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ESOL Examinations

**Cambridge English**

# Compact First

Practice Test 1

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## PAPER 1 Reading (1 hour)

### Part 1

You are going to read an extract from a newspaper article about wildlife in New Zealand. For questions 1–8, 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**.

## Swimming with dolphins

*Jonathan Lorie reports*

As darkness fell on the olive trees, I had nothing particular to do, so I sat on my own in my tree house and listened to the Pacific waves roll in, without a care in the world. My muscles ached slightly from swimming with 400 dolphins beyond that surf, but I was looking forward to dinner in a nearby restaurant, then an evening in my room. My iPod was playing jazz but I was listening to the sounds of deer calling to one another outside. Was this, I wondered, the world's finest place to get close to the wild?

I was in the small town of Kaikoura, in New Zealand. 'It's the best place in the world for swimming with dolphins,' explained Kate Baxter, the receptionist who welcomed me to Hapuku Lodge. She showed me up the slightly loose stairs to my tree house. 'And seeing whales,' she added. 'But mind you read the weather forecast at breakfast.' She smiled. 'If the sea's rough, you might need a Kaikoura Cracker. It's the only seasickness pill that works.'

line 25 Kaikoura has two great claims to fame. One is Hapuku Lodge – the luxury tree houses between the mountains and the sea. Its restaurant serves superb food and its management is keen to be green in every respect. It has been called the world's most romantic location for a honeymoon. The other lies just off the coast. Below those huge waves is the Kaikoura trench – a Grand Canyon of the ocean, 60 kilometres long and 1,200 metres deep, whose rich food chain attracts 14 species of dolphin and whale. Nowhere else in the world has such deep water a kilometre from shore.

Next morning, I'm ready for the sea. Following instructions, I search the breakfast room for that weather forecast. It's a handwritten note that says: 'Rough seas warning.' Should I be worried by this, and go easy on the early-morning eating? But I don't need much persuading by Stefan, the smartly-dressed waiter, to try the Lodge's full breakfast dish of the day: fried duck and potatoes with egg. It is wonderful.

Unlike my stomach when I hit the water an hour later, determined to catch the best experience this coastline has to offer: a swim among dolphins. They're everywhere. Our speedboat is surrounded by hundreds – jumping, diving and splashing in circles around us in a display of playfulness and trust. I sit there dressed in rubber, madly adjusting my mask. 'You have too many smile lines,' warns the instructor from Dolphin Encounter. 'They'll let the water in.' Then I jump into the white water behind the boat.

There's a shock of cold water and the sensation of being in the middle of the ocean, even though we're within sight of the mountains, not half a mile from shore. But out here the open water stretches all the way to Antarctica, and wide-winged, ocean-going birds fly just above the waves. It rises and falls like a vast creature breathing, the boat appearing and disappearing with each wave. Luckily, I have taken a Cracker. line 54

Then I look down. Below me, far into the depths, are the shadow-like figures of dark dolphins. They move quickly through soft green light. I float face down, looking into their world. We make three dives like this – the maximum the instructor allows. 'We don't want to disturb them,' he says. But it is enough. On the third, a single dolphin of my own length appears beside me. It stays close. I see its head turning towards me, looking into my face, and then I hear its voice. Nothing had prepared me for this.

The next day I am out at sea once more, this time in search of whales. Whales rarely come so close to shore. That's what first attracted Europeans, and their earliest settlement here was the Whaling Station in 1842. Its original building still stands, a bungalow on a lonely point. Now a museum, it sits in a cottage of pink and white flowers. But when you reach the house, you see part of it is made of whale bones. This town was built on whales, though today the hunt is for thrills not kills.

- 1 How did the writer feel when the sun went down?  
**A** He was only interested in the music on his iPod.  
**B** He was very relaxed though physically tired.  
**C** He was becoming bored and a little lonely.  
**D** He didn't want to have to leave his room.
- 2 Kate mentioned the forecast because the weather might make it  
**A** advisable to take some medicine.  
**B** dangerous to go up the stairs.  
**C** impossible to go out to sea.  
**D** unlikely he would see any whales.
- 3 What does 'The other' in line 25 refer to?  
**A** a source of excellent food for visitors  
**B** an example of its unspoilt environment  
**C** a reason why the town is well known  
**D** a place for newly-married couples
- 4 How does the writer react to seeing the weather forecast?  
**A** He takes no notice of Stefan's warning not to eat a lot.  
**B** He thinks about it and then decides to ignore it.  
**C** He is so worried that he does not enjoy his breakfast.  
**D** He feels grateful to Kate for advising him to read it.
- 5 What happens when the writer is first in the boat?  
**A** He has some difficulty with part of his diving equipment.  
**B** He is warned that he must take diving more seriously.  
**C** He is feeling unwell and he regrets going out to sea.  
**D** He finds the behaviour of the dolphins a little frightening.
- 6 What does the writer compare to a 'vast creature' in line 54?  
**A** the boat  
**B** a dolphin  
**C** the water  
**D** a bird
- 7 What does the writer say about his swim with dolphins?  
**A** He was disappointed that the water was not very clear.  
**B** He was amazed to see and hear a dolphin so near to him.  
**C** He was surprised how big the dolphin was when it came close.  
**D** He was annoyed the instructor only let him dive three times.
- 8 What point is the writer making in the final paragraph?  
**A** Whales are less important to the local economy than they used to be.  
**B** These days there are far fewer whales in the sea near Kaikoura.  
**C** The town's relationship with whales has changed completely.  
**D** People have come to observe whales in Kaikoura since the 19th century.

## Part 2

You are going to read an article about newspapers and the Internet. 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.  
Mark your answers **on the separate answer sheet**.

### Do newspapers have a future?

by Stephen Glover

Experts have been predicting the death of newspapers for over 50 years. Television was supposed to kill them off, and it did have some small effect. The sales of some papers began to decline from the middle 1950s, when commercial television started, and a few went out of business. But other papers prospered and new ones were launched, some thriving so much that they sold several million copies a day.

So, those who thought television would finish off the Press were wrong. **9**  Almost every daily and Sunday national newspaper in this country is selling fewer copies than it was five years ago. In some cases, the decline has been dramatic.

The Internet, of course, is not the only factor. The natural markets for some papers, those aimed at industrial workers for instance, was already shrinking in the late 20th century. **10**  The consequence has been a general attempt to make big savings by cutting costs wherever possible.

A disaster, then? Some people argue that the decline in readership of newspapers does not matter because many of us, and perhaps a majority of those under 30, are reading them online. **11**  So, if one adds all the readers of newspapers on the Internet to those who prefer a newsprint version, there may be as many, if not more, people looking at the national Press as there were ten or 15 years ago.

There will, they say, still be lots of publications offering a wide variety of views and articles, as well as plenty of opportunities for writers. Indeed, one of the world's most successful media bosses recently predicted that newspapers would reach new heights in the 21st century. **12**

This sounds sensible, and I hope it is right, but I find it difficult to be quite so optimistic. The problem is that no one has yet figured out a way to make much money out of the Internet. A regular reader of an online version of a newspaper is worth 10p a month to the publisher. **13**  Also, the hard copy that he reads attracts much more advertising than the Internet version.

