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For questions **1–8**, 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:

0 **A** idea **B** view **C** thought **D** decision

0	A	B	C	D

Essential tips

- Read the title and the whole text to get the general meaning.
- Some of the questions will ask you to choose a word from a set of words with similar meanings.
- The word you need may be part of a collocation, an idiom, an expression or fixed phrase. You may need a preposition, which is part of a phrasal verb or a linker.
- If you are not sure which of the options fits best, say the sentence to yourself and use the one that sounds best.
- When you have finished, read the text again to make sure it makes sense.

Question 3: The gapped word is part of a fixed phrase. Which verb best completes the phrase *when it ... to*?

Question 6: Sisters, brothers, grandparents are all ... of your family.

Question 8: The gapped word is part of a fixed expression. Which verb best completes the phrase *... the best for somebody*?

Working parents

Reliable studies have shown that children of parents who both go out to work have no more problems than children with one parent staying at home. My personal (**0**) ..... is that both parents should go out to work if they wish.

Some parents invest so much in a career that they cannot (**1**) ..... to give it up. Others have to work because of economic (**2**) ..... .

There are several options when it (**3**) ..... to choosing childcare from child minders to the kind neighbour (**4**) ..... the street.

No (**5**) ..... how good the childcare may be, some children protest if their parents aren't around. Babies become dependent on parents and close family (**6**) ..... , so parents should make sure they allow (**7**) ..... time to help their child settle in with their new carer.

Remember: if parents want to (**8**) ..... the best for their children, it's not the quantity of time they spend with them, it's the quality that matters.

1	**A** bear	**B** decide	**C** hope	**D** expect
2	**A** reason	**B** duty	**C** necessity	**D** task
3	**A** refers	**B** concerns	**C** turns	**D** comes
4	**A** of	**B** opposite	**C** across	**D** next to
5	**A** way	**B** matter	**C** surprise	**D** exception
6	**A** people	**B** adults	**C** members	**D** grown-ups
7	**A** little	**B** no	**C** lots	**D** plenty of
8	**A** make	**B** give	**C** have	**D** do

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For questions **9–16**, 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 B E E N

Daniela: Skateboard champion

I've always (**0**) ..... an outdoors kind of girl, and (**9**) ..... a kid, I'd get up to all sorts of stuff with my friends – climbing trees and messing about in the woods. As we got older, my friends started doing other things (**10**) ..... shopping and listening to music, but I still loved being outside and needed a new challenge.

(**11**) ..... was my brother who first got me (**12**) ..... skateboarding. I'd seen him practising on his board hour after hour, and to (**13**) ..... honest, I used to think it was uncool. But when he showed me some amazing tricks he could do one day, I had to give it a go.

I've got a competitive streak, so I watched loads of skateboarding clips online and got out on my board whenever I could – even (**14**) ..... it was dark – in order to compete (**15**) ..... my brother. It obviously paid (**16**) ..... because I beat him in a competition last month!

Essential tips

- Read the whole text to get the general meaning.
- Decide what kind of word is needed (verb, pronoun, article, determiner, quantifier, etc.).
- Remember you can only use one word in each gap.
- You cannot use contracted forms (*I've, he's, they're, mustn't,* etc.) to fill in the gaps.
- Say the phrase or sentence to yourself and see which word sounds right in each gap.
- Read the text when you have finished and check that it makes sense.

Question 10: Look at the context. The missing word means 'for example', or 'such as'.

Question 12: This gap is part of a phrasal verb that means 'to become interested in' an activity.

Question 13: The missing word helps to complete a common expression. Which verb and form of the verb is needed?

