people are everywhere, but it's extremely unusual for someone to have their portrait painted. As a result, we have little awareness of the special qualities that an expertly painted portrait can reveal. Of course, photographers sometimes have the good fortune to capture an expression on someone's face that reveals something about their personality. 37 ☐ It is precisely this psychological awareness that Lorna Craig finds the most interesting challenge in her work as a portrait painter.

In fact, Lorna has got a university degree in psychology, but painting is her real passion. In her student days, Lorna practised her skills as a street artist during the holidays and at weekends. 38 ☐ Indeed, this practice enabled her to pinpoint within the first three or four minutes the facial characteristics that expressed the personality of the sitter.

Lorna has branched out into various specialities that require excellent artistic skills. Two of these are connected with the medical profession. 39 ☐ Naturally, quite a few people are rather sceptical at first, believing that the artist has exaggerated the skills of the surgeon. However, Lorna and the surgeons have agreements with patients which allow them to show other clients not only these sketches, but also 'before' and 'after' photographs. In most cases, the more recent photograph is remarkably similar to the 'after' sketch, which does a lot to reassure other clients.

Lorna's second area of cooperation with the medical profession is the work she does to help doctors and nurses who speak to young alcoholics and drug addicts 40 ☐ The first one shows what they will look like in ten years' time if they continue taking drugs. The second shows how much younger and healthier they will look if they change their lifestyles. Naturally, these sketches can make a very big impression on some people.

Lorna says that the work she finds most satisfying, however, is her part-time job as a composite artist for the police. Her job is to make a drawing or painting showing a face that an eyewitness remembers. 41 ☐ In the last few years there have been significant improvements in the quality of facial composites produced by computers, but some police officers who work with skilled artists believe that they can get a more accurate picture than they would using computer software.

Lorna's personal belief is that, while her artistic skills and psychological insight are important, the quality of the composite is determined by the skills of the person interviewing the witness. Interviewers must not suggest any aspects of the person's features in any way. 42 ☐ In fact, Lorna was rather sceptical of the whole process herself, at first. However, when a killer was caught as a result of her work, she realised that she really could help the police, and that's when she became hooked on this job.

A This portrait can then be released to the public, in the hope that someone will be able to identify the person.

B An experienced portrait painter can, however, often achieve the same result without having to wait for the right moment.

C This is the hardest part of the job for many artists although Lorna doesn't have a problem with it.

D Tourists would pose for her, usually for about half an hour, and in this way she developed the skills needed to produce a good likeness of someone in a short time.

E They must be patient enough to let the witness provide details at their own pace, as and when they remember them.

F Firstly, she sometimes prepares 'before' and 'after' sketches for people who are considering undergoing plastic surgery.

G They give Lorna photographs of people and she draws two portraits of the same person.

PRACTICE TEST 9

Reading and Use of English Part 7

You are going to read a magazine article about four people who own hotels. For questions 43 – 52, choose from the people, (A – D). The people may be chosen more than once.

Which person

probably inherited their hotel? 43

doesn't work all year round? 44

had considered buying a different hotel at first? 45

admits that their prices aren't particularly low? 46

has qualifications which helped their business? 47

wants to attract more guests? 48

credits a colleague for some of the hotel's success? 49

is well-liked by people living near the hotel? 50

finds alternative accommodation for visitors? 51

has guests who often return to the hotel? 52

A Place to Stay



A **Gary Peterson** owns a small hotel in the Lake District. Although the tourist trade is usually seasonal, Gary is busy all year round. This is because of the reputation of the hotel restaurant: people come from all over the country to sample delicious dishes made with fresh, locally produced ingredients. Gary has owned the hotel for fifteen years, and says that, when he bought it, it needed a lot of renovation work. Gary says, "Although the outside of the building hasn't changed much, no one who stayed here before I took over would recognise the interior." He studied design before doing a hotel management course, and the light, spacious rooms are very welcoming and attractive. Gary says that the cooking of his chef, Miranda Davies, attracts a lot of people to the hotel. They offer special food-tasting weekend breaks, and anyone wanting to stay there at Christmas should book well in advance to avoid disappointment.



B **Claudia Perry** runs a hotel which has been in her family for centuries. Over the years it has been added to in order to provide more accommodation. The old stone barns and stables have been converted into rooms, and there are chalet-style bungalows at the back. The hotel is just off a busy motorway, and so attracts business people and sales reps who are passing through, some of whom return regularly. Claudia has also started 'ghost-hunting weekends' featuring actors and a mystery for guests to solve. These have proved to be very popular, and Claudia is pleased with the way things are going, although she adds, "Even so, I'm always trying to come up with fresh ideas to bring in extra business."



C **Billy Smith** has a hotel in the Wiltshire countryside which is great for people who like fishing. He has a well-stocked lake and sells fishing permits at reception. The hotel used to be a family home and is a very impressive building. Billy had been thinking about investing in a hotel in Spain, but saw the potential of the Wiltshire property and bought it five years ago. He has not been disappointed with his purchase. He is popular with residents of the nearby village because he employs a number of locals, and guests shop there, boosting the local economy. He got the house for a good price because it hadn't been lived in for years and needed a lot of work done to it before it could open as a hotel. However, the property was a good investment, and business is booming. "Staying at the hotel is not cheap, but there are lots of facilities, including a swimming pool and gym," he points out.



D **Rhona Callum** runs a hotel in southern England, overlooking the sea. It's very quiet in winter, so she takes advantage of that and has a long holiday. She enjoys travelling and occasionally even visits guests who have stayed at her hotel, many of whom live abroad. She doesn't need extra attractions at the hotel, as the breathtaking views ensure that she has plenty of guests during the holiday season. Many would-be guests are disappointed when told the hotel is fully booked. "I hate turning people away, so I try to find them rooms in guest houses in the neighbouring village. Those guest houses often don't advertise online, so I ring to see if they've got any vacancies. Then I email the people looking for rooms and suggest they contact one of the guest houses directly. The people I turn away often book for the following summer, so it works out well for me too."

PRACTICE TEST 9

Writing Part 1



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

1 **In your English class you have been talking about education and the aims of schools. Now your teacher has asked you to write an essay.**

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

Some teachers and parents stress the importance of doing well in exams. Are your exam results the most important part of your education?

Notes

Write about:

1 effects exam results have on future plans
2 what schools can teach apart from how to pass exams
3 _____ (your own idea)

Writing Part 2

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

2 **You see this announcement in your school magazine.**

Stories Wanted!

We're looking for short stories for the next issue of the magazine. Your story must begin with this sentence.

"Don't worry," Mary said, "that will be easy!"

Your story must include

- a promise
- a key

Write your **story**.

3 **You have received an email from your English-speaking friend, Molly.**

From: Molly
Subject: Can you help?

Mum and Dad keep nagging me because I spend so much time indoors, watching TV or chatting online. They want me to take up a sport. I wouldn't mind trying something new and I'd like to be fitter, but I don't know what to do.

I don't really enjoy running around and getting hot and tired, and anyway I'm not sure any team would let me join because I'm so unfit.

Have you got any suggestions for me?
Molly

Write your **email**.

4 **You have seen this announcement on a website for young people.**

Articles Wanted

Do you have strong opinions about clothes and fashion?

