# TÀI LIỆU LUYỆN THI CHỨNG CHỈ FCE 4

**Cambridge First Certificate in English 4**

***Examination papers from the University of Cambridge Local Examinations Syndicate***

***Dịch và chú thích***

**Lê Huy Lâm**

NHÀ XUẤT BẢN THÀNH PHỐ HỒ CHÍ MINH

## Introduction

**The level of FCE**

The First Certificate in English (FCE) offers an intermediate-level qualification for those wishing to use English for professional or study purposes. In order to take into account developments in language teaching and testing, the FCE examination was revised in December 1996.

**Cấp độ FCE**

Kỳ thi First Certificate in English (FCE) cấp chứng chỉ trình độ trung cấp cho những ai muốn dùng tiếng Anh với các mục đích chuyên môn hoặc học tập. Để theo kịp với những bước phát triển trong lãnh vực giảng dạy và khảo thí ngôn ngữ, kỳ thi FCE được tu chỉnh vào tháng mười hai năm 1996.

**FCE candidates**

In 1997, there were approximately 250,000 candidates for FCE throughout the world. Candidates come from a wide range of backgrounds and take the examination for a number of different reasons. The following points summarise the characteristics of the current FCE candidature.

***Thí sinh FCE***

Vào năm 1997 có khoảng 250.000 thí sinh FCE trên toàn thế giới. Thành phần thí sinh rất đa dạng và lý do dự thi cũng khác nhau. Dưới đầy là phần tóm tắt các đặc điểm của thành phần thí sinh FCE hiện thời.

***Nationality***

FCE is taken by candidates throughout the world in about 100 countries, although the total number of nationalities represented in the candidature is over 150. The majority of these candidates enter for FCE in European and South American countries.

***Quốc tịch***

Khoảng 100 nước trên thế giới có thí sinh FCE, mặc dù tổng số quốc tịch trong thành phần thí sinh là trên 150. Đa số các thí sinh này dự thi FCE ở các nước châu Âu và Nam Mỹ.

***Age and gender***

Most candidates (about 75%) are under 25, with the average age being about 22. In some countries the average age is lower (e.g. in Greece it is about 17 years old). About 65% of candidates are female.

***Tuổi và giới tính***

Phần lớn các thí sinh (khoảng 75%) đều dưới 25 tuổi, tuổi trung bình khoảng 22. Ở một số nước, tuổi trung bình thấp hơn (ví dụ, ở Hi Lạp, tuổi trung bình khoảng 17). Khoảng 65% thí sinh là nữ.

***Employment***

Most candidates are students, although there are considerable differences in the proportion of students in different countries.

***Nghề nghiệp***

Phần lớn thí sinh là sinh viên, dù có những điểm khác biệt đáng kể trong tỷ lệ sinh viên ở các nước khác nhau.

***Exam preparation***

A large proportion of candidates (about 80%) undertake a preparatory course before taking the examination; most of these courses last between 8 and 24 weeks.

***Luyện thi***

Phần lớn thí sinh (khoảng 80%) theo học một khóa luyện thi trước khi thi; phần lớn các khóa này kéo dài từ 8 đến 24 tuần.

***Reasons for taking FCE***

Candidates' reasons for wanting an English language qualification are roughly distributed as follows:

• to gain employment (37%)

• out of personal interest (33%)

• for further study (30%)

***Lý do thi FCE***

Các lý do thí sinh muốn lấy bằng tiếng Anh được phân bố tổng quát theo tỷ lệ sau:

• để tìm việc làm (37%)

• do sở thích cá nhân (33%)

• để học cao hơn (30%)

**The structure of FCE: *an overview***

UCLES (University of Cambridge Local Examinations Syndicate) has developed a series of examinations with similar characteristics spanning five levels. Within the series of five levels, the First Certificate in English is at Cambridge Level Three:

**Cấu trúc kỳ thi FCE: *Tổng quan***

UCLES (University of Cambridge Local Examinations Syndicate - Trung tâm Khảo thí địa phương thuộc Đại học Cambridge) đã phát triển một hệ thống gồm các kỳ thi với những đặc điểm giống nhau bao gồm năm cấp độ. Trong hệ thống năm cấp độ, FCE nằm ở cấp độ Ba của Đại học Cambridge:

|  |
| --- |
| Cambridge Level 5Cấp độ 5 Cambridge**Certificate of Proficiency in English (CPE)** |
| Cambridge Level 4Cấp độ 4 Cambridge**Certificate of Advanced English (CAE)** |
| Cambridge Level 3Cấp độ 3 Cambridge**First Certificate in English (FCE)** |
| Cambridge Level 2Cấp độ 2 Cambridge **Preliminary English Test (PET)** |
| Cambridge Level 1Cấp độ 1 Cambridge**Key English Test (KET)** |

 The FCE examination consists of five papers:

Kỳ thi FCE gồm năm môn thi:

|  |  |  |
| --- | --- | --- |
| Paper 1 | **Raeding** **Đọc hiểu** | 1 hour 15 minutes1 giờ 15 phút |
| Paper 2 | **Writing** **Viết luận** | 1 hour 30 minutes1 giờ 30 phút |
| Paper 3 | **Use of English****Sử dụng tiếng Anh** | 1 hour 15 minutes1 giờ 15 phút |
| Paper 4 | **Listening****Nghe hiểu** | 40 minutes (approximately)(khoảng) 40 phút |
| Paper 5 | **Speaking** **Nói**  | 14 minutes (approximately)(khoảng) 14 phút |

***Paper 1 Reading***

Candidates are expected to be able to read semi authentic texts of various kinds (informative and general interest) and to show understanding of gist, detail and text structure, and to deduce meaning.

The paper contains four parts and 35 questions. Each part contains a text and corresponding comprehension tasks. Part 4 may contain two or more shorter related texts.

***Đọc hiểu***

Thí sinh phải có khả năng đọc các bản văn gần như thật gồm các loại khác nhau (thông tin và chủ đề tổng quát) và phải chứng tỏ là hiểu được ý tổng quát, chi tiết và cấu trúc của bản văn, cũng như có khả năng suy diễn nghĩa.

Môn thi này gồm bốn phần với 35 câu hỏi. Mỗi phần gồm một bản văn và các câu hỏi đọc hiểu tương ứng. Phần 4 có thể có hai hoặc nhiều hơn các bản văn ngắn có liên quan với nhau.

***Paper 2 Writing***

Candidates are expected to be able to write non-specialised text types such as letters, articles, reports and compositions for a given purpose and target reader, covering a range of topics. One of the tasks in Part 2 is based on an optional reading of one of five set books.

Candidates are required to carry out two tasks: a compulsory task in Part 1 and one task from a choice of four in Part 2. The overall word ength of answers across the two tasks is 240-360 words.

***Viết luận***

Thí sinh phải có khả năng viết các loại bản văn không mang tính chuyên môn như thư, bài viết, báo cáo và bài luận dành cho mục đích và đối tượng người đọc được cho sẵn, bao gồm nhiều chủ đề. Một trong các đề viết ở Phần 2 dựa trên phần đọc tùy chọn một trong năm cuốn sách quy định.

Thí sinh được yêu cầu xử lý hai đề viết: một đề viết bắt buộc ở Phần 1 và một đề viết tự chọn trong bốn đề ở Phần 2. Tổng số từ của cả hai bài viết là 240-360 từ.

***Paper 3 Use of English***

Candidates are expected to demonstrate their knowledge and control of the language system by: ompleting a number of tasks, some of which are ased on specially written texts.

The paper contains five parts and 65 ques- ~ons, which take the form of multiple-choice doze, open cloze, ’key' word transformations, error correction and word formation task types.

***Sử dụng tiếng Anh***

Thí sinh phải chứng tỏ là mình biết và nắm vững hệ thống ngôn ngữ bằng cách hoàn chỉnh một số câu hỏi, trong đó có một vài câu dựa trên những bản văn được viết theo một cách đặc biệt.

Môn thi này gồm 5 phần và 65 câu hỏi, ở dạng cloze trắc nghiệm, cloze mở, hoán đổi từ 'trọng tâm', sửa lỗi và các dạng câu hỏi về thành lập từ.

***Paper 4 Listening***

Candidates are provided with short extracts and ionger monologues, announcements, extracts from radio programmes, news, features, etc., at an intermediate level. They are expected to show -nderstanding of detail and gist, and to deduce meaning.

The paper contains four parts and 30 questions. Each part contains a recorded text or exts and corresponding comprehension tasks.

***Nghe hiểu***

Thí sinh được cho những đoạn trích ngắn và những phần dài hơn gồm các bài độc thoại, thông báo, đoạn trích từ các chương trình truyền thanh, tin tức, chuyên mục, v.v ... ở trình độ trung câp. Thí sinh phải chứng tỏ là mình hiểu được chi tiết và ý tổng quát, cung như có khả năng suy diễn nghĩa.

Môn thi này gồm bốn phần với 30 câu hỏi. Mỗi phần gồm một hoặc các bản vãn được ghi âm và các câu hỏi nghe hiểu tương ứng.

***Paper 5 Speaking***

Candidates are examined in pans by two examiners, one acting as **Interlocutor** and the other as **Assessor**. The four parts of the test are based on verbal prompts and visual stimuli and are designed to elicit a wide range of speaking skills and strategies from both candidates.

Accuracy of grammar and appropriacy of vocabulary, discourse management, pronunciation and interactive communication are assessed.

***Nói***

Thí sinh được kiểm tra theo cặp bởi hai giám khảo, một giám khảo làm Người tham gia đàm thoại, còn giám khảo kia làm Người đánh giá. Bốn phần của bài thi dựa trên các lời gợi ý và các kích thích bằng hình ảnh/sơ đồ. Mục đích của bốn phần này là để cho cả hai thí sinh phô diễn trước giám khảo nhiều kỹ năng và chiến thuật nói.

Giám khảo đánh giá về mức độ chính xác của ngữ pháp và mức độ thích hợp của từ vựng, kiểm soát diễn ngôn, phát âm và giao tiếp tương tác.

**Marks**

Each of the papers carries 40 marks after weighting.

**Điểm**

Mỗi môn thi được tính 40 điểm sau khi quy đổi.

**Further information**

FCE is held each year in June and December in 1,900 centres worldwide. Special arrangements are available for disabled candidates. These may include extra time, separate accommodation or equipment, Braille transcription, etc. Consult the UCLES Local Secretary in your area for more details.

Copies of the Regulations and details of entry procedure, current fees and further information about this and other Cambridge examinations can be obtained from the Local Secretary for UCLES examinations in your area, or from:

**Những thông tin khác**

Kỳ thi FCE được tổ chức mỗi năm vào tháng sáu và tháng mười hai ở 1.900 trung tâm trên toàn thế giới. Có các phần sắp xếp đặc biệt dành cho thí sinh tàn tật. Các phần sắp xếp này có thể gồm tính thêm thời gian làm bài, chỗ thi riêng hoặc trang thiết bị riêng, chữ nổi Braille v.v... Liên hệ với Thư ký Địa phương của UCLES trong khu vực của bạn để biết thêm chi tiết.

Bạn có thể xin tập thông tin về các quy định và chi tiết về thủ tục đăng ký dự thi, lệ phí thi hiện hành và các thông tin khác về kỳ thi này cũng như các kỳ thi khác của đại học Cambridge bằng cách liên hệ với Thư ký Địa phương phụ trách các kỳ thi củaƯCLES ở khu vực của bạn, hoặc liên hệ theo địa chỉ:

Administration and Systems Division

UCLES

1 Hills Road

Cambridge

CB1 2EU

Telephone: +44 1223 553311

Fax: +44 1223 460278

In some areas this information can also be obtained from the British Council. (ở một số khu vực, bạn cũng có thể xin những thông tin này từ Hội Đồng Anh)

## FCE content and marking

**Nội dung và cách chấm điểm FCE**

**Paper 1 Reading**

The FCE Reading paper contains four parts. Each part consists of a text and corresponding comprehension tasks. Part 4 may contain two or more shorter related texts. There is a total of 35 questions. The time allowed to select answers and record them on the answer sheet is one hour fifteen minutes.

*Texts*

The length of FCE texts varies from 350 words to 700 words, depending on the type of task. The total reading load for the paper is 1,900 to 2,300 words. The texts are intended to cover a range of recently-published material and to appear authentic in form, presentation and content.

Texts may be of the following types:

• advertisements

• correspondence

• fiction

• informational material (brochures, guides, manuals)

• messages

• newspaper/magazine articles

• reports

Pictures and other diagrams are used where appropriate to illustrate the text; questions do not focus on visual elements. Some of the vocabulary may be simplified in the texts to keep it within the FCE level but such changes are kept to a minimum.

***Đọc hiểu***

Môn thi Đọc hiểu của FCE gồm bốn phần. Mỗi phần gồm một bản văn và các câu hỏi đọc hiểu tương ứng. Phần 4 có thể có hai hoặc nhiều hơn các bản văn ngắn có liên quan với nhau. Có tất cả 35 câu hỏi. Thời gian quy định cho việc chọn các câu trả lời và viết vào tờ bài làm là một giờ mười lăm phút.

*Các bản văn*

Độ dài của các bản văn FCE thay đổi từ 350 đến 700 từ, tùy vào dạng câu hỏi. Tổng số từ phải đọc cho môn thi này là 1.900 đến 2.300 từ. Chủ đích của các bản văn này là bao quát nhiều nguồn ngữ liệu mới được xuất bản và có hình thức, cách trình bày và nội dung giống như thật.

Các bản văn có thể gồm các dạng sau:

• quảng cáo

• thư tín

• tiểu thuyết

• tài liệu thông tin (tập quảng cáo, hướng dẫn, cẩm nang)

• tin nhắn

• bài viết trong báo/tạp chí

• báo cáo

Hình ảnh và các sơ đồ khác được dùng ở vị trí thích hợp để minh họa bản văn; các câu hỏi không chú trọng đến các yếu tố hình ảnh/ sơ đồ. Một số từ vựng có thể được đơn giản hóa trong các bản văn cho phù hợp với cấp độ FCE nhưng những sửa đổi như thế được duy trì ở mức tối thiểu.

***Test focus***

The tasks in the Reading paper test candidates' ability to:

• understand gist and main ideas

• understand detail

• follow text structure

• deduce meaning

• select specific information

Trọng tâm kiểm tra

Các câu hỏi trong môn thi Đọc hiểu kiểm tra thí sinh về khả năng:

• hiểu ý tổng quát và các ý chính

• hiểu chi tiết

• theo được cấu trúc của bản văn

• suy diễn nghĩa

• chọn thông tin cụ thể

***Tasks***

There are 35 questions on the Reading paper. Each text is accompanied by a set of questions as follows:

Multiple-choice and gapped-text questions follow the text; multiple-matching questions precede the text.

The language level of the instructions and individual questions is within the range of FCE.

***Câu hỏi***

Môn thi Đọc hiểu có 35 câu hỏi. Mỗi bản văn có kèm theo một nhóm các câu hỏi như sau:

Các câu hỏi trắc nghiệm và câu hỏi bản văn có các chỗ trống xuất hiện sau bản văn; các câu hỏi đa ghép xuất hiện trước bản văn.

Cấp độ ngôn ngữ trong phần hướng dẫn làm bài và trong từng câu hỏi nằm trong phạm vi của FCE.

|  |  |  |  |
| --- | --- | --- | --- |
| **Part****Phần** | **Task****Câu hỏi** | **Number of Questions****Số câu hỏi** | **Task Format****Dạng thức câu hỏi** |
| **1** | Multiple matchingĐa ghép | 6 or 76 hoặc 7 | Candidates must match a heading or summary sentence to paragraphs of the textThí sinh phải xếp một tiêu đề hoặc một câu tóm tắt cho thích hợp với các đoạn của bản văn. |
| **2** | Multiple choiceTrắc nghiệm | 7 or 87 hoặc 8 | Candidates must answer multiple choice question based on the text.Thí sinh phải trả lời các câu hỏi trắc nghiệm dựa trên bản văn. |
| **3** | Gapped textPhần văn bản có các chỗ trống  | 6 or 76 hoặc 7 | Candidates must select appropriate paragraphs or sentences that have been removed from the text and jumbled.Thí sinh phải chọn những đoạn hoặc câu thích hợp đã bị lấy ra khỏi bản văn và bị xáo trộn. |
| **4** | Multiple matchingĐa ghép | 13 – 1513 - 15 | Candidates must locate relevant information in the text or texts.Thí sinh phải xác định vị trí của thông tin thích hợp trong bản văn hoặc các bản văn |

*Marks*

Candidates record their answers by shading the correct lozenges on a separate answer sheet.

Two marks are given for each correct answer in **Parts 1**, **2** and **3** and one mark is given for each correct answer in **Part 4**. The total score is then weighted to 40 marks for the whole of the Reading paper.

*Điểm*

Thí sinh ghi các câu trả lời của mình bằng cách bôi đen các ô đúng trên một tờ answer sheet riêng.

Mỗi câu trả lời đúng ở **Phần 1**, **2** và **3** được hai điểm và mỗi câu trả lời đúng ở **Phần 4** được một điểm. Tổng số điểm sau đó được quy đổi thành 40 điểm cho toàn môn thi Đọc hiểu.

***Marking***

The Reading paper is directly scanned by computer.

***Chấm điểm***

Môn tthi đọc hiểu được chấm điểm trực tiếp bằng máy tính

**Paper 2 Writing**

The FCE Writing paper requires candidates to carry out two tasks; a compulsory task in **Part 1** and one from a choice of four questions in **Part 2**. Candidates are expected to write 120-180 words for each task, making a total overall word length of 240-360 words across the two tasks. The time allowed to complete the two tasks is one hour thirty minutes. There is an optional question on b ackground reading texts in **Part 2**.

**Viết luận**

Môn thi Viết luận của FCE yêu cầu thí sinh xử lý hai đề viết; một đề bắt buộc ở **Phần** **1** và một đề tự chọn trong số bốn câu hỏi ở **Phần 2.** Thí sinh phải viết 120-180 từ cho mỗi đề, như thế tổng số từ cho hai đề là 240-360 từ. Thời gian quy định để làm xong hai đề là một giờ ba mươi phút. Có một câu hỏi tự chọn về các bản văn phải đọc để có thông tin nền ở **Phần 2**.

*Test focus*

**Part 1** is a compulsory task in which candidates have to produce a transactional letter. Informa- on is given about a specific situation through a : ombination of text and notes, sometimes support ed by illustrations or diagrams. In Part 2 there is a choice of four tasks from which candidates choose one. All of the questions specify why the piece is to be written and who the piece is to be written for.

**Parts 1** and **2** carry equal marks.

*Trọng tâm kiểm tra*

**Phần 1** là một đề bắt buộc, yêu cầu thí sinh phải viết một thư giao dịch. Thông tin được cho về một tình huống cụ thể bằng cách kết hợp bản văn với ghi chú, đôi khi được hỗ trợ bằng các minh họa hoặc sơ đồ. Trong **Phần 2** có bốn đề, và thí sinh chọn một trong bốn đề này. Tất cả các câu hỏi đều hỏi chi tiết tại sao tác phẩm được viết và được viết dành cho đối tượng nào.

**Phần 1** và **2** được tính điểm ngang nhau.

*Tasks*

**Part 1**, the language of the reading input and rubric is well within the level expected of FCE candidates. Candidates are required to write a transactional letter in an appropriate style. The purpose of the letter and the addressee are clearly explained in the rubric. In order to complete the -ISk successfully, candidates need to use the in-put provided in an appropriate way, expanding on the points given by using a range of structures and vocabulary.

In **Part 2,** candidates are expected to write one of tie following:

• an article

• an mformal/non-transactional letter

• a discursive composition

• a descriptive/narrative composition/short story

• a report

• a ietter of application

There is an optional task (question 5) on background reading texts in **Part 2**. There are two alternatives in question 5 and candidates may select one of these based on their reading of the set texts. The list of set texts is published by UCLES in the Examination Regulations. Each text normally remains on the list for two years.

*Đề viết*

Ở **Phần 1**, ngôn ngữ của phần thông tin mà thí sinh phải đọc và phần hướng dẫn làm bài hoàn toàn phù hợp với cấp độ được yêu cầu đối VỚI thí sinh FCE. Thí sinh được yêu cầu viết một thư giao dịch theo văn phong thích hợp. Mục dích của thư và người nhận được giải thích rõ ràng trong phần hướng dẫn làm bài. Để làm tốt đề này, thí sinh cần sử dụng phần thông tin được cho theo cách thích hợp, mở rộng các điểm được cho bằng cách dùng nhiều loại cẩu trúc và từ vựng.

Ở **Phần 2**, thí sinh phải viết một trong các dạng sau:

• một bài báo

• một thư thân mật/không phải loại giao dịch

• một bài luận nghị luận

• một bài luận miêu tả / kể chuyện / truyện ngắn

• một báo cáo

• một thư xin việc

Có một đề tự chọn (câu hỏi 5) về các bản văn phải đọc để có thông tin nền ở **Phần 2**. Có hai chọn lựa trong cầu hỏi 5 và thí sinh có thể chọn một trong hai dựa trên phần đọc các bản văn được quy định. Danh mục các bản văn được quy định do UCLES xuất bản trong các Quy định về Kỳ thi. Mỗi bản văn thường lưu lại hai năm trong danh mục.

*Assessment*

An impression mark is awarded to each task; examiners use band descriptors similar to the ones below to assess how well the task has been realised.

The **general impression mark scheme** is used in conjunction with a **task-specific** **mark scheme**, which focuses on criteria specific to each particular task, including relevance, length, omissions, range of structure/vocabulary, layout and register.

Allowances are made for appropriate colloquialisms and American usage and spelling; marks are not specifically deducted for spelling errors, although a number of errors which interfere with communication will affect the assessment.

*Đánh giá*

Mỗi đề viết được cho một điểm ấn tượng; giám khảo dùng các phần miêu tả mức điểm tương tự như dưới đây để đánh giá mức độ hoàn thành đề viết.

**Thang điểm ấn tượng tổng quát** được kết hợp với **thang điểm dùng riêng cho mỗi đề viết**, thang điểm này chú trọng đến các tiêu chí riêng cho mỗi đề cụ thể, bao gồm mức độ thích hợp, độ dài, những phần bị bỏ đỉ, phạm vi cầu trúc/từ vựng, cách trình bày và văn phong.

Các từ ngữ của văn nói thích hợp và cách dùng tiếng Anh và chính tả theo cách của người Mỹ cũng được chấp nhận; lỗi chính tả không bị trừ điểm mặc dù một số lỗi gây trở ngại cho giao tiếp sẽ ảnh hưởng đến phần đánh glá của giám khảo.

***GENERAL MARK SCHEME***

***THANG ĐIỂM TỔNG QUÁT***

|  |  |  |
| --- | --- | --- |
| ***5*** | Full realisation of task set.• All conten poits included.• Wide range of structure and vocabulary within the task set.• Minimal errors, perhaps due to ambition; well-developed control of language.• Ideas effectively organised and paragraphed, with a variety of linking devices.• Register and format consistently appropriate to purpose and audience.Full achieves the desired effect on the target reader. | Đáp ứng hoàn toàn yêu cầu của đề.• Bao gồm tất cả các điểm nôi dung• Cấu trúc và từ vựng đa dạng trong phạm vi yêu cầu của đề.• Lỗi tối thiểu, có lẽ do quá tham vọng, nắm vựng ngôn ngữ.•Bố cục và phân đoạn ý có hiệu quả, từ ngữ kết nối đa dạng.• Văn phong và dạng thức thức luôn luôn ph8u2 hợp với mục đích và người đọc.Hoàn toàn đạt được hiểu quả như mong muốn đối với người đọc. |
| ***4*** | Good realisation of the task set.• All major content points included: possibly one or two minor omissions.• Good range of structure and vocabulary within the task set.• Generally accurate, errors occur maily when attempting more complex language. • Ideas clearly organised and paragraphed, with suitable linking devices.• Register and format on the whole appropriate to purpose and audience.Achieves the desired effect on the target reader. | Đáp ứng tốt yêu cầu của đề.• Bao gồm tất cả các điểm nội dung quan trọng: có thể có một hoặc hai điểm không quan trọng bị bỏ đi. • Cấu trúc và từ vựng khá đa dạng trong phạm vi yêu cầu của đề.• Thường chính xác, chỉ phạm lỗi khi cố gắng dùng ngôn ngữ phức tạp hơn.• Bố cục và phân đạn ý rõ ràng, từ ngữ kết nối thích hợp.• Văn phong và dạng thức nói chung là phù hợp với mục đích và người đọc.Đạt được hiệu quả như mong muốn đối với người đọc. |
| ***3*** | Reasonable achievement of the task set.• All major content points included; some minor omissions.• Adequate range of structure and vocabulary, which fulfils the requirements of the task.• A number of errors may be present, but they do not impede communication.• Ideas adequately organised and paragraphed, with simple linking devices.• Reasonable, if not always successful attempt at register and format appropriate to purpose and audience.Achieves, on the whole, the desired effect on the target raeder. | Đáp ứng khá tốt yêu cầu của đề:• Bao gồm tất cả các điểm nội dung quan trọng, một vài điểm không quan trọng bị bỏ đi.• Cấu trúc và từ vựng thích hợp, thỏa mãn yêu cầu của đề.• Có thể có một số lỗi, nhưng không làm cản trở giao tiếp.• Bố cục và phân đoạn ý thích hợp, từ ngữ kết nối đơn giản• Có cố gắng khá tốt, dù không phải luôn luôn thành công, về văn phong và dạng thức phù hợp với mục đích và người đọc.Nói chung là đạt được hiệu quả như mong muốn của người đọc. |
| ***2*** | Task set attempted but not adequately achieved.• Some major content points inadequately covered or omitted, and/ or some irrelevant material.• Limited range of structure and vocabulary.• A number of errors, which distract the reader and may obscure communication at times.• Ideas inadequately organised and paragraphesd; linking devices raeraly used.• Unsuccessful/inconsistent attempts at appropriate ragister and format.Message not clearly communicated to the target reader. | Có cố gắng đối với yêu cầu của đề nhưng không đáp ứng thích hợp.• Một vài điểm nội dung quan trọng chưa khai thác đúng mức hoặc bị bỏ đi, và/ hoặc một số ngữ liệu lạc đề.• Cấu trúc và từ vựng hạn chế.• Một số lỗi làm người đọc lạc hướng và đôi khi làm cho giao tiếp không được rõ ràng.• Nố cục và phân đoạn ý không thích hợp, từ ngữ kết nối hiếm khi được sử dụng.• Không thàng công, không nhất quán trong các cố gắng về văn phong và dạng thức phù hơp.Ý muốn diễn tả không được truyền đạt rõ ràng đến người đọc. |
| ***1*** | Poor attempt at task set.• Notable content omissions and/or considerable irrelevance, possible due to misniterpretation of task set.• Narrow range of vocabulary and structure.• Frequent errors which obscure communication; little evidence of language control.• Lack of organisation, paragraph or linking devices.• Little or no awareness of appropriate register and format.Very negative effect on the target reader. | Cố gắng yếu kém đối với yêu cầu của đề.• Những nội dung thườn bị bỏ đi và/ hoặc không thích hợp, có thể là do hiểu sai yêu cầu của đề.• Từ vựng và cấu trúc hạn hẹp.• Lỗi thường xảy ra khiến giao tiếp không rõ ràng, ít chứng cớ cho thấy nắm được ngôn ngữ.• Thiếu bố cục, đoạn hoặc từ ngữ kết nối.• Ít hoặc không có ý thức về văn phong và dạng thức thích hợp.Hiệu quả rất tiêu cực đối với người đọc |
| ***0*** | Achieves nothing: too little language foe assessment (fewer than 50 words) or totally illegible. | Không đạt được điều gì; số lượng quá ít ỏi nên không thể đánh giá được (dưới 50 từ) hoặc hoàn toàn không đọc được. |

All of these comments should be interpreted at FCE level, and referred to in conjunction with a task-specific mark scheme

Tất cả những nhận xét này phải được hiểu ở cấp độ FCE và phải được tham khảo cùng với thang điểm dùng riêng cho mỗi đề viết.

*Marking*

The panel of examiners is divided into small teams, each with a very experienced examiner as Team Leader. The Principal Examiner guides and monitors the marking process. This begins with a meeting of the Principal Examiner and the Team Leaders. This is held immediately after the examination and begins the process of establishing a common standard of assessment by the selection of sample scripts for all five questions in Paper 2. Sample scripts are chosen to demonstrate the range of responses and different levels of competence, and a **task-specific mark scheme** is finalised for each individual question on the paper. This summarises the **content,** **organisation**, **cohesion**, **range** of stmctures and **vocabulary**, **register**, **format** and **target reader** indicated in the tasks, in the form of satisfactory descriptors. The accuracy of language, including spelling and punctuation, is assessed on the **general impression** **scale** for all tasks. Markers discuss these individual mark schemes and refer to them regularly while they are working. A rigorous process of co-ordination and checking is carried out before and throughout the marking process.

*Chấm điểm*

Ban giám khảo chia thành hai nhóm nhỏ, mỗi nhóm có một giám khảo đầy kinh nghiệm làm Trưởng Nhóm. Chánh chủ khảo hướng dẫn và giám sát quy trình chấm điểm. Quy trình này bắt đầu bằng một cuộc họp giữa Chánh chủ khảo và các Trưởng Nhóm. Cuộc họp này được tiến hành ngay sau kỳ thi và bắt đầu quy trình thiết lập một tiêu chuẩn đánh giá chung bằng cách chọn các bài mẫu cho tất cả năm cầu hỏi trong Môn thi 2 Các bài mẫu được chọn để phản ánh sự đa dạng của các phần trả lời và các trình độ khác nhau, và **một thang điểm dùng riêng cho mỗi đề viết** được duyệt cho mỗi câu hỏi của môn thi. Thang điểm này tóm tắt **nội dung**, **bố cục**, **sự kết nối**, **phạm vi** các cấu trúc và **từ vựng**,**văn phong**, **dạng thức** và **đối tượng** người đọc được chỉ rõ trong các đề, dưới dạng các phần miêu tả chi tiết. Mức độ chính xác của ngôn ngữ, gồm chính tả và chấm câu, được đánh giá ở **thang điểm ấn tượng tổng quát** cho tất cả các đề. Người chấm điểm thảo luận về các thang điểm riêng này và thường xuyên tham khảo các thang điểm đó khi châm bài. Một quy trình điều phối và kiểm tra nghiêm ngặt được thực hiện trước và trong suốt quy trình châm điểm.

**Sample answers and examiner’s comments**

The following pieces of writing have been selected -: m students' answers produced during ưialling. The samples relate to tasks in Tests 1 -4 of the book. Liplanatory notes have been added to show how lire bands have been arrived at. The comments mould be read in conjunction with the task- specific mark schemes included in the keys.

**Phần trả lời và nhận xét của giám khảo**

Các bài viết sau được chọn từ các phần trả lời của học viên khi thi thử. Các bài mẫu này có liên quan đến các đề viết trong các Bài thi thực hành 1 -4 của sách. Phần chú giải đã được thêm vào để cho thây các mức điểm đã được quyết định nhưthếnào. Phần nhận xét phải được đọc cùng với các thang điểm dành riêng cho mỗi đề viết có trong phần Lời giải.

***Sample A***

***(Test 1, question 3 – composition)***

***Mẫu A***

***(Bài luận thực hành 1. Câu hỏi 3 – Bài luận)***

|  |
| --- |
| I have seen a similar newspaper article, which said that there are a lot of children who don’t go to school Instead, they study in your house on your own.Why they give up? There are several reasons, for instance, bullied by other pupils or get bored.From what I have seen, there is no waste of time because if you want to have a nine-to-five job, they will ask you a general knowledge.When I went to a job interview three years ago, not only interviewed but they also tested my general knowledge after the interview without telling me in advance. I still remember this because I seally regreted. I thought in my mind “I wish I had studied harder” at that moment.To sum up, anything you are being taught is not a waste of students time. It will become your wide range of knowledge and invisible treasure. Moreover, thinking that is a waste of time is that you will waste your time.  |

***Comments***

*Content*

Some attempt to relate own experiences to the Uement.

*Nội dung*

Có cố gắng liên hệ những kinh nghiệm riêng với cầu phát biểu.

*Accuracy*

Omissions sometimes impede communication e.g *not only interviewed; regreted.* Final sentence impenetrable!

*Độ chính xác*

Những phần bỏ đi coi như đôi khi làm cản trở giao tiếp ví dụ im advance, wide range, nhưng kiểm soát yếu kém ở cấp độ câu của câu cho thấy cụm từ nàu không hiệu quả.

*Range*

Patchy. Some good phrases e.g. *in advance; wide range of knowledge of knowledge*; but poor control at sentence level means that they are not used effectively.

*Phạm Vi*

Không đồng đều. Một số cụm từ hay ví dụ *iadvance, wide range of knowledge*, nhưngkiểm soát yếu kém ở cấp độ câu cho thấy các cụm từ này không được dùng hiệu quả.

*Organisation and cohesion*

No clear development of the ideas - the division into paragraphs seems random.

*Bố cục và sự liền lạc*

Không có sự phát triển rõ ràng về ý – phân đoạn có vẻ tùy tiện.

*Apropriacy of register and format*

Impersonal you used inconsistently. Composition format attempted e.g *To sum up…*

*Sự thích hợp về văn phong và dạng thức*

Từ you không ngôi được dùng không nhất quán. Có cố gắng thể hiện dạng thức bài luận ví dụ, *To sum up…*

*Target reader*

Would be rather confuse

*Người đọc*

Sẽ cảm thấy khá lẫn lộn.

*Band: 2*

*Mức điểm: 2*

***Sample B***

***(Test 1, Question 4 – Report)***

***Mẫu B***

***(Bài thi thực hành 1, Câu hỏi 4 - Báo cáo)***

|  |
| --- |
| *Eating out in Berlin**Berlin is the capital of Germany, decause it is a large city there are so many possibilities where to go to eat or drink.**At first I would give you the advise to eat in the typical German restaurant Tour trees’. It is in the centre of town situated. The food there is very delicious and it is suitable for your students to try German dishes especially at lunch-time.**About 10 km from the centre you can find the cafe “Rouge”. In my opinion, it is the nicest one. The cafe is surrounded of a little park, where you could go for a walk afterwards. All cakes are home-made. My favourite cake is the strawberry-cheese-cake. Also the hot chocolate is tasteful.* *In the evening it is the best to go to the bar “Moonlight”. There you could try all the different kinds of German beer. If you don’t like drinking beer you could try one kind of wine.**Of course there are not only German restaurants. My advise is to go to an Italian restaurant. The staff is very kind and polite. There you can eat pasta In many different kinds.**I’ve tried to describe you the best places to eat out and drink out and hope you will enjoy your visit.*  |

*Comments*

*Nhận xét*

***Content***

Content covers several places to eat and drink, with some reference to suitability for students.

***Nội dung***

Nội dung bàn dến nhiều nơi để ăn uống, có liên hệ đến tính thích hợp cho sinh viên

***Accuracy***

A few errors especially spelling and prepositions, e.g. *My advise, in many different kinds; surrounded of a little park.*

***Độ chính xác***

Một vài lỗi, đặc biệt là chính tả và giới từ, ví dụ *My advise, in many different kinds; surrounded of a little park.*

***Range***

Vocabulary appropriate to the task e.g. *German dishes* and some clear, straightforward sentences.

***Phạm vi***

Từ vựng thích hợp với yêu cầu của đề, ví dụ *German dishes* và một số câu rõ ràng dễ hiểu.

***Organisation and cohesion***

Series of short paragraphs appropriate to an informal report; good conclusion.

***Bố cục và sự liền lạc***

Một loạt các đoạn ngắn thích hợp với một báo cáo không trịnh trọng, kết luận tốt.

