

## 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.

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

*Select one or two questions and ask candidates in turn, as appropriate.*

- ◆ **Where do you live?**
- ◆ **What do you do here/there?**
- ◆ **How long have you been studying English?**
- ◆ **What do you enjoy most about learning English?**

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

- ◆ **What free time activity do you most enjoy? ..... (Why?)**
- ◆ **What sort of work would you like to do in the future? ..... (Why?)**
- ◆ **Do you think you spend too much time working or studying? ..... (Why? / Why not?)**
- ◆ **Do you like using the internet to keep in touch with people?**
- ◆ **Have you celebrated anything recently? ..... (How?)**
- ◆ **If you could travel to one country in the world, where would you go? ..... (Why?)**
- ◆ **How important is it to you to spend time with your family? ..... (Why? / Why not?)**
- ◆ **Who do you think has had the greatest influence on your life? ..... (Why?)**

## 1 Doing things together

### 2 Student life

## Part 2

4 minutes (6 minutes for groups of three)

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

(Candidate A), it's your turn first. Here are your pictures. They show **people doing things together**.

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

I'd like you to compare **two** of the pictures, and say **why the people might be doing these things together, and how the people might be feeling**.

All right?

**Candidate A**

 1 minute


.....

**Interlocutor**

Thank you.

(Candidate B), in which situation do you think the people benefit most from being together? ..... (Why?)

**Candidate B**

 approximately  
30 seconds

.....

**Interlocutor**

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

Now, (Candidate B), here are your pictures. They show **students doing different activities**.

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

I'd like you to compare **two** of the pictures, and say **how students can benefit from doing these different activities, and how helpful the activities might be in preparing them for their future lives**.

All right?

**Candidate B**

 1 minute


.....

**Interlocutor**

Thank you.

(Candidate A), which of these activities do you think is most useful? ..... (Why?)

**Candidate A**

 approximately  
30 seconds

.....

**Interlocutor**

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

- ◆ Why might the people be doing these things together?
- ◆ How might the people be feeling?



- ◆ How can students benefit from doing these different activities?
- ◆ How helpful might the activities be in preparing them for their future lives?



## 21 Making decisions

**Part 3** 4 minutes (6 minutes for groups of three)

**Part 4** 5 minutes (8 minutes for groups of three)

### 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 that people often have to make decisions about** 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 **what people might have to consider when making these decisions**.

**Candidates** .....

 2 minutes  
(3 minutes for groups of three)

**Interlocutor** Thank you. Now you have about a minute (*2 minutes for groups of three*) to decide in which situation it is most important to make the right decision.

**Candidates** .....

 1 minute  
(2 minutes for groups of three)

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

### Part 4

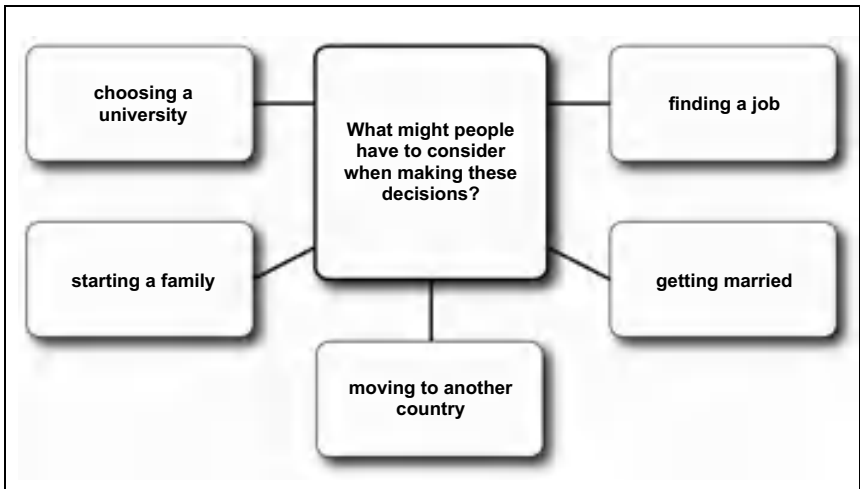
**Interlocutor** Use the following questions, in order, as appropriate:

- Is it best for people to make decisions on their own or to ask others for advice?  
..... (Why? / Why not?)
- Some people think it is best to plan their lives carefully; others prefer to make spontaneous decisions. What is your opinion? ..... (Why? / Why not?)
- Why do you think some people find it harder to make decisions than others?
- Do you think countries should work together to solve environmental problems? ..... (Why? / Why not?)
- How do you think young people can be helped to take on responsibilities?
- Do you think that people whose jobs involve making important decisions should be highly paid? ..... (Why? / Why not?)

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

- What do you think?
- Do you agree?
- How about you?

Thank you. That is the end of the test.





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[www.cambridgeenglish.org/exams/first/how-to-prepare](http://www.cambridgeenglish.org/exams/first/how-to-prepare)

[www.cambridgeenglish.org/learning-english](http://www.cambridgeenglish.org/learning-english)



For teachers, find lesson plans and more sample materials:

[www.cambridgeenglish.org/teaching-english](http://www.cambridgeenglish.org/teaching-english)

[www.cambridgeenglish.org/teaching-english/resources-for-teachers](http://www.cambridgeenglish.org/teaching-english/resources-for-teachers)