



CAMBRIDGE
UNIVERSITY PRESS



UNIVERSITY *of* CAMBRIDGE
ESOL Examinations

Cambridge English

Compact First

Practice Test 2

Peter May

Contents

Paper 1 Reading	2
Paper 2 Writing	8
Paper 3 Use of English	10
Paper 4 Listening	16
Paper 5 Speaking	21
Answer key and recording script	22
Speaking test Examiner's script	32
Visual materials for Speaking test	34
Sample answers sheets	38
Acknowledgements	43

PAPER 1 Reading (1 hour)

Part 1

You are going to read an article in which a trade union learning representative talks about her work. 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**.

The award-winning learning representative

By Liz Lightfoot

It is now almost 20 years since Nicola Njie was told to go and see the head teacher in the hope that he could persuade her to stay on for the final two years of her secondary education. At a school not known for its academic excellence, her exam grades stood out and her form tutor thought she had considerable academic potential. They told her that she would stand a better chance of a good, well-paid job with further qualifications, but Nicola was unmoved. She wanted to earn money straightaway and to be more independent.

Three years later, she had plenty of time to think of what might have been while she was making pairs of tights at a local factory. But now she has a job she enjoys, a passion for her role as a learning representative for the trade union Unison and an award for the learning rep of the year. In fact, there is not much that Nicola, 35, is not passionate about – her two children, her supportive family, the union and the work she does as a learning representative to encourage people back into education and training. Though the role of a union learning rep is a fairly new position, it has quickly become important as people seek to develop their capacity to do new things and boost their job prospects. The reps seek to raise awareness of the opportunities for learning inside and beyond the workplace, assess the demand for different courses and liaise with employers.

line 40 'Learning has an important role to play in improving people's lives, but many can be put off by bad experiences at school, or because they are not confident of their abilities,' she says. Looking back over her life to date, she regrets, in certain respects, leaving school at 16, but in others she is happy with the way her career is now going. 'I did actually enjoy it – I didn't have a bad experience. The job I really wanted to do was to be a crime-scene officer, so when I left school I contacted the police and

said that was what I wanted to do. The person in charge at that time said: "Well, you are a girl and you are 16, so I'm not sure that working in that environment would be appropriate for you".'

His sexist remark, which would nowadays almost certainly lead to a formal complaint, made her even keener to get in. 'I worked on a youth training scheme for two months, then rang them again and told them what I had done. After that I managed to get on a council training course and worked in the crime-scene department, learning how to dust and match fingerprints. I really loved it but it wasn't well paid, so I decided to go and work in a factory to earn better money, and that was when my education ended,' she says.

Years later, she started work at a power and gas company, and six months after joining a union for the first time she became a learning rep. There was no stopping her. When the regional learning co-ordinator left, Nicola immediately offered her services and was appointed in her place. Last year she was 'amazed' to be voted learning rep of the year. line 64

Her important position within the union has opened doors and given her the confidence to speak to senior managers and address public meetings. 'But for the help from Unison,' she says, 'I would never have stood up in front of the company's chief executive and done a presentation, or spoken in front of 3,000 people at my union conference.'

So far, she has been too busy training as a trade unionist to think about herself, but she now has a new challenge in mind. 'I didn't know about the Open University until I started all this and what I'd really love to do is a degree,' she says. And the subject? Trade union studies!

- 1 What do we learn about Nicola's schooldays in the first paragraph?
- A She eventually agreed to take the advice of the teaching staff.
 - B She was at a school where most students obtained good qualifications.
 - C She was once sent out of class because her work was so poor.
 - D She achieved better results than many other pupils at her school.
- 2 In her role as a learning representative, who does Nicola help?
- A young people who are thinking of leaving school at 16
 - B adult employees who wish to improve their skills
 - C workers who want a position within the trade union
 - D unemployed people who are looking for a job
- 3 How does Nicola feel about leaving school when she was 16?
- A Nowadays she realises it was a mistake to leave when she was so young.
 - B She is glad it enabled her to go straight into the job she had always wanted.
 - C In some ways, she wishes she had continued her education there.
 - D She thinks she should not have left until she had decided on a career.
- 4 What does 'it' refer to in line line 40?
- A her career
 - B being a 16-year-old
 - C her life so far
 - D being at school
- 5 What was Nicola's immediate reaction to her rejection by the police?
- A She became more determined than ever to be accepted.
 - B She told the police she was going on a youth training scheme.
 - C She made a complaint to the authorities about discrimination.
 - D She made up her mind to get a job in a factory instead.
- 6 What does the writer mean by 'There was no stopping her' in line 64?
- A Some people tried to stop her achieving her aims.
 - B She went too far in order to get what she wanted.
 - C Nothing could prevent her becoming successful.
 - D She had no time to think about what she was doing.
- 7 What has changed for Nicola as a result of becoming a learning rep?
- A It has prevented her from addressing the union conference.
 - B It has created a number of opportunities for her.
 - C It has enabled her to become part of the firm's management.
 - D It has reduced her need for help from the union.
- 8 In the final paragraph, we learn that Nicola is
- A considering continuing her own education.
 - B helping other workers to go to university.
 - C now a university student.
 - D aware that she doesn't have time to study.

Part 2

You are going to read an article about using energy from the sun. 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**.

Solar energy – the sun’s gift to humanity

by Andy Groves

Scientists tell us that our sun is dying. It will, in time, run out of fuel, cool down and expand into a red giant. But as that is going to take approximately five billion years, we have plenty of time to take advantage of the solar energy which it currently provides.

The sun is a huge ball of atomic activity, which emits solar energy in the form of light and heat. This energy travels through space to the planets providing us with daylight and warmth. It is an incredible free gift.

9 Early civilisations learned, for instance, how to use the sun’s heat for drying meat, fruit or fish to keep them for later eating; the sun baked clay into bricks for building; animal skins were dried for clothing.

