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

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

Example:

0 **A** open **B** free **C** clear **D** wide

0	A	B	C	D
---	----------	---	---	---

Don't Forget your Hat

If you like spending time out in the **(0)**, it's important to remember that the human head doesn't work very well in hot, cold or wet conditions. That's why a hat is a good investment, and a single waterproof one with a brim will generally do the **(1)** adequately enough.

In cold climates, the head is **(2)** heat all the time. As **(3)** as sixty per cent of your body's heat is lost through the head and neck, **(4)** on which scientist you believe. Clearly this heat loss needs to be prevented, but it's important to remember that hats don't actually **(5)** you warm, they simply stop heat escaping.

Just as important is the need to protect the top of your head and your neck from the effects of **(6)** sunlight, and the brim of your hat will do this. If you prefer a baseball cap, **(7)** buying one that has a drop down 'tail' at the back to stop your neck **(8)** sunburnt.

- | | | | | |
|----------|----------------------|----------------------|-----------------------|-----------------------|
| 1 | A job | B task | C role | D duty |
| 2 | A giving away | B sending out | C dropping off | D running down |
| 3 | A soon | B long | C well | D much |
| 4 | A according | B regarding | C depending | D relating |
| 5 | A maintain | B stay | C hold | D keep |
| 6 | A sharp | B keen | C bright | D deep |
| 7 | A consider | B recommend | C advise | D suggest |
| 8 | A suffering | B going | C having | D getting |

TIP STRIP

Question 3: This is a fixed phrase. Which of the options will make a phrase that describes a quantity?

Question 4: Which of these words is usually followed by the preposition 'on'?

Question 6: Which of these words usually describes sunshine?

Question 8: Which of these words can be used instead of 'becoming'?

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

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

Example:

0

W

H

E

N

Penguins on the move

For years, the penguins at San Francisco zoo led a relatively quiet life. They'd only get excited and swim around at mealtimes, (0) fish was always provided for them.

Then one day, six new penguins, (9) had been entertaining visitors to a theme park, arrived to share their pool. These new arrivals immediately dived in to show (10) their swimming skills. Ever (11) that moment, the pool has been alive with fifty-two birds swimming around non-stop, (12) if they were setting off on a long journey.

At first, this behaviour puzzled the zookeepers. Scientists, (13) , have the answer. Penguins are very social and inquisitive birds, and the arrival of new individuals in a group always creates a lot of interest. In the wild, penguins of this type typically swim thousands of miles each year (14) search of food, and it (15) thought that the newcomers may (16) reawakened the migratory instinct in the San Francisco birds.

TIP STRIP

Question 9: Which relative pronoun is needed here?

Question 13: Which linking word is needed here?

Question 14: Which is the correct preposition to complete the expression?

Question 15: A verb form is needed to complete the passive form. Which tense will it be in?

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

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

Example:

0	F	A	S	C	I	N	A	T	I	O	N								
---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--

The sky at night

For anyone with a **(0)** for the study of the night sky, Hawaii is one of the best places to get a clear view of the stars and planets. Because it is a **(17)** area, situated in the middle of a large expanse of ocean, Hawaii is much less affected by light **(18)** than most other parts of the world. If you are **(19)** enough to go to the top of the dormant volcano known as Mauna Kea, the view is even more **(20)** The volcano, which rises to a **(21)** of 4205 metres is one of the best places in the world to get **(22)** views of the night sky and therefore is the location for more than a dozen of the world's finest telescopes.

Of special significance is the WM Keck Observatory which has a pair of extremely large and **(23)** telescopes. In recent years these telescopes have been responsible for the **(24)** of many new planets beyond our solar system.

FASCINATE

MOUNTAIN

POLLUTE

FORTUNE

IMPRESS

HIGH

INTERRUPTED

POWER

DISCOVER

TIP STRIP

Question 17: Is a noun or an adjective needed here?

Question 21: What is the noun made from this adjective? Be careful of your spelling.

Question 22: This word needs a prefix. Both negative and positive prefixes exist, which do you need here?

Question 23: Will this word be positive or negative? How do you know?

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

Example:

0 What type of music do you like best?

FAVOURITE

What type of music?

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

Example:

0

IS YOUR FAVOURITE

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

TIP STRIP

Question 25: A passive verb form is needed. Remember to keep the tense the same.

Question 26: Which common expression about the future uses the word 'forward'?

Question 27: A noun is needed after 'my'.

Question 28: You need to make the key word negative in your answer.

Question 30: Is the key word followed by a gerund or an infinitive?

25 They are opening a new branch of that bookshop in our town

BEING

A new branch of that bookshop in our town.

26 Patrick can't wait to see the team's next home game.

FORWARD

Patrick is really the team's next home game.

27 Denise said that she'd always intended to invite Phil to the party.

MY

'It had always invite Phil to the party,' said Denise.

