

**PAPER 1: READING Part 1**

**Reading  
Part 1**

**Questions 1-5**

Look at the text in each question.  
What does it say?  
Mark the correct letter **A**, **B** or **C** on your answer sheet.

**Example:**

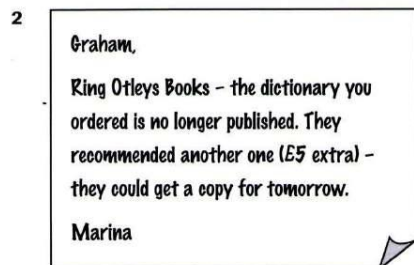


- A** Do not leave your bicycle touching the window.
- B** Broken glass may damage your bicycle tyres.
- C** Your bicycle may not be safe here.

Answer: 0

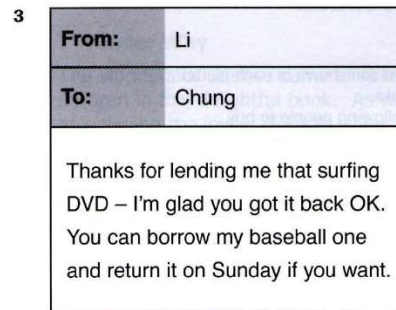


- A** Supermarket customers are not charged for parking but need to collect a special ticket.
- B** Supermarket customers should show their receipt at the exit to the car park.
- C** Supermarket customers have to pay for the car park inside the supermarket.

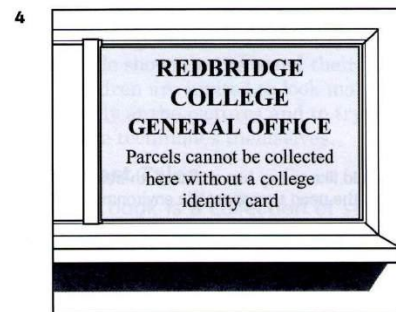


- A** Graham has to wait an extra day for the dictionary he ordered from Otleys.
- B** If Graham wants a dictionary from Otleys, it'll cost more than he expected.
- C** The dictionary Graham needs is unavailable at Otleys, so they recommend trying another shop.

**PAPER 1: READING Part 1**



- A** Li is offering to lend Chung a DVD.
- B** Li wants to return one of Chung's DVDs to him.
- C** Li is asking Chung to give back a DVD he has borrowed.



- A** The college office will give you a card when you collect your parcels.
- B** When posting a parcel, take your college card with you to the office.
- C** The office will only give you your parcel if you prove who you are.








- A** Ask a member of staff to show you the lost property list.
- B** Tell the staff what you have lost without delay.
- C** The staff will fill in a lost property report immediately.

## PAPER 1: READING Part 2

### Part 2

#### Questions 6-10

The people below all want to buy a book for the young person shown in each picture. On the opposite page there are descriptions of eight books. Decide which book would be the most suitable for the following people to buy. For questions 6-10, mark the correct letter (A-H) on your answer sheet.

- 6  Gina wants a book for her nephew who is interested in nature. He's always asking questions about the world around him and Gina thinks he's ready to start learning a few simple facts.
- 7  Bruno is looking for a book his daughter will enjoy reading and which will also help with a project she is doing at school. She has to describe an important event from the past.
- 8  Edita's son loves animals and she would like to buy him a book with beautiful pictures and a strong message about the need to respect the environment.
- 9  Tony wants to buy a novel for his teenage sister. She likes stories that are true to life and that show people in difficult situations.
- 10  Lydia is looking for a book about animals for her granddaughter, who cannot read yet. She wants a book with several stories in it, and some attractive pictures.

## PAPER 1: READING Part 2

### BOOKS FOR CHILDREN

#### A I Wonder Why

The wonders of science come alive for children in this delightful book. As well as enjoying the lovely pictures, they will also learn about how plants grow, see how different birds care for their young and discover some interesting information about insects.

#### C Painting History

This is a beautiful book showing famous paintings through history. Each painting is described in detail, including simple facts about the people shown in them and their lives. Children are invited to look more closely at the pictures and to try some of the techniques themselves.

#### E Forest Tales

This book is a collection of seven well-known animal stories from different cultures around the world. They are particularly suitable for reading aloud and would make good bedtime stories. Each story is about six pages long with bright and colourful pictures on every page.