Later, when people started living in purpose-built houses, the value of solar energy for heat was understood and eventually became incorporated into the design. In many medieval castles there was at least one room called the ‘solar’ which faced south and had as big a window as could practically be made in those days. **10**

In more recent times, the term ‘solar energy’ has taken on a somewhat different significance. Modern man uses energy in many forms and ever-increasing quantities. Generally, this energy has been obtained from fossil fuels, such as coal, oil or gas, extracted from under the ground or beneath the sea. **11** Burning them is also having a terrible effect on the environment of our planet.

Because we in industrialised societies have become used to such a high level of energy usage in our everyday lives, the thought of doing without is

no longer considered a realistic option. **12** Fortunately, the good old sun can provide one, and solar energy is becoming crucial to our future requirements.

Solar energy is renewable, non-polluting, available everywhere, is not (yet) owned by anyone or any country and is free. It can be used directly to heat air and so provide heat for buildings in a way that is similar to how greenhouses work. Alternatively, the heat can be collected by solar panels and passed on to heat water for washing or central heating. Light sensitive devices can convert the light from the sun into electricity. **13** Initially, it was mainly used for pocket calculators, but now it powers radios, pumps, lights, and even cars.

Electricity generated from solar energy can bring power to remote areas and, together with some form of storage, such as a battery, can provide lighting for individual houses or run machinery on farms. **14** To cover more extensive areas, some companies and local authorities are now using large numbers of cells to collect and convert solar energy. Some installations are large enough to provide power for a whole town.

The sun sends its solar energy to Earth at a huge rate, every day of the year. Much of this is absorbed by our dense atmosphere, the oceans and the land, or reflected back into space by the polar icecaps. **15** So much, in fact, that it is estimated the sun provides as much energy in one hour as the world’s population uses in a year. This is one great gift and we should make sure we use it well.

- A** It is very much cheaper to install than laying the miles of electric cables that would be needed to ensure a mains supply.
- B** Many thousands of years ago, humans were already using solar energy in a variety of ways.
- C** These natural resources, we now realise, are not going to last forever.
- D** Lots of it, however, still gets through to us.
- E** Clearly, alternative sources of energy are needed.
- F** The water was then heated by solar power and used as a form of central heating.
- G** It was one place where our ancestors could be warm, thanks to the sun.
- H** This process enables solar power to drive an increasingly wide range of appliances.

Part 3

You are going to read a magazine article in which four people talk about long-distance bus journeys in different parts of the world. For questions **16–30**, choose from the sections (**A–D**). The people may be chosen more than once.

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

Which person

had to begin their journey outside the city centre?

16	
----	--

was uncomfortable because of a lack of space?

17	
----	--

enjoyed talking to some local people?

18	
----	--

was given a free drink?

19	
----	--

briefly felt unwell during the journey?

20	
----	--

had nobody sitting next to them during the whole journey?

21	
----	--

found the temperature on the bus slightly uncomfortable?

22	
----	--

paid a cheap student fare?

23	
----	--

looked at a diagram before they decided where to sit?

24	
----	--

had a security check of their luggage?

25	
----	--

did not have to buy a new ticket every time they travelled?

26	
----	--

bought a return bus ticket?

27	
----	--

bought their ticket just before they got on the bus?

28	
----	--

was surprised that the view from the bus was interesting?

29	
----	--

paid less for their ticket because of when they travelled?

30	
----	--

Travelling by bus

A Amir Omesh

I'd bought my ticket from downtown Mexico City to Oaxaca several days in advance, selecting a window seat from the online plan of the vehicle, with my return scheduled 48 hours later on a domestic flight as I only had a few days of my holidays left. As I boarded the bus they gave me a complimentary sandwich, which I thought was a nice touch, and we set off right on time. And although it seemed to take ages to get through the rush-hour traffic, once we were clear of the city we really got moving. It was quite a luxurious vehicle though the air-conditioning was, if anything, a little too efficient, and I had to put a cardigan on. But I enjoyed the fast, smooth ride along the highways that took us through some unexpectedly fascinating countryside in the scorching summer heat, and I was able to practise my Spanish with some friendly fellow passengers, who turned out not to be Mexican but from Burgos in Spain.

B Susana Montero

I caught the bus to Istanbul from the outskirts of one of Turkey's larger provincial cities, as inter-city services are not allowed downtown for environmental reasons. Once I had shown my ticket, my backpack was scanned airport-style and then stowed away to be collected at my destination. My seat was comfortable, and although I had booked too late to get a cheap student fare, I had a woman's ticket, which meant the seat alongside mine would either have to be taken by another woman or left unoccupied. In the event, it remained empty. During the journey, the attendant served everyone a delicious Turkish tea, and there was no charge for that. It was pleasantly warm on board, but whenever I stepped off for one of the four-hourly breaks I was reminded just how freezing cold it can get in Anatolia in winter.

C Luke Morgan

Before I flew to Australia, I was able to get bus tickets at a reduced rate because I'm in full-time education, and the first one was for the journey right across the country from Darwin to Adelaide and back. I could stop off where and when I liked and pick up a later bus along the same route, which was just as well as it was a 6,000-kilometre round trip. The buses were very smart, with air-conditioning and nice soft reclining seats, although I've got long legs and there wasn't enough room for me to stretch out in front. I was rather glad, therefore, each time we stopped so I could walk around a bit. On one of those breaks, I was having a good chat in a bar with some guys who worked on a nearby farm, when suddenly I saw the bus was about to leave and I had to run for it. That was a pity, because they'd just offered to buy me a coffee!

