



# CAMBRIDGE

## English

**First**

Reading and Use of English

**Sample Paper 2**

**Time** 1 hour 15 minutes

### INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

**Write your name, centre number and candidate number on your answer sheet if they are not already there.**

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Write your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

### INFORMATION FOR CANDIDATES

There are 52 questions in this paper.

Questions **1 – 24** and **43 – 52** carry one mark.

Questions **25 – 30** carry up to two marks.

Questions **31 – 42** carry two marks.

## Part 1

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

Mark your answers on the separate answer sheet.

Example:

0 A report                      B describe                      C inform                      D tell

0	<u>  A  </u>	<u>  B  </u>	<u>  C  </u>	<u>  D  </u>
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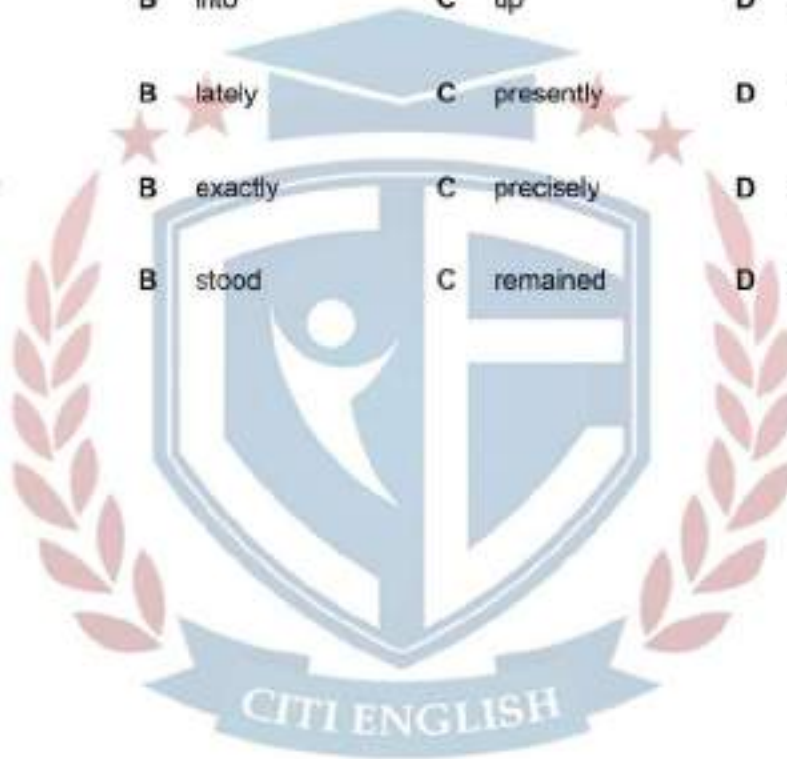
### The oldest leather shoe in the world

Archaeologists (0) ..... that a perfectly preserved 5,500-year-old shoe has been discovered in a cave in Armenia in south-west Asia. It is (1) ..... to be the oldest leather shoe ever found.

The shoe was made of a single piece of leather, stitched at the front and back, and was shaped to fit the wearer's foot. It had been (2) ..... with grasses, either for warmth or to make sure it kept its shape. 'The shoe is relatively small but we can't say for (3) ..... whether it was worn by a man or a woman,' says Dr Ron Pinhasi, an archaeologist on the research (4) ..... 'We thought at first that it was about 600-700 years old because it was in such good shape.'

Shoes of this type from later periods have turned (5) ..... in archaeological excavations in various places in Europe, and shoes of a very similar design were still being used on the Aran Islands off the west coast of Ireland as (6) ..... as the 1950s. It's (7) ..... a style which (8) ..... popular for thousands of years.

- 1 A accepted B regarded C assessed D believed
- 2 A stuffed B loaded C pushed D blocked
- 3 A clear B specific C true D certain
- 4 A class B force C team D company
- 5 A over B into C up D about
- 6 A recently B lately C presently D immediately
- 7 A correctly B exactly C precisely D obviously
- 8 A held B stood C remained D lasted



English for Everyone

## Part 2

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

Write your answers **IN CAPITAL LETTERS** on the **separate answer sheet**.