For questions **17–24**, 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 OBSERVATION

The London Eye

The London Eye, the giant (**0**) ..... wheel, is one of the most popular attractions in London. The wheel is one of the tallest of its kind, at a (**17**) ..... of 135 metres. 1,700 tons of steel were used for its (**18**) ..... . People make special journeys to see the (**19**) ..... wheel. Fifteen thousand visitors can ride on the Eye every day. **OBSERVE** **HIGH** **CONSTRUCT** **EXCITE**

The architects, Julia Barfield and her husband David Marks, won the competition to design a Millennium landmark. Their design was the most (**20**) ..... of all the projects and the first (**21**) ..... of the wheel were made on their kitchen table in 1993. Julia found the (**22**) ..... site by drawing a circle round London and finding its centre. **IMAGINE** **DRAW** **IDEA**

Not (**23**) ..... , it took about three years to get the wheel built. In (**24**) ..... of their work, the couple were awarded the MBE, a special honour that is given in the UK to someone who has achieved something special. **SURPRISE** **RECOGNISE**

Essential tips

- Read the whole text to get the general meaning.
- Decide what type of word (noun, adjective, verb, etc.) you need for each gap.
- Look at the context carefully. The word may be negative or positive.
- You may need to add a prefix or suffix to the prompt word.
- If the word is a noun, check if you need the singular or plural form.
- You may need to make two changes to the word (add a prefix and a suffix, add two suffixes, etc.).
- Check the spelling of each word carefully.

Question 21: In this gap you are looking for a noun. Read the rest of the sentence. Should the noun be singular or plural?

Question 22: This word describes the noun (*site*), so it must be an adjective. How can you form an adjective from *idea*?

Question 23: In this gap you are looking for an adverb. How many changes do you need to make in order to form an adverb from *surprise*?

For questions **25–30**, 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 I'll be very happy when I go on holiday.

FORWARD

I'm ..... on holiday.

The gap can be filled by the words 'looking forward to going' so you write:

Example: 0 LOOKING FORWARD TO GOING

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

Essential tips

- You must use between two and five words in the gap. Contractions (*didn't, we're, it's,* etc.) count as two words.
- Check that you have used all the information from the first sentence, and that you haven't added any more information.
- Make sure you don't change the word given in any way.
- Decide what structure you need to use (passive voice, indirect speech, etc.) by looking at what comes before and after the gap.
- Remember to check your spelling carefully.

Question 28: What verb is used with *better* to mean 'should'? After it do we use the infinitive with or without *to*? Must this be positive or negative?

Question 29: Here you need to use the passive. Your prompt word is *been*. What tense do you need?

Question 30: *Unless* means 'if not', so what change do you need to make to one of the verbs in this conditional sentence?

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25 Richard asked me how much I had paid for the theatre tickets.

COST

Richard wanted to ..... the theatre tickets.

26 It wasn't a good idea for you to delete that file.

SHOULD

You ..... that file.

27 The ferry couldn't sail because the weather was bad.

DUE

The ferry couldn't sail ..... weather.

28 The teacher told us not to be late on Friday.

BETTER

'You ..... late on Friday,' the teacher said.

29 There are Spanish and French translations of the book.

BEEN

The book ..... into Spanish and French.

30 She will only phone if she gets lost.

UNLESS

She will ..... lost.

You are going to read an article about a wrestler who became an author. For questions **31–36**, 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 wrestler who became an author

Pete Watson looks like the biggest, sweetest teddy bear you ever saw. It is only when he opens his mouth that you notice the missing front teeth. Watson is a three-time world champion wrestler turned author. He was adored by fans because he was different: while other wrestlers were supreme athletes, he was just a hulk who knew how to take a hit. You could throw as many chairs as you liked at Pete Watson, you could smack him repeatedly, but he wouldn't go down.

After two autobiographies and a series of children's stories, he has just written a brilliant first novel: a work of immense power and subtlety, likely to gain a wide readership. At its simplest, it is about a boy and his dad getting together after a lifetime apart, though there is far more to it than that. Was he inspired by anyone he knew? The father, he says, is based on guys he met on the road – wrestlers, friends of his, who appeared to be leading exciting lives, but deep down were pretty miserable.

line 11 Watson does not come from traditional wrestling stock. He grew up in Long Island, New York. His father was an athletics director with a PhD, his mother a physical education teacher with two master's degrees – one in literature, the other in Russian history. He was a big boy, bullied for his size. One day his neighbour had a go at him, and for the first time Watson realised he could use his weight and size instead of feeling awkward about it. It was a turning point.