***Appropriacy of register and format***

Consistent register, clear layout.

***Sự thích hợp về văn phong và dạng thức***

Văn phong nhất quán cách trình bày rõ ràng

***Target reader***

Would have clear recommendations of where to eat/drink in Berlin.

***Người đọc***

Sẽ có những giới thiệu rõ ràng về những nơi ăn/uống ở Berlin

***Band: 4***

***Mức điểm 4***

***Sample C***

***(Test 2, Question 2 – Letter)***

***Mẫu c***

***(Bài thi thực hành 2, Câu hỏi 2 - Thư)***

|  |
| --- |
| *Dear George,**I sorry I haven’t written to you for so long. I was very busy with our cousin’s Amanda wedding. It was a beautiful wedding.**As you know the date of the wedding was Saturday 21st of June. This Saturday morning, Amanda was very hapy because she was going to get married but sad because she was going to ta.e her fathers house. Furthermore she was very anxious and all morning she was in frond of the mirror looking if she was prety.**The afternoon she put on her costum and we all went to the church. Amanda and Paul got married. The two of them were very beautiful and nice.**After the wedding we went to a tavern to celebrate it. Amanda and Faul took many wishes from the guests allover they took presents.**Uncle Feter took his daughter Amanda and Paul to dance. It was very funny because Paul didn’t know to dance very well and his relatives too. The most funny thing in this celebration was that seme of our aunts took some food for home. Moreover Melisa has a too short skirt.**The celebration finished at 2 o’clock in the early morning.**I’m looking forward to hearing from you soon.**Kisses,**Argyro* |

*Comments*

***Content***

No reference to cousin’s absence but ample details of the wedding and guests.

***Accuracy***

Seme awkwardness and a number of spelling errors

***Range***

Adequate - some repetition of vocabulary; attempts at complex sentences partially successful e.g. *Furthermore she was very anxious and...*

***Ornanisation and cohesion***

Clear paragraphs and sequencing.

***Appropriacy of register and format***

Suitably informal tone and clear letter format.

***Target reader***

Would have an adequate picture of the day.

***Band: 3***

*Nhận xét*

***Nội dung***

Không liên hệ đến sự vắng mặt của cô em họ nhưng có cho đầy đủ chi tiết về đám cưới và khách tham dự.

***Độ chính xác***

Có đôi chỗ lủng củng và một số lỗi chính tả.

***Phạm vi***

Thích hợp - từ vựng có đôi chỗ lặp lại; có cố gắng sử dụng các câu phức và phần nào thành công, ví dụ *Furthermore she was very anxious and...*

***Bố cục và sự liên lạc***

Đoạn và sự sắp xếp trình tự rõ ràng.

***Sự thích hợp về văn phong và dạng thức***

Giọng văn thân mật thích hợp và dạng thức thư rõ ràng.

***Người đọc***

Sẽ có một hình ảnh thích hợp về ngày hôm đó.

***Mức điểm: 3***

***Sample D***

***(Test 2, Question 3 – Story)***

***Mẫu D***

***(Bài thi thực hành 2, Câu hỏi 3 – Mẫu chuyện)***

|  |
| --- |
| *Dear reader,**As a child, I liked very much toys, some games, but also sports. Everyday, I was playing football with my friends in a small court and everyone was saying to me that I was a very good and strong player Actually I liked hearing good words for me but I wanted something more exciting. 5o I told my father to join in a football team and my father agreed.**When I went there I saw some children playing football and other waiting like me. From the first time, I liked everything there. After I joined the team, the same day, I made new friends, footballers, and I began to play football with them. The master gave US, uniforms, athletic shoes, schocks and the uniform of the team: white shorts and green T-shirts. He also gave US a new ball, and suddenly he told us "Get ready, in a few minutes we are playing with paok, the opponent team". I was very enthusiastic, and my master gave me congratulations after the end of the match.**I will never forget my first day at the team.* |

*Comments*

***Content***

There is relevant narrative but it does not begin with the key sentence in the rubric. This brings a potential Band 3 mark down to Band 2.

***Accuracy***

A number of non-impeding errors e.g. *good words for me; and other waiting*.

***Range***

Some appropriate descriptive language e.g. *I was very enthusiastic; the uniform of the team; white shorts and green T-shirts.*

***Organisation and cohesion***

Suitable paragraphing and effective linking of the narrative.

***Appropriacy of register and format***

Opening inappropriate but layout is clear.

***Target reader***

Would probably ignore this piece of writing. Negative impact.

***Band: 2***

*Nhận xét*

***Nội dung***

Phần kể chuyện thích hợp nhưng phần này không bắt đầu bằng câu trọng tâm trong phần hướng dẫn làm bài. Điều này khiến cho Mức điểm 3 mà giám khảo có thể cho bị hạ xuống thành Mức điểm 2.

***Độ chính xác***

Một số lỗi không cản trở giao tiếp, ví dụ good words for me; and other waiting.

***Phạm vi***

Một số chứng cớ về ngôn ngữ miêu tả thích hợp, ví dụ *I was very enthusiastic; the uniform of the team; white shorts and green T-shirts.*

***Bố cục và sự liên lạc***

Phân đoạn thích hợp và kết nối phần kể chuyện có hiệu quả.

***Sự thích hợp về văn phong và dạng thức***

Phần mở đầu không thích hợp nhưng cách trình bày thì rõ ràng.

***Người đọc***

Có thể sẽ không quan tâm đến bài viết này. Có tác dụng tiêu cực.

***Mức điểm: 2***

***Sample E***

***(Test 3, Question 2 - Informal Letter)***

***Mẫu E***

***(Bài thi thực hành 3, Câu hỏi 2 - Thư thân mật)***

|  |
| --- |
| *Dear John**I’m writing to you about the former letter you have sent me and asked for me to give you information about my language becuase you want to lern it.**My language is an exelence language with many expresions. Never the les my language is very difficult. My language is based on our civilization. It's a beautiful language which it had give the base to ether civilization and peoples to start a new life.**My language has a difficult grammar because it has many expresions and many word can be told with more over than one.**About how people speak this language I have to tell you that many words or expresions are not saying right.**If I don't answer in all your question send me another letter and aske me again. I will be very glad to have hearing from you again.**Your friend* *Skremidai Andrew*  |

*Comments*

***Content***

Little information or advice is given, and there is a degree of repetition. The second paragraph is in part irrelevant to the question set, and the final paragraph reinforces the impression that the task has not been fully addressed.

***Accuracy***

Poor structural errors leading to some loss of control e.g. *which it had give the base to,... and many word can be told with more over than one,... many words... are not saying right.* Spelling is weak, e.g*. lern, exelence, expresions*.

***Range***

Inadequate. The structures and vocabulary employed are in the mam simple, and attempts at more complex language are unsuccessful (see above examples).

***Organisation and cohesion***

Some attempt at organisation, but not successful. The letter is over-paragraphed, and ideas are not developed or worked into practical suggestions for learning a language.

***Appropriacy of register and format***

Inappropriate for an informal letter. The register used makes the letter sound rather distant, particularly in the opening and closing paragraphs.

***Target reader***

The letter would have a very negative effect on the target reader. The reader would have some indication of possible difficulties e.g. grammar, but no suggestions about how to start learning the language. The candidate does not actually mention which language is being described

***Band: 1***

*Nhận xét*

***Nội dung***

Thư nêu ít thông tin hoặc lời khuyên, và có phần lặp lại. Đoạn thứ hai có phần không thích hợp với yêu cầu của câu hỏi, và đoạn cuối khắc sâu ấn tượng là yêu cầu của đề đã không được đáp ứng trọn vẹn.

***Độ chính xác***

Các lỗi nghiêm trọng về cấu trúc dẫn đến chỗ người viết phần nào mất kiểm soát, ví dụ *which it had give the base to,... and many word can be told with more over than one,... many words... are not sayingright.* Chính tả yếu, ví dụ *lern, exelence, ex- presions.*

***Phạm vi***

Không thích hợp. Các cẩu trúc và từ vựng được dùng chủ yếu là đơn giản, các cố gắng sử dụng ngôn ngữ phức tạp đều không thành công (xem các ví dụ trên).

***Bố cục và sự liền lạc***

Có cố gắng lập bố cục, nhưng không thành công. Thư có quá nhiều đoạn, và các ý không được phát triển hoặc sắp xếp thành các đề nghị thực tiễn đối với vỉệc học ngôn ngữ.

***Sự thích hợp về văn phong và dạng thức***

Không thích hợp đối với dạng thư thân mật. Văn phong được sử dụng làm thư nghe có vẻ khá xa lạ, đặc biệt là trong các đoạn mở đầu và kết thúc.

***Người đọc***

Thư sẽ có một tác động rất tiêu cực đối với người đọc. Người đọc sẽ có một nhận xét nào đó về những khó khăn có thể gặp phải ví dụ ngữ pháp, nhưng không có đề nghị về cách bắt đầu học một ngôn ngữ. Thí sinh cũng không thật sự nêu là mình đang miêu tả ngôn ngữ nào.

***Mức điểm: 1***

***Sample F***

***(Test 4, Question 2 - Article)***

***Mẫu F***

***(Bài thi thực hành 4, Câu hỏi 2- Bài báo)***

|  |
| --- |
| *It was a cold morning and a 50ft breeze me dancing in the air. We left the cottage by Ô am, after having had the moet delicioue Englieh breakfast. DORKing, 5URREY, is the most beautiful place in England at the early winter. The grass was wet, and we could smell the fresh air of the morning.**As we were going down to the village, the car suddenly stopped. Me and my friend Joana did not know what to do, as we were in the middle of the forest, in a foreign country, two hours away from the departure of our plain back to Portugal.**The car was rented, and we had to leave it at the airport. What should we do? We got desperate, and let me tell you that this was the most stressful day of my life. We walked and walked, all day long, neither with food or water, under the rain.**Finally we found a nice young couple, that was going to London. They were very nice and helpful, but the plain was lost and we had to sleep in heathrow.**I can assure you that rainy day was the most exciting adventure I have ever spent on holiday abroad.* |

Comments

***Content***

An unusual but acceptable interpretation of "exciting". A description of a full day is given.

***Accuracy***

Generally accurate but awkward phrasing in places e.g... *neither with food or water, under the rain,... but the plain was lost.*

***Range***

Adequate for the task with some good relevant vocabulary e.g. *departure, airport, desperate, stressful, helpful.*

***Organisation and cohesion***

The opening paragraph does not seem to fit well with the rest of the narrative. Possibly an all purpose narrative opening which the candidate has contrived to adapt to the question, though not wholly unsuccessfully.

 ***Appropriacy of register and format***

Appropriate for the task.

***Target reader***

Might query whether this day was exciting but would understand why it was special.

***Band: 4***

*Nhận xét*

***Nội dung***

Phần giải thích exciting có khác thường nhưng có thể chấp nhận được. Người viết miêu tả một ngày trọn vẹn.

***Độ chính xác***

Nói chung là chính xác tuy có vài chỗ lủng củng, ví dụ ... *neither with food or water, under the rain, … but the plain was lost.*

***Phạm vi***

Thích hợp với yêu cầu của đề. Người viết sử dụng một số từ hiệu quả, thích hợp ví dụ *departure, airport, desperate, stressful, helpful*.

***Bố cục và sự liền lạc***

Đoạn mở đầu dường như không thật ăn khớp với phần kể chuyện còn lại. Có thể đây là một phần mở đầu kể chuyện đa dụng mà thí sinh cố gắng làm cho thích ứng với câu hỏi, mặc dù cũng có phần nào thành công.

***Sự thích hợp về văn phong và dạng thức***

Thích hợp đối với yêu cầu của đề.

***Người đọc***

Có thể thắc mắc một ngày như vậy có phải là exciting hay không nhưng sẽ hiểu tại sao một ngày như vậy là đặc biệt.

***Mức điểm: 4***

***Sample G***

***(Test 4, Question 4, Composition)***

***Mẫu G***

***(Bài thi thực hành 4, Câu hỏi 3 - Bài luận)***

|  |
| --- |
| *LIKE IS MUCH BETTER TODAY THAN IN THE PAST! THAT IS VERY REAL IN MY OPINION. I THINK NOW A DAYS THINGS ARE MUCH BETTER BECAUSE THERE ARE MUCH MORE ACTIVITIES TO DO SUCH AS PLAY SPORTS, COMPUTER WORK, CINEMA ETC. TODAY YOU MAY TAKE SUPERIOR COURSES AS IN THE PAST YOU COULD’T BECAUSE THERE WAS JUST NOT ENOUGH “BUILDING” FOR SCHOOL AND PEOPLE WERE MUCH POOR, SPECIALLY IN SMALL TOWNS.**IN THE OLDEN DAYS THERE WERE NOT CARS, NO TELEVISON AND NO MEANS OF GETTING INFORMATION SO PEOPLE DIDN’T HAVE AS KNOLEDGE AS THEY HAVE NOW. IN THESE DAYS WE HAVE ADVANCED TECHNICS AND SCHOOL OVER THE PLACE, SO THAT IS WHY WE ARE MORE CAPABLE OF GETTING SOMEWHERE IN LIFE THAN THOSE PEOPLE WHO LIVED IN THE PAST.**OVIOUSLY LIFE IS MUCH BETTER NOW, WE CAN GO TO DISCOS, TO THE BEACH AND ON THOSE CRUZES THROUGH THE WILD WATER OF THE SEA IN MY OPINION THAT IS MARALIOUS TO SPEND SOME TIME OF SO YES, LIFE IS MUCH BETTER NOW!* |

*Comments*

***Content***

The candidate agrees with the proposition and compares the past with the present with appropriate exemplification.

***Accuracy***

Very patchy. The candidate has problems with comparatives, e.g *people were much* *poor*, but there are also some complex structures used successfully e.g *in the olden there were no cars … and no means of getting information.*

***Range***

Limited range. An attempt is made to use relevant vocabulary, but it is not always successful, e.g. *technics, cruzes.*

***Organisation and cohesion***

The points could have been better organised. The ideas put forward do expand on the candidate’s main argument, but the lack of discursive linkers e.g. *so, as a result*; *therefore*, makes the writing read more like a list of separate points. The concluding paragraph is weak.

***Appropriacy of register and format***

The register is appropriate for the task.

***Target reader***

Might be irritated by the presentation. It is acceptable to write in upper case as the candidate has done, but it is then essential to indicate clearly where paragraphs begin and end, which is not the case here. The reader would understand the points that the writer is trying to make.

***Band: 3***

*Nhận xét*

***Nội dung***

Thí sinh đồng ý với luận đề và so sánh quá khứ với hiện tại bằng cách nêu ví dụ thích hợp.

***Độ chính xác***

Không đồng đều. Thí sinh có vấn đề với dạng so sánh tương đối, ví dụ *people were* *much poor*, nhưng cũng có một số cấu trúc phức được sử dụng thành công, ví dụ *In* *the olden days there were no cars ... and no means of gening information*.

***Phạm vi***

Phạm vi hạn chế. Có cố gắng sử dụng từ vựng thích hợp, nhưng không phải lúc nào cũng thành công, ví dụ *technics, cruzes*.

***Bố cục và sự liền lạc***

Các điểm lẽ ra có thể được sắp xếp tốt hơn. Các ý được nêu có mở rộng lập luận chính của thí sinh, nhưng do thiếu từ ngữ kết nối nghị luận, ví dụ như *so; as a result*; *therefore*, nên bài viết giống như một bảng kê các điểm riêng biệt. Đoạn kết luận yếu.

***Sự thích hợp về văn phong và dạng thức***

Văn phong thích hợp với yêu cầu của đề.

***Người đọc***

Có thể cảm thấy khó chịu vì phần trình bày. Việc viết bằng chữ in hoa như thí sinh đã làm có thể chấp nhận được, nhưng điều quan trọng là phải cho thấy rõ vị trí mở đầu và kết thúc của các đoạn - điều mà thí sinh chưa làm được. Người đọc sẽ hiểu được các điểm mà người viết đang cố gắng nêu.

***Mức điểm: 3***

**Paper 3 Use of English**

The FCE Use of English paper contains five parts. There is a total of 65 questions. The time allowed for completion of all five parts, including answer sheet completion, is one hour fifteen minutes.

**Sử dụng tiếng Anh**

Môn thi Sử dụng tiếng Anh của FCE gồm 5 phần. Có tất cả 65 câu hỏi. Thời gian quy định để hoàn chỉnh cả năm phần, tính luôn phần hoàn chỉnh tờ answer sheet, là một giờ mười lăm phút.

***Test focus***

This paper tests the ability of candidates to apply their knowledge of the language system. **Parts 1** and **5** focus closely on vocabulary; **Part 4** emphasises grammar and **Parts 2** and **3** focus on both grammar and vocabulary.

***Trọng tâm kiểm tra***

Môn thi này kiểm tra thí sinh về khả năng ứng dụng kiến thức hệ thống ngôn ngữ. **Phần 1 và 5** chuyên sâu về từ vựng; **Phần 4** nhấn mạnh đến ngữ pháp và **Phần 2** và **3** chú trọng đến cả ngữ pháp lẫn từ vựng.

***Tasks***

There are 65 questions in the Use of English paper. Each part of the paper contains a set of questions as follows:

***Câu hỏi***

Môn thi Sử dụng tiếng Anh có 65 câu hỏi. Mỗi phần của môn thi gồm một nhóm cầu hỏi như sau:

*Part 1*

A cloze text of approximately 200 words, modified to place emphasis on lexical items, with 15 four- option multiple-choice items.

 *Phần 1*

Một bản văn cloze gồm khoảng 200 từ, được chỉnh sửa để chú trọng đến các tiểu mục từ vựng, với 15 câu trắc nghiệm, mỗi câu gồm 4 tùy chọn.

*Part 2*

An open cloze text of approximately 200 words, modified to place emphasis on structural words. The text contains 15 gaps to be completed by the mdidate. There may be a small number of lexico-grammatical items.

*Phần 2*

Một bản văn cloze mở gồm khoảng 200 từ, được chỉnh sửa để chú trọng đến các từ cấu trúc. Bản văn có 15 chỗ trống để thí sinh điền vào. Có thể có một vài tiểu mục từ vựng-ngữ pháp.

*Part 3*

A set of ten sentences, each accompanied by a ‘key’ word and a gapped reformulation of the initinal sentence. Candidates are required to complete die gapped sentence, using the key word, so that it has a similar meaning to the prompt sentence.

*Phần 3*

Một nhóm 10 câu, mỗi câu có một từ 'trọng tâm' và một phần viết lại câu gốc có chỗ trống. Thí sinh được yêu cầu hoàn chỉnh câu có chỗ trống bằng cách dùng từ trọng tâm sao cho câu có nghĩa giống như câu gốc.

*Part 4*

A text of approximately 200 words which contains 15 lines (plus two example lines). Most lines contain errors. The errors are always extra and unnecessary words. Candidates are required to recognise the errors. No line contains more than one error.

*Phần 4*

Một bản văn khoảng 200 từ gồm 15 dòng (cộng thêm hai dòng ví dụ). Phần lớn các dòng này đều có lỗi. Lỗi luôn luôn là những từ thêm vào và không cần thiết. Thí sinh được yêu cầu nhận biết các lỗi này. Mỗi dòng chỉ có một lỗi.

*Part 5*

A text of approximately 150 words which contains ten gaps. Each gap corresponds to a word. The stems' of the missing words are given beside the text and must be transformed to provide the missing words.

*Phần 5*

Một bản văn khoảng 1 50 từ có mười chỗ trông. Mỗi chỗ trống tương ứng với một từ. Phần 'gốc' của các từ bị thiếu được cho cạnh bên bản vãn và phải được hoán chuyển để có được từ bị thiếu.

***Marks***

One mark is given for each correct answer in **Parts 1**, **2**, **4** and **5**. For **Part 3**, candidates are awarded a mark of 2, 1 or 0 for each question according to die accuracy of their response. Correct spelling is requừed in Parts 2, 3 and 5. The total mark is subsequendy weighted to 40.

*Điểm*

Mỗi câu trả lời đúng ở **Phần 1**, **2**, **4** và **5** được một điểm. Với **Phần 3**, thí sinh được điểm 2, 1 hoặc 0 cho mỗi câu hỏi tùy theo mức độ chính xác của phần trả lời. Phần 2, 3 và 5 đòi hỏi thí sinh phải viết đúng chính tả. Tổng điểm được quy đổi thành 40.

***Marking***

**Part 1** of the Use of English paper is dừectly scanned by computer. The other parts of the paper are marked under the supervision of a coordinating examiner. A mark scheme is drawn up in the light of pre-testing. This is adjusted at the beginning of the marking procedure to take account of actual candidate performance and then finalised. All scripts are double-marked. Question papers may be scrutinised during the marking if there is any doubt about candidate responses on the answer sheets.

*Chấm điểm*

**Phần 1** của môn thi Sử dụng tiếng Anh được châm điểm trực tiếp bằng máy vi tính. Các phần khác của môn thi này được châm điểm dưới sự giám sát của một giám khảo điều phối. Một thang điểm được vạch ra theo hướng chấm thử. Thang điểm này được điều chỉnh vào đầu quy trình chấm điểm để phản ánh đúng khả năng làm bài thật sự của thí sinh, sau đó được duyệt. Tất cả các bài làm đều được chấm hai lần. Các bài làm có nghi vân có thể được xem xét kỷ trong khi chấm điểm nếu có bất kỳ nghi vân nào về phần trả lời của thí sinh trong tờ answer sheet.

**Paper 4 Listening**

The Listening paper is divided into four parts and is approximately 40 minutes in length. Each part contains a recorded text or texts and corresponding comprehension tasks. There is a total of 30 questions in the Listening paper. Each text is heard twice.

Recordings contain a variety of accents corresponding to standard variants of English native-speaker accent, and to English nop-native speaker accents that approximate to the norms of native-speaker accents. Background sounds may be included before speaking begins, to provide contextual information.

The instructions which begin each section of the Listening paper are written and spoken. They give the general context for the input and explain the task.

Candidates are advised to write their answers on the question paper while listening. Five minutes are allowed at the end of the test for candidates to transfer their answers to an answer sheet.

**Nghe hiểu**

Môn thi Nghe hiểu được chia thành bốn phần và kéo dài khoảng 40 phút. Mỗi phần gồm một hoặc nhiều hơn các bản văn được ghi ầm và các câu hỏi nghe hiểu tương ứng. Môn thi Nghe hiểu có tổng cộng 30 câu hỏi. Mỗi bài nghe được nghe hai lần.

Các bài ghi âm gồm nhiều giọng tương ứng với các biến thể chuẩn của giọng bản ngữ Anh và các giọng phi bản ngữ Anh gần với chuẩn mực của các giọng bản ngữ. Các âm nền có thể được đưa vào trước khi phần nói bắt đầu để cung cấp thông tin ngữ cảnh.

Phần hướng dẫn bắt đầu mỗi section của môn thi Nghe hiểu xuất hiện ở dạng viết và nói. Phần này cung cấp ngữ cảnh tổng quát cho bài nghe và giải thích yêu cầu của câu hỏi.

Thí sinh được khuyên nên viết các câu trả lời trên đề thi trong khi nghe. Cuối bài thi thí sinh được cho năm phút để chuyển các câu trả lời vào tờ answer sheet.

***Texts***

Different text types appropriate to the particular test focus are used in each part of the paper. They may be any of the following types:

Monologues:

• answerphone/ freephone messages

• commentaries

• documentaries/ features

• instructions

• lectures

• news

• public announcements

• publicity/ advertisements

• reports

• speeches

• stories/ anecdotes

• talks

Interacting speakers:

• chats

• conversations

• discussions

• interviews

• quizzes

• radio plays

• transactions

**Part 1** consists of eight short, unrelated extracts of approximately 30 seconds which may be in the form of monologues or conversations. **Part 2** is a monologue or text involving interacting speakers and lasts approximately 3 minutes. **Part** 3 consists of five short related extracts of approximately 30 seconds each. They may be in the form of monologues or exchanges between interacting speakers. **Part 4** is also a monologue or text involving interacting speakers and lasts approximately 3 minutes.

 ***Các bản văn***

Các dạng bản văn khác nhau thích hợp với trọng tâm kiểm tra cụ thể được dùng trong mỗi phần của môn thi. Bất kỳ các dạng nào trong số dưới đâycó thể xuất hiện:

Độc thoại:

• tin nhắn trên máy trả lời điện thoại/ máy điện thoại phục vụ miễn phí.

• bài bình luận

• tư liệu/ chuyên mục

• hướng dẫn

• bài giảng

• tin tức

• thông báo công cộng

• quảng cáo

• báo cáo

• diễn văn

• chuyện/giai thoại

• bài nói chuyện

Các người nói tương tác:

• chuyện phiếm

• đàm thoại

• thảo luận

• phỏng vấn

• đố vui

• kịch truyền thanh

• giao dịch

**Phần 1** gồm tám đoạn trích ngắn khoảng 30 giây, không có liên quan với nhau, có thể ở dạng độc thoại hoặc đàm thoại. **Phần 2** là một bài độc thoại hoặc một bài nghe gồm các người nói tương tác và kéo dài khoảng 3 phút. **Phần 3** gồm năm đoạn trích ngắn có liên quan, mỗi đoạn trích khoảng 30 giây. Các đoạn trích này có thể ở dạng độc thoại hoặc trao đổi giữa các người nói tương tác. **Phần 4** cũng là một bài độc thoại hoặc bài nghe gồm các người nói tương tác và kéo dài khoảng 3 phút.

***Test focus***

The tasks in the Listening paper test candidates’ ability to:

*Parts 1 and 3*

Understand gist, main points, function, location, roles and relationships, mood, attitude, intention, feeling or opinion.

*Parts 2 and 4*

Understand gist, main points, detail or specific information, or deduce meaning.

*Tasks*

There are 30 questions on the Listening paper. Each listening text is accompanied by a set of questions as follows:

Task types include note-taking, form-filling, blank-filling or sentence completion for Part 2. In Part 4, questions may have two alternatives or three, e.g. multiple choice, multiple matching and true/false.

***Trọng tâm kiểm tra***

Các câu hỏi của môn thi Nghe hiểu kiểm tra thí sinh về khả năng:

*Phần 1 và 3*

Hiểu ý tổng quát, các điểm chính, chức năng, vị trí, vai trò và mối liên hệ, tâm trạng, thái độ, ý định, cảm xúc hoặc ý kiến.

*Phần 2 và 4*

Hiểu ý tổng quát, các điểm chính, chi tiết hoặc thông tin cụ thể, hoặc suy diễn nghĩa.

*Câu hỏi*

Môn thi Nghe hiểu có 30 câu hỏi. Mỗi bài nghe có kèm theo một nhóm câu hỏi như sau:

Các loại câu hỏi gồm ghi chú, điền vào đơn, điền vào chỗ trống hoặc hoàn chỉnh câu cho Phần 2. Ở phần 4, các câu hỏi có thể có hai hoặc ba khả năng, ví dụ: trắc nghiệm, đa ghép và đúng/sai.

|  |  |  |
| --- | --- | --- |
| **Part****Phần** | **Task****Câu hỏi** | **Number of questions****Số câu hỏi** |
| **1** | Multiple choiceTrắc nghiệm | 8 |
| **2** | Note-taking or blank-fillingGhi chú hoặc điền vào chỗ trống | 10 |
| **3** | Multiple matchingĐa ghép | 5 |
| **4** | Selection from 2 or 3 possible answers.Chọn từ 2 hoặc 3 câu trả lời khả dĩ  | 7 |

*Marks*

One mark is given for each correct answer. The total is weighted to give a mark out of 40 for the paper. Incorrect spelling is not penalised, provided that the candidate's intention is clear, except where a word has been spelt out letter by letter, for example, a proper name, and where this would actually be a test of the candidate's ability to follow the spelling.

For security reasons, several versions of the Listening paper are used at each administration of the examination. Before grading, the performance of the candidates in each of the versions is compared and marks adjusted to compensate for any imbalance in levels of difficulty.

*Điểm*

Mỗi câu trả lời đúng được một điểm. Tổng số điểm được quy đổi thành điểm/40. Viết sai chính tả không bị trừ điểm, với điều kiện là ý định của thí sinh rõ ràng, ngoại trừ trường hợp một từ đã được đánh vần từng mẫu tự một, ví dụ như một tên riêng, và trường hợp câu hỏi thật sự kiểm tra thí sinh về khả năng nghe được cách viết.

Vì lý do bảo mật, nhiều phiên bản của môn thi Nghe hiểu được dùng cho mỗi lần thi. Trước khi chấm điểm, khả năng làm bài của thí sinh trong mỗi phiên bản được so sánh và điểm được điều chỉnh để bù cho bất kỳ chênh lệch nào về độ khó.

*Marking*

**Part 1** and **Part 3** of the Listening paper are directly scanned by computer. The other parts of the paper are marked under the supervision of a co-ordinating examiner. A mark scheme for each version of the Listening paper is drawn up in the light of pretesting. This is adjusted at the beginning of the marking procedure to take account of actual candidate performance, and then finalised. All scripts are double-marked. Question papers may be scrutinised during the marking if there is any doubt about candidates' responses on the answer sheets.

*Chấm điểm*

**Phần 1** và **Phần 3** của môn thi Nghe hiểu được châm điểm trực tiếp bằng máy vi tính. Các phần khác của môn thi được chấm điểm dưới sự giám sát của một giám khảo điều phối. Một thang điểm cho mỗi phiên bản của môn thi Nghe hiểu được vạch ra theo hướng chấm thử. Thang điểm này được điều chỉnh vào đầu quy trình chấm điểm để phản ánh đúng khả năng làm bài thật sự của thí sinh, sau đó được duyệt. Tất cả các bài làm đều được chấm hai lần. Các bài làm có nghi vấn có thể được xem xét kỹ trong khi chấm điểm nếu có bất kỳ nghi vấn nào về phần trả lời của thí sinh trong tờ answer sheet.

**Paper 5 Speaking Test**

The FCE Speaking Test is conducted by two examiners (an Interlocutor who will conduct the test and speak to the candidates, and an Assessor who will just listen to the candidates) with pairs of candidates. The test takes fourteen minutes for each pair of candidates and is divided into four parts:

**Môn thí 5 NÓI**

Môn thi Nói của FCE được điều khiển bởi hai giám khảo (một Người tham gia đàm thoại sẽ điều khiển cuộc thi và nói chuyện với thí sinh, và một Người đánh giá chỉ ngồi nghe thí sinh nói) với các cặp thí sinh. Môn thi kéo dài 14 phút cho mỗi cặp thí sinh và được chia thành 4 phần:

|  |  |
| --- | --- |
| **Part 1** Interview**Phần 1** Phỏng vấn | (3 minutes)(3 phút) |
| **Part 2** Individual long turn**Phần 2** Phiên nói dài của cá nhân | (4 minutes)(4 phút) |
| **Part 3** Two-way collaborative task**Phần 3** Yêu cầu cộng tác hai phía | (3 minutes)(3 phút) |
| **Part 4** Three-way discussion**Phần 4** Thảo luận ba phía | (4 minutes)(4 phút) |

A pair of colour photographs is provided for each candidate as the visual prompts for **Part 2**, together with a verbal rubric. The prompts for **Part 2**, may be in the form of photographs, line drawings, diagrams, word prompts, etc., together with a verbal rubric. **Parts 1** and **4** do not require visual prompts.

Mỗi thí sinh được cho hai hình màu để có phần gợi ý trực quan cho **Phần 2**, cùng với một phần hướng dẫn bằng ngôn ngữ. Phần gợi ý cho **Phần 3** có thể ở dạng hình, hình vẽ, sơ đồ, gợi ý bằng từ, v.v..., cùng với một phần hướng dẫn bằng ngôn ngữ. **Phần** **1** và **4** không yêu cầu có gợi ý trực quan.

***Test focus***

The tasks in the Speaking Test require candidates interact in conversational English in a range of contexts. Candidates demonstrate their ability to do this through appropriate control of grammar and vocabulary, discourse management, pronunciation and interactive communication.

***Trọng tâm kiểm tra***

Các nhiệm vụ trong môn thi Nói yêu cầu thí sinh phải tương tác bằng tiếng Anh đàm thoại trong nhiều ngữ cảnh. Thí sinh thể hiện khả năng làm điều này qua việc kiểm soát thích hợp ngữ pháp và từ vựng, xử lý diễn ngôn, phát âm và giao tiếp tương tác.

*Tasks*

The purpose of **Part 1** (‘Interview’: three minutes) is to test general interactional and social language.

In this part of the test, candidates respond to direct questions asked by the Interlocutor. Candidates are expected to expand on their responses, talking about present circumsatances, past experiences and future plans.

The purpose of **Part 2** (‘Individual long turn’: one minute per candidate) is to elicit a sample os transactional language from each candidate.

In **Part 2** each candidate is given the opportunity to talk without interruption for one minute. Candidates demonstrate their ability to organise their language and ideas with an appropriate use of grammar and vocabulary. Each candidate gives information and expresses opinions through comparing and contrasting two colour photographs.

The purpose of **Part** 3 (‘Collaborative task’: three minutes) is to elicit short transactional turns from each candidate by engaging both of them in the same problem-solving activity.

The tasks are designed to be opportunity to demonstrate their range of language; the metalanguage of the exchange is as much part of the test as the utterances directly connected with the test prompt. All **Part 3** tasks are shared, candidates are encouraged to talk together, without the Interlocutor, and shuold be able to express and justify their own views, invite the opinions and ideas of their own views, invite the opinions and ideas of their partner and where necessary or appropriate, negotiate a decision.

The purpose of **Part 4** (‘three-way discussion’: four minutes)is to elicit a further sample of speech from the candidates by allowing them to participate in a wider discussion with the Interlocutor of the issues raised or toucher on in **Part 3.**

At the end of the Speaking Test, candidates are thanked for attending but are given no indication of their level of achievement.

**NB** If there is an uneven number of candidates at a session, the last three candidates will be examined together.

*Yêu Cầu*

Mục đích của **Phần 1** ('Phỏng vấn': 3 phút) là kiểm tra ngôn ngữ tương tác tổng quát và ngôn ngữ giao tế.

Trong phần này, thí sinh trả lời các câu hỏi trực tiếp của Người tham gia đàm thoại. Thí sinh phải mở rộng phần trả lời của mình, nói về các tình huống hiện tại, các kinh nghiệm quá khứ và các dự định tương lai.

Mục đích của **Phần 2** ('Phiên nói dài của cá nhân': một phút mỗi thí sinh) là để lấy một mẫu ngôn ngữ giao dịch từ mỗi thí sinh.

Ở **Phần 2** mỗi thí sinh được tạo cơ hội nói liên tục trong một phút. Thí sinh chứng tỏ khả năng của mình về sắp xếp ngôn ngữ và ý bằng cách dùng thích hợp ngữ pháp và từ vựng. Mỗi thí sinh nêu thông tin và diễn đạt ý kiến bằng cách so sánh và đối chiếu hai hình màu.

Mục đích của **Phần 3** (‘yêu cầu cộng tác’: 3 phút) là để lấy các phiên giao dịch ngắn từ mội thí sinh bằng cách cho cả hai cùng tham gia vào một hoạt động giải quyết vấn đề.

Các yêu cầu được thiết kế để có tính mở và suy đoán, và để tạo cho thí sinh chứng tỏ phạm vi ngôn ngữ của mình; phần thuật ngữ ngôn ngữ trong đàm thoại cũng quan trọng như các lời nói liên quan trực tiếp đến lời nhắc. Tất cả các yêu cầu của **phần 3** đều có sự tham gia giải quyết của hai thí sinh; các thí sinh được khuyến khích nói chuyện với nhau không có sự tham gia Người tham gia đàm thoại, và phải có khả năng diễn đạt và biện minh cho quan điểm của mình, mời bạn đồng tập của mình phát biểu ý kiến và khi cần thiết hoặc thích hợp, đàm phán để đi đến quyết định.