Most newspapers obtain over half their income from copies sold. And, so far at least, advertising rates on the Internet are comparatively low for newspapers. **14**  Up to 70% of the readers of many online papers are abroad, usually dotted around several countries, and there are huge problems in persuading advertisers to pay to reach such widely-scattered markets.

In other words, online papers are living off their newsprint parents. Newsprint is where the money is. It follows that, as increasing numbers of readers swap their daily paper for a few minutes online, the breadth and quality of what they read will gradually go down. **15**  When I buy a newspaper, I support expensive and ambitious journalism; if I read it online, I do not.

- A** All national newspapers are reporting greatly increased web traffic, and some claim to have between 25 and 30 million 'unique users' a month, many of this age group.
- B** One reason they are cheap is the way the readership is so spread out geographically.
- C** I doubt, given the competitive and global nature of the Internet, that these will include charging people to read articles online.
- D** It is difficult, though, to be so sure the same will be true of the Internet.
- E** He added that the form of delivery may change, but the potential audience would multiply many times over.
- F** For example, newspapers are having to cut back on foreign correspondents and reporters.
- G** What has been happening since then is that the Internet has further reduced the circulation of those papers that were already struggling, and it has hurt even the healthy ones.
- H** Someone who buys his paper at the newsagent's every day, however, generates 30 or 40 times as much income as that.

### Part 3

You are going to read a magazine article about unusual festivals in North America. For questions **16–30**, choose from the festivals (**A–D**). The festivals may be chosen more than once.

Mark your answers **on the separate answer sheet**.

#### Which festival

lasts nearly a fortnight?

16	
----	--

includes races by animals?

17	
----	--

includes different kinds of music?

18	
----	--

awards prizes for artistic creativity?

19	
----	--

lets people apply to take part in an event the day before it begins?

20	
----	--

began because of a story told hundreds of years ago?

21	
----	--

has a competition that involves preparing food for cooking?

22	
----	--

serves food that people may not be accustomed to eating?

23	
----	--

raises funds for local charities?

24	
----	--

offers camping facilities for visitors?

25	
----	--

gives advice on how to avoid accidents?

26	
----	--

has an event which can only be fully appreciated at night?

27	
----	--

promises not to frighten people?

28	
----	--

asks people to do unpaid work there?

29	
----	--

places restrictions on the admission of young visitors to one event?

30	
----	--

# North America's oddest festivals

## A Nanaimo Marine Festival

Since 1967, the Nanaimo Marine Festival in Canada has hosted the International World Championship Bathtub Race. Every year, on a (usually) sunny Sunday in July, 200 brave contestants take the bathtub from their bathroom and attempt to sail it 58 kilometres across the sea to Nanaimo on Vancouver Island. Apart from 'the World's Cleanest Sport', there's plenty more to do during the four days of the festival, with a street fair, activities for kids, water sports, informative displays on boat safety, a marine food fair, and also the World Championship Waiters Race. Later on, there's a spectacular firework display in the harbour plus musical entertainment. Admission to the festival is free, though it costs \$50 to enter the Bathtub Race. Registration for that begins on the Thursday and ends on the Saturday night prior to the event. With so many activities to run we always need volunteers, so if you'd like to help out, please contact us at mail@bathtubbing.com.

## B The Raleigh BugFest

Every September, the North Carolina Museum of Natural Sciences holds its insect festival in downtown Raleigh. Among the attractions is the Backyard Beekeeper, a class for anyone who dreams of keeping bees – perhaps for honey – or just finds them fascinating creatures. There's a \$10 fee for this workshop, and participants under 16 must be accompanied by an adult. For kids there are arts and crafts projects, they can have their faces painted in various insect-like ways, and they can sing along to family music band, The Sandbox Band. Watch the 150 centimetre sprint by your least favourite insects, cockroaches, or take in a film at the Insect Horror Cinema ('nothing too scary', according to the organisers), where some rather unusual popcorn is available. And if that's to your taste, try the Café Insecta, where the Museum staff point out the biological similarities between the items on the menu and creatures that we already enjoy eating, such as crabs and shrimps. There is no entry charge for the BugFest, and free parking is available.

## C Barnesville Potato Days Festival

This annual two-day festival of all things potato-related in Barnesville, Minnesota dates back to the 1930s. Anything you can possibly do to a potato happens over the two days: you can fry it, throw it, race it, roast it, eat it, decorate it or sing about it – and lots more. First up is the Potato Peeling Contest, using an old-fashioned potato peeler or simply a sharp knife. Each contestant has three minutes to peel as many as possible, with the winner determined by the weight of the peeled potatoes. Nothing is wasted at the Festival, so they are then boiled and mashed ready either for the Mashed Potato Eating Contest, or for the Mash Sculpture Contest, in which you are invited to turn a pile of mashed potato into an interesting shape, such as a dog or cat! The winner receives \$50; the runner-up \$25. If you're staying for the whole festival, which usually takes place in the second half of August, the Barnesville Inn has 13 comfortable rooms at reasonable prices, while nearby Wagner Park has space for up to 78 trailers or tents. Reservations should be made 24 hours in advance.

## D Contraband Days: Louisiana's Pirate Festival

According to an 18th century legend, the notorious pirate Jean Lafitte buried silver and gold treasure in his favourite hideaway in Louisiana, and this led to the area becoming known as Contraband Bayou. Nowadays Contraband Days is a themed pirate festival that has grown from a one-day party to a twelve-day series of events, winning awards as one of the top annual festivals in North America. A terrific variety of recreational and cultural activities includes full-costume re-enactments of battles with pirates, boat races, and concerts that range from Gospel and Country to R & B and Classic Rock. With over 200,000 people attending each year, there's a carnival atmosphere with evening parades and delicious meals prepared by prize-winning chefs. As well as providing entertainment and promoting tourism, Contraband Days also has a big economic impact on the community by supporting 20 organisations that help people in need.

## 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 are planning to go camping during the summer holidays with your English friend Chloe and she has just sent you a letter. Read Chloe's letter and the notes you have made. Then write a letter to Chloe, using **all** your notes.

I think it's a fantastic idea to go camping in the countryside. How many days do you think we should go for? Which dates would suit you best?	Say how long, when and why
Staying in the mountains will be lovely, but the weather might not be very good, even in summer. What kind of clothes should we take with us?	Suggest ...
My brother has some new camping equipment and he says we can use it, so we won't need to buy anything else.	Ask for details
I'm sure we'll have a great time and I'm looking forward to it a lot!	Yes, me too because ...
Bye for now, Chloe	

Write your **letter**. 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.

- 2** Your teacher has asked you to write a short story for the school magazine. The story must **begin** with the following words.

*When Jake received the text message, he smiled and started phoning all his friends.*

Write your **story**.

- 3** You see the following notice in an international magazine.

### WRITING COMPETITION

Young people today study much harder than previous generations.

Write us an article giving us your opinion.

The best article will be published and the writer will receive a large cash prize.

Write your **article**.

- 4** You recently saw this notice in an English-language magazine.

### Reviews wanted!

Our website is going to include a new section called 'Popular music sites'. If there is an internet music site that you visit often, why not write a review of it? In your review, describe the site, say what you like about it and whether you would recommend it to other people.