At college, he did a degree in communication studies. Meanwhile, he was learning the ropes of professional wrestling. Did his parents try to dissuade him? 'No. They were just really insistent that I finished college. I am pretty sure they thought I'd get hurt and quit wrestling.' But he didn't.

He looks in remarkably good condition for someone who spent 20 years in the ring. His skin is smooth and firm; there are few visible scars. 'It's amazing what retirement can do for you. I looked really rough five years ago, and now I think I look a good deal younger,' he says. People are surprised by the softness of his handshake. 'Yeah, that's the wrestler's handshake,' he says.

Do you have to be a good actor to be a good wrestler? 'I used to really resent the acting label, but it *is* acting. When it's really good, when you're feeling it and letting that real emotion fly, it comes closer to being real.' What did his children think when they saw him getting hurt? 'Well, they used to think I never got hurt because that's what I told them. When they got old enough to realise I did, they stopped enjoying it. That was, in part, what led to my decision to get out.'

Nowadays, his time is dedicated to family and books – his next novel is about boy wrestlers living on the same block, and he is also writing more children's stories. He does not think this life is so different from wrestling. 'Wrestling is all about characters,' he says. 'So when my fans hear I've written a novel, I don't get the sense that they feel I've abandoned them.'

Essential tips

- Read the text first to get the general meaning. Don't worry about individual words that you don't know.
- The questions follow the same order as the relevant information in the text.
- Underline the key words in each question and in the four options.
- Look in the text for information that supports one of these options, but don't expect to find exactly the same words.

Question 31: Look at option A. It consists of two parts: he frequently lost and he was not aggressive. If an option consists of two parts, it is correct only if both parts are correct. For example, it is true that Pete was not aggressive, but as he didn't frequently lose, option A is not correct.

Question 33: This is a question about vocabulary. If you don't know the meaning of the words (in this case *stock*), you can answer the question by looking at the context. The sentences after *traditional wrestling stock* are about his parents' professions. What is the correct option?

Question 34: An option is correct only if you can find clear support for it in the text. For instance, option C claims that Pete's parents wanted him to stop wrestling. Can you find support for that in the text? For which of the four options can you find support in the text?

31 What impression do we get of Pete Watson's skills as a wrestler?

A He frequently lost because he was not very aggressive.
B He was too gentle and friendly to be a good wrestler.
C He was injured a lot because he didn't fight back.
D His speciality was letting his opponent hit him.

32 It is suggested that Watson's first novel

A is based on his own autobiography.
B will be popular with those who liked his autobiographies.
C will not only appeal to his fans.
D is not much more than a simple story.

33 What does 'traditional wrestling stock' in line 11 refer to?

A Watson's childhood
B Watson's family background
C Watson's educational background
D Watson's background in athletics

34 What did Watson's parents feel about his interest in wrestling?

A They were afraid he would get hurt.
B They insisted that he should have proper training at college.
C They wanted him to give up wrestling.
D They thought he would abandon the sport quite soon.

35 How does Watson regard the idea that wrestling is like acting?

A He resents the suggestion.
B He thinks wrestlers aren't good actors.
C He has come to accept it.
D He doesn't think wrestling can compare to acting.

36 Watson's present life is not so different from his past profession because

A his work is still connected with characters.
B he is writing about wrestling, his previous profession.
C his family are still more important than anything else.
D his fans still follow his career with interest.

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You are going to read an article about computer games. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (**37–42**). There is one extra sentence which you do not need to use.

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

Films and computer games

In just a few decades the gaming industry has become a lot bigger than the film business. In terms of turnover, what is rather grandly called 'interactive entertainment' makes twice as much money as Hollywood cinema. Which of course leaves people in the film business wondering if they can harvest any of this new income. Is there any way of making films more appealing to people who regularly like to play computer games?