D Hao Yeung

Although it was more expensive than a student ticket, there was a reduction as I was going midweek, so I paid just \$15 at the terminal in Denver. Within fifteen minutes I was boarding, choosing a seat on a row where nobody else was sitting. It was a modern vehicle, with huge windows that enabled travellers to take in the scenery. And this was a particularly spectacular route: climbing up through the Rocky Mountain National Park to a height of 3,700 metres, with deep snow on either side of the road. Some passengers complained of dizziness when we reached that altitude, and I must admit that at one point it affected me, too. But that soon passed, and I was quite pleased when another passenger came and sat next to me to chat for a while. Later on I had a good sleep, although the rows of seats were rather close together and somebody taller than me might have found there was not enough leg-room.

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 have received an email from your English friend Ben asking if you would like to go to the cinema. Read Ben's email and the notes you have made. Then write an email to Ben, using **all** your notes.

email
From: Ben O'Shea
Sent: 15th April
Subject: film

Many thanks for your birthday card! This year I've decided not to have a party, but instead I'd like to invite you and some other friends to the cinema on Saturday afternoon. — Yes!

Which of the films on in the cinemas this week would you most like to see? I'm asking everyone to find out which is the most popular. — Say which and why

We could either meet at my house or outside the cinema, whichever you like. — I'd prefer ...

After the film we could go somewhere else for the evening. Is there anything you'd particularly like to do? — How about ...?

All the best,
Ben

Write your **email**. 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** You have had a class discussion about the lives of famous sports men and women. Your teacher has asked you to write an essay giving your opinions on the following statement:

Top sports stars earn too much money.

Write your **essay**.

- 3** This is part of a letter from an English friend, Mark.

I know we always write in English, but I would like to learn your language, too! Please give me some advice on the best way to learn your language. What do you think I will find easy about it, and what might be more difficult for me?

Write your **letter** to Mark. Do not write any postal addresses.

- 4** A group of students from an English-speaking country would like to visit your town or village, and has asked you for further information. Write a report for them, giving the following information:

- the best time of year to visit your area, and why
- what they can do and see while they are there
- what they should bring with them

Write your **report**.

- 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)** Your English teacher has asked you to write an **article** for the school magazine about who could play the main characters in a film or TV version of the book. Say which well-known actors would be best suited to each role, giving reasons in each case.

Write your **article**.

- (b)** Would you recommend the book to other people? Write a **review** for a website popular with young people who are interested in fiction. Say what you liked or disliked about the book and give reasons for your opinions.

Write your **review**.

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 believe B imagine C dream D turned

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

The shopping cart

It is difficult to **(0)** going round a supermarket without a cart, or trolley, to put everything in before you pay. For nearly 75 years, big stores have **(1)** customers with some kind of large basket on wheels, and the basic design of the shopping cart has remained **(2)** the same for half a century.

The shopping cart was in fact **(3)** by American grocery store owner Sylvan Goldman in 1936. This first type of cart **(4)** of a metal frame on wheels which could carry two wire baskets. The idea was that customers would place their hand-held baskets on the cart, put their **(5)** inside them as they went shopping, and put the baskets on the counter at the check-out.

At first, however, these early carts were not very **(6)** with shoppers. Neither men nor women were keen to use them, **(7)** they would look ridiculous pushing these strange objects around. Goldman's solution was to employ models of both sexes to take the carts round his store and **(8)** to be shopping, giving them a much more fashionable image.

The shopping cart quickly began to **(9)** in stores right across the USA. Before **(10)** , the whole design of supermarkets would change because of them, with goods arranged in rows and narrow checkouts replacing the traditional shop counter. The cart itself changed shape, becoming a single unit that could **(11)** easily inside another cart to enable easy storage, and it also became larger. The reason for this was simple: the bigger the cart, it was thought, the **(12)** things people would buy.

- | | | | |
|------------------------|----------------------|----------------------|-----------------------|
| 1 A stocked | B distributed | C contributed | D provided |
| 2 A much | B well | C far | D near |
| 3 A invented | B composed | C established | D discovered |
| 4 A formed | B consisted | C constructed | D manufactured |
| 5 A preferences | B purchases | C stocks | D belongings |
| 6 A accepted | B fashionable | C popular | D favoured |
| 7 A hesitating | B frightening | C panicking | D fearing |
| 8 A assume | B act | C pretend | D play |
| 9 A appear | B emerge | C enter | D invade |
| 10 A soon | B long | C late | D far |
| 11 A suit | B match | C join | D fit |
| 12 A more | B higher | C greater | D further |

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	T	O																	
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Joseph Conrad

The author Józef Teodor Conrad Korzeniowski, later **(0)** change his name to Joseph Conrad, was born in 1857. **(13)** his parents were Polish, he lived in Ukraine until he was four years old, **(14)** his family had to move to Northern Russia.

His father was a writer and also translated many well-known books from English and French **(15)** Polish, and the young Józef often used to read the works of William Shakespeare, Victor Hugo and Charles Dickens, among **(16)** , in his own language.

Sadly, though, by the time he was twelve both his parents **(17)** died: his mother in 1865 and his father in 1869. From **(18)** on he was brought up in Krakow by his uncle, who **(19)** sure he continued to receive a good education.

But Józef's dream was to go to sea. At the age of sixteen, he travelled alone to **(20)** French port of Marseilles in order to join a ship there, and for the next four years sailed the world on French ships, meeting many of the people who **(21)** later appear as characters in his novels. He then began working on British ships, eventually **(22)** a British citizen and changing his name to Joseph Conrad.

His experiences on his travels, particularly to Africa, encouraged him to start writing, and remarkably he chose to do so in English, **(23)** the fact that this was his third language. Conrad is now regarded **(24)** one of the greatest novelists of the twentieth century, famous for books such as *Lord Jim*, *Nostromo* and *The Heart of Darkness*.