#### G Time Travellers

This very interesting set of stories shows what life was really like for people at certain points in history – the building of the Eiffel Tower, the sinking of the *Titanic*, the first moon landing. Written as diaries, these stories are historically accurate.

#### B Basic Technology

A love of knowledge begins early with this colourful reference book. Find out interesting facts and learn about important inventions in the last century. If you know a child who asks questions like 'What makes a car go?', then this is the book for you.

#### D The Hunter

In this exciting story, wonderfully illustrated by a famous wildlife artist, Jamina finds a baby elephant whose mother was killed by hunters. Looking for help, she travels back through the African bush and is able to enjoy the nature all around her. Her journey teaches her the importance of doing all we can to save and protect our world.

#### F Journey to the Past

Lying ill in bed, Lucien knows he is not like other boys. In this imaginative story he finds out just how different he is. He discovers that he has the power to transport his mind through space and time. This amazing novel will appeal to those who read to escape from the real world.

#### H Joanna's Search

Joanna was brought up by her aunt and uncle and has never known her parents. At 14, she decides to try and find the answers to the questions that she has always asked herself – 'Who am I?', 'Where do I come from?' The novel tells the moving yet funny story of Joanna's search for her identity.



Part 3

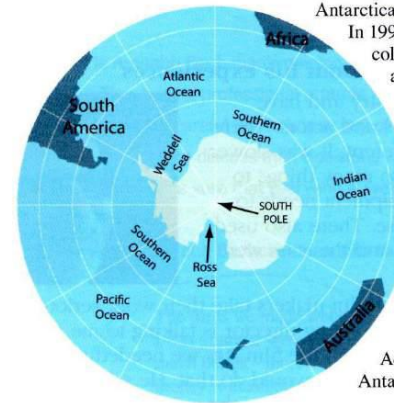
Questions 11-20

Look at the sentences below about two people who have visited Antarctica.  
Read the text on the opposite page to decide if each sentence is correct or incorrect.  
If it is correct, mark **A** on your answer sheet.  
If it is not correct, mark **B** on your answer sheet.

- 11 Sara Wheeler went to Antarctica to do some scientific research.
- 12 Sara Wheeler was surprised by how few artists have travelled to Antarctica.
- 13 Philip Hughes was one of many artists to have paintings on display at the 'Antarctica' exhibition.
- 14 By 1975, Hughes realised that he needed to find other locations for his work.
- 15 Sara Wheeler particularly liked the fact that Antarctica is so different from other places on earth.
- 16 One of Hughes's paintings brought back happy memories of Antarctica for Sara Wheeler.
- 17 Hughes had to wear gloves whenever he drew a picture outdoors in Antarctica.
- 18 Hughes completed the painting *Christmas Day at Rothera* outdoors.
- 19 Hughes found it challenging to paint mainly in white.
- 20 Hughes missed having his mobile phone in Antarctica.

Antarctica

Journalist Sara Wheeler writes about her meeting with the artist Philip Hughes and the discussion they had about their experiences in Antarctica.



Antarctica has had a powerful effect on both explorers and scientists. In 1994 I discovered why, when I spent seven months there collecting material for a travel book. I have often thought the amazing emptiness of this region would attract the interest of many landscape painters and yet, throughout history, only a small number have actually been there.

In 2003, one of them, the 67-year-old painter Philip Hughes, opened a one-man show in London called simply 'Antarctica'. Until 1975, Hughes's paintings were mostly of the South Downs in England, but at this point, Hughes decided he wanted to paint more distant lands. First, he travelled to South America. Then in 2001, he spent five weeks in Antarctica, dividing his time between Rothera, a British research centre on Adelaide Island, and a science camp up on the West Antarctic ice sheet.

Antarctica simply isn't like anywhere else on this planet and for me this was the best thing about my visit. It is one-and-a-half times bigger than the United States but it is very peaceful. It also never gets dark. When I went to Hughes's show, we looked at his paintings together. He explained, 'I was just amazed by the beauty of Antarctica. It didn't matter that our nearest neighbours were 800 kilometres away.'

