

**University of Cambridge**  
**First Certificate in English**  
**(FCE)**

## Paper 1: Reading (1 hour)

**Part 1**

You are going to read an extract from a novel. For questions 1–8, choose the answer (A, B, C or D) which you think fits best according to the text.

The bus was crowded with tourists, most of whom, like us, were unfamiliar with local customs and probably unsure of which stop to get off at. It was the middle of summer, and we were already hot and tired, even though it was still morning. The bus had no air conditioning and, as there weren't any free seats, we'd been standing for at least twenty minutes as the rusty old vehicle made its way along the winding, bumpy roads. It was an effort for us to keep our balance and not fall down or bump into other passengers as the bus went round sharp bends or swerved to avoid the numerous holes in the road.

Because there were so many people around us, it was difficult to see out of the windows, so we weren't quite sure where we were. Thinking, after the bus had crossed a bridge, that we had reached the ancient site that we wanted to visit, we pressed the button by the door to let the driver know that we wanted to get off at the next stop. When the bus stopped and the doors opened, however, we realised that the site was still a long way off, and so we stayed on board. No one got off the bus. The doors closed and the bus set off again.

line 17

Just before the next stop, another passenger must have pressed the button, because, on reaching the stop, the bus once more came to a noisy halt and the doors opened with a loud rattle. However, once again, no one got off. We had been too busy chatting to see who it was who had pressed the button and, unaware of our predicament, we continued our conversation. However, after a few moments, we realised that the bus hadn't set off again. Sensing that something was wrong, all the passengers turned and looked in the direction of the driver.

To our horror, the enormous bus driver had got out of his seat, obviously with some effort, since he was bright red, and was heading straight towards us with a face like thunder. He stopped a few metres from us and started shouting at the top of his deep, booming voice. His voice matched his expression perfectly. Perhaps fortunately, we didn't speak the language, so we understood nothing of what he was yelling. We realised that he was angry with us because the button had been pressed twice, forcing him to stop the bus for no reason since nobody had got off.

'Sorry, sorry,' I said, trying to sound as apologetic as possible, and with a pained expression on my face.

'We're really sorry,' my friend added, 'but we only did it once. It wasn't us the second time. It must have been someone else. We weren't sure where to get off, you see and ...'

line 37

Her voice gradually trailed off as she saw the blank look on the bus driver's face. There was obviously no reason to continue. He looked even angrier than before – if that was possible. Still fuming, he turned round and got back into his seat. The bus set off again. We thought it wise to move away from the door so that we wouldn't be blamed if someone pressed the button a third time. We were pretty sure that if it happened again, we would be physically thrown off the bus – at best!

Eventually, we arrived at our destination, not a moment too soon, we felt, and we got off the bus with a great sense of relief. As the vehicle moved off, we could just make out, through the cloud of dust that it left behind, a group of boys who were standing at the rear window. They were looking at us and laughing. We wondered if we had been the victims of a practical joke.

'Oh, well, let's just hope we don't get on the same bus on the way back!' my friend remarked as we headed for the wonders of the ancient ruins which were still some way ahead of us.

**Part 1**

- 1 What do we know to be true about the passengers on the bus?**
- A Some of them hadn't had to pay for their seats.
  - B They were all tourists.
  - C They kept on bumping into each other.
  - D Not all of them knew the route they were on.
- 2 Why weren't the writer and her friend sure about exactly where they were?**
- A The windows of the bus were dirty.
  - B It was dark outside.
  - C They had never been to the area before.
  - D The bus was crowded.
- 3 What 'predicament' is referred to in line 17?**
- A They didn't have bus tickets.
  - B They were on the wrong bus.
  - C They didn't know where to get off the bus.
  - D The bus driver was angry with them.
- 4 Why does the writer say, 'fortunately, we couldn't speak the language'?**
- A They didn't have to explain to the bus driver what had happened.
  - B They didn't need to speak to the driver, and they couldn't have, anyway.
  - C They didn't want to know what the bus driver was saying.
  - D The other passengers couldn't understand what they had been saying.
- 5 Why did the writer's friend's voice gradually trail off?**
- A The bus driver looked even angrier than before.
  - B She expected the writer to say something.
  - C The bus driver realised what had happened.
  - D She realised the bus driver didn't understand English.
- 6 How did the writer and her friend make sure that they didn't make the driver even angrier?**
- A They kept their distance from the door.
  - B They got off the bus.
  - C They went to the rear of the bus.
  - D They spoke to him.
- 7 Why does the writer say 'at best' in line 37?**
- A Getting thrown off the bus was the worst-case scenario.
  - B The driver might do something worse than throwing them off the bus.
  - C The bus driver would be justified in throwing them off the bus.
  - D Someone else might get into trouble this time.
- 8 What 'practical joke' did the boys probably play on the writer and her friend?**
- A They made sure that the writer and her friend got covered in dust.
  - B They pressed the button the second time, knowing that the writer would get the blame.
  - C They arranged for the writer and her friend to get off the bus a long way from the ancient site.
  - D They made sure that the writer and her friend wouldn't find anywhere to sit on the bus.

## Part 2

You are going to read an article about a woman who is a marathon swimmer. Seven sentences have been removed from the article. Choose from the sentences A–H the one which fits each gap (9–15). There is one extra sentence which you do not need to use.

### Marathon Swimmer

*Sharon Rose tells of her experiences as a marathon swimmer.*

For as long as I can remember, I have been swimming. **9**  My brother, Mike, who was then nine, trained five days a week with the local swimming team, so I soon got used to the idea that competitive swimming would be part of my life too.

