

••• Third edition

Cambridge English

Objective Advanced

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Practice test 1

Teacher's Resources Audio CD/CD-ROM



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PAPER 1 READING (1 hour 15 minutes)

Part 1

You are going to read three extracts which are all concerned in some way with names. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

What's in a name?

In England alone there are around 45,000 different surnames and the sources from which names are derived are almost endless: nicknames, physical attributes, the names of regions and trades. Anyone wishing to trace English ancestors should look through records containing these names, but it is not necessarily a straightforward matter.

Before 1066, people in England did not have hereditary surnames; they were known just by a personal name or nickname. When communities were small each person was identifiable by a single name, but as the number of inhabitants grew, it became necessary to identify people further, leading to names such as 'John the butcher' or 'Henry from Sutton'. Over time many names became corrupted and their original meaning is now not immediately obvious.

After 1066, the Norman rulers introduced surnames into England. Initially, the identifying names were changed or dropped, but eventually they began to stick and to get passed on. So, jobs, nicknames and places of origin became fixed surnames. By 1400, most English families had adopted the use of hereditary surnames.

Family history can be constructed going right back to those times by studying surnames, but it is unwise to place excessive emphasis on them. Many individuals and families have changed their names or adopted an alias at some time in the past, possibly for legal reasons, or simply on a whim. It is also important to be aware that names are subject to variations in spelling. In fact, standardised spelling did not really arrive until the 19th century, and even in the present day, variations occur.

- 1 The author explains that, in England, people began to have more than just one name as a result of
- A the increase in bureaucracy.
 - B the increase in population.
 - C the desire to pass on family history.
 - D the need to register for work.
- 2 The aim of this text is
- A to encourage readers to research their family history.
 - B to advise family researchers to go back to before 1400.
 - C to demonstrate how easy it is to change one's name.
 - D to warn researchers not to rely too heavily on surnames.

Naming your domain

You've come up with the invention of all time; you're going to conquer the world and make a fortune. Your next step is to set up a domain on the internet where you can start conducting your business. Now you just need to find the perfect name for it. You go to the internet and start punching in clever names, along with their many variations, only to find that all the good ones are seemingly taken.

Given that approximately 100 million .COM names are already registered, it's not surprising that all the short snappy names are taken. Your chances of hitting on a good three-letter name or acronym are close to zero. To get one of these, your only recourse would be to haggle with whoever has already registered the name you fancy and see if you could get them to hand it over – for a certain sum, of course.

It's even worse if you're thinking of a name with just two letters. If you want one of the 676 possible two-letter sequences, for an acronym or abbreviation for instance, you're out of luck; they're all taken. So you have to get smart. Think about adding a digit. The trouble is, quite often the look of it just doesn't work. So think about a dash. It can fit in with lots of clever designs for logos and so on. One company has a domain name with punctuation written out in words – 'full stop'. Rather confusing, don't you think? So, concentrate on the visual impact of your name.

- 3 According to the writer, the best way to get a good name with three letters is
- A to try to buy one from someone else.
 - B to think of something really unusual.
 - C to keep trying variations of the letters.
 - D to think of a clever acronym.
- 4 The writer recommends registering a name which includes
- A a dash.
 - B punctuation written as full words.
 - C letters and numbers.
 - D only two characters.

The nuts and bolts of writing

In Shakespeare's great play *Romeo and Juliet* at one point Juliet says: 'a rose by any other name would smell as sweet'. This may be so for flowers, but it doesn't apply to characters. How would Shakespeare's play have worked as *Howard and Brunhilda*? What if *Hamlet* had been *Tony* instead? Lacks a certain resonance, doesn't it?

A character's name is the first clue writers give the reader about an individual they want them to care about, to love, to hate – but above all, to follow. It is also perhaps the biggest clue. A number of studies have shown that a paper submitted to a panel of teachers will generally fare better if the student's name on it is a currently more popular name than the same paper with an unpopular or old-fashioned name.

A pregnant friend maintains that naming her child-to-be is more difficult than it is for me as a writer to name a character, because she doesn't know what kind of person her child will become.

There is some truth in what she says but the child will have the opportunity to mould the name to his/her personality and accomplishments, to go against our expectations.

Selecting names for characters, I maintain, is more difficult than naming a baby because writers are trying to convey not only what the person can become, but what s/he is and has been. That's a lot of weight for a few syllables to carry.

- 5 What point is the writer making when he quotes Shakespeare?
- A Shakespeare knew a lot about the names of flowers.
 - B Shakespeare was good at choosing names for his characters.
 - C Shakespeare changed the names of characters in his plays.
 - D Shakespeare favoured the use of names in the titles of his plays.
- 6 The aim of the text is to
- A draw authors' attention to the importance of the names of their characters.
 - B alert teachers to the dangers of favouring a child because of his name.
 - C advise parents-to-be to wait until a child is born before naming him.
 - D explain to readers that names change little over time.

Part 2

You are going to read an extract from a magazine article. Six paragraphs have been removed from the extract. Choose from the paragraphs **A–G** the one which fits each gap (7–12). There is one extra paragraph which you do not need to use.

Keeping up with the new English

The internet is destroying the English language. Well, isn't it? English as we used to know it was not the clumsy, misspelt English of email communication, in which speed takes precedence over spelling and punctuation. It was not the manic shouting in the online chat room, where large numbers of chatterers indulge in vast, overlapping conversations. And it was certainly not the abbreviations and symbols of many text messages.

7

Dr David Crystal, honorary professor of linguistics at the University of Wales in Bangor thinks the right choice is obvious. 'You can't avoid Weblish, for the simple reason that whenever a new variety of language comes along, it inevitably impacts on the language as a whole,' he says. 'These things won't be limited to internet nerds, they'll come to all of us.' You could argue that they already have.

8

Medicine and technology remain sources of change of course. It's just that these days, as Crystal points out: 'New technology is going round the world more rapidly than it ever could have done before. In the past, it would take years for a word to become common currency; these days, a word can make it into a dictionary in a few months. So the main impact of the internet lies not in the number of extra words that have come in, but in the speed with which they are spread.' In other words, just because a piece of internet jargon is unfamiliar to you today, does not mean that it will not be a part of common speech tomorrow.

9

Yet there is more to this new English than a mere expansion of vocabulary, and text messages are essentially a red herring, because they do little more than reduce communication to the smallest number of keystrokes possible, albeit with clever use of sound-alike words and numerals, as in

U R 2 good 2 B 4gotten (You are too good to be forgotten). It is more useful to look at the language used in email.

10

Such symbols and abbreviations placed inside angled brackets are inevitably a common element of keyboard banter in internet chat rooms, where one of the most common solecisms is the misuse of the acronym LOL. This generally stands for *Laughing Out Loud* to indicate an appreciative reaction, yet newbies (internet novices) tend to assume it means *Lots of Love*. If you are telling someone how sad you are about the pet hamster going missing, it would be better not to sign off with LOL. Other popular acronyms in chat rooms are FWIW (for what it's worth), IMHO (in my humble opinion) and WYRN (what's your real name) and, of course, TLA (three-letter acronym).

11

The trouble with keeping up with the new English is not just new words like those derived from acronyms but also that the old words no longer mean what we thought they did. In the past, if someone said they did not have Windows, you would have to assume they lived in a cave. These days, it is probably because they use Linux. Booting up is something you do to your computer when switching on, not when going for a walk in muddy terrain.

12

Misspellings, acronyms, new words, changing what words mean. Should we be worried by all this linguistic evolution? Not if you believe David Crystal. 'Every new technology has brought its prophets of doom,' he says. 'The internet is no exception. Language consists of dozens of different styles; I could speak to you in any one of them. This is not to say that I have lost my identity simply because I can switch into one or another.'