Send us an article with the title:

The silliest outfit I've ever seen

We will publish the best articles on our site.

Write your **article**.

PRACTICE TEST 9

Listening Part 1

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

1 You hear two people talking.
What happened to the woman's bag?

A She put it in the living room.

B It was stolen from the café.

C She left it in the car.

2 You hear a local news report about a school project.
What is the reporter doing?

A explaining the project

B criticising the project

C asking for people to help with the project

3 You hear two friends talking.
Where was the girl the night before?

A at her grandmother's house

B at home looking after her grandmother

C at a restaurant with her family

4 Listen to a head teacher talking to a group of students.
What does she want to do?

A learn how some rumours were spread through the school

B explain the school rules regarding what students can wear

C find out whether students think wearing a school uniform is a good idea

5 You hear a hotel receptionist talking about some of the guests.
What does he say about them?

A Some of them show an interest in him.

B They often think he should be better at his job.

C People who just want to talk to him take up most of his time.

6 You overhear this conversation in a café.
What is the woman doing?

A asking the man for help

B offering the man something

C giving the man some advice

7 You hear someone on the radio talking about a special event.
Where is he?

A at a flower show

B at an open-air music festival

C at a sports event

8 Listen to these colleagues talking.
Why is the woman going to London?

A for work

B for a short holiday

C to go shopping

PRACTICE TEST 9

Listening Part 2

You will hear a scientist, Julie Miller, talking about an unusual insect. For questions 9 – 18, complete the sentences with a word or short phrase.

Panda Ants

When Julie was a girl, she used to look for insects and other creatures in her (**9**) _____.

Julie says that the (**10**) _____ of panda ants might be confusing.

There are over (**11**) _____ types of velvet ants.

Julie mentions that female panda ants haven't got (**12**) _____, whereas the males have.

Julie suggests that the bright colouring of panda ants is a type of (**13**) _____ to deter other creatures from attacking them.

It's thought that panda ants live only in (**14**) _____ of a specific South American country.

Scientists believe that (**15**) _____ determines how active panda ants are.

Julie says that she finds the toughness of panda ants very interesting and (**16**) _____.

A female panda ant might go into a bees' nest in order to (**17**) _____.

It's thought that the longest that panda ants can live for is (**18**) _____.

Listening Part 3

You will hear five short extracts in which people talk about 3-D films. 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 If audiences are to continue watching them, 3-D movies need to be well made.

B My friend can't wait to buy a 3-D television.

C I haven't regretted investing in new equipment.

D All 3-D films are a total waste of money.

E I only want to watch 3-D films now and again.

F I don't go to 3-D movies because I hate wearing glasses.

G The film didn't look three-dimensional to me.

H A new idea might convince me to start watching 3-D movies again.

Speaker 1 ☐ 19

Speaker 2 ☐ 20

Speaker 3 ☐ 21

Speaker 4 ☐ 22

Speaker 5 ☐ 23

PRACTICE TEST 9

Listening Part 4

You will hear part of a discussion on a local radio station between two presenters, Emma Jackson and Tom Walsh. For questions 24 – 30, choose the best answer (A, B or C).

24 At what time can you hear news from around the country?

A 9:00

B 9:10

C 9:15

25 What does Tom say about Ms Heart's plan?

A Most teachers and parents agree with him about the plan.

B Parents generally see it differently from teachers.

C It is causing disagreements.

26 Tom suggests that, for high school students,

A hobbies are usually a waste of time.

B doing well at school should be their first priority.

C there's time to get qualifications when they're older.

27 Emma says that many young people look tired and under strain because

A they spend so many hours on schoolwork each day.

B they have got jobs that they do after school.

C they have got financial concerns.

28 What does Emma suggest about her friend Lisa?

A She was a bad influence on Emma.

B She convinced her teachers to give her special treatment.

C She had the potential to do better at school than she did.

29 Emma agrees with Tom that

A it's very useful for young people to learn to be well-organised.

B homework is less boring than it used to be.

C teachers understand whether their students can cope with homework.

30 Why does Tom mention a sport?

A to show that there are better ways of learning skills

B to suggest that doing something over and over again is necessary

C to point out how things have changed since he was young

Speaking Part 2

What are the advantages of living in these places?





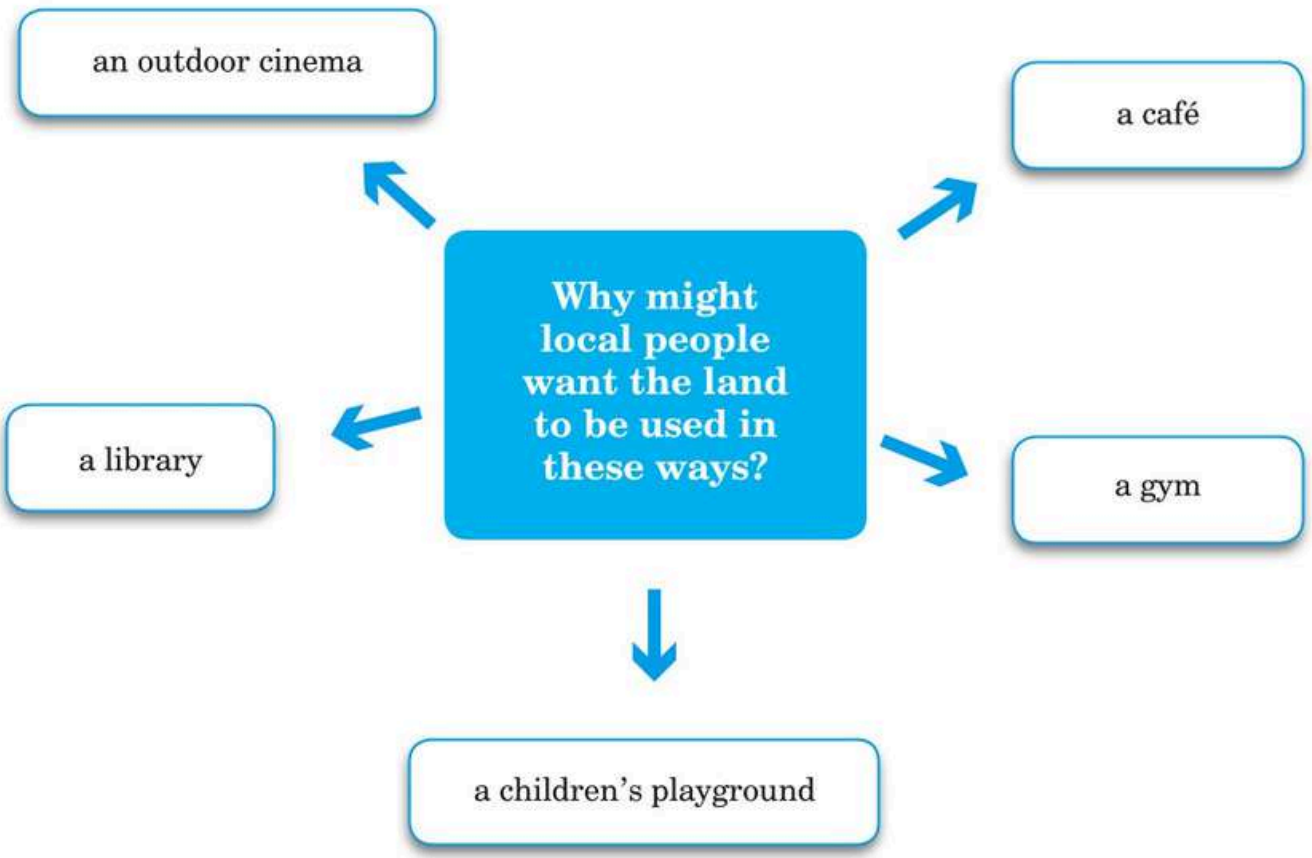
How do you think these people are feeling?





