

FIRST CERTIFICATE IN ENGLISH
for Schools

Reading and Use of English

D255/01

SAMPLE TEST 1

Time 1 hour 15 minutes

INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer all the questions.

Read the instructions on the answer sheet.

Write your answers on the answer sheet. Use a pencil.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are 52 questions in this paper.

Questions **1 – 24** and **43 – 52** carry one mark.

Questions **25 – 30** carry up to two marks.

Questions **31 – 42** carry two marks.

Reading and Use of English • Part 1

For questions **1 – 8**, read the text below and decide which answer (**A**, **B**, **C** or **D**) best fits each gap. There is an example at the beginning (**0**).

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

Example:

0 **A** swapped **B** varied **C** replaced **D** differed

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

Ballet dancer by chance

After five years of karate lessons, Hans Jensen, 13, (**0**) his black belt for ballet shoes. Hans (**1**) his first public performance only a year ago when he danced in 'The Nutcracker' with the local dance school. Hans's mother said 'He was actually helping (**2**) his little sister. She was very shy on stage until her brother was given a small part as a soldier. Hans enjoyed it so much that he (**3**) himself in ballet classes.'

Hans has already (**4**) attention in the ballet world and recently won a scholarship to join the Royal Ballet School. He loves it there and is working hard to increase his (**5**) of dance steps. 'I want to become stronger, (**6**) experience and learn as much as I can,' he said.

His teacher, Yevgen Gregorevic, who has danced professionally in a variety of lead (**7**) , said, 'Hans has natural ability and always works hard.' Hans has (**8**) himself the goal of one day dancing for the Bolshoi Ballet.

- | | | | | |
|----------|-------------------|-------------------|------------------|---------------------|
| 1 | A gave | B showed | C put | D passed |
| 2 | A with | B out | C off | D on |
| 3 | A enrolled | B admitted | C entered | D introduced |
| 4 | A paid | B achieved | C taken | D attracted |
| 5 | A range | B volume | C total | D scale |
| 6 | A collect | B raise | C add | D gain |
| 7 | A posts | B jobs | C roles | D places |
| 8 | A set | B thought | C decided | D put |

Reading and Use of English • Part 2

For questions **9 – 16**, read the text below and think of the word which best fits each gap. Use only **one** word in each gap. There is an example at the beginning **(0)**.

Write your answers **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	I	T	S																
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Camels

The most distinctive feature of a camel is the hump, or humps, on **(0)** back. In these humps camels store fat **(9)** is used as energy when they don't have access to food. They can put **(10)** with very difficult conditions, drinking only a little **(11)** no water for up to seven days. When they reach a place where they can drink, they soak up water **(12)** a sponge – they can drink 135 litres in 13 minutes! And their mouths are **(13)** tough that they can eat most types of plant.

Camels **(14)** thought by many to have poor hearing. But although their ears are small, their hearing is actually very sharp. Camels can be almost any shade of brown, from pale cream to almost black and they have long necks to allow them to reach high branches. Despite the **(15)** that camels can be trained as useful working animals, they don't always do **(16)** is expected!

Reading and Use of English • Part 3

For questions **17 – 24**, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap **in the same line**. There is an example at the beginning **(0)**.

Write your answers **IN CAPITAL LETTERS on the separate answer sheet**.

Example:

0	S	K	I	L	F	U	L										
---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--

Playing chess

Have you ever played chess? Some say you need to be very **(0)** to play it well but it is quite easy to learn. I started learning when I was only six years old and it helped me develop my powers of **(17)** If you want to achieve **(18)** as a chess player, the main requirement is an ability to analyse a situation **(19)** Chess even helped me find various **(20)** to the mathematical problems I was given for homework.

At first, one of my big problems was not having enough **(21)** Learning chess at school taught me the importance of waiting to make the right move! My teacher was critical of my tendency not to think **(22)** before making a move. I discovered that every single error in chess gets instant **(23)** , enabling your opponent to take control and putting you at a great **(24)** in the game.

SKILL

CONCENTRATE

SUCCEED

EFFECTIVE

SOLVE

PATIENT

CARE

PUNISH

ADVANTAGE

Reading and Use of English • Part 4

For questions **25 – 30**, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (**0**).

Example:

- 0** Prizes are given out when the school year finishes.

PLACE

Prize giving end of each school year.

The gap can be filled by the words 'takes place at the', so you write:

Example: 0 TAKES PLACE AT THE

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

- 25** It's been over six months since I last saw Dan.

SEEN

Iover six months.

- 26** The match went ahead despite the wet weather.

EVEN

The match went ahead raining.

- 27** 'You took the last piece of chocolate!' Hannah said to Paul.

ACCUSED

Hannah the last piece of chocolate.

- 28** Marian only arrived at the party at 9 o'clock, so her friends were a bit annoyed.

TURN

Marian at the party until 9 o'clock, so her friends were a bit annoyed.

- 29** I only went to see that film because you told me how good it was.

HAVE

I to see that film if you hadn't told me how good it was.

- 30** Advance payment isn't necessary for attendance at school clubs.

IN

You don't need..... to attend school clubs.

Reading and Use of English • Part 5

You are going to read an extract from a novel about an American teenager called Sandy, who is on a skiing trip. For questions **31 – 36**, choose the answer (**A, B, C or D**) which you think fits best according to the text.