- A** One of the peculiarities of this format which for many of us has replaced letter-writing is that it often feels closer to a phone call than to a letter. So the opening salutation 'Hi' is replacing the standard 'Dear', even in some relatively formal communications. This might sound overfamiliar, but compare it with the Roman greeting 'Ave!' ('Hail!') and you see that we are simply back where we were 2,000 years ago. On the other hand, email lacks the tonality of spoken language, which led early senders to incorporate 'smileys' or 'emoticons' – little faces :-) made from punctuation marks – to emphasise or enhance the true sense of their messages.
- B** Spellings are changing as well as meanings. Not only is text-messaging playing playing havoc with verbs by removing vowels (hvc wth vrbs), but the conventions of email communication place little premium on correct spelling. Most intriguingly, some words are now intentionally misspelt, like *xtreme* (extreme) or *luv* (love).
- C** The change is happening at high speed, and if you do not know the difference between a cookie and malware, or between a worm and a wiki, the chances are that you are being left behind. Technology has always been the main source of new vocabulary entering the English language, whether from the industrial revolution or developments in medicine.
- D** Willingness to adapt – this is the key. The internet has not destroyed the English language, nor is it likely to. If we are to stay on top of our language, however, rather than watch it slowly being pulled like a rug from beneath us, it makes sense to try to keep abreast of developments rather than run them down.
- E** No, it wasn't but the English language is changing, and fast, thanks to the frenetic progress of technology. We all have a choice: either to bury our heads in the sand and wish for the past to come back, hoping that these sinister linguistic developments fade away. Or we can face reality, enter into the spirit of the internet age, embrace the new English (or Weblish, as it has been described), concede that the growth of the language is inescapable and become willing masters, rather than sulky victims, of its 21st-century possibilities.
- F** In an attempt to help us with this, there now exist such aids as internet dictionaries, explaining the meaning of words such as 'emoticon' and 'netiquette'. And as if to authorise the literary value of text messages, the BBC and TransWorld joined forces to publish a book called *The Joy of Text*, reflecting the mainstream popularity of this phenomenon, which sees over one billion messages being sent between UK mobile phones every week. It is no wonder that text-messaging is making its impact felt upon the English language.
- G** It is worth saying that computer acronyms have yet to be accepted in common speech. Some seem to go in and out of fashion in conversation. Wysiwyg (pronounced *wizzywig*, and short for 'what you see is what you get'), was in vogue at one time but is rarely heard now. LOL and OMG (Oh my god!) are sometimes used but who knows for how long?

Part 3

You are going to read a newspaper article. For questions 13–19, choose the answer (A, B, C or D) which you think fits best according to the text.

LIFE THROUGH A LENS

Angela Woods explores the role of the camera in life today

6 Nowadays most of us own a camera of some kind and we're generally quite tolerant whenever anyone starts snapping. Their use is no longer reserved for holidays and children's birthdays; the modern photographer has more grandiose ambitions. The desire to capture special moments for posterity persists, but the brief has been extended. Every moment seems special and, as a result, amateur snappers are busier than the professionals. Whether we're taking pictures of a hotel sink for a travellers' website or beating the paparazzi to a blurry shot of a minor celebrity in the street, we're constantly snapping rather than looking.

Oddly, although we take more pictures than we ever have, we spend less time actually looking at them. Some people blame digital photography for this. But is our disconnection from these images really because they're stored on computer, rather than in albums? We could print them out if we wanted to, or force bored family and friends to sit through computer slide shows. Surely our disengagement is not so much due to a shift in medium as to the fact that the images lack significance. In the past, our favourite photos went beyond surface likeness and captured the essence of a person or place. A picture could reveal something about a person even he or she wasn't aware of. Photos don't seem to do this anymore.

As well as bearing witness, photography once raised consciousness. When I was growing up, photographs often seemed more powerful and persuasive than words. The ones I've amassed on my hard drive in the last few years seem vacuous by comparison. My holiday snaps may be neatly composed following readily available expert advice, but they feel blank. The Florida sunsets seem like photographic clichés. The images of African landscapes speak blandly of a predictable taste for going off the beaten track in search of the ultimate photographic experience.

And what of the other side of the coin: being photographed ourselves? As a child and teenager, if it had been acceptable, I would have lashed out when someone pointed a camera at me. The resulting pictures would have been more authentic than those where I tried to cover up my horror of being photographed. I would strive to look deep, instead of angry, and gaze into the middle distance. Refusing to meet the camera's gaze was an attempt to retain control over how I was portrayed. Having since read the great Roland Barthes' book, *Camera Lucida*, I understand better what I was up to. Barthes shared

my desire to look intelligent in photos and he hoped his expression would convey 'an amused awareness of the photographic process'. Whether we succeeded, the underlying urge was surely to prevent the camera gaining possession of our identities.

When I first started in journalism, the writer's photo at the head of an article was invariably tiny. Things have changed however. Newspapers and magazines are now full of unattractive people looking wryly amused to find themselves pictured alongside politicians and celebrities. Journalists tend to look terrible in pictures, but editors believe this makes them more appealingly real than airbrushed celebrities. They are marketed as normal people who readers are meant to identify with, though they are usually far from normal. Some interpret this trend as a sign that journalists are more valued now, but the reality is that we have become low-grade operatives rather than creatives. Words are now used to illustrate the pictures rather than the other way round.

Magazines and newspapers with more and bigger photos in them appear to suit young people's enthusiasm for photography. Once upon a time, being seen with a camera was uncool. Now, you aren't really dressed without one. Most of my younger friends have hundreds of photos on their phones. The interesting thing is that they all seem attracted to subjects that would once have been deemed unworthy of being photographed. Avoiding clichés seems to be the impulse, though whether this is being achieved must be in question if they are all doing the same thing.

A colleague of mine recently showed me how he'd photographed a rather unpalatable plate of meatballs, rather than the grand old architecture of a restaurant. This was followed by his snaps of a holiday in Yosemite National Park in the USA. Not bothering with the spectacular mountain scenery, he had photographed signs about not feeding the wild bears. As he showed them to me, I felt I had seen them before somewhere.

I often wonder what the everpresent lens is doing to my children and their generation. Kids' TV programmes encourage children to send in photos of their parents in undignified positions or displaying a dubious sense of style. Reality programmes dominate TV schedules and online photo-sharing is now integral to much of social life. Adults might see through such things with a smug sense of detachment, but we don't know what the long-term effects on younger minds might be. Doesn't constant snapping reduce spontaneity? The world gets worn out by being photographed and its inhabitants, like me, do as well. Will my kids end up deeply jaded too, or because they are growing up behind and in front of the camera, will they have a natural immunity to it? It remains to be seen.

- 13 What do the words 'the brief' in line 6 refer to?
- A the number of people possessing cameras
 - B the things people take photographs of
 - C the convenience of modern cameras
 - D the willingness to be photographed
- 14 The writer thinks we spend less time looking at photos than in the past because
- A we don't feel they mean anything.
 - B we don't have time to look at them.
 - C we don't enjoy looking at photos on computer screens.
 - D we don't think digital cameras produce photos of high quality.
- 15 What does the writer say about herself as a photographer?
- A She doesn't like to take lots of pictures.
 - B She doesn't know what makes a good picture.
 - C She doesn't have interesting subjects to take pictures of.
 - D She doesn't come up with original ideas for her pictures.
- 16 What does the writer say about being photographed when she was younger?
- A She realised how powerful she could be.
 - B She used to copy the example of a well-known writer.
 - C She felt a need to protect herself.
 - D She found it difficult to hide her true feelings.
- 17 According to the writer, the tendency for newspapers to print more photos of journalists
- A helps newspapers to appear more attractive.
 - B makes journalists feel more vulnerable.
 - C appeals to a natural desire for attention.
 - D reduces the status of journalists.
- 18 In the seventh paragraph, the writer is
- A illustrating a point.
 - B introducing a new subject.
 - C summarising an argument.
 - D expressing a personal opinion.
- 19 Which word is used to describe the way the writer feels?
- A undignified (line 92)
 - B dubious (line 92)
 - C smug (line 95)
 - D jaded (line 100)

Part 4

You are going to read reviews of four science fiction films. For questions **20–34**, choose from the reviews **A–D**. The reviews may be chosen more than once.