PRACTICE TEST 9

Speaking Part 3



PRACTICE TEST 10

PRACTICE TEST 10

Reading and Use of English Part 1

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

Example:

0 (A) where B there C how D which

0	A	B	C	D

ENGLAND'S HOMEGROWN TEA AND COFFEE

When people think about (**0**) _ _ _ tea and coffee come from, warm tropical countries usually come to (**1**) _ _ _. However, both tea and coffee have been produced in Cornwall in south-western England in (**2**) _ _ _ years.

The Tregothnan Estate has a famous botanical garden, where ornamental tea bushes have been grown for more than 200 years. Therefore, it is (**3**) _ _ _ surprising that Britain's first tea plantation was created there. Since 2005, Tregothnan tea has been sold in a number of English stores and supermarkets. Traditional tea growers have little to (**4**) _ _ _ from this development, however. Tregothnan tea is produced in (**5**) _ _ _ quantities and is more expensive than most other teas on the (**6**) _ _ _.

The Cornish coffee was grown at the Eden Project, a popular attraction where species of plants from around the world are grown in huge dome-like greenhouses. The coffee was not produced for commercial (**7**) _ _ _, which is probably just as (**8**) _ _ _. Only 150 grams of coffee beans were produced in the first year – enough to make about twenty cups of coffee.

1	**A** sight	**B** brain	**C** mind	**D** memory
2	**A** recent	**B** new	**C** modern	**D** contemporary
3	**A** largely	**B** utterly	**C** barely	**D** hardly
4	**A** frighten	**B** scare	**C** worry	**D** fear
5	**A** small	**B** slight	**C** narrow	**D** slim
6	**A** outlet	**B** trade	**C** market	**D** sale
7	**A** excuses	**B** purposes	**C** causes	**D** grounds
8	**A** well	**B** much	**C** fully	**D** sure

Reading and Use of English Part 2

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

Example: 0 O F

Calling All Readers – Articles Wanted!

As many (**0**) _____OF_____ our regular readers know, we often ask you to send us articles which we can publish in our magazine. We love to read your contributions on all topics but, (**9**) _____ the moment, we're particularly interested in articles about unusual hobbies.

(**10**) _____, if you have a hobby that is a little out of the ordinary, we want to (**11**) _____ from you. We'd like you to describe your hobby, and tell us (**12**) _____ you enjoy most about it. Tell us which age groups it's most suitable for and why you would (**13**) _____ wouldn't recommend that other readers give it a go.

We're publishing a special hobbies supplement in May, so if you would like your article to (**14**) _____ considered, we must receive it (**15**) _____ later than 20th April. Your article should be (**16**) _____ 500 and 1,000 words in length. Email your submissions to the address at the bottom of this page.





PRACTICE TEST 10

Reading and Use of English Part 3

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

Example: 0 TOURIST

Cyprus

Cyprus, the third largest island in the Mediterranean, is a very popular (**0**) *TOURIST* destination, welcoming millions of holidaymakers from around the world (**17**) _____. — TOUR / ANNUAL

One of the main (**18**) _____ of this beautiful island is the weather. It is usually hot in summer, warm in spring and autumn, and (**19**) _____ mild in winter, making Cyprus a year-round destination. — ATTRACT / PLEASANT

In (**20**) _____ with most other destinations of the same size, Cyprus has lots to offer for people of all ages and tastes. There are bustling towns and fascinating archaeological sites to visit. The traditional food served at local restaurants is bound to make an (**21**) _____ on visitors. And for those looking for more (**22**) _____ activities, there's skiing in winter, and scuba diving and other water sports in summer, to name just a few. Cyprus was one of the countries hardest hit by the recent (**23**) _____ crisis. However, hopefully, Cyprus is now on the road to (**24**) _____ once again. — COMPARE / IMPRESS / ADVENTURE / FINANCE / RECOVER

Reading and Use of English Part 4

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

Example:

0 My aunt gave us the tickets.

GIVEN

We _____ my aunt.

Example: **0** WERE GIVEN THE TICKETS BY

---

25 The fog could cause a lot of accidents.

RESULT

There might be a lot of accidents _____ the fog.

26 You must do exactly what Steve tells you to.

CARRY

You have _____ instructions exactly.

27 I get very annoyed by Maggie's complaining.

GETS

Maggie's complaining really _____ nerves.

28 We decided to stay at home and not to go to the party.

INSTEAD

We decided to stay at home _____ the party.

29 Kevin was completely unaware of my promotion.

IDEA

Kevin had absolutely _____ been promoted.

30 He will probably be late for school tomorrow.

UNLIKELY

He _____ time for school tomorrow.

PRACTICE TEST 10

Reading and Use of English Part 5

You are going to read an extract from a short story. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

The low black clouds had been threatening rain all morning but, when the downpour finally arrived, Martin simply pulled up his hood, leant into the wind and kept on trudging up the hill.

It was early on a freezing Saturday morning in February. Martin was cold and wet, and didn't really know where he was. Nevertheless, he felt happier than he had all week. He smiled when he thought about his friends. They would all still be sleeping soundly in their warm beds, and if they knew where Martin was, they would definitely decide he was crazy. 'They don't know what they're missing,' Martin thought to himself.

It was wonderful to be out of the city. The day before, at this time, Martin had been on his way to work. He never expected to find a seat on the morning bus, but that day it had been particularly overcrowded. He had been squashed between a group of noisy schoolchildren and a businessman with a heavy cold, whose coughing and sneezing seemed certain to infect the rest of the passengers.

For once, it had been a relief to arrive at the stop outside the offices of Wilton Ltd, the small insurance company where Martin worked as an accountant.

It had been a typical day at the office. Martin had spent the entire morning trying to sort out the mess his boss, Mr Wilkins, had made of the Peterson file. The problem would never have arisen if Wilkins had done things the way that Martin had suggested – a fact that both men were well aware of, but that neither wanted to comment on.

In the afternoon, Martin had finally been able to get on with his own work, only to be regularly interrupted. Mrs Hargreaves had yet another seemingly endless and pointless story about her grandchildren, which Martin politely smiled through, and then he spent half an hour helping Jenny look for a file they were both working on.

Martin got on very well with Jenny, the company's youngest member of staff. She was friendly, easy-going and very good at her job. As she would be the first to admit, though, organisation was not her strong point. By the time they finally found the file (tucked inside a newspaper underneath a pile of papers on Jenny's desk), it was almost time to go home.

Jenny was very excited about the coming weekend. She had moved from a small town a couple of years before, and she was still in love with everything the city had to offer. Her social life was a whirlwind that revolved around restaurants, theatres and clubs that Martin had never even heard of.