Mike was excellent at the sprints, the 50-metre and 100-metre races. Joining the world of competitive swimming, I began to realise that, while I didn't have the edge for such bursts of speed, I had plenty of strength and stamina for the 800-metre and 1,500-metre events. **10**  When we were scheduled for different competitions on the same day, my father took one of us to the other venue.

Mike managed to get a gold in the national championships, but then he gave up racing for water polo, a move that my father really seemed to approve of. Since then he has obtained a place on the national polo team and taken part in quite a few international tournaments.

**11**  I suppose I have simply become accustomed to working on my own, and having to rely on what I can achieve for myself. I was actually making a name for myself in the 1,500-metre freestyle races, where it was becoming rare for me not to finish in one of the first three places. Then one day Daisy, who is my e-pal from Australia, told me that she had become hooked on marathon swimming.

Marathon swimming usually takes place in the sea or in large lakes. One of the most popular races is the 10-km race, but some other distances are 1 mile, 5 km and 10 miles. Marathon swimming has been popular among endurance athletes since the early 1990s, and the 10-km race became an Olympic event at the Beijing Games in 2008.

**12**  Participants raced one kilometre down one side of the basin, round a marker buoy and a kilometre up the other side, then round the same course another four times.

Daisy warned me that the world of marathon swimming was very different from the swimming that I knew. One of the most obvious differences is the temperature of the sea or a lake compared to a heated pool. Other notable difficulties include waves and currents, seaweed, floating rubbish (imagine swimming along and bumping into a dead dog), fumes from escort boats, jellyfish and other marine life. **13**

Marathon swimmers need quite a tough attitude too.

**14**  There is always a danger that some are tempted to kick, grab, push or pull when they believe that others are doing the same to them.

I've taken part in several events now, some of them international ones, and my successes are giving me an appetite for more. **15**  In training, I swim about 90 kilometres a week, though mostly in a pool. Best of all, I sometimes compete in events where Daisy is swimming too.

- |  |  |
|--|--|
| <p><b>A</b> Swimmers have even been known to be joined by whales!</p> <p><b>B</b> I, on the other hand, am much less interested in team sports.</p> <p><b>C</b> They end up swimming in packs which can be quite a tangle of arms and legs when they turn at the buoys.</p> <p><b>D</b> Although, on this occasion, the race took place in a standard swimming pool.</p> | <p><b>E</b> It certainly needs a lot of preparation.</p> <p><b>F</b> My mother spent a lot of weekends taking Mike and me to competitions in different towns and cities.</p> <p><b>G</b> I was three years old when I learnt to swim at our local pool.</p> <p><b>H</b> There, the course was set in the rowing basin.</p> |
|--|--|

**Part 3**

You are going to read a magazine article about people who have unusual houses. For questions 16–30, choose from the people (A–D). The people may be chosen more than once.

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**Which person**

- |  |    |
|--|----|
| has a different home fairly frequently?                                | 16 |
| may be in different places without a change of home?                   | 17 |
| was forced to have a certain type of home because of regulations?      | 18 |
| has to let in certain people sent by the owner of the property?        | 19 |
| has received official recognition or praise for their home?            | 20 |
| uses their home for business purposes?                                 | 21 |
| lives in a building designed for a specific job?                       | 22 |
| used to earn a lot of money?   | 23 |
| really appreciates being close to nature?                              | 24 |
| does repair and maintenance jobs on their home as part of their work?  | 25 |
| would appear to have opportunities for luxury recreational activities? | 26 |
| must find the internet a very important tool at times?                 | 27 |
| is qualified to design homes?  | 28 |
| would appreciate better heating?                                       | 29 |
| is thinking about changing their career?                               | 30 |

**Part 3****Unusual Homes**

**A Miriam Rees** lives in a lighthouse on the west coast of Scotland. Even though the lighthouse is still in use, it does not have a keeper because everything is automated. Rees rents the living quarters and some of the storerooms, and the only condition is that she has to allow access to maintenance engineers any time they visit. This is no hardship, since they are rarely needed.

Rees really appreciates the fact that she is living close to nature and far from city crowds. She loves watching the local wildlife, and she is an artist, so she enjoys having time and opportunities for painting. When she wants human contact, she simply logs on to the Net. She also uses this to order supplies from the nearest harbour, which she then collects using her own boat.

Rees admits that her lifestyle would not suit everybody, but claims that it is bliss for her.

**C Ruth Mars** is an architect, and one of her most amazing projects at the moment is her own house. She originally wanted a chalet in the mountains, but after buying a large plot on a mountainside in a remote area, she discovered that she could not get official permission to build a house there. After a lot of discussion with the planning authorities, she got a licence to build her home in a cave that was in the mountainside.

Professionally, this presented Mars with an enormous challenge. She would not have agreed if she had not been permitted to include some large windows in the design, and she is proud to report that this has been achieved without the windows even being noticeable to casual visitors to the area. Mars put a great deal of thought into how she could make the best use of the space available, and is certainly pleased that the position of the house in the earth and rock means that it is easy to heat. What is more, she has won awards for her house, and is now getting some exciting new projects to work on.

**B Larry Hale** has a boat that is both his home and workplace rolled into one. He used to be a deep sea fisherman, but changed his lifestyle when it became clear that the fishing industry was in danger of wiping out the oceans' fish stocks. Fishing can be a dangerous but rewarding occupation, and Hale had made a lot of money over the years. However, he is now much less wealthy, so he has sold his house and kept the boat. Hale earns some money by taking people on whale watching trips or other wildlife-related excursions.