Example: 

0	S	I	N	C	E												
---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--

### From black pepper to chilli pepper

In the 15<sup>th</sup> century, Europeans knew nothing of the chilli pepper, but they held black pepper in high regard and had used it in cooking (0) ..... Greek and Roman times. Ships travelling east brought the black pepper from the Spice Islands in South East Asia but this (9) ..... a long time. In 1492, Christopher Columbus was asked to find a shorter route to the Spice Islands, going westwards (10) ..... than eastwards, and so he set (11).....from Spain across the Atlantic Ocean.

Columbus didn't succeed (12) ..... finding the Spice Islands but he (13).....manage to reach the Americas. There he (14)..... across another pepper, the chilli, which had been used in cooking in South America for thousands of years. Soon (15) ..... Columbus's voyage, large quantities of chillies were being shipped back to Spain from the Caribbean. Later, people realised that chillies would actually grow in southern Europe and it wasn't long before fresh chillies were (16) sale in European markets.

English for Everyone



## Part 5

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).

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 M E M O R A B L E

### Family bike fun

National Bike Week was celebrated last week in a (0) ..... way with a **MEMORY**  
 Family Fun Day in Larkside Park. The event (17) ..... to be highly **PROOF**  
 successful with over five hundred people attending.

Larkside Cycling Club brought along a (18) ..... of different bikes to **VARY**  
 demonstrate the (19) ..... that family members of all ages can get from **ENJOY**  
 group cycling. Basic cycling (20) ..... was taught using conventional bikes. **SAFE**  
 There were also some rather (21)..... bikes on display. One-wheelers, five- **USUAL**  
 wheelers and even one which could carry up to six (22)....., were used for **RIDE**  
 fun.

The club also gave information on how cycling can help to reduce (23) ..... **ENVIRONMENT**  
 damage. They also provided (24) ..... as to how people could substitute the **SUGGEST**  
 bike for the car for daily journeys. The overall message was that cycling is  
 great family fun and an excellent alternative to driving. By the end of the day  
 over a hundred people had signed up for membership.

## Part 4

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

**Example:**

- 0 A very friendly taxi driver drove us into town.

**DRIVEN**

We ..... a very friendly taxi driver.

The gap can be filled by the words 'were driven into town by', so you write:

**Example:** 0 WERE DRIVEN INTO TOWN BY

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

- 25 Paula can't wait to hear the band's new album.

**FORWARD**

Paula is really ..... the band's new album.

- 26 Buying a daily newspaper seems pointless to me.

**POINT**

I can't ..... a daily newspaper.

English for Everyone

- 27 Daniel thought the flight would be more expensive than it actually was.

**NOT**

The flight ..... as Daniel thought it would be.

- 28 It's a shame I'm not able to come to your party on Saturday.

**COULD**

I ..... to your party on Saturday.

- 29 There were no trainers left in Denzel's size anywhere on the website.

**SOLD**

The website had ..... trainers in Denzel's size.

- 30 Gwenda deleted her sister's photographs by accident.

**MEAN**

Gwenda ..... her sister's photographs.



English for Everyone



## Part 5

You are going to read an article about a woman who trains actors in fighting skills. For questions 31 – 36, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.

## Kombat Kate

*James Stanton meets 'Kombat Kate' Waters, who trains theatre actors in how to 'fight' on stage.*

There must be few occasions when it would be really rude to refuse an invitation to head-butt someone you've just met! But I'm in one of those right now. I'm in a rehearsal room in a theatre with a group of actors, facing up to stage fighting director Kate Waters. I've already dragged her around the room and slapped her on the arm. Now she wants me to head-butt her. But fear not, this is all strictly pretend!

'Imagine there's a tin can on my shoulder,' she says. 'Now try to knock it off.' I lower my head as instructed, then lift it sharply, aiming for the imaginary can, hoping desperately that I don't miscalculate the angle and end up doing damage to her face. To my amazement, I get it right. 'That was good,' says Waters. 'Now maybe try it again without smiling.'