The three best reviews will be published in our new music section next week.

Write your **review**.

- 5** Answer **one** of the following two questions based on **one** of the set texts.

*Note that the following questions are designed to give you practice answering a question on any set text. In the actual exam, each of the questions will be clearly related to one specific text only.*

- (a)** You have had a class discussion about some of the main events in the book. Your English teacher has now given you this essay for homework.

*What is the most important single event in the story, and how does it change the life of one or more of the main characters?*

Write your **essay**.

- (b)** This is part of a letter from your friend Karen.

*My younger sister and brother both enjoy reading books like that, but I don't know whether it is suitable for young children. Write and tell me what you think.*

Write a **letter** to Karen giving your opinion. Do not write any postal addresses.

## 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**).

Mark your answers **on the separate answer sheet**.

**Example:** **A** became **B** developed **C** grew **D** turned

<b>0</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Amelia Earhart

The pilot and author Amelia Earhart was born in Kansas in 1897, and it quickly **(0)** ..... clear that she was an adventurous child. She loved **(1)** ..... activities such as exploring the countryside and climbing trees, and enjoyed taking **(2)** ..... in games that involved speed, like racing down hills on her home-made sledge.

Amelia's first **(3)** ..... of flying came when she was 23, when she visited an airfield and paid \$10 for a ten-minute flight that would change her life **(4)** ..... . As she said afterwards, 'by the **(5)** ..... I had got two or three hundred feet off the ground, I knew I had to fly.'

She was **(6)** ..... to become a pilot, but flying lessons were expensive and that **(7)** ..... she had to work hard and save up. So she did a variety of jobs, including working as a photographer and as a truck driver, and in this way she even **(8)** ..... to save enough money to buy her own plane.

This was a second-hand bright yellow biplane, which she named 'The Canary', and within a year she **(9)** ..... a new world record in it by rising to a height of over 4,000 metres. In 1928, she became the first woman **(10)** ..... to fly across the Atlantic Ocean, and four years later she flew over the Atlantic alone, becoming only the second person in history to have **(11)** ..... so.

Many other records followed, and she helped to form an organisation for female pilots called the Ninety Nines, with the aim of promoting **(12)** ..... for women. Nowadays, there are schools, streets and airports named after Amelia Earhart.

- |                        |                      |                     |                        |
|------------------------|----------------------|---------------------|------------------------|
| <b>1 A</b> outer       | <b>B</b> outside     | <b>C</b> outward    | <b>D</b> outdoor       |
| <b>2 A</b> place       | <b>B</b> turns       | <b>C</b> part       | <b>D</b> steps         |
| <b>3 A</b> exploration | <b>B</b> experiment  | <b>C</b> experience | <b>D</b> expedition    |
| <b>4 A</b> forever     | <b>B</b> continually | <b>C</b> constantly | <b>D</b> always        |
| <b>5 A</b> moment      | <b>B</b> time        | <b>C</b> point      | <b>D</b> minute        |
| <b>6 A</b> definite    | <b>B</b> convinced   | <b>C</b> positive   | <b>D</b> determined    |
| <b>7 A</b> needed      | <b>B</b> meant       | <b>C</b> demanded   | <b>D</b> required      |
| <b>8 A</b> managed     | <b>B</b> succeeded   | <b>C</b> achieved   | <b>D</b> reached       |
| <b>9 A</b> fixed       | <b>B</b> put         | <b>C</b> set        | <b>D</b> made          |
| <b>10 A</b> now        | <b>B</b> ever        | <b>C</b> then       | <b>D</b> already       |
| <b>11 A</b> been       | <b>B</b> done        | <b>C</b> made       | <b>D</b> gone          |
| <b>12 A</b> equality   | <b>B</b> uniformity  | <b>C</b> similarity | <b>D</b> comparability |

## Part 2

For questions **13–24**, 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	O	M	E	/	O	N	E											
---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--

---

## The common cold

It is likely that everybody in the world has at **(0)** ..... time suffered from the common cold. We are all, unfortunately, familiar **(13)** ..... the coughing, sneezing, headache, sore throat and runny nose that tell us we have once again **(14)** ..... down with one of the most common of human diseases.

**(15)** ..... average, adults have a cold two to four times a year, while over the **(16)** ..... period children catch between three and eight colds. In this country alone, almost a million people have a cold on any one day. **(17)** ..... , with about 30% of the population in employment, nearly 300,000 of them are off work with colds every day.

With **(18)** ..... a huge number of working hours lost to the economy every day, quite **(19)** ..... from the human suffering that colds cause, it is perhaps surprising that the medical science of the 21<sup>st</sup> century is still incapable **(20)** ..... finding a cure. The wide range of medicines used to treat the common cold only manage to make us feel less awful, **(21)** ..... to reduce the length of the illness.

One possible explanation for this is that colds eventually cure themselves; **(22)** ..... is to say, the body's natural defences can deal with the disease. **(23)** ..... reason is the fact that they can be caused by any one of 200 types of virus, the tiny living things responsible for infectious diseases. This makes it as difficult to cure the common cold **(24)** ..... it would be to discover a single cure for hundreds of other diseases.

### 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 on the separate answer sheet**.

**Example:**

0	P	O	S	S	I	B	L	Y										
---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--

## The USA by bus

Travelling by coast-to-coast bus is **(0)** ..... the most interesting way to see the USA. It is also a **(25)** ..... cheap form of transport, and in most cases no **(26)** ..... are necessary. You just turn up at the bus station an hour before **(27)** ....., buy your ticket, and half an hour or so later you get on board. Then you are off.

**POSSIBLE**  
**COMPARE**  
**RESERVE**  
**DEPART**

Depending on the **(28)** ..... of your journey, you may want to take with you such things as snacks, a blanket, and a good book to read. Also think about what you will wear. Tight clothes can become **(29)** ..... when you've been sitting for many hours, so perhaps put on something a little looser for travelling in.

**LONG**  
  
**COMFORT**

Your journey may take you through a **(30)** ..... of types of countryside, from vast farmlands and amazing desert scenery to **(31)** ..... mountain ranges covered in snow. Don't forget to take your camera!

**VARIOUS**  
**IMPRESS**

On most routes, the bus will stop at various points to pick up **(32)** ..... passengers. It may also make rest stops every few hours, **(33)** ..... at normal meal times, although express services are sometimes available. Passengers with **(34)** ..... who require travel assistance should contact the bus company at least 24 hours before their journey begins.

**ADDITION**  
**SPECIAL**  
  
**ABILITY**

## 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. Here is an example (**0**).

**Example:**

**0** It sounds like this CD has a scratch on it.

**THERE**

It sounds like ..... this CD.

The gap can be filled by the words 'there is a scratch on' so you write:

**Example:**

**0**

THERE IS A SCRATCH ON

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

---

**35** There was so much traffic, I had to wait ten minutes to cross the road.

**UNTIL**

There was so much traffic, I couldn't cross the road .....  
ten minutes.

**36** On his arrival at the railway station, the escaped prisoner was arrested.

**SOON**

The escaped prisoner was arrested as ..... at the railway  
station.