Mục đích của **phần 4** (‘Thảo luận ba phía’: bốn phút) là để lấy thêm một mẫu văn nói từ các thí sinh bằng cách cho phép họ tham gia vào một cuộc thảo luận mở với Người tham gia đàm thoại về những vấn đề được nêu hoặc được nói sơ lược ở **Phần 3.**

Cuối môn thi nói, giám khảo cảm ơn thí sinh đã tham dự nhưng không cho biết kết quả.

**Ghi chú** Nếu số lượng thí sinh ở buổi khảo thí là số lẻ, ba thí sinh cuối cùng sẽ đucợ kiểm tra cùng một lượt.

*Assessment*

Throughout the Speaking Test candidetas are assessed on their language skills, not their personality, intelligence or knowledge of the word. However, in order to be able to make a fair and accurate assessment of each candidate’s performance, the examiners must be given an adequate sample of language to assess. Candidates must, therefore, be prepared to provide full answers to the questions asked by either the Interlocutor or the other candidate, and to speak clearly and audibly. While it is the presponsibility of the Interlocutor, where necessary, to manage or direct the interaction, thus ensuring that both candidates are given an equal opportunity to speak, it is the responsibility of the candidates to maintain the interaction as much as possible. Candidates who take equal turns in the interchange will utlise to best effect the amount of time available and provide the examiners with an adequate amount of language to assess.

Marks are awarded throughout the test according to the following assessment criteria (four analytical marks providedby the Assessor, and one global mark provided by the Interlocutor) which together make up the candidate’s linguistic profile:

• Grammar and Vocabulary

• Discourse management

• Pronunciation

• Interactive communication

• Global achievement.

**Grammar and Vocabulary** refers to the accurate and appropriate use of syntactic forms and vocabulary in order to meet the task raquirements at an appropriate speed of delivery.

**Discourse management** refers to the ability to use an appropriate range of linguistic resources to organise sentences to form text. It embraces the concept of coherence, the use of cohesive devices and the appropriate complexity of utterances.

**Pronunciation** generally refers to the ability to produce comprehensible utterances to fulfil the task requirements. More specifically this refers to the production of individual sounds, appropriate linking of words, word stress, stress timing, the highlighting of words to indicate information or to enforce a message, and the use of contrasting pitch levels to convey the intended meaning.

**NB** At FCE level, it is recognised that candidates’ pronunciation will be influenced by L1 features.

**Interactive communication** refers to the ability to interact in the discourse by responding and initiating appropriately at the required speed and rhythm, in order to fulfil the task requirements.

**The global achievement scale** refers to the candidate’s overall effctiveness in dealing with the four tasks in the test. The Interlocutor is required to give one global mark on this scale for the candidate’s performance across all parts of the test.

Candidates are assessed on then own performance according to the established criteria and are not assessed in relation to each other. Assessment is based on performance in the whole test and is not related to performance in particular parts of the test. After initial training of examiners, standardisation of marking is maintained by both biannual examiner co-ordination sessions and by monitoring visits to Centres by Team Leaders. During co-ordination sessions, examiners watch and discuss sample tests recorded on video and then conduct practice Speaking Tests with volunteer candidates in order to establish a common standard of assessment. The sample tests on video are selected to demonstrate a range of task types and dtfferent levels of competence, and are pre-marked by a team of experienced examiners.

In many countries, Oral Examiners are assigned to teams, each of which is led by a Team Leader who may be responsible for approximately fifteen Oral Examiners. Team Leaders advise, support and monitor Oral Examiners as required.

The Team Leaders are responsible to a Senior Team Leader within their country, who is the professional representative of UCLES for the oral examinations. Senior Team Leaders are appointed by UCLES and attend an annual co-ordination and development session in the UK. Team Leaders are appointed by the Senior Team Leader in consultation with the local administration

*Đánh giá*

Trong suốt môn thi nói thí sinh được đánh giá về các kỹ năng, chứ không phải về cá tính, trí thông minh hay kiến thức thực tiễn. Tuy nhiên, để có thể đánh giá công bằng và chính xác về khả năng làm bài của mỗi thí sinh, các giám khảo phải có một mẫu ngôn ngữ thích hợp để đánh giá. Vì vậy, thí sinh phải chuẩn bị đầy đủ của Người tham gia đàm thoại hoặc của thí sinh kia, và nói dễ dàng, dễ nghe. Mặc dù người tham gia đàm thoại có trách nhiệm, khi cần thiết, điều khiển hay dẫn dắt hoạt động tương tác để đảm bảo cả hai thí sinh đều có cơ hội như nhau để phát biểu, các thí sinh có trách nhiệm duy trì hoạt động tương tác càng nhiều càng tốt. Thí sinh có cùng phiên như nhau trong phần tương tác sẽ tận dụng được khoảng thời gian mình có và cung cấp cho các giám khảo một khối lượng ngôn ngữ thích hợp để đánh giá.

Điểm được cho trong suốt buổi khảo thí theo các tiêu chí đánh giá dưới đây (bốn điểm phân tích chi tiết do Người đánh giá chấm, và một điểm tổng quát do Người tham gia đàm thoại chấm), tất cả cùng tạo thành cái nhìn tổng thể về khả năng ngôn ngữ của thí sinh:

• Ngữ pháp và từ vựng

• Xử lý diễn ngôn

• Phát âm

• Giao tiếp tương tác

• Thành tựu tổng quát

**Ngữ pháp và từ vựng** liên hện đến cách dùng chính xác và thích hợp các dạng cú pháp và từ vựng để đáp ứng các yêu cầu cụ thể với một tốc độ nói thích hợp.

**Xử lý diễn ngôn** liên hệ đến khả năng dùng một phạm vi thích hợp tài nguyên ngôn ngữ để để sắp xếp các câu tạo thành bản văn. Xử lý diễn ngôn bao hàm khái niệm về tính mạch lạc, cách dùng từ ngữ kết nối và độ phức tạp thích hợp của các câu nói.

**Phát âm** thường liên đến khả năng tạo ra các câu nói có ý nghĩa để thảo mãn các yêu cầu cụ thể. Nói một cách chi tiết, phát âm liên hệ đến việc tạo ra các âm riêng biệt, sự kết nối thích hợp giữa các từ để biểu thị thông tin hoặc áp đặt một ý và cách dùng các cao độ khác nhau của giọng để diễn đạt nghĩa muốn nói.

**Chú ý** ở cấp độ FCE, giám khảo chấp nhận một điều là cách phát âm của thí sinh sẽ bị ảnh hưởng bởi các đặc điểm của tiếng mẹ đẻ.

**Giao tiếp tương tác** liên hệ đến khả năng tương tác trong diễn ngôn bằng cách đáp lại và chủ động bắt đầu một cách thích hợp với tốc độ và nhịp điệu được đòi hỏi, để thỏa mãn các yêu cầu cụ thể.

**Thang điểm thành tựu tổng quát** liên hệ đến mức độ hiệu quả tổng quát của thí sinh trong việc xử lý bốn yêu cầu của môn thi. Người tham gia đàm thoại được yêu cầu cho một điểm tổng quát trong thang điểm này về khả năng làm bài của thí sinh trong tất cả các phần của môn thi.

Thí sinh được đánh giá về khả năng làm bài của mình theo các tiêu chí đã được đề ra và không bị đánh giá trong mối tương quan với nhau. Đánh giá được dựa trên khả năng làm bài trong toàn môn thi và không liên quan đến khả năng làm bài trong từng phần cụ thể của môn thi. Sau phần đào tạo giám khảo bước đầu, việc tiêu chuẩn hóa phần chấm điểm được duy trì bằng các phiên điều phối giám khảo định kỳ hai năm một lần và các chuyến giám sát Trung tâm Khảo thí của các Trưởng Nhóm. Trong suốt các phiên điều phối, giám khảo xem và thảo luận các phần thi mẫu trên băng I video, rồi thực hành điều khiển môn thi Nói với các thí sinh tình nguyện để thiết lập một tiêu chuẩn đánh giá chung. Các phần thi mẫu trên băng video được chọn để thể hiện sự đa dạng của các nhiệm vụ và các trình độ khác nhau, và được chấm điểm trước bởi một nhóm giám khảo đầy kinh nghiệm.

Ở nhiều nước, giám khảo môn thi Nói được tổ chức theo nhóm, mỗi nhóm có một Trưởng Nhóm có thể phụ trách khoảng 15 giám khảo môn thi Nói. Các Trưởng Nhóm cho ý kiến, hỗ trợ và giám sát các giám khảo môn thi Nói theo yêu cầu.

Các Trưởng Nhóm chịu trách nhiệm với một: Trưởng Nhóm Cao cấp trong nước của mình, Trưởng Nhóm Cao cấp này là đại diện của UCLES về mặt chuyên môn cho các kỳ thi Nói. Các Trưởng Nhóm Cao cấp do UCLES đề cử và tham dự một phiên điều phối và phát triển hàng năm ở Anh. Các Trưởng Nhóm do Trưởng Nhóm Cao cấp đề cử qua tham khảo ý kiến của ban điều hành địa phương.

## Grading and results

Grading takes place once all scripts have been returned to UCLES and marking is complete. This is approximately six weeks after the date of the examination. There are two main stages: grading and awards.

***Xếp hạng và kết* quả**

Việc xếp hạng bắt đầu khi tất cả các bài thi đề đã được gửi về cho UCLES và phần chấm điểm đã hoàn tất. Đây là thời gian khoảng sáu tuần sqau ngày thi. Có hai giai đoạn chính: xếp hạng và cấp chứng chỉ

**Grading**

The five FCE papers total 200 marks after weighting. Each paper is weighted to 40 marks.

The overall grade boundaries (A, B, C, D and E) are set according to the following information:

• statistics on the candidature

• statistics on the overall candidate performance

• statistics on individual items, for those parts of the examination for which this is appropriate (Papers 1, 3 and 4)

• advice, based on the performance of candidates, and recommendations of examiners, where this is relevant (Papers 2 and 5)

• comparison with statistics from previous years' examination performance and candidature

A candidate's overall FCE grade is based on the total score gained by the candidate in all five papers. It is not necessary to achieve a satisfactory level in all five papers in order to pass the examination.

 **Xếp hạng**

Năm môn thi FCE có tổng điểm là 200 sau khi quy đổi. Môn môn thi được quy đổi thành 40 điểm.

Các thứ hạng tổng quát (A, B, C, D và E) được ấn định theo các thông tin sau:

• số liệu thống kê về thành phần thí sinh

• số liệu thống kê về khả năng làm bài tổng quát của thí sinh

• số liệu thống kê về từng tiểu mục đối với các môn thi thích hợp (Môn thi 1, 3 và 4)

• ý kiến, dựa trên khả năng làm bài của thí sinh, và đề nghị của giám khảo, đối với các môn thi thích hợp (Môn thi 2 và 5)

• so sánh với số liệu thống kê về khả năng làm bài và thành phần thí sinh của các năm trước

Thứ hạng FCE tổng quát của một thí sinh được căn cứ trên tổng điểm mà thí sinh đó đạt được trong tất cả năm môn thi. Không cần phải đạt mức yêu cầu trong cả năm môn thi mới thi đậu.

**Awards**

The Awarding Committee meets after the grade roundaries have been confirmed. It deals with all ases presented for special consideration, e.g. temporary disability, unsatisfactory examination inditions, suspected collusion, etc. The committee can decide to ask for scripts to be remarked, to check results, to change grades, to Ithhold results, etc. Results may be withheld because of infringement of regulations or because further investigation is needed. Centres are notified if a candidate's results have been scrutinised by the Awarding Committee.

**Cấp chứng chỉ**

Ủy ban cấp chứng chỉ họp sau khi các thứ hạng đã được xác nhận, ủy ban này giải quyết tất cả các trường hợp đệ trình xin xem xét đặc biệt, ví dụ: bị thương tật tạm thời, điều kiện thi không đạt yêu cầu, bị nghi ngờ cấu kết gian lận v.v... Ủy ban có thể quyết định yêu cầu chấm lại các bài thi, kiểm tra kết quả, thay đổi thứ hạng, không công bố kết quả, v.v... Kết quả có thể không được công bốbdo có sự vi phạm quy chế thi hoặc do cần điều tra thêm. Các trung tâm khảo thí được thông báo nếu kết quả thi của một thí sinh được ủy ban câp chứng chỉ điều tra xem xét.

**Results**

Results are reported as three passing grades (A, B and C) and two failing grades (D and E). The minimum successful performance which a candidate ypically requires in order to achieve a grade corresponds to about 60% of the total marks. Results slips for those candidates who achieve a pass made provide an indication of those papers in which an outstanding performance has been achieved. Results slips for those candidates who fail with grade D and E provide an indication of those papers in which performance is particularly weak.

Results slips are issued through centres approximately two months after the examination has been taken.

Certificates are issued about six weeks after the issue of results slips. Enquiries about results may be made through Local Secretaries, within a month of the issue of results slips.

**Kết quả**

Kết quả được báo theo ba thứ hạng đậu (A, B, và C) và hai thứ hạng rớt (D và E). Khả năng làm bài để đậu ở mức tối thiểu, cần cho một thí sinh để đạt hạng C, tương ứng với khoảng 60% tổng điểm. Phiếu báo kết quả cho các thí sinh đạt thứ hạng đậu có ghi các môn thi mà thí sinh làm xuất sắc. Phiếu báo kết quả cho các thí sinh rớt ở các thứ hạng D và E có ghi các môn thi mà thí sinh làm còn rất yếu.

Phiếu báo kết quả được phát thông qua các trung tâm khoảng hai tháng sau kỳ thi.

Chứng chỉ được phát khoảng sáu tuần sau khi có phiếu báo kết quả. Nếu có thắc mắc về kết quả, có thể liên hệ với Thư ký Địa phương trong thời hạn một tháng kể từ ngày có phiếu báo kết quả.

*Paper 5 frameworks*

*Các khung tham khảo cho Paper 5*

**Test 1**

**Note**: In the examination, there will be both an --ssessor and an Interlocutor in the room.

The following rubrics use plural forms, where ippropriate, although it is realised that a teacher -tay often be working with an individual student for practice sessions.

The visual material for **Test 1** appears on: pages C1, C3 and C5 of the book.

**Bài thi thực hành 1**

**Ghi chú:** Trong kỳ thi sẽ có cả Người đánh giá lẫn Người tham gia đàm thoại trong phòng thi.

Phần hướng dẫn dưới đây sử dụng các dạng số nhiều, khi thích hợp, mặc dù chúng ta biết giáo viên có thể thường làm việc chung với một học viên cho các phiên thực hành.

Phần Tài liệu Trực quan cho Bài thi 1 xuất hiện ở các trang C1, C3 và C5 của sách.

*Part 1 (3 minutes)*

**Introductions**

Interlocutor: Good morning (aftemoon/evening). Could I have your mark sheets, please? Thank you.

My name is … and this is my colleague …

He/she is just going to be listening to us.

So, you are … and …? Thank you.

First of all we'd like to know something about you, so I'm going to ask you some questions about yourselves.

*(second one or more questions from each of the following categories as appropriate.)*

**Home Town**

Interlocutor: Let's begin with your home town or village.

• Where are you from?

• Can you tell me something about (*candidate's town or village*)?

• What is there to do in the evenings in (*candidate's town or village*)?

• Which part of your town/village do you like most? Why?

• What kind of jobs do the people in your town/village do?

**Family**

Interlocutor: And what about your family?

• Do you have a large family or a small family?

• Can you tell me something about them?

**Word/Study**

Interlocutor: And what about you?

• Can you tell me something about yourself?

• Do you work or are you a student?

• What do you enjoy most about your work/studies?

• What qualifications did you need/will you need for your job/for the job you hope to do?

**Leisure**

Interlocutor: Now, let's move on to what you do in your spare time.

• Do you have any hobbies?

• How did you become interested in (*whatever hobby the candidate enjoys*)?

• Which do you prefer more, watching television or going to the cinema? What sort of programmes/films do you like to watch?

• What kind of sports are you and your friends interested in?

• What kind of music do you enjoy most?

• How do you usually spend your holidays?

• Is there anywhere you would particularly like to visit? Why?

**Future Plans**

Interlocutor: Now, thinking about the future.

• What do you hope to do in the next few years?

• How important is English for your future plans?

• What do you hope to be doing in five years' time?

*Part 2 (4 minutes)*

Interlocutor: Now, I'd like each of you to talk on your own for about a minute.

I'm going to give each of you two different photographs and I'd like you to talk about them.

Candidate A here are your two photographs. They show different places where people live. Please let Candidate B have a look at them.

*Indicate pictures 1A and 1B to Candidate A.*

Candidate B, I'll give you your photographs in a minute.

Candidate A, I'd like you to compare and contrast these photographs, saying what you think life is like in places like these. Remember, you have only about a minute for this so don't worry if I interrupt you. All right?

Candidate A: [*Approximately one minute*.]

Interlocutor: Thank you. Candidate B, in which of these places would you prefer to live?

Candidate B: [*Approximately twenty seconds*.]

Interlocutor: Thank you.

Now Candidate B, here are your two photographs. They show animals with people in different situations. Please let Candidate A have a look at them.

*Indicate pictures 1C and 1D to Candidate B.*

I'd like you to compare and contrast these photographs, saying how you would feel in each of these situations. Remember, Candidate B, you have only about a minute for this so don't worry if I interrupt you. All right?

Candidate B: [*Approximately one minute*.]

Interlocutor: Thank you. Candidate A in which situation would you prefer to be?

Candidate A: [*Approximately twenty seconds*.]

Interlocutor: Thank you.

***Part 3*** (3 minutes)

Interlocutor: Now, I'd like you to talk about something together for about three minutes. I'm just going to listen.

Here are some pictures of things we use every day.

*Indicate picture 1E to the candidates.*

Talk to each other about how important each one is in your life, and then choose three that are so important you could not live without them.

It is not necessary to agree with each other.

You have only three minutes for this, so once again, don't worry if I stop you and please speak so that we can hear you. All right?

Candidates [*Approximately three minutes*.]

A & B:

Interlocutor: Thank you.

***Part 4*** (4 minutes)

*Select any of the following questions as appropriate.*

Interlocutor: What other things would you hate to be without?

How popular are ‘fast foods’ in your country?

How important is it to be punctual?

What is the most important piece of equipment or furniture in your home?

More and more people are travelling by car these days. How wise do you think this is?

What do you think life would be like without television, radio and newspapers?

Thank you. That is the end of the test.

**Test 2**

**Note**: In the examination, there will be both an Assessor and an Interlocutor in the room.

The following rubrics use plural forms, where appropriate, although it is realised that a teacher may often be working with an individual student for practice sessions.

The visual material for **Test 2** appears on pages C2, C4 and C6 of the book.

**Bài thi thực hành 2**

**Ghi chú**: Trong kỳ thi sẽ có cả Người đánh giá lẫn Người tham gia đàm thoại trong phòng thi.

Phần hướng dẫn dưới đây sử dụng các dạng số nhiều, khi thích hợp, mặc dù chúng ta biết giáo viên có thể thường làm việc chung với một học viên cho các phiên thực hành.

Phần Tài liệu Trực quan cho Bài thi 2 xuất hiện ở các trang C2, C4 và C6 của sách.

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

**Introductions**

Interlocutor: Good morning (aftemoon/evening). Could I have your mark sheets, please? Thank you.

My name is … and this is my colleague …

He/she is just going to be listening to us.

So, you are … and …? Thank you.

First of all we'd like to know something about you, so I'm going to ask you some questions about yourselves.

*(Select one or more questions from each of the following categories as appropriate.)*

**Home Town**

Interlocutor: Let's begin with your home town or village.

• Where are you from?

• Can you tell me something about {candidate's town or village)?

• What is there to do in the evenings in {candidate's town or village)?

• Which part of your town/village do you like most? Why?

• What kind of jobs do the people in your town/village do?

**Family**

Interlocutor: And what about your family?

• Do you have a large family or a small family?

• Can you tell me something about them?

**Work/Study**

Interlocutor: And what about you?

• Can you tell me something about yourself?

• Do you work or are you a student?

• What do you enjoy most about your work/studies?

• What qualifications did you need/will you need for your job/for the job you hope to do?

**Leisure**

Interlocutor: Now, let's move on to what you do in your spare time.

• Do you have any hobbies?

• How did you become interested in (whatever hobby the candidate enjoys)?

• Which do you prefer more, watching television or going to the cinema? What sort of programmes/film do you like to watch?

• What kind of sports are you and your friends interested in?

• What kind of music do you enjoy most?

• How do you usually spend your holidays?

• Is there anywhere you would particularly like to visit? Why?

**Future Plans**

Interlocutor: Now, thinking about the future.

• What do you hope to do in the next few years?

• How important is English for your future plans?

• What do you hope to be doing in five years' time

***Part 2*** (4 minutes)

Interlocutor: Now, I'd like each of you to talk on your own for about a minute.

I'm going to give each of you two different photographs and I'd like you to talk about them.

Candidate A here are your two photographs. They show people enjoying a holiday by the sea. Please let Candidate B have a look at them.

*Indicate pictures 2A and 2B to Candidate A.*

Candidate B, I'll give you your photographs in a minute.

Candidate A I'd like you to compare and contrast these photographs, saying what kind of holiday you would expect to have in each of these places. Remember, you have only about a minute for this so don't worry if I interrupt you. All right?

Candidate A [*Approximately one minute*.]

Intelocutor: Thank you.

Candidate B, which of these places would you prefer to visit?

Candidate B [*Approximately twenty seconds.]*

Interlocutor: Thank you.

Now Candidate B, here are your two photographs. They show different types of group photograph. Please let Candidate A have a look at them.

*Indicate pictures 2C and 2D to Candidate B.*

I'd like you to compare and contrast these photographs, saying whether you prefer formal or informal photographs and why. Remember, Candidate B, you have only about a minute for this so don't worry if I interrupt you. All right?

Candidate B: [*Approximately one minute*.]

Interlocutor: Thank you.

Candidate A, which type of photograph do you prefer?

Candidate A: [*Approximately twenty seconds*.]

Interlocutor: Thank you.

***Part 3*** (3 minutes)

Interlocutor: Now, I'd like you to talk about something together for about three minutes. I'm just going to listen.

I'd like you to imagine that the local council wants to make people aware of the need to protect their local environment. Here are some of the things they would like people to think about.

*Indicate picture 2E to the candidates.*

Talk to each other and decide which three subjects are the most important, and then say how the council can make people aware of the problems.

You have only three minutes for this, so once again, don't worry if I stop you and please speak so that we can hear you. All right?

Candidates [*Approximately three minutes*.]

A & B:

Interlocutor: Thank you.

***Part 4*** (4 minutes)

*Select any of the following questions as appropriate.*

Interlocutor: What do you do to protect the environment?

What is done to teach children about environmental problems in your country?

Who should be responsible for protecting the environment, individuals or the government?

Is it more important for governments to spend money on animals or people?

How interested in nature are you?

Thank you. That is the end of the test.

**Test 3**

**Note**: In the examination, there will be both an Assessor and an Interlocutor in the room.

The following rubrics use plural forms, where appropriate, although it is realised that a teacher may often be working with an individual student for practice sessions.

The visual material for Test 3 appears on pages C7, C9 and C11 of the book.

**Bài thi thực hành 3**

**Ghi chú**: Trong kỳ thi sẽ có cả Người đánh giá lẫ Người tham gia đàm thoại trong phòng thi.

Phần hướng dẫn dưới đây sử dụng các dạng số nhiều, khi thích hợp, mặc dù chúng ta biết giáo viên có thể thường làm việc chung với một học viên cho các phiên thực hành.

Phần Tài liệu Trực quan cho Bài thi 3 xuất hiện ở các trang C7, C9 và C11 của sách.

*Part 1* (3 minutes)

**Introductions**

Interlocutor: Good morning (aftemoon/evening). Could I have your mark sheets, please? Thank you.

My name is … and this is my colleague …

He/she is just going to be listening to us.

So you are … and …? Thank you.

First of all we’d like to know something about you, so I'm going to ask you some questions about yourselves.

*(Select one or more questions from each of the following categories as appropriate.)*

**Home Town**

Interlocutor: Let's begin with your home town or village.

• Where are you from?

• Can you tell me something about (candidate's town or village)?

• What is there to do in the evenings in (candidate's town or village)?

• Which part of your town/village do you like most? Why?

• What kind of jobs do the people in your town/village do?

**Family**

Interlocutor: And what about your family?

• Do you have a large family or a small family?

• Can you tell me something about them?

**Work/Study**

Interlocutor: And what about you?

• Can you tell me something about yourself?

• Do you work or are you a student?

• What do you enjoy most about your work/studies?

• What qualifications did you need/will you need for your job/for the job you hope to do?

**Leisure**

Interiocutor: Now, let’s move on to what you do in your spare time.

• Do you have any hobbies?

• How did you become interested in (iwhatever hobby the candidate enjoys)?

• Which do you prefer more, watching television or going to the cinema? What sort of programmes/films do you like to watch?

• What kind of sports are you and your friends interested in?

• What kind of music do you enjoy most?

• H ow do you usually spend your holidays?

• Is there anywhere you would particularly like to visit? Why?

**Mure Plans**

Interlocutor: Now, thinking about the future.

• What do you hope to do in the next few years?

• How important is English for your future plans?

• What do you hope to be doing in five years’ time?

*Part 2* (4 minutes)

Interlocutor: Now, I’d like each of you to talk on your own for about a minute.

I’m going to give each of you two different photographs and I’d like you to talk about them. Candidate Ạ here are your two photographs. They show people painting or drawing, in different situations. Please let Candidate B see them.

*Indicate pictures 3A and 3B to Candidate A.*

Candidate B, I'll give you your photographs in a minute.

Candidate A, I'd like you to compare and contrast these photographs, saying what kind of paintings you prefer. Remember, you have only about a minute for this so don't worry if I interrupt you. All right?

Candidate A: [*Approximately one minute*.]

Interlocutor: Thank you.

Candidate B, do you ever buy paintings?

Candidate B [*Approximately twenty seconds*.]

Interlocutor: Thank you.

Now Candidate B, here are your two photographs. They show people taking exercise. Please let Candidate A have a look at them.

*Indicate pictures 3C and 3D to Candidate B.*

I'd like you, Candidate B, to compare and contrast these photographs, saying which type of exercise you think is best for keeping fit. Remember, you have only about a minute for this, so don't worry if I interrupt you. All right?

Candidate B [*Approximately one minute*.]

Interlocutor: Thank you.

Candidate A which of those activities would you prefer to do?

Cadidate A [*Approximately twenty seconds*.]

Interlocutor: Thank you.

*Part 3* (3 minutes)

Interlocutor: Now, I'd like you to talk about something together for about three minutes. I'm just going to listen.

I'd like you to imagine that you are planning a seven-day tour of Britain.

*Indicate picture 3E to the candidates.*

Talk to each other and decide which of these suggestions would give an interesting and varied holiday, then decide which places you would like to visit and how long you would spend in each place.

It is not necessary to agree with each other.

You have only three minutes for this, so once again, don't worry if I stop you and please speak so that we can hear you. All right?

Candidates [*Approximately three minutes*.]

A&B:

Interlocutor: Thank you.

*Part 4* (4 minutes)

*Select any of the following questions as appropriate.*

Interlocutor: What preparations would you make before going on a tour like this?

What are the most important things to take with you on a holiday like this? Can you think of any problems with this kind of holiday?

What’s the most interesting place you have ever visited?

Where would you most like to go if you had the opportunity?

Which towns in your country would you recommend a tourist to visit? Why? Thank you. That is the end of the test.

**Test 4**

**Note**: In the examination, there will be both an Assessor and an Interlocutor in the room.

The following rubrics use plural forms, where appropriate, although it is realised that a teacher may often be working with an individual student for practice sessions.

The visual material for Test 4 appears on pages C8, C1O and C12 of the book.

**Bài thi thực hành 4**

**Ghi chú**: Trong kỳ thi sẽ có cả Người đánh giá lẫn Người tham gia đàm thoại trong phòng thi.

Phần hướng dẫn dưới đây sử dụng các dạng số nhiều, khi thích hợp, mặc dù chúng ta biết giác viên có thể thường làm việc với một học viên chc các phiên thực hành.

Phần Tài liệu Trực quan cho Bài thi 4 xuất hiện ở các trangC8, C1O và C12 của sách.

*Part 1* (3 minutes)

**Introductions**

Interlocutor: Good morning (aftemoon/evening). Could I have your mark sheets, please? Thank you.

My name is … and this is my colleague …

He/she is just going to be listening tous.

So you are … and …? Thank you.

First of all we'd like to know something about you, so I'm going to ask you some questions about yourselves.

(*Select one or more questions from each of the following categories as appropriate*.)

Home Town

Interlocutor: Let's begin with your home town or village.

• Where are are you from?

• Can you tell me something about (icandidate's town or village)?

• What is there to do in the evenings in (candidate's town or village)?

• Which part of your town/village do you like most? Why?

• What kind of jobs do the people in your town/village do?

**Family**

Interlocutor: And what about your family?

• Do you have a large family or a small family?

• Can you tell me something about them?

**Word/Study**

Interlocutor: And what about you?

• Can you tell me something about yourself?

• Do you work or are you a student?

• What do you enjoy most about your work/studies?

• What qualifications did you need/will you need for your job/for the job you hope to do?

**Leisure**

Interlocutor: Now, let's move on to what you do in your spare time.

• Do you have any hobbies?

• How did you become interested in (whatever hobby the candidate enjoys)?

• Which do you prefer more, watching television or going to the cinema? What sort of programmes/film do you like to watch?

• What kind of sports are you and your friends interested in?

• What kind of music do you enjoy most?

• How do you usually spend your holidays?

• Is there anywhere you would particularly like to visit? Why?

**Future Plans**

Interlocutor: Now, thinking about the future.

• What do you hope to do in the next few years?

• How important is English for your future plans?

• What do you hope to be doing in five years' time?

*Part 2* (4 minutes)

Interlocutor: Now, I'd like each of you to talk on your own for about a minute.

I'm going to give each of you two different photographs and I'd like you to talk about them. Candidate A here are your two photographs. They show life in the city. Please let Candidate B see them.

*Indicate pictures 4A and 4B to Candidate A.*

Candidate B, I'll give you your photographs in a minute.

Candidate A, I'd like you to compare and contrast these photographs, saying what advantages and disadvantages of city life they show. Remember, you have only about a minute for this so don't worry if I interrupt you. All right?

Candidate A [*Approximately one minute*.]

Interlocutor: Thank you.

Candidate B, would you rather live in a city or in the countryside?

Candidate B [*Approximately twenty seconds*.]

Interlocutor: Thank you.

Now Candidate B, here are your two photographs. They show different kinds of entertainment. Please let Candidate A have a look at them.

*Indicate pictures 4C and 4D to Candidate B.*

I'd like you, Candidate B, to compare and contrast these photographs, saying why you think people enjoy watching entertainments like these. Remember, you have only about a minute for this, so don't worry if I interrupt you. All right?

Candidate B [*Approximately one minute*.]

Interlocutor: Thank you.

Candidate A was that the kind of entertainment you like?

Candidate A [*Approximately twenty seconds*.]

Interlocutor: Thank you.

*Part 3* (3 minutes)

Interlocutor: Now, I'd like you to talk about something together for about three minutes. I'm just going to listen.

I'd like you to imagine that you have been given this packet of greetings cards for special occasions.

*Indicate picture 4E to the candidates.*

Talk to each other about the different cards and then decide on what occasions you would send them, who you might send them to, and which one you like best.

It is not necessary to agree with each other.

You have only three minutes for this, so once again, don't worry if I stop you and please speak so that we can hear you. All right?

Candidates [*Approximately three minutes*.]

A&B:

Interlocutor: Thank you.

*Part 4 (*4 minutes)

*Select any of the following questions as appropriate.*

Interlocutor: When do you send greetings cards in your country?

On a special occasion, would you rather receive a card or a phone call? Why?

For a special occasion would you rather receive money or a present? Why?

How do you celebrate special occasions?

What kind of parties do you prefer, those with your friends or those with your family? Why? Why do you think some people do not enjoy parties?

Thank you. That is the end of the test.

## The Practice Tests

*Các Bài thi Thực hành*

### Test 1

**PAPER 1 READING** (1 hour 15 minutes)

**Part 1**

You are going to read a newspaper article about air travel. Choose the most suitable summary sentence from the list **A-l** for each part (**1-7**) of the article. There is one extra summary sentence which you do not need to use. There is an example at the beginning (**0**).

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

|  |
| --- |
| **A** It is important to report missing luggage.**B** Airlines make special efforts to avoid errors, **C** Airlines sometimes blame travellers for lost luggage.**D** No airline is free from mistakes.**E** Plan ahead when travelling.**F** Unexpected events can result In luggage going missing. **G** No airport can guarantee the safe handling of luggage. **H** Busy airports are likely to have more problems, **I** Losing your luggage can be very inconvenient. |

***In case you lose your luggage***

**Alex McWhirter looks at airlines that lose bags**

(0 – I)

There is nothing more disappointing than arriving at airport overseas to discover that your aiigage has been left behind. At best you will have to put up with wearing the clothes you stand up in for hours or days, until the airline reunites you with your luggage. At worst, you may be in a different climate zone, thousands of miles from torse and forced to wear wholly unsuitable clothes.

(1 - …)

Although airlines rarely reveal how many cases they lose, it is a fact of life that sooner or later Tular travellers will be parted from their luggage, en the best airlines slip up from time to time, and it is impossible for any carrier to guarantee Jura passenger’s checked luggage will go on the some flight, particularly when a journey calls for one or more changes of aircraft.

(2 - …)

The system works like this. Airlines insist on Iggerated check-in times (which require Lssengers to report to the airport at a given time rfore departure) designed to allow sufficient time baggage to pass through the airport and be loaded on to the plane. Minimum connecting times (MCTs) are the shortest time it takes to transfer between two flights. These, too, are exaggerated to allow for baggage transfers.

 (3 - …)

In normal circumstances the system works well. But extra security checks at airports and problems with air traffic combine to cause delayed flights, il this can cause the baggage system to fail. Then there is the possibility of human error, or an accident in which the destination label is torn off.

(4 - …)

These problems can become severe at large transfer airports, known as ‘hubs’, because of the large number of bags that are processed. Last year, for example, London’s Heathrow airport handled more than 41 million passengers, of whom nine million were changing planes. British Airways alone handled two million transfer passengers at Heathrow, with most making the one-mile transfer between Terminal 1 (for Domestic and European flights) and Terminal 4 (for long-distance flights).

(5 - …)

Even efficient transfer airports, such as Amsterdam, Copenhagen, Singapore and Zurich have their bad days. The risk of baggage being lost when changing planes is higher than average at certain airports. Even the United States has problems - Miami airport is well known for luggage going missing when transatlantic passengers make immediate connections for destinations in Latin America.

(6 - …)

You should choose direct flights whenever possible and check in well before the official time. If a change of plane is unavoidable, or makes your flight less expensive, then try to fly the same airline throughout. Try to allow more connecting time by taking an earlier flight to the transfer airport, and make sure you label your luggage inside and out with your home and holiday addresses. Don’t forget to include the flight numbers.

(7 - …)

If, after all this, your luggage still goes missing, you must contact the appropriate airline official in the baggage hall and complete a *property irregularity report* (PIR). This must be done before leaving the airport.

**Part 2**

You are going to read an extract from a newspaper article. For Questions **8-14,** 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**.

A lot of advice is available for college leavers heading for their first job. In this article we consider the move to a second job. We are not concerned with those looking for a second temporary position while hunting for a permanent job. Nor are we concerned with those leaving an unsatisfactory job within the first few weeks. Instead, we will be dealing with those of you taking a real step on the career ladder, choosing a job to fit in with your ambitions now that you have learnt your way around, acquired some skills and have some idea of where you want to go.