Waters, known in the industry as Kombat Kate, is showing me how actors fight each other without getting hurt, and that includes sword-fighting. (She inspires fierce devotion: when I tweet that I'm meeting Waters, one actress friend responds: 'She's amazing. She taught me how to be a secret service agent in two days.')

Perhaps the most famous play Kate has worked on recently was called *Noises Off*. She taught the cast how to fall down stairs without breaking any bones. One of the fight scenes is fairly close. Kate tells me, to the one we're trying out now. 'I've just slowed it down a bit,' she says tactfully, before inviting me to throw her against the wall. I obey, making sure I let go of her quickly, so she can control her own movement. Push your opponent too hard, and they will hit the wall for real. I watch her hit the wall before falling to the ground. She's fine, of course. 'That's my party trick,' she says with a grin. 'Works every time.'

Once the lesson is over Kate tells me how she became one of only two women on the official register of stage fight directors. Already a keen martial arts expert from childhood, Kate did drama at university, and one module of her course introduced her to stage combat. When she made enquiries about the possibility of teaching it as a career, she was told about the register and the qualifications she'd need to be accepted onto it.

*line 22* It was no small order: as well as a certificate in advanced stage combat, she would need a black belt in karate and proficiency in fencing, a sport she'd never tried before.

But she rose to the challenge and taught the subject for several years at a drama college before going freelance and becoming a fight advisor for the theatrical world. The play she's working on is Shakespeare's *Richard III*. This involves a famous sword fight. With no instructions left by the great playwright other than – Enter Richard and Richmond: they fight, Richard dies – the style and sequence of the fight is down to Kate and the actors.

*line 30* 'I try to get as much information as possible about what a fight would have been like in a particular period,' Kate explains. 'But because what I'm eventually doing is telling a dramatic story, not all of it is useful. The scene has to be exciting and do something for the audience.'

Ultimately, of course, a stage fight is all smoke and mirrors. In our lesson, Kate shows me how an actor will stand with his or her back to the audience ahead of a choreographed slap or punch. When the slap comes it makes contact not with skin but with air: the actor whacks his chest or leg to make the sound of the slap.

In the rehearsal room, I can't resist asking Kate how she thinks she would fare in a real fight. Would she give her attacker a hard time? She laughs, 'Oh, I'd be awful,' she says. 'I only know how to fake it.' I can't help thinking, however, that she's just being rather modest.



- 31 In the first paragraph, the writer is aware of
- A a critical attitude from Kate.
  - B the concern of the other actors.
  - C the need to reassure his readers.
  - D having been in a similar situation before.
- 32 How does the writer feel when Kate mentions the tin can?
- A worried about hurting Kate
  - B relieved that Kate is just pretending
  - C concerned that it may injure his head
  - D convinced that he won't take it seriously enough
- 33 When Kate and the writer repeat the fight scene from *Noises Off*, we learn that
- A the writer isn't sure of his instructions.
  - B Kate has adapted it slightly for the writer to try.
  - C the writer is initially unwilling to do it.
  - D Kate has to react quickly to a mistake the writer makes.
- 34 What does the phrase 'no small order' (line 22) tell us about stage combat?
- A Kate knew she would love learning about it.
  - B It is something very few people ever perfect.
  - C Studying it required a lot of obedience and respect.
  - D Qualifying to teach it would be a long and difficult process.
- 35 What does the writer tell us about the sword fight in the play *Richard III*?
- A Its details need to be made up.
  - B It's a particularly challenging scene to do.
  - C Its action is conveyed through spoken words.
  - D It is widely agreed to be the most exciting of its kind.
- 36 What does 'it' refer to in line 30?
- A information
  - B a fight
  - C a particular period
  - D a dramatic story

English for Everyone

## Part 6

You are going to read a newspaper article about the man who designed the recycling symbol. 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 which you do not need to use.

Mark your answers on the separate answer sheet.

## How the recycling symbol was created

*Gary Anderson designed a symbol which we see everywhere nowadays.*



I studied engineering at the University of Southern California at a time when there was a lot of emphasis in the United States on training young people to be engineers. That said, I eventually switched to architecture. I just couldn't get a grasp on electronics and architecture seemed more concrete to me.

