

Teachers' planning

2016-2017

FCE

CAMBRIDGE ESOL EXAMS



TEENS & ADULTS

TEACHERS' PLANNING: FCE 2016-2017

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I. INTRODUCTION

The main aim of this guide is to help us all through the first days before we get the course books, it's also to ensure that all the groups are working on more or less the same things. We have a lot of groups at this level and we often have students moving between groups, and even comparisons between groups so we want all students to feel that they are receiving the same material.

We want to make sure our students know that they are focusing on things related to the FCE exam and in the first few weeks we aim to give them an overview of the main parts of the exam and do a sample exam.

It's also important to set them homework as soon as possible so they realise they have to commit themselves to working a lot on their own as well as in class. Encourage them to read widely, listen to the radio and watch TV / films in English as often as possible.

In this guide you will find a series of worksheets and activities to do with your students. Obviously different groups work at different paces so please adapt it to your class as you see fit. If you use any supplementary material of your own which would be useful to other groups, please make it available to all the teachers.

It is essential that we make our first few classes as communicative as possible so that we as teachers can get a good idea of our students' level. Also remember that during the first month we often have new students joining the group at different stages. During this time we have to try and assess our students' level. If anyone has a considerably lower level than their classmates, we may want to suggest they join a standard course or a PET course if they haven't passed PET where they would get more practice of the "basics".

Remind students they can practise at home with the resources they can find on our website: "Recursos de idiomas para alumnos". There are resources for teachers as well.

Remember that on the CL website, Teachers' corner: Cambridge ESOL Exams you have a copy of all the Teachers' handbooks.

2. WORKSHEETS INSTRUCTIONS

The following worksheets are a complete sample FCE exam for students to familiarise themselves with the format and for teachers to get a good idea of students' levels.

Any introductory exercises should be done as a class and the exam practice individually. PLEASE KEEP A RECORD OF STUDENTS' RESULTS from this sample exam.

Worksheet 1 – our reasons for studying English

This is a get to know you exercise to get students talking about why they are studying English and a chance for teachers to ask about their objectives.

Give each student a worksheet and in pairs they write the correct question form and then interview each other. Then they get together with another pair and discuss the questions from box B. Feedback as a class discussing the different points.

Worksheet 2 – common ground

Give each student a worksheet and ask them to complete the sentences. They then mingle with the rest of the class and try to find other students who have things in common with them. Encourage students to ask further questions to find out more information.

Worksheet 3 – Speaking activity

Students should work in pairs or small groups to discuss the questions. There are two blank bubbles for them to complete and then ask another group or even the teacher. Insist that at this level students are expected to show a wide range of vocabulary and expressions and they should be able to exchange views and ideas, as well as give reasons for their feelings. Monitor, interrupt if necessary, especially to encourage students to give long detailed answers and get into the habit of asking “further information” questions. This kind of fluency is essential for them to do well in the speaking exam.

Worksheet 4 – How much do you know about the FCE exam?

Worksheet 5 – Phrasal verbs

As students will no doubt be aware, phrasal verbs are a very common part of speaking English!!! Here they work in pairs to complete the crossword with the missing verb. Tell the students they will need to put the verbs into appropriate tenses or forms. Depending on the level of your students and whether they are struggling with the verbs, you could put the infinitive of the verbs up on the board in a random order. **Encourage students to have a special part in their books for phrasal verbs and whenever possible to record them with a clear working example. As a teacher, be prepared to test phrasal verbs regularly, every week or so you could play a quick vocabulary game to test phrasal verbs your students have recently seen.**

ANSWERS: ACROSS: 2 let, 4 put, 5 go, 6 use, 8 get, 10 pick, 12 gave, 14 made, 16 doing, 17 takes, 19 see, 20 went. DOWN: 1 stop, 2 look, 3 turn, 4 put, 7 dawned, 9 ended, 11 come, 13 count, 15 came, 18 saw.

Worksheet 6 – Summary of the First exam

Worksheet 7 – FCE Speaking part One

You could make copies of these questions and cut them up into cards. In pairs or groups of three, students ask each other the questions, trying to rephrase the vocabulary and expressions used in the question. Students pass the cards around the class until they have all

used all the questions. The teacher could then ask some of the questions randomly to check that students are giving good answers.

Worksheet 8 – FCE Speaking part two

In speaking part 2 of the exam students are expected to compare two photographs and answer a question. Get students to brainstorm some comparative expressions (not as expensive as, much bigger than, etc) and contrasts (whereas, on the other hand, etc). Students can brainstorm some vocabulary ideas before trying to speak about the photos for a minute.