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

'How did I ever manage to get myself into this?' Sandy wondered aloud and then groaned, although no one was there to hear her. She looked down again from the top of the slope and quickly shut her eyes to block out the sight. 'Help!' she said pleadingly in barely more than a whisper with her eyes still closed. 'Michael? Anyone? Please, oh please... somebody help me out of this mess!' She was louder the second time, but without anyone nearby to respond – not even Michael, her best friend – it did little to resolve her present dilemma.

At thirteen, short-haired Sandy was quite tall for her age, but thin, which only gave her an appearance of greater height. At the moment, she was dressed in a colorful, thick winter jacket that had a bold bright pink and white design sweeping across a purple background. Her smooth water-repellent pants were the same purple color as her jacket – it was obviously a fashionable, co-ordinated outfit. Warm dark purple gloves covered her hands, and her attire was topped off – literally – with a purple ski hat, scarf and stylish ski goggles. If anyone had been around to see her, dressed the way she was, she would have been clearly visible from a long distance away against the almost solid white backdrop of snow surrounding her.

Sandy opened her eyes and glanced again at the sign posted near her at the top of the slope: it was a triple diamond slope, an expert-level ski run. How had she ended up there? She reproached herself that Michael had at least shown enough sense to get off the ski lift at an earlier opportunity to go down a more moderate slope. Absorbed by the view from near the top of the Sierra Nevada Mountain range in the Lake Tahoe area – shared between California on the west side of the range and Nevada on the east –

she had foolishly decided to ride the lift up a little further and had found herself facing this ski slope, one that was well above her slightly more than beginner-level skier abilities.

Sandy sighed deeply, tightly gripped her ski poles in her gloved hands, pointed her skis straight, and pushed back on the poles in her hands enough to cause herself to inch forward as all other avenues seemed to be closed to her. Once more than half of the length of her skis was sticking out into the air – only their back ends were still making contact with the snow at the slope's top – her balance began shifting forward, her skis followed, and she found herself rapidly picking up speed as she headed straight down the excessively challenging slope.

'How am I supposed to slow down?' Sandy shouted, but with the wind whipping by and the trees rushing past on either side of her, she could hardly hear herself. Everything she had learned about skiing in the previous two days seemed to have faded from her mind. Concentrating only on maintaining her balance, she kept her skis pointed straight downhill, which unfortunately only made her pick up more speed on the steep, icy slope.

'Simone would know how to ski expertly down this slippery slope', Sandy thought as she tried to imagine herself as Simone, international spy and heroine of the *Simone LeClerc* adventure series that Sandy loved to read. Coming up ahead of her, Sandy saw the ski lift which Michael had gotten off earlier. She desperately hoped she would find her friend among the skiers and snowboarders waiting there and she would be able to stop.

- 31** What is the writer's purpose in the first paragraph?
- A** to explain why Sandy was in this difficult situation
 - B** to give relevant details of Sandy's character
 - C** to introduce the fact that Sandy was facing a challenge
 - D** to describe how Sandy was planning to solve a problem
- 32** What does the writer suggest about Sandy's clothes?
- A** They made it unlikely that she would be spotted.
 - B** She was wearing them because she belonged to a skiing team.
 - C** They were too heavy for the conditions.
 - D** She had chosen them with care.
- 33** The writer says that Sandy 'reproached herself' in line 33 to show that she
- A** felt sorry for herself.
 - B** was annoyed with herself.
 - C** was angry with Michael.
 - D** was worried about Michael.
- 34** Why did Sandy start skiing down the slope?
- A** She began moving by accident.
 - B** She thought it was the only option she had.
 - C** She didn't realise how fast she would have to go.
 - D** She didn't want to admit it was too difficult for her.
- 35** How did Sandy try to cope as she skied down the slope?
- A** She focused on staying upright.
 - B** She asked if anyone could help her.
 - C** She did her best to reach the bottom quickly.
 - D** She remembered advice from her skiing lessons.
- 36** What do we learn about Sandy in the final paragraph?
- A** She is an adventurous person.
 - B** She prefers books to sport.
 - C** She admires a character from fiction.
 - D** She wishes she skied better than Simone.

Reading and Use of English• Part 6

You are going to read an article about a schoolboy who has come up with a clever invention. Six sentences have been removed from the article. Choose from the sentences **A – G** the one which fits each gap (**37 – 42**). There is one extra sentence which you do not need to use.

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

Young Inventor

Schoolboy Tim Freeman has come up with a clever idea to improve the efficiency of school buses.

Tim Freeman was just twelve years old when he came up with a revolutionary idea that would make school buses more energy efficient. This would not only save money, but also help the environment. Five years later, the schoolboy finally saw his dream come true.

It all began when Tim did a short summer course on aerodynamics, the study of the movement of air around objects. **37** He realised that the perfect candidate was his school bus. It had a very square front which meant it did not use petrol efficiently, only travelling 3km per litre, compared to a private car that can average about 8.5km per litre. He decided it was high time the vehicle was improved.

After thinking about it for a while, Tim came up with the idea of attaching a large piece of strong transparent plastic to the front of the vehicle, covering the windscreen. It would help redirect the flow of air around the bus and thus make it move forwards more easily. **38** At least, that was the theory.

While his science teachers loved the idea, Tim needed to find enough money to build a model and test it. **39** Helped by his older sister Alice, he managed to obtain a grant from an organisation that helps young people develop new ideas.

Over the next year, Tim used the money to build a

small-scale model of his invention. He did tests on it by attaching it to a mini toy school bus and seeing how it performed in a little wind tunnel he built in his garage. **40** Because of this he knew he now needed to step it up and create a life-sized version that could be put to the test on a real bus.