It was around that time that I saw a poster advertising a design competition being run by the Container Corporation of America. The idea was to create a symbol to represent recycled paper. One of my college requirements had been a graphic design course so I thought I'd give it a go. It didn't take me long to come up with my design: only a day or two. **37** But I already had arrows and angles in my mind because on my course I'd done a presentation on recycling waste water. I'd come up with a graphic that described this process very simply.

The problem with the design I'd done earlier was that it seemed flat, two-dimensional. So when I sat down to enter the competition, I thought back to a field trip in elementary school to a newspaper office where we'd been shown how paper was fed over rollers as it was printed. **38** The three arrows in it look like strips of folded-over paper. I drew them in pencil, and then traced over everything in black ink. These days, with computer graphics packages, it's rare that designs are quite so plain.

I think I found out I'd won the competition in a letter. Was I excited? Well, yes of course – but not that excited. **39** So it just seemed like, of course I would win! There was a monetary prize, though for the life of me I can't remember how much it was... about \$2,000?

When I finished my studies, I decided to go into urban planning and I moved to Los Angeles. It seems funny, but I really played down the fact that I'd won this competition. I was afraid it would make me look as though I was interested in graphics, rather than urban planning. **40** I remember seeing it once on a leaflet which had been produced on recycled paper, but then it disappeared.

A while after graduating, I flew to Amsterdam for a holiday. I'll never forget: when I walked off the plane, I saw my symbol. It was on a big recycling bin. And it was bigger than a beach ball! **41** I was really taken aback. That was quite a long time ago though. Since then, I've got more qualifications and worked for quite a few different firms, some more environmentally aware than others.

I feel much prouder of the recycling symbol now than I used to, probably because it's so widely seen. Maybe this design has been more important to me than I'd thought. **42** There's more to me than the recycling symbol.

- A** Still, I'd hate to think that my life's work is defined by it.
- B** I used what I'd seen to create the image.
- C** I'm no expert on recycling but I can certainly see its value.
- D** I hadn't thought about it for years and there it was right in my face.
- E** I realise that seems ridiculous for something that's been so successful.
- F** Also, nothing much happened to the symbol for a while.
- G** I guess at that point in my life I had an exaggerated sense of my own importance.



English for Everyone



## Part 7

You are going to read part of the autobiography of a surfing instructor. For questions 43 – 52, choose from the sections (A – E). The sections may be chosen more than once.

Mark your answers on the separate answer sheet.

### In which section does the writer mention

- |   |    |                      |
|---|----|----------------------|
| feeling satisfaction that her determination resulted in better performance? | 43 | <input type="text"/> |
| the problem of having to wait for conditions to be favourable for surfing?  | 44 | <input type="text"/> |
| a change which helped her to pursue her hobby?                              | 45 | <input type="text"/> |
| continuing to surf even when the conditions were unfavourable?              | 46 | <input type="text"/> |
| the pleasure she gets from seeing others succeed?                           | 47 | <input type="text"/> |
| being aware that it would take time for her abilities to be recognised?     | 48 | <input type="text"/> |
| her enthusiasm for the sea being recognised by someone else?                | 49 | <input type="text"/> |
| an admission that she doesn't think about what she is doing when surfing?   | 50 | <input type="text"/> |
| not being concerned that she stood out from others?                         | 51 | <input type="text"/> |
| people appreciating her serious attitude towards her surfing?               | 52 | <input type="text"/> |