Worksheet 9 – FCE Speaking part three

This is a collaborative decision-making task where students have to talk together for about three minutes. Before they attempt this, brainstorm as a class and put on the board, some expressions for agreeing, disagreeing with each other, asking and giving opinions, making conclusions, etc.

Spend some time looking at the picture prompts together so students are sure they know what they are suggesting. When they are ready, get students to do the task in 3 minutes.

When they have finished, tell the students that in **Part 4** the examiner will ask some questions linked to the topic for them to have a further discussion with their partner. Ask the following questions to the class, asking students in pairs to answer:

- **What is most important for you when going to a café or bar with friends?**
- **Some people don't agree with having TVs in cafés and bars. What do you think?**
- **Do you think places which offer live music attract a lot of people?**
- **Would you like to work in a café or restaurant? (Why/Why not?)**
- **What are the advantages and disadvantages of cafés and bars having an outside seating area?**

Worksheet 9 – Suffix Dominoes

Make one copy of the worksheet for each group of four to five students and cut up the dominoes. Divide the class into groups of 4-5 students. Each student takes five dominoes and leaves the rest in a pile, face down. One student starts by placing one domino on the table. Students take turns to try to place their dominoes to form a correct word. Show an example on the board:

ance / **collect** + ion / **consider** + ation / deliver

If a player does not have a domino that works, he/she picks one up from the pile and misses a turn. The winner is the first player to use all their dominoes. Teacher should circulate and monitor that the connections are correct.

ANSWERS:

Exam practice Use of English: 1. Adjective, -able.

2. 25. Increasingly, 26. variety, 27. unfortunately, 28. disappear, 29. surroundings, 30. sensitive, 31. safety, 32. poisonous, 33. exploration, 34. heat

Worksheet 10 – Reading and Use of English sample exam:

Read the introduction to each part as a class making sure students know what they are expected to do in each part. Ask any students with experience of FCE tasks to give other students advice on tactics.

Once you have looked at the tactics together, ask students to do the tasks individually. As for Use of English, you will probably spend a long time going through the answers but it is always worth it as this part of the exam is a mixture of grammar and vocabulary. As for reading, encourage them to underline the relevant parts of the text where they find the answers. This will help when you go through the answers.

Worksheet 11 – Writing sample exam:

Read the introduction to each part as a class making sure students know what they are expected to do in each part. Do the preliminary exercises together and brainstorm ideas, expressions as a class.

Ask students to do the writing tasks for homework for you.

Worksheet 12 – Listening sample exam

Make sure to read through each part before listening and then to highlight key words, expressions and phrasal verbs from the transcript after listening. Remember that each question on the Listening paper is worth one point. The tracks can be found on our website in Teachers' corner, Planning October.

Worksheet 13 – Answers and transcript

WORKSHEET 1: Our reasons for studying English and more....

Work in pairs. Form questions, then ask each other and answer the questions to complete Box A.

Box A
Number of years studying English?
Reasons for studying English?
Where studied?
Reasons for studying for First Certificate?
Studied FCE before?
Books used?
Passed other English exams? When?

Now work in small groups of three or four and discuss the questions in Box B

Box B
<ul style="list-style-type: none"> • What do you need English for? • Will English be useful to you in the future? How? • What's your biggest problem studying English? • What do you think are your strengths in English? • What method(s) do you have for learning vocabulary? • What method(s) do you have for learning grammar? • Do you read books, magazines or newspapers in English? • How often do you speak English? What advice would you give for improving fluency? • How much do you listen to the radio or watch films in English? What advice would you give for improving listening skills? • How many hours a week do you think you should dedicate to studying English? • Being realistic, how many hours a week do you think you can dedicate to studying English? • Do you use any useful websites for studying English? If so, which ones?

WORKSHEET 2: "COMMON GROUND"

I wouldn't like to _____

I've never visited _____

I like eating _____

I didn't _____
yesterday.

I've got a friend called _____

My favourite film is _____

I'm currently learning how
to _____

I don't want to _____

I love listening to _____

I can't _____
very well.

I had _____
for breakfast today.

I'll never _____
again.

I used to _____
as a child.

I'm not keen on _____

I've always wanted to _____

Last Saturday I _____

(Taken from Upper Intermediate INSIDE OUT Resource Pack)

WORKSHEET 3: Speaking activity

Are you an ambitious person?

Do you enjoy doing adventurous sports?

Are you a risk taker?

Do you think having dreams and ambitions is a good thing?

How important is it for us to have challenges in our lives?

Tell us about a difficult challenge you have had to face.

Would you be interested in going on an exploring holiday?

What are your ambitions from the future?

When is it necessary to take risks in life?

Do you believe in fate?