Making a film out of a best-selling computer game can certainly guarantee a large audience. **37** New games have stunning action sequences that rely on fantasy effects, and now films are being released with similar scenes. Gravity is discarded as heroes leap across huge gaps, while slow-motion techniques show bullets moving through the rippling air.

A major segment of the gaming market comprises science-fiction games, and film-makers have started to realise that they could set films in similar sci-fi future worlds. **38** Any attempt to borrow more than the setting from a game is probably doomed.

There are many examples of successful film-game combinations. Rather than making a film using characters and stories from a computer game, the trick seems to be to make a film that has a fast-moving action sequence and then bring out a game based on that sequence. People who enjoyed the film will probably want to buy the game. This clearly creates a new market opportunity for the gaming industry.

Why do gamers feel disappointed by films based on their favourite games? **39** Computer games can show the action from a number of perspectives easily, because everything is computer-generated. But filming a sequence from 20 different cameras would cost a fortune, so it simply isn't done in the film version – leaving the gamers feeling that the film didn't look as real as the computer game.

Cameras matter in another sense, too. In a film the director shows you the action from certain perspectives but makes sure he doesn't show you some things to keep you in suspense. Think of your favourite thriller. **40** In films you are not supposed to have access to all the information. Suspense and mystery are essential elements of film-making.

41 When you play a game, you have to do certain tasks to proceed to the next level. Therefore, you must be able to see everything in order to make your choices, to decide what to do next: which door to open, and so on. You must have access to all the information. You, as the player, are always in control. In the cinema you never control the action. You just sit and watch.

There can be some interaction between films and computer games on a number of different levels, but in the end they fulfil different needs. **42** For all the similarities between technologies and special effects, we shouldn't forget that a story and a game are fundamentally different.

A We go to the cinema to let someone else tell us a story, knowing we can't influence what happens at all.

B You wouldn't be interested in watching the film if you knew the identity of the murderer, for instance.

C This is not true for computer games.

D Its success lies in the use of special effects.

E This usually means that the film has a good chance of being as commercially successful as the game on which it is based.

F One reason is technical.

G However, the difficulty for the producers of Hollywood appears to be knowing where and when to stop.

Essential tips

- Look at the text to see what it is about. Even without the missing sentences, you can understand the general meaning.
- Read the text before and after each gap. Try to guess what the missing information is.
- Go through the gapped sentences. Try to find a link between the text and the gapped sentences.
- The text and the gapped sentence will be on the same topic.
- Re-read the whole text to make sure it makes sense.

Question 37: The sentence before the gap talks about guaranteeing *a large audience*. If a film has a large audience, what is it? Find an option that defines what it is.

Question 40: What kind of film is a thriller? Which sentence option refers to one?

Question 41: The last sentence of the paragraph before the gap talks about 'essential elements of film-making'. The next paragraph talks about computer games. Which sentence option makes a suitable topic sentence for this paragraph?

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You are going to read a magazine article in which four young people talk about how their parents' careers have influenced them. For questions **43–52**, choose from the people (**A–D**). The people may be chosen more than once.

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

Which person

thinks his or her parent's job is boring? **43** ☐

was discouraged from following the same profession? **44** ☐

changed his or her mind about a future career? **45** ☐

experienced pressure to follow the same profession? **46** ☐

feels he or she has not been influenced in choosing a career? **47** ☐

comes from a long line of people in this profession? **48** ☐

thinks the profession in question offers few opportunities? **49** ☐

is concerned his or her choice will cause an argument? **50** ☐

thinks that success in his or her parent's profession is difficult? **51** ☐

thinks his or her parent's profession is rewarding? **52** ☐

Essential tips

- Skim through the whole text to get a general idea.
- Read the questions and underline the key words. Make sure you understand the exact meaning of each question.
- Look quickly through the text for information about the key words in each question. Remember that the key words might not be in the text at all, but there will be other words or expressions with that meaning.
- If you find a text where the key words are mentioned, look through the other texts as well to make sure you have got the correct answer.