The temperatures can be extreme. At my camp they reached  $-115^{\circ}\text{C}$  and at times I felt terrible. But back in England, looking at Hughes's painting *Leonie Island at Midnight*, I remembered what Antarctica was like when a storm ended. It was as if the world was new. Then I wondered why I came back. Hughes was there in summer, and the temperatures were around zero. He could draw in these conditions but if it got colder, he needed to wear gloves. The picture *Christmas Day at Rothera* was drawn on paper while Hughes sat on the ice. He didn't put paint on it until later when he went inside, a common technique with Hughes. Although there are colours in Antarctica, most of the continent is white. 'The technical difficulty involved in painting there,' explained Hughes, 'was working in white. When I used even a little blue and green, I had to work very carefully.'

I asked Hughes why he went to Antarctica. 'Today, people are controlled by things like mobile phones and email. I had to get away from this. You only become aware of the absence, say, of planes overhead, when there aren't any. When it's only you and the natural world, you completely understand its power.'

Part 4

Questions 21-25

Read the text and questions below.  
For each question, mark the correct letter **A, B, C** or **D** on your answer sheet.

**Indian films**

**Actor Amitabh Bachchan talks about his experiences**

I have spent over 30 years in the Indian film industry and have worked with almost three generations of directors and actors. There was a time when life in the movies was very different. It was slower and everything seemed simpler. Now, there are so many things to be dealt with: the light needs to be right, the equipment needs to be returned, the actors have to be somewhere else. There also used to be a sense of magic about the movie industry and the stars were special. Now they are just one of a crowd.



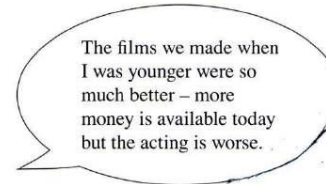
However, in my experience, the new generation of film-makers take their work seriously and they are all very confident. Sometimes, when a young director is talking to me about a scene, I can see technical difficulties. For example, in the film *Aks* we needed wild dogs for a particular scene and I asked Rakesh Mehra how we would do that. He said it was not a problem. He found an address on the internet and we shot the scene in Romania. More often, Rakesh is anxious about getting the actors' dates right or sorting out the financial side.

Most of today's young directors have trained in the United States. They have learnt how to plan their productions in great detail and they are extremely well prepared. Before filming starts, they have already made decisions about the costumes, make-up, camera angles and so on. For an actor it means there's someone taking care of everything. It makes the filming go smoothly. I have little doubt that the future of our film industry is in very good hands.

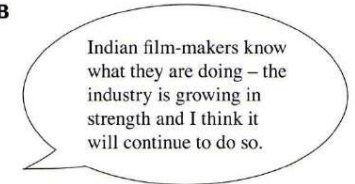
- 21 What is Amitabh Bachchan trying to do in this text?
- A suggest how Indian actors could improve their technique
  - B compare Indian films with those made in the USA
  - C encourage people to watch more Indian films
  - D describe changes in the Indian film industry
- 22 What does Amitabh Bachchan say about the Indian film industry today?
- A Every stage of filming takes a long time.
  - B The film stars are famous around the world.
  - C The people involved in filming have a lot to do.
  - D It is difficult for young actors to start their careers.

- 23 What happened when Amitabh Bachchan and Rakesh Mehra worked together on *Aks*?
- A They disliked working with one another.
  - B They argued about the best actor to use.
  - C They disagreed about acceptable levels of cost.
  - D They worried about different things in making the film.
- 24 What is Amitabh Bachchan's opinion of young directors?
- A They have a professional attitude towards their work.
  - B They are careful not to annoy any of the actors.
  - C They like to discuss their decisions with others.
  - D They make sure that everyone is well trained.
- 25 How would Amitabh Bachchan describe the Indian film industry?

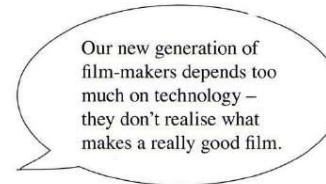
A



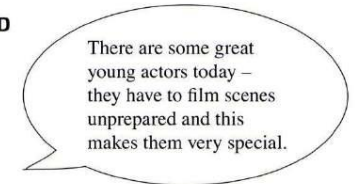
B



C



D



# PAPER 1: READING Part 5

## Part 5

### Questions 26-35

Read the text below and choose the correct word for each space.  
For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

#### Example:

0    **A** can            **B** should            **C** need            **D** would

Answer: 

0	<u>A</u>	<u>B</u>	<u>C</u>	<u>D</u>
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## Inventions

Great inventions are ideas that (0) ..... sometimes change the world. The invention of the radio has brought (26) ..... places closer together, and the car has made it possible to (27) ..... a long way. An invention might also be a better way of doing something – (28) ..... example, a tool to make a job easier or a new farming method. Many inventions, like musical instruments or sports equipment, have made life more comfortable or enjoyable. The range of inventions is enormous.