**37** The Government will officially announce its decision later today.

**MAKE**

The Government will ..... about its decision later today.

**38** It's a pity I didn't save some of that money.

**WISH**

I ..... all that money.

**39** If the weather doesn't improve, we can't ski here.

**GO**

We can't ..... the weather improves.

**40** I last spoke to Joel seven days ago.

**WEEK**

It ..... I last spoke to Joel.

**41** 'Can you see the tree on the hill, Marta?' asked Mikel.

**SHE**

Mikel asked Marta ..... the tree on the hill.

**42** Apparently, somebody stole the painting during the night.

**APPEARS**

The painting ..... stolen during the night.

## 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 woman talking about joining a tennis club.  
Why did she decide to join?
- A** She had enjoyed being a member of another club.
  - B** She knew she would quickly make friends there.
  - C** She felt it was the only way to improve her tennis.
- 2** You hear an advertisement on the radio.  
What is being advertised?
- A** a computer game
  - B** an adventure park
  - C** an outdoor job
- 3** You hear a woman talking on the phone to a friend.  
What is she doing?
- A** accepting an offer
  - B** making an invitation
  - C** giving advice
- 4** You overhear someone talking as he is leaving a football ground.  
Who is the man?
- A** a player in one of the teams
  - B** a spectator at the game
  - C** the coach of one of the teams

- 5** You overhear two young people talking about going out.  
What do they agree about?
- A** how to spend the evening together in the city centre
  - B** when to come back from the city centre
  - C** how to travel into the city centre
- 6** You overhear a woman talking about moving house to a different area.  
Why does she want to leave the area she is in?
- A** Her street is often very noisy.
  - B** There is a lot of crime there.
  - C** It's difficult to park her car.
- 7** You hear part of a radio programme about walking in the mountains.  
What advice does the woman give?
- A** Don't go if the weather is very bad.
  - B** Tell someone where you are going.
  - C** Make sure you take plenty of food.
- 8** You overhear a woman talking to a man about a TV remote control.  
What is she doing?
- A** denying she did something
  - B** complaining about something
  - C** apologising for doing something

## Part 2

You will hear part of an interview with a horse-riding instructor, Marta Kowalski. For questions **9–18**, complete the sentences.

Marta became a riding instructor  **9** ago.

She works in a small town near  **10**

When she was a small child, her  **11** let her ride a horse.

Some of her childhood friends were  **12** of horses.

She became an instructor to help children share her  **13**  
for horse riding.

It sometimes helps to  **14** the horse gently before  
riding it.

Marta says the most important quality for a riding instructor is

**15**

New instructors have to get used to working in  **16**

Apart from instructing, Marta has to  **17** the horses each  
day.

This summer, Marta intends to ride in the  **18** of southern  
Spain.

### Part 3

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

---

**A** I took some photographs while walking.

Speaker 1

	<b>19</b>
--	-----------

**B** I regretted walking so far.

Speaker 2

	<b>20</b>
--	-----------

**C** I felt afraid at one point on the walk.

Speaker 3

	<b>21</b>
--	-----------

**D** I did part of the walk at night.

Speaker 4

	<b>22</b>
--	-----------

**E** I felt very cold during my walk.

Speaker 5

	<b>23</b>
--	-----------

**F** I saw very little wildlife as I walked.

## Part 4

You will hear part of an interview in which Eva Kanchelskis, a television scriptwriter, talks about her work. For questions **24–30**, choose the best answer, **A**, **B** or **C**.

---

- 24** Where was Eva's first play performed?
- A** on the radio
  - B** in a local theatre
  - C** at her school
- 25** What was the next thing Eva wrote after *Raby Mere*?
- A** a television programme
  - B** another play
  - C** an adventure story
- 26** Eva says the most important thing she must do in a script is
- A** make the characters sound real.
  - B** ensure the story is easy to understand.
  - C** include some exciting events.
- 27** As part of her job, Eva has to
- A** help design the storyline for the series.
  - B** create new characters for future episodes.
  - C** comment on the other writers' work.
- 28** How does Eva feel about criticism of her work by her colleagues?
- A** She still finds it quite depressing.
  - B** She regards it as something positive.
  - C** She often gets angry about it.
- 29** What does Eva most enjoy about her work?
- A** seeing her own ideas in a popular television programme
  - B** reading the reviews after the programme is shown on television
  - C** knowing that viewers will enjoy watching the programme
- 30** What advice does Eva give to anyone wanting to do the same job as her?
- A** begin as a part-time writer of a TV series
  - B** aim to become a scriptwriter for a big film studio
  - C** watch lots of previous episodes of the series

## **Paper 5 Speaking test** (14 minutes approximately)

### **About the Speaking test**

The Speaking test lasts for about 14 minutes. You take the test with another candidate (called your 'partner'). There are two examiners – one will speak to you and your partner, the other will only listen. Both examiners will award marks.

#### **Part 1** (3 minutes)

The examiner will ask you and your partner questions about yourselves. They may ask you questions about everyday topics such as your family, how you spend your free time and your career plans.

#### **Part 2** (a one minute 'long turn' for each candidate and 20 seconds for a response from the second candidate)

In this part of the Speaking test, the examiner will show you two photographs and will ask you talk about them for one minute. They will then ask your partner a question about your photographs.

Then the examiner will show your partner two different photographs. Your partner will also talk about these photographs for one minute. This time the examiner will ask you a question about your partner's photographs.

#### **Part 3** (approximately 3 minutes)

Now the examiner will ask you and your partner to talk together. The examiner will give you a piece of paper with a picture or pictures that show different situations or possibilities. You and your partner talk together about the pictures and try to make a decision. You will both take turns so that you speak for the same amount of time.

#### **Part 4** (approximately 4 minutes)

The examiner will ask some further questions about the same topic as in Part 3. The idea is to have a discussion in a little more depth about the topic. The examiner may ask you to reply to your partner's opinions.

# Test 1 Key

## Paper 1 Reading

### Part 1

1 B 2 A 3 C 4 B 5 A 6 C 7 B 8 C

### Part 2

9 D 10 G 11 A 12 E 13 H 14 B 15 F

### Part 3

16 D 17 B 18 D 19 C 20 A 21 D 22 C 23 B  
24 D 25 C 26 A 27 A 28 B 29 A 30 B

## Paper 2 Writing

### Part 1 Answer guidelines

1

#### Style

Informal. Begin *Dear Chloe* or *Hi Chloe*, use friendly, conversational language like *Yes, I can't wait!* and close with *Best wishes* or something similar.

#### Content

Try to write one or two sentences about each of the handwritten notes, using expressions like *How about ...?* in the first two paragraphs to make suggestions, and *Could you let me know ...?* to ask for details in the third. Sound enthusiastic about the camping trip, especially in the last paragraph where you could say *I'm really excited about ...* and give reasons.

#### Organisation

Don't write either your address or an address for Chloe. Begin your first paragraph on a new line after your greeting to her, using four paragraphs to cover each of the points in the handwritten notes. Put a closing expression on a separate line, and your first name just below that.

### Part 2 Answer guidelines

2

#### Style

Neutral or formal. Write in the third person (*he*) and use a range of narrative tenses, especially the past simple, past continuous and past perfect. Try to include some direct speech and, if possible, some suspense in your story.