28 Paolo damaged his brother's digital camera by accident.

MEAN

Paolo his brother's digital camera.

29 Suzy says she will only play tennis if Fiona plays with her.

UNLESS

Suzy has refused plays with her.

30 People think that the famous actress will arrive in the city this morning.

EXPECTED

The famous actress in the city this morning.

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

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

Driving in the Desert

My family are farmers in France. By the age of ten, I could manoeuvre a tractor into a field to pick up straw bales. For my driving test, I learned how to reverse into a parking space by practising between two tractors. I've always needed to prove that I can adapt to new situations. I'd never left France until I did a gap year in Australia, the most distant country possible. I worked on a sheep farm there, driving a 4WD vehicle all the time, and spent four months driving around the country on my own. That was when I first came into contact with the desert, and I wanted to return to it.

But it was my competitive spirit that drew me to the all-female Gazelles Rally. I did it to see if I could survive in desert conditions and not be afraid. Taking part in the rally involves spending eight days in the desert, including two sets of two-day marathons when you're on your own overnight with your team-mate. The rally pushes you to the limits of your physical and mental capacity, so it's very important to choose the right team-mate, to make sure you have the same goal and the same way of working. But the key thing is for you both to keep your courage and remain confident.

Participants – known as the *gazelles* – drive 4WDs, quad bikes, motorbikes or trucks, and use a compass and a map to navigate their way to marker flags that have been planted in the desert – always in places that are really difficult to get at. You have to drive up and down huge sand dunes, the highest of which are about twenty metres. Every morning at base camp you have to prepare your maps, by marking the position of the day's flags. Then you have to plan the best route to them. It takes time to learn how to do this, how to understand the landscape, because you're all alone in the emptiness

– there are no landmarks, it's all just flat. On our first day, my team-mate and I felt quite frightened by it – we thought we'd get lost. So we decided to drive in a straight line for half an hour in search of geographical features. Then we found some mountains.

It rained a lot during the rally, and the thing that scared us most was the thought of being unable to get out of the mud. Some women were stuck for about twelve hours overnight before the mud dried. We managed to get through, though, because we set off first, when the ground was less damaged. Each vehicle carries a satellite tracking system with it, and every half-hour the rally organisers use this to check on you: if a car isn't moving, they go to the rescue. Once we were all alone in our tent in a storm, and feeling a bit scared. An official rally vehicle came and reassured us that we wouldn't be washed away.

I had great difficulty finding a sponsor – it costs a lot to hire a vehicle and enter the rally, plus you have to hire safety equipment. It's always the people you least expect who help you most. The big dealers for four-wheel-drive vehicles refused to finance what they called 'a girls' jaunt in the desert'. It was a small, independent garage that provided us with an 11-year-old 4WD for nothing – and we didn't have a single breakdown.

Speed isn't a factor in this competition. Men have a tendency to drive a bit faster than women. They're so sure they've chosen the right route that they're less good at anticipating problems. A man who was doing a television programme on the rally refused to believe that it was difficult or that women could sometimes do it better. I want to do the rally again next year – it puts life's everyday problems into perspective.

34

TIP STRIP

Question 31: Read the text carefully. What did she know before she went and what did she discover when she got there?

Question 33: Look before the pronoun to find out what it took time to learn.

Question 34: Find another way of saying 'greatest fear' in the text.

- 31 Why did the writer go to Australia?
- A to further develop her driving skills
 - B to get practice in driving in desert conditions
 - C to visit members of her family who farmed there
 - D to experience living in an unfamiliar environment
- 32 In the writer's opinion, the ideal rallying team-mate is someone who
- A keeps you from feeling afraid at night.
 - B shares your general aims and attitudes.
 - C doesn't take the competition too seriously.
 - D can make up for any weaknesses you have.
- 33 What does the word 'this' in line 34 refer to?
- A drawing flags on a map
 - B driving in difficult places
 - C finding important landmarks
 - D deciding which route to take
- 34 The writer's greatest fear in the desert was that she might
- A lose her way in bad weather.
 - B become stuck in wet ground.
 - C damage her vehicle in the mud.
 - D have to be rescued by other competitors.
- 35 What does the writer say about the cost of the rally?
- A Hiring a vehicle was her biggest expense.
 - B Safety equipment was provided by the organisers.
 - C She was surprised that a small garage sponsored her.
 - D A new vehicle would have reduced her maintenance bill.
- 36 According to the writer, men rally drivers
- A fail to realise when something is about to go wrong.
 - B tend to feel overconfident when driving at speed.
 - C seem to have fewer problems with navigation.
 - D refuse to accept the advice of women.

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

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

Music to get fit by

A fitness trainer argues that music can increase our workout productivity

I used to go to the gym regularly, but I never liked the music they played there. I always associate physical activity with music belting out at 140 beats per minute, and I trained as an instructor largely so that I'd have control of the audio. This isn't as crazy as it sounds. Music and exercise have long been known to be close companions. Dr Costas Karageorghis, a sports and exercise psychologist who's also a musician, has been studying the link between athletic activity and music.