He had felt exactly the same way about the bright lights of the city when he had first arrived to start college. That was a long time ago, though. These days the city depressed him. The huge buildings blocked out the sun and seemed to weigh him down as he fought his way through the faceless crowds.

Feelings like these had forced Martin out of his bed early that Saturday morning. Maybe he was tied to the city during the week, but now he was free. As soon as he had finished breakfast, Martin jumped into his car and set about putting the city far behind him. He had no fixed destination in mind, and simply turned off the motorway after an hour or so and gradually made his way onto quieter and quieter roads.

Eventually, on a narrow winding lane, he saw the small deserted car park and a sign pointing out the public footpath which gradually climbed to the peak of a distant hill.

Now, at the top of that hill, Martin paused to enjoy the view. Even in the terrible weather he could see the countryside stretching out for miles in every direction. Feeling relaxed and refreshed, Martin took a deep breath and turned around. As he headed back towards his car, he knew he was ready for another week of whatever the city had to throw at him.

31 On his walk, Martin

A doesn't let the bad weather stop him.

B thinks he should have stayed in bed.

C wishes his friends had come with him.

D knows he should have told someone where he was going.

32 Why was Martin happy to arrive at work the previous morning?

A He hadn't been sure that he was on the right bus.

B The journey had been particularly bad.

C He knew it wasn't going to be a normal day.

D He always enjoyed his work.

33 Why was there a problem with the Peterson file?

A Mr Wilkins didn't want Martin to work on it.

B Mr Wilkins had made some mistakes.

C Martin and Mr Wilkins hadn't discussed it before that day.

D Martin didn't know what Mr Wilkins wanted.

34 What is true about Martin and Jenny?

A He doesn't like her because she is disorganised.

B They probably spend a lot of time together outside work.

C They have very different attitudes to life in the city.

D They both moved to the city at about the same time.

35 Since Martin started college,

A he has always disliked city life.

B he has dreamt of living in the countryside.

C the city has changed in ways he doesn't like.

D his view of the city has changed.

36 That Saturday, Martin

A hadn't planned his route in advance.

B went back to a place he'd visited before.

C didn't originally plan to leave the city.

D decided to leave the city for ever.

PRACTICE TEST 10

Reading and Use of English Part 6

You are going to read a magazine article about a boy who has been given a national award. Six sentences have been removed from the article. Choose from sentences A – G the one which fits each gap (37 – 42). There is one extra sentence which you do not need to use.

Local Boy Wins Award

Will Ellis, aged 16, was recently honoured with a national award for setting up a group of volunteers to help the over-60s in his area.

Two years ago, Will's grandparents had flu and had to stay in bed for over a week. Will did their shopping, cooking and cleaning. 37 ☐ During that week, he realised that there must be other elderly people in the community without relatives to do things like this for them. He began to think about how such people could be helped, and this led him to set up his own community project.

First, he put notices on the noticeboards at his school, asking for information about elderly people who might need help. When he had some names and addresses, he started visiting people. 38 ☐ So Will's list grew, and he set about recruiting volunteers from his school to help with the project.

Will's head teacher, Mr Topping, was very supportive, and allowed the group of volunteers to use the school's resources and facilities to produce leaflets advertising their work. 39 ☐ They found out that there were lots of things they could do to help the over-60s in their area.

Some people simply wanted more company and enjoyed home visits. Other people needed more practical assistance. They wanted help with household chores, or information about how to get financial advice. The volunteers could easily access this information online and help fill in the appropriate forms. Other common requests were for help with gardening or painting the outsides of their houses. 40 ☐ So the volunteers got to work and, in some cases, learned new skills. Both the volunteers and the people they help believe the project has been very successful.

Word of this success has spread, and last year the local newspaper ran a story on the project. This generated interest in the wider community. Local companies have donated goods to the project. Some of these such as tinned food and paint could go directly to helping people. Others were used as prizes for a raffle. The money raised from things like this has been used to set up a lunch club which organises social occasions for local elderly residents. 41 ☐ Because most of the food has been supplied free of charge, the club is actually making money. This will be saved to pay for excursions to places of interest.

The local council is proud to publicise the group's activities. Mr Topping is also very impressed with their work. 42 ☐ Will says that it was an honour to receive the award, and a surprise. He had not expected his efforts to be rewarded in such a way.

A At these events, they pay a small sum for a nutritious meal and good conversation.

B Many people could not afford to pay professionals to do these jobs for them.

C He nominated Will for a national Service to the Community Award, which he was presented with last month.

D He would also get a newspaper and read it to them in the afternoons.

E It turned out that they often had friends who also wanted some form of help.

F Nowadays, organising the group's activities leaves Will with little time for helping people with housework and other chores.

G These were delivered to doctors' surgeries, chemists and libraries by those working on the project, and the volunteers also talked to the elderly people they met in these places.

PRACTICE TEST 10

Reading and Use of English Part 7

You are going to read an article about five British people who have lived outside the UK. For questions 43 – 52, choose from the people, (A – E). The people may be chosen more than once.

Which person

is careful not to upset people?	43
almost got sent back to the UK?	44
missed the company of people with a similar cultural background?	45
recommends finding a job before moving?	46
suddenly decided to stay in a foreign country?	47
already spoke the language before moving?	48
didn't work in the country they moved to?	49
emphasises the positive aspects of their job?	50
paid more money than they originally planned to for something?	51
says they would have to change their lifestyle before they could get married?	52

Living Abroad

A **Sonia Harris** is now back in Britain after working in the Middle East for two years. She took the job because of the high salary and the opportunity it gave her to work in a superb hospital. She says, "I loved my work environment, and the job was exciting and challenging. However, I had no social life really, and the culture was completely alien to me. When my contract expired, I was glad to come home. It was an interesting experience, and financially worthwhile, but if I'd known what life was like in that country, I don't think I would have gone."

B **Leon Browne**, fed up with the British weather, took early retirement and sold up. He moved to a village in Spain. He says, "I thought I'd be able to find a cheap place if I was there, so I rented a house at first. I never did find a bargain though. Also I'd visited the village several times during peak season and thought that the people were friendly. In winter, though, I realised I'd got the wrong impression. After three years, I finally bought a flat in a town further along the coast where the locals are more sociable and hospitable. I had to go over my budget for housing, but I'm happy with the way things worked out in the end."

C **Alison Marsh** has lived in Germany for twelve years and wouldn't live anywhere else. She works for a computer software firm in Stuttgart. She says, "I first went to Germany on a school trip and I loved it! I continued studying German, which I eventually got my degree in, and after several other holidays in Germany, I was certain that I wanted to live there. There are some other Brits working at my company on short-term contracts. They'd like to stay, but they don't speak the language very well, which is a problem. Surprisingly, some people come to Germany before they have a job lined up. That's definitely not the best way to do things, and many of them have to give up and go home again."

D **Ken Pearce** has worked in a number of different countries, although he has a house in the UK because he feels he needs the security that comes with having a British base, even if he's hardly ever there. He's single and says, "The only disadvantage to my job is that I'm not in a country for long enough to form lasting relationships. If I wanted a family, I'd have to change career. I love travelling though, and I'm certainly not ready to settle down yet. Before I go to a country, I learn about its culture and customs. I also research business etiquette in different cultures. If you don't know these things, you can annoy a client and lose their business without even understanding why."