Now that everything he owns is on the boat, he has to be very tidy, otherwise there would be no room to move around in. He is used to living on his boat, he says, though he does admit to finding it hard to cope with the cold on the worst winter days. Nevertheless, he claims that the lifestyle suits him, especially the freedom to be wherever he wants.

**D Karl Krenz** is a professional housesitter. He is employed by an agency that provides people to live in the holiday villas of wealthy people who do not want to leave their properties unoccupied for long periods of time. Usually, the important thing for the client is that their house looks lived in. Obviously, the property needs to be kept clean and tidy, and sometimes the owner asks for skilled work to be done where necessary. Krenz is actually a qualified electrician who can also undertake plumbing and decorating jobs, so he is in high demand.

The downside of this job, apart from not having a home you can call your own, is that it is rare for the client to permit more than one or two people to occupy the house. However, these houses often have luxury facilities like saunas, swimming pools and games rooms. Krenz tends to view his assignments as extended holidays with responsibility included.

He takes his work very seriously. However, although it is a job that he enjoys, he is considering finding a new line of work so that he can settle down and make a permanent home for himself.

Paper 2: Writing (1 hour 20 minutes)

**Part 1**

You must answer this question. Write your answer in 120–150 words in an appropriate style.

- 1 You have received an email from your English-speaking friend, Martin, who is planning to go camping for the first time. Read Martin's email and the notes you have made. Then write an email to Martin, using all your notes.



*Great idea!*

*Say which and why.*

*Suggest ...*

*No, because ...*

Write your **email**. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

**Part 2**

Write an answer to **one** of the questions 2–5 in this part. Write your answer in **120–180** words in an appropriate style. Put the question number at the top of the page.

- 2 You recently saw this notice in an English-language magazine called *The Bookworm's Friend*.

**OPINIONS WANTED!**

Have you been greatly impressed or disappointed by a work of fiction you recently read? If so, send us a **review** of the book. Include information about the plot and characters, and say whether you would recommend this book to others.

The best reviews will be published in our next issue.

Write your **review**.

- 3 You have seen this announcement in your school magazine.

**An Amazing Leisure Activity**

Do you do a leisure activity that you would like to recommend to others? Write an **article** telling us about it. Say what the activity is, why you like it and who you would recommend it for.

We will publish the three most interesting articles.

Write your **article**.

- 4 You have decided to enter a short story competition in an English-language newspaper. The story must **begin** with the following words:

*Vera knew that it would be very dangerous, but she had to help her friends.*

Write your **story**.

- 5 Answer **one** of the following two questions based on your reading of **one** of the set books.

- (a) This is part of an email from your English-speaking e-pal.

I really enjoyed the book that you sent me. I'd love to have some adventures like the ones the main characters experienced. Would you like to experience any adventures like theirs? Why/Why not?

Write an email to your friend to answer these questions.

Write your **email**.

- (b) You see the following notice at the end of a magazine article about a popular novel.

People might say that, although the main character changed in some ways during the story, not all of those changes were positive.

Write an article, saying whether you agree with this or not, and why. The best article will be published in this magazine.

Write your **article**.



Paper 3: Use of English (45 minutes)

**Part 1**

For questions 1–12, 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 lover      B friend      C sympathiser      D fan

Example: 0 

A	B	C	D
—	→	→	→

**CANINE CLEANLINESS**

Fiona MacGregor had always been a dog (0) \_\_\_\_\_, but she had never actually (1) \_\_\_\_\_ any thought to seeking work that was related to this passion. (2) \_\_\_\_\_, after leaving school, she had studied economics and business at university, and then worked for a large company. After about fifteen years, (3) \_\_\_\_\_, she, along with thousands of others in (4) \_\_\_\_\_ jobs, suddenly found herself out of (5) \_\_\_\_\_ when there was a downturn in the economy.

Finding it impossible to get any work, Fiona (6) \_\_\_\_\_ that her only option was to (7) \_\_\_\_\_ her own business, and (8) \_\_\_\_\_ could be better than doing a job she loved? Of course, her first task was to (9) \_\_\_\_\_ out a market survey in the town where she lived in order to find out how much (10) \_\_\_\_\_ there was for the kind of service she was planning to offer.

The results were quite promising, so, with a small loan, she got herself a little van which she (11) \_\_\_\_\_ with a large plastic bath. She soon had a long list of customers whom she visits to wash their dogs. As a result, Fiona is now both (12) \_\_\_\_\_ money and having fun!

- |                |               |                |               |
|----------------|---------------|----------------|---------------|
| 1 A spent      | B acquired    | C made         | D given       |
| 2 A Logically  | B Therefore   | C Nevertheless | D Seemingly   |
| 3 A however    | B although    | C despite      | D considering |
| 4 A same       | B equal       | C alike        | D similar     |
| 5 A occupation | B position    | C work         | D job         |
| 6 A noticed    | B realised    | C accounted    | D finalised   |
| 7 A stand for  | B make out    | C set up       | D make up     |
| 8 A which      | B what        | C whichever    | D whatever    |
| 9 A carry      | B send        | C work         | D sort        |
| 10 A want      | B requirement | C request      | D demand      |
| 11 A organised | B supplied    | C equipped     | D arranged    |
| 12 A finding   | B making      | C gathering    | D gaining     |

<b>Part 2</b>
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For questions 13–24, read the text below and think of the word that 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	WHO
---	-----

### The Brothers Churchill

Winston Churchill, (0)   who   was prime minister of the UK from May 1940 to July 1945, famously led Britain to victory in the Second World War (WWII), and has (13)                    called the greatest Briton ever. (14)                    is not so well known, however, is the quiet, yet important role played (15)                    his younger brother, Jack. Indeed, one author even wrote (16)                    Winston was an only child!