Karageorghis says we have an underlying predisposition to react to musical stimuli. 'Music is beneficial,' he explains, 'because of the similarities between rhythm and human movement. The synchronisation of music with exercise consistently demonstrates increased levels of work output among exercise participants.'

37

For one Olympic rower, the ideal music was a Red Hot Chili Peppers' album, which he says played an integral part in his preparation for the games. 38 If you aren't familiar with this word, it means that during repetitive exercise, music essentially diverts attention away from the sensation of fatigue. The right music can almost persuade your body that you are in fact having a nice sit down and a coffee.

Not everyone, however, shares the same taste in tunes. 'Can you turn that racket down?' said a participant in one of my classes before storming out. Reaching a consensus on music is notoriously tricky – which makes communal exercise classes problematic. There are, however, some rules that professional fitness instructors follow. 39

Most importantly, however, the music should mirror your heartbeat. The instructor should choose the music to go with the different phases of a class, from the warm up, to high intensity, to the final relaxing phase. It's advisable to follow this sequence when you're working out alone, too, and not make the mistake a good friend of mine made. 40

Instructors and gyms often buy ready-mixed compilations that come with a music licence, without which they can be fined heavily. A frequent complaint by those who go to classes is that they hear the same old songs over and over again. 41 It's also true, sadly, that most people respond best in motivational terms to quite awful songs – music they wouldn't necessarily be proud to have on their playlist.

42

In order to prepare mentally, for example, golfers can get hold of a special range of music just for them. Whatever your sport, I'd like to give you some final words of advice. As Karageorghis suggests, enjoy the beat and let the music motivate you, but never forget your main objective is to exercise and music is only there to help you do that.

- A** But perhaps the most useful thing about music is that it allows even the humble gym-goer or runner to practise a technique used by elite athletes, known as 'disassociation'.
- B** These days you can find music tailored to suit an incredibly diverse range of sports and exercise needs.
- C** One of them is that the music must be appropriate to the type of class and not just the instructor's personal enthusiasm for a particular genre or artist.
- D** This is mostly because only a limited number of them are released for public performance each year, and partly because teachers universally favour the most popular tracks.
- E** The most convenient is the gym called Third Space in London's Soho, which does several sessions a week to live DJ accompaniment.
- F** He was cooling down to techno music, which left him feeling nervous and twitchy all day.
- G** Choose the right music and, according to Karageorghis, you can up your workout productivity by as much as twenty per cent.

TIP STRIP

Question 38: The gap is followed by 'familiar with this word'. Can you find a word that needs explaining in the sentences?

Question 39: The sentence before the gap mentions 'some rules'. Can you find a sentence that gives an example of a rule?

Question 40: You need to find a sentence that describes the mistake that was made.

You are going to read an article about four people who write blogs. For questions **43 – 52**, choose from the bloggers (**A – D**). The bloggers may be chosen more than once.

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

Which blogger . . .

started writing the blog as a way of improving career prospects?	43	
mentions using a personal blog in professional activities?	44	
warns prospective bloggers about a loss of privacy?	45	
made a decision to improve the quality of the blog?	46	
is unconcerned about making mistakes in the blog?	47	
felt no need to learn anything new before starting to write blogs?	48	
initially doubted that readers would be attracted to the blog?	49	
compares the ease of writing blogs to other types of writing?	50	
values the fact that the blog provides a break from work?	51	
remembers other people being less open about what they had written?	52	

TIP STRIP

Question 43: Bloggers A, C and D all tell us about their jobs – but which one says blogging could help in that career?

Question 45: Look for a word that means 'nobody knows who you are'

Question 50: Bloggers A and D both mention blogging and other types of writing, but which one makes a comparison that focuses on how easy it is to do.

Why do people start writing blogs?

Read the personal stories of four bloggers.

A Ann Handley

Like many of my school friends, I used to spend hours every day writing a diary in a little book. But while they kept theirs hidden under their beds, I needed an audience, interaction and feedback. One day, my teacher encouraged me to join a pen-friend organisation and I used to write pages of fascinating detail about my teacher, my friends, my dog ... I even invented a few personalities, the details of which were far more interesting than my own life. So when one of my colleagues explained to me what blogging was all about – the frequent postings, the feedback, the trackbacks, I felt confident that I already knew all about it. I'm now a marketing specialist and my blog is a business tool. But at the same time I'm reliving the joy of communicating and the thrill of the conversation.

B Dave Armano

A year ago I was a professional minding my own business. When I started reading blogs, I would say to myself: 'There's so much information out there – so many smart people.' I decided to start my own blog, but I had no idea what I was doing. I was basically a nobody and I was trying to get people to listen to me. What was I thinking? But then I created a visual for my blog and before I knew it, I had all these other blogs linking to me – doing weird stuff like trackbacks. I had no idea what a trackback was, but I went from forty hits a day to close to a hundred overnight. It was amazing! That's when I stopped to think: if I wanted traffic, I needed to get some good content there, and that's what really worked for me.