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	S	U	R	P	R	I	S	I	N	G								
---	---	---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--

Extreme living

Life exists in the most **(0)** places. From freezing mountain tops to deserts where it **(25)** ever rains, living creatures have made their homes. Perhaps the most **(26)** place on Earth to find life is at the bottom of the ocean. Most **(27)** used to believe the lack of light and the extremely high water **(28)** made life impossible down there. However, **(29)** have recently been made of plants and fish near hot water springs at a **(30)** of over 2,500 metres.

Minerals from the springs **(31)** tiny life forms to exist there, and these provide food for larger creatures such as crabs and shrimps, as well as for giant worms that grow to over a metre in **(32)** Other ocean-floor creatures with a different **(33)** include fish which have no eyes – for the simple reason that in total **(34)** they don't need them.

SURPRISE

HARD

LIKE

BIOLOGY

PRESS

DISCOVER

DEEP

ABLE

LONG

APPEAR

DARK

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 Perhaps that man didn't tell us the truth.

MIGHT

That man the truth.

The gap can be filled by the words 'might not have told us' so you write:

Example: **0**

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

35 After searching for 12 hours, the rescue team managed to find the missing climbers.

SUCCEEDED

After searching for 12 hours, the rescue team the missing climbers.

36 I've always had a good relationship with my cousins.

ON

My cousins and I have each other.

37 If your knee's still sore, ask the doctor to examine it.

HAVE

Ask the doctor to your knee if it's still sore.

38 Carlos wasn't quick enough to win the 100-metres final against the champion.

SLOW

In the 100-metres final, Carlos the champion.

39 I didn't know we had to pay to get into the club, so I didn't bring any money.

SOME

If I had known we had to pay to get into the club, I money.

40 Changing class probably did not affect Clara's examination results.

EFFECT

Changing class probably Clara's examination results.

41 Earth is the only planet known to have life on it.

NO

Apart known to have life on it.

42 I don't think you should watch that TV programme, children.

RATHER

I watch that TV programme, children.

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 teenager talking about a party.
What disappointed her about it?
- A** She didn't know many people there.
 - B** It finished too early in the evening.
 - C** There wasn't much to eat or drink.
- 2** You hear a news report on the radio.
Where is the reporter speaking from?
- A** a helicopter
 - B** the top of a hill
 - C** a tall building
- 3** You hear a man talking about taking his driving test.
How did he feel at the end of the test?
- A** relieved that the test had finished
 - B** angry with himself for making a mistake
 - C** anxious to know whether he had passed
- 4** You hear a man talking on the radio.
Who is he?
- A** a police officer
 - B** an ambulance driver
 - C** a firefighter

- 5** You overhear two people talking about a school trip to the seaside.
What did the man think of it?
- A** It was badly organised.
 - B** The children did not enjoy it.
 - C** The parents had to pay too much.
- 6** You hear a radio weather forecast.
What will the weather be like tomorrow?
- A** warmer than today
 - B** wetter than today
 - C** windier than today
- 7** You hear a man in a furniture shop talking about an item he bought.
What does he want the shop assistant to do?
- A** return all the money he paid for it
 - B** replace it with a different item
 - C** give him the written instructions
- 8** You turn on the radio and hear part of a play.
What is the woman doing?
- A** suggesting what the man should do
 - B** criticising the man for something
 - C** apologising for something she did

Part 2

You will hear part of a radio report about icebergs. For questions **9–18**, complete the sentences.

Most icebergs in the North Atlantic are from the west of **9**

The ice can move at a speed of **10** a day towards the coast.

Icebergs are formed by the action of the **11** on the glaciers.

Icebergs that fall into the sea may be as big as **12**

Nearly all the icebergs from this region **13** before reaching the Atlantic.

These days, the most dangerous icebergs are those of **14** size.

Icebergs can look like **15** when they have been at sea for a long time.

Icebergs have been covered in **16** in an attempt to make them smaller.

All icebergs over a certain size are tracked by **17**

When a ship sank near Canada, everyone on board was **18**

Part 3

You will hear five people talking about spending the night in different kinds of places. 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 didn't sleep at all.

Speaker 1

	19
--	-----------

B I had an uncomfortable bed.

Speaker 2

	20
--	-----------

C I felt hot during the night.

Speaker 3

	21
--	-----------

D I was woken by noisy neighbours.

Speaker 4

	22
--	-----------

E I had to get up in the night.

Speaker 5

	23
--	-----------

F I usually go to bed later than that.

Part 4

You will hear an interview with teenager Jake Rivera, who is talking about mountain biking. For questions **24–30**, choose the best answer, **A**, **B** or **C**.

- 24** What was Jake watching from the hill?
- A** people taking part in a mountain-bike race
 - B** people making a film about a mountain-bike race
 - C** people practising for a mountain-bike race
- 25** What did Jake do after he returned home?
- A** He took part in mountain-bike races.
 - B** He joined a mountain-biking club.
 - C** He bought a better mountain bike.
- 26** How does Jake feel about training?
- A** He doesn't enjoy cycling in the city.
 - B** He wishes he could do more cycling.
 - C** He sometimes finds cycling boring.
- 27** How does Jake avoid back pain when he is riding for a long time?
- A** by stopping and walking around
 - B** by taking medicine to prevent soreness
 - C** by changing position on his bike
- 28** When Jake crashed his bike, he suffered
- A** relatively minor injuries.
 - B** severe head injuries.
 - C** a broken right leg.
- 29** In what way has mountain biking changed Jake?
- A** He now has more self-confidence.
 - B** He now knows what his limits are.
 - C** He now finds it easier to relax.
- 30** What does Jake enjoy doing in his free time?
- A** buying things for his bike over the Internet
 - B** thinking about the perfect mountain bike
 - C** watching TV programmes about mountain biking

Paper 5 Speaking test (14 minutes approximately)

About the Speaking test

The Speaking test takes 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 home town or about your interests 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 2 Key

Paper 1 Reading

Part 1

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

Part 2

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

Part 3

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

Paper 2 Writing

Part 1 Answer guidelines

1

Style

Informal. When writing emails, some people use language similar to that of text messages, e.g. lower-case letters throughout and abbreviations such as *btw* for *by the way*, but you should not do this in the exam.