Question 43: This person thinks their parent's job is *boring*. What is the key word and what are synonyms for it?

Question 48: If someone comes from *a long line* of people in a certain profession, who else was in that profession?

Question 52: There are different ways to say that something is *rewarding*. In which text can you find reference to this?

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A chip off the old block

How much are children influenced in their choice of profession by their parents' jobs? We asked four young people about their experience.

A Graham Button

My dad is a self-employed builder, like his father and his grandfather, and that means he was often out working in the evenings or at weekends when I was a child. I think he was proud of doing a 'real' job, something with his hands, which is perhaps why he always tried to push me into taking up the same profession. And of course he had his own business, which he wanted me to continue after he retired. When I was in high school, I decided that I really didn't want to go into the family business, so at the moment I'm studying history. My father probably thinks I'm going to become a partner in his firm after I graduate, so I do worry that we might have a big fight about this some time in the future.

B Sue Smith

My mother's a nuclear physicist, which sounds very exciting. The truth is it's a pretty tough profession. And I just don't think it's a very interesting job. Of course it's important, but as far as I can see, you spend most of the day at a desk doing hundreds of calculations, and then checking and rechecking them. My mother did try to motivate me to take an interest in science subjects when I was about 14 or 15, and I think she'd be secretly pleased if I wanted to be a scientist, but she's never put any sort of pressure on me. But I know she also thinks – as I do – that there aren't so many jobs available in pure research, which is what she does.

C Barry Porter

When people find out my mother's an actress, they always ask what Hollywood films she's been in, and I have to explain that she's only ever worked in provincial theatres. She's hardly ever been on television, which is why not many people know her. That's one of the problems with the theatre: very few people get to the top of the profession, and you have to be extremely lucky just to make a living from it. Actors often worry about where the next job's coming from. Even if I had any talent for acting, I'd be put off by that side of it. As you can gather, I really don't think my future is in the theatre, and in any case my mother has always tried to steer me away from taking up the profession.

D Ruth Lawrence

My father teaches maths at high school, which definitely used to come in handy when we had a maths test the next day! I think in the back of his mind he expected me to be good at maths because he was always there to explain it. The truth is I've always been terrible at the subject. He also used to tell me about the satisfaction you can get from teaching, and I do think he's right about that. I used to think I wanted to be a teacher, but then I began to think of the disadvantages. The profession's changed and these days teachers have to work a lot in the holidays and prepare a lot at home. In the end I decided to go into accounting, and I don't really think my dad's job affected my decision at all.

You **must** answer this question. Write your answer in **140–190** words in an appropriate style.

---

1 In your English class you have been talking about the value of learning a foreign language. Now, your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Is it worth learning a foreign language?

Notes
Write about:

1. using a foreign language for work
2. using a foreign language for travel
3. ..... (your own idea)

Essential tips

Part 1

- Decide whether you think it is worth learning a foreign language and state your opinion clearly in the introduction.
- In the body of your essay you need to give reasons to support your argument. Use all of the topics in the notes and put each idea in a separate paragraph. Give examples of why you think (or why you don't think) it is important to learn a foreign language for the purposes of work or travel. You could also consider other people's points of view.
- Make sure you include **your own idea** on a third, related topic and use it to support your opinion. For example, you could say that learning a foreign language is also useful for communicating with friends of other nationalities.
- Summarise your overall opinion in the final paragraph.
- Check the length of your essay, your grammar, spelling and punctuation.

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **140–190** words in an appropriate style.

2 You see this notice on your school/college noticeboard:

> **What is your favourite possession?**
>
> Write an article for our student magazine about your favourite possession and say why it is special to you.
>
> We'll publish the most interesting articles in our magazine.

Write your **article**.

3 You have received this email from your English-speaking friend, Maria.

> **From:** Maria
> **Subject:** English course – activities
>
> Hi!
>
> I'm looking forward to the English course we've decided to do! There are classes in the morning and activities in the afternoon. We need to decide whether we do indoor activities, like swimming, or outdoor activities, like horse riding. What do you think we should choose? What kind of activities do you like best?
>
> See you soon!
>
> Maria

Write your **email**.