#### Content

Set the scene by saying where Jake is, who he is and why the text message was so important to him. Think about why it might make him smile: was it amusing or it did contain good news? Describe his friends' reactions, but don't bring in more than two other characters. Then say what happened as a result of the message.

#### Organisation

Decide what kind of ending your story will have and think of a good title. Begin with the given sentence.

### 3 Style

Neutral or semi-formal. Write in a lively style that readers will enjoy. Your aim is to have your article published and win a prize.

#### Content

Decide whether you agree or disagree with the statement that today's young people study much harder, and think of some of examples and reasons to support your opinion. Think of a good title for your article that will attract the magazine readers' attention, and an interesting introduction that will make them want to read on.

#### Organisation

After the introductory paragraph, one possibility is to write a paragraph focusing on older people's study habits and another about those of young people, followed by a concluding paragraph in which you contrast them. Alternatively, in two or three paragraphs you could contrast the different generations' approach to particular aspects of study. In either case, you should use a range of contrast links such as *whereas* and *on the other hand*.

### 4 Style

Neutral. Use lively expressions to praise or criticise, recommend or advise against. You may want to use contrast links in your recommendations.

#### Content

Think of a music site that you know and decide what you like about it and whether you think other people might enjoy visiting it. If you can't think of one, invent it. Think of a title that will tell your readers what the review is about. Describe the website, including details such as its appearance, its ease of use, what kind(s) of music it deals with and whether it contains actual audio and/or video material.

#### Organisation

Make a paragraph plan for your text. Begin with a description of the site, then say why you particularly like it and how often you visit it. In your final paragraph, either recommend it using enthusiastic expressions such as *this website is really worth a look*, or advise readers to be cautious by saying something like *this site may not appeal to everyone*.

### 5

*As Test 1 does not refer to a specific book title or author, you should choose a title from the current or past Cambridge ESOL list of set texts. Only answer this question if you have read the book thoroughly or seen the film, preferably more than once.*

#### 5a Style

Semi-formal or formal. Use sequence links such as *To begin with*, *Secondly* and *In conclusion* to order your points.

#### Content

Decide which event to choose. It is probably a turning point in the plot and must affect one or more characters, so think about the consequences it has. Outline the circumstances that lead up to it, introduce the character(s) it will later affect, and describe what actually happens. Say why it is so important to the plot, then tell your readers how it changes the lives of the character(s), and why.

#### Organisation

Each of the main parts above should be the focus of a separate paragraph.

## 5b Style

Informal. Use contracted forms like *don't*, as Karen does in her letter to you, and conversational expressions such as *Well, that's what I think anyway*.

## Content

Begin by thanking Karen for her letter and agreeing with her that it is advisable to check that books are suitable before recommending them to children. Give an outline of the setting and the plot, mentioning the main characters, and say if you enjoyed reading it or not. Then comment on the suitability of the book for young readers. Say whether it is easy to read and whether the topic would be of interest to children, and mention, for example, any adult themes that might be inappropriate.

## Organisation

Do not use any postal addresses. Begin your letter *Dear Karen* or *Hi Karen* on a separate line, then divide your letter into clear, short paragraphs. End by saying something friendly like *I hope to hear from you again soon*, close the letter with *Best wishes* or *Love* and then put your name on a separate line below.

## Paper 3 Use of English

### Part 1

1 D 2 C 3 C 4 A 5 B 6 D 7 B 8 A 9 C 10 B 11 B 12 A

### Part 2

**Note:** *In the example the answer 'one' is also possible, however, students cannot write two answers in the exam.* 13 with 14 come/gone 15 On 16 same 17 So/Therefore 18 such 19 apart 20 of 21 not 22 that 23 Another 24 as

### Part 3

25 comparatively 26 reservations 27 departure 28 length 29 uncomfortable 30 variety 31 impressive 32 additional 33 especially 34 disabilities

### Part 4

35 until I'd/had | waited 36 soon as | he arrived 37 make an official | announcement 38 wish I hadn't/had not | spent 39 go skiing here | unless 40 is/has been a week | since 41 if/whether | she could see 42 appears to | have been

## Paper 4 Listening

### Part 1

1 C 2 B 3 B 4 C 5 C 6 A 7 B 8 A

### Part 2

9 two/2 years 10 the lakes/Lakes 11 uncle 12 scared/afraid/frightened 13 passion 14 talk/speak to 15 (lots of) patience 16 bad weather 17 feed 18 mountains

### Part 3

19 F 20 C 21 D 22 B 23 E

### Part 4

24 B 25 C 26 A 27 C 28 B 29 A 30 C

## Recording Script

*This is the Cambridge English: First Listening test. Test One.*

*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'll hear this sound:*

tone

*You'll hear each piece twice.*

*Remember, while you're listening, write your answers on the question paper. You'll have five minutes at the end of the test to copy your answers onto the separate answer sheet.*

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

[pause]

*Now open your question paper and look at Part One.*

[pause]

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

*1 You hear a woman talking about joining a tennis club.*

*Why did she decide to join?*

*A She had enjoyed being a member of another club.*

*B She knew she would quickly make friends there.*

*C She felt it was the only way to improve her tennis.*

[pause]

tone

Woman: I play a game or two with my friend Carla most weekends, but that's not really enough if you want to make any real progress as a player. I would have stayed at my old club because it had pretty good facilities, but quite honestly the other members just weren't very friendly, which in the end put me off going. And to tell the truth, I was expecting much the same when I joined this club. But in the event, I was pleasantly surprised at just how welcoming people were, and I now have several good friends here.

[pause]

tone

[The recording is repeated.]

[pause]

*2 You hear an advertisement on the radio.*

*What is being advertised?*

*A a computer game*

*B an adventure park*

*C an outdoor job*

[pause]

tone

Man: Do you enjoy climbing rope ladders, swinging from tree to tree and sliding down cables above white-water rivers? Are you over one metre fifty tall, physically fit and ready for some real excitement? If so, book now for a fabulous day out at Jungle Fun by visiting our website at [junglerefun.com](http://junglerefun.com), where you can take a virtual tour of one of our centres. Reduced admission fee for students and unemployed young people, plus free half-hour safety briefing for all participants by our fully-trained staff, who are specially chosen for their skill in outdoor activities. Get here early and beat the queues!

[pause]

tone

[The recording is repeated.]

[pause]

3 You hear a woman talking on the phone to a friend.

What is she doing?

A accepting an offer

B making an invitation

C giving advice

[pause]

tone

Woman: Well, it sounds like you have some serious problem with the kids and I really wish I could help you sort them out, but I'm not a parent myself and I don't think anything I could suggest would be much help really. I'd certainly like to meet up for a chat, though, so perhaps you could call round here after work. I had intended to go down to the supermarket at about five-thirty, but my next-door neighbour has very kindly offered to pick up some things for me, so I should be in all evening.

[pause]

tone

[The recording is repeated.]

[pause]

4 You overhear someone talking as he is leaving a football ground.

Who is the man?