C Carol Krishner

It's great to have my personal blog because I feel free and if I make mistakes I learn from the experience. I'm a lecturer, and it's refreshing to be able to step outside my academic interests and into a different world. But it's interesting that when you choose topics to write about you give others hints about yourself, and people do get to know you. So it's not the thing to do if you want to remain anonymous. One of the first lessons I learned is that the blogosphere is a genuine community. After asking a question in a blog comment about what qualities are needed in a good blog, I soon got spot-on advice from a blogger I didn't even know. Then I had an invitation to a local face-to-face blogger meet-up, which was an amazing experience.

D Debbie Weil

I started my first blog exactly three years ago for a very practical reason. It was clear to me that blogs were going to become a useful tool in my future job as a journalist. I needed to know how to use this new tool, and I figured blogging myself was the quickest way to get up to speed. I learnt quickly and since then I've helped others launch their own personal blogs. The simplicity of blogging software enables me to write short entries without any problems or delays. Writing a 750-word article is a daunting task, but a quick blog entry takes less than a minute. And yet the effect is so significant – I get calls from companies saying they've read my blog and would I be available to give a presentation, for a large fee.

GUIDANCE: WRITING

PARTS 1-2

WRITING

About the paper

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

Part 1

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

Part 2

In Part 2, you must choose one question from a choice of three. Tasks may include some of the following: an article, an email, a letter, a report or a review. You should write between 140 and 190 words.

Task types

- Letter or email
- Article
- Report
- Review

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

How to do the paper

Part 1

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

Part 2

- Remember that whereas in Part 1 you always have to write an essay in a formal style, in Part 2 you need to choose from task types that may require a semi-formal or informal style, and a variety of formats.
- Don't be in hurry to start writing. Look carefully at each task (e.g. the report) and topic (e.g. a sports centre) and:
 - Think of report writing. Are you confident you know how to write the task type?
 - Think of a sports centre as a topic. Do you have some interesting language you can use?
- Choose a topic where your answers to both these questions is 'yes'. For example, choose the report only if you know how to present and organise the information, and you also like the topic and have some interesting language you can use.
- Read the task you have chosen and be sure you understand the following:
 - What is the situation?
 - Who will read your piece of writing?
 - What is your purpose in writing this piece?
- Jot down the ideas that come into your head, in any order. Then choose your best ideas and decide how you will organise them into paragraphs.
- When you finish, revise your writing. Have you used varied language? Are your points clearly expressed?

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

- 1 In your English class you have been discussing the use of communication technology such as phones and tablets in our everyday lives. Now your English teacher has asked you to write an essay.

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

Can we live happily without using communication technology all the time?

Notes

Write about:

1. phones or other devices we can't live without
2. to use or not to use phones in certain social situations
3. (your own idea)

TIP STRIP

- Begin by underlining the key words in the instructions, e.g. 'phones and tablets in our everyday life', 'using all the notes'.
- Read the essay question and the two written prompts. Note down a couple of ideas to include for each prompt, and also some interesting vocabulary you can use. For example, for the second prompt, you could jot down 'turn off your phone', 'avoid checking messages'. Think of a third idea of your own and make some notes on that too.
- Plan your answer: Decide which ideas to include in each paragraph. Remember that writing an essay is much easier when you have a plan!
- Introduce the topic in the first paragraph. You can do this by rephrasing the essay question, for example: 'Some people would say they can't be happy unless they use their phones all the time.'
- Try to use a variety of tenses and grammatical structures. Don't forget to summarise your opinions briefly in the last paragraph.
- When you've finished, check that you've dealt with the two notes provided and added a point of your own. Check that you've written between 140 and 190 words, but don't waste time counting every word.
- Finally, check your grammar and spelling.

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 an announcement in an international magazine.

MY CHILDHOOD FRIEND

Tell us about your best friend when you were a child and say why you got on well together.

The best article will win a book.

Write your **article**.

- 3** You have seen this advertisement for a part-time job and you want to apply.

World Tours Agency

We need a young person to show a group of English-speaking teenagers round this area.

Are you the energetic and sociable person we're looking for?

Are you available in August? Are you fluent in English? Do you get on well with teenagers?

Write to Sam Bastion, the manager.

Write your **letter**.

- 4** A new sports centre opened recently in your area and a community website has asked you to write a report, giving your opinions about the following:
- how good the facilities for the more popular sports are.
 - how welcoming the reception staff and sports trainers are.
 - what the prices for students and other people are like.

Write your **report**.

TIP STRIP

- Choose a question you have the ideas and vocabulary for.
- Underline key points in the question and use them in your answer.
- Before you start writing, think about what type of task it is. Note down the main point to include in each paragraph.
- Think about how you can organise your ideas.
- Remember to check your spelling and grammar.