## Walking on waves

*Sarah Whiteley talks about her love of surfing and how it began.*

- A** My journey to the sea began when I was tiny. My mum, who used to surf then, would sit me on one of her old boards and push me into the little waves in a few centimetres of water. We both soon realised I had an unstoppable appetite for the waves, something which has never faded. Soon after that we moved to a house which was almost on the beach. I could literally walk out of the garden into the sea. Living by the sea is something you never take for granted if you surf. I open the curtains in the morning and my heart leaps as I see the long perfect lines of waves rolling into the bay.
- B** Being the only girl in the water when I was learning to surf never bothered me because I'd always been trying to keep up with an elder brother who was exceptionally good at sports. So there I was, a tiny little thing, itching to better my surfing by checking out other surfers and looking for new moves. I was surfing four times a day in the summer holidays, before and after school right through the winter months as the temperatures dropped and the sea was really wild. I just couldn't get enough of it.
- C** Things started to get competitive as I got older and stronger. I was tackling more challenging waves: faster, more powerful and more dangerous, but I was gaining confidence and building up my experience, and it was really rewarding to see myself improving. And that's when the boys started to notice me, and they weren't too sure how to cope with it. They seemed to think along the lines of 'She's only a girl – she won't manage that wave, so I'll get in there and show her how to do it.' Convincing them that I could hold my own in the waves wasn't going to happen overnight.
- D** Over time and after a few hair-raising moments, I made some friends and mutual respect blossomed between me and the guys who spent all their time in the waves with me. When I started pulling off some good moves on my surfboard and throwing a bit of spray on the waves, they began giving me a bit of credit, so that if I was going out when the surf was really big, they would shout out instructions to make sure I had the best chance. They knew I wasn't messing about and that I was going for it out there. Things got really interesting when I went in for competitions. In fact, I entered every national surfing competition over ten years. Competition surfing can be extremely frustrating, since you can never guarantee waves at a certain time on a certain day, and there's vast amounts of hanging around.
- E** Now I've set up a surf school and I've got a whole new perspective. When you start teaching something, you have to learn for yourself again. Everything you've been doing instinctively without really noticing for the last fifteen years has now got to be passed on, and it gets surprisingly detailed and tricky in parts. But it's been fantastic introducing so many people to the sport, and it's even better when you get to see their big grins when they stand up for the first time and ride a wave into the shore. Surfing has taken me all over the world and now it feels like it's brought me home again.



**First**

Writing

**D251/02**

Sample Test 2

**Time** 1 hour 20 minutes

**INSTRUCTIONS TO CANDIDATES**

Do not open this question paper until you are told to do so.

**Write your name, centre number and candidate number on your answer sheet if they are not already there.**

Read the instructions for each part of the paper carefully.

Answer the Part 1 question and one question from Part 2.

Write your answers on the answer sheet.

Write clearly in **pen**, not pencil. You may make alterations, but make sure your work is easy to read.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

**INFORMATION FOR CANDIDATES**

Each question in this paper carries equal marks.



## Part 1

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

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- 1 In your English class you have been talking about the fashion industry. 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.



Some people say the fashion industry has a bad effect on people's lives.  
Do you agree?

**Notes**  
Write about:

1. whether people's appearance is important
2. the price of clothes
3. (your own idea)

CITI ENGLISH

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## Part 2

Write an answer to **one** of the questions 2 – 4 in this part. Write your answer in **140 – 190** words in an appropriate style on the separate answer sheet. Put the question number in the box at the top of the answer sheet.

2

A group of British teachers is going to visit your college for two days. The aim of their trip is to learn about how technology is used in education in your country.

You have been asked to write a report for the group leader. Your report should:

- include information about how technology is used to teach different subjects
- recommend which lessons the teachers should watch to see technology being used.

Write your **report**.

3 You see this announcement on an English-language website:

**Articles wanted**

**MUSIC AND ME**

When do you listen to music? How do you choose what to listen to at different times?

Write us an article answering these questions.

The best articles will be posted on our website.

Write your **article**.

4 You see this announcement on an English-language website:

**Reviews wanted**

**Courses**

Have you been on a course recently? Please tell us about it! It could be any type of course, like a sports course, photography course or language course. What were the classes like? What was the most interesting thing you learned? Would you recommend the course to other people?

The best reviews will be published in next month's magazine.

Write your **review**.

**First**

Listening

**D251/03**

**Sample Test 2**

**Time** Approximately 40 minutes (including 5 minutes\* transfer time)

### **INSTRUCTIONS TO CANDIDATES**

Do not open this question paper until you are told to do so.