Although Winston, following (17)                    his father's footsteps, was involved in politics for most of his life, Jack was not. Nevertheless, in other respects, (18)                    lives were very similar. They both fought in South Africa during the Boer War in 1900, where they showed extreme bravery. They both also fought (19)                    their country during the First World War (WWI). Noted for his great organisational skills, Winston was in charge (20)                    the Royal Navy at the start of both world wars. Jack, on the other hand, served in the army throughout WWI.

During WWII, in addition (21)                    his regular job, Jack also worked on a daily basis (22)                    Winston's private secretary, in (23)                    of having serious health problems himself. Although he has been largely ignored by the history books, Jack's valuable skills and companionship must (24)                    helped his brother, and therefore the country, considerably during this extremely difficult period.

**Part 3**

For questions 25–34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS.

Example: 

0	ELDERLY
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**Help at Home**

The Halport Home Helpline has been providing the (0) \_\_\_\_\_ *elderly* \_\_\_\_\_, and others with permanent or temporary health problems with support and (25) \_\_\_\_\_ since 1999.

We are a charitable (26) \_\_\_\_\_ that depends on the many voluntary workers from Halport who willingly set aside some of their free time to help people who are less (27) \_\_\_\_\_ than themselves. For people who, because of ill health or (28) \_\_\_\_\_, require help with housework, (29) \_\_\_\_\_, or trips to the hospital or health centre, we are only a phone call away, any time of the night or day.

All of our volunteers, aged from 18 to 80, have a (30) \_\_\_\_\_ in first aid and have undergone rigorous tests before being awarded a (31) \_\_\_\_\_ with which Halport Home Helpline guarantees their reliability and (32) \_\_\_\_\_ for the job.

So, whatever your problem, (33) \_\_\_\_\_ of how big or small it might be, don't hesitate to call and let us know how we can help you. We are working to (34) \_\_\_\_\_ community ties in Halport, and to make our town a better place for all its residents.

**ELDER**

**ASSIST**

**ORGANISE**

**FORTUNE**

**ABILITY**

**SHOP**

**QUALIFY**

**CERTIFY**

**SUITABLE**

**REGARD**

**STRONG**

## Part 4

For questions 35–42, 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. Write your answers **IN CAPITAL LETTERS**. Here is an example (0).

**Example:**

0 One of my friends took the children home.

**TAKEN**

The children ..... friend of mine.

**Example:**

0	WERE TAKEN HOME BY A
---	----------------------

35 It wasn't necessary for you to brake so suddenly.

**STOPPED**

You ..... the car so suddenly.

36 But for your warning, I would have had an accident.

**GIVEN**

If ..... that warning, I would have had an accident.

37 We got there quite early, even though we started our journey late.

**SPITE**

We got there quite early ..... off on time.

38 I bought this car from a doctor.

**BY**

This car ..... a doctor.

39 In the end, they cancelled the party because of the storm.

**CALLED**

In the end, the party ..... to the storm.

40 It would have been better if you had accepted her offer.

**NOT**

You ought ..... down her offer.

41 Jenny didn't seem to want to help her sister.

**KEEN**

Jenny didn't seem to be very ..... her sister a hand.

42 I was just about to reveal the secret when Ted walked in.

**POINT**

When Ted walked in, I was ..... the cat out of the bag.

## Paper 4: Listening (approximately 40 minutes)

**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 young man talking about bungee jumping. Why did he make his first jump?
- A** His friends persuaded him that he'd enjoy it.  
**B** He knew he had to get over his fears.  
**C** He wanted someone's admiration.
- 2** You overhear a conversation. What do you learn about the man's children and their outing?
- A** They were very frightened at times.  
**B** They got really dirty.  
**C** They were running around all day.
- 3** You hear a woman talking. What do you learn about her new neighbours?
- A** They've got naughty children.  
**B** They try to include her in the community.  
**C** They make too much noise.
- 4** You overhear a conversation. How does the man feel about shopping?
- A** It can be fun as well as informative.  
**B** It's the best way to meet people socially.  
**C** It's important to find the best bargains.
- 5** You hear a teacher talking to some students. What does the teacher place most emphasis on?
- A** how much information to gather for their project  
**B** what sort of information to gather for their project  
**C** what to do with the information they've gathered for their project
- 6** You hear a doctor talking to a patient. What does the doctor want the patient to do?
- A** take vitamins  
**B** go on a diet  
**C** be more active
- 7** You overhear a man speaking on the phone. How does the man feel?
- A** grateful  
**B** annoyed  
**C** disappointed
- 8** You hear two people talking about a girl. How did the girl act at the dentist's?
- A** She shouted a lot.  
**B** She cried a lot.  
**C** She was calm.

**Part 2**

You will hear a journalist's description of school life in a village when he was young.  
For questions 9–18, complete the sentences.

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**THE VILLAGE SCHOOL**

The school had a large  **9** covered in grass.

The children could eat  **10** in one of the modern extensions.

In lots of village schools, teachers taught children from different  **11** in the same classroom.

The speaker used to admire children who could  **12** in both hands while they cycled to school.