A a player in one of the teams

B a spectator at the game

C the coach of one of the teams

[pause]

tone

Man: Well, we've had some bad games here but they don't come much worse than that. Where on earth was everyone's fighting spirit? We were two goals down by half time and half the team gave up. Back in my playing days, I simply wouldn't have stood for it. I mean, people pay good money to come and watch their team and it's just not fair on supporters who expect them to at least make some kind of effort. So, from Monday I'm giving the lot of them double training sessions, and dropping quite a few for the next match.

[pause]

tone

[The recording is repeated.]

[pause]

5 You overhear two young people talking about going out.

What do they agree about?

A how to spend the evening together in the city centre

B when to come back from the city centre

C how to travel into the city centre

[pause]

tone

Male teen: Shall we go to the cinema, then?

Female teen: I don't think there's much on this week. How about going bowling?

Male teen: I've never really taken to it. And it's not so cheap, either.

Female teen: OK then, how about getting the bus into town, each of us doing whatever we want there, then meeting up again at the bus station?

Male teen: That makes sense. Though I'll have to be back here by ten-thirty because I'm going out on a field trip first thing in the morning.

Female teen: So am I. But I'd rather stay out a bit later than that.

[pause]

tone

[The recording is repeated.]

[pause]

6 You overhear a woman talking about moving house to a different area.

*Why does she want to leave the area she is in?*

*A Her street is often very noisy.*

*B There is a lot of crime there.*

*C It's difficult to park her car.*

[pause]

tone

Woman: I've been here three years now and things certainly aren't getting any better. Sometimes, even in summer, I have to close all the windows. Otherwise you never get a moment's peace, what with all the honking horns. This ought to be a fairly quiet street but whenever the main road is busy, the police divert the traffic down here. Then, when the nightclubs open, everyone's looking for somewhere to park and you get car doors being slammed. It's not that it's a high-crime area or anything like that, but it's no longer my kind of place so I've decided it's time to move on.

[pause]

tone

[The recording is repeated.]

[pause]

7 You hear part of a radio programme about walking in the mountains.

*What advice does the woman give?*

*A Don't go if the weather is very bad.*

*B Tell someone where you are going.*

*C Make sure you take plenty of food.*

[pause]

tone

Woman: So, the first thing to remember, if you're just going for the day, is to take a map, something to drink and waterproof clothing. You have to be prepared for sudden rainstorms up there, even in summer, and it can get pretty chilly, too. I'd also recommend, before you set off, having a good solid meal, such as the 'climber's breakfast' they serve in one of the village cafés. And don't forget to let a person you can trust know your intended route and likely time back. That can really help the rescue services if you happen to get lost in fog, or if there's a heavy snowfall.

[pause]

tone

[The recording is repeated.]

[pause]

8 You overhear a woman talking to a man about a TV remote control.

*What is she doing?*

*A denying she did something*

*B complaining about something*

*C apologising for doing something*

[pause]

tone

Man: Have you seen the remote?

Woman: Sorry?

Man: Have you seen the remote control for the TV? That programme I want to see is on in five minutes.

Woman: I thought you had it last.

Man: No, I haven't watched anything since Monday. Are you sure you didn't use it last night?  
Woman: I'd certainly remember if I had. I think I saw it on the couch yesterday afternoon, though. Maybe it's under one of the cushions, or down the side. That was where it turned up last time it disappeared.  
Man: You're right – it always seems to end up there, doesn't it? I'll have a look now.

[pause]

tone

[The recording is repeated.]

[pause]

*That's the end of Part One.*

*Now turn to Part Two.*

[pause]

*You will hear part of an interview with horse-riding instructor, Marta Kowalski. For questions 9 to 18, complete the sentences. You now have forty-five seconds to look at Part Two.*

[pause]

tone

Interviewer: This week in *Interesting Jobs* I have with me Marta Kowalski, who's a horse-riding instructor. Tell me, Marta, how long have you been teaching riding?  
Marta: Well, I started training to become an instructor as soon as I left school six years ago, but there was a lot to learn and some difficult exams to pass, so I've only actually been one for two years. You have to be 22 to get your instructor's certificate in this country.  
Interviewer: Though you weren't born here, were you?  
Marta: No, my family are from Poland, and we moved to Leeds in the north of England when I was ten. Then, when I started this job, I moved to a lovely village here not far from the lakes. It's a beautiful place, perfect for riding. The people are so friendly, too.  
Interviewer: So, when did you first become interested in horses?  
Marta: When I was a very young girl. I saw horses every day because my uncle owned two that he used on the farm, and I was only about six when he said my brother and I could have a go on the smaller one. Ever since then I've felt completely relaxed riding.  
Interviewer: And is that something you've always had in common with your friends?  
Marta: Well actually, it isn't. Not all of them, anyway. And for someone who's always been so fond of horses, it was quite hard for me to understand why several of the kids I used to play with were too scared even to go near one. In fact, I don't think they ever learned to ride, which I thought was a terrible shame.  
Interviewer: Was that perhaps a reason why you eventually decided to teach riding?  
Marta: Yes, definitely. Probably the main one. When I became an adult I felt that I wanted to pass on to kids that passion I have for it, and that's what I've found most rewarding about the work. It's wonderful to see them on horseback for the first time, knowing exactly how happy they must be feeling.  
Interviewer: Though, as you say, not all children take to it straightaway. What do you do then?  
Marta: If they're not so keen to get on the horse, I never make them. Instead I encourage them to talk to the animal in a soft, calm voice, and only mount when they feel completely ready to. After that, I'm with them every step, as they progress from a slow walk to a trot and perhaps onto going over small jumps.  
Interviewer: So, what would you say is the most essential quality for an instructor?  
Marta: Well, you need to be able to explain things clearly. And to have good riding skills. Those are both very useful, of course, but above all you really can't do this job unless you have patience, and lots of it! Some people are much slower to learn than others, and if you're out in a group that can mean a lot of stopping and starting.  
Interviewer: What else can be difficult about the job? The hours?  
Marta: No, before you become an instructor you already know you'll have to work evenings and weekends, but it does come as a bit of a shock at first when you realise it involves

spending hours out of doors, despite the bad weather we often get here. But after a while you accept it as just part of the job.

Interviewer: Do you spend all your working hours out with learners?

Marta: No, I have a number of duties, though perhaps not as many as in some other schools with their own horses. One of my responsibilities, for instance, is to feed them in the mornings, which I quite enjoy. It's also essential to wash them quite often, but that's done by the assistant instructors.

Interviewer: Finally, Marta, what are your own particular aims?

Marta: One day I'd love to take part in a riding competition, but I'll be too busy for that for a couple of years. I'm planning, though, to spend late June and early July in the south of Spain. There are some great mountains there, ideal for horse riding. And it'll certainly make a change from going out in cold winter mornings here!

Interviewer: Thank you, Marta.

[pause]

*Now you'll hear Part Two again.*

tone

[The recording is repeated.]