WORKSHEET 4: How much do you know about the Cambridge First exam?
Decide if these facts are *true* or *false*:

1. There are six papers in the First exam. (What are they?)	2. Each part of the First exam is worth 20% of the final mark.
3. There are four pass marks: A, B, C, D.	4. The pass mark for First is 170 points (70%)
5. You can take the First exam four times a year.	6. You have to do two pieces of writing in the writing exam.
7. The Reading & Use of English paper is made up of five parts.	8. If you fail one paper of the exam you automatically fail the exam.
9. You will <u>have to</u> write an essay in the writing paper. (What else may you have to write?)	10. The speaking test lasts about twenty minutes. (What are the different parts?)
11. You will do the speaking exam with another student.	12. You will have to talk on your own for 3 minutes in the speaking exam.
13. The speaking and listening exams take place on a different day to the written papers.	14. It costs 165 euros to do the exam.
15. You will get your results three weeks after taking the exam.	16. You will be notified of your results by post.
17. The word limit for each piece of writing is 180 words.	18. You will have extra time to complete the answer sheets in the PB exam*.
19. There's a separate exam for children and adults.	20. The CB* exam is shorter than the PB* exam

(*CB: Computer based/PB: Paper based)

WORKSHEET 5. Outline of First Exam

PAPER ONE – READING AND USE OF ENGLISH 1 hour 15 mins 7 parts:

- Part 1: Multiple choice cloze (8 gaps)
 - Part 2: Open cloze (8 gaps)
 - Part 3: Word formation (8 gaps)
 - Part 4: Key word transformations (6 sentences)
 - Part 5: Reading comprehension with 6 multiple choice questions
 - Part 6: Gapped text (6 questions)
 - Part 7: Multiple Matching (10 questions)
- (Parts 1,2,3,7 worth 1 point each answer. Parts 4,5,6, worth 2 points each answer)

PAPER TWO – WRITING 1 hour 20 mins 2 parts:

- Part 1 : ESSAY (140-190 words) Students are required to deal with some input material.
 - Part 2 : A choice from a formal/informal letter, an article, a report, a review (140-190 words)
- **First for schools Part 2 includes the option of a story, but NOT a report, and a question related to set texts.

PAPER THREE – LISTENING Approx. 40 mins 4 parts:

- Part 1: 8 different extracts with 3 multiple choice options (8 questions)
 - Part 2: Sentence completion (10 gaps)
 - Part 3: Multiple matching : 5 speakers, choose from 8 options (5 questions)
 - Part 4: Multiple choice (7 questions, each with 3 options)
- (All parts carry 1 point each. Total **30**.)

PAPER FIVE – SPEAKING 14 mins 4 parts

USUALLY IN PAIRS BUT POSSIBLY 3 CANDIDATES

- Part 1 Personal information questions
- Part 2 Individual long turn (comparing and commenting on 2 photographs)
- Part 3 Collaborative task (discussing a situation with the other candidate and negotiating towards an outcome)
- Part 4 Questions and discussion between candidates based on Part 3

In Paper based exams in Paper One Reading and Use of English, students are expected to transfer their answers onto the answer sheet **within** the time limit of the exam.

In the Listening paper they will have **five minutes at the end** to transfer the answers.

The answers to the writing paper are written in the booklet provided for 'paper exam'.

In Computer based exams the answers are saved automatically so no extra transfer time is needed.

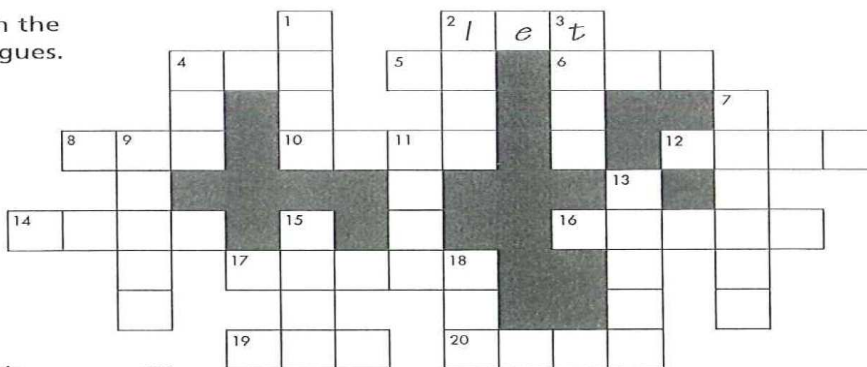
Reading and Use of English Paper is worth 40% of the total, Writing, Listening and Speaking 20% each. . It is not necessary to pass each part, the average of all five parts together must be **160 points or more** (60%) to pass.

WORKSHEET 6. Phrasal verbs

Phrasal Verbs are a very important part of learning English!!