**Write your name, centre number and candidate number on your answer sheet if they are not already there.**

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 5 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

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### **INFORMATION FOR CANDIDATES**

There are four parts to the test.

Each question carries one mark.

You will hear each piece twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.



## Part 1

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

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- 1 You hear a young man talking about his hobby of rock climbing.

How does he feel about it?

- A satisfied with his level of expertise
- B concerned about doing a dangerous sport
- C proud when he copes with difficult conditions

- 2 You hear a public announcement at a family theme park.

What does the announcement contain?

- A a change to a timetable
- B details of a new attraction
- C instructions about a location

- 3 You hear two people talking about a course they have attended.

What was the topic of the course?

- A book illustration
- B journalism
- C publishing

- 4 You hear two people talking about a film they have both seen.

What do they agree about?

- A The story wasn't very original.
- B Reviews of the film weren't accurate.
- C The message wasn't very positive.



English for Everyone

- 5 You hear a man being interviewed about a new project he has set up in his home town.

What is the purpose of the project?

- A to reduce the amount of litter on a town's streets
- B to increase the inhabitants' awareness of recycling
- C to stop shopkeepers using plastic bags for customers' purchases

- 6 You hear a man talking on the radio about salespeople.

What does he say about them?

- A They take pride in forming good relationships with buyers.
- B They keep one objective in mind at all times.
- C They prefer people they think are easy to sell to.

- 7 You hear two friends talking about a student website.

What do they agree about it?

- A It is visually attractive.
- B It has a lot of useful advertisements.
- C It is easy to navigate round.

- 8 You hear a chef talking about taking part in a cookery competition.

What did he find surprising?

- A how nervous he felt
- B how rushed he felt
- C how tired he felt

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## Part 2

You will hear a man called Chris Graham talking to a group of students about a vacation job he had in Australia.

For questions 9 – 18, complete the sentences with a word or short phrase.

### My Vacation Job in Australia

Chris thinks the best place to find a job like he had is the

(9) .....

Chris is studying (10) ..... at university.

For most of the time he was working for the travel company, Chris lived in a

(11) ..... outside of the town.

Chris was often asked to go to a (12) ..... at the weekend.

In the mornings, Chris had to drive tourists to see the (13) .....

..... in the desert.

Many of the tourists were unaware of the need to keep their

(14) ..... covered up when they were in the sun.

The tourists particularly wanted to know how to tell the difference between the

(15) ..... of the wild animals.

In the afternoons, the tourists were able to see some (16) .....

..... that had more than one use.

Chris says that the local government would like to have a larger

(17) ..... to attract tourists.

Chris advises other students to send off their job application forms in the month of

(18) ..... at the latest.



## Part 3

You will hear five short extracts in which people are talking about happiness. For questions 19 – 23, choose from the list (A – H) what each person says happiness means to them. Use the letters only once. There are three extra letters which you do not need to use.

A Having a happy personality allows you to cope effectively with problems.

B Happiness comes from having someone special to share your thoughts with.

Speaker 1  19

C Happiness is all about the experience of overcoming problems.

Speaker 2  20

D Happiness is a short escape from everyday routine.

Speaker 3  21

E True happiness lies in making others happy.

Speaker 4  22

F Older people are less happy than younger ones.

Speaker 5  23

G Happiness is being thankful for what you have.


H Happiness comes from achieving your goals.

English for Everyone

## Part 4

You will hear part of a radio interview with an author called Mickey Smith, who is talking about becoming excellent at sport. For questions 24 – 30, choose the best answer (A, B or C).