About which of the films is the following stated?

The storyline is largely irrelevant.

20

It established certain commercial practices.

21

One of the leading actors gives an outstanding performance.

22

The true nature of a leading character is disputed.

23

Its characters have unremarkable lifestyles.

24

There is fierce debate about what it means.

25

It's often voted one of the best science fiction movies in history.

26

Key features of the film are scientifically unconvincing.

27

It poses questions that humans have always asked themselves.

28

One scene still shocks viewers today.

29

The director based it on something he'd read.

30

The special effects in it were ahead of its time.

31

Both versions of the film are highly regarded.

32

Some of the dialogue makes little sense.

33

It is too slow-moving for lots of people.

34

Great science fiction films

Terry Stevens reviews four great science fiction films.

A *Blade Runner* (1982)

Whether you prefer the original, rather theatrical release with its bored-sounding narrator or the director's cut of a few years later (without a narrator), *Blade Runner* is perennially placed in opinion polls among the top five movies ever made in the genre. Directed by Ridley Scott, who was broadly inspired by a Philip K Dick short story called *Do Androids Dream of Electric Sheep?*, the film revolves around Harrison Ford's policeman, Rick Deckard, and his hunt for four cloned humans, known as replicants, in an authoritarian city state some time in the future. Replicants, among them a fascinating character played by Rutger Hauer, have been declared illegal and Deckard is a 'blade runner', a specialist in exterminating them. Adding to the interest is the issue of whether Deckard himself is a replicant. This is never clearly resolved in the film, but fans continue to disagree over this point. When it first came out, the reception was muted, but it has grown in popularity and critics now lavish praise on it. 'It was groundbreaking in some ways,' says one prominent American writer on film, 'but what it's really about is something we've been interested in since the beginning of history: What is it to be human? Who are we? Where do we come from?' That's what makes it truly great.'

B *2001: A Space Odyssey* (1968)

One of the most controversial films of any genre, *2001: A Space Odyssey* came from a collaboration between the director, Stanley Kubrick, and the science fiction writer, Arthur C Clarke. It's not an easy film to sum up. The plot is mostly beside the point. It involves a government cover-up of something called the Monolith, and a malfunctioning computer's efforts to preserve the integrity of a space mission. Almost independently of this are separate strands dealing with human evolution from prehistoric times to the space age. Many have attempted to try and pin down this work with explanations about its deeper significance and purpose, and to this day there are heated exchanges about this. But such attempts at analysis may be missing the point. What stays in the mind is the impact the film has on the senses. Even its strongest critics never forget it. There are long stretches where very little happens, and for many the pace, or lack of it, is too much to bear, but at the same time it is visually astonishing and has a soundtrack of often dissonant classical music played so loud that it often interferes with what characters say. Its visual style has probably had more lasting influence than anything else about it. The incredible attention to physical detail showed the way to other film-makers, and critics argue that despite modern computer graphics, some scenes have never been bettered.

C *Star Wars* (1977)

It is almost impossible to argue against the inclusion of *Star Wars* or its rather darker sequel *Empire Strikes Back*, in any list of top science fiction movies. Essentially westerns set in space, they cover the universal themes of good versus evil, while making the leading actors Harrison Ford, Mark Hamill and Carrie Fisher deliver lines of mind-boggling absurdity on a regular basis. The epic saga revolves around a battle between an authoritarian Empire led by the Emperor and his part-human, part-machine henchman Darth Vader on one side, and a small group of rebels on the other. The emphasis, however, is not on exploring deeper problems of the human condition. Nor, unlike some film-makers, do the creators of *Star Wars* trouble themselves with rooting their creations in the normal laws of physics; the force-wielding Jedi fight with theoretically impossible lightsabers and light-speed travel takes place in an implausible 'hyperspace'. But the first two *Star Wars* films have been the supreme blockbusters and paved the way in creating franchises for toys, games and replicas that no major science fiction film can do without nowadays.

D *Alien* (1979)

Alien is often remembered for the moment when an alien creature bursts out through the chest of one of the crew members on the spaceship. This iconic moment has the power to unnerve even the most cynical of contemporary audiences. The film has a lot more to it than that however. It is essentially an expertly made horror story set on board a spaceship. The alien lifeform which invades the spaceship is very sinister but it is made all the more so by the contrast with the portrayal of the ship's crew. They are a bunch of very average people who sit around eating pizza, playing cards and getting bored. This contrast between the crew's very mundane existence and the sheer awfulness of the alien is a very powerful one. Very striking too is Sigourney Weaver's portrayal of the reluctant hero Ellen Ripley. She is a compelling screen presence in this movie and it established her as one of the top film actresses of her time.

PAPER 2 WRITING (1 hour 30 minutes)

Part 1

You **must** answer this question. Write your answer in **180–220** words in an appropriate style.

- 1 You are on the committee that organises social events at the college where you study English. Next year the college will be fifty years old and the committee is organising a series of events to mark the anniversary. Look at the email from the college principal together with the outline programme that has been planned, on which you have made some notes. Then, **using the information appropriately**, write an article informing readers about the events, encouraging them to attend and participate in them.

From: College Principal
To: Social Committee

Please could you write an article for the local newspaper outlining what we are planning to do next year. We had a disappointing lack of local support for recent concerts, so try to interest people in what we are doing. We want readers to provide photos for the exhibition and to take part in the Open Day and the writing competition as well as attending the other events.

50 years – DRAFT PROGRAMME

January: Photo exhibition

March: Reunion party for former staff and students

July: Drama production

15th October: Deadline for competition

Fifty Years of
College Life

famous former
students and
staff will attend

in college gardens
(comedy or
something for
children)

best article reminiscing
about college

Now write your **article** for the local newspaper. You should use your own words as far as possible.

Part 2

Write an answer to one of the questions 2–5 in this part. Write your answer in **220–260** words in an appropriate style.

- 2 You see this announcement in an international sports magazine.

Health experts claim that people are changing how they exercise. Send us your thoughts on whether you and your friends exercise frequently, what types of exercise you do and the effects that exercise has on your health. The most interesting replies will win a day at health club of your choice.

Write your **article**.

- 3 You see the following competition in an international magazine.

WHO BOTHERS TO READ THESE DAYS?

People no longer read books for pleasure or for information. They watch TV or DVDs or use the internet.

What can books offer us nowadays?

Write an entry for the competition, giving your views on this topic. The best entry will win VIP tickets to the literature festival in April.

Write your **competition entry**.

- 4 You have been asked by your local Tourist Office to write an information sheet in English giving information about accommodation for visitors to your city. Your information sheet must:
- compare and contrast different types of accommodation
 - suggest which type of accommodation might suit different visitors: families, people of different ages and people on different budgets
 - give practical advice on how to find and book accommodation before arriving in the city.

Write the **information sheet**.

- 5 Write a **review** for your college magazine of the set text you have read. Briefly outline the story and try to persuade other students to read it too.

Note: In the exam, the question on set texts will have two options – one on each of the set texts. You will be asked to choose one of these options.

PAPER 3 USE OF ENGLISH (1 hour)

Part 1

For questions 1–12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Example:

0 A represents B exercises C performs D acts

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

Stunt woman for a day

Lara Croft, the heroine in *Tomb Raider*, flies through the air and (0) a range of impressive movements. Somehow, the film-makers (1) it look easy. The Hollywood star Angelina Jolie, who plays Lara Croft, actually did most of the stunts herself, which is quite a rare (2) nowadays, what with computer-generated graphics and professional stunt people.

At one time, I (3) the idea of becoming a stunt woman myself, but I was (4) off by the years of training I thought it would (5) So, I was thrilled to hear about a new stunt school where anyone could (6) a go.