Essential tips

Part 2

- Decide which question you can answer best. Do you have ideas and vocabulary for any of the questions?
- Underline the key words in the instructions.
- Plan the different sections of your answer and decide on the main point of each paragraph.
- Spend some time making notes about each paragraph.
- Make sure your ideas are clearly organised. Every paragraph should be on one topic.
- Check the length of your answer, your grammar, spelling and punctuation.

Question 2
Use a neutral style. In your introduction you should say briefly what you are going to write about. Make sure you answer the question. Describe your possession in detail. Give some background information to explain what makes it special to you.

Question 3
Use an informal style. Thank Maria for her email and say that you're also looking forward to the English course. In the main body of your email, answer Maria's questions. You could ask Maria some questions, too, for example, does she agree with your choice? In your conclusion, say that you hope to hear from Maria soon. Should you use an informal or formal way to end your email?

Continued on next page ▶

4 You see this notice in a popular English-language magazine called *Cinema News*:

> Have you seen any good films lately? If you have, write a review for our magazine! Include information on the plot and the characters, and say why you think the film is worth seeing.
>
> We will publish the best reviews in next month's issue.

Write your **review**.

5 (*for FIRST FOR SCHOOLS candidates only*)

Answer the following question based on your reading of **one** of the set books.

If the book you have read were made into a film, which character would be the most interesting? Write a **letter** to an English penfriend who has read the same book, saying which character you imagine would be most interesting in a film and explaining why. Do not write any addresses.

Essential tips

Question 4
You are writing for a popular magazine, so the style of your review could be semi-formal. Organise your ideas in paragraphs and make sure you answer all parts of the question. In the introduction, you could describe the film in general terms (What is the film called? What kind of film is it? Who directed it? Who acts in it?). The main body could consist of two or more paragraphs in which you should describe and comment on the plot and the characters. In the conclusion say why you think the film is worth seeing.

Question 5 (*for FIRST FOR SCHOOLS candidates only*)
The question asks you to think of an interesting character. You don't have to write about the main character. Your letter should be informal.

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Track 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 student talking about her college course.
What does she say about it?
A She enjoys seeing how things work in practice.
B She is sure she'd like to work in a related field.
C She wants to know more about an aspect of the course.

2 You hear a conversation between a customer and a florist.
What does the customer decide to do?
A take the florist's advice
B research a new species of rose
C buy an expensive bunch of flowers

3 You hear two students discussing their maths class.
What do they agree about?
A how helpful their maths teacher is
B how useful the maths phone app is
C how difficult the maths topic is

4 You hear a weather forecast on the radio.
Where are violent storms expected?
A the south coast
B the east coast
C the west coast

5 You hear a woman leaving a message for a plumber.
The woman wants him to
A correct an error he has made.
B call her when he finishes work.
C discover the source of a problem.

6 You hear a man talking about his travel plans.
What is he doing?
A complaining about train timetables
B confirming a hotel reservation
C making a request of someone

7 You hear two friends talking about the football team they support.
How does the man feel?
A optimistic about the team's prospects
B annoyed by the referee's decision-making
C surprised by the goalkeeper's ability

8 You hear part of an interview with a student who wants to become a volunteer.
What does the student say about it?
A He is keen to pass on his knowledge.
B He wants to repay the people who helped him.
C He regrets not getting involved earlier.

Essential tips

- Look carefully at the question for each listening text and underline the key words.
- Read the three options and think of words that are associated with them.
- The listening texts are dialogues and monologues. The answer may come at the beginning, in the middle or at the end of the listening text.
- Don't worry about understanding every word you hear. Listen for the general meaning.
- If you hear a word or phrase from an answer, do not assume that this is the correct answer.
- Decide on an option after the first listening. Use the second listening to check your answers.

Question 3: All three options may be discussed in the listening text. You need to decide which of them both speakers say.