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- 24 When asked about his theory on talent, Mickey says that
- A he is doing further research with other people.
  - B he realises some people disagree with him.
  - C he has not yet fully proved his ideas.
- 25 Mickey believes that outstanding football players
- A have better levels of concentration than other players.
  - B are aware of the positions of other players on the pitch.
  - C are faster runners than other players.
- 26 How did Mickey feel when he first became successful at gymnastics?
- A convinced he had a natural aptitude for the sport
  - B conscious that others in his area didn't have the same chances
  - C lucky to have had one of the best training routines
- 27 Mickey says that the motivation to continue training for long periods of time
- A develops at an early age in people who become experts.
  - B depends on your personal attitude towards success.
  - C does not come naturally to most people.
- 28 Mickey says that coaches working with young people need to understand that
- A children and adults have different thought processes.
  - B young people have a built-in drive to succeed in areas like sport.
  - C it is important to focus on mental rather than physical techniques.
- 

- 29 Mickey says that many people who play sport don't bother to try hard because
- A they feel incapable of reaching the same levels as sports stars.
  - B they don't have time to put in the necessary effort.
  - C they are not confident in their ability to deal with success.
- 30 According to Mickey, what can cause some sports people to fail at important events?
- A They haven't trained enough.
  - B They are inexperienced at dealing with pressure.
  - C They can become too aware of their actions.



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## Part 1

2 minutes (3 minutes for groups of three)

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

And your names are?

Can I have your mark sheets, please?

Thank you.

- Where do you live, *(Candidate A)*?
- And you, *(Candidate B)*?

First we'd like to know something about you.

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

### Likes and dislikes

- How do you like to spend your evenings? ..... *(What do you do?)* ..... *(Why?)*
- Do you prefer to spend time on your own or with other people? ..... *(Why?)*
- Tell us about a film you really like.
- Do you like cooking? ..... *(What sort of things do you cook?)*

### Special occasions

- Do you normally celebrate special occasions with friends or family? ..... *(Why?)*
- Tell us about a festival or celebration in *(candidate's country)*.
- What did you do on your last birthday?
- Are you going to do anything special this weekend? ..... *(Where are you going to go?)* ..... *(What are you going to do?)*

### Media

- How much TV do you watch in a week? ..... *(Would you prefer to watch more TV than that or less?)* ..... *(Why?)*
- Tell us about a TV programme you've seen recently.
- Do you use the internet much? ..... *(Why? / Why not?)*
- Do you ever listen to the radio? ..... *(What programmes do you like?)* ..... *(Why?)*

**1 Travelling**  
**2 Looking at things**

**Part 2**  
4 minutes (8 minutes for groups of three)

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

*(Candidate A)*, it's your turn first. Here are your photographs. They show **people travelling in different situations**.

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

I'd like you to compare the photographs, and say **why you think the people have decided to travel in these situations**.

All right?

**Candidate A**

⌚ 1 minute

**Interlocutor**

Thank you.

*(Candidate B)*, do you enjoy travelling by plane? ..... (Why? / Why not?)

**Candidate B**

⌚ approximately  
30 seconds

**Interlocutor**

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

Now, *(Candidate B)*, here are your photographs. They show **people who are looking at things in different situations**.

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

I'd like you to compare the photographs, and say **why you think the people are looking at these things**.

All right?

**Candidate B**

⌚ 1 minute

**Interlocutor**

Thank you.

*(Candidate A)*, do you ever go to art galleries or museums? ..... (Why? / Why not?)

**Candidate A**

⌚ approximately  
30 seconds

**Interlocutor**

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

Why have the people decided to travel in these situations?