Not (29) ..... good idea leads to immediate (30) ....., however.

(31) ..... the 15th century, Leonardo da Vinci wrote down his idea for chains

(32) ..... were able to drive machines – but the technology to (33) .....

these chains did not (34) ..... then. This shows that a great invention may be

unworkable (35) ..... a future development makes it possible.

# PAPER 1: READING Part 5

- |    |                  |                  |                    |                   |
|----|------------------|------------------|--------------------|-------------------|
| 26 | <b>A</b> far     | <b>B</b> absent  | <b>C</b> other     | <b>D</b> distant  |
| 27 | <b>A</b> reach   | <b>B</b> travel  | <b>C</b> transport | <b>D</b> arrive   |
| 28 | <b>A</b> to      | <b>B</b> with    | <b>C</b> for       | <b>D</b> of       |
| 29 | <b>A</b> every   | <b>B</b> any     | <b>C</b> all       | <b>D</b> each     |
| 30 | <b>A</b> prize   | <b>B</b> success | <b>C</b> win       | <b>D</b> victory  |
| 31 | <b>A</b> Between | <b>B</b> At      | <b>C</b> During    | <b>D</b> Since    |
| 32 | <b>A</b> what    | <b>B</b> who     | <b>C</b> which     | <b>D</b> where    |
| 33 | <b>A</b> produce | <b>B</b> set     | <b>C</b> record    | <b>D</b> put      |
| 34 | <b>A</b> last    | <b>B</b> exist   | <b>C</b> happen    | <b>D</b> continue |
| 35 | <b>A</b> if      | <b>B</b> while   | <b>C</b> until     | <b>D</b> when     |



## PAPER 1: WRITING Part 1

### Writing Part 1

#### Questions 1-5

Here are some sentences about a football match.  
For each question, complete the second sentence so that it means the same as the first.

**Use no more than three words.**

Write only the missing words on your answer sheet.  
You may use this page for any rough work.

#### Example:

0 A lot of people went to the football match.

**There were a lot of people** ..... **football match.**

Answer: 0 at the

1 It was the most exciting football match I had ever been to.

**I'd never been to** ..... **exciting football match before.**

2 I had to sit at the back, but I didn't mind that.

**I didn't mind** ..... **sit at the back.**

3 Three players were given yellow cards by the referee.

**The referee** ..... **yellow cards to three players.**

4 The home team didn't play as well as the visitors.

**The visitors played** ..... **the home team.**

5 Their captain scored the winning goal just before the match ended.

**Their captain scored the winning goal just before the** ..... **the match.**

## PAPER 1: WRITING Parts 2 and 3

### Part 2

#### Question 6

You have moved to a new home and are writing to tell your friend about it.

Write a card to your English friend. In your card, you should

- explain why you have moved
- say what you like about your new home
- invite your English friend to visit you.

Write **35–45 words** on your answer sheet.

### Part 3

Write an answer to **one** of the questions (7 or 8) in this part.  
Write your answer in about **100 words** on your answer sheet.  
Mark the question number in the box at the top of your answer sheet.

#### Question 7

- This is part of a letter you receive from an English friend.

Yesterday I visited an exhibition about the future of my town. What do you think your town will be like in 20 years' time? Do you think you'll always live there?

- Now write a letter, answering your friend's questions.
- Write your **letter** on your answer sheet.

#### Question 8

- Your English teacher has asked you to write a story.
- This is the title for your story:

### The best decision I've ever made

- Write your **story** on your answer sheet.

## PAPER 2: LISTENING Part 1

31

### Part 1

#### Questions 1-7

There are seven questions in this part.  
For each question there are three pictures and a short recording.  
Choose the correct picture and put a tick (✓) in the box below it.