The girls liked to play games on the tarmac or hold  **13** there.

The owner of the cottage next to the school had a  **14** that he took a lot of pride in.

There was a steep drop from the playground wall to the  **15** next to it.

The children interviewed the  **16** of the watermill.

On snowy days the children used to polish the snow until they had slides made of  **17**.

When snow prevented the high school kids from going to school, they used to visit the village school to take part in  **18** with the children there.

**Part 3**

You will hear five different people talking about experiences in boats.  
For questions 19–23, choose from the list (A–F) what each speaker says.  
Use the letters only once. There is one extra letter which you do not need to use.

---

- A** We got a lot of exercise!
- B** We didn't really go anywhere!
- C** Our boat sank to the bottom of the sea.
- D** We went on a boring trip.
- E** We hadn't planned to travel by boat.
- F** The boat moved even though we weren't using the oars.

Speaker 1	<input type="text"/>	19
Speaker 2	<input type="text"/>	20
Speaker 3	<input type="text"/>	21
Speaker 4	<input type="text"/>	22
Speaker 5	<input type="text"/>	23

**Part 4**

You will hear an interview with a mature student called Jessie Jolly. For questions 24–30, choose the best answer (A, B or C).

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- 24** Jessie wanted to become a student because she
- A** no longer liked being a judge.
  - B** felt the need to do something different.
  - C** is too old to be a judge.
- 25** Jessie has chosen subjects that
- A** have interested her for a long time.
  - B** she has taken classes in before.
  - C** mainly concern mental health.
- 26** What sums up the reactions of other students?
- A** Generally, they have helped Jessie to fit in.
  - B** Jessie was right to be concerned about what their reactions might be.
  - C** They have accepted Jessie more easily than her tutors have.
- 27** What does Jessie think about the intellectual side of being a student?
- A** She is not as intellectual as some of the younger students.
  - B** She has skills and experience that can help her with this.
  - C** She usually needs to get help and opinions from some of the better students.
- 28** What do we learn about Jessie's tutors?
- A** They prefer not to emphasise her strengths.
  - B** They probably won't set her very challenging exams.
  - C** They help her work out where she needs to improve.
- 29** What is true about Jessie's social activities as a student?
- A** She mixes socially with students of different educational interests.
  - B** She doesn't do any physical exercise.
  - C** She is one of the best cooks among the students.
- 30** Jessie's final comments show that she
- A** feels that she has already done more than enough for others.
  - B** wants to do something useful for others.
  - C** has a low opinion of modern society.



Paper 5: Speaking (14 minutes)

**Part 2**

Student A

- Why do you think people enjoy doing these sports?



Student B

- What do you think the attractions of these forms of entertainment are?



**Part 3**

- In what ways can these ideas improve the neighbourhood for local people?
- Which idea is the best?



**Part 1**

3 minutes (5 minutes for groups of 3)

**Interlocutor:**

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

And your names are?

First of all, we'd like to know something about you.

- Where do you live (*Student A*)?
- And you (*Student B*)?
- What can you tell us about living there?
- And what about you?

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

**Likes and Dislikes**

- What are/were your favourite subjects at school?
- Do you prefer to be with others or to spend time on your own?
- What do you like to do when you don't have school or work?
- Do you have a pet, or would you like to have one?

**Education and Work**

- What do you think the most important things are when choosing a job or career?
- Would you like to continue your studies after you've finished school? (Why/Why not?)
- What things make it difficult to study and how do you deal with them?
- Which do you think is more important, job satisfaction or a good salary?

**Home Life**

- What can you tell us about your family?
- What do you like or not like about your home?
- What are the good points about the neighbourhood you live in?

**Leisure and Entertainment**

- How important are books to you?
- Do you think electronic games are more fun than board games?
- What do you like to do at weekends?
- What sorts of programme do you like to watch on TV?
- Which is better, watching a film on TV or at the cinema?

**The Media**

- How do you usually find out what's happening in the world?
- Do you regularly read a newspaper? (Why/Why not?)
- How important do you think it is to follow the news?

**Travel**

- What is the most interesting place for tourists to visit in your area?
- Which parts of your own country would you like to visit? (Why?)
- What do you like to do when you are on holiday?

## Part 2

4 minutes (6 minutes for groups of three)

### Sports

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

*(Student A), it's your turn first. Here are your photographs. They show people taking part in different sports.*

*Give Student A a copy of page 113.*

I'd like you to compare the photographs, and say why you think people enjoy doing these sports. All right?

**Student A:** [1 minute]

**Interlocutor:** Thank you. Can I have the photos, please?

*(Student B), which of these activities would you prefer to do?*

**Student B:** [Approximately 20 seconds]

**Interlocutor:** Thank you.



### Entertainment

Now, *(Student B)*, here are your photographs. They show different forms of entertainment.

*Give Student B a copy of page 113.*

I'd like you to compare the photographs, and say what you think the attractions of these forms of entertainment are. All right?

**Student B:** [1 minute]

**Interlocutor:** Thank you. Can I have the photos, please?

*(Student A), do you enjoy dancing?*

**Student A:** [Approximately 20 seconds.]

**Interlocutor:** Thank you.



**Parts 3 & 4**

7 minutes (9 minutes for groups of three)

**Part 3**

**Interlocutor:** Now I'd like you to talk about something together for about three minutes.  
(4 minutes for groups of three)

Your local council now has an area of land that used to be occupied by a car factory. Here are some suggestions for things that the council could do with the land.

Give students a copy of page 114.