Content

Thank Ben both for his email and his invitation. You could express enthusiasm for his plan for his birthday with an expression like *It's a great idea to ...*. Think of a film you really would like to see and give reasons for your choice. Then say where you would like to meet and give reasons for that, too. Think about things to do downtown and perhaps make a couple of suggestions, using expressions like *Why don't we ...?* or *Have you ever been to ...?*

Organisation

Don't write any addresses. Begin your first paragraph below *Dear Ben* or *Hi Ben*, using a paragraph to respond to each of the handwritten notes. End on a separate line with *Bye for now*, or something similar, and then add your name below that.

Part 2 Answer guidelines

2

Style

Semi-formal or formal. Use sequence links such as *First of all* and *To sum up* to order your points.

Content

Decide whether you agree with the statement about sports stars. You can write for or against it, or give arguments on both sides. Whichever you choose, you should give reasons and examples to support the points you include, even if you disagree with them. Think about the criticisms that are often made, for example, of the lifestyles of famous footballers, and/or imagine how they might justify their huge salaries and what they spend their money on.

Organisation

If you write for or against the statement, you can state your opinion at the beginning and then give reasons and examples in the following paragraphs, with a short summary at the end. To write a 'for and against' essay, begin by introducing the topic and briefly commenting on it. Then write one paragraph for the statement, followed by another against it. In your final paragraph, sum up the main points and give your opinion.

3 Style

Informal. Use contracted forms like *isn't*, as well as conversational expressions such as *Don't worry!*

Content

Thank Mark for his letter and comment on it, for example by congratulating him on his decision to start learning your language. Think about the difficulties that English speakers tend to have with your language and mention these. They might include, for instance, problems with grammar, pronunciation or spelling. Then mention easier aspects of your language, such as everyday expressions and simple rules that can be learnt quickly. Be encouraging, pointing out how important it is to practise communicating in the language with other people.

Organisation

Do not use any postal addresses. Begin your letter *Dear Mark* or *Hi Mark* on a separate line, then use clear, short paragraphs for the rest of your letter. Say something friendly at the end, such as *Write back soon*, close the letter with *Best wishes* or *Bye for now* and then put your name on a separate line below.

4 Style

Neutral or semi-formal. Avoid contracted forms such as *doesn't* or *you've*. Begin your introduction with something like *The aim of this report is to*, and use expressions such as *I would therefore suggest* or *I would strongly recommend* to conclude.

Content

In the introduction, you could include some background information such as the town's location, size and type, e.g. industrial centre, tourist town or port. In the next three paragraphs you should imagine you are an outsider and describe the features of your town for a visitor. Discuss aspects such as the weather, public and private transport, cultural, sports and leisure facilities, any historical features, shopping and entertainment. Then suggest what visitors might need to bring, e.g. warm clothes, maps, plenty of money.

Organisation

You may want to give your report a title, for example *Visiting* (+ name of town), and short paragraph headings such as *Introduction*, *When to visit*, *What to do and see*, *What to bring* and *Conclusion*.

5

As Test 2 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

Neutral or semi-formal. Your article is going to appear in the school magazine, so make sure it is written in a lively style that readers will enjoy. Use some strong adjectives such as *fantastic* or *brilliant*.

Content

Give your article a good title that will attract the students' attention. Think of various film and TV actors who play roles similar to those of characters in the book and decide which would be best for the screen version of the book. Give reasons in each case, possibly including their physical appearance, their voices, their personalities and any roles they have played on TV or in film that are similar to those they will play in this new production. Conclude by saying how well these actors might interact with each other.

Organisation

Introduce the topic in a short, interesting paragraph that will encourage people to read the whole article. Write a paragraph about each actor and then a brief conclusion.

5b

Style

Neutral or semi-formal. Use a range of adjectives to describe the plot, the characters and your reaction to reading the book.

Content

Introduce the book, saying where and when it was written, and by whom. Then briefly describe the setting, outline the plot (but not the ending!) and say who the main characters are. You may also want to comment on the author's writing style and the theme of the story. Next, say what you think of the book, with reasons and possibly examples to support your arguments. Finally, either recommend the book to others or advise them against reading it, giving brief reasons in either case.

Organisation

Use separate paragraphs for the introduction to the book (and possibly the author), a description of the book, your feelings about it, and your final recommendation to read it or advice not to read it.

Paper 3 Use of English

Part 1

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

Part 2

13 Although/Though 14 when 15 into 16 others 17 had 18 then
19 made 20 the 21 would 22 becoming 23 despite 24 as

Part 3

25 hardly 26 unlikely 27 biologists 28 pressure 29 discoveries
30 depth 31 enable 32 length 33 appearance 34 darkness

Part 4

35 succeeded in | finding 36 always got on | (well) with 37 have a | look at
38 was too slow | to beat/defeat 39 would/'d have | brought some 40 had no effect | on
41 from Earth, | no planet is 42 'd/would rather | you didn't

Paper 4 Listening

Part 1

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

Part 2

9 Greenland 10 twenty/20 metres/meters/m 11 tides 12 office blocks 13 melt
14 medium 15 (huge) sculptures 16 black paint 17 satellite(s) 18 rescued/saved

Part 3

19 F 20 E 21 A 22 C 23 D

Part 4

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

Recording script

This is the Cambridge English: First Listening test. Test Two.

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 teenager talking about a party.

What disappointed her about it?

A She didn't know many people there.

B It finished too early in the evening.

C There wasn't much to eat or drink.