By the time Tim was fifteen, he had set up a team of young engineers like himself, and been helped by his sister and his local community to obtain another grant to develop his idea further. While Tim and his team were able to build the initial versions, they soon realised that they needed some expert help to really get going. **41** The person who volunteered was the one who had inspired Tim to start thinking about the project in the first place. She had taught him on the summer course when he was twelve. Along with two of her engineering students she worked with Tim through the summer to finally help him realise his dream.

The final version of Tim's invention looks rather different from his original idea. Instead of a transparent piece of plastic that covers the windscreen of the bus, it is a smooth ramp-shaped 'hat' that gets fixed to the roof of the bus. **42** In tests done on virtual and real roads it has helped increase the efficiency of school bus fuel use by 10-20%. Maybe this ingenious device will eventually help other buses and even cars become more fuel-efficient!

- | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A So they began writing to local universities to see if anyone would provide the advice and knowledge they needed.</p> <p>B This made it clear to them that the design would have to be changed.</p> <p>C This prompted him to look for a way to use what he had learned.</p> <p>D The data from these were good and his idea was looking promising.</p> | <p>E He knew that was the only way to see if his design really worked.</p> <p>F This design provides the same benefits but costs less to manufacture and install.</p> <p>G In this way, the bus would become more energy efficient.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Reading and Use of English • Part 7

You are going to read an article about four teenagers who went to different summer camps. For questions **43 – 52**, choose from the teenagers (**A – D**). The teenagers may be chosen more than once.

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

Which teenager

felt relieved they were kept so busy?

43	
----	--

was pleased to have achieved something hard but worthwhile?

44	
----	--

found that observing other people's work encouraged them?

45	
----	--

helped to produce something that proved popular?

46	
----	--

got through an activity very promptly?

47	
----	--

says the main location for their activities particularly appealed to them?

48	
----	--

stresses how much opportunity they had to use new knowledge?

49	
----	--

was unwilling to complain about a lack of variety?

50	
----	--

mentions everyone being obliged to complete certain chores daily?

51	
----	--

appreciated coming across something interesting by chance?

52	
----	--

Teenage Summer Camps

A Adam – Nature Camp

We helped on a nature reserve for a week. We did different things every day, but I did get a bit fed up because we had cheese sandwiches every lunchtime. I kept quiet about it though because I didn't want to seem awkward. I was starving by twelve every day anyway, and it really was good fun, although we worked incredibly hard. One day, the schedule was changed at the last minute, and instead of our planned activity, we all helped the staff finish cutting the reeds by the lake. That was the toughest day – and also the best. They actually needed our help, we weren't just being kept occupied. Every day, we took it in turns to cook, in teams of five. When it was our team's turn, we made a simple dinner of pasta and salad for everyone. Judging by the fact that there was none left, we didn't do too badly!

B Sarah – Culture Camp

Every morning we had the same breakfast, and then cleaned up the camp. Nobody could opt out and it was only when it was all completely tidy that we could head off for the day. The first time we went into the city, we were split into teams and given lists of things to spot, like statues, squares and other landmarks. With some help from the local residents, it wasn't too demanding – my team found almost all of the items on our list and came second. We also got to know our way around, so I thought it was a clever idea. I'd been worried I might miss my parents, but there was something going on nearly every minute and I hardly got time to think about them. We went to different museums and galleries in and around the city every day, and in the evenings we cooked or went out for pizzas. It was a great chance to learn about another country and its history.

C Oliver – Language Camp

We stayed with families who had kids our own age, and because they were on a mid-term break they came with us on all the trips. So apart from when we were actually in a language class, we were spending time with our new friends. It was a great way to practise the language we had been working on in the classroom. We also had to do a quiz on the last day – we were put into teams and given clues to help us find places around the town. Our team finished early, so we waited for everyone else in a café in the main square. While we were there, a film crew arrived and started filming! I can't wait to see it when it comes out – we were sitting outside, so we might even be in it!

D Malika – Theatre Camp

We stayed in a youth centre in the suburbs, and went into the centre of town by bus every day. It was a good way to see a bit of the city, and it didn't take long to get to the theatre where we had our classes. I loved the atmosphere in the old building, and we could wander around during our breaks and watch rehearsals. The actors we saw were brilliant, and it was inspiring to watch them before we went back into our own classes. The emphasis was definitely on having fun, but we still learned a great deal and I'm looking forward to putting it all into practice at my school drama club next term! The food at the centre could have been better, but I don't think anyone minded much.

FIRST CERTIFICATE IN ENGLISH
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Listening

0255/03**SAMPLE TEST 1****Time** Approximately 40 minutes (including 5 minutes' transfer time)**INSTRUCTIONS TO CANDIDATES**

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

When you are listening, write your answers on the question paper.

You will have 5 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES

There are four parts to the test.

Each question carries one mark.

You will hear each piece twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

Listening • Part 1

Questions 1 – 8

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 singer talking about his childhood.

What is he grateful for?

- A** being encouraged to sing by his father
- B** being exposed to music at an early age
- C** inheriting his mother's talent as a singer

- 2** You overhear a girl talking on the phone about a clothes shop.

She thinks her friend would appreciate

- A** the helpful attitude of the staff.
- B** the lively atmosphere created by the music.
- C** the low prices compared to other shops.

- 3** You hear part of an interview with a farmer.

What is he doing?

- A** describing his lifestyle
- B** justifying his choice of career
- C** promoting an event he's involved in

- 4** You hear two friends talking about a school concert.

How does the girl feel?