First, talk to each other about the ways in which these ideas would improve the neighbourhood for local people. Then decide which idea is the best.

All right?

**Students:** [3 minutes] (4 minutes for groups of three)

**Interlocutor:** Thank you.



**Parts 3 & 4****Part 4**

**Interlocutor:** *Select any of the following questions as appropriate:*

- **What sorts of leisure facility are most important in a large town or city? (Why?)**
- **Can some sorts of leisure facility be bad for a neighbourhood? (Why/Why not?)**
- **How could you improve your area/neighbourhood?**
- **What sorts of leisure activity are most popular with young people?**
- **What do you think towns and cities can do to make more green areas?**
- **Would you prefer to live in a city or in a small village? Why?**

Thank you. That is the end of the test.

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

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

# Part 1

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

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

At the start of each piece you will hear this sound: TONE

You'll hear each piece twice.

There'll now be a pause. Please ask any questions now, because you must not speak during the test.

**Pause 5 seconds**

Now look at Part 1.

**Pause 5 seconds**

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

**One**

You hear a young man talking about bungee jumping. Why did he make his first jump?

- A His friends persuaded him that he'd enjoy it.
- B He knew he had to get over his fears.
- C He wanted someone's admiration.

**Pause 2 seconds**

**TONE**

**M:** Well, my friends all said that it was great fun and kept telling me what a good time I'd have if I joined them, but I wasn't convinced until I'd actually done a jump myself. You see, I'm really scared of heights and, logically, you think to yourself, what's the point of this? After all, all sorts of things can go wrong. Anyway, to cut a long story short, I ended up doing it as a dare to impress my girlfriend and, you know what? It wasn't anywhere near as bad as I'd imagined.

**Pause 2 seconds**

**TONE**

**[REPEAT]**

**Pause 2 seconds**

**Two**

You overhear a conversation. What do you learn about the man's children and their outing?

- A They were very frightened at times.
- B They got really dirty.
- C They were running around all day.

**Pause 2 seconds**

**TONE**

**M:** I took the kids to the petting zoo last weekend.

**W:** That must have been fun!

**M:** Well, they were a little scared when a goat chased them, but they still wanted to get close to the young goats – they're so playful.

**W:** What else did they like?

**M:** They loved the lambs! They were clean and cuddly and running and jumping everywhere. Just like the ducks and hens when the kids got all excited about them.

**W:** So you had a good time then, eh?

**M:** The kids certainly did, but there wasn't much relaxation for me when we got home. The kids were covered in mud!

**Pause 2 seconds**

**TONE**

**[REPEAT]**

**Pause 2 seconds**

**Three**

You hear a woman talking. What do you learn about her new neighbours?

- A They've got naughty children.
- B They try to include her in the community.
- C They make too much noise.

**Pause 2 seconds**

**TONE**

**W:** You know, my new neighbourhood's quite a different sort of place. As you can imagine, I work really long hours at my new job, and I'm quite exhausted when I get home. My neighbours are always bustling around, talking to each other. They're always in and out of each other's gardens and houses. It's one big round of social visits, and the kids are constantly running wild all around the neighbourhood. They get on really well with each other, and I must admit they're extremely polite when I speak to them. But I don't have the energy to accept their invitations and join them. I suppose that once I'm more settled in and organised I'll be able to do that.

**Pause 2 seconds**

**TONE**

**[REPEAT]**

**Pause 2 seconds**

**Four**

You overhear a conversation. How does the man feel about shopping?

- A It can be fun as well as informative.
- B It's the best way to meet people socially.
- C It's important to find the best bargains.

**Pause 2 seconds****TONE**

**W:** You spent all day looking for a pair of shoes!

**M:** Well, it can take time to find the right ones for me.

**W:** Yes, but you spend ages talking to all the shop assistants.

**M:** Oh come on! That's part of the fun. It's more like a social occasion. You can meet new people and chat, as well as find out useful information.

**W:** Yes, yes. But all the shoes you try on look the same. What's the point?

**M:** Well, it's always better if you can be sure that they're not made by kids in sweatshops, even though the price can be important, too.

**W:** I suppose you've got a point there.

**Pause 2 seconds****TONE****[REPEAT]****Pause 2 seconds****Five**

You hear a teacher talking to some students.

What does the teacher place most emphasis on?

- A** how much information to gather for their project
- B** what sort of information to gather for their project
- C** what to do with the information they've gathered for their project

**Pause 2 seconds****TONE**

You will remember what I've already said about the way I want the information organised in your projects and how important it is to have a proper introduction and a conclusion that shows that you've really thought about the subject. I just want to make it clear that, although it's important to have plenty of relevant information, the quality of that information is what counts. Is it from a reliable source? Is it all true, or has someone just made guesses that sound good?

**Pause 2 seconds****TONE****[REPEAT]****Pause 2 seconds****Six**

You hear a doctor talking to a patient. What does the doctor want the patient to do?

- A** take vitamins
- B** go on a diet
- C** be more active

**Pause 2 seconds****TONE**

Well, I'm afraid that, at your age, your bones aren't as strong as they once were. A lot of people with the same problem need to change their diets or take vitamin supplements but, from what you say, you already eat the right foods. What you should do is to get more exercise, especially outdoors. This doesn't mean anything drastic like running a marathon, or going rollerblading. All you need to do is make sure you go for a nice walk, twice a day if possible. And, if you can go up and down stairs instead of taking the lift, that will help you a lot, too.

**Pause 2 seconds****TONE****[REPEAT]****Pause 2 seconds****Seven**

You overhear a man speaking on the phone.