**Example:** Where is the girl's hat?



A



B



C

1 Which band will the girl watch?



A



B



C

2 Where does the boy feel pain now?



A



B



C

## PAPER 2: LISTENING Part 1

3 Where is the computer now?



A



B



C

4 How does the woman recommend travelling around the island?



A



B



C

5 What do both girls decide to wear to the disco?



A



B



C

## PAPER 2: LISTENING Part 1

6 Who gave the man the CD for his birthday?



A



B



C

7 What is the man going to order?



A



B



C

## PAPER 2: LISTENING Part 2



### Part 2

#### Questions 8-13

You will hear the pilot Kate Gingford talking about the last few days of her flight around the world in a small aeroplane.

For each question, put a tick (✓) in the correct box.

- |    |  |   |                          |
|----|--|---|--------------------------|
| 8  | In Norway, Kate's friends helped her             | A plan the route on the map.            | <input type="checkbox"/> |
|    |  | B cook a meal before her flight.        | <input type="checkbox"/> |
|    |  | C put on the clothes she would fly in.  | <input type="checkbox"/> |
| 9  | During the flight to Denmark, Kate               | A felt very tired.                      | <input type="checkbox"/> |
|    |  | B spoke to her son.                     | <input type="checkbox"/> |
|    |  | C enjoyed views of the sea.             | <input type="checkbox"/> |
| 10 | On Monday, Kate was worried because              | A she had to land unexpectedly.         | <input type="checkbox"/> |
|    |  | B the plane was difficult to fly.       | <input type="checkbox"/> |
|    |  | C a wheel was not working properly.     | <input type="checkbox"/> |
| 11 | While staying at her friends' farm, Kate         | A enjoyed hearing the birds sing.       | <input type="checkbox"/> |
|    |  | B got annoyed about losing flying time. | <input type="checkbox"/> |
|    |  | C made sure she got some extra sleep.   | <input type="checkbox"/> |
| 12 | Kate had to arrive at the flying club in England | A during the afternoon.                 | <input type="checkbox"/> |
|    |  | B while the weather was good.           | <input type="checkbox"/> |
|    |  | C before it got dark.                   | <input type="checkbox"/> |
| 13 | How did Kate feel when she arrived in London?    | A pleased she had done the trip         | <input type="checkbox"/> |
|    |  | B keen to make another long trip        | <input type="checkbox"/> |
|    |  | C nervous about seeing her family again | <input type="checkbox"/> |



## PAPER 2: LISTENING Part 3

33

### Part 3

#### Questions 14-19

You will hear a recorded message about a tourist attraction called The Grand Palace. For each question, fill in the missing information in the numbered space.



### The Grand Palace

The Palace is now open again.

Repairs to the (14) ..... are finished.

There is a display of (15) ..... in the entrance hall to explain the work.

In the music room, you can see the Queen's (16) .....

Light snacks are available in the tea-room or the (17) .....

The Palace is open 10:00 - 18:00 from June to (18) .....

A family ticket costs (19) .....

## PAPER 2: LISTENING Part 4

34

### Part 4

#### Questions 20-25

Look at the six sentences for this part.

You will hear a conversation between a boy, Tom, and a girl, Jemma, who are studying in different parts of the country.

Decide if each sentence is correct or incorrect.

If it is correct, put a tick (✓) in the box under **A** for **YES**. If it is not correct, put a tick (✓) in the box under **B** for **NO**.

		<b>A</b>	<b>B</b>
		<b>YES</b>	<b>NO</b>
<b>20</b>	Tom and Jemma had arranged to meet each other.	<input type="checkbox"/>	<input type="checkbox"/>
<b>21</b>	The films at Kingsford cinema are usually rather out of date.	<input type="checkbox"/>	<input type="checkbox"/>
<b>22</b>	Tom is surprised that Jemma spends so much on entertainment.	<input type="checkbox"/>	<input type="checkbox"/>
<b>23</b>	Jemma did a free course to get a qualification.	<input type="checkbox"/>	<input type="checkbox"/>
<b>24</b>	Tom thinks Jemma will find working at a swimming pool boring.	<input type="checkbox"/>	<input type="checkbox"/>
<b>25</b>	Tom is sure Jemma will get a job at the holiday camp.	<input type="checkbox"/>	<input type="checkbox"/>