What sort of job should you look for? Much depends on your long-term aim. You need to ask yourself whether you want to specialise in a particular field, work your way up to higher levels of responsibility or out of your current employment into a broader field.

Whatever you decide, you should choose your second job very carefully. You should be aiming to stay in it for two to three years.

This job will be studied very carefully when you send your letter of application for your next job. It should show evidence of serious 26 career planning. Most important, it should extend you, develop you and give you increasing responsibility. Incidentally, if the travel bug is biting, now is the time to pack up and go. You can do temporary work for a while when you return, pick up where you left off and get the second job then. Future potential employers will be relieved to see that you have got it out of your sỹstem, and are not likely to go off again.

Juliette Davidson spent her first year after leaving St. Aldate’s College working for three solicitors. It was the perfect first job in that ‘OK ... they were very supportive people. I was gently introduced to the work, learnt my way round an office and improved my word processing skills. However, there was no scope for advancement. One day I gave in my notice, bought an air ticket and travelled for a year.’

Juliette now works as a Personal Assistant to Brenda Cleverdon, the Chief Executive of 12 Business in the Community. ‘In two and a half years I have become more able and my job has really grown,’ she says. ‘Right from the beginning my boss was very keen to develop me. My job title is the same as it was when I started but the duties have changed. From mainly typing and telephone work, I have progressed to doing most of the correspondence and budgets. I also have to deal with a variety of queries, coming from chairmen of large companies to people wanting to know how to start their own business. Brenda involves me in all her work 14 but also gives me specific projects to do and events to organise.’

8. Who is intended to benefit from the advice given in the article?

A. students who have just finished their studies

B. people who are unhappy with their current job

C. those who are interested in establishing a career

D. people who change jobs regularly

9. According to the writer, why is the choice of your second job important?

A. It will affect your future job prospects.

B. It will last longer than your first job.

C. It will be difficult to change if you don’t like it.

D. It should give you the opportunity to study.

10. ‘it’ in line 26 refers to your

A. first job.

B. second job.

C. application.

D. career.

11. if you have a desire to travel, when does the writer suggest that you do it?

A. straight after you have left college

B. when you are unable to find a permanent job

C. after you have done some temporary work

D. between the first and second job

12. What is meant by ‘you have got it out of your system’ in line 34?

A. You have planned your career sensibly.

B. You are an experienced traveller.

C. You have satisfied your wish to travel.

D. You have learned to look after yourself.

13. How did Juliette Davidson benefit from the experience of her first job?

A. It was a good introduction to working in an office.

B. She met a variety of interesting people.

C. It enabled her to earn enough money to travel.

D. She learnt how to use a word processor.

14. What way is Juliette’s current job better than her first job?

A. She has a more impressive job title.

B. She now knows how to start her own business,

C. She has been able to extend her skills.

D. She is more involved in the community.

**Part 3**

You are going to read a newspaper article about chocolate. Eight sentences have been removed from the article. Choose from the sentences **A-l** the one which fits each gap (**15-21**). There is one extra sentence which you do not need to use. There is an example at the beginning (**0**).

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

**Bitter water hits the big time**

**Chocolate, which has its origins in South America, is now part of a multi-million pound worldwide business.**

At Easter, British people spend over £230 million on chocolate. A massive eight per cent of all chocolate is bought at this time. (0 – I) Although the large-scale industrial production of chocolate began in the last century, the cacao plant was first cultivated by the Aztec, Toltec and Mayan civilisations of Central America over three thousand years ago.

The cacao tree is an evergreen, tropical plant which is found in Africa, South and Central America, the West Indies and South- East Asia. The fruit of this tree is melon-sized and contains 20-40 seeds. (15 - … ) In English-speaking countries, they are often called cocoa beans. This is a misspelling from the 17th century when they were also called cacoa and cocao beans.

The Aztecs used cocoa beans as money (16 - …) This is from the word in the Aztec language, Nahuatl, meaning ‘bitter water’. In Aztec times the chocolate drink was flavoured with spices and used on ceremonial occasions and for welcoming visitors. The Spanish found the drink more palatable mixed with cinnamon and sugar, but the recipe did not spread to the rest of Europe for another century. In the late 17th century, chocolate houses were set up in Europe’s capital cities, where people gathered to drink chocolate.

(17 - …) But in 1826, C J van Houten of the Netherlands invented chocolate powder. This was made by extracting most of the cocoa butter from the crushed beans.

The age of the chocolate bar as we know it began in 1847 when a Bristol company, Fry and Sons, combined cocoa butter with pure chocolate liquor and sugar to produce a solid block that you could eat. (18 - …)

At the turn of the century, the British chocolate market was dominated by French companies. In 1879 the English company Cadbury even named their Birmingham factory Bournville (ville is the French word for town) in the hope that a little French glamour would rub off. But then came Cadbury’s famous Dairy Milk bar which began life as Dairymaid in 1905. (19 - …)

It seems that, for the time being at least, chocolate intake in Britain has stabilised at : rout four bars each week. (20 - …) The latest marketing trick is the so-called ‘extended line’. This is when the humble locolate bar becomes an ice cream, a soft drink or a dessert, to tempt chocoholics who have grown tired of conventional snacks.

At the other end of the production process, cacao farmers are still feeling the effects of a crash in cocoa bean prices at the end of the 1980s. (21 - …) Perhaps you could spare a thought for them as you munch your next chocolate bars.

|  |
| --- |
| **A** A Swiss company then introduced milk solids to the process which gave us milk chocolate.**B** They also used them to make a drink called *xocoatl*.**C** Until the last century, the chocolate drink was made from solid blocks of chocolate which hid to be melted down in hot water.**D** When dried they become cacao beans, which can be used to make chocolate.**E** Clever advertising which associated it with the healthy qualities of milk from the English countryside quickly established the bar as a rival to the more decadent French brands.**F** British manufacturers include up to 5 per cent vegetable fat in their chocolate, something forbidden elsewhere.**G** As most cacao farmers operate on a very small scale, many were forced out of business.**H** This has forced manufacturers to look for new ways to attract customers.**I** Only at Christmas do people eat more of the cocoa-based foodstuffs. |

**Part 4**

You are going to read a magazine article in which various women are interviewed. For Questions **22-35**, choose from the women (**A-F**). The women may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (**0**).

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

**Which of the women states the following?**

I don’t remain interested in things for long. (0 – F)

People I work with give me energy. (22 - …) (23 - …)

Being forced to do things uses up your energy. (24 - …)

Doing things for the first time gives me energy. (25 - …)

I have to make myself exercise. (26 - …)

I enjoy behaving like a child. (27 - …)

Certain kinds of people annoy me. (28 - …)

It is important to me that others are interested in my work. (29 - …)

You should use your energy carefully. (30 - …)

Sometimes I lack energy at work. (31 - …)

I like creating something from nothing (32 - …)

Being cheerful gives you energy (33 - …) (34 - …)

You should take every opportunity to have fun (35 - …)

|  |
| --- |
| **WHERE I GET MY ENERGY*****Emma Marsden asked six women who live life to the full to tell us how they do it*****A – Jeanette Kupfermann** *Joumalist and author*: ‘I think it’s excitement. I’ve got to be doing something that’s a challenge. If I’m absorbing something new and earning, I get tremendous energy. Anything to I do with rhythm gives me energy, too - at the moment I’m learning flamenco dancing. Dance s wonderful, very expressive and energising. I think you can feel drained if you’re bored, maybe feeling life is pointless. Being effective I in the world - even in a small way - gives you energy.**B – Linda Kelsey***Magazine editor*: ‘I have so much work to do but I enjoy it all -I love being at work, it isn’t i chore. If you enjoy something, it doesn’t rake you feel low even though you may be mg tired. I need a fair bit of sleep so when do get it I feel really good. When I’m running at six hours’ sleep a night, I feel a bit wet. I know exercise gives me energy, but it’s Ending the energy to do it! I do a yoga class ace a week before work and I try to do a workout tape at home. But if I’ve done exercise, my spirits rise amazingly. I get very low patches in the office between 3 and 5 in the afternoon and think it’s probably good to eat something then.’**C – Annie Nightingale***Disc jockey*: ‘I don’t eat healthily to get my energy - I think it’s natural enthusiasm and being positive. I really can’t stand people with negative attitudes. I’m quite naive - I think we should all enjoy our lives, grab the moment. Enjoyment comes first. You’ve got to achieve things and set yourself various goals. I enjoy what I do and the last two years have been very exciting. In my line of business there are lots of lively young people and you can’t help being affected by that. I love tearing around the place on jobs, having a mad life. Pm very sociable. I enjoy taking photographs but I’m not sure if I’m good at it. I rush to get them processed and can’t wait to get them back.I’ve also started writing words for imaginary songs - it’s just for fun and it’s a good release for my mind when I’m doing a lot of travelling.’**D – Floella Benjamin***Author and children's TV presenter*: ‘My energy comes from things I do and enjoy. I believe in what I’m doing, both at work and at home with my family and I think that being positive about life helps. That’s why I love working with kids, they give out so much and have an inbuilt resilience. Energy is like a natural chemical, triggered off by communicating with others - just try smiling at people and feel the thrill you get when they smile back. It’s far better than feeling sorry for yourself. Although I try to eat healthily and don’t smoke or drink, I don’t have an exercise plan. The most energetic I get is running around with the kids and playing with them.’**E – Deborah Moggach***Author and playwright*: ‘What I love doing more than anything in the world is making a garden out of complete wasteland. I did that once. The garden was solid concrete – I smashed up all the concrete and dug in loads of soil. It was far better than any amount of workouts or tennis. The other thing that gives me energy is knowing that somebody wants to read what I’m writing - I find it difficult to write in a void. And I like sneaking into a farmer’s land or a wood. If I’m found, I say “Oh, what a wonderful wood, I didn’t know it was private property,” and so on. I like it because it’s childlike.’**F – Katherine Monblot***Therapist*: T believe .you must have an interest in and respect for what you do in life. I like to take risks and I get bored quickly, which keeps me motivated. Doing things you don’t want to do wears you out. I used to be a member of various committees and resented the demands they made on my time. You only have a certain amount of energy, so direct it into the things that are most important to you.’ |

**PAPER 2 WRITING** (1 hour 30 minuters)

**Part 1**

You **must** answer this question

1. You saw an advertisement for a house in the country and contacted the \*or more details, making the notes below. You and two friends have Q5d to book the house for two weeks in the summer. Since it is a large house would like to invite a fourth friend to join you.

Read the advertisement and the notes carefully. Then write a letter to a friend that you all know well, giving the necessary information about the house and the holiday and trying to persuade your friend to join you.

|  |
| --- |
| **Devon countryside**House with swimming pool. Four bedrooms, large garden, use of four bicycles.Plenty of local interest.Some dates still available.Tel. 0392-786-9596 for further details. |

|  |
| --- |
| *Room – Big, comfortable**Local interest – Market, local museum, castle – details in post.**Things to do – Tennis 10 km away, horse-riding nearby**Cost - £160 per week, (=£40 each)**Dates available – July 10th – 23rd Good weather!?* |

Write a **letter** of between **120** and **180** words in an appropriate style on the next page.

Do you write any addresses.

**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 on the next page, putting the question number in the box.

1. An international publishing company intends to publish a book called *Influential* *People of the Twentieth Century*. The book will include short articles about politicians, writers, musicians, sports personalities and other people who have been important In some way. You have been invited to write a short article for this book about a person who has had either a good or bad influence on your country.

 Write your **article.**

1. The following comment was printed recently in a local newspaper:

 *Much of what is taught in schools nowadays is a waste of students’ time.*

Now your teacher has asked you to write a composition on this subject, with reference to your own learning experiences.

Write your **composition.**

1. A group of foreign students is going to be staying in your town for a month.

You have been asked to write a report for the group leader about eating out in your town. Describe the best places for the students to eat and drink in a area and explain why you think these places would be suitable for students from other countries.

Write your **report**.

1. **Background reading texts**

Answer **one** of the following two questions based on your reading of **one** Tese five set books:

*A Passage to India* – E M Forster

*Pygmalion* – G. B. Shaw

*Rebecca* – Daphne du Maurier

*Brave New World* – Aldous Huxley

*Crime Never Pays* – Oxford Bookworm Collection

Your answer should contain enough detail to make it clear to someone

• ~: -nay not have read the book. Write the letter (**a**) or (**b**) as well as the number **5** in the question box, and the **title** of the book next to the box.

**Either** (**a**) What do you think are the three most surprising things in the book? Give reasons for your choices.

**or** (**b**) If you could play a role in a film being made of the book, which role would you like to play and why?

**PAPER 3 USE OF ENGLISH** (1 hour 15 minutes)

**Part 1**

For Questions **1-15**, read the text below and decide which answer **A**, **B**, **C**  or **D** best

 fits each space. There is an example at the beginning (**0**).

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

**THE FIRST BICYCLE**

-

The (0) … of the bicycle goes back more than 200 years. In 1791, Count de Sivrac (1)… onlookers in a park in Paris as he showed off his two-wheeled invention, a machine called the ‘celerifere’. It was basically an (2) … version of a children’s toy which had been in (3) … for many years. Sivrac’s ‘celerifere’ had a wooden frame, made in the (4) … of a horse, which was mounted on a wheel at either end. To ride it, you sat on a small seat, just like a modern bicycle, and pushed (5) … against the

(6) … with your legs - there were no pedals. It was impossible to steer a ‘celerifere’ and It had no brakes, but despite these problems the invention very much (7) … to the fashionable young men of Paris. Soon they were (8) … races up and down the streets. Minor (9) … were common as riders attempted a final burst of (10) … Controlling the rachine was difficult as the only way to change (11) … was to pull up the front of the ‘celerifere’ and (12) … it round while the front wheel was (13) … in the air.

‘Celeriferes’ were not popular for long, however, as the (14) … of no springs, no steering and rough roads made riding them very uncomfortable. Even so, the wooden ‘ceerifere’ was the (15) … of the modern bicycle.

1. A. delighted

B. cheered

C. appreciated

D. overjoyed

2. A. increased

B. enormous

C. extended

D. enlarged

3. A. use

B. play

C. operation

D. service

4. A. resemblance

B. shape

C. body

D. appearance

5. A. fast

B. deeply

C. heavily

D. hard

6. A. surface

B. ground

C. earth

D. floor

7. A. attracted

B. appealed

C. took

D. called

8. A. going

B. getting

C. holding

D. making

9. A. wounds

B. trips

C. injuries

D. breaks

10. A. velocity

B. energy

C. pace

D. speed

11. A. direction

B. route

C. heading

D. way

12. A. roll

B. drive

C. turn

D. revolve

13. A. cycling

B. circling

C. winding

D. spinning

14. A. mixture

B. link

C. combination

D. union

15. A. origin

B. design

C. model

D. introduction

**Part 2**

For Questions **16-30**, read the text below and think of the word which best fits each c Ke. Use only **one** word in each space. There is an example at the beginning (**0**).

Iyour answers **on the separate answer sheet.**

**THE LAKE DISTRICT**

One of the most beautiful parts of Britain is the Lake District. The Lake District is

situated (0) … the north-west of England and consists (16) … high hills, moutains and, of course, lakes. In all there are sixteen lakes of (17) … the largest is lake Windermere.

Over years many writers have (18) … associated with this region but there can

Be no doubt that the most famous of (19) … was William Wordsworth (1770-1850),

(20) … was born and lived almost the whole of his life there. He had close connections (21) … the village of Grasmere, (22) … he lived (23) … some thirteen years. He loved (24) … particular part of England and many of his poems speak of the joy he felt when surrounded by beautiful countryside.

Every year more than fourteen million people (25) … Britain and abroad visit the

Lake District to enjoy the fresh air and the scenery. Some go to walk in the mountains while others sail boats on the lakes (26) … simply sit admiring the magnificent views. Unfortunately, the region (27) … becoming a victim of (28) … own success in attracting visitors; (29) … many people come to the Lake District that they threaten to destroy the peace and quiet which many (30) … searching for there.

**Part 3**

For Questions **31-40**, 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**).

31. Ballet doesn’t interest Sonia.

**interested**

Sonia … ballet.

32. Visitors to the zoo are not allowed to feed the animals.

**must**

The animals … by visitors to the zoo.

33. John had not been to London before.

**visit**

It … London.

34. ‘I’ll see you later Anne,’ he said.

**told**

He … see her later.

35. There were more students in school in 1992 than in 1991.

**as**

There were … in school in 1991 as in 1992.

36. When I was in the department store, someone tghought I was a shop assistant. **Me**

When I was in the department store, someone … a shop assistant.

37. I wonder how she learnt to speak English so well.

**like**

 I … know how she learnt to speak English so well.

38. Although he can’t swim himself, Dan is very keen that his children should learn. **unable**

Despite … himself, Dan is very keen that his children should learn.

39. I am totally convinced that our team will win.

**chance**

In my opinion, there … our team losing.

40. It’s a good thing you wrote the letter or we wouldn’t have known what happened. **you**

We wouldn’t have known what happened … that letter.

**Part 4**

For Questions **41-55**, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a tick (🗸) by the number **on the separate answer sheet**. If a line has a word which should not be there, write the word **on the separate answer sheet**. There are two examples at the beginning (**0** and **00**).

Examples:

|  |  |
| --- | --- |
| 0 | 🗸 |
| 00 | than |

**MEETING A FRIEND**

0. Last year I had a most enjoyable experience when I met somebody I

00. had been writing to for over than seven years. When I was about twelve

41. years old one of the teachers at school asked if anyone had wanted to

42. have an English pen-friend. I had recently begun learning English and

43. as I was finding it being rather difficult I thought this might help me.

44. A few weeks much later the teacher gave me the address of a boy who

45. lived in Leeds. We began to write to each other straight away and

46. usually exchanged the letters about twice a month. We often wrote that

47. we would like to meet but, unfortunately, this was never possible.

48. However, last year I was sent on a two-week course in London by my

49. firm. There was a great deal of my work to do and I did not have much

50. time free but on the second weekend my friend came to see me. I

51. wondered about if we would really like each other when we met.

52. Fortunately, there was absolutely nothing all to worry about; we had been

53. writing for so long time that it was like meeting an old friend. We had

54. a meal together and spent the whole of the day while talking about our

55. shared interests. I hope we will be able to meet ourselves again soon.

**Part 5**

For Questions **56-65**, read the text below. Use the word given in capitals at the end of line to form a word that fits in the space in the same line. There is an example at reginning (**0**).

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

**WEATHER FORECASTING**

Before the (0) *invention* (INVENT) of instruments to measure weather conditions, people relied on their own (56) … (OBSERVE) of the wind and sky as well as the (57) … (BEHAVE) of birds and animals in connection with different types of weather. Many rhymes that have an (58) … (ASSOCIATE) with the weather have popular over the centuries. In the short term, (59) … (SAY) a like ‘red sky in the morning, sailor’s warning’, often proves to be (60) … (SURPRISE) accurate. However it is very (61) … (LIKELY) that next year’s summer can be predicted from this year’s winter. Such predictions can’t be considered (62) … (USE) in precise weather forecasting. (63) … (PROVE) of this can be found in past records.

Nowadays, all aspects of the weather such as hours of (64) … (SUN) and rainfall are observed on a (65) … (DAY) basis by meteorological stations with specialised equipment.

**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 young man talking to his friend about a film.

What Is his opinion of the film?

A. It was too long.

B. The acting was poor.

C. There was too much violence.

(1- …)

2. You hear part of an interview with a man on the radio.

What is the man talking about?

A. shopping

B. gardening

C. painting

(2 - …)

3. You hear a man talking about his job.

Where does he work?

A. in a hotel

B. In a travel agent’s

C. in a shop

(3 - …)

4. You hear Jessica telling a friend about a trip.

Why is she going to Japan?

A. to do some painting

B. to learn Japanese

C. to study Japanese art

1. - …)

5.In a hospital waiting room, you hear this conversation.

What is the man doing?

A. making a complaint

B. expressing approval

C. making a suggestion

(5 - …)

6. You hear some friends talking.

How does the woman feel?

A. worried

B. annoyed

C. disappointed

1. - …)

7.You overhear two people talking in a café.

What is the relationship between them?

A. They belong to the same club.

B. They are students together.

C. They work for the same company.

(7 - …)

8. You hear part of a radio programme on the subject of films.

What is special about the music in John Hunt’s film?

A.It holds your attention.

B. It follows the action.

C. It stays in your memory.

(8 - …)

**Part 2**

You will hear of a nature programme for young people in Britain. For Questions **9 –** **18**, fill in the missing information.

**Nature Notes**

*NATURAL HISTORY MUSEUM*

Best time to visit: (9 - …)

Museum also operates the (10 - …)

Popular attraction there is called the (11 - …)

*‘ROCKWATCH’ PROJECT*

Aim is for youngsters to become (12 - …) rock collectors

Youngsters can attend events called (13 - …)

*SOCIETY FOR THE PROTECTION OF BIRDS*

Name of competition: (14 - …)

Article must be about the (15 - …)

*EDINBURGH ZOO: OPEN DAY*

Begins with (16 - …)

Ends with (17 - …) in a hotel

Price includes (18 - …) to take away

**Part 3**

You will hear five people talking about experiences connected with school. For Questions **19-23**, choose from the list **A-F** what each speaker says about his or her days. Use the letters only once. There is one extra letter which you do not need to use.

|  |  |  |  |
| --- | --- | --- | --- |
| **A** I played a variety of sports**B** I wanted to develop practical skills.**C** I wanted to study harder.**D** I was helped by a particular teacher**E** I had a problem with another pupil**F** I was lazy | Speaker 1 |  | 19 |
| Speaker 2 |  | 20 |
| Speaker 3 |  | 21 |
| Speaker 4 |  | 22 |
| Speaker 5 |  | 23 |

**Part 4**

You will hear part of a radio interview with a famous Australian novelist, Dorothy Shields. For Questions **24-30**, decide which of the statements are TRUE and which are FALSE. Write **T** for True or **F** for False in the boxes provided.

24. She has only written about part of her life. (24 - …)

25. She wants to keep her friends’ secrets. (25 - …)

26. She failed to stop someone else writing her life story. (26 - …)

27. She laughs when people write untrue things about her. (27 - …)

28. She no longer destroys unsatisfactory work. (28 …)

29. Not many people liked her first published novel. (29 - …)

30. She was amazed when the publisher accepted her novel. (30 - …)

**PAPER 5 SPEAKING** (approximately 14 minutes)

You take the Speaking test with another candidate, referred to here as your partner. There are two examiners. One will speak to you and your partner and the other will just be listening. Both examiners will award marks.

**Part 1** (3 minutes)

The examiner asks you and your partner questions about yourselves. You may asked about things like ‘your home town’, ‘your interests’, ‘your career pans’, etc.

**Part 2** (4 minutes)

The examiner gives you two photographs and asks you to talk about them for fcout one minute. The examiner then asks your partner a question about your photographs and your partner responds briefly.

Then the examiner gives your partner two different photographs. Your partner »ks about these photographs for about one minute. This time the examiner asks you a question about your partner’s photographs and you respond briefly.

**Part 3** (3 minutes)

The examiner asks you and your partner to talk together. You may be asked to discuss something, solve a problem or perhaps come to a decision about something. For example, you might be asked to decide the best way to use some rooms in a language school. The examiner gives you a picture to help you but does not join in the conversation.

**Part 4** (4 minutes)

The examiner joins in the conversation. You all talk together in a more general way about what has been said in Part 3. The examiner asks you questions but you and your partner are also expected to develop the conversation.

### Test 2

**PAPER 1 READING** (1 hour 15 minutes)

**Part 1**

You are going to read an information sheet about a model village. Choose the most suitable heading from the list **A-l** for each part (**1-7**) of the information sheet. There is one extra heading which you do not need to use. There is an example at the beginning (**0**).

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

|  |
| --- |
| **A** High quality sets new standards**B** Some important Instructions**C** Preparing the ground**D** A whole village reproduced**E** Choosing the best materials**F** Difficult growing conditions**G** Open to suggestions**H** Typical village features**I** Land nobody wanted |

**WELCOME TO THE MODEL VILLAGE**

(0-I)

When you first enter the Model Village it is hard to tor a few short years ago this was a piece of waste ground flat and completely overgrown with blambles. For years it had been considered a piece of land. The careful planning and hard work one man, supported unfailingly by his wife, turned this piece of ground into the masterpiece you see today.

(1 - …)

Many thousands of tons of soil and clay were moved during the construction of the village to change a flat site into the sculptured landscape you see today, idozers and digging machines helped to be land, it also involved an enormous amount of hard labour. Once shaped, approximately tames of top soil were brought in and laid over it to create the lawns, flower-beds and rockeries.

(2 - …)

In the creation of the Model Village, hundreds of s shrubs were planted. These had to be carefully selected for the area. Only those plants which were able to tolerate the salt-laden atmosphere so close the sea could be used. They also had to stand up to the severe winter gales in this very position. Most of the plants were provided rirden centres but some came from as far away as Canada and New Zealand.

(3 - …)

The whole village was conceived by Colin Sims and the models, over 100, were individually made by him I pmod of nine years from when the village was eeaed, in 1972. The models are constructed from a variety of materials - stone, concrete, specially treated wood and plastics - to withstand all kinds of Initially, Colin had to seek considerable from experts who explained to him how materials would stand up to years of weather. But very soon he became an expert himself.

(4 - …)

You will soon notice that a constant scale has been strictly adhered to and that attention has been paid to even the smallest detail on the models. This has been achieved by patience and the development of unique construction techniques. The Model Village has proved to be a very popular attraction and is noted for its high standard of workmanship and maintenance. The techniques used to construct such true-to-life models have since been used in other model villages around England and have even been included in some courses at colleges where modelling can be studied.

(5 - …)

All model buildings you will see in the village portray traditional British architectural forms and are not based strictly on one particular place or structure. One of the most impressive buildings is the Manor House. This is a typical 13th century stone structure with a brick tower and stone walls. It is based on the style of manor houses commonly found in the West Country. As you walk round the village you will also notice the Castle, St Mary’s Church, a zoo and mini golf course, the latter being the most recent addition to the village.

(6 - …)

We ask you to keep to the paths during your visit and not to touch any of the models; a slip on your part can result in hours of repair work for US. Photography is allowed from the pathways only. Dogs are welcome on a short lead. To further your enjoyment of the Model Village, you will see buttons mounted in front of some of the working models. Press these and you will make the models operate.

(7 - …)

At the end of your visit we would welcome any comments you might have. New models are being planned all the time and any new ideas will help US design a more varied and interesting display. We would also like to know which models, if any, you thought were not up to the standard of the rest of the village. We are continually replacing and updating the models and we need to know which ones require some attention. We hope you enjoy your visit and we look forward to seeing you another day. Don’t forget to tell your friends about it.

***Part 2***

You are going to read a short story. For Questions **8-15**, 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.**

**HAPPY HUNTING GROUND**

We’re ‘animal people’ who enjoy the company of all kinds of creatures. Consider this typical chain of events, leading to total confusion, which began one afternoon. My daughter telephoned me at work with the news that she had found a wonderful pine snake.

‘Can we keep him?’ she cried. I said ‘Yes, but only overnight.’ We had set up a special tank for just such passers-through, overnight being long enough to admire and look them up in our well-used natural history book.

I was late getting home. I hurriedly put a pot on to boil just as screams of ‘Oh, Mother! Help! Do something!’ came from my sons’ bedroom. I leapt to it.

The crisis involved Domino the cat and Bianca the white mouse given to me as a Mother’s Day present. (I’ve heard that some mothers get perfume.) Domino, with mouse feet waving from his jaws, ran round and 60 round the bedroom that was crowded with furniture and children.

Looking for a way out so he could enjoy his catch, Domino had so far avoided the forest of waving arms. I threw myself into the confusion and promptly tripped over something or someone to find myself on the floor.

As I thought about dropping my full weight on Domino when he next came past, my eyes locked on the snake. It had escaped - or, more correctly, was escaping. It was pouring itself up and out and off the table and all over the floor. I crouched like a rabbit at the approach of its bullish head, and long powerful body.

The snake and I were now both being jumped over by cat/mouse/kids in a screaming, leaping, hissing mass - the snake striking at every moment, the dog barking wildly.

The pot boiled over in the kitchen and I raced to shut off the gas, returning to the battle with new strength. This time I successfully captured Domino by the tail, and pulled the small, damp and miraculously uninjured mouse from his growling jaws. Incidentally, the same mouse was caught by the same cat three more times during its lifetime, but eventually died of old age.

Encouraged by my success with the cat, I looked the snake over for weak points. It didn’t have any. In the end, I sat on the floor like a snake-charmer, rocking backwards and forwards, but without a flute. Gradually the snake relaxed enough to drop its head on to its piled-up body, but its eyes still shone with suspicion. I eventually ever-so-slowly eased my hands beneath the piled-up snake and gradually raised myself to a kneeling position then I stood up and walked to tk very end of the garden where I ga1 the snake the choice of living happilj ever after on the garden shed bf pointing it in the direction of a handy tree.

But when I finally gathered enougj courage to release the snake’s head fully expecting it to swing instants around to crush my face in powerful jaws - it slid away from tir tree and up over my shoulders where, like a colourful leathery shawl, it gai every sign of making itser comfortable for the winter.

We stood in the gathering dusk, four young children, Mum and thr snake. DJ, my eldest, broke the heavy silence with a scientific explanatic ‘You know what it is, Mum? You’ nice and fat and warm, and the shed isn’t.’ I had the children gather at the snake’s tail end and gently encourai it to move on. Slowly and unwillingly it did so. Without a backward glance, the snake travelled smoothly up the wall to disappear over the now night- shadowed roof.

As the last tiny bit of tat disappeared from our property, three- year old Clay sighed and said it for all of us: ‘Boy, that was one big snake!’

8. Why did the children start shouting?

A. They were arguing about what to do.

B. The cat had eaten the mouse.

C. The snake had frightened them.

D. They wanted their mother to save the mouse.

9. What does the writer really mean when she says ‘I’ve heard that some mothers get rerfume’ (line 23)?

A. She would not be surprised to receive perfume.

B. She sometimes received perfume.

C. She thinks perfume is a strange present.

D. She would quite like to receive perfume.

12. When did she realise the snake was escaping?

A. when she arrived in the bedroom

B. as she lay on the floor

C. when she tripped over it

D. as she grabbed the cat

11. What does she mean when she says she was ‘encouraged’ by her success with the cat (line 60)?

A. She now had the confidence to deal with the snake.

B. The cat was no longer a threat.

C. The snake no longer seemed so strong.

D. The children were pleased with what she’d done.

12. How did she get the snake out of the house?

A. She frightened it.

B. She sent it to sleep.

C. She chased it away.

D. She carried it.

13. Where did the snake move to instead of the tree?

A. up the garden wall.

B. onto the writer’s shoulders

C. onto the roof of the shed

D. into the garden

14. The snake finally left the garden when the writer

A. used her hands to give it a push.

B. let go of its head.

C. got her children to help.

D. stood up quickly.

15. Why was the story written?

A. to warn

B. to amuse

C. to instruct

D. to advise

**Part 3**

You are going to read a newspaper article about dolphins. Eight sentences have been removed from the article. Choose from the sentences **A-l** the one which fits each gap (**16-22**). There is one extra sentence which you do not need to use. There is an example at the beginning (**0**).

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

***Behind the dolphin's smile***

**People love dolphins. We rush to look at them in seaside marinas, films and TV programmes. Yet according to the Whale and Dolphin Conservation Society their plight is desperate. Mark Simmonds reports on the decline of the species**.

Dolphins hold a special place in our affections. They are among the most intelligent animals we know, they are sensitive to human emotions, and they allow US to dream of wonderful freedom out in the wild seas.

(0 – I) First there was Flipper, and now there's Darwin, the star of Seaquest. However, these happy portrayals hide the reality of life for dolphins in the polluted and overfished seas of the late twentieth century.

The population of North Sea harbour porpoises (one kind of dolphin) is estimated to have been reduced by up to 89,000. You may expect such popular animals to be protected by law and taken care of in special marine reserves. (16 - …)

Forty different kinds of dolphins are recognised worldwide. In the waters of northern Europe, the greatest number of dolphins are the striped, the common, the bottlenose dolphins, and the smaller harbour porpoise. (17 - …) They are normally seen only in small groups, flashing quickly past ships, and we know very little about them.

(18 - …) Bottlenoses are particularly social and used to be found on the Channel coast and in river mouths in Britain, including the Thames- Resident populations can nowadays be found only in the Moray Firth in Scotland and Cardigan Bay in Wales, and the skin injuries found on the few that still remain indicate that they are suffering from stress.

The complicated habits of the dolphins make it difficult to decide on the exact reasons for this reduction in numbers. The overfishing which is dramatically reducing the world's fish stocks and is threatening to destroy local fishing industries, also threatens porpoises and dolphins. This is because porpoises have to find their food run a limited time. (19 - …)

They are also in danger of getting caught in fishermen’s nets which are thought to be invisible to them. In many modem fishing methods, huge nets are left to float or are pulled at great speed through the sea. (20 - …) Marks, ropes and cuts on their bodies show that the main cause of death was the fact that they had been caught by such nets.

(21 - …) One example is what happens with pesticides: these poisons are soluble in fat, which means that the dolphins can digest them and they can build up in their bodies. The females then produce milk that is rich in pesticides, thus passing the poison in a concentrated fashion on to their young. There is already one recorded case of a young dolphin being poisoned and killed by its mother's milk.

But perhaps the most controversial threat to dolphins is the one posed by human disturbance. (22 - …) In the sea, noise pollution – from ships, oil wells and so on - is transmitted four times more efficiently than in the aữ. This may disturb the dolphins in ways that we do not yet understand.

|  |
| --- |
| **A** Dolphins live in groups and receive information about much of their world through sound.**B**. If fish in one area are removed by fishing, they not survive long enough to find food elsewhere.**C**. In recent years, hundreds of dead dolphins save been washed up on the beaches of France and Cornwall.**D**. Special dolphin shows have therefore always been extremely popular. **E**. Waste and other substances found in the sea can be stored in the bodies of dolphins.**F**. This is not the case, however, and the lack of plans to look after them may become one of the biggest wildlife disasters of our times.**G**. The large grey bottlenoses and harbour porpoises, on the other hand, were once a common sight near to European coasts.**H**. The first two generally live far out in the open sea.**I**.This love affair has been encouraged by TV. |

**Part 4**

You are going to read a magazine article about careers advice. For Questions **23-35**, choose from the people (**A-D**). The people may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (**0**).

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

**Which of the people suggest the following?**

|  |
| --- |
| **A** THE WRITER**B** DONNA LANEY**C** JULIET GREENE**D** AMANDA MARGETTS |

I wasn’t keen on what was suggested. (0 – d)

I couldn’t see how the tests could provide the necessary information. (23 - …)

I have a different attitude since making some changes. (24 - …)

I discovered a skill I didn’t know I had. (25 - …)

Careers advice proved me right about my choice of job. (26 - …)

I would have made my career change without advice. (27 - …)

I could have got the same advice from people I already know. (28 - …)

I found my performance in some tests a bit disappointing. (29 - …)

Circumstances gave me the chance to reconsider my career choice. (30 - …)

I have recommended a particular careers service to others. (31 - …)

I heard things I was already aware of. (32 - …)

I’m about to make a major change. (33 - …)

I felt under pressure in the tests. (34 - …)

One of the techniques helped me a lot. (35 - …)

**Careers Advice**

*You’re not happy in your job at the moment, but you don’t know how to change?*

***Kitty Doherty*** *gives some good advice*

The answer for more and more people who want to change their job is to turn to a careers ~r. You will be asked to write a brief of yourself and then sit through a number of tests known as 'psychometrics'. A of the findings is then given and careers are suggested, as well as the le retraining needed.