Last Saturday, me and three friends, all wearing stretchy fabric, made our (7) to the RealAction Stunt Academy. Inside it looked like a (8) between a children's playground and a work of modern art, with trampolines, foam blocks and soft mats. Training began with a trampoline session designed to help us (9) how to fall safely. Our first real challenge, the instructor then explained, involved jumping off a high platform and grabbing a trapeze bar in mid-air. I suddenly felt (10) stiff. The sight of a safety net helped me (11) the worst of my fears, however, and by the end of the day I had got through the trapeze challenge, learned how to fall down stairs safely and climbed a huge wall. We gave ourselves a deserved (12) of applause after the final stunt, but I know I'll never be Lara Croft.

- | | | | | |
|----|--------------|--------------|-------------|------------------|
| 1 | A get | B find | C cause | D make |
| 2 | A matter | B phenomenon | C incident | D appearance |
| 3 | A fancied | B aspired | C dreamed | D wished |
| 4 | A let | B put | C brought | D cut |
| 5 | A entail | B oblige | C expect | D insist |
| 6 | A try | B give | C have | D take |
| 7 | A track | B path | C route | D way |
| 8 | A blend | B stew | C cross | D combination |
| 9 | A figure out | B run down | C shape up | D follow through |
| 10 | A frightened | B scared | C terrified | D afraid |
| 11 | A overstep | B overrule | C overcome | D overload |
| 12 | A roll | B turn | C circle | D round |

Part 2

For questions **13–27**, 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**.

Example:

0	M	A	N	Y															
---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Music makers

For the past twenty years, **(0)** of the world's leading jazz musicians **(13)** gathered in one of Italy's premier seaside regions to play, to teach and socialise. **(14)** this were all, it would be the ultimate jazz festival. But the attraction of the Italian Riviera, **(15)** charm and relevance, is **(16)** it is also home for three weeks to **(17)** than 500 young musicians from 25 countries, starry-eyed about meeting the masters and getting a crash course at the highest possible level. Performers from the world's top jazz bands are **(18)** hand to get the young musicians into shape, coaxing fine performances of **(19)** daunting challenges as mastering traditional New Orleans jazz tunes or learning new fusion genres.

The festival is the creation of a Polish jazz enthusiast, Marcin Krajewski, **(20)** for many years was a radio DJ. He wanted to run his **(21)** festival and, **(22)** some of the best contacts in the business, it was **(23)** hard to find an Italian resort looking for a winter boost, rich villa owners keen to open their houses to musical celebrities and stars used to **(24)** indulged. Krajewski is an easy-going, charming man, **(25)** he has strong opinions on the quality of performance. The music heard on the Riviera **(26)** to be of the highest standard with **(27)** a note played at the wrong moment.

Part 3

For questions **28–37** read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning **(0)**.

Write your answers **IN CAPITAL LETTERS**.

Example:

0	T	E	C	H	N	O	L	O	G	I	C	A	L						
---	---	---	---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--

Teenagers in the house

Those people who fear that three decades of rapid **(0)**

TECHNOLOGY

advances have produced a generations of lazy and **(28)**

HELP

internet addicts will be comforted by a survey showing that some teenagers are better trained than they ever were, **(29)** speaking.

DOMESTIC

Nearly 60% of parents said that their teenagers were capable of looking after themselves, agreeing with the **(30)** that 'My son/daughter can organise a meal and cook it'. Those parents with children aged 14–18, were most likely to be in **(31)**with this.

STATE

The aim of the survey was to **(32)** the attitude of parents towards their teenagers.

AGREE

VALUE

Some 1,000 parents were asked if they agreed with various views on **(33)** teenage behaviour and lifestyles in the early years of the 21st century. In the **(34)** of responses it was found that, while teenagers regarded weekends as a time of **(35)** , most parents considered them a time for studying or meeting family. However, the **(36)** that it's useful to have a teenager because of their seemingly innate **(37)** to know how the TV and computers work was a point that almost everyone agreed with.

TYPE

ANALYSE

RELAX

CONTEND

ABLE

Part 4

For questions 38–42, think of one word only which can be used appropriately in all three sentences. Here is an example (0).

Example:

0 Huge rose bushes grew up the hillside behind my grandmother's house.

Terry says he's not all that about going to the cinema tonight.

The crowd went absolutely when Kate Miller finally appeared on stage.

Example: 0

Write only the missing words **IN CAPITAL LETTERS**.

38 In a personal for money for the victims of the disaster, the President showed great emotion.

Does the idea of working abroad to you?

The burglar intended to against his ten-year prison sentence.

39 it to me straight. Did you have something to do with the theft?

The newcomer on the tennis scene can certainly as good as he gets, as was proved by the results of his last game.

It will take an hour to get to the airport, or take five minutes.

40 That's an interesting idea but not relevant to the in hand.

It's one thing to talk about sailing round the world but it's quite another to actually do it.

Whether it's better to learn English with a native speaker or a non-native speaker is a of opinion.

41 There is a clear of special responsibilities among the teachers.

She works in the export of the company.

The river forms a between the old and new parts of the city.

42 With only minutes to go, it's the Brazilian driver in the

Do you know who is playing the in that new musical?

We always wait for the conductor of the orchestra to give us the

Part 5

For questions **43–50**, 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 **three** and **six** words, including the word given. Here is an example (**0**).

Example:

0 I don't feel like walking all the way into town.

MOOD

I'm walking all the way into town.

The gap can be filled with the words 'not in the mood for', so you write:

Example: **0** *NOT IN THE MOOD FOR*

Write only the missing words **IN CAPITAL LETTERS**.

43 James ignored the 'Danger' sign.

NOTICE

James the 'Danger' sign.

44 The director said that she wouldn't tolerate her employees being late any longer.

PUT

'I'm not going from my employees any more,' said the director.

45 I know Paul will be a great violin player one day.

MATTER

I'm sure it's only Paul develops into a great violin player.

46 Nobody ever told me my insurance cover was only valid in Europe.

POINT

At that my insurance cover was only valid in Europe.

47 David said it takes nearly ten minutes to walk there, but I'm sure he's wrong.

MUST

David said it takes nearly ten minutes to walk there but he a mistake.

48 You should set three alarm clocks so that you're sure to wake up in time for the flight.

CASE

It's worth setting three alarm clocks just in wake up in time for the flight.

49 There has been a dramatic fall in the price of food this month.

FALLEN

The this month.

50 I last wrote to Julia over a year ago.

TOUCH

I with Julia since some time last year.

PAPER 4 LISTENING (approximately 40 minutes)

You can listen to the audio for this test on your computer or on your CD player.

To play the audio on your computer, open Media Player and you will see the audio tracks listed.

To play the audio on your CD Player, take the CD-ROM out of your computer and play it on your CD player like any other audio CD.

Part 1

You will hear three different extracts. For questions 1–6, choose the answer (A, B or C) which fits best according to what you hear. There are two questions for each extract.

Extract One

You hear two students talking about a lecture on social networking websites which they attended.

1 Which view from the lecture does the woman object to?

- A Online friendship isn't true friendship.
- B All friendships need time to develop.
- C Face-to-face friendship is in decline.

2 Both students agree that the lecture

- A made controversial points.
- B had a positive conclusion.
- C was thought-provoking.

Extract Two

You hear part of a discussion programme about interviewers on TV chat shows.

3 The man says his main priority when interviewing is to

- A avoid any political content.
- B make the guest feel comfortable.
- C ask things the viewer would want to know.

4 What do the man and woman disagree about, regarding chat shows?

- A where the real focus of interest should lie.
- B who should initiate the conversation.
- C what such shows should be called.

Extract Three

You hear two friends talking about a bike shop.

5 When the woman speaks she is

- A sympathising with the man's predicament.
- B offering a possible explanation for what happened.
- C questioning the bike shop's motives.

6 The man was annoyed with the bike shop staff because

- A they made no effort to contact him.
- B they didn't do what he asked of them.
- C they caused him considerable inconvenience.

Part 2

You will hear a talk given by a sports trainer called Richard Hunter. For questions 7–14, complete the sentences.

Richard publicises his 'Boot Camp' exercise sessions in **7** in local villages.

At Boot Camp, Richard gets his clients to lift things like **8** rather than using weights or other gym equipment.