- A** worried that she hasn't done enough practice
- B** nervous about performing in front of her family
- C** concerned that her clarinet doesn't sound right

- 5** You hear a news report about a football club.

Who has suggested a change in club policy?

- A** the club's doctor
- B** the club's supporters
- C** the club's new manager

- 6** You hear two friends talking about a newspaper for teenagers.

What do they agree about?

- A** how boring it is to read one regularly
- B** how interesting it would be to write for it
- C** how important it is to keep up with the news

- 7** You hear a boy telling a friend about climbing a mountain with his father.

What does he remember most clearly about reaching the top?

- A** being glad that he'd followed his father's advice
- B** feeling quite a bit of physical discomfort
- C** enjoying the beauty of the scenery around him

- 8** You hear a teacher talking about an environmental project.

Why is she talking to her class?

- A** to encourage them to remain involved in the project
- B** to inform them about changes to the project
- C** to remind them about a future project

Listening • Part 2

Questions 9 – 18

You will hear a student called Duncan Heap talking about his recent trip to Iceland to study sea birds called puffins. For questions **9 – 18**, complete the sentences with a word or short phrase.

Puffins

Duncan uses the word **(9)**
to describe the puffin's appearance out of the water.

Duncan was surprised to learn a puffin's **(10)**
can help it to change direction when flying.

Duncan explains that puffins create **(11)**
as a place to make their nests.

Duncan agrees with people who think adult puffins make a noise like that of a
(12)

Duncan was surprised to find out that young puffins are driven by
(13) to leave their nests.

Duncan says that puffins leaving the nest at night have always used
(14) to guide them.

In town, **(15)**
are the most dangerous places for young puffins to land.

Duncan was amused to see someone using an open **(16)**
to rescue young puffins.

Injured puffins are cared for in a **(17)** in the town.

Duncan's favourite souvenir of his trip is a puffin **(18)** ,
which he says is really cute.

Listening • Part 3

Questions 19 – 23

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

A Learning to use new photographic software is fun.

B I have found some useful advice online.

Speaker 1

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

C Photography helps me to remember events.

Speaker 2

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

D It's my goal to become an expert in photography.

Speaker 3

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

E Doing photography means I go to new places.

Speaker 4

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

F I can express original artistic ideas through photography.

Speaker 5

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

G My friends have helped me to develop my skills.

H Taking photos gives me more confidence.

Listening • Part 4

Questions 24 – 30

You will hear an interview with a teenager called Luke Fuller, who's talking about working as a junior reporter for his local radio station. For questions **24 – 30**, choose the best answer (**A**, **B** or **C**).

- 24** What was the aim of Luke's work at the radio station?
- A** to encourage teenagers to have a media career
 - B** to help teenagers find out about well-known people
 - C** to make teenagers realise how interesting their lives are
- 25** Luke says the most difficult thing to learn was how to
- A** speak in the right way.
 - B** write the scripts.
 - C** handle the equipment.
- 26** What problem did Luke expect to have when he reported from his school?
- A** a negative reaction from his teachers
 - B** not enough events to talk about
 - C** feeling uncomfortable in the role
- 27** What surprised Luke when he started interviewing people?
- A** how honest they were with him
 - B** how confident they seemed to be
 - C** how well-prepared they were
- 28** When changes were made to what he'd recorded, Luke felt
- A** concerned they might upset other people.
 - B** annoyed as nobody asked him his opinions.
 - C** convinced that they were probably necessary.

29 What does Luke say about the whole experience of being a reporter?

- A** He regrets complaining about certain aspects of it.
- B** He gained a lot from the various demands made on him.
- C** It suited him because he's curious about others.

30 As a result of his experience, Luke realises that a radio reporter

- A** should make an effort to meet listeners.
- B** needs to use language imaginatively.
- C** has to use music to create a mood.

FIRST CERTIFICATE IN ENGLISH
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Writing

D255/02**SAMPLE TEST 1****Time** 1 hour 20 minutes**INSTRUCTIONS TO CANDIDATES**

Do not open this question paper until you are told to do so.

Write your name, centre number and candidate number on your answer sheet if they are not already there.

Read the instructions for each part of the paper carefully.

Answer the Part 1 question and one question from Part 2.

Write your answers on the answer sheet.

Write clearly in **pen**, not pencil. You may make alterations, but make sure your work is easy to read.

You **must** complete the answer sheet within the time limit.

At the end of the test, hand in both this question paper and your answer sheet.

INFORMATION FOR CANDIDATES


Each question in this paper carries equal marks.

Writing • Part 1

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

- 1** In your English class you have been talking about education. Now your English teacher has asked you to write an essay for homework.

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


<p>Some parents teach their children at home rather than sending them to school. Is this a good or a bad thing for the children?</p>
<p>Notes</p> <p>Write about:</p>
<ol style="list-style-type: none">1. having a parent as a teacher2. making friends3. (your own idea)

Writing • Part 2

Write an answer to **one** of the questions **2 – 5** in this part. Write your answer in **140 – 190** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

- 2 You have received a letter from your English-speaking pen friend.

Can you help me with a class project? I have to write about places which are special to people. Can you tell me about a place that is special to you? Where is it? What does it look like? It doesn't have to be a famous place. Just explain why it's important to you.

Write soon, Sam

Write your **letter**.

- 3 You see this advert in an international fashion magazine:

Reviews Wanted

Teenage Clothes Shop



We are looking for reviews of a clothes shop for teenagers where you live. Your review should include information about what the shop looks like, the kind of clothes it sells and the shop assistants. Would you recommend this shop to other people your age?