I decided to try out Career Analysts, one of the large organisations giving career advice. Taking the careers test was like being back in science exams. I was with a group of ten people and we were answering ons against the clock. I had to er that it wasn't about passing or Ig. It was hard to see how the biometrics would give an accurate picture e. They involved things like picking out kes in lists of names and numbers and matching up similar shapes in a set.

I then had a long chat with an adviser and this, plus the results of the test, he 'need a report giving his observations recommendations. I agreed with most of adviser's conclusions, though I was a dismayed to find out that I had done badly in the scientific, technical and practical tests. I am sure that a lot of sick people are glad that I never became a nurse. It was reassuring, though, to be told that I had made the correct decisions as far as journalism was concerned.

Rethinking your career needn't involve a massive change of direction. Last March, after working as a marketing manager with a large insurance company for five years, **Donna Laney**, 25, lost her job. Her friends suggested she go to Career Analysts for help. 'Losing my job was the perfect opportunity for me to take a step back and look at my career to date. I wanted to re-examine the skills and interests I have/ says Donna. Some of the results were surprising. T hadn't realised that I had such a gift for design. But in the end I had to balance the cost of retraining in design against my financial commitments,' she says. Other suggestions were put forward, such as taking a year off and working in the Far East.

I decided to use the skills I already had and movẹ into something more suited to me than insurance. I am now working as a Public Relations officer. I am sure I would have got to this point without Career Analysts but they helped me realise, objectively and independently, what I definitely wanted to do. I have sent half a dozen friends there, who are all happy with the service’.

There are those who feel that they definitely would not have got to that point without help. A visit to Career Counselling Services led 26-year-old Juliet Greene to make some life-changing decisions. 'After working for a major bank for six years, I decided my job was dull and I needed a new challenge. I had no idea what I wanted to do so I went to Career Counselling Services with a completely open mind. I took the tests, which showed I was interested in sciences/ she says. T had four sessions with an adviser. The third session was taped, which I found very useful, as you forget many of the things you say. After the fourth meeting, having listened carefully to what the results of the tests were telling me, I made the decision that I wanted to do geology and I plan to start a degree course in it later this year. I think the advice given by Career Counse Services was well worth the fee. I'm a happier now and far more positive.’

However, careers advice doesn't work everyone. **Amanda Margetts**, a 24-year sales representative, says: ‘I had reached stage in my career where I didn't know w] to go. I thought a careers adviser mi suggest somethmg I had never thought of. Although I was given a host of new ideas, I rejected them as they either required a substantial drop in salary or considerable retraining. I wasn't told anything about myself that I didn't know/ she says. 'You have to provide the adviser with an enormous amount of personal information and I just felt that if I had told a friend the same thing, they would have given me similar advice.'

**PAPER 2 WRITING** (1 hour 30 minutes)

**Part 1**

You **must** answer this question.

1. You help to organise social events at an international student college. Read the note from you colleague, Tony, and the extract from the college regulations. Then write to the r-ncipal of the college asking permission to have a party and giving her some information icout the organisation of the party.

|  |
| --- |
| *Could you write tc Ms Hendersen - she's new the Principal cf the ccllege - and ask permission for us to have a party at the end of term? Remember there were seme ccmplaints frem the neighbours and the college cleaners after the last party, so you will have to persuade her there won't be any problems this time! These are the decisions we have made so far:**Date – 31 March**Time – 8 pm – 11.30 pm**Place – College canteen**Music – Disco**Food and drink – Amanda**Decorations – Noriko**Thanks,**Tony*  |

|  |
| --- |
| **COLLEGE REGULATIONS** **Parties**Parties may be held in the College provided that:- an application is made, in writing, giving **full details** to the Principal of the college at least 14 days before the suggested date of the party- there is no noise after midnight- all rooms used for the party are left clean and tidy. |

Write a **letter** of between **120** and **180** words in an appropriate style on the next page. Do not write any addresses.

**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 on the next page, putting the question number in the box.

**2**. A close relative of yours got married last weekend. Your cousin, who lives abroad, was not e to come to the wedding. Write a letter to your cousin, describing the wedding, describe the whole day **and** include some details about the people who came to the wedding celebrations. Do not write any addresses.

Write your **letter**.

**3**. You have decided to enter a short story competition. The competition rules say that the story must begin with the following words:

*I will never forget hoy -first day at…*

Write your **story** for the competition.

**4**. Your college magazine has invited you to suggest helpful ways of remembering new vocabulary in English. Write an article for the magazine, giving your suggestions.

Write your **article**.

**5. Background reading texts**

Answer **one** of the following two questions based on your reading of **one** of these five set books:

*A Passage to India* -EM Forster

*Pygmalion* - G. B. Shaw

*Rebecca* - Daphne du Maurier

*Brave New World* - Aldous Huxley

*Crime Never Pays* - Oxford Bookworm Collection

Your answer should contain enough detail to make it clear to someone who may not have 'Bad the book. Write the letter (**a**) or (**b**) as well as the number **5** in the question box, and title of the book next to the box.

**Either**

(**a**) A new edition of the book is being prepared. Imagine that you can ask an artist to draw **two** pictures to illustrate the cover. Describe the pictures which you would ask the artist to draw and explain why you chose them.

**Or** (**b**) In your opinion, which character changes most in the book or one of the short stories?

**PAPER 3 USE OF ENGLISH** (1 hour 15 minutes)

**Part 1**

For Questions **1-15**, read the text below and decide which answer **A**, **B**, **c** or **D** best iacti space. There is an example at the beginning (**0**).

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

**ZOOS**

Many people remember being (0) … to the zoo as a child. They remember especially the excitement of (1) … seeing animals for the first (2) … when, before they had only read about them in books or seen them on television. However, there is (3) … discussion today about the future of zoos and what their role should be.

Supporters of zoos claim that they have an educational (4) … and represent a good away for people of (5) … ages to learn more about the natural world. Also, zoos provide (6) … for important research and frequently (7) … scientists to help save those animals which are becoming (8) … rare in the wild.

Opponents, however, criticise zoos for a number of reasons. Firstly, they say that it is (9) … to keep animals in cages. Even in the best zoos, animals may (10) … because the places in which they have to live are both restricted and (11) … This can cause them to (12) … stress and can affect their health. Secondly, they believe that money would be (13) … spent on protecting animals their (14) … environment. Finally, opponents (15) … out that most people nowadays can see well-made nature documentaries on television and Í is a much more valuable experience than going to a zoo.

1. A. actually

B. genuinely

C. positively

D. truly

2. A. moment

B. event

C. occasion

D. time

3. A. deep

B. considerable

C. large

D. Important

4. A. activity

B. function

C. situation

D. occupation

5. A. several

B. both

C. all

D. every

6. A. ways

B. reasons

C. methods

D. opportunities

7. A. make

B. arrange

C. allow

D. let

8. A. completely

B. increasingly

C. totally

D. greatly

9. A. violent

B. severe

C. heavy

D. cruel

10. A. suffer

B. injure

C. fail

D. hurt

11. A. designed

B. manutactured

C. artificial

D. false

12. A. experience

B. have

C. create

D. bear

13. A. further

B. rather

C. better

D. more

14. A. standard

B. daily

C. typical

D. natural

15. A. pick

B. point

C. show

D. speak

**Part 2**

For Questions **16-30**, read the text below and think of the word which best fits each

Space. Use only **one** word in each space. There is an example at the beginning (**0**).

Write answers **on the separate answer sheet**.

**COFFEE**

Coffee made from the beans that grow in the fruits of the coffee plant. There two beans in each fruit and harvesting is done (0) … hand.

The word ‘coffee’ derives from the Arabic ‘qahwah’, a word (16) … was originally used for wine, but which came to mean coffee. Coffee beans (17) … to be chewed before it was discovered that they (18) … be boiled with water (19) … make a drink.

Coffee drinking began in Arab countries in the 14th century and did not (20) … common in Europe (21) … the 17th century. At (22) … coffee was sold by chemists, but it (23) … little impact until the first coffee shop opened and instructions about (24) to roast and grind the coffee were publishes.

In London, the first coffee houses - places (25) … people met, drank coffee and talked - opened in 1652. In 1657 the King tried to close them (26) … they were reported to disturb ‘the peace and quiet of the nation’. They did indeed have a great influence (27) … political and commercial life. Several modern banks and other financial institutions have (28) … origins in these coffee houses.

By the end of the 19th century, demand (29) … coffee had grown and there

Were a great many plantations in tropical Africa. Today, (30) … world’s largest producers are Brazil, Colombia and the Ivory Coast.

**Part 3**

For Questions **31-40**, 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** My brother is too young to drive a car.

**not**

My brother … drive a car.

The gap can be filled by the words ‘is not old enough to’ so you write:

|  |  |
| --- | --- |
| 0 | *Is not old enough to* |

Write **only the missing words** on the separate answer sheet.

31 Luisa was the only one who didn’t enjoy the film.

**apart**

Everybody … Luisa.

32. They’re going to demolish that old power station.

**pulled**

That old power station … down.

33. My sister began to learn Russian five years ago.

**learning**

My sister … five years.

34. ‘Do not answer the phone, Rebecca!’ said Mrs Miniver.

**not**

Mrs Miniver … answer the phone.

35. The trip to Chicago was cheaper than I had expected.

**as**

The trip to Chicago … I had expected.

36. My watch was so badly damaged that it wasn’t worth keeping.

**Point**

My watch was so badly damaged that … keeping it.

37. I expect you were exhausted after your long journey.

**been**

You … exhausted after your long journey.

38. It was unfair that the gymnast was given such low marks.

**Deserve**

The gymnast … given such low marks.

39. this bottle is completely empty.

**left**

These’s … bottle.

40. My uncle did not learn to drive until he was forty.

**when**

My uncle … to drive.

**Part 4**

For Questions **41-55**, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a tick (**🗸**) by the number **on a separate answer sheet**. If a line has a word which should not be there, write the word **on the separate answer sheet**. There are two examples at the beginning (**0** and **00**).

Example:

|  |  |
| --- | --- |
| 0 | one |
| 00 | 🗸 |

**SPORTS FANS**

0. For some people, sport is the most important one thing in their lives. In

00. a great many countries all over the world, football, for example, is

41. followed with enormous passion by millions of people. For such as fans,

42. football is much more than just a game - it has a big effect on their

43. emotions. If the team that they support it wins, they are extremely happy

44. but if it should lose, they can become extremely depressed, angry and

45. even go aggressive. They regard the players in their team as heroes if they

46. play well but they quickly change their opinion if they start to play so badly.

47. In some places they celebrate all the night if their team wins an important

48. game and some fans even they give their children the names of their

49. favourite players. The fortunes of a team can affect to the mood of a whole

50. town or country - If it has won a big competition, production In

51. factories can increase because of the workers are happy. Some people find

52. this attitude to sport ridiculous. They cannot understand that why it is

53. possible for adults to get so much excited about a group of people kicking a

54. ball around a field. They think that these kind fans are childish and as far as

55. they are concerned, fans who like that take sport far too seriously.

**Part 5**

For Questions **56-65**, read the text below. Use the word given in capitals at the end of re to form a word that fits in the space in the same line. There is an example at the beginning (**0**). Write your answers **on the separate answer sheet.**

**EXCHANGE VISITS**

The most (0) *effective* (effect) way of learning a language is by living in the concerned, but parents should think (56) … (care) before they send children abroad. Although some (57) … (organise) arrange visits for children as young as ten, the (58) … (major) of them won’t be ready to stay away from home and deal with (59) … (culture) differences until they are in their teens. Even then they will need a basic (60) … (know) of the language and some experience of foreign travel before they go.

Exchange visits are a good way for (61) … (teens) to improve their language skills. It is a good idea for them to exchange (62) … (correspond) before the visits. Host families should not feel any (63) … (oblige) to provide an extensive programme of (64) … (entertain) It is more important to make the guest feel welcome.

Travel can (65) … (broad) the mind, and exchange visits give young people experience of a different way of life as well as a different language.

**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 two people discussing a play.

Who is going to see it?

A. the man

B. both of them

C. neither of them

(1 - …)

2. You will hear an announcement about a television programme.

What is the programme about?

A. Indian religion

B. Indian cooking

C. Indian history

(2 - …)

3. Listen to this man speaking.

Who is he?

A. a traffic policeman

B. a taxi driver

C. a tour guide

(3 - …)

4. In a hotel, the receptionist is giving a guest his bill.

What is the problem?

A. The man has made a mistake.

B. It is someone else’s bill.

C. There is a mistake in the bill.

(4 - …)

5. You hear someone talking on a public phone.

Who is he talking to?

A. a friend

B. a repair man

C. a taxi company

(5 - …)

6. In a museum café you overhear two people talking.

What did the woman feel about the exhibition?

A. She was impressed.

B. She was disappointed.

c. She was bored.

1. - …)

7.You hear a woman telephoning a furniture store.

What does she want the store to do?

A. cefiver her table on Tuesday

B. leave the table at her neighbour’s house

C. confirm the delivery time

(7 - …)

8. You hear two people in a travel agent’s arguing about a trip.

What do they disagree about?

A.whether to go or not

B. how much it will cost

C. when to go

(8 - …)

**Part 2**

You will hear part of a local radio programme, in which the presenters give the answers to a quiz. For Questions **9-18**, fill in the answers to the quiz.

***Local History Quif***

Alexander Byfleet was (9 - …)

The Buy Easy Supermarket is where (10 - …)

Jimmy Milburn was (11 - …)

The boot factory in Dean Road is now (12 - …)

A hundred years ago, the town’s main industry was (13 - …)

The oldest building in the town is (14 - …)

The novel by Anthony Diprose that was set in the town is called (15 - …)

In 1976 there was (16 - …) in Wood Lane

The building that opened in 1985 is (17 - …)

This year (18 - …) is one hundred years old.

**Part 3**

You will hear five people talking on the radio about their jobs. For Questions **19-23,** choose from the list **A-F** how each got his or her job originally. Use the letters only once. There is one extra letter which you do not need to use.

|  |  |  |  |
| --- | --- | --- | --- |
| A The person hadn’t planned to change jobsB No one else came to the interviewC Someone else refused the jobD This person refused the job frstE This person needed help to get to the interviewF This person got the job because of a mistake | Speaker 1 |  | 19 |
| Speaker 2 |  | 20 |
| Speaker 3 |  | 21 |
| Speaker 4 |  | 22 |
| Speaker 5 |  | 23 |

**Part 4**

You will hear a young actress being interviewed on the radio. Answer Questions **24-30**, by writing T for **TRUE** or **F** for **FALSE** in the boxes provided.

24. Beatrice wanted to play the piano when she was young. (24 - …)

25. She wanted to train as a circus performer when she was seven. (25 - …)

26. She performed in front of large audiences at an early age. (26 - …)

27. Elizabeth was a school friend. (27 - …)

28. Beatrice appreciated Elizabeth’s opinion of her acting. (28 - …)

29. Beatrice has a good memory. (29 - …)

30. She goes to dance classes to improve her dancing. (30 - …)

**PAPER 5 SPEAKING** (approximately 14 minutes)

You take the Speaking test with another candidate, referred to here as your partner. There are two examiners. One will speak to you and your partner and Tther will just be listening. Both examiners will award marks.

**Part 1** (3 minutes)

The examiner asks you and your partner questions about yourselves. You may be asked about things like ‘your home town’, ‘your interests’, ‘your career jars’, etc.

**Part 2** (4 minutes)

The examiner gives you two photographs and asks you to talk about them for about one minute. The examiner then asks your partner a question about your photographs and your partner responds briefly.

Then the examiner gives your partner two different photographs. Your partner talks about these photographs for about one minute. This time the examiner asks you a question about your partner’s photographs and you respond briefly.

**Part 3** (3 minutes)

The examiner asks you and your partner to talk together. You may be asked to discuss something, solve a problem or perhaps come to a decision about m -ething. For example, you might be asked to decide the best way to use

some rooms in a language school. The examiner gives you a picture to help you but does not join in the conversation.

**Part 4** (4 minutes)

The examiner joins In the conversation. You all talk together in a more general way about what has been said in Part 3. The examiner asks you questions but you and your partner are also expected to develop the conversation.

### Test 3

**PAPER 1 READING** (1 hour 15 minutes)

**Part 1**

You are going to read an article about ice skating. Choose the most suitable heading from the list **A-l** for each part (**1-7**) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (**0**).

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

|  |
| --- |
| A Preparing yourself B The benefits of the sportC When things go wrongD Different skating techniques E A change in approach F The right attitude G Moving offH Holding your body correctlyI How it all started |

**ICE SKATING**

(0-I)

Ice skating has a history of thousands of years, Archaeologists have discovered skates made from animal bone. It seems that bone skates were used ntroduction of iron into Scandinavia about 200 AD. Among the Scandinavian upper skating was seen as an essential skill.

(1 - …)

In the early twentieth century, skating was stylish and reserved, but at the 1924 Winter Olympics, 11 – year – old Sonja Henie introduced a more athletic which inspired a new wave of popularity, ys art and athletics are combined and skating is both graceful and physically demanding.

(2 - …)

For the beginner, balance and control are all important and speed can only increase with proficiency. The position of your body plays a great part in balance. Legs slightly bowed and the knees bent keep the body weight centred; in effect the body leans slightly forward in this position. For probably more than any other sport or relaxation, relaxation is vital.

(3 - …)

For the starting position, the heels should almost be touching and the feet should be turned outwards. While pushing forward with the back foot, you make a very small movement with the other foot. Fairly easy, isn’t it? If you can keep this up for a while, you can then slowly increase the length of your movements as you gain experience.

(4 - …)

Knowing how to fall must be learnt among the skater’s first skills. Even the best of the professionals fall. In order to fall without injury, you should be as relaxed as possible. In this way the shock of hitting the ice is lessened. To get up, use your hands to get into a kneeling position, then stand.

(5 - …)

Once you have learnt to move on the ice with confidence, there are various styles to be practised - figure skating, free style, distance, speed, skating in pairs, and so on - but the basis of them all, and by far the best approach, is first to learn figure skating and then elementary freestyle. With proper guidance available at most of the ice rinks throughout the country, the basic figures can soon be learnt and the turns, jumps and spins of elementary free style will soon follow.

(6 - …)

If you look at any good or professional skater, you will see how relaxed they are and how easily they move. To achieve this an exercise programme should be regularly practised. It can be dangerous to skate with a stiff body and warm-up exercises should at least include those for the legs, back and shoulders, with special emphasis on the ankles and the knees. After a long or intense session, the same exercises should be used afterwards to avoid stiffness.

(7 - …)

Skating improves balance, co-ordination, relaxation and movement. It improves heart and lung activity and generally strengthens the body. Combined with swimming or jogging, it provides a great programme for all-round health and fitness.

**Part 2**

You are going to read a newspaper article about a triathlete. The triathlon is a sport consisting of running, swimming and cycling. For Questions **8-15**, 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**.

**Why would a schoolgirl want to swim 1500m, cycle 40km and then run 10km? Because ‘it’s fun'**

**Teenager with a taste for endurance**

|  |
| --- |
| WANTED: Sports-mad training partner for triathlete, preferably female. Chance to work with potential Olympic champion. Should be extremely keen on distance running (regular 15km sessions), distance swimming (addiction to winter training in cold rivers useful) and distance cycling (love of 100km an advantage). Ability to do all three without a rest essential. |

The triathlon promises to be one of the most popular Olympic sports. Recently it has drawn huge crowds fascinated (and horrified) by athletes swimming 1500m, cycling 40km, then running 10km without stopping. Great for those watching, maybe, but what makes the triathletes want to punish their bodies so much? And what makes an attractive 17- year-old, with excellent academic results, give up everything for the doubtful pleasures it offers?

Melanie Sears has not yet learnt those often- repeated phrases about personal satisfaction, mental challenge and higher targets that most athletes automatically use when asked similar questions. ‘You swim for 1500m, then run out of the water and jump bn your bike, still wet. Of course, then you freeze. When the 40km cycle ride is over, you have to run 10km, which is a long way when you’re feeling exhausted. But it’s great fun, and all worth it in the end,’ she says.

Melanie entered her first triathlon at 14. T won the junior section - but then I was the only junior taking part. It seemed so easy that I was waving at my team-mates as I went round.’ Full of confidence, she entered the National Championships, and although she had the second fastest swim and the fastest run, she came nowhere. T was following this man and suddenly we came to the then that we had gone wrong. I ended up cycling kilometres too far. I cried all the way through I running.’

But she did not give up and is determined that she never will. ‘Sometimes I wish I could stop, because then the pain would be tempted to do it again’. Such doggedness drawl admiration from Steve Trew, the sport’s director of coaching. ‘I’ve just been testing her fitness,’ he says, ‘and she worked so hard on the running machine that it finally threw her off and into a wall. She given it everything, but whereas most people off when they realise they can’t go any further, just kept on.’

Melanie was top junior in this year’s European Triathlon Championships, finishing 13th. I was almost as good as the top three in swimming and running, but much slower at cycling. That’s why I’m working very hard at it.’ She is trying to talk her long-suffering parents, who will carry the £1,300 cost of her trip to New Zealand for this yean World Championships, into buying a £2,000 bike (‘It’s a special deal, with £1,000 off) so she can try national 25 km and 100km races later this year.

But there is another price to pay. Her punishing training sessions have made her a bit of a recluse. I don’t have a social life,’ she says. ‘I’m not a pam animal anyway. After two hours’ hard swimming ca Friday nights. I just want to go to sleep. But phone and write to the other girls in the team. What does she talk about? Boys? Clothes? ‘No, what sort of times they are achieving.’

Where will all this single-mindedness end? Melanie has tried other events. She has had a go at the triathlon ‘sprint’, for example, where you only have to swim 750m, cycle 20km and run 5km. She wants to enter even tougher events than the triathlon. ‘The big trouble is, I have no one of raj age to train with,’ she says. Funny, that.

8. What is the purpose of the ‘advertisement’ in the first paragraph?

A. to encourage people to take up the triathlon

B. to explain why the triathlon is becoming more popular

C. to describe how difficult the triathlon is

D. to criticise people who do the triathlon

9. How does Melanie differ from other athletes, according to the writer?

A. Her personality is not like theirs.

B. Her aims are different from theirs.

C. She worries less than they do.

D. She expresses herself differently.

10. What upset Melanie during the National Championships?

A. She was tricked by another competitor.

B. She realised she couldn’t cycle as fast as she thought.

C. She felt that she had let her team-mates down.

D. She made a mistake during part of the race.

11. What is meant by Melanie’s ‘doggedness’ in line 35?

A. She continues despite all difficulties.

B. She feels less pain than most people.

C. She knows her own limits.

D. She likes to please her coach.

12. What is Melanie trying to persuade her parents to do?

A. let her compete in longer races

B. buy a special bike for her

C. pay for her to go to New Zealand

D. give her half the cost of a bike

13. What does Melanie say about her relationships with her team-mates?

A. She only discusses the triathlon with them.

B. She would like to see them more often.

C. She dislikes discussing boys or clothes with them.

D. She thinks they find her way of life strange.

14. What does the writer mean by the phrase ‘Funny, that’ at the end of the article?

A. It is strange that more young people do not take up the triathlon.

B. It is clear that Melanie enjoys training for tough events.

C. It is amusing to hear people’s reactions to the triathlon.

D. It is understandable that Melanie does not have a training partner of her own age.

15. What is the writer’s attitude to Melanie?

A. He is worried that her social life is interfering with her sport.

B. He believes that success has come to her too young.

C. He thinks that she is an extraordinary teenager.

D. He envies her enormous determination to succeed.

**Part 3**

You are going to read a travel article about Malaysia. Seven paragraphs have been removed from the article. Choose from the paragraphs **A-H** the one which fits each gap (**16-21**). There is one extra paragraph which you do not need to use. There is an example at the beginning (**0**).

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

**Visit to Malaysia**

**Paul Forster goes to a kite-flying festival, and spends a nervous night in the forest**

Adnan All smiled broadly as I presented him with his tom kite. ‘You have to keep it’ he said, ‘it’s traditional - if the line breaks, finders are keepers ... and anyway, I’ve plenty more.’ He indicated a pile of intricately decorated kites at his feet. All were precisely 120cm wide and long, and made of tissue paper and split bamboo.

(0 – H)

In the centre of the beach stood 10 platforms, where helpers held up the kites, and a row of tense competitors holding the lines of their kites waited for the countdown. On the blast of the whistle, the crowd roared and the ki rose into the air like rockets.

(16 - …)

‘Flying kites isn’t so difficult,’ said Adnan, ‘ but making them takes real skill. Visit me at home and I’ll show you how it’s done.’ The invitation was one of five I’d received that da and I decided to accept.

(17 - …)

Instead I explored the southern half of state, pointing my car inland on the road to Kuala Lumpur, into granite mountains dripping with luxuriant rainforest. I took a wrong turning and the smooth road end suddenly at a river.

(18 - …)

Before setting off, it would have been useful know that nearly all of this distance w uphill, steep and slippery. When I got to f track, however, I found a chap waiting with flask of tea.

(19 - …)

Night was totally black, full of different cunds. A waterfall roared nearby and to isands of living things moved and squeaked. In the morning there was a tremendous view over five ranges of green mountains. In the afternoon it rained

(20 - …)

Other thoughts included the possiblity of my car being swept away (it sometimes happens) and the likelihood of drowing if I opened my mouth. Fortunately the car was still there, covered in mud, at the bottom of the track.

(21 - …)

But in the asking there was nothing but friendliness. Kelantan might be best known for its kites but I remember it more for its human kindness.

|  |
| --- |
| **A** First wind, then lightning lashed the treetops. Seconds later I was wet through. Sliding downhill, I wondered how the scores of giant butterflies avoided the enormous drops.**B** A needle-shaped boat was waiting to ferry redestrians across. Near it, a small sign caught my eye. It pointed up a footpath into the forest and read: ‘Jelawang Jungle 3 km’**C** No one is a stranger for long here. Back in Kota Bahru, Kelantan’s capital, everyone lied questions at me: ‘Where are you from?’ ‘How old are you?’**D** Then he led off down the sandy track, pointing to the trees on either side: guava, rapaya, two types of mango, banana and a green fruit containing cashew nuts. ‘With hsh from the sea and rice, we have everything here,’ he said.**E** Back in his house I drank cold milky tea and ate fish crackers in a large polished room. As dusk fell, he told me to come again the next day to start rebuilding his kite but my plans didn’t allow it.**F** This was Baha, who looked after a tented kitchen and a dozen or so bamboo huts. I decided to stay there, determined not to think twice about insects crawling under my thin foam mattress.**G** More than 500 men and boys had registered for the competition, which runs for five days every year. Each had entered four different designs which were to be judged on decoration, stability in the air and flying efficiency.**H** We sat down next to them in the shade of the whispering coniferous trees that are behind the Beach of the Seven Lagoons in the state of Kelantan, and looked out over Malaysia’s biggest and most serious kite festival. |

**Part 4**

You are going to read a magazine article in which people are interviewed about shopping. For Questions **22-35**, choose from the people (**A—I**). The people may be chosen more than once. When more than one answer is required, these may be given in any order. There is an example at the beginning (**0**).

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

**Which of the people A-l**

lets another person take care of some of the shopping? (0 – B)

compares prices before buying things? (22 - …)

finds it impossible to resist buying things? (23 - …)

sometimes doesn’t admit how much she has spent? (24 - …)

prefers spending her time on activities other than shopping? (25 - …)

feels unhappy when she cannot afford to go shopping? (26 - …)

does not need to buy clothes very often? (27 - …)

prefers going to the shops at quiet times? (28 - …)

is critical of the way shops are run? (29 - …)

accepts that her way of shopping is risky? (30 - …) (31 - …)

goes shopping when she is unhappy? (32 - …)

sometimes buys things she had not planned to buy? (33 - …)

enjoys shopping with other people? (34 - …) (35 - …)

**What sort of shopper are you?**

**Love it or hate it, we all go shopping. But there are different types of shopper.**

**Do you know which kind you are? Abby Edwards asked around . . .**

1. **Melanie, 22, dancer**

I’m an addict - I can’t spend enough money! I have the cash I’m out there and then I get miserable. I definitely have difficulty walking past sale signs. My boyfriend’s exactly same, so we often drag each other around '.ops. We’re an addicted couple!

1. **Brenda, 40, office manager**

I’m a reluctant shopper. My husband does of the food shopping because he does the g and knows what he likes. I don’t much time shopping for clothes ... I do my 6-year-old son and 14-year-old ter out to get clothes, but I don’t enjoy either, as we all have different tastes. I spend money on myself regularly, so I do splash out I tend to feel guilty and tell my husband how much I’ve spent - ys knock the price down a bit! The real always sounds so shocking.

1. **Juliet, 28, personnel manager**

I only shop for essentials - I hate shopping and only go when I really have to. When I do, what I want and I won’t settle for ng else. I find shopping tiring and there’s always something I’d rather be doing.

1. **Anita, 35, TV producer**

I like a good look round every now and then but I tend to know what I want, and where to find it. I don't waste time and I get in and out as quickly as I can. I do have hidden mistakes at the back of my wardrobe though so maybe I’m a careful shopper who sometimes gets particular purchases wrong!

1. **Lizzie, 41, secretary**

I don’t enjoy shopping in the least. I really dislike shopping for clothes as I can never find what I want, or anyone to help me look for it. The shops are too noisy, everything is disordered and I find it an absolute nightmare. Fortunately, I rarely have to shop for clothes as most of my clothes are given to me. As for food shopping, I go to the local supermarket once a week and get it over and done with quickly!

1. **Lisa, 22, actress**

I’m probably a happy shopper. Sometimes I’ll go out for a look around the shops with my girlfriends - and we’ll often end up spending. I don’t usually go out with a certain item in mind, but if something catches my eye I’ll buy it.

1. **Suki, 26, art gallery assistant**

I’m a careful shopper - I like going, but I don’t really buy very much. I usually know what I want and I seldom go crazy. I do sometimes shop to cheer myself up - but I usually end up feeling much worse because I’ve spent too much!

1. **Ann-Marie, 29, nursery worker**

I love shopping - but only on certain days and never on a Saturday, as it’s far too busy. I’d say I’m a careful shopper ... I always set off with a fair idea of what I want, and I never snap things up immediately. I have to look in other shops, in case I can find a better bargain -I take ages!

1. **Linda, 32, restaurant manager**

I’m an unwilling shopper - maybe because I work in the city centre, the shops have los their attraction for me. When I have to, I’ll drag myself out - but I don’t bother to try things on, it’s far too much trouble. Clothes I buy don’t always fit, but I don’t mind too much and I’d rather make a few mistakes than have to go into shops and make a lot of effort!

**PAPER 2 WRITING** (1 hour 30 minuters)

You **must** answer this question.

1. You racently entered a competition for learners of Engkish. You have just received this letter from the organisers of the competition, on which you have written some notes.

|  |
| --- |
| Congratulations! We are very pleased to inform you that you havewon first prize in our competition: a FREE week for yourself and a friends in Los Angeles or New York.This includes:* Free return flights (someone to meet us at the airprt?)
* Accommodation for you both in a 3-star central hotel (which hotel?)
* Three meals a day
* Spending allowance (???)
* A guide (if you want) (yes, please?)

We now need to know which city you would both like to got to, your preferred travel dates, and any special arrangements (Yes!) you would like us to make for you.We look forward to hearing from you and we will then send you the tickets.Yours sincerely*Caroline Riley*Competition Organiser |

Read the letter carefully. Then write a reply giving the information requested and also covering the notes you have written on the letter.

Write a **letter** of between **120** and **180** words in an apprepriate style on the next page. Do not wite any addresses.

**Part 2**

Write an answer to **one** of the Questions **2-5** in this part. Write your answer in **120**-**180** in an appropriate style on the next page. Put the question number in the box.

2. your English pen-friend wants to start learning your language and has written to you for advice and information. Write a letter to your pen-friend, giving advice about how to learn your language and telling him or her what you think the main difficulties will be. Do not write any addresses.

Write your **letter.**

3. Your teacher has asked you to write a story for the school’s English language magazine. It must begin with the following words:

I wanted to do my best; I didn’t want to lose. Now, finally, it was time to play.

Write your **story**.

4. You have a part-time job in a bookshop. The manager wants to make the shop more icpular with young people and has asked you to write a report making some -recommendations.

Write a **report** for your manager.

5. Answer one of the following two questions based on your reading of one of these set books.

*Great Expectations* - Charles Dickens

*Brave New World* - Aldous Huxley

*Rebecca* - Daphne du Maurier

*Pygmalion* - G. B. Shaw

*Crime Never Pays* - Oxford Bookworm Collection

Your answer should contain enough detail to make it clear to someone who may not have rad the book. Write (**a**) or (**b**) as well as the number 5 in the question box, and the title of ~ e book next to the box.

**Either**

(**a**) You and your colleagues would like to use the college video equipment to film one part of the book which you have read. Write a **composition,** describing the scene you would choose to film. Give your reasons.

**or** (**b**) Do you think that reading books in English can help students to study the English language? Write a composition, explaining your view with reference to the book which you have read.

**PAPER 3 USE OF ENGLISH** (1 hour 15 minutes)

**Part 1**

For Questions **1-15**, read the text below and decide which answer **A**, **B**, **c** or **D** best 1 space. There is an example at the beginning (0).

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

**AN ITALIAN VILLAGE IN WALES**

The (0) … in North Wales is magnificent and so this area is very popular with Situated on a dramatic part of the rocky coastline is a village, (1) … in called Portmeirion. The dream of the architect Clough Williams-Ellis, its construction began in 1925 and he finally (2) … in finishing the (3) … in 1973. The resulf is a copy of a small, and very beautiful, Italian village.

As you wander down the (4) … paths towards the village you can (5) …the "Tough the trees, and there is a marvellous (6) … of the whole coastline from the top of the church tower. (7) … the houses, shops and restaurants, there is a luxury hotel, which seems, at (8) … tide, almost to float on the water.

Most of the houses are (9) … to visitors in the summer months, (10) … a few people do live in Portmeirion all year (11) … It is possible for (12) … to visit the village for the day (13) … payment of a small entrance (14) … Late spring and early autumn are the best times to visit, (15) … In the early morning when the only sound that can be heard Is the splashing of the water nn the fountains.

1. A. single

B. unique

C. particular

D. only

2. A. succeeded

B. managed

C. resulted

D. achieved

3. A. task

B. attempt

C. effort

D. labour

4. A. curling

B. winding

C. rolling

D. waving

5. A. glimpse

B. glance

C. look

D. catch

6. A. display

B. view

C. sight

D. outlook

7. A. As well

B. More than

C. In addition to

D. Apart

8. A. complete

B. big

C. maximum

D. high

9. A. charged

B. paid

C. let

D. borrowed

10. A. although

B. otherwise

C. even

D. despite

11. A. by

B. along

C. round

D. down

12. A. spectators

B. onlookers

C. observers

D. sightseers

13. A. in

B. over

C. from

D. on

14. A. ticket

B. fee

C. fare

D. subscription

15. A. particularly

B. exactly

C. precisely

D. distinctly

**Part 2**

For Questions **16-30**, read the text below and think of the word which best fits each Jse only **one** word in each space. There is an example at the beginning (**0**).

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

**THE LONDON UNDERGROUND**

In 1863, the first underground passenger railway (0) … the world opened in London. Called the Metropolitan, (16) … ran for just under seven kilometres and allowed people (17) … avoid the terrible crowds on the roads above as (18) … travelled to and from work. It took three years to complete and (19) … built using an interesting method. This involved digging up the road, laying the track and then building (20) … strong roof over the top. When all (21) … had been done, the road surface was replaced.