The aim of some of Richard's personal clients is simply to **9** .

Among Richard's personal clients is a **10** who is recovering from a bad injury.

Richard's website will eventually contain written information about **11** .

Richard asks for volunteers to appear in **12** showing his training principles.

In the kids' version of boot camp which Richard is planning, the children will do things like walking in

13 .

Richard needs someone to create a **14** for his kids' boot camp.

Part 3

You will hear part of a radio interview with a writer of crime fiction. For questions **15–20**, choose the answer (**A, B, C** or **D**) which fits best according to what you hear.

- 15** According to Caroline, what do her books offer the readers?
- A** a social issue to think about
 - B** a complicated mystery to solve
 - C** a shock which will thrill them
 - D** a record of contemporary society
- 16** Caroline deals with the brutality of crime in her novels by
- A** concentrating on the psychological aspects of the crime.
 - B** describing the research which produces the evidence.
 - C** writing mainly about what happens after the crime.
 - D** referring to it in a light, almost humorous way.
- 17** How does Caroline account for the personality of her main character?
- A** It has evolved from her observations of real life.
 - B** It reflects the dark side of the criminal world.
 - C** It offers an alternative to the usual serious detective.
 - D** It allows Caroline to analyse a secretive lifestyle.
- 18** What is Caroline's attitude to the suggestion that she could write a different type of book?
- A** She wishes she had written different books.
 - B** It is irrelevant which type of book she writes.
 - C** Only detective novels offer scope for deep feelings.
 - D** Detective novels allow her to write about areas which interest her.
- 19** How does Caroline feel about receiving a writer's award?
- A** proud
 - B** valued
 - C** dismissive
 - D** embarrassed
- 20** How does Caroline feel about writing a novel with a new main character?
- A** She is unwilling to talk about her plans.
 - B** She is seriously tempted to do so.
 - C** She recognises the commercial value of her current work.
 - D** She would feel lost if she abandoned her chief inspector.

Part 4

You will hear five short extracts in which people are talking about holidays.

TASK ONE

For questions **21–25**, choose from the list (**A–H**) what was special about the holiday.

While you listen you must complete both tasks.

A It was the speaker's first independent holiday.

B The speaker was with a lot of people of his/her own age.

Speaker 1

	21
--	----

C The speaker had a number of lucky escapes.

Speaker 2

	22
--	----

D It was not possible for the speaker to spend much time or money on a holiday.

Speaker 3

	23
--	----

E The speaker had not been to a foreign country before.

F It was the speaker's first holiday with his/her partner.

Speaker 4

	24
--	----

G It was a much more expensive holiday than the speaker was used to.

Speaker 5

	25
--	----

H The speaker was earning money while on holiday.

TASK TWO

For questions **26–30**, choose from the list (**A–H**) the emotion that the speaker remembers most vividly from the holiday.

While you listen you must complete both tasks.

A being attracted to some new people

Speaker 1

	26
--	-----------

B feeling exhilarated by the change of scene

C being disappointed by the accommodation

Speaker 2

	27
--	-----------

D having nothing much to do

E feeling slightly irritated by his/her companion

Speaker 3

	28
--	-----------

F being amazed by the geography of the place

Speaker 4

	29
--	-----------

G enjoying learning about a new culture

Speaker 5

H feeling rather afraid

	30
--	-----------

PAPER 5 SPEAKING (15 minutes)

In the examination, there are two examiners. One (the interlocutor) conducts the test, providing the necessary materials and explaining what to do. The other examiner (the assessor) is introduced to both candidates, but then takes no further part in the interaction. Note that the visual material for Test 1 appears on pages 30 and 31 (Part 2) and 32 (Part 3).

Part 1 (3 minutes)

The interlocutor asks both candidates a few questions, firstly for some information about themselves, then widens the scope of the questions by asking about subjects like candidates' leisure activities, studies, travel and daily life. Candidates should respond to the interlocutor's questions and listen to their partner's answers.

Part 2 (1 minute 'long turn' for each candidate, and a 30-second response from the second)

Both candidates are asked to talk for about a minute, and to comment briefly after their partner has spoken. The interlocutor gives the first candidate some pictures to talk about for about a minute. It is important to listen carefully to the instructions. The interlocutor then asks the second candidate a question about the same pictures, but only wants a short answer.

The candidates are then given another set of pictures to look at, and this time the second candidate must talk for about one minute, and the first candidate gives a short response afterwards.

Part 3 (approximately 4 minutes)

In this part of the test both candidates talk together. The interlocutor provides a new set of pictures. These pictures provide the basis for a discussion. The interlocutor explains what to do.

Part 4 (approximately 4 minutes)

The interlocutor asks some further questions, which leads to a more general discussion of the topics discussed in Part 3. Candidates can comment on each other's answers if they wish.

Paper 5 Speaking frames

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

Interlocutor: Good morning/afternoon/evening. My name is and this is my colleague
And your names are?

Can I have your mark sheets, please?

Thank you.

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

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

- Where are you from?
- What do you do here/there?
- How long have you been studying English?
- What do you enjoy most about learning English?

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

Where you live

- What do you like most about where you live?
- How important do you think good neighbours are?
- What are the advantages and disadvantages of living in the countryside?
- Do you think it is good for people to experience living abroad?

People

- Who was your favourite teacher at school? (Why?)
- If you could meet anyone in history, who would you choose?
- What do you think are the most important qualities in a friend?
- Do you like spending your free time in a group or on your own? (Why?)

Leisure activities

- What do you like to do in your free time?
- What is your opinion of social networking sites such as Facebook?
- What kind of television programmes do you enjoy watching? (Why?)
- How important do you think it is to do sport and exercise?

Nature and wildlife

- Do you think zoos play an important role in protecting animals?
- Do you think it is a good idea for families to have pets?
- Do you think camping is a good way of getting closer to nature?
- How important do you think it is for cities to have parks and other green areas?

Experiences

- What is the most interesting place you have visited?
- Would you like to try an extreme sport such as skydiving? (Why? / Why not?)
- How has your life changed in the last five years?
- Would you like to be famous? (Why? / Why not?)

Part 2 4 minutes (6 minutes for groups of three)

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

(Candidate A), it's your turn first. Here are your pictures. They show **people learning in different ways**.

Indicate the pictures on page 30 to the candidates.

I'd like you to compare two of the pictures, and say **how the people are feeling and say what the possible benefits are of each way of learning**.

All right?

Candidate A: [1 minute]

Interlocutor: Thank you.

(Candidate B) **Which picture do you think shows the best way to learn a language? (Why?)**

Candidate B: [Approximately 30 seconds]

Interlocutor: Thank you.

Now, (Candidate B), here are your pictures. They show **different aspects of childhood in the 21st century**.

Indicate the pictures on page 31 to the candidates.

I'd like you to compare two of the pictures, and say **why you think children like to use this kind of technology and say what positive or negative effects you think it has on them**.

All right?

Candidate B: [1 minute]

Interlocutor: Thank you.

(Candidate A), **in which picture do you think the children are enjoying themselves the most? (Why?)**

Candidate A: [Approximately 30 seconds]

Interlocutor: Thank you.

Parts 3 and 4 8 minutes (12 minutes for groups of three)

Part 3

Interlocutor: Now, I'd like you to talk about something together for about 3 minutes. (5 minutes for groups of three)

Here are some pictures showing different jobs.

Indicate the pictures on page 32 to the candidates.

First, talk to each other about **how important you think each of the jobs are in society**. Then decide **which two jobs you think are the most stressful**.

All right?

Candidates: [3 minutes (5 minutes for groups of three)]

Interlocutor: Thank you.

Part 4

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

- Do you think job satisfaction or earning a good salary is more important? (Why?)
- Some people say that there are some jobs that are better suited to men and some that are better suited to women. What is your opinion?
- During your working life, do you think it is better to focus on one career or to experience different types of jobs?
- What are the advantages and disadvantages of being self-employed?
- What are the most respected jobs in your country? (Why?)

Thank you. That is the end of the test.