Question 2:

- Introduce your topic in the first paragraph and summarise what you've said in the last paragraph.
- Describe your friend and say why you got on well.
- Try to use varied language and avoid repeating adjectives.

Question 3:

- Will your style be formal or informal? You could write 3 paragraphs, covering the points you've been given.

Question 4:

- You could use a heading for each part.
- Jot down some vocabulary, before writing.

GUIDANCE: LISTENING

TEST I

LISTENING

About the paper

The Listening Paper lasts about 40 minutes and has four parts, with a total of thirty questions. You listen to texts of different types and different lengths, e.g. extracts from presentations, media broadcasts and announcements, as well as everyday conversations. You hear each recording twice, and you have time to read the questions before you listen.

Part 1

In Part 1, you listen to eight unrelated extracts of around half a minute each. The extracts may be monologues or dialogues and include a range of speakers and contexts. You have to answer one three-option multiple-choice question on each extract. Each question tests a slightly different listening skill, for example you may be asked to identify a speaker's main point, opinion, feeling or attitude, or whether two speakers agree with each other.

Part 2

In Part 2, you listen to one long monologue of around 3 minutes. The speaker is usually giving a presentation on a specific topic. A set

of ten sentences reports the speaker's main points. A word or short phrase has been removed from each sentence. You have to listen and complete the gaps. This task tests your ability to find and record specific information in the listening text.

Part 3

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

Part 4

In Part 4, there is one long text of around 3 minutes. This is generally an interview or a discussion between two people. You have to listen and answer seven three-option multiple-choice questions. This task tests your detailed understanding of the interview, including the main speaker's attitudes, feelings and opinions.

How to do the paper

Part 1

- The eight extracts are not linked in any way. There's a variety of situations and speakers, e.g. announcements, informal conversations, etc.
- Before you listen to each extract, look at the context sentence. Think about who the speaker is, the topic and the context, e.g. Is it part of a radio programme, an informal chat, etc.?
- Some questions ask you to identify the speakers' opinions. Before you listen, think about which of the speakers you're listening for in each question and underline key words in the question stem. Some questions focus on both speakers and whether they agree or not.
- Some questions ask you to identify a speaker's feeling or attitude, or that person's purpose in talking, e.g. to explain, to apologise, etc.
- Some questions test your understanding of a speaker's main idea, or a detailed piece of information that they give.
- The first time you listen, find the correct answer to the question posed in the stem.
- Then listen again to match that answer to the correct option (A–C).
- The words in the questions and options don't use the same vocabulary and expressions as the speakers on the recordings. You need to match the meaning of ideas expressed in the recording to the wording of the questions.

Part 2

- Before you listen, read the context sentence. Think about the person who's speaking and the topic you're going to hear about.
- You have 1 minute to read through the sentences before you listen. Think about the type of information that is missing in each sentence.
- Most answers are concrete pieces of information, e.g. proper nouns.
- The sentences that you read are in the same order as the information you hear. Use the sentences to help you keep your place as you listen.
- You hear the words you need to write on the recording. There's no need to change the form of the words or to find a paraphrase.
- You won't hear the exact sentences that you read, but you will hear the same ideas and some of the same vocabulary. Listen for the key words and ideas in the sentence.

- Write no more than three words in each gap. Most answers are single words or compound nouns.
- Check that your answer fits grammatically, e.g. singular and plural, tense, etc. and that it makes sense in the complete sentence.

Part 3

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

Part 4

- Before you listen, read the context sentence. Think about the people who are speaking and the topic you're going to hear about.
- You have 1 minute to read through the questions before you listen.
- Underline the key words in each question stem and options.
- The questions follow the order of information you hear when you listen. Listen out for key vocabulary and ideas that introduce the topic of each question. These are often in the interviewer's question.
- The first time you listen, find the correct answer to the question.
- Then listen again to match that answer to the correct option (A–C).
- The words in the questions and options don't use the same vocabulary and expressions as the speakers on the recording. You need to match the meaning of ideas expressed in the recording to the wording of the questions.

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 woman recommending a campsite.
Why does she recommend it?
 A It's close to tourist attractions.
 B It's in an area of natural beauty.
 C It has a wide range of facilities.
- 2 You hear two friends talking about global warming.
How does the woman feel about it?
 A pessimistic about the future
 B surprised at the effects it's having
 C unconvinced that there's a problem
- 3 You hear a young couple talking about moving to the country.
The man objects to the idea because
 A he wouldn't be able to work there.
 B he'd miss the facilities of the city.
 C he wouldn't be near to his friends.
- 4 You hear a part of a radio programme about food.
Why should listeners call the programme?
 A to take part in a recipe competition
 B to find out about a cookery course
 C to ask questions about cooking
- 5 You hear the beginning of a programme about college canteens.
What point is being made about them?
 A The choice of food has improved.
 B Students like the food on offer there.
 C Teachers complain about the quality of the food.
- 6 You hear a young woman talking about her career.
She accepted a job in a bookshop because
 A she needed a steady income.
 B she thought it would be enjoyable.
 C she hoped to improve certain skills.
- 7 You hear part of a programme about a clothes designer.
What does the woman like about the clothes he designs?
 A They are practical.
 B They are colourful.
 C They are original.
- 8 You hear a discussion about the sport of snow-kiting.
What does the man say about it?
 A It's easier to learn than other winter sports.
 B It's more dangerous than other winter sports.
 C It requires less equipment than other winter sports.