How does the man feel?

- A** grateful
- B** annoyed
- C** disappointed

**Pause 2 seconds****TONE**

**M:** Oh, you really shouldn't have done that! I mean, what can I say? It's all too much. I never expected anything like that anyway. I told you not to get involved on my behalf and that I'd find my own solutions. And I really meant it! However, here we are, and you've gone and done it anyway. I'd been expecting to deal with it on my own and now it's all been dealt with. I'm at a loss for words, except to say that this means a lot to me, thanks.

**Pause 2 seconds****TONE****[REPEAT]****Pause 2 seconds****Eight**

You hear two people talking about a girl.

How did the girl act at the dentist's?

- A** She shouted a lot.
- B** She cried a lot.
- C** She was calm.

**Pause 2 seconds****TONE**

**W:** So how did Janet get on at the dentist's?

**M:** Well, you remember how much she screamed and shouted that she didn't want to go?



- W:** Yes, I thought she was going to give you a really hard time.
- M:** Well, when she realised that she couldn't avoid it, she just started crying quietly to herself in the car. But the dentist's such a kind, cheerful person that Janet relaxed and forgot about her fears. What's more, the dentist had finished the job before Janet even realised that she'd started.

**Pause 2 seconds**

**TO NE**

**[REPEAT]**

**Pause 2 seconds**

That's the end of Part 1.

## Part 2

Now turn to Part 2.

**Pause 5 seconds**

You will hear a journalist's description of school life in a village when he was young. For questions 9 to 18, complete the sentences.

You now have 45 seconds to look at Part 2.

**Pause 45 seconds**

**TO NE**

The village school was originally just one small stone building, built in the early 1870s and, unlike many modern schools, it was on a large piece of land, which meant that it had an enormous grassy playground. By the time I started school, two cheaply-constructed modern extensions had been added to the original building. On one side were two extra classrooms, and on the other was a kitchen and dining area where we had lunch.

As in many small villages, we often had two or three age groups in one classroom because of the small number of pupils in each year. In my first year, for example, my class sat together with the second and third years in the headteacher's classroom. Many of our lessons were the same for all the class, though the teacher obviously had higher expectations of the older children. Strange though it may seem, I used to think that the third-year children were almost grown-up then.

Most of us walked to school, but the children who didn't live nearby, especially those who lived on farms a few kilometres away, cycled to school. I remember being very impressed by those who could ride a bike and hold a football in both hands at the same time!

We weren't allowed to stay indoors during the breaks, but we had plenty of room to run around on the grass, playing football and games like tag. The girls preferred the tarmac in front of the school, where they could play games or have skipping competitions. When it rained, we stayed in the shelter shed, a large wooden building that was open on one long side. There, we had to be content with talking or climbing up the walls.

There was only one little cottage beside the school, which we had to stay away from because the owner was very proud of his beautiful garden. The rest of that side of the playground was separated from a field by a wire fence. I remember one morning break when a lot of us were leaning against the fence watching as a pony gave birth to its foal. It was an amazing experience. On the other side of the school was a stream which became a river when it overflowed on really rainy days. We had to stay away from that because there was a steep drop of several metres from the playground wall to the stream. At the back of the school was part of the local golf course, and less than fifteen minutes' walk across the golf course was the beach. Of course, on school days I could only dream about going there.

Only once did we go to the beach during school time, and that was because the headteacher had decided it would make a nice change for us to get some exercise and fresh air. The only other school trip we went on was to a watermill beside another small river. Again, we went on foot (it was only a couple of kilometres from the school). We had prepared some questions to ask the owner, and we actually had a very early form of cassette recorder with us so that we could pretend we were carrying out an interview like professional journalists.

Due to the fact that most of us walked to school, severe weather conditions like snowstorms very rarely resulted in the closure of the school. On such days, we spent as much time as we could smoothing the snow to make shiny slides. We knew we were doing well when the slide became black ice. On those days, the kids who went to the high school, which was about twenty kilometres away, had to stay at home because the bus couldn't reach the village. We would often see them during the breaks because they would come and have snowball fights with us.

**Pause 10 seconds**

Now you'll hear Part 2 again.

**TO NE**

**[REPEAT]**

**Pause 5 seconds**

That's the end of Part 2.

## Part 3

Now turn to Part 3.

**Pause 5 seconds**

You will hear five different people talking about experiences in boats. For questions 19–23, choose from the list (A–F) what each speaker says. Use the letters only once. There is one extra letter which you do not need to use.

You now have 30 seconds to look at Part 3.

**Pause 30 seconds**

**TONE**

**Speaker 1**

**Pause 2 seconds**

I was on a cultural tour of Central Europe. One excursion on our itinerary was a boat trip along the canals that run through a historic city centre. In theory, I suppose, we were going to learn something about the city's beautiful architecture without doing a lot of walking as we had on other days. After we'd been sitting in the boat for some time, I realised that it was rather uncomfortable with so many people sitting so close together, and we were so low in the water that we couldn't see many of the buildings that we were being told about. The old man sitting next to me said that he had had more fun watching paint dry, and I must say I felt the same.

**Pause 3 seconds**

**Speaker 2**

**Pause 2 seconds**

There were about fifteen of us in each of the small inflatable rubber boats. Luckily, the captain and crew had managed to tie them all together so that we didn't drift apart. We spent our time nibbling on biscuits and sipping from our water bottles. Sometimes we sang songs or told each other stories. Fortunately, it wasn't a very cold or windy day. However, we were very uncomfortable until the coastguard boat arrived after about eight or nine hours. We were lucky that the captain had been able to contact them before our plane had sunk to the ocean floor.