Visual materials for the Speaking test

- How are the people feeling?
- What are the possible benefits of each of these ways of learning?



- Why you think children like to use this kind of technology?
- What positive or negative effects do you think it has on them?



- How important do you think each of the jobs are in society?
- Which two jobs are the most stressful?



Key: Test 1

Paper 1 Reading

Part 1: 1 B 2 D 3 A 4 A 5 B 6 A

Part 2: 7 E 8 C 9 F 10 A 11 G 12 B

Part 3: 13 B 14 A 15 D 16 C 17 D 18 A 19 D

Part 4: 20 B 21 C 22 D 23 A 24 D 25 B 26 A 27 C 28 A
29 D 30 A 31 B 32 A 33 C 34 B

Paper 2 Writing

1 Sample answer

50 years of success

Ever wondered what goes on behind the wooden gates of Trentford College, the splendid 18th-century building on Burley Street? Next year marks its 50th anniversary, and we're throwing open those gates to welcome you in for a series of events to celebrate the occasion.

Many of you, of course, once studied here yourselves. Have you got any old photos of the college or your classmates stored in an old box? If so, dust them off and send them in, as we'd love to use them in our first event of the year, an exhibition entitled '50 years of college life'. In March, you can meet some of the faces from the past; we'll be holding a reunion party for former staff and students to catch up with old friends. Guests will include many well-known faces who went on to achieve fame in many fields!

In the summer, celebrations continue with family entertainment in the college gardens. All welcome – watch out for news and updates in the local press.

October sees the announcement of our competition winner to find the best memories of Trentford. Whatever your connection – as a student, a teacher, or you or your parents may have worked here – we're looking forward to reading your reminiscences. Prizes will be generous and spectacular.

Finally, we really need your support to keep the programme going all year. We'd love to meet you at our events, but even better would be if you could spend time preparing and helping out. There are lots of opportunities and we offer lots of benefits – not just financial – to anyone who can spend some time working with us. Let me know if you want to get involved.

4 Sample answer

Where to stay in Selsham

Visiting Selsham this summer? Let us help you pick the right place to stay. Here's our guide for visitors:

1 Young, with friends, on a budget?

You might like the college rooms – single bedrooms, plus kitchen which gives you complete freedom to come and go as you please and keep costs down by cooking your own meals. Or try the youth hostel. Both options save you money on hotels, and give you the opportunity to make new friends.

2 Young couple with children?

If you want to do your own thing, there are several campsites on the outskirts of town. They have great facilities including kitchens, restaurants and activity areas for kids. If you'd prefer something more comfortable and closer to the centre, a number of guest houses with special deals for children under seven may suit you better.

3 On business?

Several hotels close to the conference centre, located in a lively district with plenty of restaurants and cafés, cater for business visitors. Among other services, they offer free wifi and meeting rooms on site. Prices from £75/night.

4 Independent traveller?

Selsham has bed and breakfasts for all budgets. Many of our guest houses use only local produce, and it's delicious. Or try renting a house for a week. You get the comforts of home, and don't have to go out if it rains!

How to book

If none of the options above suit you, then we'll be happy to look for something that does. There are a number of ways to book accommodation in Selsham. You can:

- call or email the tourist office
- pop in when you arrive
- contact the accommodation directly

Enjoy your stay!

Paper 3 Use of English

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

Part 2: 13 have 14 If 15 its 16 that 17 more 18 on 19 such 20 who
21 own 22 with / having 23 not 24 being 25 but / although
26 tends / has / needs 27 scarcely / hardly / barely / not

Part 3: 28 unhelpful 29 domestically 30 statement 31 agreement 32 evaluate
33 typical 34 analysis 35 relaxation 36 contention 37 ability

Part 4: 38 appeal 39 give 40 matter 41 division 42 lead

Part 5: 43 took no notice of 44 to put up with lateness 45 a matter of time before/until
46 no point was I told 47 must have made 48 case you don't/do not / case you fail to
49 price of food has fallen dramatically 50 haven't/have not been in touch

Paper 4 Listening

Part 1: 1 A 2 C 3 B 4 A 5 B 6 C

Part 2: 7 (primary) schools 8 (heavy) pots 9 lose weight 10 rugby player
11 diet/nutrition/eating habits 12 video clips 13 (deep) water 14 logo

Part 3: 15 B 16 C 17 A 18 D 19 A 20 C

Part 4: 21 E 22 G 23 C 24 D 25 A 26 F 27 D 28 H 29 B 30 A

Test 1 Transcript

PART 1

Extract 1

Adam: Good lecture, eh?

Lucy: Yes. The lecturer seemed basically to be saying that the more people sit in front of their screens, the less time they have for spending quality time with real friends – the small group of friends that really count.

Adam: Yes, I suppose it was all about friendship really, wasn't it? About how you need time and effort to build up loyalty and trust – and this is best done face-to-face.

Lucy: But what I didn't get is, why can't some of your online friends also be your real ones? It didn't seem to me to be a distinction worth making.

Adam: Right. Anyway I thought the best bit was about how people will hopefully see the whole thing as some kind of game, like any other computer game. So in that way, online networking won't affect them too much.

- Lucy:** Yes, but the lecturer also suggested it might go the other way. It might be damaging and make people cynical about friendship in general.
- Adam:** It certainly gave us all food for thought.
- Lucy:** Yes, about the nature of friendship and who your true friends really are. And the end was really funny.

Extract 2

- Peter:** Well, I've interviewed on TV for 20 years now and I believe you really get your famous guest to open up to you by being nice and encouraging. A chat show isn't like a political interview, and if you really try and put your guest on the spot, then you end up with a defensive unwilling guest and viewers who feel uneasy.
- Felicity:** But surely you don't want to end up with an interview that's all just bland and nicey-nice.
- Peter:** Well, I'm not sure. It is just entertainment, after all. But also another mantra of mine is to let the guest do most of the talking. So many of the TV interviews you see nowadays are effectively all about the funny interviewer rather than the celebrity guest. But the show's meant to be an interview *with* so and so, not an interview *by* so and so.
- Felicity:** Surely not! The name of the chat show is the name of the interviewer – that's how it was with your show! It's their show and they're in charge. What's happened is these newer interviewers you refer to have simply brought their own personality out more, which makes it all much funnier in my view.

Extract 3

- Michael:** They're a small family-run business, and I've started using them for repairs. I think they're the best in town for that – it's a same day service, but you have to bring your bike in before 10 a.m. The only thing is they charge you extra for leaving the bike overnight, which sometimes isn't your fault because maybe you just couldn't get to the shop before it closed.
- Rachel:** Sounds fair enough, I suppose. I mean, from their point of view, an uncollected bike is taking up valuable space. It isn't a big shop, is it?
- Michael:** The only trouble is, though, I've known them to close the shop a bit early if they're not busy. The other day I actually got there five minutes before their advertised closing time – arranged to leave work a bit early and ran over there all the way from the office, but they were already shut. Which was really frustrating. Especially as it meant I then had to get a bus home, plus another bus back in to work the following day. *And* I ended up paying the overnight fee!

PART 2

- Richard Hunter:** Thank you. I'm Richard Hunter, and I'm going to be talking to you about the sports training work I do, and also about some future plans which I need a bit of your help with.
- You may recognise my face from an article in the local paper recently. This was mainly about my so-called 'Boot Camp'. As the name suggests, this consists of some quite tough military-style exercises, designed to make a man of you! That's a joke – most of my clients are women. I do mostly morning sessions in particular villages, and I advertise in local primary schools. I find that's the best way of reaching the younger mothers who make up most of my clientele. The sessions are always outdoors, in all weathers. I'm very much into showing that you don't need complicated gym equipment or heavy weights. So I like to use unusual equipment, real things which you can find around your house or garden; we do things like sprinting while pushing a wheelbarrow, carrying heavy pots, pulling a cart full of bags of compost – I got those from a farmer.
- As well as Boot Camp, I also do private coaching. I use the same unusual training methods to help individuals with their fitness. Everyone has different priorities, ranging from just a desire to lose weight right through to a need to improve professional sports performance.