[pause]

[tone]

Teenager: When I got to Amelia's on Friday, my first impression was that it was going to be one of those parties where you hardly know anyone, but by about 7.30 there were lots of familiar faces there. It got quite lively then, with some great music, and though some people complained there wasn't enough food or drinks, I wasn't bothered because I was dancing non-stop. In fact, I would've been happy to carry on for hours, but at 9.30 her parents said we had to call it a day, and that was that. It was a real shame.

[pause]

[tone]

[The recording is repeated.]

[pause]

2 You hear a news report on the radio.

Where is the reporter speaking from?

A a helicopter

B the top of a hill

C a tall building

[pause]

[tone]

Man: Well, it's not a very nice day but even so, it's an amazing sight. There must be thousands of people down there, all waiting for the Marathon to start. The race will take them ten kilometres away from here and then into the hills, from where they will run all the way back. There's a lot of mist around today and from our original position the visibility was quite poor, so we moved down several floors to get a clearer view. I believe the TV helicopter has been grounded for the same reason, and is unlikely to be able to take off again today.

[pause]

[tone]

[The recording is repeated.]

[pause]

3 You hear a man talking about taking his driving test.

How did he feel at the end of the test?

A relieved that the test had finished

B angry with himself for making a mistake

C anxious to know whether he had passed

[pause]

[tone]

Man: When I stopped the car outside the driving test centre, I just sat there next to the examiner, staring blankly through the windscreen at the dark wet road ahead. At that particular moment I honestly couldn't have cared less whether I'd passed or failed the test, because at last it was all over and that was the only thing that mattered to me right then. Even the memory of accidentally turning on the radio instead of the headlights, which made me want to kick myself at the time, had faded away.

[pause]

[tone]

[The recording is repeated.]

[pause]

4 You hear a man talking on the radio.

Who is he?

A a police officer

B an ambulance driver

C a firefighter

[pause]

[tone]

Man: Whenever there's a serious accident or a major fire we have to move fast. Especially me, the driver. You never know when it might be a matter of life and death, though we usually have information coming in by radio as we approach the scene. When we arrive, we make sure there's safe access for any emergency vehicles that are still on the way, such as fire engines, police vans or ambulances, but our main job is to deal with any offence that's been committed. Sometimes, though, we need to give assistance to victims ourselves, and for that reason we are all trained in first-aid procedures.

[pause]

[tone]

[The recording is repeated.]

[pause]

5 You overhear two people talking about a school trip to the seaside.

What did the man think of it?

A It was badly organised.

B The children did not enjoy it.

C The parents had to pay too much.

[pause]

[tone]

Woman: I suppose at least it was a bit less expensive than previous years' trips.

Man: Probably because they didn't stay overnight anywhere this time.

Woman: But they shouldn't have made it a 5 a.m. start. That meant all the parents had to get up at four, or earlier. And the teachers looked half-asleep, too.

Man: They looked even worse when they got back at midnight. It was much too far for a day trip, what with all the stops they needed to make along the way. But nobody at the school seemed to have worked that out.

Woman: I haven't heard any complaints from the kids themselves, though, and that's the main thing.

Man: Right.

[pause]

[tone]

[The recording is repeated.]

[pause]

6 You hear a radio weather forecast.

What will the weather be like tomorrow?

A warmer than today

B wetter than today

C windier than today

[pause]

[tone]

Man: And here's the latest weather forecast for the next 24 hours. Light showers will continue in all areas this evening, but a band of heavy rain is approaching from the south-west and that will reach us shortly after dawn. Daytime maximum temperatures are likely to remain much as today's, as is the expected overnight low of six degrees Centigrade. The current gusts of high wind, some reaching 90 kilometres an hour in coastal areas, will continue for a few more hours and then lose strength by midnight. Incidentally, the outlook for the day after tomorrow is much better, with warm sunshine at last on the way!

[pause]

[tone]

[The recording is repeated.]

[pause]

7 You hear a man in a furniture shop talking about an item he bought.

What does he want the shop assistant to do?

A return all the money he paid for it

B replace it with a different item

C give him the written instructions

[pause]

[tone]

Assistant: Can I help you?

Customer: Yes, I hope so. I bought this cupboard yesterday, thinking it would be perfect for my kitchen, but it just doesn't fit into the space there.

Assistant: Are you sure you followed the instructions exactly?

Customer: Actually, I couldn't find them in the box, but I managed to put it together without them. It was quite easy, using a hammer. What I'd like to do is change it for the smaller cupboard over there. That one's quite a bit cheaper, I think.

Assistant: Yes, but I'm afraid you've damaged this one, so I can't give you any money back. It'll have to be a straight swap.

Customer: OK, that's fine.

[pause]

[tone]

[The recording is repeated.]

[pause]

8 You turn on the radio and hear part of a play.

What is the woman doing?

A suggesting what the man should do

B criticising the man for something

C apologising for something she did

[pause]

[tone]

Woman: I can understand why you've never asked your boss for a rise, but the company has just announced huge profits and it simply isn't paying you enough. You're a good employee, nobody can deny that, but the salary they give you just doesn't reflect that.

Man: I don't know, really.

Woman: Well, if I found myself in your situation, I'd probably walk straight into the manager's office on Monday morning and say, 'I can't live on this money. So I'm sorry, but unless you can promote me to a better-paid position, I'll just have to leave.'

Man: You may be right. I'll have a think about it over the weekend.

Woman: Good. By the way, I got myself a ten per cent rise just last month.

[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 a radio report about icebergs. For questions 9–18, complete the sentences. You now have forty-five seconds to look at Part Two.

[pause]

[tone]

Man: We all know that icebergs are very large pieces of floating ice that can be a danger to ships, but where do they come from? The answer is that the North Atlantic ones start life in Greenland, with some from the east of the country but the vast majority from the west coast, facing northern Canada. There are also, of course, many in the southern oceans that originate in Antarctica and some of these can be huge, the size of entire countries.