Steam engines were used to pull the carriages and it must (22) … been fairly unpleasant (23) … the passengers, with ail the smoke and noise. Howewer, the railway quickly proved to (24) … a great success and within six month more (25) … 25,000 people were using it every day.

Later, engineers were able to construct railways in a system of deep tunnels, (26) … became known (27) … the Tube. This development was only possible with (28) … introduction of electric-powered engines and lifts. The Central London Railway was (29) … of the most successful of these new lines, and was opened in 1900. It (30) … white-painted tunnels and bright red carriages, and proved extremely popular with the public.

**Part 3**

For Questions **31-40**, 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 You must do exactly what the manager tells you.

**carry**

You must … instructions exactly.

The gap can be filled by the words ‘carry out the manager’s’ so you write:

|  |  |
| --- | --- |
| 0 | Carry out the manager’s |

Write **only the missing words** on the separate answer sheet.

31. I haven’t seen my brother since he left for Australia,

**last**

The … my brother was before he left for Australia.

32. The price of the holiday includes the cost of insurance,

**is**

The cost of insurance … the price of the holiday.

33. ‘If you wanted to take my car, you should have asked me first,’ said Tom to his son.

**without**

Tom criticised his son for having … him first.

34. You ought to get your bicycle brakes repaired immediately,

**better**

You … your bicycle brakes repaired immediately.

35. Sarah is not usually late,

**like**

It is … late.

36. I would prefer it if nobody else knew what happened last night,

**want**

I don’t what … happened last night.

37. It was snowing so they cancelled the football match.

**owing**

The football match … the snow.

38. The taxi may be expensive so take plenty of money,

**case**

Take plenty of money … expensive.

39. They couldn’t understand the lecturer because she spoke so fast,

**too**

The lecturer spoke … understand.

40. The manager said I could have three days off.

**permission**

The manager … to have three days off.

**Part 4**

For Questions **41-55**, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a tick (**🗸**) by the number **on the separate answer sheet.** If a line has a word which should not be there, write the word **on the separate answer sheet**. There are two examples at the beginning (**0** and **00**).

|  |  |
| --- | --- |
| 0 | 🗸 |
| 00 | travel |

**AN IMPORTANT MESSAGE**

0 When you arrive at the airport it is best if you take

00 a taxi travel all the way to my house. It doesn’t cost a lot

41. and it is much less trouble than by finding the right train

42. or bus. In any of case, even if you do catch a train or

43. bus, you still have to take a taxi when you will get to

44. the centre of the city. This is because I don’t live near a

45. train station or bus stop. When you reach to my house,

46. you must first go the next door and ask for Mrs Evans.

47. She has the key to my house, which you will need it because,

48. as you know, I won’t be back until Wednesday, and

49. you will be arriving on Sunday. Mrs Evans has a photo

50. of you to make sure she only gives In the key to the right

51. person. When you go into the house, you will find various

52. useful leaflets and things, Including those maps and timetables.

53. There is a quite lot of food In the fridge and in the freezer,

54. which you are welcome to help yourself to. If you need fresh

55. milk or anything else other, Mrs Evans will explain to you how to get to the nearest shops.

**Parts 5**

Questions **56-65**, read the text below. Use the word given in capitals at the end of wen line to form a word that fits in the space in the same line. There is an example at beginning (**0**). Write your answers **on the separate answer sheet.**

**GOOD NEWS FOR BRADSTONE**

Following the unexpected (0) *closure* (CLOSE) last year of a number of factories in and around Bradstone, leading to a sharp rise in local (56) … (EMPLOY), it is very good to hear that the (57) … (CONSTRUCT) of a new high-technology centre will begin (58) … (SHORT) on the site of one of the old factories.

Network UK, the company responsible, made the (59) … (ANNOUNCE) yesterday. They said they would soon start (60) … (ADVERTISE) for two hundred new staff who are suitably (61) … (QUALIFY) for the new jobs available. The management said it was also their (62) … (INTEND) to offer fifty job-training positions for young people who have (63) … (RECENT) left school. They want to build up a dynamic, well-trained and (64) … (ENTHUSIASM) team and believe that they can contribute to making Bradstone a happy and (65) … (WEALTH) town once again.

**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.Listen to this girl talking about a book she has just read.

What does she think about the book?

A. It is inaccurate.

B. It is depressing.

C. It is too long.

(1 - …)

2. You hear a woman talking to a man.

What is she doing?

A.complaining about something

B. suggesting something

C. explaining something

(2 - …)

3. You overhear a woman talking about somewhere she visited on holiday.

What is she describing?

A. a palace

B. an art gallery

C. a department store

(3 - …)

4. Listen to this couple talking about a parcel they have received.

Why are they disappointed?

A. They ordered a different item.

B. It is not suitable.

C. It has been damaged.

1. - …)

5. You hear a local shopkeeper talking about tourists.

What is he complaining about?

A.the way they treat local people

B. the increasing numbers of them

C. how little money they spend

6. You switch on the radio and hear something being read,

What is it?

A. a weather forecast

B. a news report

C. a story

7. You overhear two people talking as they leave their office,

What is the woman going to do this weekend?

A. play tennis

B. go to the beach

C. work in the garden

8. You hear a man talking about his life.

How does he feel?

A. determined

B. hopeful

C. regretful

**Part 2**

You will hear a magazine editor talking on the radio about a competition. For Questions **9-18**, complete the notes.

Prize (9 - …) worth £500

Number of photographs: (10 - …)

Category 1: photos of (11- …)

Category 2: photos of (12 - …)

Category 3: photos of (13 - …)

Each photo must be accompanied by: (14 - …) and (15 - …)

Name of magazine: (16 - …)

Judged by: Miranda Smith, the magazine’s (17 - …)

Result in: (18 - …)

**Part 3**

You will hear five different women talking about the activities they enjoy. For Questions **19 – 23** choose from the list **A-F** what each speaker says about her activity, Use the letter only once. There is one extra letter which you do not need to use.

|  |  |  |  |
| --- | --- | --- | --- |
| A I have been doing this activity since chilhoodB I prefer to exerciseC I like meeting new people through this activityD I enjoy the competitionE I find this activity relaxingF I like the teamwork | Speaker 1 |  | 19 |
| Speaker 2 |  | 20 |
| Speaker 3 |  | 21 |
| Speaker 4 |  | 22 |
| Speaker 5 |  | 23 |

**Part 4**

 You will hear a conversation in which Alan asks his friends Bob and Carol about a sports club. Answer Questions **24-30**, by writing **B** for Bob, **C** for Carol, or **N** for Neither in the boxes provided.

24. Who usually chooses the same activity? (24 - …)

25. Who has been trying some new equipment? (25 - …)

26. Who objects to the rise in membership fees? (26 - …)

27. Who enjoys the friendly atmosphere? (27 - …)

28. Who is critical of some instructors? (28 - …)

29. Who is dissatisfied with some of the facilities? (29 - …)

30. Who is disappointed with a recent addition? (30 - …)

**PAPER 5 SPEAKING** (approximately 14 minutes)

You take the Speaking test with another candidate, referred to here as your partner. There are two examiners. One will speak to you and your partner and the other will just be listening. Both examiners will award marks.

Part 1 (3 minutes)

The examiner asks you and your partner questions about yourselves. You may I about things like ‘your home town’, ‘your interests’, ‘your career’ plans’, ect.

Part 2 (4 minutes)

The axaminer gives you two photographs and asks you to talk about them for about one minute. The examiner then asks your partner a question about your photographs and your partner responds briefly.

Then the examiner gives your partner two different photographs. Your partner ioout these photographs for about one minute. This time the examiner asks you a question about your partner’s photographs and you respond briefly.

Part 3 (3 minutes)

The examiner asks you and your partner to talk together. You may be asked to I something, solve a problem or perhaps come to a decision about something. For example, you might be asked to decide the best way to use some rooms in a language school. The examiner gives you a picture to help you I aces not join in the conversation.

Part 4 (4 minutes)

The examiner joins In the conversation. You all talk together in a more general about what has been said in Part 3. The examiner asks you questions but you and your partner are also expected to develop the conversation.

### Test 4

**PAPER 1 READING** (1 hour 15 minutes)

**Part 1**

You are going to read a newspaper article about digging for gold. Choose the most suitable heading from the list **A-l** for each part (**1-7**) of the article. There is one extra heading which you do not need to use. There is an example at the beginning (**0**).

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

|  |
| --- |
| A The research workB Others followC Past successD Doubting observers E Building the mineF Confident of success G More funds required H Local reactionI World-Wide search for gold |

**Father and son start Gold Rush**

(0 – I)

Terence and Chris Madden have travelled from Canada’s frozen north to the heat of Africa in their search for nature’s most desired metals. The father and son team - one an explorer, the other a mineral expert - believe their mine on the side of a Welsh mountain could contain up to 10,000 ounces of gold.

(1 - …)

After ten years of digging in the Welsh hills they are convinced that they are just metres away from a five million dollar vein of gold. ‘As we dig, we are finding high levels of gold; now we just need to get a few more metres to where it is concentrated,’ said Terence, 68, from Liverpool

(2 - …)

The pair have dedicated their lives to the hunt for gold. Their search began after the father read of pockets of gold worth millions of pounds buried in the ‘Dolgellau gold belt’, an area around the Welsh town of the same name. While reading 19th century mining journals and newspapers at the Welsh National Library in Aberystwyth, father and son chose the most promising area of land to study.

(3 - …)

Since they first cleared away the undergrowth and found bits of gold in the rocks, they have spent the past ten years getting permission for heir work from the owners, taking samples of the earth and removing old cars .and rubbish. They then set about digging out 150 tonnes of greenstone rock to form a tunnel and a 10- metre shaft.

(4 - …)

Now they are running short of money. Having spent their ẹavings chasing their dream, they will have to convince a backer to put £50,000 into the project to lower the mine just a few more metres to where the gold lies. Chris Madden says, ‘At the moment, this looks doubtful although we’ve got quite a few people we can contact.’

(5 - …)

As word spread through the valleys last week about the dig, the magic attraction of gold started turning the heads of the inhabitants as well as the gold diggers. Dolgellau relies on tourists, and residents are cautiously hopeful. ‘It would encourage more people to come here if they are right,’ said Peter Woolven, manager of the Royal Ship Hotel, ‘but if these two find gold I hope millions of people are not going to come and hack away at the hillside.’

(6 - …)

The Welsh gold industry has gone into steep decline since its height in the late 1880s, when thousands were employed in hundreds of mines dotted around the countryside. One of the last remaining mines at Clogau-St David’s which produced wedding rings for the Queen and the Princess of Wales, closed a month ago.

1. - …)

Now, however, individual gold-diggers are returning. George Hall, another prospector, plans to drive a tunnel deep into the hill on the other side of the ridge from the Maddens. ‘Searching for gold is very emotional,’ said Hall, 70. ‘It’s adventurous and exciting, the wonder of uncovering hidden treasure. Maybe I’ll be lucky this time.’

**Part 2**

You are going to read a magazine article about specialist music schools. For Questions (**8-15**) 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**.

**SPECIALIST MUSIC SCHOOLS**

How to cope with a child who shows outstanding musical ability? It's not always clear how best to develop and encourage their gift. Many parents may even fail to recognise and respond to their child's need until frustration explodes into difficult or uncooperative behaviour. And while most schools are equipped to deal with children who are especially able in academic subjects, the musically gifted require special understanding which may not always be available in an ordinary school - especially one where music is regarded as a secondary activity. Such children - as well as those whose ability is actively encouraged by parents or teachers - may well benefit from the education offered by a specialist music school.

The five music schools in Britain are a relatively recent introduction. They aim to provide a sympathetic environment in which gifted children aged between seven and eighteen can develop their skills to the full under the guidance of professional musicians.

Children at specialist music schools spend between one third and one half of an average day on musical activities, for example, individual lessons (up to three hours a week on first and second instruments), orchestras, chamber groups, voice training, conducting and theory. They also spend several hours a day practising in properly equipped private rooms, sometimes with a teacher. The rest of then time is taken up with a restricted academic programme, which tends to concentrate on the essential subjects - English, maths, basic sciences and languages - although provision can be made for students who wish to study a wider range of subjects. All five British specialist schools are independent, classes are small by normal school standards, with a high teacher/pupil ratio. Most children attending specialist schools tend to be boarders, leaving home to live, eat and sleep full-time at school. This means they spend their formative years in the company of others with similar aims and interests.

What are the disadvantages? An obvious problem is the cost; the fees are high (£12,000- £17,000 a year for boarders). However, each school will make every effort with scholarships and other forms of financial assistance, to help parents 01 outstandingly gifted children to find the necessar fees. Secondly, not all parents want to send ther children to boarding school, specially at a ven early age. Almost all the directors of the specials schools express doubts about the wisdom of admitting children as young as seven into such ar intense and disciplined environment. They stress, however, that their mam aim is to turn otr 'rounded and well-balanced individuals'.

There is little doubt that setting musically giftec children apart from an early age can cause sties. Early signs of musical ability may disappear teenage years, while natural competitiveness anc the pressure to succeed can lead to a crush-Tsi sense of failure. But all specialist schools do keep a close watch on the progress of individual pupifefc and offer help and advice if needed.

In addition, while most former pupils at must school feel that they benefited enormously frccx the range of high-quality music teaching available many express reservations about the wisdom jr restricting the academic programme, whadl definitely takes second place to musical activity. Many musically gifted young people are àầm highly intelligent, well able to deal with academia pressure, and feel frustrated if thefr intellecf-ii needs are not met. For these reasons, it may at better to wait until the child is old enough to able to make his or her own decisions before considering a specialist education.

Those who are equally gifted academically do very well within a less specialised enviro for instance, at a school with a first class department, or else by combining a normal routine with musical training at one of the )' departments at the music colleges. These coll offer Saturday morning opportunities individual lessons with fine teachers, orchestral and chamber music experience. But option is clearly not practicable for families 1 out of reach of London or other major centres.

8. If a child’s musical ability is not recognised

A. the ability may fade away.

B. the child may misbehave.

C. the parents may become anxious.

D. the child may lose interest.

9. What problem may musically gifted children face in ordinary schools?

A. Music is not seen as an important subject.

B. Their academic work may suffer.

C. Schools lack musical equipment.

D. Parents and teachers do not work together.

10. What makes specialist music schools different from other schools?

A. The children have mostly one-to-one lessons.

B. Their working day is longer.

C. More than half the day is spent on music.

D. A range of musical training is offered.

11. What do most school directors see as a possible disadvantage for pupils?

A. They may not be mature enough on arrival.

B. Poor children may be excluded.

C. There may be a discipline problem.

D. They may lose their individuality.

12. A specialist musical education might be stressful for children if

A. the teachers expect too much of them.

B. they lose interest in music.

C. they do not progress as expected.

D. parents put pressure on them.

12. Past pupils think that they should have

A. had less academic pressure.

B. studied more subjects.

C. worked harder.

D. concentrated more on music.

14. What would be a good alternative to specialised music schools for gifted children?

A. having special classes at the weekend

B. contacting a local orchestra

C. arranging visits from a specialist music teacher

D. waiting until they are old enough to go to college

15. Who is this written for?

A. music teachers

B. school directors

C. musically gifted children

D. parents of musical children

**Part 3**

You are going to read a magazine article about getting fit. Seven sentences have been removed from the article. Choose from the sentences **A-H** the one which fits each gap (**16-21**). There is one extra sentence which you do not need to use. There is an example at the beginning (**0**).

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

**GETTING FIT**

Exercise is essential for mind, body and spirit. It’s one of the best ways to maintain a perfect balance when all around you everything seems more and more unbalanced and the world becomes ever more fast and furious.

(0 – H) The reason why there are so many is that it is seriously good for you. There are plenty of reasons why you should exercise and very few - for most of us - why you shouldn’t. Exercise improves muscle tone and provides quick changes in body shape. It improves muscle power and promotes good posture - the way in which you hold your body when sitting or standing. It helps prevent those muscle imbalances which can lead to injuries. It provides quick improvement in specific problem areas such as thighs, stomach and upper arms. It improves the condition of the heart and lungs and blood circulation.

Probably all these reasons have been thrown at you time and time again, so maybe you are bored by them and have (16 - …) Did you know that exercise helps to ease depression anc tiredness, and that it helps to regulau sleep patterns? Also that exercise is instrumental in controlling stress? No- only this, but exercise can help to relieve certain medical conditions.

By now you should be influenced a link by these arguments. (17 - …)

There are plenty of types of exercise yot can do - aerobics, calisthenics, jogging, working out with free weights, working o® weight machines. There is one point yoi should note - training too hard and wiử too much weight may cause injury, so star, slowly and carefully. (18 - …)

No amount of exercise will improve yoa body shape if you don’t have good posture. (19 - …) Not only is a stiff or sagging body unattractive, it also lack, energy and is more likely to suffer fron I minor health complaints.

If your body tends to slouch, imagine that e top of your head is connected to a Hum balloon, which is trying to pull you into the sky. (20 - …) At the same time, it lengthens the abdomen, making e body look much slimmer. If the chest well balanced when you are standing, u can see your ankles.

Stretching the muscles improves flexibility d ease of movement, and helps you to intain correct posture and to prevent muscle tears and injuries caused by overuse. (21 - …) So stretching should play an important part in your exercise routine, which should be performed both slowly and precisely.

The best exercise, therefore, involves a good warm-up, stretching exercises, an energetic workout and definitely a cool down period.

|  |
| --- |
| **A** If not, common sense alone should tell you that exercise is good for you.**B** This will help you to lift the chest for fuller and easier breathing.**C** All right then, this should make you sit up and take notice.**D** This practically determines how you look and feel.**E** If done four or five times a week, it will guarantee a more flexible, fitter body. **F** If you’re not sure, you should consult your doctor on what’s good for you personally.**G** To help with such physical problems, you need to wake up the circulation by doing any kind of exercise.**H** Don’t groan because this is yet another article about fitness.  |

**Part 4**

You are going to read some information about cookery books. For Questions **22-31**, choose from the books (**A-D**). For Questions **32-35**, choose from the authors (**A-D**). There is an example at the beginning (**0**).

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

|  |
| --- |
| **A Delia Smith’s Complete Cookery Course****B Blanc Mange****C The Cordon Bleu Classic French Cookbook****D The 30-Minute Cook** |

**Which book...**

contains recipes from different people? (0 – C)

considers mistakes which can be made? (22 - …)

includes excellent photographs? (23 - …)

has been brought up to date? (24 - …)

is concerned with producing food for guests? (25 - …)

is organised around the courses of a meal? (26 - …)

continues an idea from the author’s previous books? (27 - …)

marks an important occasion? (28 - …)

proves an idea wrong? (29 - …)

is based on a very long history of success? (30 - …)

would suit both beginners and more experienced cooks? (31 - …)

|  |
| --- |
| **A Delia Smith** **B Raymond Blanc****C Cordon Bleu Cookery School****D Nigel Slater** |

**Which author…**

Takes a scientific approach to cooking? (32 - …)

Has changed recipes for health reasons? (33 - …)

Writes in a lively manner? (34 - …)

Deals especially with the demands of modern living? (35 - …)

***FOOD FOR ALL***

*We proudly present our own hand-picked special selection of the very best cookbook title now on offer.*

1. Ask anyone to think of a famous TV cook and write, and it’s frequently Delia Smith’s name that comes to mind. Her recipes come from all over the word-each marked by her enthusiasm for exciting food, plus her straightforward appreciation of what the average cook can do in the average kitchen. The book that established her reputation is Delia Smith’s complete Cookery Course, which has now become the kitchen reference book for the modern cook. Along with simple, but expert, guidance on all aspects of basic and more advance cookery, Delia mixes her advice with hundres of superb recipes that are anything but boring. Recently revised, it’s more than ever the book that answer the question: ‘If I could only have one cookbook, which would it be?’
2. It took Raymond Blanc just 15 years to move from amteur, untrained chef to chef/owner of the most famous French restaurant in Britain. Now, to accompany his first TV series, Blanc Mange, comes the book of the same name. raymond wants o teach us all to be better cooks by demonstrating how and why certain ingredients react in certain ways. Good cooking is easy, in his view, when you really understand what’s going on in the pan. Over 80 amazing recipes demonstrate exactly what he means. It’s a very practical reference book, which is not above explaining why certain disher can go wrong and introducing some basic food chemistry to clarify the points made. Monsieur Blanc loves to cook to entertain and, as this book proves, he’s very, very good at it.
3. Le Cordon Bleu, three words which make you think of all that is best in classical French cooking. Over the past 100 years, the expert chefs of this most famous cooking school have trained all levels of students to achieve perfection. Now, to celebrate the school’s impressive hundredth anniversary, comes this equally impressive new book, Le Cordon Bleu Classic French Cookbook, which contains 100 of the school’s most respected recipes. Although the recipes in the book are all classics, they’re all still remarkably fresh. While Le Cordon Bleu has always carried the flag for traditional French cooking, it has also moved away from rich, creamy sauces and altered its approach to cut down on the killer calories. Starting with a chapter on the basics of sound kitchen procedure, the book follows it up with Appetisers and Starters, Main dishes and, finally, Desserts. Throughout, the recipes are illustrated with step-by-step illustrations plus wonderful shots of the finished dishes. Expert chefs from Cordon Bleu schools around the world have each selected a recipe for which they are famous, and shared their secrets with the reader.
4. Fast food? Oh yuk! Surely it’s accepted wisdom that good food means a long period of suffering in front of the cooker? Well, Nigel Slater, food editor of The Observer, doesn’t think so as his new book, The 30‘Minute Cook, will prove Fast food, as Nigel says, ‘is just what the world wants when it comes home tired an: hungry and demanding something good to eat at once.’ He’s always believed it’s perfectly possible to create something tast in the time it takes to deliver a pizza, an: he has already written two very successfu books to prove it. In this great new boot you’ll find more enticing recipes, and eac: hits the table just 30 minutes after thí word ‘go’. Nigel has written down, in his jolly and enjoyable style, more than 20: recipes from around the world. Jus because he likes his food fast, it doesn mean this bright young writer doesn appreciate good food. If you don’t believe fast food can be great food, try his recipes they’re simply delicious.

**PAPER 2 WRITING** (1 hour 30 minutes)

Part 1

You **must** answer this question.

You and your classmates are going to have a party to celebrate the end of your course and you have offered to book a room for this event. You have seen the advertisement below, but you need to know more. Using the notes you have made, write to the Brideswell Inn giving relevant details **and** asking for further information.

|  |
| --- |
| **BRIDESWELL INN***Special 2-course lunch**Mon-Fri**Only £4.95*PRIVATE ROOMS ON REQUESTVARIOUS SIZES(for 30 people)DISCO ALSO AVAILABLE(what does this include?(Get examples of meals – vegetarian?)EVENING MEALS available from only £6.50 |

|  |
| --- |
| Our date - Friday, July 21stTime - 20.00 - 24.00Disco - own choice of music?* cost?

Drinks - need variety |

Write a **letter** of between **120** and **180** words in an appropriate style on the next page. Do not write any addresses.

**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 on the next page. Put the question number in the box.

1. You see this announcement in an international magazine.

|  |
| --- |
| **HOLIDAY COMPETITION**Write an article about the most exciting day you have ever spenton holiday **abroad**, explaining to our readers why the day was so special.The best article will win a weekend for two in London. |

Write your **article** for the competition.

1. You have been doing a class project on how people live today. Your teacher has asked you to write a composition giving your opinions on the following statement:

*Life is much better today than in the past.*

Write your **composition**.

1. Your town has been given a large sum of money which is to be spent on either a town- centre park or a museum. You have been asked to write a report for the town council, describing the benefits to the town of both projects and saying which one you think should oe chosen and why.

Write your **report**.

Answer **one** of the following two questions based on your reading of one of these set books.

*Great Expectations* - Charles Dickens

*Brave New World* - Aldous Huxley

*Rebecca* - Daphne du Maurier

*Pygmalion* - G. B. Shaw

*Crime Never Pays* - Oxford Bookworm Collection

**Either** (**a**) ‘Good stories always have happy endings.’ Is this true of the book which you have read? Write a **composition**, explaining why or why not.

**Or** (**b**) Write a letter to a friend, encouraging him or her to read the book which you have read. Give several reasons why you think he or she would enjoy it.

Your answer should contain enough detail to make it clear to someone who may not have read the book. Write (**a**) or (**b**) as well as the number **5** in the question box, and the **title** of Tie book next to the box.

**PAPER 3 USE OF ENGLISH** (1 hour 15 minutes)

**Part 1**

For Questions **1-15**, read the text below and decide which answer **A**, **B**, **c** or **D** best each space. There is an example at the beginning (**0**).

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

**A FAMOUS STORY WRITER**

Beatrix Potter was a story writer whose books about animals have been translated into many languages and read by both children and adults. (0) … an author, she was also (1) … as a very successful farmer.

Born in London in 1866, Beatrix was (2) … for at home by various servants. Every year she (3) … the days to her annual holiday in the countryside. She (4) … to her London home small animals which she (5) … and drew. As she grew up, she entertained other children with drawings and stories about these animals. In 1901, she printed a book at her own (6) … called ‘The Tale of Rabbit’. So many (7) … were sold that she bought a farm, where over the next eight years she wrote many other stories. They all sold very well and liked their (8) … colour drawings.

With her growing (9) … Beatrix started buying more farmland, animals and property. After her marriage, at the age of 47, Beatrix stopped writing, (10) … that she had run out of (11) … She became a farmer and (12) … the rest of her life working with her sheep and awarding prizes at sheep fairs where people asked for her (13) … on farming methods.

Today, you can visit her house and (14) … see the originals of her books and paintings (15) … in a special gallery.

1. A. thought

B. regarded

C. believed

D. judged

2. A. attended

B. looked

C. cared

D. minded

3. A. counted

B. numbered

C. Imagined

D. considered

4. A. keep

B. get

C. give

D. take

5. A. noticed

B. saw

C. observed

D. remarked

6. A. charge

B. expense

C. earning

D. spending

7. A. images

B. prints

C. pages

D. copies

8. A. complete

B. thorough'

C. particular

D. detailed

9. A. income

B. wages

C. pay

D. receipt

10. A. telling

B. speaking

C. saying

D. talking

11. A. views

B. ideas

C. opinions

D. beliefs

12. A. involved

B. continued

C. took

D. spent

13. A. advice

B. mind

C. suggestion

D. statement

14. A. just

B. even

C. yet

D. already

15. A. opened

B. revealed

C. displayed

D. demonstrated

**Part 2**

For Questions **16-30**, read the text below and think of the word which best fits each Bee. Use only **one** word in each space. There is an example at the beginning (**0**).

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

**THE IMPORTANCE OF COMPUTERS**

Many of the things we do, depend on receiving information from other people. Catching a train, making (0) … phone call and going to the cinema all involve information (16) … is stored, processed and communicated. In the past this information used to (17) … kept on paper in (18) … form of, for example, books, newspapers and timetables. Now more and more information is put on computers.

Computers play a (19) … in our everyday lives, sometimes (20) … us realising it. Consider the use (21) … computers in both shops and office. Big shops, especially chain stores with branches (22) … over the country, have to deal with very large amounts of Information. They have to make (23) … there are enough goods on the shelves for customers to buy, they need to be able to re-order before stocks (24) … out, to decide which things are selling well and (25) … on. All these processes (26) … performed quickly and efficiently by computers.

A (27) … of office work in the past involved Information on paper. Once it had been dealt (28) … by people, the paper was put (29) … for future reference. This way of working was (30) … particularly easy or fast. A computerised system is much more efficient.

**Part 3**

For Questions **31-40**, complete the second sentence so that it has a similar meaning tc 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 You must do exactly what the manager tells you.

**carry**

You must … instructions exactly.

The gap can be filled by the words ‘carry out the manager’s’ so you write:

|  |  |
| --- | --- |
| 0 | Carry out the manager’s |

Write **only the missing words** on the separate answer sheet.

31. I didn’t know it was your birthday, so I didn’t send you a card,

**sent**

If I’d known it was your birthday, I … you a care.

32. After the match Lucy was so tired that she couldn’t eat much,

**too**

After the match Lucy was … much.

33. I’ve had enough of your untidiness,

**put**

I refuse … your untidiness any more.

34. Could I borrow your surfboard please?

**lending**

Would … your surfboard?

35. My parents didn’t let me stay out late when I was younger,

**allowed**

I … out late when I was younger.

36. How long was your flight from Frankfurt to Seoul?

**take**

How long … fly from Frankfurt to Seoul?

37. The last time I went skiing was ten years ago.

**for**

I … ten years.

38. Derek has gone to Florida, in spite of being unable to afford such an expensive holiday,

**although**

Derek has gone to Florida … to afford such an expensive holiday.

39. Teenagers aren’t buying as many pop records these days,

**bought**

Not so many pop records … these days.

40. I regret inviting Nancy to the party,

**wish**

I … Nancy to the party.

**Part 4**

For Questions **41-55**, read the text below and look carefully at each line. Some of the lines are correct, and some have a word which should not be there.

If a line is correct, put a tick (√) by the number **on the separate answer sheet**. If a line has a word which should not be there, write the word **on the separate answer sheet**. There are two examples at the beginning (**0** and **00**).

|  |  |
| --- | --- |
| 0 | had |
| 00 | √ |

00 ✓

**A LATE NIGHT**

0. Thank you for the book which you had sent me for my

00. birthday last week. I am certain I will really enjoy reading it

41. as the book is one I have been intending to buy it ever since

42. it was being published about two and a half years ago.

43. On Thursday, instead of buying for me a present, my sister

44. took me out for a meal in a restaurant which had been highly

45. recommended her in a local newspaper. The restaurant, which

46. had been open for only two months, was at about 25 kilometres

47. away and we went to there in my sister’s car. The meal was

48. excellent and we thoroughly enjoyed ourselves the evening.

49. Unfortunately, after we left the restaurant, we had a problem with

50. the car as that it would not start. We could not find out what the

51. trouble was and decided to leave it behind In the car park

52. until the following day. We asked of a waiter to call a taxi

53. but had to wait over an hour for it to arrive, and so we

54. did not get back our home until very late. I certainly did

55. not feel at all like getting up and going to the work next morning.

**Part 5**

For Questions **56-65**, read the text below. Use the word given in capitals at the end of »ch line to form a word that fits in the space in the same line. There is an example at e beginning (**0**). Write your answers **on the separate answer sheet**.

**HOW TO SUCCEED**

Let me make a (0) *suggestion* (SUGGEST ) to help you deal with difficult situations.

for example, you are taking part in a sports (56) … (COMPETE) meeting someone important, or giving a (57) … (PERFORM) in front of a large audience, you will probably be quite (58) … (NERVE) and worry that you will not be as (59) … (SUCCEED) as you would like to be.

What you need to do is to prepare yourself (60) … (THOROUGH) by running through the whole (61) … (ACTIVE) over and over again in your mind, (62) … (CARE) going through every detail.

For example, a famous pianist, (63) … (PRISON) for seven years for (64) … (POLITICS) reasons, could still play magnificently on his release. When asked how he managed to play so well, his (65) … (EXPLAIN) was that he had practised every day In his mind.

**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. Listen to these people talking about an event.

What event are they talking about?

A. a concert

B. a play

C. a film

(1 - …)

2. You hear someone talking about a party he has been invited to

How does he feel about the party?

A. He is nervous about it.

B. He thinks it will be boring.

C. He is unsure what to expect.

(2 - …)

3. You hear this radio announcement about driving conditions.

What is the main danger tonight?

A. ice

B. snow

C. floods

(3 - …)

4. You hear part of a radio play.

Where is the scene taking place?

A. on a beach

B. in a hotel

C. in a restaurant

(4 - …)

5. Listen to this woman telling a friend about a television series.

What is her opinion of it?

A. It is highly original.

B. It is very well-acted.

C. It is the best series on TV.

(5 - …)

6. You hear someone talking about a hotel.

Who is the speaker?

A. a hotel receptionist

B. a hotel manager

C. a hotel chef

(6 - …)

7. You hear a British actress, Melina Morton, talking on the radio.

Why does Melina live in the USA?

A. Her friends are there.

B. It’s good for her job.

C. To be with her husband.

(7 - …)

8. You hear someone talking in a tourist information centre.

What is the situation?

A. She has just arrived in the town.

B. She can’t find her hotel.

C. She has no place to stay.

(8 - …)

**Part 2**

You will hear part of a radio interview with Mikko Korhonen, a Finnish ice hockey star. For Questions **9-18**, complete the sentences which summarise what the ice hockey star says.

Mikko has wanted to play in the National League from the age of (9 - …)

He won a bronze medal in the (10 - …)

I thinks (11 - …) in the best place to play ice hockey.

He didn’t play for the first team until (12 - …)

Because of an argument, there were no games for (13 - …)

During this period, he decided to (14 - …)

The team’s (15 - …) will take place in early April.

The team have not been (16 - …) for 10 years.

Mikko is worried he might lose his (17 - …)

At the end of the season, he will definitely have (18 - …)

**Part 3**

You will hear five people talking about their jobs. For Questions **19-23**, choose which of opinions **A-F** each speaker expresses. Use the letters only once. There is one extra letter which you do not need to use.

|  |  |  |  |
| --- | --- | --- | --- |
| A. I like the variety in my work.B. I find the hours perfect for me.C. I enjoy the freedom I am given.D. I have a good future there.E. like the friendly atmosphere.F. I am glad the work is easy. | Speaker 1 |  | 19 |
| Speaker 2 |  | 20 |
| Speaker 3 |  | 21 |
| Speaker 4 |  | 22 |
| Speaker 5 |  | 23 |

Part 4

You will an interviewabout adventure sports. For Questions 24 – 30, choose the best answer A, B, C

24. Stan says that the best thing about walking is that you can

A. get fit by doing it

B. please yourself how do you do it

C. do it on your down

(24 - …)

25. Stan’s opinion on scamblibing is that

A. people doing it may need to be accompanied

B. it is unsuitable for beginners

C. it is more exciting than walking

(25 - …)

26. What did Stan discorver when he went climbing?

A. It was not enjoyable

B. It was harder than he expected

C. It can be very frightening

(26 - …)

27. What does Stan say about mountain biking?

A. Britain is not the best place for it.

B. It is more expensive in Britain than elsewhere

C. It is best where there are lots of downhill slopes

(27 - …)

28. Stan’s advice on scuba diving is that

A. most of the courses for it are good

B. it is easier than it seems

C. you should think carefully before trying it

(28 - …)

29. What is Stan’s view of skydiving?

A. It is surprisingly popular

B. It is best v=when done in teams.

C. Only certain types of people like it.

(29 - …)

30. What does Stan say about canoeing?

A. You can do it in conditions that suit you

B. It is best at certain times of the year

C. There are few places in Britain to do it.

(30 - …)

**PAPER 5 SPEAKING** (approximately 14 minutes)

You take the Speaking test with another candidate, referred to here as your rtner. There are two examiners. One will speak to you and your partner and other will just be listening. Both examiners will award marks.

Part 1 (3 minutes)

The examiner asks you and your partner questions about yourselves. You may asked about things like ‘your home town’, ‘your interests’, ‘your career ns’, etc.

Part 2 (4 minutes)

The examiner gives you two photographs and asks you to talk about them for ut one minute. The examiner then asks your partner a question about your otographs and your partner responds briefly.

Then the examiner gives your partner two different photographs. Your partner ks about these photographs for about one minute. This time the examiner ks you a question about your partner’s photographs and you respond briefly.

Part 3 (3 minutes)

The examiner asks you and your partner to talk together. You may be asked to “discuss something, solve a problem or perhaps come to a decision about mething. For example, you might be asked to decide the best way to use me rooms in a language school. The examiner gives you a picture to help you does not join in the conversation.