## PAPER 3: SPEAKING Part 1

### Part 1

2-3 minutes

#### Phase 1

##### Interlocutor

**A/B** Good morning / afternoon / evening.  
Can I have your mark sheets, please?  
*(Hand over the mark sheets to the Assessor.)*

**A/B** I'm ..... and this is .....  
He / She is just going to listen to us.

**A** Now, what's your name?  
Thank you.

**B** And what's your name?  
Thank you.

##### Back-up prompts

**B** Candidate B, what's your surname?  
How do you spell it?  
Thank you.

How do you write your family / second name?

**A** And, Candidate A, what's your surname?  
How do you spell it?  
Thank you.

How do you write your family / second name?

*(Ask the following questions. Use candidates' names throughout. Ask Candidate A first.)*

Where do you live / come from?

##### Adult students

Do you work or are you a student in ...?  
What do you do / study?

##### School-age students

Do you study English at school?  
Do you like it?

Thank you.

*(Repeat for Candidate B.)*

Do you live in ...?

Have you got a job?  
What job do you do? / What subject(s) do you study?

Do you have English lessons?

## PAPER 3: SPEAKING Part 1

#### Phase 2

##### Interlocutor

*(Select one or more questions from the list to ask each candidate. Use candidates' names throughout. Ask Candidate B first.)*

##### Back-up prompts

Do you enjoy studying English?

Do you like studying English?

Do you think that English will be useful for you in the future?

Will you use English in the future?

What did you do yesterday evening / last weekend?

Did you do anything yesterday evening / last weekend? What?

What do you enjoy doing in your free time?

What do you like to do in your free time?

Thank you.

#### *(Introduction to Part 2)*

In the next part, you are going to talk to each other.

## PAPER 3: SPEAKING Part 2

### Visiting new city

### Part 2

2-3 minutes

#### Interlocutor

Say to both candidates:

I'm going to describe a situation to you.

A city wants to give better **information to tourists** who want to come and visit. Talk together about the different ways the city can **give** information and say which would be **best** for tourists.

Here is a picture with some ideas to help you.

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

Pause

I'll say that again.

A city wants to give better **information to tourists** who want to come and visit. Talk together about the different ways the city can **give** information and say which would be **best** for tourists.

All right? Talk together.

Allow the candidates enough time to complete the task without intervention.

Prompt only if necessary.

Thank you. (Can I have the booklet please?)

Retrieve Part 2 booklet.

⌚ About 2-3 minutes (including time to assimilate the information)

## PAPER 3: SPEAKING Part 2





## PAPER 3: SPEAKING Part 3

### Special occasions

### Part 3

3 minutes

#### Interlocutor

Say to both candidates:

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of a **special occasion**.

Candidate A, here is your photograph. (Place **Part 3 booklet**, open at **Task 1A**, in front of Candidate A.) Please show it to Candidate B, but I'd like you to talk about it. Candidate B, you just listen. I'll give you your photograph in a moment.

Candidate A, please tell us what you can see in your photograph.

#### (Candidate A)

Approximately one minute

If there is a need to intervene, prompts rather than direct questions should be used.

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate A.

#### Interlocutor

Now, Candidate B, here is your photograph. It also shows a **special occasion**. (Place **Part 3 booklet**, open at **Task 1B**, in front of Candidate B.) Please show it to Candidate A and tell us what you can see in the photograph.

#### (Candidate B)

Approximately one minute

Thank you. (Can I have the booklet please?)

Retrieve Part 3 booklet from Candidate B.

## PAPER 3: SPEAKING Part 3



## PAPER 3: SPEAKING Part 4

**Part 4**  
3 minutes


### Interlocutor

*Say to both candidates:*

Your photographs showed special occasions. Now, I'd like you to talk together about special occasions you have enjoyed and say what you did to celebrate them.

*Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.*

Thank you. That's the end of the test.

 *Parts 3 & 4 should take about 6 minutes together.*

### Back-up prompts

1. Talk about special occasions **you've** enjoyed.
2. Talk about what you **do** on special occasions.
3. Talk about a **wedding / birthday party** you've been to.
4. Talk about the **clothes you wear / food / music** on special occasions.

@speaking\_time