Snow falling over centuries collects and eventually becomes dense ice. Once its depth exceeds 50 metres, the ice starts to move slowly towards the sea as a glacier – like a river of ice. Every day, glaciers can flow up to 20 metres in the direction of the sea, through gaps in the mountain ranges that run along the coastline.

Finally, after perhaps as much as 3,000 years, the enormous glaciers reach Baffin Bay, which lies between the Arctic Ocean and the Atlantic. There, as a result of the tides rising and falling, huge sections of the ice gradually weaken and break off into the sea as icebergs.

Incidentally, watching them breaking away like this, and then rolling around in the water, is a quite unforgettable sight, particularly if you are at sea when it happens. It can also be a frightening experience if you are close to where it's actually happening, as massive chunks of ice the size of office blocks crash into the clear blue water. Suddenly, even quite a large boat seems tiny in comparison.

Anyway, the sea currents then start to take them towards the ocean, but of the estimated 15,000 to 30,000 icebergs formed in this part of the world each year, only about one per cent actually survive the long journey along the Davis Strait, through the Labrador Sea and out into the Atlantic. A few crash into the coast, though the vast majority melt along the way and never become a threat to ocean shipping.

Some icebergs are more of a danger to ships than others. It all depends on their shape, size and location. Those that enter the main Atlantic shipping lanes represent the greatest threat, and obviously very large icebergs can in theory do the most harm. Nowadays, though, these can easily be detected by ships' radar and avoided. This may not be the case, however, of an iceberg that lies almost entirely below the surface, a medium one that is hard to spot but capable of causing serious damage.

A number of factors may affect the height so that less than a tenth may be visible from a ship, although normally it's approximately an eighth. After more than a year out in the ocean, icebergs may also end up in many weird and wonderful shapes, some taking on the appearance of huge sculptures. Photographs of these taken from passing ships give a sense of both incredible beauty and terrible danger.

There have been many experiments to find ways of dealing with icebergs. Attempts have been made to destroy them by bombing them, firing at them from warships or placing explosives underneath them, but these were largely unsuccessful. With the aim of getting them to absorb more of the sun's warmth and therefore reduce in size, some were given a coating of black paint, but practical difficulties led to this idea, too, being abandoned.

It is not even easy to use electronic markers to track them, as the movement and rolling of the iceberg can cause the markers to be washed away, or the part containing the marker can break away from the main berg. So, keeping an eye on icebergs is tricky, but satellites follow the movements of any that measure more than 500 square metres, and warnings are passed on to ships in the area.

Many smaller ones are kept under observation by aircraft, and although icebergs remain a threat to shipping, in recent times there have been no disasters involving loss of life. When the car ferry *William Carson* hit an iceberg and sank off the Canadian coast, the emergency services quickly rescued all 109 passengers and crew. Happily, it is now a very long time since anyone drowned as a result of a ship colliding with an iceberg.

[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 spending the night in different kinds of places. 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: It was a very basic room with only the bare essentials, but what do you expect in a budget motel? Actually, I was expecting the bed to be as hard as a board, but it was surprisingly comfy so I decided to have an early night for a change. I read for a while, and although at one point I heard the people in the next room talking, they soon quietened down and once I was asleep, I didn't hear a thing. At home, I sometimes go to the bathroom during the night, but there I slept right through.

[pause]

Speaker 2

[pause]

Man: To be honest, I hadn't been looking forward to going camping at all. I'd expected all kinds of unpleasant things like a rock-hard surface to sleep on, feeling either hot and sticky or extremely cold, of being kept awake all night by somebody snoring in the next tent, and so on. But in the event I needn't have worried and overall I had a good night's sleep, though just before dawn I woke up feeling very thirsty and unfortunately all the drinks were in the boot of the car. Once back in the tent, though, in my nice warm sleeping bag, I quickly dozed off again.

[pause]

Speaker 3

[pause]

Woman: I was grateful to my cousin for letting me stay overnight in his apartment in the city centre while he was away, particularly when I saw all the great DVDs he had! I had to be up early the next morning and I'd intended to go to bed early, but I got too involved in the films. Actually, I was worried I might keep the neighbours awake with some of the noisier ones, but there weren't any complaints. In fact, when I eventually turned in, it was me who had the problem, as no matter what I tried I just couldn't drop off. I can't blame the bed, or the room temperature or anything else for that matter. It was just me.

[pause]

Speaker 4

[pause]

Man: It was my first experience of staying in a five-star hotel, and in most respects it lived up to my expectations. The suite was luxurious, beautifully decorated and with fantastically expensive furniture, both in the bedroom and bathroom. The king-size bed was wonderfully soft and had the most delightful sheets and blankets, though they were so thick that at around three a.m. I woke up in a sweat. I thought of getting up to open the window, but instead I just threw them off me and went back to sleep. The room was very well sound-proofed, so even if the guests next door had been having a party, I probably wouldn't have heard a thing.

[pause]

Speaker 5

[pause]

Woman: I'd been looking forward to going caravanning with my friend Kate, but maybe it was a mistake to do so in March. I woke up once or twice during the night because of the fall in temperature, though at least I had a decent bed. Poor Kate was most uncomfortable in hers, and I don't think she slept a wink all night. In the end, she got up and read for a while. That didn't disturb me. But what did, just as I was having rather a nice dream, was when the people in the next caravan decided to have a furious row. Caravan walls are extremely thin, unfortunately.

[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 an interview with teenager Jake Rivera, who is talking about mountain biking. 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: Jake, you have a real passion for mountain biking. How did that begin?

Jake: It was a couple of years ago, when I was in the Alps practising a few things on my bike on a mountainside there. I came round a bend and suddenly I saw these really cool-looking guys on fantastic bikes go charging down an impossibly steep slope, swerving to avoid trees, flying into the air and somehow landing safely, all at an incredible speed. Then I saw the leading rider punch the air in jubilation as he crossed the finish line, and heard people cheering. It was as though I was watching a film being made about mountain-bike racing, only this was for real, and it changed my life forever.