Part 4 (4 minutes)

The examiner joins In the conversation. You all talk together in a more general y about what has been said In Part 3. The examiner asks you questions but u and your partner are also expected to develop the conversation.

## Key and Transcripts

### Test 1 Key

**Paper 1 Reading** (1 hour 15 minutes)

Part 1

1. D

2. B

3. F

4. H

5. G

6. E

7. A

Part 2

8. C

9. A

10. B

11. D

12. C

13. A

14. C

Part 3

15. D

16. B

17. C

18. A

19. E

20. H

21. G

Part 4

22/23. C/D (in any order)

24. F

25. A

26. B

27. E

28. C

29. E

30. F

31. B

32. E

33/34. C/D (in any order)

35. C

**Paper 2 Writing** (1 hour 30 minutes)

*Task-specific mark schemes*

Question 1

Content

**Major points**: Letter should clearly state the reason for writing i.e. the writer the friend to join the group on holiday. Must cover essential information t the house, price and dates. Letter must mention at least one place of local t and one thing to do.

**Minor points**: Any additional information.

*Organisation and cohesion*

Clean opening to letter. Suitable paragraphing. Appropriate ending.

*Appropriacy of register and forma*t

Informal letter

**Range**

Language of description. Future tenses. Vocabulary relating to holidays. Some expression of persuasion.

**Target reader**

Would have a clear idea of the house and holiday and would consider joining the group of friends.

*Question 2*

*Content*

Clear indication of the person and why important (NB Could be a relative as long as importance to country is explained). Explanation of what kind of influence the person has had.

*Range*

Language of description and explanation. Tenses should be appropriate i.e. according to whether the person is still alive or deceased.

*Organisation and cohesion*

Clear linking between the person and the influence, the description and the explanation.

*Appropriacy of register and format*

Article format i.e. some paragraphing. Neutral/formal register.

*Target reader*

Would have a clear picture of the person chosen and their influence on the country.

*Question 3*

*Content*

Agree, disagree or both. Should be some mention of the writer’s experiences.

*Range*

Language of opinion, explanation, justification. Vocabulary related to education.

*Organisation and cohesion*

Clear linking between opinions and writer’s experience. Some logical development of ideas.

*Appropriacy of register and format*

Neutral. Composition format. Some paragraphing essential.

*Target reader*

Would understand the writer’s point of view.

*Question 4*

*Content*

Report should identify by name/location/type and then describe at least two places to eat and drink in the town. Explanation of their suitability to students from other countries.

*Range*

Language of description and explanation. Vocabulary relating to food/drink or setting/ambiance or both.

*Organisation and cohesion*

Information could be presented in two or more paragraphs/sections. The report must establish the link between place and suitability.

*Appropriacy of register and format*

Register consistent throughout. Could be informal (student connection),

Sub-headings an advantage, but not essential.

*Target reader*

Would know of at least two suitable places where the students could eat and drink

*Question 5(a)*

*Content*

Clear reference to three surprising things in the book and why these were chosen

Range

Language of description and explanation.

*Organisation and cohesion*

Linking of description and explanation.

*Appropriacy of register and format*

Neutral. Composition layout.

*Target reader*

Would know why the writer has chosen these three things. (NB A thing could be a person in this context.)

*Question 5(b)*

*Content*

Clear reference to the role to be played and why.

*Range*

Language of description and explanation.

*Organisation and cohesion*

Linking of description and explanation.

*Appropriacy of register and format*

Neutral. Composition layout.

*Target reader*

Would understand why the writer would want to play the chosen role in a film.

**Paper 3 Use of English** (1 hour 15 minutes)

Part 1

1. A

2. D

3. A

4. B

5. D

6. B

7. B

8. C

9. C

10. D

11. A

12. c

13. D

14. c

15. A

Part 2

16. of

17. which

18. been

19. them/all/these

20. who

21. with

22. where

23. for

24. this/that

25. from

26. or

27. is

28. its

29. so

30. are

Part 3

31. isn’t/ is not (1) interested in (1)

32. must not (1) be fed (1)

33. was John’s first (1) visit to (1)

34. told Anne (1) (that) he would (1)

35. not (1) as many students (1)

36. mistook/took me (1) for (1) OR confused me (1) with (1) OR believed/ supposed me (1) to be (1)

37. would/’d (1) like to (1)

38. (his) being unable (1) to swim (1)

39. is no/not a (1) chance of (1)

40. if you (1) had not written (1) OR without you(r) (1) writing/having written (1)

Part 4

41. had

42. √

43. being

44. much

45. √

46. the

47. √

48. √

49. my

50 √

51. about

52. all

53. time

54. while

55. ourselves

**Part 5**

56. observation(s)

57. behaviour

58. association

59. saying

60. surprisingly

61. unlikely

62. useful

63. P/proof

64. sunshine

65. daily

**Paper 4 Listening** (40 minutes approximately)

Part 1

1. A

2. B

3. c

4. A

5. c

6.B

7. A

8. A

Part 2

9. (fairly/very) late

10. discovery/discovering centre

11. feel box

12. (be) careful(ly)

13. activity day(s)

14. our planet

15. environment(al) (issues)

16. (a guided) tour

17. (a) tea party

18. (a bag of) gift(s)

Part 3

19. F

20. D

21. A

22. c

23. E

Part 4

24. T

25. T

26. T

27. F

28. F

29. F

30. F

**Transcript**

First Certificate Listening Test. Test One.

*Hello. 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 time at the end of the test to copy your answers onto the separate answer sheet.*

*The tape will now be stopped. Please ask any questions now, because you must not speak during the test.*

[pause]

PART 1

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

[pause]

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

*Question 1*

*One*

You hear a young man talking to his friend about a film. What is his opinion of the film?

A. It was too long.

B. The acting was poor.

C. There was too much violence.

[pause]

tone

Man: ... mm ... well, no, I can’t say I really enjoyed it at all that much. I don’t go to the cinema much, but I did make the effort for this, because I’d quite enjoyed the book even though I thought it was a bit violent.

Friend: Oh, is it?

Man: Mm, though they’d cut out a lot of that in the film.

Friend: Ah.

Man: Yes ... It had some good people in it and they did their best - you couldn’t blame the

actors - but honestly it went on and on, by the time it finally ended, I was just longing to get out and have a cup of coffee to wake me up!

[pause] tone

[The recording is repeated.] [pause]

*Question 2*

*Two*

You hear part of an interview with a man on the radio. What is the man talking about?

A shopping B gardening c painting

[pause]

tone

interviewer: ... and how about the apples?

Man: Oh, yes - wonderful, and quite easy, too. Some varieties are better than others, of course. It depends what size, colour and texture you’re looking for in the apples themselves and obviously the size and shape of the tree are important, too, according to where you want to put it. It’s a question of proportion. But nothing beats your own I apples - you’ll never get them from the supermarket again!

[pause]

tone

[The recording is repeated.]

[pause]

Question 3

*Three*

*You hear a man talking about his job. Where does he work?*

*A. in a hotel*

*B. in a travel agent's*

*c. in a shop*

[pause]

tone

Man: Well, we get a lot of tourists from Europe, and Japan, and then we also get a lot of people from cities outside of New York. And then we also get a lot of New Yorkers and people who are very fashion-conscious and very well-to-do. And then we aisc get customers who are people who normally don’t dress this way but they find a certain piece that really excites them. Like if they see a certain shirt or a certain SHOT and then just say ‘Oh, this is wonderful’ and they’ll have to get it.

[pause]

tone

[The recording is repeated.]

[pause]

*Question 4*

*Four*

*You hear Jessica telling a friend about a trip. Why is she going to Japan?*

*A. to do some painting*

*B. to learn Japanese*

*c. to study Japanese art*

[pause]

tone

Male: Japan! Sounds exciting. Business or pleasure, Jessica?

Jessica: Well, some pleasure, but the trip’s being paid for, so it’s really business.

Male: Did you win a scholarship or something?

Jessica: No, although I expect or, rather, I hope I’ll learn some Japanese while I’m there, but in fact this language school in Tokyo wants me to do a big picture in each of eight rooms to show English life and scenery.

[pause]

tone

[The recording is repeated.]

[pause]

*Question*

*Five*

*In a hospital waiting room, you hear this conversation. What is the man doing?*

*A. making a complaint*

*B. expressing approval*

*c. making a suggestion*

[pause]

tone

Male: Excuse me. Have you got a minute? Um ... I’ve been waiting for ages and I was wondering ...

Female: The doctors are very busy...

Male: No, no, no, it’s not that. It’s just that I’m rather thirsty after all this time. Have you thought of getting a drinks machine put in?

Female: Uhm. I’ll speak to the hospital management about that. I don’t think so actually.

[pause]

tone

[The recording is repeated.]

[pause]

*Question 6*

*Six*

*You hear some friends talking. How does the woman feel?*

*A. worried*

*B. annoyed*

*c. disappointed*

[pause]

tone

woman: Look, it’s already eight o’clock and Tom said he’d be here by seven.

Man: Yes, but you know what the traffic is like at this time of the evening.

Woman: He said he’d make a special effort not to be late. Why does he always do this?

Man: Keep your hair on. There’s probably a reasonable explanation.

Woman: You mean he’ll give US one of his typical excuses. Well, I’ve had enough this time.

[pause]

tone

[The recording is repeated.]

[pause]

Question 7

Seven

You overhear two people talking in a café. What is the relationship between them?

A. They belong to the same club.

B. They are students together,

C. They work for the same company.

[pause]

tone

Man 1: It’s good to get out and do something active at lunchtimes, isn’t it?

Man 2: Yeah, I look forward to our games. And the courts and stuff are pretty good, aren’t they, considering how little it costs to join.

Man 1: Yeah, I’m glad we decided to, of course. I’m still learning but I’ll beat you one day

Man 2: Oh yeah? Anyway, I’d better get back, I’ve got to give a talk this afternoon.

Man 1: Yeah, I’ve been meaning to ask you, what’s it like at your place these days?

Man 2: Much like yours I should think, dead boring. It’s not what I thought I’d end up doing when I was at college.

[pause]

tone

[The recording is repeated.]

[pause]

*Question 8*

*Eight*

*You hear part of a radio programme on the subject of films. What is special about the music in John Hunt's film?*

*A. It holds your attention.*

*B. It follows the action.*

*C. It stays in your memory.*

[pause]

tone

Man: Film music is like another voice which is telling you part of the story. Certain types are given names, like ‘Mickey Mousing’, for example, where the music directly follows the action on the screen. The films of John Hunt, however, are known for their minimalist music, which is three or four notes in repetition, a great deal of repetition, and, after a while, this begins to work on the emotions of the audience and as you’re sitting in the cinema you get tense and more involved in what’s going on on the screen.

[pause]

tone

[The recording is repeated.]

[pause]

That is the end of Bart One.

Now turn to Part Two.

PART 2

*You'll hear part of a nature programme for young people in Britain. For questions 9 to 18, fill in the missing information.*

*You now have forty-five seconds in which to look at Part Two.*

[pause]

tone

Kathy: OK, now it’s time for our regular slot ‘Nature Notes’, and as usual Paul Sinclair is here to tell us about some of the things you can look out for at the moment. Paul, I believe the Natural History Museum in London has something of particular interest at the moment.

Paul: Yes, they have. They’ve got what they call ‘Dinosaur Safari’, which is an exhibition that takes you back to the time when those pre-historic creatures were around. With the use of high technology, they’ve created some realistic moving dinosaurs that can be pretty scary, 1 warn you! One tip 1 would give you, though, is to get to the exhibition fairly late to miss the worst of the queues. After all, there’s plenty more to see in the museum before that.

Kathy: What about for people who can’t get to London for that?

Paul: Yes, for those of you out of easy reach of London, the Museum also has something called the Discovery Centre, which visits venues around the country and is particularly aimed at young people. One great thing is that they have specimens you can touch such as bones and stuffed animals. And one thing that’s proved particularly popular is known as the ‘feel box’ where you identify mystery objects by touch only. So try to get along to the centre when it comes to your area.

Kathy: Now, there’s something for budding geologists, isn’t there?

Paul: Yes, it’s a project called ‘Rockwatch’ and the idea is to encourage young people to be careful collectors of rocks. The organisers say that careless collecting can easily damage sites and that the youngsters could teach the grown-ups a thing or two about that. Anyone aged between 8 and 18 can join Rockwatch, which will give them a chance to learn about fossils, dinosaurs and so on. And also they’ll be able to go along to activity days, where they can take part in all sorts of exciting things.

Kathy: You’ve got something about a writing competition next, haven’t you?

Paul: Yes, that’s right, it’s called ‘Our Planet’. It’s being run by the Society for the Protection of Birds and it’s open to anyone up to the age of 20. They’ve called it ‘Our Planet’ because it doesn’t just concern birds. It can be anything to do with the environment. If you want to enter, you have to write a 400-word article on an environmental issue that’s close to your heart and send it to them before July 30. The prize is certainly well worth having - a word processor that will be great for anyone who’s keen to be a writer.

Kathy: OK, and finally, exciting things are happening at Edinburgh Zoo, aren’t they?

Paul: They certainly are. On June 18th, they’re holding an open day for young people. You 1 get a guided tour in the morning and there’ll be quizzes and demonstrations during the afternoon. After that there’s a tea party at one of the city’s biggest hotels, which should be great fun. Tickets cost £10 and for that you also get a bag of gifts, so it’s well worth the money.

Kathy: OK, thanks Paul. You can get details of everything that...

[pause]

tone

*Now you'll hear Part Two again.*

[The recording is repeated.]

[pause]

*That's the end of Part Two.*

*Now turn to Part Three.*

PART 3

*You will hear five people talking about experiences connected with school. For questions 19 to 23, choose from the list A to F what each speaker says about his or her school days. Use the letters only once. There is one extra letter which you do not need to use.*

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

[pause]

tone

Speaker 1: It may have a great reputation, especially for football, but 1 only went there because my parents insisted 1 had to go. 1 met a lot of people who’ve been useful to me in later life, but apart from that it was a waste of time for me. 1 suppose enjoyed the woodwork, but if they thought 1 was going to make an effort, they were wrong.

Speaker 2: We moved from another part of the country, and I arrived In the middle of term. Everyone already had their friends, and I felt left out of everything. But Mike Trenchard really helped. He taught modern languages - which I was good at - and he really helped me fit in, despite my failures on the tennis court. I remember...

Speaker 3: I wasn’t really any good at things like history and maths. The one thing I did enjoy was swimming so I got chosen for the team in my first term - and then I had the confidence to try other things like fencing and athletics, and I ended up being a bit of a star.

Speaker 4: My parents were both teachers and I was very interested in books but the school seemed more interested in training girls in cookery and needlework, where I was just hopeless. I wanted to study Latin and Greek but everyone - teachers especially - thought I was odd. I couldn’t wait to leave.

Speaker 5: It was in the fifth year, the year when we had to study really hard, and there was this boy whose brother was going out with my sister and he started spreading rumours, saying things about my parents and me. And my work was suffering and in the end the school authorities had to sort it out.

[pause]

tone

*Now you'll hear Part Three again*.

[The recording is repeated.]

[pause]

*That's the end of Part Three.*

*Now turn to Part Four.*

PART 4

*You will hear part of a radio interview with a famous Australian novelist, Dorothy Shields. For questions 24 to 30, decide which of the statements are TRUE and which are FALSE. Write T for True or F for False in the box provided.*

*You now have forty-five seconds in which to look at Part Four.*

*[pause]*

tone

Interviewer: You’ve just finished writing your life story, haven’t you?

Dorothy: Well, Volume One actually, and I don’t see how there can ever be a Volume Two because of the number of people I’ve known who are still alive. Now, the book I’ve just finished, is about people most of whom are dead or don’t care.

Interviewer: So, you don’t believe in giving away other people’s secrets?

Dorothy: No, I absolutely do not.

Interviewer: I suppose the other reason for writing your life story is that if you don’t, other people will do it for you, and, as long as you’re around and able to write it yourself, It must be very annoying if they want to.

Dorothy: Well, there is a young woman writing one now. I tried to stop her, but I’ve given up. I thought, ‘OK, if you can’t beat them, join them’ so that’s why I wrote my book, yes. But also annoying If you’re capable of doing It yourself Is that, however well researched it is, It’s bound to be Inaccurate, to a certain extent, Isn’t it?

Dorothy: I also think they make things up quite a lot. Sometimes I think ‘Oh, it doesn’t mats' but, you know, at other times I get quite cross. But I don’t know if this book Is to improve things or not, because I don’t know what people are expecting really.

Interviewer: But you also tore up your first two novels, didn’t you?

Dorothy: I’ve torn up a lot more than that. Yes, I ripped them up and a lot of short stories too

Interviewer: You’ve gone on tearing them up?

Dorothy: I tore one up last year actually. You know it’s much better to start again than to try and change something, you see. Because you get on to a sort of, urn ... well, I don’t know, a wavelength when it’s going well.

Interviewer: But if you decide that you really should begin again, why don’t you just put it away somewhere, you never know, If you’ve spent that long working on It, Isn’t it a terrible thing just to throw it away?

Dorothy: Well, if I do have a moment of doubt afterwards, I think of all the theses that might written about it and then I’m pleased that It’s not going to be studied!

Interviewer: But, when you first came to this country, as an adult, with the manuscript of what VI to be your first published novel in your suitcase, it was published and met with immediate success. Were you surprised?

Dorothy: Well, you know, I was a very raw young woman out of the bush then. I’ve now become elderly and respectable, but then I was so green and when publishers phoned me up to say it had been accepted, I thought ‘this must be what happens to everybody’. They saw me as extremely cool, but really I just didn’t know.

Interviewer: But, you believed you would be published?

Dorothy: Yes, I find it very difficult now to understand my state of mind at that time. My confidence was amazing. I just knew I was going to be a writer and I was going to be published. There’s a phrase that’s disappeared, a 1950s phrase, ‘to be in for the lore haul’. I was always in for the long haul, I wasn’t going to give up and turn my hand to anything else, because, well as I say, what could I do?

[pause]

Tone

*Now you’ll hear Part Four again*

[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.*

*I’ll remind you when there is one minute left, so that you’re sure to finish in time.*

[pause]

*You have one more minute left.*

[pause]

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

*Goodbye.*

### Test 2 Key

**Paper 1 Reading** (1 hour 15 minutes)

Part 1

1. C

2. F

3. E

4. A

5. H

6. B

7. G

Part 2

8. D

9. D

10. B

11. A

12. D

13. B

14. c

15. B

Part 3

16. F

17. H

18. G

19. B

20. c

21. E

22. A

Part 4

23. A

24. c

 25. B

26. A

27. B

28. D

29. A

30. B

31. B

32. D

33. C

34. A

35. C

**Paper 2 Writing** (1 hour 30 minutes)

Task-specific mark schemes

Question 1

Content

**Major points**: Early explanation of who is writing and why i.e. requesting permission to hold a party. Must give precise information - date, time, place, ne reference needed to noise and tidying up.

**Minor points**: who is responsible for what (Noriko, Amanda).

*Organisation and cohesion*

Clear opening to letter. Suitable paragraphing. Appropriate ending.

*Appropriacy of register and format*

Formal letter.

*Range*

Language of requests. Language of description and future plans. Some expression of persuasion/reassurance. Vocabulary relating to the organisation of parties.

*Target reader*

Would have enough information to consider the request.

*Question 2*

*Content*

Letter should include brief reference to fact that the cousin was not able to come to the wedding. Coverage of the whole day’s events. Some details of the guests.

*Range*

Language of description for events and people. Past tenses. Vocabulary relating to wedding celebrations.

*Organisation and cohesion*

Clear opening to letter. Suitable paragraphing. Appropriate ending.

*Appropriacy of register and format*

Informal letter

*Target reader*

Would have a picture of the wedding and be informed about who was there.

*Question 3*

*Content*

Story related in some way to the first day, beginning with the words given.

*Range*

Narrative. Past tenses. Language of description.

*Organisation and cohesion*

Opening sentences set the scene. Possibly only minimal paragraphing thereafter. Obvious ending.

*Appropriacy of register and format*

Consistently neutral or informal.

*Target reader*

Would be able to follow the storyline.

*Question 4*

*Content*

Suggestions of ways to remember new vocabulary in English. More than one suggestion must be given.

*Range*

Language of opinion and suggestion. Use of appropriate modals. Vocabulary relating to language learning.

*Organisation and cohesion*

Clear opening to article. Suitable paragraphing. Conclusion.

*Appropriacy of register and format*

More or less formal (written for college magazine) but must be consistent.

*Target reader*

Would be informed.

*Question 5(a)*

*Content*

Clear reference to the book. Description of two pictures and an explanation as to why they would make a suitable cover.

*Range*

Language of description and explanation.

*Organisation and cohesion*

Linking of description and explanation.

*Appropriacy of register and format*

Neutral. Composition layout.

*Target reader*

Would know why the writer thinks these two pictures would make a suitable cover.

*Question 5(b)*

*Content*

Clear reference to the book chosen. Description of the character chosen and the change(s) undergone.

*Range*

Language of description, opinion, explanation.

*Organisation and cohesion*

Linking of description, opinion and explanation.

Appropriacy of register and format

Neutral. Composition layout.

*Target reader*

Would understand why the writer has chosen this character.

**Paper 3 Use of English** (1 hour 15 minutes)

Part 1

1. A

2. D

3. B

4. B

5. c

6. D

7. c

8. B

9. D

10. A

11. c

12. A

13. c

14. D

15. B

Part 2

16. which/that

17. used

18. could/can

19. to

20. become

21. until/till/before

22. first

23. had/made/created here

24. how

25. where

26. because/as/since

27. on

28. their

29. for

30. the

Part 3

*Award one mark for each correct section*.

31. enjoyed the film (1) apart from (1)

32. going to (1) be pulled (1)

33. has been learning Russian (1) for (1)

34. told/instructed/commanded/ordered Rebecca (1) not to (1) OR said (that) Rebecca (1) must/should not (1)

35. was not/wasn’t (1) as/so expensive/dear/costly as (1)

36. there was (1) no point (in) (1)

37. must (1) have/’ve been (1)

38. did not/didn’t deserve (1) to be (1)

39. nothing left (1) in this/the (1)

40. was forty/40 (1) when he learned/learnt/started/began (1)

Part 4

41. as

42. √

43. it

44. √

45. go

46. so

47. the

48. they

49. to

50. √

51. of

52. that

53. much

54. kind

55. who

Part 5

56. carefully

57. organisations

58. majority

59. cultural

60. knowledge

61. teenagers

62. correspondence

63. obligation

64. entertainment

65. broaden

**Paper 4 Listening** (40 minutes approximately)

Part 1

1.B

2. B

3. B

4. A

5. C

6. A

7. C

8. C

Part 2

9. (a) painter/(an) artist

10. (the) (old) bus station

11. (a) golf champion/(champion) golfer

12. (a) furniture shop

13. engineering

14. (the) Market Hall

15. Nothing Ever Changes

16. (a) bank robbery

17. (the) Leisure Centre

18. (the) Evening Post/(the/our) local evening (news)paper

Part 3

19. F

20. D

21. A

22. E

23. B

Part 4

24. T

25. T

26. F

27. F

28. T

29. T

30. F

**Transcript**

*First Certificate Listening Test. Test Two.*

*Hello. 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 will hear each piece twice.*

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

*The tape will now be stopped. Please ask any questions nowy because you must not speak during the test.*

[pause]

Part 1

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

[pause]

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

Question 1

*One*

*You hear two people discussing a play, who is going to see it?*

*A. the man*

*B. both of them*

*C. neither of them*

[pause]

tone

Man: … well, I’m not sure. It sounds as if it might he rather violent for us.

Woman: Yes, but it’s ever so famous. The director won some kind of award. Peter saw it a few months ago and according to him some of it was violent, but it was all done in a very matter-of-fact way - nothing too ... urn ... you know...

Man: OK, then. I suppose it’ll make a change from comedies.

[pause]

tone

[The recording is repeated.]

[pause]

Question 2

*Two*

*You will hear an announcement about a television programme. What is the programme about?*

*A. Indian religion*

*B. Indian cooking*

*C. Indian history*

[pause]

tone

Announcer: ... and at 8.30 there’s another chance to see the last in our series ‘Indian Magic’. In tonight’s programme, Usha Verma travels to central India and tries some of the dishes prepared by this historic region’s top cooks. She will also be giving you once again a step-by-step guide to producing similar delights at home and looking at some of the traditional dishes associated with a festival at a famous local temple.

[pause] tone

[The recording is repeated.]

[pause]

Question 3

*Three*

*Listen to this man speaking. Who is he?*

*A. a traffic policeman*

*B. a taxi driver*

*C. a tour guide*

[pause]

tone

Man: Well I can, but the traffic may be bad when we get nearer the centre. You’ll have r walk the last hundred metres or so anyway, because I’m not allowed to stop outset the theatre. I’ve got into a lot of trouble recently for trying to do that. You can get out at Brammel Lane and it’s just round the corner. You won’t get lost.

[pause]

tone

[The recording is repeated.] [pause]

Question 4

*Four*

*In a hotel, the receptionist is giving a guest his bill. What is the problem*

*A. The man has made a mistake.*

*B. It is someone else’s bill.*

*C. There is a mistake in the bill.*

[pause]

tone

Receptionist: That’s £125.97 altogether then, sir.

Guest: All right. Let me see. What’s this? I’m sorry but, I made one phone call, not two been charged for two calls. This is my bill, I suppose?

Receptionist: Why, yes, and the calls are automatically recorded by computer. I can’t see how…

Guest: Oh, wait a minute. Yes, I did make a quick call to a friend last night. That would be it.

Sorry.

[pause]

tone

[The recording is repeated.]

[pause]

Question 5

*Five*

*You hear someone talking on a public phone. Who is he talking to?*

*A. a friend*

*B. a repair man*

*C. a taxi company*

[pause]

tone

Man: ... look, you told me you’d pick me up in 10 to 15 minutes when I first rang but that was half an hour ago. I’ve been waiting outside this phone box all that time and it’s freezing cold ... What do you mean, it came and there was nobody here so it went away again? I’ve been here all the time, I haven’t moved. Look, you’re obviously unreliable, and I’ve got a plane to catch ... No, no, I’ll phone another firm.

[pause]

tone

[The recording is repeated.]

[pause]

Question 6

*Six*

*In a museum café you overhear two people talking. What did the woman feel about the exhibition?*

*A. She was impressed.*

*B. She was disappointed.*

*C. She was bored.*

[pause]

tone

Female: ... actually, it wasn’t quite what I expected.

Man: Yes, I thought there’d be more variety.

Female: No, that’s not what I meant. I didn’t expect the colours to be so striking, it was so original.

Man: Yes, that’s true - but the theme was so limited.

Female: I didn’t mind. Where can I see more of his work?

[pause]

tone

[The recording is repeated.]

[pause]

Question 7

*Seven*

*You hear a woman telephoning a furniture store. What does she want the store to do?*

*A. deliver her table on Tuesday*

*B. leave the table at her neighbour’s house*

*C. confirm the delivery time*

[pause]

tone

Woman: Yes, good morning. I’m enquiring about the table I ordered a couple of weeks ago… Mrs James, 58 West street... So when can you deliver It? ... Next Tuesday ? No, hang on, that won’t do ... Thursday? Should be OK. If Pm not here, my neighbour could let you in. Will it be morning or afternoon? ... Well, if you could let me know definitely ... Fine. Thank you ... Bye.

[pause]

tone

[The recording is repeated.]

[pause]

Question 8

*Eight*

*You hear two people in a travel agent's arguing about a trip. What do disagree about?*

*A. whether to go or not*

*B. how much it will cost*

*C. when to go*

*[pause]*

tone

Female: Look, I thought we’d agreed all this.

Man: Yes, but you heard what the assistant said - It can get unbearably hot there then.

Female: So what are you saying, you don’t want to go? Look, I’ve already put my name down at work for those weeks and I don’t want to have to change it.

Man: I’m just saying we shouldn’t go then, that’s all. It won’t be any more expensive i m leave it until a bit later. Surely you could get them to put it back a bit...

[pause]

tone

[The recording is repeated.]

[pause]

That is the end of Part One.

Now turn to Part Two.

PART 2

*You will hear part of a local radio programme, in which the presenters give the answers to a quiz. For questions 9 to 18, fill in the answers to the quiz*

*You now have forty-five seconds in which to look at Part Two.*

[pause]

tone

Male: ... right, now it’s time for the answers to last week’s local history quiz. Carol, would you like to start?

Female: OK, the first question was ‘Who was Alexander Byfleet?’ Did you know this one, Phil?

Male: Well, I was sure he was an inventor. I didn’t know we’d had any artists living here.

Female: Well, that’s what he was - painted some rather pretty pictures actually.

Male: OK, next we asked you ‘What used to be where the Buy Easy Supermarket is now?’ There was some confusion over this one, wasn’t there?

Female: Mmm. Some people wrote the old police station and some said the old bus station, which is what it was. The old police station was further down the road.

Male: The next question was ‘Who was Jimmy Milburn, who lived here all his life?’ This was a bit of a tricky one, wasn’t it?

Female: Yes, quite a few people fell into the trap and put ‘professional footballer’, but that was Johnny his brother.

Male: In fact Jimmy was a golf champion - he won the national championships for five years running in the 1940s.

Female: OK. Then we asked ‘There was once a boot factory in the town. What Is it now?’ Not many people knew this one, did they?

Male: No, including me! Well, apparently it was in Dean Road and when it closed it was used as a garage for a while before it became a furniture shop.

Female: Which is what it currently is.

Male: The next question was ‘A hundred years ago, what was the town’s main industry?’ Well, the obvious answer was ‘clothes-making’...

Female: ... yes, because of course that’s what the town has a reputation for today. So it may come as a surprise to many of you that there was more engineering than anything else in those days ...

Male: ... Uh huh.

Female: We then asked ‘What is the oldest building in the town?’ A lot of you went for the Children’s Hospital and, of course, the church. But, the church was completely rebuilt 150 years ago and the hospital is not quite as old as the Market Hall, which was built in 1672. Phil.

Male: The next question was ‘Anthony Diprose wrote a novel that was set in the town. What is that novel called?’ Well, it wasn’t a best seller so perhaps it’s not so surprising that hardly anyone knew that the title of the book was ‘Nothing Ever Changes.’

Female: Then we asked ‘What happened in Wood Lane in 1976 that was in all the national newspapers?’ Well, plenty of people remembered there was a flood there in the mid-70s.

Male: Yes, although as those of you who were actually living here in 1976 may recall, that was the year of our famous bank robbery...

Female: The flood happened in ’77 by the way.

Male: The next question was ‘Which public building was opened in 1985?’ The new Town Hall was a popular answer and many of you put the Shopping Centre. Well, in fact they’re both a bit older than that, believe it or not. It was the Leisure Centre that first came into use that year.

Female: That surprised me. Anyway, finally, we asked ‘What celebrates its hundredth anniversary this year?’ The football club got a lot of votes here - it’s been around longer than that! As many of you thought, it’s our local newspaper, the Evening Post, which was first published 100 years ago.

Male: OK, now for the winners.

[pause]

 tone

*Now you'll hear Part Two again*.

[The recording is repeated.]

[pause]

*That's the end of Part Two.*

*Now turn to Part Three.*

PART 3

*You will hear five people talking on the radio about their jobs. For questions 19 to 23, choose from the list A to F how each got his or her far originally. Use the letters only once. There is one extra letter which you do not need to use.*

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

[pause]

tone

Speaker 1: Well, 1 didn’t really have the qualifications for the job, at least not on paper, but anyway, 1 got an interview, which was absolute hell, and afterwards 1 thought “Well I was worth a try”, but I was sure 1 hadn’t got it. Then, a couple of days later, they rang up and offered it to me. You know, it was only a few weeks later I found out that they’d intended to give it to someone else with the same surname, and I’d beer second on the list. But I’m still there, so I suppose I’m OK.

[pause]

Speaker 2: I’ve always loved selling and marketing and had several jobs doing that before particular job. You know, it’s strange how life is really because I very nearly didn’t work here. Mr Kelly, he’s the director, offered me the job at the interview, and turn it down but he rang me again a few days later to see if I’d been having second thoughts. I had, I’m glad to say.

[pause]

Speaker 3: My motorbike broke down. And I had to wait around while it was being repaired Yeah, so I bought a local paper and went into a café and read it and happen: to see the advert for the job. I thought, “I’ll have a go at that”, and rang up. It was just down the road and they said, “Come along right away”. I knew absolutely nothing about this line of work then, but they must have liked my face at the interview or something.

[pause]

Speaker 4: Never be late for a job interview because you won’t get the job! I ever so nearly was. Would you believe It? The train broke down on the way. There I was-stucK miles from where 1 was going. But actually we were in a station, and I realised I’d never make the interview and got off the train. Well, I got talking to someone outside and they offered me a lift and I arrived early for the interview, in the end.

[pause]

Speaker 5: They rang up and offered me the job, and I was really thankful, because I’d been out of work for ages, and was beginning to think I’d never get anything. What I now know is that I was the only person who turned up for interview. Apparently a couple of other people were asked but never came. So I kind of got it because they had no choice, although they could have advertised it again, I suppose. Glad they didn’t.

[pause]

tone

*Now you'll hear Part Three again.*

[The recording is repeated.]

[pause]

*That's the end of Part Three.*

*Now turn to Part Four.*

PART 4

*You will hear a young actress being interviewed on the radio. Answer questions 24 to 30, by writing T for True or F for False in the boxes provided.*

*You now have thirty seconds in which to look at Part Four.*

[pause]

tone

Interviewer: We have in the studio today, Beatrice Rand. A gifted young actress, well known to all of you for her starring role in To Fly with the Wind and whose next film is due out this summer.

Beatrice: Thank you.

Interviewer: I’d like to begin, if I may, by asking you about how it all started. Why an actress?

Beatrice: Oh, I’ve always wanted to bẹ an actress. Or at least I’ve always wanted to perform. When I was very young, our neighbour used to play the piano all day every day. My parents hated it. They complained about it all the time. I couldn’t understand why -1 loved listening to him. It fascinated me. I wanted to be able to do it.

Interviewer: But you didn’t start with music did you? In fact, wasn’t your first love the circus?

Beatrice: Yes, my father made a circus area in our back garden with swings and ropes and things and I used to practise for hours. When I was seven I telephoned a circus school. They told me I had to wait until I was ten.

Interviewer: What did you do then?

Beatrice: For the time being I decided to be an actress. I was in all the school plays and I joined a local dramatic society - you know - only small things. I just wanted to perform. I used to imagine myself in front of huge audiences.

Interviewer: You had a very lively imagination when you were young.

Beatrice: Oh yes. I invented a completely imaginary life when I was about eight years old. And the most important part of my imaginary life was a friend called Elizabeth.

Interviewer: Do you think that was because you were lonely?

Beatrice: Not really. I had lots of school friends, but real friends can’t be with you all the time. An imaginary friend can, and I could talk to Elizabeth whenever I wanted to. She was always there.

Interviewer: Did she encourage your desire to be an actress?

Beatrice: Oh yes. She was always in the audience and she always told me when I’d done well and when I’d done badly.

Interviewer: So by the time you left school you were already quite an experienced actress. In fact, at sixteen you were quite mature for your age.

Beatrice: Yes, I suppose I was. I knew what I wanted to do when I was quite young and by the time I was sixteen I was well on the way to achieving it.

Interviewer: Did you have any other interests when you were young?

Beatrice: Well, I used to love reading. I read hundreds of books when I was young and I poetry. I knew a lot of poems by heart. I’ve always been very good at remember words.

Interviewer: And now that you’re a successful actress, how do you feel about what you’ve achieved?

Beatrice: I’m glad to be doing what I always wanted to do. But there are problems that I new thought about.

Interviewer: Such as?