[pause]

*That's the end of Part Two.*

*Now turn to Part Three.*

[pause]

*You will hear five people talking about walking for pleasure. For questions 19 to 23, choose from the list A to F what each speaker says. Use the letters once only. There is one extra letter which you do not need to use.*

*You now have thirty seconds to look at Part Three.*

[pause]

tone

*Speaker 1*

[pause]

Woman: My friend Chloe and I spent Sunday walking from one end of the forest to the other, a distance of over 20 kilometres. It was early spring and quite cold but we didn't feel it at all, even though we were under pine trees which blocked out the sunshine and, at times, made it almost as dark as night. I suppose when you're that far into a natural environment you expect to see all kinds of animals and birds, but there were hardly any at all. I probably see more creatures in my garden at home. But we both enjoyed our walk, although after about 15 kilometres Chloe was saying it was a bit too long.

[pause]

*Speaker 2*

[pause]

Man: I reached the mountain later than I'd hoped, so by the time I was coming down I needed to hurry to avoid having to walk in the dark. Even in daylight you have to take care on the part of the track where there's a sheer drop on either side, and I had a heart-stopping moment when my foot slipped and I nearly went over the edge. Apart from that all went well, especially the fabulous view from the top. I wished I'd taken my camera with me, but I was travelling light, with just essentials such as water and a sweater in case the temperature dropped, though in the end that turned out to be unnecessary.

[pause]

*Speaker 3*

[pause]

Woman: The four of us decided to follow the river all the way up into the hills, which meant setting off on foot well before dawn. It was early summer and the river was full, so at times we were walking along a narrow ledge high above the cold white water. The others thought this was scary, though I found it quite exciting. We didn't see any fish, but there were some beautiful birds and butterflies, as well as squirrels running around and lizards sunbathing on the rocks. By the time we reached the spring at the top, I was tired and my feet were sore, but I thoroughly enjoyed every moment of our hike, both there and back.

[pause]

Speaker 4

[pause]

Man: It was good fun following the narrow footpath that runs along the top of the cliffs to Western Point, although I wish I'd turned back sooner as the round trip was a lot further than I'd imagined. It was also very misty, which meant there was no point in taking photos and, more seriously, sometimes made it difficult to see where the edge of the 50-metre high cliffs was. I didn't think about that at the time, but now I realise I was taking quite a risk. I got back just before it got dark, put my sore feet straight into hot water, had a good meal and then slept solidly for 12 hours.

[pause]

Speaker 5

[pause]

Woman: We took the cable car from the city into the huge parkland on the outskirts. It was stormy and the tiny cabin we were sitting in rocked violently in the wind, but it was good fun. I have some photos to prove it! From the cable car station we headed on foot back towards town, seeing a variety of creatures that had been invisible from above. It was a long way but I didn't mind that, though we were keen to get back before nightfall. You could easily get lost there in the dark. Suddenly, there was a heavy downpour and soon I was shivering, wishing I'd taken a waterproof with me. But then we reached the Metro station and once inside, I was able to feel my fingers and toes again.

[pause]

*Now you'll hear Part Three again.*

tone

[The recording is repeated.]

[pause]

*That's the end of Part Three.*

*Now turn to Part Four.*

[pause]

*You will hear part of a radio interview in which Eva Kanchelskis, a television scriptwriter, talks about her work. For questions 24 to 30, choose the best answer, A, B or C.*

*You now have one minute to look at Part Four.*

[pause]

tone

Interviewer: I have with me this evening Eva Kanchelskis, who writes scripts for a long-running television drama series. Tell me, Eva, how did you become a writer?

Eva: Well, as a child I always enjoyed writing, and in fact I first wrote a play while I was still at school, when I was 17. It was my English teacher's idea. He said I had talent and he was looking for something new to perform at the school's spring festival. Though when I'd actually written *Raby Mere* he said it wasn't really suitable, and suggested the local radio station, which was broadcasting works by young local playwrights at the time. I might have done that, but the town's theatre company got in touch with me, and they put it on instead. It was quite well received and following that I decided to take up writing.

Interviewer: So, after the success of *Raby Mere*, what did you write next?

Eva: Actually, there was a gap before I moved onto TV because I thought I'd try my hand at fiction first, so I spent the next couple of years working on a tale about a young woman overcoming all sorts of dangers in the jungle. It was fun to write but it never sold many copies, so I went back to scripting plays for a while.

Interviewer: And since then you've written episodes for some of the most famous TV series in the country. Can you tell us what your main aim is when you write a script?

Eva: Well, it mustn't be too complicated because we want to attract new viewers every episode, and it's great if there are surprising things happening that can really grab and hold the audience's attention. But what really matters is that everything comes across as authentic speech, not the words of actors reciting lines they've learnt. Many viewers will know these characters really well, perhaps even better than members of their own family!

Interviewer: So, apart from writing particular episodes, what's your most important duty?

Eva: The main one is reading through my colleagues' first drafts for other episodes, and then giving feedback. They do the same for my scripts, of course. Then all of them go to the chief scriptwriter, who's written the overall storyline and has to make sure everything we write fits into it. She also brings in new characters from time to time and we have to work them into our scripts.

Interviewer: I suppose sometimes the others can be quite critical of what you've written. How do you react to that?

Eva: Well, it wasn't easy at first, having people pulling my text to bits and saying they don't like this and that, or this won't work. I must admit that it used to get me down and I had some quite heated arguments. In the end, though, I stopped taking it personally and nowadays I've come to see it as part of the creative process. You need to have a pretty thick skin to do this job, and I have that now. Of course, in many ways it's a fantastic job. There's so much I really like about it.

Interviewer: What in particular do you like? Reading good reviews in the newspapers?

Eva: Some of my colleagues can't wait to see the papers the day after an episode, but I never look at them. Yes, it's true! And you're never sure how the audience will react to what you've written, either. But what I find exciting is thinking up something really good, and then – months later – it pops up on prime-time TV and you think 'that was me'!

Interviewer: I imagine there are people listening to you now and thinking 'I'd like that to be me, too'. What would you advise them to do?

Eva: Well, to write a series properly you have to know everything about it, so get the DVDs and go back through every one since it first appeared. Give up the day job if you have one because writing part-time simply isn't an option. And if you see it just as a stepping-stone on your way towards writing the scripts for huge Hollywood movies, forget it. The series has to be all that matters to you.

Interviewer: Thank you, Eva.

[pause]

*Now you'll hear Part Four again.*

tone

[The recording is repeated.]

[pause]

*That's the end of Part Four.*

*There'll now be a pause of five minutes for you to copy your answers onto the separate answer sheet. Be sure to follow the numbering of all the questions. I'll remind you when there is one minute left, so that you're sure to finish in time.*

*You have one minute left.*

*That's the end of the test. Please stop now. Your supervisor will now collect all the question papers and the answer sheets.*

# PAPER 5 Speaking test Examiner's script

(approximately 14 minutes)

## Part 1 3 minutes (5 minutes for groups of three)

The examiners introduce themselves; the interlocutor ask the candidates their names and collects the mark sheets.

**Interlocutor:** First, we'd like to know something about you.

These are examples of the kind of questions the interlocutor might ask each candidate:

- What kind of TV programmes do you like watching? (Why?)
- What do you enjoy most about your studies or work? (Why?)
- What do you hope to do in a few years from now? (Why?)
- What is your favourite time of the day? (Why?)
- Do you prefer to spend your free time inside or outside your home? (Why?)