E **Polly Forbes** went on holiday, fell in love with the place and simply decided to stay there. Now, five years later, she admits it was impulsive and says, "I was having such a good time, I couldn't leave, so I found a job in a café. One day, however, the police picked me up, and asked for my work permit and other papers. Someone had to translate everything for me, and I was sure I would be deported. Luckily, in the end, I was allowed to stay and now I've got a work permit, but it was a very frightening experience. Of course, it could have been avoided if I'd been more sensible and sorted out my paperwork before I left home."

PRACTICE TEST 10

Writing Part 1



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

1 **In your English class you have been talking about elections and how governments are chosen. Now your teacher has asked you to write an essay.**

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

Some people believe that the voting age should be lowered so that all citizens aged 15 and over should be allowed to vote and have a say in choosing the country's government. Do you think this would be a good or a bad thing for your country?

Notes

Write about:

1 teenagers' knowledge and understanding of important issues
2 the effect this would have on politicians
3 _____ (your own idea)

Writing Part 2

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

2 **You have seen this notice in an international magazine for teenagers.**

Reviews Wanted

Our next issue is going to be all about games: board games, card games and things like that. We're looking for reviews of the last game that you played.

In your review you should give a brief description of the game and your opinion of it.

Would you recommend the game to our readers?

We will publish the best reviews next month.

Write your **review**.

3 **You have received a letter from your English-speaking friend, Alex.**

You know I love playing the guitar and writing songs, right? Well, last week some friends asked me to join their band. They're really talented and it would be lots of fun. The only problem is that they practise every evening. I get loads of homework these days, and Mum will go crazy if my marks suffer. What should I do?

Alex

Write your **letter**.

4 **You see this announcement on your favourite website.**

Articles Wanted!

Something that really made me laugh!

We're looking for amusing articles for our site. In your article, you should explain what happened and why you found it so funny.

We'll post the best articles on the site next week.

Write your **article**.

PRACTICE TEST 10

Listening Part 1



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

---

1 You overhear a man talking about a smartphone.
He warns his friend that

A a cover won't protect it if he drops it.

B the phone is rather expensive to buy.

C the battery loses energy fairly quickly.

2 You hear two friends talking about a play they saw.
What do they agree about?

A how good the actors were

B how great participating in the play was

C how unusual the plot of the play was

3 You hear two friends talking about an accident.
How does the girl feel?

A sorry that she was involved in the accident

B relieved that Paul wasn't badly hurt

C certain that it won't happen again

4 You hear a young artist talking.
What is he angry about?

A the lack of encouragement at school

B the attitude of his parents

C the poor job opportunities for artists

5 Listen to this man talking on the phone.
Why is he calling?

A to report a burglary

B to report a missing person

C to report an accident

6 You hear a boy and a girl talking about an incident at school.
What is the boy doing?

A justifying his actions

B apologising for his friend

C blaming his friend

7 You hear a teacher talking about the school sports day.
Why is he talking to the school?

A to inform them about changes to the competitions

B to encourage them to participate in the competitions

C to remind students to inform their parents about the event

8 You hear a woman being interviewed on the radio.
What does she remember most clearly about her adventure?

A seeing some sea creatures

B becoming frightened after an accident

C feeling worried about bad weather

PRACTICE TEST 10

Listening Part 2



You'll hear a food critic, Nigel Craven, talking about his job. For questions 9 – 18, complete the sentences with a word or short phrase.

Being a Food Critic

Nigel says that his job has got a large number of (**9**) _____.

The factory in Birmingham makes (**10**) _____ that you can use when cooking Indian food.

Nigel says that people from other countries often spend (**11**) _____ in Birmingham so that they can go to the Indian restaurants there.

The people who own Nigel's favourite restaurant in the city say that their (**12**) _____ wouldn't like it if the restaurant became too popular.

Nigel says that he tries to include something (**13**) _____ in all of his reviews.

Nigel describes the incident with the owner of the French restaurant as a very (**14**) _____.

He says that there are some (**15**) _____ that he knows are very good even though he, personally, doesn't like them.

If he isn't recognised in a restaurant, Nigel says he can get a better idea of what the place is like for (**16**) _____.

Nigel believes that it's less common for restaurants to treat him better than normal when he is with (**17**) _____ or relatives.

Some people that Nigel knows feel (**18**) _____ about preparing food for him.

Listening Part 3

You will hear five short extracts in which people are talking about their jobs. 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 My work is boring and I need a change.

B I love my job even though I don't get paid.

C I'm only doing this job to support my family.

D My job has made me more independent and confident.

E This job is a big improvement on the work I used to do.

F My colleagues are an important reason why I enjoy my job.

G I only do this job for the money.

H My job would be better if I had a different boss.

Speaker 1 ☐ 19

Speaker 2 ☐ 20

Speaker 3 ☐ 21

Speaker 4 ☐ 22

Speaker 5 ☐ 23

PRACTICE TEST 10

Listening Part 4



You will hear an interview with a teenager called Barry Carter, who's talking about working on his uncle's farm. For questions 24 – 30, choose the best answer (A, B or C).

24 Barry says that the farm didn't seem very strange to him because
- **A** he had grown up in the country.
- **B** he had lived there before.
- **C** it wasn't the first time he'd been there.

25 Why did Barry go to work on the farm?
- **A** to help his uncle, who had problems finding employees
- **B** to see if he would like to run the farm himself
- **C** to gain experience for a college project

26 Why does Barry admire his uncle?
- **A** He knows how to make work seem interesting.
- **B** He's very good at finding solutions to problems.
- **C** He works a lot harder than other farmers.

27 What does Barry think would surprise people about farming today?
- **A** how complex the business is
- **B** how difficult it is to make a profit
- **C** how small farms manage to survive

28 Why does the vet usually visit the farm?
- **A** He has to help Barry's uncle when calves are being born.
- **B** Calves are often ill when they are born.
- **C** He has to examine the cows.

29 What does Barry say about dairy farming today?
- **A** Farmers need to be clever if they want to keep their farms.
- **B** It's more difficult for large farms to make a profit.
- **C** He hopes the price of milk continues to go up.

30 Barry advises young people
- **A** not to go into farming.
- **B** to get a degree.
- **C** to go into farming as soon as they leave school.

Speaking Part 2

How important is it to know what to do in these situations?