1

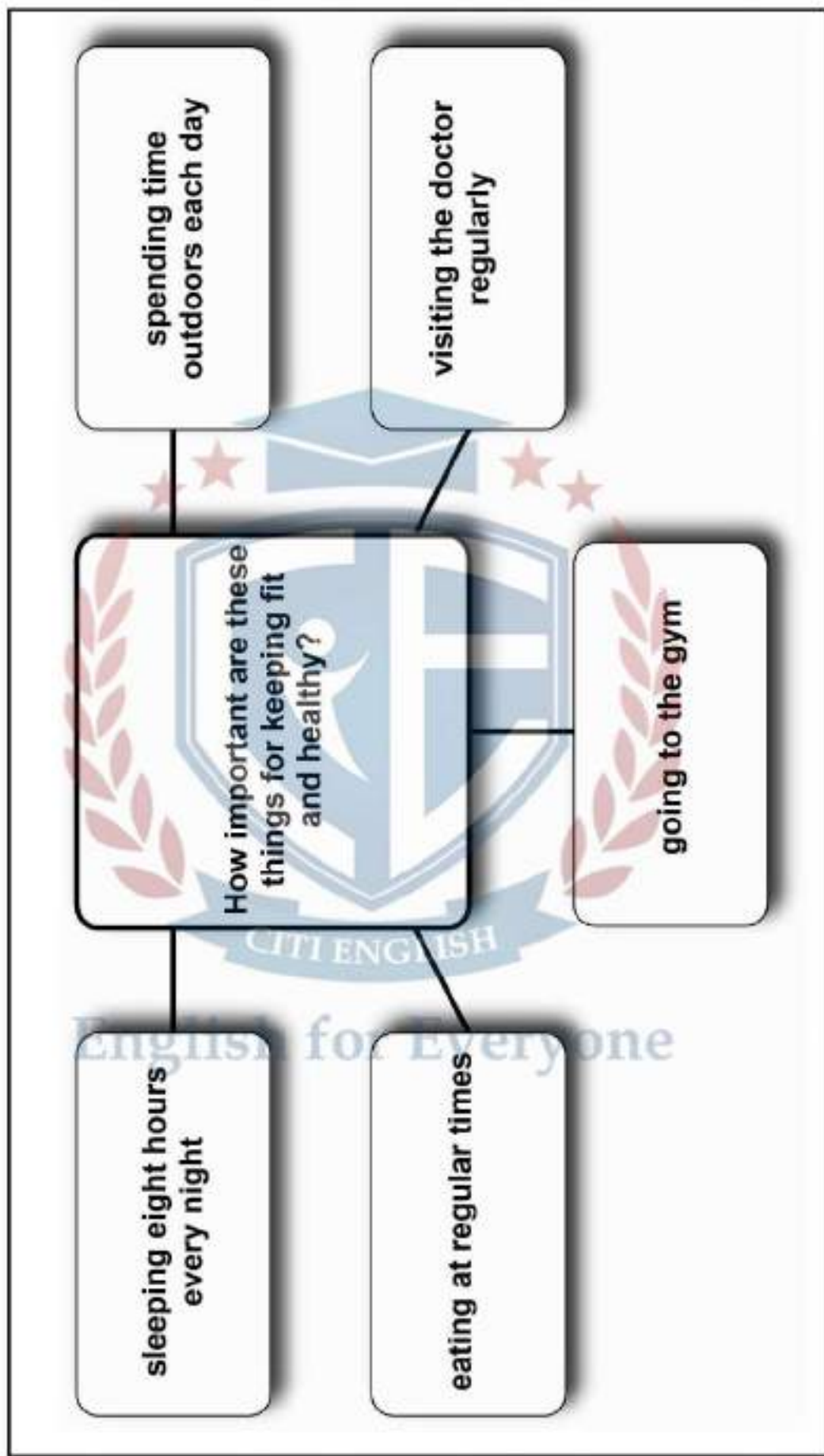




Why are the people looking at these things?

2





## Part 3

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

**Here are some things people often do to keep fit and healthy** and a question for you to discuss. First you have some time to look at the task.

*Place Part 3 booklet, open at Task 21, in front of the candidates. Allow 15 seconds.*

Now, talk to each other about **how important these things are for keeping fit and healthy**.

**Candidates**

⌚ 2 minutes  
(3 minutes for groups of three)

**Interlocutor** Thank you. Now you have about a minute to decide **which two are most important for keeping fit in the long term**.

**Candidates**

⌚ 1 minute  
(for pairs and groups of three)

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

## Part 4

**Interlocutor** Use the following questions, in order, as appropriate:

- **What is the advantage of keeping fit with friends?**
- **Some people say it is a waste of time going to a gym because you can exercise outside for free. What do you think?**
- **Is it possible to live healthily without spending a lot of money? ..... (Why? / Why not?)**
- **Do you think the government should spend more money on sports and leisure facilities? ..... (Why? / Why not?)**
- **Some people say it's a school's responsibility to help students keep fit. Do you agree?**
- **Do you think advertising makes people worry too much about keeping fit and how they look? ..... (Why? / Why not?)**

*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.