I'll take on anyone – at the moment on my books I've got a 55-year-old woman who's just left work, a rugby player who's doing a rehabilitation programme following a broken leg, and a wrestler who's working on his agility and flexibility.

My business is still very much at the developing stage, and the same goes for my website. At the moment it's basically just advertising what I do and that you can hire me. It's also got some pages of advice about fitness conditioning and training principles, although that's work in progress and will be expanded. Long-term, diet is next on the agenda for the website, although I haven't started that yet. It's all designed to be relevant to people starting out in any sporting discipline. Within six months I hope to have video clips of people demonstrating some of my techniques. I'm looking for some helpers, if I can interest any of you. I might even turn these into a book, but that's just a vague idea as yet.

I'm also planning to organise some sports camps for young children in the summer holidays and I'm looking for more volunteers for that. They'll be a bit like army assault courses – Boot Camps for kids – things like climbing ropes, wading through deep water, crawling under nets. You won't need any expertise – I'll provide that when I train you up – but an interest in physical education would be useful. I'm also looking for a budding artist who can design a logo that will appeal to young children. This would appear on any publicity material I use for the camp. So if anybody is interested ...

PART 3

Interviewer: We're very pleased to have with us in the studio today Caroline Stevenson, whose famous detective novels have just been shown as a very successful series on TV. Now, Caroline, a lot of people seem to be getting concerned about crime fiction writing, like a lot of TV programmes, just making an entertainment of crime. What's your view on that?

Caroline: Well, I know the actuality and reality of crime is far from entertaining, but when you look at crime writing you can see all sorts of motives, if you like. It can be seen as documenting and articulating the times that we live in and engaging society in a larger debate. Then there are those who want to shock the reader and that in itself is really a form of entertainment. Being a crossword addict myself, I present the readers with a puzzle which they have to try to unravel. And that's a far cry from any sort of need to communicate a moral message or say anything of true significance.

Interviewer: But we can't get away from the fact that a crime has to be committed and that's usually something quite violent in crime writing, isn't it?

Caroline: I suppose that's one type of crime fiction but I never have gory scenes in my books. I get all the horror over with in the first few chapters and then make things a little bit lighter. And there's quite a fashion among crime writers at the moment to focus on the psychological profile of the criminal which can be another way of avoiding the gore. And of course the new TV drama series, *Westwood*, focuses on the clinical analysis of the whole business, seen through the eyes of the forensic scientist.

Interviewer: Mm. Now, your main character, the chief inspector, many people find him an unfathomable character. He seems to have so many sides to his personality.

Caroline: Over the years I've worked with a lot of the professionals whose jobs revolve around crime. Now, I do realise what a grim life many people lead but there is a bit of humour among undertakers and pathologists. In fact, in those jobs there needs to be a counterbalance to the seriousness of the situation. And my chief inspector reflects this aspect of what I've witnessed. Some readers think there's a sub-plot going on because he's single but that's purely in their imagination, I can assure you.

Interviewer: And have you ever thought of writing about something else?

Caroline: Well, I suppose I could have turned my hand to other genres but there would always have to be characters who showed a depth of passion and I'm quite interested in what motivates people's behaviour. With any good complex plot you can work in all those elements, but quite honestly, the whodunit offers all that, so I haven't really felt the need to explore.

- Interviewer:** And you are at the top of your profession which has been once again recognised in the form of your latest crime writer's award.
- Caroline:** Yes, I know it's quite fashionable to play down awards like this, you know, you get all these suggestions that it's rigged and so on, but it does make you feel good when you've been judged worthy by your peers. Mind you, for me, the greatest thrill is when I meet someone who says, 'I just couldn't put the book down, I had to find out what happened next'. So it's almost these personal encounters that count just as much, if not more than the glamorous awards.
- Interviewer:** Mm. And what does the future hold? Rumour has it that you're going to make your famous chief inspector retire. What then?
- Caroline:** Have you heard that from me? Although sometimes it appeals to me because it's become so expected of me, that every year I'll churn out another one in the series, I sometimes wonder if I shouldn't be trying something new. But on the other hand I know my chief inspector so well. It's almost as though I've lived with him for all these years. And when it comes down to it, it's proved an extremely lucrative business.

PART 4

- Speaker 1:** I spent my first holiday abroad ever in Iceland. I was only eight at the time but it made a very strong impression on me. There were loads of interesting things there. For example, it was the first time I'd ever seen bananas growing. Yeah, not in the Caribbean but in Iceland! Growing in a greenhouse heated by water from natural hot springs. And I remember the strong rotten egg smells from the boiling mud pools. And the fields of lava. And the barren field that had once hosted the oldest parliament in the world. I couldn't get over the fact that there were no trees taller than eight-year-old me there. Or that it was light enough to read a newspaper outside at midnight. I think it's much more interesting for a kid to go somewhere like that than just to a beach which could be anywhere.
- Speaker 2:** When I was at university I was friendly with a girl who came from a very wealthy family. We were both in the same French tutorial group and we used to study together sometimes. Anyway, this poor girl fell in love with someone, went out with him for a year or so and then he dumped her for someone else. She was so upset that she made herself quite ill and her parents decided to take her on a cruise to cheer her up. And they invited me to go along too. It was a real luxury boat going from Southampton through to the eastern Mediterranean. I'd certainly never had an opportunity like that before – and I don't suppose I ever will again. Yet, oddly enough, my main memory of that holiday is boredom. My friend was getting better but was still too low to want to talk much or to do anything except sleep. We had amazing trips ashore every second day or so but otherwise we were at sea with nothing much to do except sit on deck and eat enormous meals. The average age of the other passengers was at least sixty and I hadn't even taken much to read.
- Speaker 3:** It was the holiday of a lifetime but I still breathed a sigh of relief when we got home. The first thing that happened was that we were out walking in the hills when it started raining. Obviously, the ground got very slippery and we were worried that we'd lose our footing. We were in quite a remote part of the country, and we were all nervous about accidents because it would be difficult to get help when we had no mobile signal. I remember everyone was very quiet and concentrating on walking carefully – it was a bit scary. Then a few days later a storm blew up while we were on a boat trip on a lake. We couldn't get back to shore until well after dark and the boat didn't have any lights. We could hear lots of strange noises from the shore, which just added to the drama. I'm sure we weren't in any real danger but some of the people on the tour were getting into a terrible state.
- Speaker 4:** One of my most memorable holidays ever was only two hundred kilometres from home. We wanted to spend every day hill-walking. We'd both had a long hard year at work and were desperate for fresh air and freedom even though we couldn't afford to go far or to be away for long. The weather was lousy and we stayed in a cheap youth hostel. The warden was horribly bad-tempered, I remember. We were tired and a bit cross as we set off in the drizzle for our first day's walk. Our aim was to get up a mountain I'd never climbed before.

Once we got into our stride, things gradually improved. The drizzle petered out and our moods also lifted as we climbed higher. We then actually got as high as the clouds – visibility was poor but the path was clear and Jamie had been to the top loads of times so we went on. Then, a hundred metres or so from the top we emerged through the clouds into bright sunshine! It was like being in a different world on a hilltop island with a sea of cloud below us – there were a few more hilltops round us also appearing out of the clouds but otherwise nothing else. It was magical! Stunning! A really good memory.

Speaker 5:

My first ever holiday away from my parents was when a friend and I went on an archaeology dig in the east of the country. We were helping to excavate a sixteenth-century warehouse which would have been on the seafront but was now ten kilometres or so inland. We were working in very smelly mud and it was a very hot summer – I remember how people used to get as far away as possible from us as we walked back to our hostel in the evenings. Our most exciting find was a beautiful silver bracelet. The other main thing I remember about that holiday was the fact that there were a couple of young actors around our age staying at the same hostel. They were in a play that was on in town while we were there and we didn't really get to see them as much as we'd have liked to. But we talked about them constantly, and how exotic we imagined their lives must be, though I don't suppose they'd really even noticed our existence.