## 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 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 pictures.

*(Candidate A), it's your turn first. Here are your two photographs (Indicate the photographs on page 34). They show **people writing letters**.*

I'd like you to compare the photographs, and say **why you think they have chosen to write in this way**.

All right?

**Candidate A:** *[One minute]*

**Interlocutor:** Thank you.

*(Candidate B), do you often write emails to people?*

**Candidate B:** *[Approximately twenty seconds]*

**Interlocutor:** Thank you.

Now, *(Candidate B), here are your two photographs (Indicate the photographs on page 35). They show people doing sports.*

I'd like you to compare the photographs, and say **what you think is enjoyable about doing these sports**.

All right?

**Candidate B:** *[One minute]*

**Interlocutor:** Thank you.

*(Candidate A), do you ever do any sports?*

**Candidate A:** *[Approximately twenty seconds]*

**Interlocutor:** Thank you.

## Parts 3 and 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)

**I'd like you to imagine that a local shopping centre wants to attract more young people. Here are some suggestions for places that could make it more popular.** (Indicate the photographs on page 36 and 37)

First, talk to each other about **why young people might like to go to each place.**  
**Then decide which two places would be the most popular.**

All right?

**Candidates:** [Three or four minutes]

### Part 4

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

- Why do you think some people enjoy shopping so much?
- What are the advantages and disadvantages of shopping on the Internet?
- What kinds of thing do you think people spend too much money on?
- Where do most people do their shopping in your area? Why?
- What's the best thing you've ever bought?

Select any of the following prompts,  
as appropriate:

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

# Visual materials for Speaking test

- Why do you think the people in these photographs have chosen to write in this way?



- What do you think is enjoyable about doing these sports?



- Why might young people like to go to these places?
- Which two places would be the most popular?





# Sample answer sheet: Paper 1



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

# SAMPLE

**Candidate Name**  
If not already printed, write name  
in CAPITALS and complete the  
Candidate No. grid (in pencil).

**Candidate Signature** \_\_\_\_\_

**Examination Title**

**Centre**

**Supervisor:**

If the candidate is ABSENT or has WITHDRAWN shade here

**Centre No.**

**Candidate No.**

**Examination  
Details**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

## Candidate Answer Sheet

**Instructions**

Use a **PENCIL** (B or HB).

Mark **ONE** letter for each question.

For example, if you think B is the right answer to the question, mark your answer sheet like this:

Rub out any answer you wish to change using an eraser.

1	A	B	C	D	E	F	G	H
2	A	B	C	D	E	F	G	H
3	A	B	C	D	E	F	G	H
4	A	B	C	D	E	F	G	H
5	A	B	C	D	E	F	G	H
6	A	B	C	D	E	F	G	H
7	A	B	C	D	E	F	G	H
8	A	B	C	D	E	F	G	H
9	A	B	C	D	E	F	G	H
10	A	B	C	D	E	F	G	H
11	A	B	C	D	E	F	G	H
12	A	B	C	D	E	F	G	H
13	A	B	C	D	E	F	G	H
14	A	B	C	D	E	F	G	H
15	A	B	C	D	E	F	G	H
16	A	B	C	D	E	F	G	H
17	A	B	C	D	E	F	G	H
18	A	B	C	D	E	F	G	H
19	A	B	C	D	E	F	G	H
20	A	B	C	D	E	F	G	H

21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H
24	A	B	C	D	E	F	G	H
25	A	B	C	D	E	F	G	H
26	A	B	C	D	E	F	G	H
27	A	B	C	D	E	F	G	H
28	A	B	C	D	E	F	G	H
29	A	B	C	D	E	F	G	H
30	A	B	C	D	E	F	G	H
31	A	B	C	D	E	F	G	H
32	A	B	C	D	E	F	G	H
33	A	B	C	D	E	F	G	H
34	A	B	C	D	E	F	G	H
35	A	B	C	D	E	F	G	H
36	A	B	C	D	E	F	G	H
37	A	B	C	D	E	F	G	H
38	A	B	C	D	E	F	G	H
39	A	B	C	D	E	F	G	H
40	A	B	C	D	E	F	G	H

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# Sample answer sheet: Paper 3

Part 3													Do not write below here
25													25 1 0 u
26													26 1 0 u
27													27 1 0 u
28													28 1 0 u
29													29 1 0 u
30													30 1 0 u
31													31 1 0 u
32													32 1 0 u
33													33 1 0 u
34													34 1 0 u



Part 4				Do not write below here
35				35 2 1 0 u
36				36 2 1 0 u
37				37 2 1 0 u
38				38 2 1 0 u
39				39 2 1 0 u
40				40 2 1 0 u
41				41 2 1 0 u
42				42 2 1 0 u



# Sample answer sheet: Paper 4



UNIVERSITY of CAMBRIDGE  
ESOL Examinations

# SAMPLE

**Candidate Name**  
If not already printed, write name  
in CAPITALS and complete the  
Candidate No. grid (in pencil).

**Centre No.**

**Candidate Signature** \_\_\_\_\_

**Candidate No.**

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

**Examination Title**

**Examination  
Details**

**Centre**

**Supervisor:**

If the candidate is ABSENT or has WITHDRAWN shade here

**Test version:**  A  B  C  D  E  F  J  K  L  M  N

**Special arrangements:**  S  H

## Candidate Answer Sheet

### Instructions

Use a PENCIL (B or HB).  
Rub out any answer you wish to change using an eraser.

**Parts 1, 3 and 4:**  
Mark ONE letter for each question.

For example, if you think **B** is the  
right answer to the question, mark  
your answer sheet like this:



**Part 2:**  
Write your answer clearly in CAPITAL LETTERS.

Write one letter or number in each box.  
If the answer has more than one word, leave one  
box empty between words.

For example:



**Turn this sheet over to start.**

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# Sample answer sheet: Paper 4

Part 1			
1	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
2	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
3	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
4	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
5	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
6	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
7	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
8	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>



Part 2 (Remember to write in CAPITAL LETTERS or numbers)													Do not write below here
--	--	--	--	--	--	--	--	--	--	--	--	--	-------------------------

9													9	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>
10													10	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>
11													11	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>
12													12	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>
13													13	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>
14													14	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>
15													15	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>
16													16	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>
17													17	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>
18													18	<u>  </u> 1 <u>  </u>	<u>  </u> 0 <u>  </u>	<u>  </u> u <u>  </u>

Part 3						
19	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>	<u>  </u> D <u>  </u>	<u>  </u> E <u>  </u>	<u>  </u> F <u>  </u>
20	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>	<u>  </u> D <u>  </u>	<u>  </u> E <u>  </u>	<u>  </u> F <u>  </u>
21	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>	<u>  </u> D <u>  </u>	<u>  </u> E <u>  </u>	<u>  </u> F <u>  </u>
22	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>	<u>  </u> D <u>  </u>	<u>  </u> E <u>  </u>	<u>  </u> F <u>  </u>
23	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>	<u>  </u> D <u>  </u>	<u>  </u> E <u>  </u>	<u>  </u> F <u>  </u>



Part 4			
24	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
25	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
26	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
27	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
28	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
29	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>
30	<u>  </u> A <u>  </u>	<u>  </u> B <u>  </u>	<u>  </u> C <u>  </u>

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