Question 6: The question asks what the speaker is doing. You will need to listen to the whole text to understand this, rather than hearing the answer in a single sentence.

Question 7: You need to know how the speaker is feeling. The listening text may not use the same words, so listen carefully for synonyms.

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Track 2

You will hear part of a talk by a man called James Edwards, who is the director of a museum association called Museums for All. For questions **9–18**, complete the sentences with a word or short phrase.

Museums for All

The association Museums for All was started (**9**) ..... years ago.

James says the task of Museums for All is to change people's (**10**) ..... of museum visits.

James worked for a big (**11**) ..... company before he was offered his current position.

James believes that museums should be more (**12**) ..... in the way they attract visitors.

James says that traditional museums used to be aimed at people with a good standard of (**13**) .....

To raise interest in museums, James would like museums to have good (**14**) ..... with local schools.

James wants museums to be friendly, in the same way that (**15**) ..... are.

James says that a trip to the museum can be (**16**) ..... for some people.

James feels that it is the role of the (**17**) ..... to invest in rebuilding museums.

The Museum Festival next year will be held in (**18**) .....

Essential tips

- Read the instructions and think about the topic before you listen.
- Go through the questions carefully and think about the sort of information that is missing.
- Remember that the questions follow the order of the text.
- You will hear the word or words you need for each question, but the rest of the sentence will be slightly different.

Question 9: What kind of information is missing? The reason why Museums for All was started, the time that it was started or the people who started it?

Question 12: Are you listening for a noun or adjective for this gap?

Question 18: Look at the context. The missing information must be a place or a time.

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Track 3

You will hear five short extracts in which people are talking about school trips they went on when they were younger. For questions **19–23**, choose from the list (**A–H**) what each speaker says. Use the letters only once. There are three extra letters which you do not need to use.

A I made some new friends.

B I had some communication problems.

Speaker 1 19

C I would like to go back to the area soon.

Speaker 2 20

D I went on similar trips over the next few years.

Speaker 3 21

E I wasn't properly prepared for the trip.

Speaker 4 22

F I thought the trip was good value for money.

Speaker 5 23

G I thought the trip was too long.

H I would have liked more independence.

Essential tips

- Read the instructions carefully to identify what the speakers will be talking about.
- Before you listen, look at each option and think of how these ideas can be expressed.
- If a speaker mentions a word from the options, think carefully before you choose that option; it may be that the word is used in a different meaning.
- All the speakers will be talking about the same topic. You need to focus on the differences between the speakers.

Option D: If one of the speakers says that he or she *wanted* to go on more trips, or *intended* to do this, does it mean that he or she really did go on more trips?

Option E: The key word here is *prepared*. You can get prepared for a journey in a number of ways: you can start by making plans, getting information or doing some shopping. What else could it mean?

Option H: The key word here is *independence*. What are the synonyms of this word? How else could this be phrased?

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Track 4

You will hear a radio interview with Julia Emerson, a young writer. For questions **24–30**, choose the best answer (**A**, **B** or **C**).

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24 According to Julia, nowadays Hollywood producers
- **A** usually think of ideas for films themselves.
- **B** write screenplays and contact stars.
- **C** contact agents to find writers for them.

25 Julia says that she
- **A** has written a number of successful screenplays for studios.
- **B** was lucky enough to have her first screenplay accepted.
- **C** was not discouraged by the lack of response from studios.

26 Julia began writing in her spare time when she
- **A** published some articles in a magazine.
- **B** had an idea for a TV series.
- **C** came first in a short-story competition.

27 Julia says that
- **A** she would like to write a version of a classic film.
- **B** there is a danger she might imitate other films.
- **C** creative people should think a lot about films.

28 Julia's screenplay is about two sisters who
- **A** set out to try living in the jungle.
- **B** find themselves in a difficult situation.
- **C** end up hating each other.

29 The theme of the story is
- **A** how our emotions about our family can change.
- **B** Julia's relationship with her brothers and sisters.
- **C** about the importance of having a family.