TIP STRIP

Question 1: She mentions a tourist attraction (castle) and facilities (showers), but these aren't why she recommends the campsite.

Question 2: You're listening for the woman's opinion, but the man's response to what she says will also help you to get the answer.

Question 4: Think about the question. What are you listening for? The word 'call' comes at the end of the recording, but you need to understand what comes before it to answer the question.

Question 6: Be careful. The last thing she talks about is money (income), but is this the answer to the question?

You will hear a programme about a boy called Michael who crossed the Atlantic in a sailing boat. For questions 9 – 18, complete the sentences with a word or short phrase.

Sailing solo across the Atlantic

To achieve his record, Michael had to sail a total of

(9) kilometres without any help.

Michael helped to design his boat which was called

(10)

Michael and his father were concerned in case any

(11) came too close to them.

All the food that Michael took on his voyage

was in (12) bought at the supermarket.

The type of food which Michael missed most on the trip was

(13)

Michael enjoyed using his (14)

to keep track of what his father was doing.

Michael's favourite pastimes on the boat were using his sister's

(15) and reading.

Michael got a fright when a (16) landed on him.

The name of the charity that Michael is raising funds for is

(17)

When Michael sails round the world, he plans to take

(18) with him in case he feels homesick.

TIP STRIP

Question 9: What type of information are you listening for? A word, a number or the name of something?

Question 11: Think about the type of things that might come close to the boat, then listen to hear if any of these is the answer.

Question 13: Listen carefully, more than one type of food is mentioned, but which did Michael miss most?

Question 17: Make sure you write down the full name of the charity.

Question 18: What would you take on this type of trip? Listen to see if Michael has the same idea.

Part 3

You will hear five short extracts in which people are talking about cookery courses. For questions **19 – 23**, choose from the list (**A – H**) what each speaker says about the course they took. There are three extra letters which you do not need to use.

A It helped me to renew my enthusiasm for cooking.

B It gave me ideas for improving my own recipes.

C It took into account the fact that I wasn't a beginner.

D It required me to do things rather than just watch.

E It gave me skills I wish I'd acquired earlier in life.

F It included an unexpected search for ingredients.

G It focused too much on one particular type of food.

H It taught me how to use the latest kitchen equipment.

Speaker 1 **19**

Speaker 2 **20**

Speaker 3 **21**

Speaker 4 **22**

Speaker 5 **23**

TIP STRIP

Sometimes you hear the words in the options in the recordings, but this may not be the answer; for example:

A: Speakers 2 and 4 both talk about enthusiasm but neither of them talks about 'renewing' it.

B: Speaker 4 mentions 'equipment', but doesn't say it's the latest.

E: Speakers 1–5 all talk about learning new skills, but which speaker is unhappy about not learning these earlier in life?

F: The word 'ingredients' is mentioned by Speakers 1 and 5, but neither of them mentions searching for ingredients.

You will hear an interview with a fashion designer called Pamela Green. For questions 24 – 30, choose the best answer (A, B or C).

- 24 What helped Pamela to decide to become a fashion designer?
- A working as an assistant in a fashion shop
 - B doing research into the fashion industry
 - C attending a course on fashion design
- 25 What does Pamela say about having a degree in fashion?
- A It's essential for promotion.
 - B It's evidence of your ability.
 - C It guarantees you a better income.
- 26 Pamela says that when starting your own fashion label, it's most important to
- A enjoy the creative process.
 - B contact shops that might sell it.
 - C have a business plan.
- 27 Where does Pamela usually find inspiration for her fashion designs?
- A in the work of other designers
 - B in the styles of other countries
 - C in the clothes her friends wear
- 28 What aspect of her work does Pamela find most difficult to deal with?
- A the pressure to meet deadlines
 - B the failure of some of her designs
 - C the need to attend fashion shows
- 29 According to Pamela, successful designers need to be able to
- A predict future fashions.
 - B recognise all past styles.
 - C get their designs published.
- 30 What advice does Pamela have for people who want a career in fashion?
- A be aware of the options available
 - B don't be afraid of sudden fame
 - C learn from your own errors

TIP STRIP

Question 24: Listen for another way of saying 'decided', the answer comes soon after this.

Question 26: Read the question. Remember you're listening for what Pamela thinks is 'most important'.