Beatrice: Well, it’s difficult to enjoy going to restaurants or discos and things like that. I wanted to improve my dancing. But going to dance classes wouldn’t have been easy with everyone staring at you.

Interviewer: And I believe your career is about to take another direction.

[pause] tone

*Now you'll hear Part Four again*.

[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. I'll remind you when there is one minute lefty so that you're sure to finish in time.*

[pause]

You have one more minute left.

[pause]

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

*Goodbye.*

### Test 3 Key

**Paper 1 Reading** (1 hour 15 minutes)

Part 1

1. E

2. H

3. G

4. c

5. D

6. A

7. B

Part 2

8. C

9. D

10. D

11. A

12. B

13. A

14. D

15. C

Part 3

16. G

17. E

18. B

19. F

20. A

21. C

Part 4

22. H

23. A

24. B

25. C

26. A

27. E

28. H

29. E

30/31. I/D (in any order)

32. G

33. F

34/35. A/F (in any order)

**Paper 2 Writing** (1 hour 30 minutes)

Task-specific mark schemes

Question 1

Content

**Major points**: State city to go to and when. Ask for a guide. Request information re being met at the airport and which hotel.

**Minor points**: Any requests for special arrangements. Any comment on spending allowance or meals.

*Organisation and cohesion*

Letter with appropriate opening and closing formulae. Clear organisation of points: statement of needs, questions and requests. Appropriate linking of ideas - not just lists.

*Appropriacy of register and format*

Letter format. Could range from neutral to formal, but must be consistent throughout.

*Range*

Language of requests and questions. Range of tenses: possibly future, present, conditionals. Vocabulary to do with travel and holidays. Some lifting of key words/phrases acceptable e.g. special arrangements.

*Target reader*

Would know what the writer specifically wants and have enough information to make the appropriate arrangements.

*Question 2*

*Content*

Give advice about how to learn the candidate’s language. State main difficulties.

NB Also acceptable to expand on one main area of difficulty.

*Range*

Language for giving factual information, suggestions and advice. Probably present and future forms. Possibly conditionals and modals. Vocabulary to do with language learning.

*Organisation and cohesion*

Early reference to reason for writing. Clear organisation and linking of points. Suitable opening and closing formulae.

*Appropriacy of register and format*

Informal letter

*Target reader*

Will have a clear idea as to how to start learning the language and what difficulties to expect.

*Question 3*

*Content*

Story which makes context of ‘playing’ clear. What happened next, and with what result.

*Range*

Range of past tenses. Language of narration and description. Vocabulary appropriate to the context chosen.

*Organisation and cohesion*

Could be minimally paragraphed. Ideas linked and developed, leading from the given prompt to a specified outcome.

*Appropriacy of register and format '*

Neutral or informal register possible, but must be consistent throughout.

*Target reader*

Would be able to follow the storyline.

*Question 4*

*Content*

Recommendations specific to a bookshop. Explanation as to why recommendations would prove popular with young people.

*Range*

Language of description and recommendation. Possibly present, future and conditionals. Vocabulary to do with shops and the likes or dislikes of young people.

*Organisation and cohesion*

Report should be clearly organised. Sub-headings an advantage. Report may possibly begin in letter format. Clearly stated recommendations.

*Appropriacy of register and format*

Register could range from neutral to formal, but must be consistent throughout, Formal report layout not essential.

*Target reader*

Would have a clear idea of what the recommendations are and why they should prove popular.

*Question 5(a)*

*Content*

Sate which book. Describe the scene. Explain why this scene is the one to film.

*Range*

Language of description, explanation and justification. Range of tenses, vocabulary relating to the specific scene chosen.

*Organisation and cohesion*

Logical linking between the description and the reasons for filming.

*Appropriacy of register and format*

Composition. Range of register appropriate, provided consistent.

*Target reader*

Would learn about the scene from the book in some detail and why it would be good to film.

*Question 5(b)*

*Content*

State which book. Agree or disagree with the proposition, or discuss both sides of the argument. Give reasons for the view. Explain this view with reference to the book.

*Range*

Language of opinion, explanation, and justification. Range of tenses,

Vocabulary to do with books and language learning.

*Organisation and cohesion*

Clear development of viewpoint with appropriate linking of ideas.

*Appropriacy of register and format*

Composition. Range of register appropriate, provided consistent.

*Target reader*

Would know which book the writer had read and whether the reading of books en as an aid to studying English.

**Paper 3 Use of English** (1 hour 15 minutes)

Part 1

1. B

2. A

3. A

4. B

5. A

6. B

7. C

8. D

9. C

10. A

11. C

12. D

13. D

14. B

15. A

Part 2

16. it

17. to

18. they

19. was

20. a

23. for

24. be

25. than

26. which/that

29. one

30. had

Part 3

*Award one mark for each correct section.*

31. last time/occasion (when/that) (1) I saw (1)

32. is included (1) in (1)

33. taken the/his car (1) without asking (1)

34. had/’d better (1) get/have (1)

35. not like Sarah (1) to be (1)

36. want anyone/body else (1) to know (1)

37. was cancelled (1) owing to (1)

38. in case (1) the taxi is (1)

39. too fast/quickly (1) for them to (1)

40. gave me (1) (his/her) permission (1) OR gave (1) (his/her) permission for me (1)

Part 4

41. by

42. of

43. will

44. √

45. to

46. the

47. it

48. √

49. √

50. in

51. √

52. those

53. quite

54. √

55. other

Part 5

56. unemployment

57. construction

58. shortly

59. announcement(s)

60. advertising

61. qualified

62. intention

63. recently

64. enthusiastic

65. wealthy

**Paper 4 Listening** (40 minutes approximately)

Part 1

1. C

2. C

3. A

4. B

5. A

6. C

7. C

8. C

Part 2

9. camera equipment

10. up to 4/1-4/no more than 4/a max(imum) (of) 4/four

11. everyday objects not things like a bowl of fruit, etc.

12. (some)scenery/view(s) not view(s) from windows, etc.

13. comedy/amusing scenes (in home/at work)

14/15. (the/a)negative(s)/(a) (short) description (in any order)

16. Amateur Photography

17. picture editor 18 April (issue/magazine)

Part 3

19. B

20. E

21. A

22. F

23. c

Part 4

24. C

25. N

26. N

27. B

28. C

29. C

30. B

**Transcript**

*First Certificate Listening Test. Test Three.*

*Hello. 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 time at the end of the test to copy your answers onto the separate answer sheet.*

*The tape will now be stopped. Please ask any questions now, because you must not speak during the test.*

[pause]

PART 1

*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.*

*Question 1*

*One*

*Listen to this girl talking about a book she has just read. What does she think about the book?*

*A. It is inaccurate.*

*B. It is depressing.*

*C. It is too long.*

[pause]

tone

Woman: Hi, James. You can have your book back now. I finished it last night - finally. It took me ages to read. I liked the bits when he described his adventures in the mountains - they were really amazing. But I think he could have left out some of the descriptive passages. I’d have finished the book ages ago if he had.

[pause]

tone

[The recording is repeated.]

[pause]

*Question 2*

*Two*

*You hear a woman talking to a man. What is she doing?*

*A. complaining about something*

*B. suggesting something*

*C. explaining something*

[pause]

Man: Did you remember to bring the tennis balls?

Woman: No, I didn’t...

Man: What! I thought you said you’d bring some. How are we going to play without them?

Woman: Well, the ones I had were very old and I know you’d only get cross if we played with them. So I phoned Janet. She’s just bought some new tennis balls. She’ll be along r a few minutes then we’ll be able to play.

[pause]

tone

[The recording is repeated.]

[pause]

*Queetion 3*

*Three*

*You overhear a woman talking about somewhere she visited on holiday. What is she describing?*

*A. a palace*

*B. an art gallery*

*C. a department store*

[pause]

tone

woman: ... oh yes, it was absolutely fascinating. They’ve got all these old family portraits on the walls and the rooms are full of beautiful furniture and, you know, exotic carper and things. And there are vases and clocks and that sort of thing too ... Oh, and a marvellous collection of old toys on display in the royal nursery. I really liked that m could just Imagine the little princes and princesses playing with them. Then outsat there was a...

[pause]

tone

[The recording is repeated.]

[pause]

*Question 4*

*Four*

*Listen to this couple talking about a parcel they have received. Why are they disappointed?*

*A. They ordered a different item.*

*B. It is not suitable.*

*C. It has been damaged.*

[pause]

tone

Woman: Right, let’s have a look. Oh no!

Man: What’s the matter? Faulty?

Woman: This is no use.

Man: Why?

Woman: I told them over the phone what I needed it for and they said this one would do, but it obviously won’t. Look!

Man: Uhm. I see what you mean.

[pause]

tone

[The recording is repeated.]

[pause]

*Question 5*

*Five*

*You hear a local shopkeeper talking about tourists. What is he complaining about?*

*A. the way they treat local people*

*B. the increasing numbers of them*

*C. how little money they spend*

[pause]

tone

Man: A few years ago there were hardly any, but now there are more and more every year. They’ve completely changed the place. I know the local economy couldn’t do without them. And I don’t mind them coming here, but the attitude of some of them gets on my nerves. They always argue about prices, they seem to think everything should be incredibly cheap. They get quite rude about it sometimes. They’ve no respect for us at all, some of them.

[pause]

tone

[The recording is repeated.]

[pause]

*Question 6*

*Six*

*You switch on the radio and hear something being read. What is it?*

*A. a weather forecast*

*B. a news report*

*C. a story*

[pause]

tone

Man: ... and with the wind roaring about his ears and the rain soaking his body, the weary traveller knocked on the door of the dark and unlit cottage. It was with a sinking heart that he waited. Then the door opened. A small elderly woman stood in front of him.

[pause]

tone

[The recording is repeated.]

[pause]

*Question 7*

*Seven*

*You overhear two people talking as they leave their office. What is the woman going to do this weekend?*

*A. play tennis*

*B. go to the beach*

*C. work in the garden*

[pause]

tone

Woman: Bye, Mark! Have a nice weekend.

Man: Thanks. Same to you. Doing anything exciting?

Woman: No, not really. We were thinking of going down to the coast but I don’t think Martin’s going to be well enough, so he’ll probably stay in and watch TV while l get on with planting the rose bushes I bought last weekend. How about you? Playing tennis again?

[pause]

tone

[The recording is repeated.]

[pause]

*Question 8*

*Eight*

*You hear a man talking about his life. How does he feel?*

*A. determined*

*B. hopeful*

*C. regretful*

[pause]

tone

Male: If I could, I would wish that I had a fairly decent job, payin’ at least a hundred seventy five or two hundred dollars a week, a nice lady, somebody that would share my life with me, that I could talk to and be with, a place to stay, come home from work and watch TV - that’s what I would wish for. Because you know when I was younger used to think that a lot of clothes and a lot of money was important. But now I realise that I ain’t gonna live for ever so what good is a lot of money if I can’t have happiness?

[pause]

tone

[The recording is repeated.]

[pause]

*That is the end of Part One.*

*Now turn to Part Two.*

PART 2

*You will hear a magazine editor talking on the radio about a competition. For questions 9 to 18, complete the notes.*

*You now have thirty seconds in which to look at Part Two.*

[pause]

tone

Announcer: And now it’s time for our weekly magazine feature. I have with me Richard Stevens, editor of ‘Amateur Photography’. Richard what’s in this month’s issue?

Richard: Thanks, Mary. Well, for all those listeners who are keen on taking photographs this may be the competition for you because you could win camera equipment to the value of £500 to take your next holiday shots with. Yes, that’s first prize in our photography competition. So, here’s what it’s all about. We’re asking anyone who’s interested in taking part in this competition to send in up to four photographs. The photos must be five by eight inches - which is a bit larger than normal holiday snaps.

And it’s not just any photograph that we’re looking for. You must send photographs that fall into one of the following three categories. The first category is photographs of everyday objects - things like, an old chair, some brightly coloured cups and saucers or a bowl of fruit, for example. For the second category, you may choose to photograph some scenery, like the view from a window or a shot of the countryside or the sea. And lastly you could choose to send in a photograph for the comedy category - an amusing scene at work or in the home, for example. You can, of course, have people in these pictures but they won’t be the main theme of the picture. So, those are the three types of photograph that you can send in and your entries can be in any of the three groups - there’s no ruling about that. What we do insist on is that the pictures are taken by you and so we’ll need the negative to prove that as well. And when you send in your entries, please also enclose a short description of the photos so that the judges can be sure of the subject matter and the category for each picture.

Now, you need to send the photographs to ‘Amateur Photography’ at 21, The Crescent, Ely. The telephone number Is 243160 in case you need to ask for any extra information. When all the photographs have been received, they’ll be judged during the first week of March by Miranda Smith, our picture editor. I’m afraid I can’t give you any more Information on that at the moment as we’re still finalising details. So you’ve still got three weeks or so to take the pictures, or enlarge ones that you already have and send them In. The final date for entries is the last day of February and the winners will be announced in our April issue.

Announcer: So what else have you got this month, Richard?

Richard: Well, we’ve got a special feature ...

[pause]

tone

*Now you’ll hear Part Two again.*

[The recording is repeated.]

[pause]

*That's the end of Part Three.*

*Now turn to Part Four.*

PART 4

*You'll hear a conversation in which Alan asks his friends Bob and Carol about a sports club. Answer questions 24 to 30 by writing B for Bob, c for Carol, or N for Neither in the boxes provided.*

*You now have thirty seconds in which to look at Part Four*.

[pause]

tone

Alan: That sports club you both belong to, what’s it like Bob?

Bod: Not bad actually.

Alan: What can you do there?

Bod: Oh, the usual things, squash, tennis, swimming pool, fitness classes, all that.

Alan: But then there are the things you don’t find everywhere, like indoor golf and yoga ...

Bod: Yeah, but Carol you don’t...

Carol: Yeah, there’s not a lot of variety in what I do. I mean, I keep meaning to take up some of the other things, but basically I just use the swimming pool.

Alan: Doesn’t sound bad from what you’re saying.

Bod: Yeah, but I must say some of the equipment has seen better days. I was in the gym the other day using the weights and ... well... a fair amount of the stuff in there isn’t exactly the most up to date.

Carol: I wouldn’t know about that... I never use it. But you can’t really expect perfection for what we pay.

Alan: I meant to ask you about that, because I’m thinking of joining.

Bod: Well, they’ve just put the membership fees up. I don’t mind paying a bit more, though ... it’s still quite reasonable, considering what you get.

Carol: Yeah, these places can be quite expensive from what I’ve seen advertised. This has gone up a bit... it could be a lot worse, though. I could find out for you how much it is for new members now.

Alan: What kind of people go there?

Bod: All sorts. I’ve met all kinds of people I wouldn’t normally run into. There are people of all ages and incomes but everyone gets on well. It doesn’t really matter how well off you are when you’re running round a tennis court, does it? It can be rather competitive but we also have a laugh a lot of the time.

Carol: I’m sure I could make friends if I put a bit more effort in. But there isn’t a lot of talking in the swimming pool - most people stay on their own or with their own friends. There isn’t a lot of mixing in my experience.

Alan: Actually, I was thinking of taking up some serious fitness training - what are the instructors like?

Carol: I did a bit of that but I gave it up. It was too much like hard work. The Instructors never lost patience with me. Though to be honest I wouldn’t blame them if they had. You’re supposed to be keen if you take those classes and I was a bit lazy.

Bod: I did some aqua classes once - that’s various kinds of exercises In the water - but I gave it up. They weren’t bad, but I got the feeling that the instructors were just there for the money. They didn’t take much interest in US. You didn’t get any individual attention, which is what I wanted.

Alan: Well, how about the changing rooms and things like that?

Bod: I’ve never found the changing rooms I use anything other than spotless, I must say. And the showers, well, I’ve seen better. But they’ll do.

Carol: The changing room I use - the one for the swimming pool - can be pretty mucky. People mention it and they do something about it for a while. But it doesn’t last. As for the showers, well, ail I’ll say is I get in and out as fast as I can.

Alan: Well, maybe I’ll join -1 probably wouldn’t use the pool much anyway.

Bod: We could take you as a guest - guests are free for up to three visits.

Alan: Oh.

Carol: Yeah, why don’t you come on Tuesday and see for yourself? We could go for a drink in the Sports Bar Café afterwards.

Alan: Thanks.

Bod: Yeah, that’s just opened. It’s really convenient to be able to go and have something to eat and drink when you’ve finished. I thought they were building a bigger place, though. It gets pretty crowded and it can take ages to get served.

Carol: Yeah, but come on! Before that there wasn’t anything except a couple of drinks machines. It was really awful. The place really needed something like the new café.

Alan: OK, I'll come on Tuesday.

[pause]

tone

*Now you'll hear Part Four again.*

[The recording is repeated.]

[pause]

*That's the end of Part Four.*

*There'll now he a pause of five minutes for you to copy your answers onto the separate answer sheet. I'll remind you when there is one minute lefty so that you're sure to finish in time.*

[pause]

You have one more minute left.

[pause]

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

*Goodbye.*

### Test 4 Key

**Paper 1 Reading** (1 hour 15 minutes)

Part 1

1. F

2. A

3. E

4. G

5. H

6. C

7. B

Part 2

8. B

9. A

10. D

11. A

12. C

13. B

14. A

15. D

Part 3

16. C

17. A

18. F

19. D

20. B

21. E

Part 4

22. B

23. C

24. A

25. B

26. C

27. D

28. C

29. D

30. C

31. A

32. B

33. C

34. D

35. D

**Paper 2 Writing** (1 hour 30 minutes)

*Task-specific mark schemes*

*Question 1*

*Content*

**Major points**: All 6 points to be covered. Give brief details of requirements: mom for 30 people, date, time. Ask about: meal, drinks and disco,

Minor points: Possible request for vegetarian meal. Any additional information.

*Organisation and cohesion*

Early reference to why the person is writing. Grouping of ideas into sections ing information and requesting information. Suitable opening and closing formulae

Not just a list of questions, unless the list is introduced appropriately.

*Appropriacy of register and format*

Letter format. Consistently neutral or formal.

*Range*

Language appropriate for giving and seeking factual information, and making requests. Present and future forms. Vocabulary to do with arranging a party. Lifting of key words permissible e.g. *disco, meal.*

*Target reader*

Would be aware of the writer’s requirements and be able to respond to questions.

*Question 2*

*Content*

Description of one special day of a holiday abroad, and an explanation of why it was so exciting (special).

*Range*

Descriptive ancf narrative language. Language of explanation. Past tenses.

*Organisation and cohesion*

Though an article, as a piece of narrative writing it could be minimally paragraphed. There should be a clear link between narration, description and explanation.

*Appropriacy of register and format*

Range of register is allowable, provided consistent.

*Target reader*

Would understand why the day was exciting (special).

*Question 3*

*Content*

Composition could agree or disagree with the proposition, or discuss both sides of the argument. Should give some examples from present and/or past to back up opinion.

*Range*

Language of comparison and description, opinion and justification. Probably past and present tenses.

*Organisation and cohesion*

Clear presentation and development of ideas, stating writer’s point of view. Appropriate linking of ideas.

*Appropriacy of register and format*

Neutral composition format.

*Target reader*

Would be able to understand the writer’s viewpoint.

*Question 4*

*Content*

State benefits to writer’s town - at least one each for both park and museum. Statement of preference: clear choice. Reason for preference.

*Range*

Language of description, comparison, preference, opinion and justification. Present and future tenses (perhaps conditionals and modals).

*Organisation and cohesion*

Report should be clearly organised. Sub-headings an advantage.

*Appropriacy of register and format*

Neutral or formal, but must be consistent. Formal report layout not essential.

*Target reader*

Would understand the choice the writer would make and the writer’s reasons for it.

*Question 5(a)*

*Content*

I imposition could agree or disagree with the proposition, or discuss both sides i the argument. Must refer to the ending in the chosen book.

*Range*

language of description, opinion and justification. Range of tenses.

*Organisation and cohesion*

Hear presentation and development of ideas, including a statement of the writer’s point of view. Appropriate linking of description and comment.

*Appropriacy of register and format*

Neutral composition.

*Target reader*

Would understand the writer’s view of the ending.

*Question 5(b)*

*Content*

Make recommendation to read the named book, and give more than one reason for this recommendation. Must clearly relate to the book chosen.

*Range*

Language of description, encouragement, persuasion and justification. Range of tenses.

*Organisation and cohesion*

Informal letter, with suitable opening and closing formulae, and early reference to reason for writing. Clear presentation and development of ideas. Appropriate linking of recommendation and reasons.

*Appropriacy of register and format*

Informal letter.

*Target reader*

Would learn something about the book and why the writer is recommending it. Would want to read the book.

**Paper 3 Use of English** (1 hour 15 minutes)

Part 1

1. B

2. C

3. A

4. A

5. C

6. B

7. D

8. D

9. A

10. C

11. B

12. D

13. A

14. B

15. C

Part 2

16. that/which

17. be

18. the

19. part/role

20. without

21. of

22. all

23. sure/certain

24. run/sell

25. so

26. are/get

27. lot

28. with

29. aside/away

30. not/never

Part 3

*Award one mark for each correct section.*

31. would/’d/should (1) ’ve/have sent (1)

32. too tired (1) to eat (1)

33. to put (1) up with (1)

34. you mind (1) lending me (1)

35. was not/wasn’t allowed (1) to stay (1)

36. did it take (l)(you) to (1)

37. haven’t/have not (1) been skiing for (1) OR haven’t/have not (1) skied for (1)

38. although (s)he (1) isn’t/is not able/is unable (1)

39. are (being) bought (1) by teenagers (1)

40. wish I hadn’t/had not (1) invited (1)

Part 4

41. it

42. being

43. for

44. √

45. her

46. at

47. to

48. ourselves

49. √

50. that

51. √

52. of

53. √

54. our

55. the

Part 5

56. competition

57. performance

58. nervous

59. successful

60. thoroughly

61. activity

62. carefully

63. imprisoned

64. political

65. explanation

**Paper 4 Listening** (40 minutes approximately)

Part 1

1. A

2. B

3. A

4. B

5. A

6. B

7. C

8. C

Part 2

9. five/5 (years old)

10. Winter Olympics/Winter Olympic Games

11. North America/Canada (in particular)

12. this season/this year/recently

13. 3$\frac{1}{2}$ three and a half months

14. stay (here/there/in Canada)

15. most important match/game

16. (the) champion(s)

17. (first team) place/place (in the first team) not first place

18. (a) holiday (in Finland)

Part 3

19. F

20. D

21. C

22. E

23. A

24. B

25. A

26. C

27. A

28. B

29. A

30.A

**Transcript**

*First Certificate Listening Test. Test Four.*

*Hello. 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 time at the end of the test to copy your answers onto the separate answer sheet.*

*The tape will now be stopped. Please ask any questions now, because you must not speak during the test.*

[pause]

PART 1

*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.*

*Question 1*

*One*

*Listen to these people talking about an event. What event are they talking about?*

*A. a concert*

*B. a play*

*C. a film*

[pause]

tone

Man: Great, wasn’t it!

Woman: Well, it was OK. I thought the sound could have been a lot better.

Man: Yeah - but it was just great being there - the atmosphere was incredible.

Woman: Well, I thought it was too crowded and the guy next to me kept waving his arms about. He really got on my nerves.

Woman: Well, I thought it was brilliant. If they’re playing again next month, I’ll definitely go again.

[pause]

tone

[The recording is repeated.]

[pause]

*Question 2*

*Two*

*You hear someone talking about a party he has been invited to. How does he feel about the party?*

*A. He is nervous about it.*

*B. He thinks it will be boring.*

*C. He is unsure what to expect.*

[pause]

tone

Male: I must admit that I’m not really looking forward to it...

Female: No?

Male: Well, I’ve been to their parties before and I don’t suppose this one’ll be any better all the same people going on and on about their jobs.

Female: Uh huh

Male: - they all think they’re so important... honestly, I just can’t face them, I never know what to say! Still I’ve been invited so I suppose I’d better go.

Female: Mmm

[pause]

tone

[The recording is repeated.]

[pause]

*Question 3*

*Three*

*You hear this radio announcement about driving conditions. What is the main danger tonight?*

*A. ice*

*B. snow*

*C. floods*

[pause]

tone

Announcer: With the bad weather continuing, problems are also continuing on the roads. Although river levels have started to fall and further flooding is now unlikely, we are faced tonight with falling temperatures which, combined with wet roads from the earlier flooding, Will lead to Ice on the roads. The colder weather does mean, however, that there will be little in the way of rain or snow tonight, apart from the odd shower here and there.

[pause]

tone

[The recording is repeated.]

*Question 4*

*Four*

*You hear part of a radio play. Where is the scene taking place?*

*A. on a beach*

*B. in a hotel*

*C. in a restaurant*

[pause]

tone

Man: I don’t feel too good. I think I might have overdone the sunbathing today.

Woman: I did warn you - you’re not used to ail this heat. So, what about dinner?

Man: I couldn’t face anything just now. I think I’ll stay in and lie down for a while.

Woman: You’ll probably feel better in a bit. Shall I meet you down here, by the lift, later on then? Maybe we could go to that little place just down the street.

Man: OK, if I’m feeling better.

[pause]

tone

[The recording is repeated.]

[pause]

*Question 5*

*Five*

*Listen to this woman telling a friend about a television series. What is her opinion of it?*

*A. It is highly original.*

*B. It is very well-acted.*

*C. It is the best series on TV.*

[pause]

tone

Woman: I didn’t know what to make of it at first but I really like it now. To be honest some of the acting is a bit, well, unconvincing ... but that’s not the point. The stories are so clever ... completely unlike any of that usual detective stuff. You know, in other series the detective always solves the crime. But in this one ... sometimes that doesn’t happen. It’s one of the programmes I try not to miss.

[pause]

tone

[The recording is repeated.]

[pause]

*Question 6*

*Six*

*You hear someone talking about a hotel. Who is the speaker?*

*A. a hotel receptionist*

*B. a hotel manager*

*C. a hotel chef*

[pause]

tone

Man: When I started there, well... it had been run really badly. The kitchens ... oh dear... shocking, the waiters and waitresses they were so awful to guests ... constant complaints about the food. The administration ... it was terrible - when guests came to reception they were lucky if anyone could be bothered to deal with them at all. Well, it’s all different now -I got rid of a few people ... organised staff training ... anyone can see the whole place is much more efficient now.

[pause]

tone

[The recording is repeated.]

[pause]

*Question 7*

*Seven*

*You hear a British actress, Melina Morton, talking on the radio. Why does Melina live in the USA?*

*A. Her friends are there.*

*B. If s good for her job.*

*C. To be with her husband.*

[pause]

tone

Actress: I spend most of my time in the USA these days, we have a house in Connecticut. But, I do get homesick, I love to come home and, luckily, in my job, I seem to be able to once or twice a year because I miss my friends, you know, I miss walking around London and it’s ... well, you know if you’re born in a place, you always want to corm back, at least I know I do. But, since my husband, Mike, has a theatre school, he’s a drama and singing coach, and, of course, it was much easier for me to get on a plan and go somewhere to work, than to ask Mike to, you know, suddenly close down thriving school and try to open one here, you know, it was just not on to do that

[pause]

tone

[The recording is repeated.]

[pause]

*Question 8*

*Eight*

*You hear someone talking in a tourist information centre. What is the situation?*

*A. She has just arrived in the town.*

*B. She can’t find her hotel.*

*C. She has no place to stay.*

[pause] tone

Woman: ... so I told them that I wanted the room for another few days but it wasn’t possible. I should have told them before, I left it until too late. Anyway, I packed my things and today I’ve been all over the place, up and down the streets for hours and hours, asking everywhere but I haven’t had any success. There aren’t any others in my guidebook. So is there anywhere else I can try? I’ve really enjoyed my time here so far, and I don’t want to leave if I can avoid It. Can you help me?

[pause]

tone

[The recording is repeated.]

[pause]

*That is the end of Part One.*

*Now turn to Part Two.*

*PART 2*

*You will hear part of a radio interview with Mikko Korhonen, a Finnish ice hockey star. For questions 9 to 18, complete the sentences which summarise what the ice hockey star says.*

*You now have forty-five seconds in which to look at Part Two.*

[pause]

tone

Interviewer: Mikko Korhonen is the latest European ice hockey star to cross the Atlantic and join a major team In North America. He left his native Finland to live here in Quebec, in Canada, where he now plays in the National Hockey League. So, Mikko, why did you come all the way to Canada?

Mikko: Well, playing in the National League - the NHL - was a dream I’d had since I was ... I don’t know ... since I saw my first game ... I must’ve been, what, five, I suppose. The only thing that came close to being able to play in the National League was getting the bronze medal for Finland in the Winter Olympics.

The sport in Europe is getting better - the facilities in some places are excellent now and more people are taking an interest - but North America, and Canada in particular, is where it’s happening. That’s why so many Scandinavians and Russians come here to play. Mind you it took me ages to break into the first team - I didn’t manage it until this season. The first game for my Quebec team was incredible. I’ve been here for four years and I’d given myself until this season to get a first team place. If I hadn’t, I’d have given up and gone back to Finland.

Interviewer: But it nearly didn’t happen?

Mikko: No, no, that’s right. The NHL got involved in an argument with the players and the television companies over money and the team manager stopped all games at national level for three and a half months. You can imagine how I felt! I’d finally been offered the chance to play in a big team and then, just at the start of the season, everything stopped. They were the most depressing months of my life. A lot of players went over to Europe to play, but I thought it would be better for me to stay here.

Interviewer: And now, finally, your dream’s come true.

Mikko: Yeah. For the last four weeks I’ve been playing here in Quebec and we’ve hardly lost a game. We’ve got our most important match early in April. The other team have always been stronger in the past, but this year things are different. We could actually be the champions for the first time in ten years. I can’t wait - it’ll be a great game! Imagine being in a cup-winning side in my first real season!

Everybody seems to be scoring at the moment and my main worry now is keeping my first team place. I haven’t got long to prove my worth. My contract’s only for one year to begin with, so I’ll have to work pretty hard. How I do now will decide my whole future. If everything goes OK, well, I’ve got a girlfriend here, so I guess if it all works out, I’d like to make my home here permanently. Who knows? - may be one day my children will play for Canada in the Olympics! Mind you, whatever happens this season, I’m planning a holiday in Finland at the end of it.

Interviewer: Well, thank you, Mikko, and best of luck for the rest of the season!

Mikko: Thank you.

Interviewer: And now we move on to rugby...

[pause]

tone

Now you'll hear Part Two again.

[The recording is repeated.]

[pause]

*That's the end of Part Two.*

*Now turn to Part Three.*

PART 3

*You will hear five people talking about their jobs. For questions 19 to 23, choose which of the opinions A to F each speaker expresses. Use the letters only once. There is one extra letter which you do not need to use.*

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

[pause]

tone

Speaker 1: Well, being a hotel receptionist suits me down to the ground ... I mean, I never dreamt I’d end up doing so little but getting a decent salary! I thought when I start that it was going to be a struggle to keep up with everything but it’s turned out to absolutely ideal. There’s nothing I can’t deal with and some days I’m even looking things to do! I’m not sure if it’s always going to be like that but right now I just can’t believe my luck!

Speaker 2: I might not be making much at the moment but I reckon I will be before too long. You know, the other day, the boss came up to me and said, “Carry on like this and you really go places here. You’ve got a real gift for selling on the phone.” Well, I was pretty busy at the time and I didn’t take It In till I got home and then I thought, “Nobody in that place has ever said anything like that to me before. I could be on my way up!”

Speaker 3: What’s really different about this computing job for me is that, for once, I don’t have anyone breathing down my neck all the time. I just get on with my own thing in my own room without anyone bothering me. I’ve got a lot of responsibility actually, and I have to watch what decisions I make, but at least I don’t have people criticising me all day. Of course, I don’t get involved in the office gossip, but well, I don’t really miss all that.

Speaker 4: I know this might sound daft, because the job itself is actually rather dull, but I can’t wait to go in there in the morning. It doesn’t take me long to get there and the journey back’s just as quick, but what I really like is how much fun the others are. I know it’s not what I’d planned to do, working in a fast food restaurant, and I might not end up doing it for long, but we have such a laugh that it makes up for how boring the work is.

Speaker 5: What appeals to me is that I never know what’s going to come up from one day to the next. Sometimes there’s not that much on and I can get away early, and other times it’s frantic and I have to stay on late. It’s certainly good experience if I want to go to a bigger travel agency one day, but I’ve no plans to at tlie moment. I mean, there’s always something new to learn, something unexpected to deal with.

[pause]

tone

*Now you'll hear Part Three again.*

[The recording is repeated.]

[pause]

*That's the end of Part Three.*

*Now turn to Part Four.*

PART 4:

*You will hear an interview about adventure sports. For questions 24 to 30, choose the best answer A, B or c.*

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

[pause]

tone

Interviewer: ... Welcome back to the programme. Well, statistics show that the fastest growing sports in Britain are adventure sports and I have with me Stan Leach, an official at the Sports Council, who’s going to tell US a bit about some of them. Stan, where shall we start?

Stan: Well, most people start with walking, I think - although of course strictly speaking it’s not necessarily an adventure sport, but it’s what gets most people outdoors. Indeed, the great thing about walking in Britain is the endless variety, from an easy stroll to a country pub to an energetic walk up a high peak. If you want to take up walking, you can start with a few short circular walks and then pick something longer and more demanding.

Interviewer: What’s this thing called scrambling I’ve been hearing about?

Stan: Yeah, scrambling is sort of in the grey area between walking and climbing. Scrambles are graded according to difficulty, and on the harder ones, which are quite close to rock climbing, it’s best to go with an expert.

Interviewer: Well, that brings US nicely on to climbing - that’s really caught on here lately, hasn’t it?

Stan: Yes, and of course you know it doesn’t have to mean going up the really big ones like Everest. Climbing might seem rather terrifying to begin with, but It’s great fun and really keeps you fit. You start by climbing small crags before moving on to a rock face. I went for a day’s lesson with mountaineer Alan Kimber in Scotland and it was really scary but really exciting.

Interviewer: Right, well, what’s next?

Stan: Mountain biking. If you can get used to the saddle, you can cycle across Britain, but unlike in the USA, where there are special cycling paths, in Britain most of the paths are the same as for walkers, which can cause a bit of trouble. After the initial investment - there’s one bike that costs £4,000 but you can get a very good one for £200 - it’s a cost efficient sport. And there are relatively easy trips such as the Pyrenees Traverse which has 70% downhill slopes with no major climbs.

Interviewer: Scuba diving’s my personal favourite - any advice on that?

Stan: Yes, swimming underwater opens up a whole new world. Actually, for most people the idea of being underwater, unable to breathe normally, is a frightening one, but with good tuition you can pick it up in no time at all. Once you get the qualification you need to be considered a competent diver, you can do it anywhere.

Interviewer: I see you’ve got skydiving on your list. Surely that’s only for people who are very brave or mad?

Stan: Well, it is the sort of thing you’d expect to only see in the movies but you’d be amazed how many people go in for it these days. Six hours of training will give you enough background to make the first jump. People who really take to it often join display teams so if you take it up you might find yourself taking part in special events.

Interviewer: OK, and finally canoeing. That always looks a bit dangerous to me - in that tiny boat with water rushing everywhere.

Stan: Well, there are some terrible bits of water where the real canoeing experts go but beginners can start in gentler waters and build up. There’s one stretch in Wales that was designed for the world championships that has a dam release, so that at pre-se: times the water runs through. You can phone up and they’ll say it’s a full release tomorrow or a quarter release, so you can choose your times according to difficulty

Interviewer: OK, Stan, thanks a lot. After the break, we’ll be going to Canada to look at...

[pause]

tone

*Now you'll hear Part Four again.*

[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. I'll remind you when there is one minute lefty so that you're sure to finish in time.*

[pause]

You have one more minute left.

[pause]

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

*Goodbye*.

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