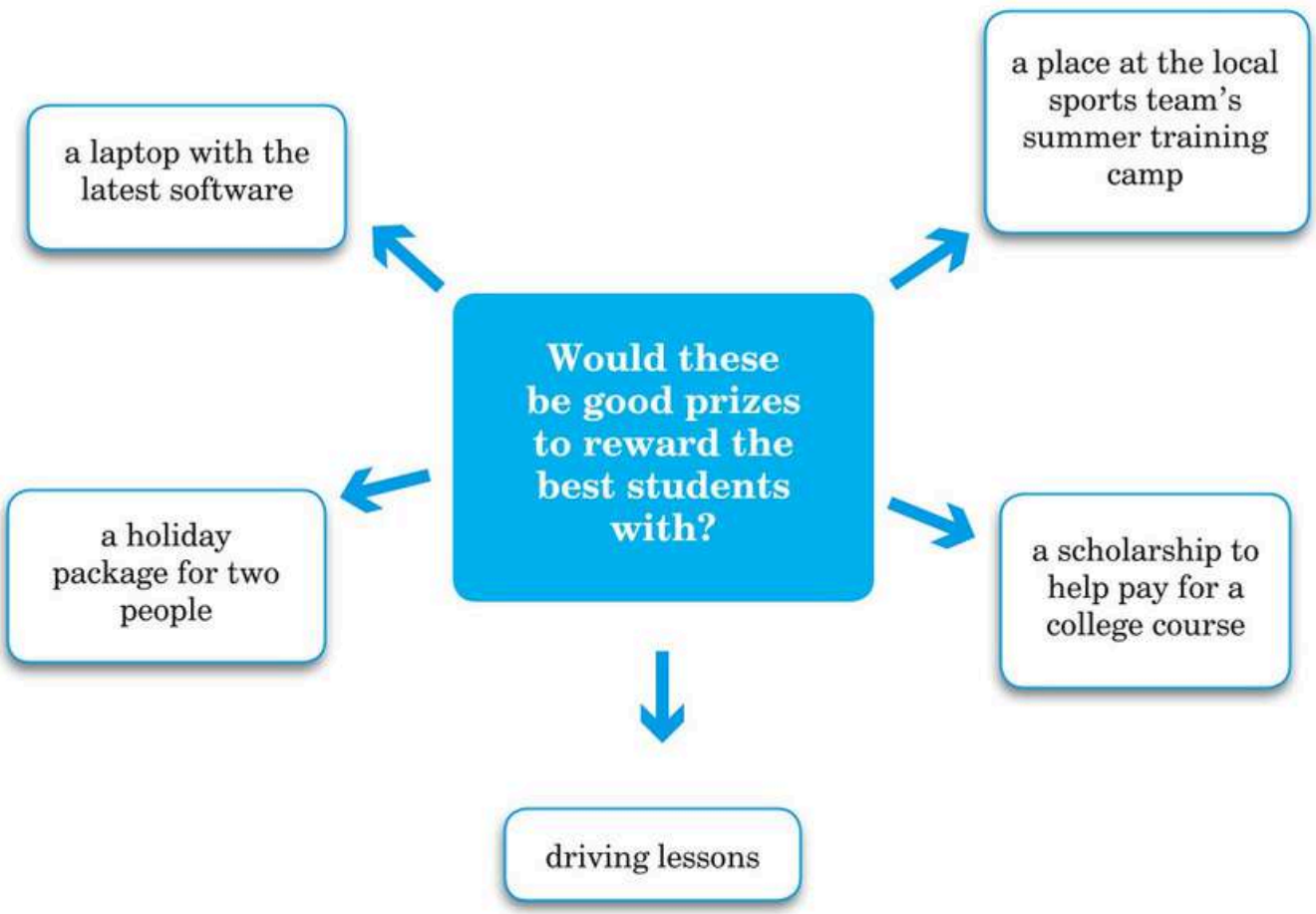


Why do you think people enjoy doing these sports?





Speaking Part 3



Extra Practice

Paper 1, Part 1

1 Words with similar meanings: choose A, B, C or D.

1 The plate broke when I _ _ _ it on the floor.
A dropped B spilt C poured D splashed

2 Katie _ _ _ to tell us what had happened.
A denied B refused C disallowed D opposed

3 Turn the oven on. I'm going to _ _ _ a cake.
A roast B cook C grill D bake

4 He's in prison because he's a bank _ _ _.
A thief B mugger C robber D burglar

5 He decided to take the job when they offered him a higher _ _ _.
A salary B pay C rent D money

2 Phrasal verbs: choose A, B, C or D.

1 You should _ _ _ on that shirt before you buy it.
A wear B check C try D look

2 Jane can't come today, so I'm going to stand _ _ _ for her.
A out B down C in D over

3 It didn't take him long to _ _ _ out our orders.
A carry B take C hold D stop

4 They rarely fall _ _ _, but they had a big argument last night.
A away B through C off D out

5 Their new teacher doesn't _ _ _ up with any naughty behaviour.
A do B put C take D make

3 Collocations: choose A, B, C or D.

1 He should _ _ _ responsibility for his mistake.
A allow B agree C accept D own

2 You will have to _ _ _ a decision soon.
A make B choose C do D set

3 The police officer asked to see my driving _ _ _.
A certificate B licence C diploma D permission

4 Gemma _ _ _ very well in the French exam.
A made B took C did D had

5 Hurry up, or you'll _ _ _ the train.
A fail B lose C let D miss

4 Fixed phrases: choose A, B, C or D.

1 It's important that you _ _ _ attention to what he is saying.
A spend B pay C deal D bear

2 Kelly still hasn't found a flat, so she's staying with us for the _ _ _ being.
A point B well C time D moment

3 You have to pay _ _ _ cash in this shop.
A by B on C through D in

4 Nina got into _ _ _ when she broke our classroom window.
A trouble B misfortune C fault D disorder

5 I don't mind where we go tonight. It's _ _ _ to you.
A across B out C up D in

5 Choose A, B, C or D.

1 Sophia is very _ _ _ of her pet dog.
A fond B keen C happy D kind

2 It's OK, we're not in a hurry. Take your _ _ _.
A while B leisure C stage D time

3 They _ _ _ me of telling lies!
A criticised B accused C charged D blamed

4 I think you made the right _ _ _!
A thought B consequence C decision D outcome

5 She was rude to her boss and, as a _ _ _, she lost her job.
A cause B reason C result D reaction

6 You can go by bus or take another form of public _ _ _.
A transport B traffic C vehicle D carrier

7 You should keep the _ _ _ in case you want to take that dress back to the shop.
A recipe B ticket C receipt D bill

8 We have to try to _ _ _ an agreement with them today.
A find B decide C arrive D reach

9 I don't know why they feel sorry _ _ _ Jim!
A at B for C on D to

10 Don't worry! You can't be _ _ _ responsible for what happened!
A given B seen C held D put

Paper 1, Part 2

1 **Relative pronouns and adverbs: complete each sentence with one word.**

1 This is the village _____ my parents bought a holiday home.
2 The young girl, _____ mother was a police officer, had run away from home.
3 Do you know the girl _____ is talking to Debbie?
4 August is the month _____ most tourists visit the island.
5 The Mersey is the river _____ flows through Liverpool.

2 **Tense and verb forms: complete each sentence with one word.**

1 She has _____ living with her aunt since 2010.
2 All of the people in the crowd _____ waiting to see what would happen next.
3 If I _____ got up earlier this morning, I could have caught that bus.
4 Mrs Williams, who owns this shop, _____ said to be an excellent businesswoman.
5 You should _____ helped them yesterday, shouldn't you?

3 **Linking expressions: complete each sentence with one word.**

1 Despite _____ fact that he lives in Spain, he can't speak Spanish.
2 Sometimes she acts _____ if she knows everything.
3 No matter _____ hard I tried, I couldn't solve the puzzle.
4 She turned down the radio _____ that she could hear what I was saying.
5 As _____ as the eggs, we bought some bread and a little cheese.