Question 27: The interviewer uses the word 'inspiration'. Listen to what Pamela says in answer to his question to find the answer.

Question 29: 'According to Pamela' means 'in Pamela's opinion' – listen for what she thinks makes a designer successful.

Question 30: Listen to the whole of Pamela's last turn. What is her main message?

GUIDANCE: SPEAKING

TEST
I

SPEAKING

About the paper

The Speaking Test contains four parts and lasts 14 minutes. There are two candidates and two examiners. One examiner acts as interlocutor and interacts with the candidates and the other examiner acts as assessor and does not join the conversation. The candidates are assessed on their performance over the whole test.

Part 1 (2 minutes)

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

Part 2 (4 minutes)

Each candidate is given the opportunity to speak for 1 minute without interruption. The interlocutor gives each candidate two pictures and reads out a task. One part of this task is to compare them, but there is also an extra task which is written above the pictures. At the end of each long turn, the examiner asks the other candidate a question which only requires a brief answer.

Part 3 (4 minutes)

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

Part 4 (4 minutes)

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

How to do the paper

Part 1

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

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

Part 2

First compare the two pictures, pointing out similarities and differences. Then move to the next task written above the photographs.

Part 3

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

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

Part 4

Answer questions in depth and express your opinions clearly. Involve your partner in the discussion.

Part 1 (2 minutes)

The examiner will ask you a few questions about yourself and what you think about different things. For example, the examiner might ask you about:

Every day life

- Do you live in a house or in a flat? (Tell us about it.)
- What do you usually have for breakfast?
- What do you do like to do when you get home after a day at college / work?
- Do you like spending your free time with your family? (Why / Why not?)

The future

- Would you like to learn another language? (Why? / Why not?)
- Have you got any plans for next weekend?
- Is there a skill you would like to learn in the near future? (Why?)
- What type of work would you like to do in the future? (Why?)

Free time

- Do you like playing computer games in your free time? (Why? / Why not?)
- What is your favourite television programme? (Tell us about it.)
- How often do you go out with your friends? (Tell us what you do.)
- Is there something you enjoy doing on your own in your free time?

Part 2 (4 minutes)

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

(Candidate A), look at the photographs on page 169 which show **people studying**. I'd like you to compare the photographs, and say **why the people have chosen to study in these places**.

Thank you. (Candidate B), **do you ever study in a library?**

Now, (Candidate B), turn to the photographs on page 170. They show **people doing exercise**. I'd like you to compare the photographs, and say **how good these types of exercise might be for the people in the photos**.

Thank you. (Candidate A), **do you like team sports?**

TIP STRIP

Candidate A: You could compare the experience of studying with others to studying alone at home. You could refer to the *benefits of sharing ideas and helping each other, or the need to concentrate and avoid interruptions*.

Candidate B: You could compare the enjoyment of an open-air activity to that of a gym, the age of the people in the photos, if the activities make people fitter. You could refer to the competitive nature of football or the importance of team work.

TIP STRIP

Part 1

Give answers that tell the examiner about you and your opinions. There's no 'right' answer – try to give interesting ones. Don't talk too much!

Everyday life

Question 1: Talk about size, location, rooms, etc.

Question 2: If you only have coffee, say why.

The future

Question 1: Give reasons for your answer. I'd like to learn Italian because...

Question 2: If you don't know, say so. Talk about what you are interested in.

Free time

Question 1: If 'yes', say what games you play, if 'no', say why.

Question 2: Talk about a programme you know even if it isn't your favourite.

Part 3 (4 minutes)

Now I'd like you to talk about something together for about two minutes. Now look at page 171.

Here are some problems people may have to deal with when they are travelling on holiday, and a question for you to discuss. First you have some time to look at the task.

Now talk to each other about **how serious these problems might be when people go on holiday**.

Thank you. Now you have a minute to decide **which problem would be the most stressful**.

TIP STRIP

For the first part of the task you could say: Some of these situations are serious whilst others are easy to deal with. Running out of money would be a disaster. I don't think young people would miss their families, but some may miss the comforts of home. If there are disagreements with friends, that could ruin the whole trip, unless they discuss the problems.

For the second part: I think the most stressful situation would be if somebody is ill and needs a doctor.

Part 4 (4 minutes)

Use the following questions in order, as appropriate:

- **Have you ever had to deal with problems like these? How did you react?**
- **Do you like holidays which are full of activities? (Why / Why not?)**
- **Would you rather go on holiday with people of your own age? (Why?)**
- **How important is it to organise a trip in advance?**
- **Some people prefer short holidays to long ones. What do you think?**
- **How important is it for young people to see what life is like in other countries?**

Select any of the following prompts, as appropriate:

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

Thank you. That is the end of the test.

TIP STRIP

Possible answers are:

Q3: It's easier to travel with people your age as you're likely to agree about things. Going with your parents can be good as they often pay.