The best reviews will be published in next month's magazine.



Write your **review**.

- 4 You have seen this announcement in a new English-language magazine for young people.

Stories wanted

We are looking for stories for our new English-language magazine for young people. Your story must **begin** with this sentence:

Tom got off the train and as the train left, he realised he was holding the wrong suitcase.

Your story must include:

- an address
- a surprise

Write your **story**.

- 5 Answer the following question based on the title below.

Macbeth by William Shakespeare

Your English class has had a discussion about the story of *Macbeth*. Now your teacher has given you this essay for homework:

Which character do you find most interesting in *Macbeth* and why?

Write your **essay**.

Part 1

2 minutes (3 minutes for groups of three)

Good morning/afternoon/evening. My name is and this is my colleague

And your names are?

Can I have your mark sheets, please?

Thank you.

- Where are you from, (*Candidate A*)?
- And you, (*Candidate B*)?

First we'd like to know something about you.

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

People you know

- Who are you most like in your family? Tell us about him/her.
- Do you have a best friend? (What do you like about him/her?)
- Who do you spend time with after school? (What do you do together?)
- Tell us about a good teacher you've had.

Things you like

- What's your favourite subject at school? (Why do you like it?)
- Do you like reading? (What do you like to read?) (Why?)
- Do you enjoy using the internet in your free time? (Why? / Why not?)
- Tell us about the things you like doing at the weekend.

Places you go to

- Do you like your school? (Why? / Why not?)
- Are there any nice places to go in (*candidate's area*)? (What are they?) (Why do you like them?)
- Have you been anywhere nice recently? (Where did you go?) (Why?)
- Where would you like to go for your next holiday (Why would you like to go there?)

1 Trying to win
2 Spending time outside

Part 2

4 minutes (6 minutes for groups of three)

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

(Candidate A), it's your turn first. Here are your photographs. They show **people trying to win in different situations**.

Place **Part 2** booklet, open at **Task 1**, in front of Candidate A.

I'd like you to compare the photographs, and say **what you think might be difficult for the people about trying to win in these situations**.

All right?

Candidate A

 1 minute


.....

Interlocutor

Thank you.

(Candidate B), **which sport would you prefer to do? (Why?)**

Candidate B

 approximately
30 seconds

.....

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Now, (Candidate B), here are your photographs. They show **people spending time outside in different situations**.

Place **Part 2** booklet, open at **Task 2**, in front of Candidate B.

I'd like you to compare the photographs, and say **what you think the people are enjoying about spending time outside in these situations**.

All right?

Candidate B

 1 minute


.....

Interlocutor

Thank you.

(Candidate A), **which of these things would you prefer to do? (Why?)**

Candidate A

 approximately
30 seconds

.....

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

What might be difficult for the people about trying to win in these situations?

1



What are the people enjoying about spending time outside in these situations?

2



21 After-school classes

Part 3 4 minutes (5 minutes for groups of three)

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

Part 3

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

I'd like you to imagine that a school is going to start some after-school classes to encourage their students to learn new skills. Here are some ideas for the classes and a question for you to discuss. First you have some time to look at the task.

Place **Part 3** booklet, open at **Task 21**, in front of the candidates. Allow 15 seconds.

Now, talk to each other about **why students might want to learn to do these skills**.

Candidates

⌚ 2 minutes
(3 minutes for
groups of three)

Interlocutor Thank you. Now you have about a minute to decide **which two would be the easiest to learn to do well?**

Candidates

⌚ 1 minute
(for pairs and
groups of three)

Interlocutor Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

Part 4

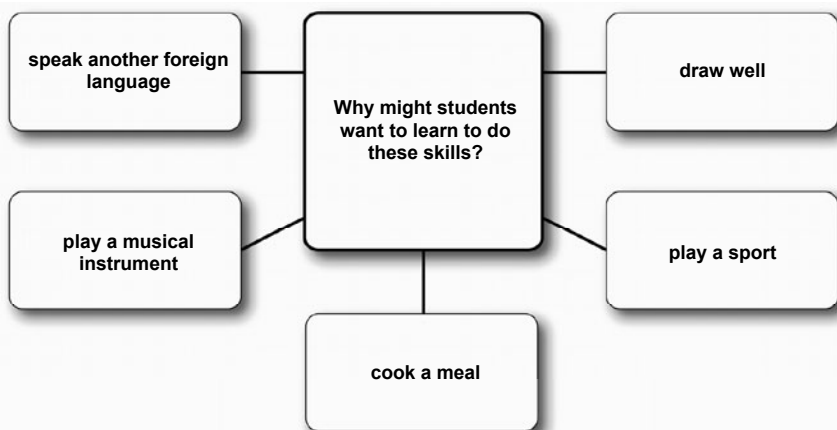
Interlocutor Use the following questions, in order, as appropriate:

- Do you think classes like these would be popular with students? (Why? / Why not?)
- How important do you think it is for people to try new activities? (Why?)
- Why do you think some people don't like to try new things?
- A lot of people enjoy doing sport after school. Do you think this is a good thing? (Why? / Why not?)
- What do students enjoy doing after school in (candidate's country)? (Why?)
- Do you think it's better to go out and do things after school or is it better to stay at home? (Why?)

Select any of the following prompts, as appropriate:

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

Thank you. That is the end of the test.