Interviewer: In what way?

- Jake: Well, I knew I'd at last found something I really wanted to do, more than anything else in the world.
- Interviewer: So, what did you do next?
- Jake: As soon as I got back from holiday, I traded in my heavy, slow machine for a much more sporty model, with the possibility of racing very much in mind, though I've yet actually to enter one. I also contacted a local club and asked about membership, but it was quite pricey and instead I decided to train on my own, which I do six days a week, as many hours as I can.
- Interviewer: That's a lot of time cycling. How do you feel about that?
- Jake: Actually, it's important to do other kinds of exercises to improve your stamina and strengthen the muscles, so in fact, I spend less time riding than ideally I'd like to. It's called cross-training and it involves things like weight training in the gym, but I find that pretty dull, so I go swimming and play team sports instead. I'd like to go for a good long run sometimes, but there isn't any open country round here and jogging on roads doesn't appeal to me. You also have to take care if you do a lot of cycling not to end up with a sore back.
- Interviewer: How can you prevent that happening?
- Jake: If you look at most riders, they're hunched up over the handlebars, moving their lower back as they pedal. That can start to hurt after a while, so from time to time I lean back and stand on the pedals. One alternative is to get off and stretch your legs for a bit, but I prefer to keep going. And I know some riders use painkillers, but that's just asking for trouble.
- Interviewer: Obviously, mountain biking can be a dangerous sport. Have you ever had a serious accident?
- Jake: I had one particularly bad fall last year, and at the time I was sure I'd broken my right leg. I landed heavily on some rocks and was lucky to get away with just a cut knee and elbow, and some bruised ribs. I was wearing a helmet of course, otherwise I might've had serious head injuries. Nowadays, I don't worry about accidents, though. They're all part of biking.
- Interviewer: Do you think that in some way you've become a different person as a result of it?
- Jake: Well, I still get as nervous as I ever did before a really fast downhill ride, but when I actually get going I'm a lot less unsure of myself than I used to be, and I have this feeling there's nothing I can't do if I really put my mind to it.
- Interviewer: And during those rare moments when you're not actually out riding or training, how do you like to spend your spare time? Watching mountain biking on television, perhaps?
- Jake: I certainly would if it was ever on! Sometimes I have a look at online auction sites selling bike parts and extras, though I still haven't actually got round to buying anything that way. I suppose what gives me the biggest buzz is just sitting around imagining my dream machine. One like those guys in the Alps had.
- Interviewer: Thanks, Jake.

[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 things do you like to read? (Why?)
- Do you ever play any sports? (Why?/Why not?)
- Which city would you most like to visit? (Why?)
- Do you spend more time with your family or with your friends? (Why?)
- Do you prefer going out to places with other people or on your own? (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 photographs.

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

I'd like you to compare the photographs, and say **what you think is difficult about learning to do these things**.

All right?

Candidate A: *[One minute]*

Interlocutor: Thank you.

(Candidate B), **do you enjoy learning to do new things?**

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 watching films**.

I'd like you to compare the photographs, and say **how enjoyable you think it is to watch a film in these ways**.

All right?

Candidate B: *[One minute]*

Interlocutor: Thank you.

(Candidate A), **do you often go to the cinema?**

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)

Here are some pictures of things that help protect people from injury.

(Indicate the photographs on page 36 and 37)

First, talk to each other about **how these objects can help keep people safe**.
Then decide **which two are the most important safety items**.

All right?

Candidates: [Three or four minutes]

Part 4

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

- Why do so many accidents happen in people's kitchens?
- What do you think we can we do to make the roads safer?
- Why do some people take risks that put them in danger?
- Why are extreme sports becoming more popular among young people?
- Who should pay if people who take risks have to be rescued?
- Which health and safety rules do you think are unnecessary?

Select any of the following prompts,
as appropriate:

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

Visual materials for Speaking test

- What do you think is difficult about learning to do these things?



- How enjoyable do you think it is to watch a film in these ways?



- How could these objects help to keep people safe?
- Which are the most important safety items?





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

© UCLES 2012 Photocopiable

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.

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>

Acknowledgements

Author acknowledgements

The author would like to thank Laila Friese at Cambridge University Press and Judith Greet (freelance editor) personally for all their input, efficiency and good humour. Many thanks to Julie Sontag (senior production controller), Liz Knowelden (trainee production controller), Michelle Simpson (permissions controller), Jane Harman (picture researcher), Leon Chambers (audio producer), Kevin Doherty (proof reader).

Publisher acknowledgements

The authors and publishers are grateful to the following for reviewing the material during the writing process:

Anthea Bazin and Petrina Cliff, UK

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

The Independent for the text on p. 2 adapted from 'Staff want to learn again' by Liz Lightfoot, *The Independent*, 25.03.2010. Copyright © The Independent 2010;

Text on p. 4 from 'Solar Energy – The Sun's Gift to Mankind' by Andy Groves. <http://www.ArticleCity.com>. Copyright © 2001-present ArticleCity.com.

Cambridge ESOL for the sample answer sheets on pp. 38 – 42

Photo Acknowledgements

p. 34 (T): Alamy/Keith Morris; p. 34 (B): Glow Images/Juice Images/Ian Lishman; p. 35 (T): Glow Images/Fancy/Veer/Corbis; p. 35 (B): Getty Images/John Eder; p. 36 (T): Thinkstock/Digital Vision; p. 36 (BL): Shutterstock/Yuri Acurs; p. 36 (BR): Thinkstock/Jupiterimages; p. 37 (TL): Corbis/Platform/Johnér Images; p. 37 (TR): Corbis/Ocean; p. 37 (B): Corbis/David Madison.