4 **Phrasal verbs: complete each sentence with one word.**

1 Sally doesn't look very happy today. We should try to cheer her _____.
2 Tom had to walk home because his car had _____ down.
3 They offered him a job in their restaurant, but he turned it _____.
4 The police are sure to catch him eventually. He isn't going to _____ away with it.
5 John needs a new winter coat. He has grown _____ of his old one.

5 **Fixed phrases: complete each sentence with one word.**

1 We can relax and take _____ easy today.
2 Well, that was a surprise to say _____ least.
3 Henry goes to that café once _____ a while.
4 By the time we got to the top of the stairs, I was _____ of breath.
5 All _____ a sudden, I realised where I had seen the girl before.

6 **Prepositions: complete each sentence with one word.**

1 That waiter was very rude _____ Henry.
2 I like animals, but I'm not very keen _____ cats.
3 We were all worried _____ you!
4 I have a lot of respect _____ the people who work for that organisation.
5 Holly takes a lot of pride _____ her work.

7 **Complete each sentence with one word.**

1 You can always count _____ Poppy to say the right thing!
2 We should keep these jars. They are bound to _____ in handy one day.
3 This machine must _____ switched off at the end of the day.
4 Stella, _____ is Australian, is a really good singer.
5 Even _____ it was winter, it was a warm sunny day.
6 I was taken _____ surprise and I didn't know what to say.
7 The festival always _____ place in the first week of June.
8 He did some stretches to warm _____ before the race started.
9 It was _____ a boring film that we all fell asleep before it finished.
10 Under _____ circumstances should any of you leave before the teacher tells you that you can.

Paper 1, Part 3

Complete each sentence with a word formed from the word given.

Group 1 Verb → Noun

1 He's a famous _____ who has been in a lot of popular films. **ACT**
2 My mum is a bus _____. **DRIVE**
3 They made a generous _____ to the organisation. **DONATE**
4 We need to get the boss's _____ before we can start. **APPROVE**
5 I get a lot of _____ from my job. **SATISFY**
6 She had a big _____ with her brother yesterday. **ARGUE**
7 We learnt more about the _____ of the island. **INHABIT**
8 There's some more _____ space in the basement. **STORE**

Group 2 Adjective → Noun

1 He wouldn't do anything to spoil their _____. **HAPPY**
2 Your paintings show a lot of _____. **CREATIVE**
3 The teachers all talked about Mandy's high _____. **INTELLIGENT**
4 She gave me a list of leisure _____. **ACTIVE**
5 Saying sorry isn't a sign of _____. **WEAK**
6 Did you have any _____ finding our house? **DIFFICULT**
7 There's no _____ that he'll pass that exam. **CERTAIN**
8 Did you understand the _____ of what she said? **IMPORTANT**
9 Those are only some of his many _____. **ABLE**
10 This competition is for _____ aged 7 – 10. **YOUNG**
11 There's a _____ of cheap housing in this town. **SHORT**
12 The new leader promised to give the prisoners their _____. **FREE**
13 What's the _____ of him winning the competition? **LIKELY**
14 The hotel had no _____ that week. **VACANT**
15 We were surprised by the _____ of the film. **POPULAR**
16 The official _____ of the new hospital is next week. **OPEN**

Group 3 Verb → Adjective

1 The twins are both very _____. COMPETE
2 The workers here wear _____ clothing. PROTECT
3 The information he gave us was rather _____. MISLEAD
4 We all knew how the movie would end. It was very _____. PREDICT
5 She's been a pilot for twenty years. She's very _____. EXPERIENCE
6 Her performance in the film was quite _____. IMPRESS
7 We all think that you should try to be more _____. TOLERATE
8 He always talked about himself in a very _____ way. BOAST

Group 4 Noun → Adjective

1 The flood filled our house with _____ water. MUD
2 He won't trust you. He's very _____ of people he doesn't know. SUSPICION
3 We aren't all as _____ as you. WEALTH
4 Thank you! You've been very _____. HELP
5 We've gone back to our _____ plan. ORIGIN
6 He's very _____ that he will succeed. OPTIMISM
7 The lawyer was pleased because she'd had a very _____ day in court. SUCCESS
8 Don't worry. There won't be any _____ costs. ADDITION
9 It was a _____ demonstration. PEACE
10 She's got lots of _____ ability. ARTIST
11 They didn't like his _____ behaviour. CHILD
12 That party was a _____ occasion. MEMORY
13 She's a very _____ person. CONFIDENCE
14 I don't know why she's upset. We were just having some _____ fun. HARM
15 Jackie helped me a lot. She gave me some very _____ advice. SENSE
16 This is the local _____ newspaper. DAY

Group 5 Prefix + Adjective

1 Stop telling me lies. I can't stand _____ people. HONEST
2 The verbs *go* and *be* are _____. REGULAR
3 You'll have to wait for it. Don't be _____. PATIENT
4 He joined the gym when he realised how _____ he was. FIT
5 We play _____ games online. ACTIVE
6 Unfortunately, the new doctor is quite _____. EXPERIENCED
7 I didn't know anything about his _____ activities. LEGAL
8 She was very _____ to help us. WILLING

Paper 1, Part 3

Group 6 Two changes

1 _____ is a serious problem in this region. Lots of people are out of work. EMPLOY
2 If you give the children some more _____, they will probably work harder. COURAGE
3 Nobody knew where he was or could explain his _____. APPEAR
4 He always tries to be fair, and he's never _____ when he talks about our work. JUDGE
5 She was shocked by the sudden _____ of what was going to happen. REAL
6 That team seems almost _____. They haven't lost a game for months. BEAT
7 As he got older, his _____ became more of a problem. FORGET
8 The company has grown quickly under her _____. LEAD

Group 7 Noun → Adverb

1 _____, he didn't get to the station in time to catch the train. FORTUNE
2 You should start eating more _____. HEALTH
3 The teacher was angry because I did my work very _____. CARE
4 The police persuaded them to go home _____. PEACE
5 I _____ took John's bag instead of mine. MISTAKE
6 Sue is a good teacher who always explains things _____. PATIENCE
7 Karen put down the phone _____. ANGER
8 _____ enough, she said exactly the same thing. FUN

Group 8 Internal changes

1 She doesn't really know her own _____. STRONG
2 The _____ of the river here is about 20 metres. DEEP
3 It's really difficult to work in this _____. HOT
4 Cuts like that can _____ heavily. BLOOD
5 These snakes can grow to a _____ of 10 metres. LONG
6 I'm afraid we really haven't got much _____. CHOOSE
7 Mum put a bag of _____ peas on my sore knee. FREEZE
8 The first _____ that went through my mind was that I was going to miss the exam. THINK

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. You must use between two and five words, including the word given.

1 They needn't return the books to the library until next week.
BACK
The books don't _____ to the library until next week.

2 We should distribute the leaflets now.
TIME
It's _____ out the leaflets.

3 I advise you not to tolerate that kind of behaviour.
WOULD
If I were _____ up with that kind of behaviour.

4 It has been over a year since I drove to work.
DRIVEN
I have _____ more than a year.

5 'I didn't use your computer,' Philip said to me.
DENIED
Philip _____ computer.