READING AND USE OF ENGLISH | SAMPLE PAPER 1

Answer key

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

Q	Part 2
9	which/that
10	up
11	or
12	like
13	so
14	are
15	fact
16	what

Q	Part 3
17	concentration
18	success
19	effectively
20	solutions
21	patience
22	carefully
23	punishment
24	disadvantage

Q	Part 4
25	have not/haven't seen Dan/him/her for/in
26	even though it is/ was/had been OR even after/when it started/had started
27	accused Paul/him/ her of taking/having taken/eating/having eaten
28	didn't/did not turn up
29	wouldn't/would not have gone/been
30	to pay in advance

Q	Part 5
31	C
32	D
33	B
34	B
35	A
36	C

Q	Part 6
37	C
38	G
39	E
40	D
41	A
42	F

Q	Part 7
43	B
44	A
45	D
46	A
47	C
48	D
49	C
50	A
51	B
52	C

LISTENING | SAMPLE PAPER 1

Answer key

Q	Part 1	Q	Part 2	Q	Part 3	Q	Part 4
1	B	9	funny	19	E	24	C
2	A	10	feet	20	C	25	A
3	C	11	holes	21	H	26	C
4	B	12	(a) cow	22	F	27	A
5	C	13	being hungry hunger (rather than loneliness) (not loneliness)	23	A	28	C
6	C	14	(the) stars			29	B
7	B	15	(the) (dark) gardens (with (lurking) cats)			30	B
8	A	16	(upturned) umbrella				
		17	(local) museum				
		18	(puffin) mouse(-)mat				

In Part 2, bracketed words/letters/characters do not have to appear in the answer.

Question 1

Candidate A

Nowadays, more and more parents are making the controversial decision to teach their children at home rather than sending them to school. Although this approach to education has advantages, pupils who learn only at home definitely lose more opportunities.

First, children who don't go to school only know two teachers, the same people who are also their parents. Because of this, the pupils may not learn other points of view outside their family. Besides this, there is also the question if parents have the qualifications and knowledge to teach every subject. Perhaps their mother and father are experts in one or two subjects, but any school provides teachers expert in every subject.

We should remember that there is more to education than learning about topics. In addition, going to school is also a way to meet people your own age and to make friends. It is clear that children can socialise better at school, and as a result children at school will have the chance to start many lifelong relationships.

I agree that parents can have some good reasons for having home school, but overall, considering teachers and friends, it's much better for children to attend school.

Examiner comments

Subscale	Mark	Commentary
Content	4	<p>All content is relevant and the target reader is on the whole informed.</p> <p>The candidate discusses the first two numbered points in the question. They address disadvantages of having parents teaching their own children, explaining that only one view may be offered and there might also be a lack of knowledge about certain subjects.</p> <p>The second point is addressed by saying that children have more opportunities to socialise at school and will find it easier to make friends.</p> <p>However, although these two points are covered in some depth, there is no 3rd point (<i>your own idea</i>) introduced by the candidate, resulting in the target reader not being fully informed.</p>
Communicative Achievement	5	<p>The essay is very well written, using the conventions of the task effectively to hold the target reader's attention. The language is formal throughout and the topic is treated in an appropriate way. Balanced views and opinions are given and the candidate also suggests scenarios to support certain views (<i>Perhaps their mother and father are experts in one or two subjects</i>).</p> <p>Both straightforward and more complex, abstract ideas are communicated clearly to the reader (<i>pupils may not learn other points of view outside their family</i>).</p>
Organisation	5	<p>The essay is well organised and coherent and uses a variety of cohesive devices, referencing, pronouns, substitution and conjunctions to link the ideas across the text. Organisational patterns are used to generally good effect with positive and negative opinions being given (<i>Although this approach to education has advantages; Because of this; Besides this, there is also; I agree that ... but</i>).</p> <p>The essay has a good overall structure, with a clear opening paragraph setting out the topic of the essay. Two points are developed in the main body and there is an effective conclusion which summarises the writer's view.</p>
Language	5	<p>A good range of vocabulary is used appropriately, including some effective collocations (<i>controversial decision; this approach to education; more to education than learning; socialise better; lifelong relationships</i>).</p> <p>There is a range of simple and complex grammatical forms used with control and flexibility to communicate specific ideas. Occasional errors occur, but these do not impede.</p>

WRITING | SAMPLE PAPER 1

Question 1

Candidate B

In my opinion studying at home is not a bad things because you are the only student and your parents, who becomes your teacher, can help you better than a "normal" teacher with more students; you don't have to wait for other students who don't do their homework or students who don't understand something.

By the way there is a bad thing: studying on your own doesn't let you meet other children and making friends becomes harder. A "normal" student stay with other people 5 or 6 hours per day, so he or she must learn how to appoche with other children.

At the end this kind of school improve the relation between parents and his son because they study together so the son can see also his parents trying to learn his school subject and also the parents become important figures for the child, not just because they teach the education, but because they teach history, geography and maths, too.