Paper 5 Speaking

Part 1 Sample answers

Where you live

- How important do you think good neighbours are?

I think it's really important to have good neighbours because you never know when you might need them. It's good to know that you can go to the person next door to you if you need some help or have run out of sugar! It also makes life nicer if you know the people who live near you so that you can say hello and have a chat when you see them. I'm lucky, I have really good neighbours and we're close friends now.

People

- What do you think are the most important qualities in a friend?

I think it's really important for your friends to be honest because you need to be able to trust your friends. I also think a sense of humour is important as you want to be able to have fun with your friends and laugh about the same things. It's also good to share common interests so that you can do sport or other leisure activities together. Actually, maybe that's not so important as I think you can be really close friends and have different interests.

Leisure activities

- What is your opinion of social networking sites such as Facebook?

I think they're great – I use them all the time. I think the best thing about sites like Facebook is that you can get in touch with people who you haven't seen for ages, particularly if you no longer have their phone number or address. I've got in touch with lots of old school friends that way. It's also great to look at people's photos and see what they're doing – although you do have to be careful what you put on your profile! I know friends who put up photos or information and then regretted it later.

Experiences

- Would you like to be famous? (Why? / Why not?)

I don't think so. I know famous people's lives always look glamorous and they can afford expensive clothes, houses and cars, but I'm not sure whether that really makes them happy. I think if I were famous, I would really miss my privacy. I can't imagine not being able to go out with my friends – or even to the supermarket – without being followed by the paparazzi. That would really get to me and I'd hate to see myself in all the magazines and newspapers. No, I think I prefer the freedom to do what I want rather than be famous.

Part 2 Sample answers

(Candidate A), I'd like you to compare two of the pictures, and say **how the people are feeling and say what the possible benefits are of each way of learning.**

I'm going to talk about the first and third photo. In the first photo we can see a small group of students and they all look like they are feeling relaxed and comfortable in the group. They seem interested in what they are doing, and they appear to be concentrating and thinking about something. In the other photo, I think the students are also concentrating on what they are being told, but some of them don't look as relaxed or as interested in what's being taught. They probably feel less involved in the lesson. I think the benefit of learning in a small group is that you can participate more and feel confident to ask questions if you don't understand, whereas in the large lecture hall, it would be very difficult to stop the teacher and ask them to explain. I also think that you learn more from your classmates in a small group as you can talk about what you're learning and work together. On the other hand, a benefit of having large groups of students together is that it is more practical if there are lots of people on the same course. Also some people prefer to learn quietly by themselves and learn better by simply listening and they enjoy lectures.

(Candidate B), **Which picture do you think shows the best way to learn a language? (Why?)**

I think the first picture of a small group is the best way to learn a language. I think if you're in a large group then you don't get enough opportunity to practise the language and it's also useful to do pair work when you're learning a language. I think learning on your own with headphones can work, but I still don't think it's as enjoyable or effective as being taught in a small group.

(Candidate B), I'd like you to compare two of the pictures, and say **why you think children like to use this kind of technology and what positive or negative effects it has on them.**

I'm going to talk about the boys using the mobile phones and the school children using the computer. I think in both pictures the children are attracted to the technology because it makes their lives easier. In the case of the school children, the computer could help them research a school project much more quickly than if they used books in a library. It is also quicker for doing written work, as you don't have to start again if you make a mistake. Mobile phones also make the children's life easier as they can phone or text their friends wherever they are and can also contact their parents easily if they need to be picked up from somewhere. I think both types of technology have positive and negative effects. The computer and the internet allow children to access more information and as a result their knowledge of the world can be greater. However, its use can also make young people lazy as they can just copy information from the internet without really putting in much effort. Computers can also of course be a distraction as children may be tempted to chat to friends or play games rather than doing their work. I think this is also the case with mobile phones and some people say it has a negative effect on children's social skills as they prefer to text rather than have proper conversations. I do think that mobile phones have a very positive use as well though as they make children safer as they can phone their parents if they miss the bus for example, so that they can be picked up rather than walking home on their own.

(Candidate A), **in which picture do you think the children are enjoying themselves the most? (Why?)**

I think they're probably having the most fun in the first picture as they are playing video games in order to relax and they are probably friends doing it together in their free time. In the other two pictures, they could be enjoying themselves, but the boys at school may be doing some difficult work and the boys using the mobile phones may not necessarily be calling or texting friends.

Part 3 Sample answers

First, talk to each other about **how important you think each of the jobs are in society**. Then decide **which two jobs you think are the most stressful**.

A: Obviously teachers are really important in society, as their role is to teach the future generations.

B: Yes, I completely agree. Without teachers, we would have uneducated people in society. How about the bus driver? I don't suppose that job's so important in society really is it?

A: Actually, I think it is a really important job. If you think of all the people who couldn't get to work or school if it weren't for buses, then it does seem an important job for society.

B: Yes, I suppose you're right, I hadn't thought of it like that.

A: How about the sportsman? I can't see how that is so important for society. What do you think?

B: True, there are more important jobs, but I do think sportspeople have an important role in society as they inspire young people and they encourage people to be healthy by promoting sport and exercise.

A: Yes, you have a point. What about the farmer? I think farmers are really important as we rely on them for our food.

B: Yes, I agree. I'm not sure about the job of an artist though.

A: I think it's similar to the sportsperson in that they inspire people and give people enjoyment and so are useful to society in that way.

B: OK, the newsreader definitely has an important job, as we need them in order to find out what's happening in the world.

A: Yes, I agree. I think the rubbish collector is also an important job, as we would live in an awful mess if it weren't for rubbish collectors.

B: Yes, definitely! So which jobs do you think are most stressful? I think it's probably the teacher and the sportsman – because there's a lot of pressure on him to win.

A: I agree with you about the teacher, but I think the farmer's job is more stressful as they have to work long hours and it is difficult to make a lot of money.

Part 4 Sample answers

Do you think job satisfaction or earning a good salary is more important? (Why?)

A: That's quite a difficult question, but I think probably job satisfaction is more important as you spend a lot of your life working and so if you don't enjoy what you do then you could get quite bored with your life. What do you think?

B: I agree that it's important to enjoy your job, but I think earning a good salary is more important. For example, if you have a family to support then you need to have enough money to look after them, even if that means that you don't find your job satisfying. Anyway I think you can feel fulfilled from other parts of your life – your job is only one part of your life.

A: True. I suppose it depends on what is meant by a 'good salary' because yes, of course you need enough money to live on, but if the question is 'would you do a boring job for lots of money?' then I would probably say yes!

Some people say that there are some jobs that are better suited to men and some that are better suited to women. What is your opinion?

A: I don't think this is true. I think men and women are both equally able to do all jobs.

B: I agree with that in general, but I do think there are some jobs that for example women are better suited to. For example, women are generally better with children.

A: I disagree with you there. I know lots of men who are the main carer for children and who are just as good as women. I think it's more about society's ideas about traditional roles.

B: Yes, maybe you're right about that. I suppose the idea of women in the army was strange in the past, but now we accept it. You still get more male chefs and more male engineers though. I'm not sure that it's all about social stereotypes.

A: I think it is. I think a lot of women are still put off studying certain subjects or applying for certain jobs because they are so male-dominated.

What are the advantages and disadvantages of being self-employed?

A: I think one advantage of being self-employed is being able to decide your working hours and also your place of work.

B: That's true, although it does depend on the type of work you do. If you're a plumber then the customer will decide when and where you work. I think definitely you do have more control though over your working hours, for example, you can choose not to work on certain days or to work around childcare.

A: Yes, it must also be a good feeling to know that you get the rewards for all your hard work – that any money you earn goes into your pocket.

B: Yes, although I suppose that can also be a disadvantage if you can't get enough work as nobody is paying your salary, so that could be really stressful.

A: I agree and it could perhaps be lonely if you're working on your own. I think I'd prefer to be part of a team and also not have the stress of wondering whether I'll make enough money.