6 Although the film was very long, we all enjoyed it.
SPITE
We all enjoyed the film _____ length.

7 I took an umbrella with me because I thought it might rain that afternoon.
CASE
I took an umbrella with me _____ that afternoon.

8 I regret not informing them about the competition.
KNOW
I wish _____ about the competition.

9 It is rare for Tony to think of a brilliant idea!
HARDLY
Tony _____ up with brilliant ideas!

10 Julie thinks we should build the car park.
FAVOUR
Julie is _____ the car park.

11 Patty ignored their discomfort.
NOTICE
Patty _____ fact that they were uncomfortable.

12 Please check that everything is correct.
THAT
Please make _____ is wrong.

13 I haven't ridden a horse for three months.
WENT
The last time I _____ three months ago.

Paper 1, Part 4

14 I'd rather not start a new hobby right now.
LIKE
I don't _____ up a new hobby right now.

15 'How did you find the map?' she asked.
EXPLAIN
She asked me _____ across the map.

16 'I can't afford to eat in that restaurant,' he said.
HAVE
He said that _____ money to eat in that restaurant.

17 George's computer is better than ours.
GOOD
Our computer is _____ George's.

18 The cat needs looking after.
TAKEN
The cat has _____ of.

19 I don't know why he didn't accept their offer.
IDEA
I have _____ down their offer.

20 Are these the best printers you've got?
BETTER
Haven't you got any _____ these?

21 Our teacher made me write my essay out again.
INSISTED
Our teacher _____ my essay out again.

22 'Will they allow me to use their car?' she asked.
LET
She asked _____ use their car.

23 Everyone believes that Jane will recover soon.
EXPECTED
Jane _____ well soon.

24 Richard called Peter so as to arrange who would buy the tickets.
ORDER
Richard called Peter _____ out who would buy the tickets.

25 People say that he is so talented that he is sure to win.
BE
He _____ a talented boy that he is sure to win.

Paper 4, Part 1 Questions

Family and friends

- What is your best friend like?
- Have you ever made friends with someone online?
- Do you come from a large family?
- Have you got any brothers or sisters?
- Do most of your relatives live near you?
- Which of your relatives are you most like?
- Do you have any relatives that you would like to see more often? Tell us about them.
- What sort of activities do your family often do together?

Daily life

- What time do you usually get up?
- What is your favourite part of the day?
- Where do you usually eat lunch?
- Do you prefer summer to winter? Why/Why not?
- Tell us about your daily routine.
- What do you do to relax at the end of the day?
- How often do you see your friends during the week?

Free time

- What do you normally do in your free time?
- Who do you like to spend time with after school?
- What things are there for you to do in the evenings in your area?
- Do you enjoy spending your free time alone?
- What did you do last weekend?
- What are the most popular hobbies with teenagers in your area?

Plans for the future

- Where do you think you will be living in ten years' time?
- What do you plan to do when you finish school?
- Do you think you will still have the same friends five years from now?
- Tell us about something interesting that you plan to do this year.

Personal experiences

- Tell us about something exciting that you have done recently.
- Have you ever done something really frightening?
- Do you enjoy choosing presents for friends or relatives?
- Tell us about the best book you've ever read.
- Tell us about a day that you really enjoyed recently.

Paper 4, Part 1 Questions

Entertainment

- What's your favourite TV programme? Why do you like it?
- Are there any types of TV shows that you don't like?
- How often do you go to the cinema?
- What types of film do you like most?
- Do you enjoy listening to music in your free time?
- When/Where do you enjoy listening to music?
- Can you play any musical instruments?
- Do you ever go to see live music?

Where you live

- What's the best thing about your house/flat?
- What's your neighbourhood like?
- What would you like to change in your neighbourhood?
- Would you like to live in the USA or the UK one day?
- What can visitors do in your town/area?

Food

- What's your favourite food?
- Do you enjoy cooking? What do you like to cook?
- Do you eat breakfast every day?
- What do you usually have for lunch/dinner?
- Do you like eating out?
- Do you often order takeaway food?
- Do you like any dishes from other countries?

School and studies

- What's your favourite school subject? Why?
- What qualities do you think a good teacher needs to have?
- Apart from English, are you learning any other languages?
- What do you like most about your school?
- Tell us about a typical school day for you.
- Would you like to go to college or university when you finish school?
- Do you prefer studying on your own or with other people?
- Would you like to change anything about your school?
- Do you think that you get too much homework?
- Do you use the internet to help you with your schoolwork?

Holidays and travel

- Tell us about the last place that you went to on holiday.
- Is there another part of your country that you'd like to get to know better?
- What's the worst holiday you ever had?
- What do you enjoy doing when you are on holiday?
- Can you think of another country that you would really like to visit? What would you like to see and do there?
- Would you rather go on holiday with your family or your friends?
- Would you rather go on holiday in a small group or with a large group of people?
- Have you ever travelled somewhere by plane? Did you enjoy it?
- Would you prefer to go on holiday to a city or to somewhere in the countryside?
- What is the public transport like in your area?

Sports

- Do you play any sports?
- Do you enjoy watching sports on TV?
- Have you got a favourite sportsman/sportswoman?
- Is there a sport that you would really like to try one day?
- Which sports are most popular with young people in your country?
- How much exercise do you get each week?

The media

- Are there any magazines or newspapers that you regularly read?
- How do you find out what's happening in the world?
- Do you think the internet is a good source of news?
- How often do you listen to the radio?
- Do you often disagree with other members of your family about what to watch on TV?
- Do you ever find adverts on TV or online annoying?
- Have you got a favourite advertisement?

Science and technology

- Have you got a laptop or tablet? What do you use it for?
- Do you enjoy playing computer games?
- How much time do you spend online?
- Have you got a camera? What do you like taking pictures of?
- Have you got a favourite website?
- Do you own a gadget that you couldn't live without?

Paper 4, Part 1 Questions

Learning English

- Why are you learning English?
- Do you enjoy learning English?
- How long have you been studying English?
- Do you enjoy practising speaking English outside school?
- Do you often watch English or American films? Do you like listening to music with English lyrics?
- Do you think you will continue studying English in the future?
- Have you ever used your English when you were on holiday?

Shops and shopping

- Do you enjoy going shopping?
- Have you got a favourite shop?
- Do you ever buy things online?
- When you go shopping, who do you usually go with?

Special occasions

- What did you do on your last birthday?
- Do you enjoy going to parties?
- What's the best present that you've ever been given? What made it so special?
- Tell us about a holiday or special day in your country.
- Tell us about a special occasion that you celebrated recently.

Work

- Have you ever had a summer job?
- Have you got a part-time job?
- What would be the perfect job for you?
- Do you think you will need to use English in your work in the future?
- Would you like to do a job that involved working outdoors?
- Would you prefer to work for a big company or a small company?

Clothes and fashion

- How important is it to you that your clothes are fashionable?
- What's your favourite item of clothing?
- Do you usually wear the same clothes at the weekend that you wear to school?
- Where do you usually buy your clothes?
- Do you spend a lot of your money on clothes?
- Do you like to wear the same type of clothes as your friends?