Examiner comments

Subscale	Mark	Commentary
Content	5	All content is relevant to the task and the target reader is fully informed. The candidate discusses the advantages of staying at home to be taught by parents (<i>your parents, who becomes your teacher, can help you better than a "normal" teacher</i>). The disadvantages of this method are also explored, including the difficulties of making friends if you are home schooled (<i>making friends becomes harder</i>). The candidate also includes their own idea, suggesting that families become closer through this type of contact (<i>this kind of school improve the relation between parents and his son because they study together</i>).
Communicative Achievement	3	The conventions of essay writing are evident in this response. Three distinct ideas are clearly addressed and an attempt is made to introduce the ideas in a formal way. This helps to hold the target reader's attention and communicate straightforward ideas. The topic is clearly stated in the first sentence and is referred to throughout. It is written from a general perspective and uses examples to support statements made by the writer (<i>In my opinion studying at home is not a bad things because you are the only student</i>).
Organisation	3	The text is generally well organised through the use of linkers and cohesive devices, although these are not always used correctly, for example, <i>By the way</i> ; <i>At the end</i> , which are not appropriate in this context. There is a variety of linkers within the text (<i>because</i> ; <i>so</i> ; <i>not just ... but because</i>) and there is some use of relative clauses as well (<i>other students who don't do their homework or students who don't understand something</i>). The text is coherent and the main message moves forward logically.
Language	3	There is a range of everyday, relevant vocabulary, which is used appropriately within the context of the question (<i>students</i> ; <i>teacher</i> ; <i>subject</i> ; <i>homework</i> ; <i>study</i>) and some collocations are used correctly as well. A range of simple and some more complex grammatical forms is used, including the gerund and modal verbs (<i>you don't have to wait</i> ; <i>can help you better than</i> ; <i>he or she must learn how to</i>) and comparatives. There are a number of errors with plurals and verb agreement, but these are non-impeding.

Question 2

Candidate C

Hey Sam!

What's up? Thanks for your last letter, I really hope I'll be helpful. So, my special place is defenently my building's roof. I always go up there when I need to stay alone for a bit, take an important decision, or think carefully about something. Previously I didn't have a special place, this discover dates back to when I was 13. I was looking for a place with a great view to take a picture for my grandparents, so I decided to climb the roof beacause this building pretty high, and when I got there I was just speechless. From there you got the complete view of the entire city, beacause of the heigh there are no cars noises or other annoying noises. I brought a chair and a few pillows over there just to make it a little bit more comfortable. No one else come there, cause the access is forbidden for some reasons, and, of course, nobody knows I climb there. At first It was just a place where I could be alone but then it got special. I gave my first kiss on that roof, and we are still togheter.

love

Camilla

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The candidate responds to all the questions asked in the input letter by describing a place which is special to them and explaining why. The letter gives details about the location, the roof of the building, what the special place looks like and what you can see from it.</p> <p>The writer successfully describes discovering the space and how it has changed over time (<i>At first It was just a place where I could be alone but then it got special</i>).</p>
Communicative Achievement	4	<p>The letter communicates straightforward ideas to the reader using an informal tone which is friendly and informative. The conventions of letter writing are used (<i>Hey Sam!; What's up?; Thanks for your last letter; love Camilla</i>).</p> <p>The main body of the letter has certain narrative features, but these are appropriate to the subject. The writer's emotional attachment to the special place is clearly communicated.</p>
Organisation	3	<p>The text is generally well organised and coherent. The structure of the letter is logical and the ideas are connected within sentences to show cause and effect and to clarify the sequence of events (<i>So; or; Previously; and when I got there; beacause; and, of course</i>).</p> <p>A variety of linking words and cohesive devices is used. Although there is an overall progression of ideas through the text, paragraphs would improve the organisation of the letter.</p>
Language	4	<p>A range of vocabulary is used appropriately for emphasis and to show emotional attachment (<i>my special place is defenently; I always go up there when I need to stay alone for a bit; I was just speechless; of course, nobody knows</i>). There is some good use of collocations (<i>important decision; think carefully; a great view; annoying noises</i>).</p> <p>A range of simple and some complex grammatical forms is used with a good degree of control. Although there are some errors or slips (<i>No one else come there</i>) these do not impede communication.</p>

WRITING | SAMPLE PAPER 1

Question 3

Candidate D

Are you searching for an interesting but at the same time cheap present? Do you want to go shopping in a trendy shop, but you have no idea where you can go? Come and visit the new store of Lodi, called 'Little Treasures', where you can find and buy all type of clothes, from strange and unusual to ordinary and trendy. This shop is in the centre of the city and it's open from Monday to Saturday from 9.00am to 19.00pm.

It sells every type of clothes (t-shirts, blouses, jeans, coats, scarfs, gloves, trousers, shorts, skirts, underwear, pullovers, dresses...) for teenagers, both male and female, from 12 to 20 years. Inside it you can find everything you need or you dream, and it has special discount!

Shops assistants are really kind and patient with the costumers and they can help you in the choice or they can give you some useful advice!

If you don't believe it, come and enter in the shop... it will be like a dream!

Examiner comments

Subscale	Mark	Commentary
Content	4	<p>All the content is relevant. The candidate writes a review of a shop which sells clothes suitable for teenagers. There are details about the opening hours of the shop and what type of clothes it sells (<i>strange and unusual to ordinary and trendy</i>) as well as a description of the shop assistants.</p> <p>The recommendation is implicit in the description of the shop. Everything is very positive, which implies that it is a good place to go if you are between 12 and 20.</p> <p>There is no information about what the shop looks like. It is possible to imagine, but no details are given. However, the reader is on the whole informed.</p>
Communicative Achievement	4	<p>The conventions of a review are used effectively to hold the target reader's attention. The style is appropriate for a teenage audience, and good use is made of rhetorical questions to generate interest in the opening.</p> <p>Descriptive and persuasive language is used to communicate straightforward ideas (<i>you can find everything you need or you dream; If you don't believe it, come and enter in the shop</i>).</p>
Organisation	4	<p>The structure of the text is well organised and coherent. There is a good introduction to the topic and the final closing sentence invites people to come and have a look themselves.</p> <p>Within the paragraphs, there is some use of cohesive devices and linking words, but the punctuation is also effective and appropriate for the age of the target reader (<i>for teenagers, both male and female, from 12 to 20 years</i>) making the sentences short but powerful. The list of clothes could be organised more effectively.</p>
Language	3	<p>A range of everyday vocabulary specific to the topic is used appropriately (<i>trendy shop; all type of clothes; special discount</i>).</p> <p>Within this review, there is a range of simple and some more complex grammatical forms, but little demonstration of the ability to control a range of tenses. However, different forms of the present are accurately used, as well as imperatives.</p> <p>There are a few errors, but these do not impede communication.</p>