Q4: It depends on the type of person you are and if you're travelling alone or in a group. I think it's more fun not to plan.

GUIDANCE: READING AND USE OF ENGLISH

TEST
1-7

READING AND USE
OF ENGLISH

Testing focus

Part 1

In Part 1, you'll find a range of testing focuses. Most questions test your knowledge of vocabulary and how it is used. Questions may focus on:

- general vocabulary related to the topic of the text.
- the relationship between words, e.g. which preposition is used after a word, or whether it is followed by an infinitive or a gerund.
- knowledge of fixed expressions and collocations.
- your knowledge of linking words and phrases. This tests whether you've understood the meaning of the whole text.

Part 2

Part 2 mostly tests your knowledge of grammar and sentence structure. Questions can focus on:

- the relationship between words, e.g. which words go together to form a fixed expression or phrasal verb.
- sentence structure, e.g. to insert the correct relative pronoun.
- other grammatical words, for example quantifiers, articles, etc.
- linking words and phrases to test whether you have understood the meaning of the whole text.

Part 3

Part 3 tests whether you can create the correct form of the word to fit in the sentence. Questions may focus on:

- your knowledge of prefixes and suffixes.
- your grammatical knowledge, e.g. which form of the word is needed to complete the meaning in the sentence.
- common expressions and collocations.
- your knowledge of compound words.

Part 4

Part 4 tests your knowledge of both grammar and vocabulary. Questions always have two testing points, for example you may need to change the form of a word from the input sentence as well as creating a new sentence pattern.

- You're tested on your ability to express the same ideas using different grammatical forms and patterns, for example, by completing a sentence that starts with a different word.
- Questions may test your knowledge of fixed phrases and collocations by asking you to find the words that combine with those already in the target sentence.
- Your answers must be grammatically accurate.

Part 5

The questions in Part 5 all have the same multiple-choice format.

Questions may focus on:

- Your detailed understanding of one section of the text.

- The writer's attitude or intended message.
- The use of particular vocabulary or expressions.
- The use of reference words.

Some questions focus on a phrase or sentence in the text, whilst others will ask you to interpret the meaning of a larger section of text. Look for clues in the questions to help you find the targeted piece of text. For example, 'In the third paragraph' is a clear indication of the piece of text you need to read; but it also tells you not to consider information and ideas from elsewhere in the text.

Part 6

Part 6 tests your ability to see the links between the different parts of a text and use these to put a jumbled text into the correct order. These links can be of different types and, often, more than one type of link helps you to answer the question. Look for:

- vocabulary links between the paragraphs, especially where an idea from one paragraph is developed in the next one. Don't expect to see the same word used, however. You should look for different words with a similar meaning.
- grammatical links between paragraphs, especially the use of pronouns and other words that refer to things that have already been mentioned.
- logical links of topic and focus. Look for where people, places or ideas are first introduced in the text. If these appear in an option, then that sentence must fit later in the text.

You're looking for links that work, but also looking for links that don't work. For example, if a paragraph in the options seems to fit a gap logically and contains the right sort of ideas and vocabulary, you need to check whether there are any references in the option that don't have a point of reference in the surrounding text.

Part 7

In Part 7, you're being tested on your ability to locate relevant parts of the text, or texts, and match them to the ideas in the prompt questions. Two types of reading skill are involved:

- the ability to read through a text, understand its organisation and locate the parts relevant to a particular prompt. This involves reading quickly to get a general idea of the text, without worrying about the meaning of every word or the exact point being made.
- the skill of careful reading to understand the precise meaning in both the prompt question and in the relevant part of the base text. The prompt question will report ideas from the text, but will not use the same vocabulary and ideas to do this.

Preparation tips

- Do as many practice tests as possible so that you know what is expected of you, and you feel confident going into the exam.
- Remember that the First exam aims to test real life skills. The reading that you do outside the classroom will help you.
- Keep a vocabulary notebook and use it to keep a record of useful vocabulary that you come across, arranged by topic.
- Try to learn words in chunks rather than in isolation. When you learn a new word, write down both the word, and the sentence it's used in.
- When you're doing practice tests, keep a note of questions you get wrong and attempt them again two weeks later.
- Write a verb on one side of a card, and its dependent preposition on the other. Test yourself on them. This will help with Parts 1 and 2.
- Choose a text in English and underline all the prepositions. Then decide which ones are part of set word patterns. This will help with Parts 1 and 2.

- Go through a reading text and write a list of all of the adjectives. Is there a noun in the same verb family? What about an adverb? This will help with Parts 3 and 4.
- To help with Part 5, read texts which express people's attitudes and opinions, such as interviews with famous people, and concentrate on understanding their opinions and feelings.
- Look at English-language news articles and note down the phrases used to link the paragraphs. This will help you with Part 6.
- Practise reading texts quickly all the way through to understand the gist. Read online articles and summarise the main ideas or opinions in them.