**Pause 3 seconds**

**Speaker 3**

**Pause 2 seconds**

Our boat was exactly the same as any standard 19th century wooden lifeboat, but we weren't at sea. We were tied to our seats wearing virtual reality headphones and goggles. The boat bounced about and got hit by some very heavy waves that would have soaked us if we hadn't been wearing our waterproofs. The wind was strong and the thunder and lightning seemed very realistic. Even more realistic were the screams from some of my fellow passengers sharing this historical experience.

**Pause 3 seconds**

**Speaker 4**

**Pause 2 seconds**

Every summer holiday, I loved to go fishing on that vast lake with my grandpa and uncle. They had a wooden boat that they rowed out into the middle of the lake using the two long oars. There was also a little outboard motor, but I think it was only for emergencies. I certainly never saw them using it. On one particular day, however, we started moving forward without any effort. We were all really excited because my uncle had caught such a huge fish that it was pulling the boat along as it tried to get away from us. It was such a beautiful fish that my uncle eventually let it go.

**Pause 3 seconds**

**Speaker 5**

**Pause 2 seconds**

One weekend my friends persuaded me to go out in one of the boats that were on the beach. They said that the owners wouldn't mind. There was no engine, just two oars and a couple of buckets. It was rather a heavy boat, so it took us quite some time to pull it down to the sea and into the water. After we'd been rowing for just a short time, I realised why the buckets were there. The sea was coming in through some small holes. Two of us had to empty the boat as fast as we could with the buckets, while the third rowed as quickly as possible back to the beach. Looking back, it seems really funny, but we were too exhausted to laugh at the time.

**Pause 10 seconds**

Now you'll hear Part 3 again.

**TONE**

**[REPEAT]**

**Pause 5 seconds**

That's the end of Part 3.

## Part 4

Now turn to Part 4.

**Pause 5 seconds**

You will hear an interview with a mature student called Jessie Jolly. For questions 24–30, choose the best answer, A, B or C.

You now have one minute to look at Part 4.

**Pause 1 minute**

**TONE**

- I:** In the studio today, we have retired judge, Jessie Jolly, who, at the age of 70, has enrolled as a full-time university student. It's good to have you with us, Jessie. Why did you decide to go back to university?
- W:** You might think that I've already been a pensioner for a few years, but a lot of my colleagues don't retire until they're 72. However, much as I enjoyed my work, I want to experience and enjoy more in life, and being a student is a very positive change for me.

- I:** What can you tell us about the subjects that you've chosen to study?
- W:** There's almost no limit to the variety of subjects you can do, but I'm concentrating on three. They are all things that I've been interested in learning more about for quite some time, although I've never studied them properly before. The first subject is philosophy. It'll be interesting to find out what the world's greatest thinkers believe. The second is psychology. I've met all sorts of people over the years, and I'm fascinated by the ways in which different people's minds work. My other choice is literature. The great writers can enlighten us about the problems and dilemmas that people face, and focus on issues that may affect all of us in one way or another.
- I:** How does it feel to be the oldest student in your classes?
- W:** I had some concerns about that, but I soon got over them. For a start, there are quite a few middle-aged students. But most importantly, I've been warmly welcomed as an equal by students of all ages, not to mention our tutors. In some respects, they have greater expectations of me because of my age and experience, but this only helps me feel more welcome and appreciated.
- I:** And how do you find the intellectual challenges of university?
- W:** Actually, I don't think that it's any tougher for me. Obviously, my mind isn't as fresh and agile as it once was. It takes me longer to learn new facts. However, through my work, I've had to develop good reading skills that can help me pinpoint the most important details and prioritise the points in whatever I read. Also, I've certainly experienced a lot over the years, and this has helped me to understand the background to certain situations that may not be so obvious to younger students. I can't say it's easy, but I'm certainly interested in the challenges I face, and I love the opportunities I have to explore different topics through other people's opinions.
- I:** What about classwork and exams?
- W:** Well, I get great feedback from my tutors, who go out of their way to emphasise positive points about my work. That doesn't mean to say that they don't address my weaknesses, but they manage to help me recognise them in such a way that it appears to be my own discovery. As for exams, my first ones will be in a few weeks, and although you can never know in advance, I think that I'll write answers that I can be proud of.
- I:** Of course, social life is a very important part of university. How do you fit in there?
- W:** In that regard, I've settled in quite nicely, thank you. I'm an active member of the debating society, which keeps my mind working and gives me a clear picture of just how passionate young people are about the difficult issues facing our world. Also, although I can't call myself an athlete, I'm having a

wonderful time keeping fit at the T'ai Chi club. The cookery club is a great social group for me, too. The best chefs seem to be chemistry students.

- I:** And after you get your degree, what do you see yourself doing?
- W:** Well, I'm in no hurry to get to graduation day. I plan to enjoy every single moment of my journey there. But, if everything goes according to plan, I'm considering going for a postgraduate qualification. Throughout my life I've played my part in society and I've certainly benefited from it in many ways. If I can, I'd like to make my own contribution, probably in the field of law, by carrying out research that will improve people's lives in one way or another.
- I:** Thank you very much, Jessie, for an interesting chat, and good luck with your studies.

Now you'll hear Part 4 again.

**tone**

**[REPEAT]**

**Pause 5 seconds**

That's the end of Part 4.