Question 4

Candidate E

Tom got off the train and as the train left, he realised he was holding the wrong suitcase. He was shocked. He didn't know what he had to do. 1 hour later he opened this suitcase. He wanted to find number to person whose is this suitcase. He couldn't find it, but finally he found someone's passport. There was adress and it was in his city. So next day he went to this adress. It was Oxford Street 42. He knocked the door but nobody opened him. When he was getting home, somebody told him that person who is he looking for had moved to another city. He was a little bit angry, but next day he went to right city. He went to house on Shakespear Street. When some body opened the door he was shocked. It was Mary, his first love. He was seraching for her for many years. Finally they gave right suitcases their selves and they wanted to meet in the future. They were meeting through two years and these days they are happy marriage with many childrens.

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The story follows on from the prompt and develops a narrative which includes the two content points asked for in the question, <i>an address</i> and <i>a surprise</i>.</p> <p>The reader can follow the sequence of events and there is a logical development which connects the separate aspects of the story. Tom gets off the train with the wrong suitcase, finds an address and when he goes there to hand the suitcase over, surprisingly, he finds his ex-girlfriend.</p>
Communicative Achievement	2	<p>The conventions of a story are used to communicate straightforward ideas. The narrative describes Tom's emotions (<i>He was shocked; He was a little bit angry</i>) and tells the story through a sequence of events.</p> <p>The target reader's attention is not always held because some of the sentences are quite short and this interrupts the narrative flow of the story (<i>There was adress and it was in his city. So next day he went to this adress. It was Oxford Street 42. He knocked the door</i>).</p>
Organisation	2	<p>The story is generally well organised and coherent. The story has a beginning, a middle and an end and there are events which take place in sequence.</p> <p>Basic linking words and a limited number of cohesive devices, mainly time references, (<i>1 hour later; finally; So next day</i>) are used to connect sentences and move the story forward.</p>
Language	2	<p>A range of everyday vocabulary is used appropriately, although some lexis is repeated (<i>shocked; find; went; adress; When; somebody; city</i>).</p> <p>There is a range of grammatical forms, past and present tenses, generally used with a good degree of control. Sentence structures are mostly simple and quite short.</p> <p>Errors do not impede communication.</p>

WRITING | SAMPLE PAPER 1

Question 5

Candidate F

Have you ever read Macbeth? Well this is an amazing story about power and murder and some incredible relationships. The main story is about a man who hears that he will be rewarded by the king because of the fighting he has done and this makes the soldier, Macbeth, think that he could become king if he is prepared to get rid of the people in his way. For this he needs a true friend, someone who will stand by him no matter what. So who does he turn to? His wife!

This relationship is very unusual because most people would say no, I'm not helping you murder someone, but she says 'Yes, of course,' and actually helps him plan it. I think they must love each other very much and trust each other. However, not everything works out because after they kill the king, his wife starts to go mad because she feels guilty. He also starts to regret his actions and they can't talk to each other about their feelings and what they have done.

This story shows that even though this couple loved each other and worked together, in the end their relationship was destroyed by the things they did. Although it is a tragic story, it is great to read.

Examiner comments

Subscale	Mark	Commentary
Content	5	<p>All content is relevant and the target reader is fully informed.</p> <p>The article describes the relationship between Macbeth and Lady Macbeth at the beginning of the story and explains how it undergoes changes as the play unfolds.</p> <p>Events in the story are used to exemplify and support the candidate's opinions. The different personalities of Macbeth and Lady Macbeth are described, enabling the reader to understand more about their relationship.</p>
Communicative Achievement	5	<p>The conventions of the communicative task are used effectively to convey the writer's ideas. Good use of rhetorical questions and punctuation is made in the first paragraph, engaging the reader from the outset.</p> <p>An effective choice of vocabulary also helps to hold the reader's attention (<i>Well this is an amazing story; incredible relationships; So who does he turn to? His wife!</i>).</p> <p>The writer manages to combine fact and personal opinion and also employs direct speech ('Yes, of course') to emphasise an idea.</p> <p>The informal style is highly appropriate for a school magazine and for the age range of the target readership.</p>
Organisation	5	<p>The text is well organised and coherent with a variety of cohesive devices and organisational patterns used to good effect (<i>For this; and ... and some; a man who; So who ... ?; but; However; because; He also; even though; Although</i>).</p> <p>From the direct question which opens the article to the concise summary of the last sentence, the ideas are developed with skill and pace.</p>
Language	5	<p>A range of vocabulary, including some less common lexis and collocation, is used effectively (<i>incredible relationships; prepared to get rid of; a true friend; in his way; turn to; stand by him no matter what; works out; regret his actions; their relationship was destroyed</i>).</p> <p>Both simple and more complex grammatical structures, including a range of tenses, are used with control and flexibility (<i>he will be rewarded; the fighting he has done; if he is prepared to; most people would say</i>).</p> <p>Errors are minimal.</p>