30 It appears that the film based on Julia's screenplay
- **A** must be made within the next few months.
- **B** will be made when the studio has paid Julia.
- **C** might never be made.

Essential tips

- Read the questions or question stems carefully.
- Read the options carefully and underline the key words.
- Be careful: an option may include words or phrases from the recording, but this does not necessarily mean that the option is correct.
- The questions follow the order of the text.

Question 24: Who do you expect writes the screenplay for a film? Is this the same person who thinks of the idea for a film? The correct answer may be different from what you think, so listen carefully.

Question 26: Aspects of all the options are heard in the listening text, but only one option completes the stem correctly.

Question 28: The correct answer summarises the story of the film. Which option does that?

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Part 1 (2 minutes)

The examiner (interlocutor) will ask each of you to speak briefly in turn and to give personal information about yourselves. You can expect a variety of questions, such as:

Can you describe the area where you live?
What do you like and dislike about this area? (Why?)
How do you think the area could be improved?
Where else would you like to live? (Why?)

Part 2 (4 minutes)

You will each be asked to talk for a minute without interruption. You will each be given two different photographs in turn to talk about. After your partner has finished speaking, you will be asked a brief question connected with your partner's photographs.

1 Places to live

Look at the two photographs on page 159 which show different types of accommodation.

Candidate A, compare the photographs, and say why you think people have chosen to live in these places.

Candidate B, which of these would you prefer to live in? (Why?)

2 Audiences

Look at the two photographs on page 160 which show people at concerts.

Candidate B, compare the photographs, and say how you think the people are feeling.

Candidate A, which of these events would you prefer to go to? (Why?)

Essential tips

Part 1

- Try to sound natural. Don't learn a speech off by heart.
- Avoid one- or two-word answers or answers that are long and complicated.
- You can prepare for this part of the interview by making sure you can talk about yourself, your home, your family, your hobbies, etc.
- Listen carefully to the question and answer exactly what is asked.

Part 2

- In this part you must compare the two colour photographs you are given. When you compare them say what the two photographs have in common and how they are different.
- Listen carefully to what the examiner asks you to do. After comparing the photographs the examiner will ask you to comment and give your personal reaction to them.
- You are supposed to speak for a full minute. Practise speaking for a minute, so you know how this feels.
- The examiner will ask you to comment on your partner's photographs. You have about 30 seconds for this.
- Don't interrupt when your partner is speaking. Use a few sentences to answer the question you are asked after your partner has spoken.

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Part 3 (4 minutes)

You will be asked to discuss something together without interruption by the examiner. You will have a page of ideas and a question to help you.

A camping trip

Imagine you're going on a camping trip to the mountains. Turn to page 161 which shows ideas for items you could take with you and a question for you to discuss. Talk to each other about how each item could be useful during the trip. Then decide which **two** of these items you would take on your camping trip.

Part 4 (4 minutes)

The examiner will encourage you to develop the topic of your discussion in Part 3 by asking questions, such as:

Would you enjoy a camping holiday? (Why? / Why not?)
What other type of holiday would you enjoy? (Why?)
Would you prefer to go on holiday with your family or with a group of friends? (Why? / Why not?)
What is the best time of year to go on a holiday? (Why?)
Is it usual for people in your country to visit other countries on holiday?
What's a typical kind of holiday for someone in your country?

Essential tips

Part 3

- Work together with your partner. Discuss the question and the ideas and decide on an answer together.
- Involve your partner in the discussion. Your contribution and your partner's contribution to the discussion should be equal.
- Practise expressions used for giving your opinion and agreeing/disagreeing, such as *in my opinion, I'm afraid I don't agree*, etc.
- Don't make a decision too quickly. Look at the ideas first, give your opinion about them, ask your partner's opinion and then make a decision.
- Remember you don't have to agree with your partner. What is more important is reaching a decision.

Part 4

- Don't interrupt when your partner is speaking, but be ready to give your opinion after your partner has finished.
- It doesn't matter if you agree or disagree with your partner, but it is important to give reasons for your opinion.