Try this crossword

Complete the crossword with the missing verbs from the dialogues.



Across ►

- 2 A: That's the second time he's _____ me down this week. (3)
B: Yeah, he's becoming quite unreliable these days.
- 4 A: Are you going to Linda's party this weekend?
B: Oh, you haven't heard. She's _____ it off until the week after. (3)
- 5 A: Do you think I should do it?
B: Absolutely! _____ for it! (2)
- 6 A: Can I borrow your camera?
B: Sure, but try not to _____ up all the film. (3)
- 8 A: I feel terrible.
B: Don't worry. You'll soon _____ over it. You'll be fine in a few days. (3)
- 10 A: Have a good trip. By the way, do you speak any Spanish?
B: No, but I'm sure I'll _____ up a few words quite quickly. (4)
- 12 A: Cigarette?
B: No, thanks. I _____ up last month actually. (4)
- 14 A: Do you think he's telling the truth?
A: No, I don't. I think he _____ the whole thing up. (4)
- 16 A: Do you remember what a mess the house was in when I bought it?
B: Yeah, you've done a great job of _____ it up. It looks wonderful. (5)
- 17 A: She really _____ after her mother. (5)
B: You're right. They're very alike.
- 19 A: Where are you going?
B: To the airport with Jon to _____ him off. Do you want to come? (3)
- 20 A: Wasn't she just so boring?
B: You can say that again. She just _____ on and on and on. (4)

Down ▼

- 1 A: Late again!
B: Sorry. I had to _____ off at the shops on the way here. (4)
- 2 A: How did this happen?
B: I don't know, but I'll find out. I'll _____ into it straight away. (4)
- 3 A: Can you _____ the music up a bit? I can't hear it. (4)
B: Sure.
- 4 A: What's the matter?
B: Oh, the second I _____ the phone down I knew I'd said the wrong thing. (3)
- 7 A: Have you decided what to do?
B: Yes, I'd been trying to think what to do for ages before it suddenly _____ on me. (6)
- 9 A: Where did you go last night?
B: We went all over the place and _____ up in that new bar near the river. (5)
- 11 A: I've lost my keys.
B: Have you? I'll let you know if I _____ across them. (4)
- 13 A: Where is she? It's the same time after time.
B: Yeah. You can always _____ on her to be late. (5)
- 15 A: Why on earth did you do that?
B: I've no idea. I don't know what _____ over me. (4)
- 18 A: He tried to tell us that he wasn't involved, but we _____ right through him. (3)
B: Yeah, he's always been a terrible liar.

WORKSHEET 7. FCE Speaking Part One

In the first part of the exam, the interviewer will ask you several simple questions about everyday topics. This is an individual turn and is simply to help you relax. Here is a list of example questions arranged by potential topic: Choose some questions and take it in turns to ask and answer some questions with a partner. Remember to answer with as much detail as possible and try to rephrase the language used in the question.

E.g. what's the most interesting place you're visited near Granada? Instead of saying 'The most interesting place...', say something like 'well. One of my favourite places is, without a doubt.... because.....'

Where you live or used to live

1. Is there anything you would like to learn about your country?
2. Which area of your country would you like to get to know better?
3. What's the most interesting place you've visited near Granada?
4. Could you tell me something about the area where you grew up?
5. Could you describe your family home to me?

Sports

1. Are you interested in sport?
2. Is there a sport you'd really like to try?
3. What sports do people play most in your country?
4. How much exercise do you take each week?
5. Do you like to be physically active or do you prefer relaxing?

Free time

1. How much TV do you watch in a week?
2. What do you spend your free time doing?
3. Do you enjoy reading?
4. Does anyone you know have an interesting hobby?
5. Who do you prefer to spend your free time with, friends or family?

Work and study

1. Do you find it easy to study where you live?
2. Do you use the internet to learn new things?
3. Do you prefer working on your own or with other people?
4. What kind of work would you really like to do in the future?
5. Would you prefer to work for a big or small company?

Family and friends

1. Who do you spend your free time with?
2. Who are the most important people in your life?
3. Do you and your friends share the same interests?
4. Tell me about your best friend?
5. Do you normally go out with family or friends?

Travel and holidays

1. Have you ever used your English on holiday?
2. Where would you really like to go on holiday in the future?
3. Do you like to plan your holidays carefully or do you prefer to just go?
4. How do you prefer to travel? by train or by plane?
5. What's public transport like in your country?

Entertainment

1. Do you ever go to concerts?
2. Do you like going to the cinema?
3. Do you enjoy playing computer games?
4. Do you enjoy shopping?
5. Do you like going to parties?

Daily life

1. How much time do you spend at home?
2. Tell us about a day you've really enjoyed recently
3. What's your favourite day of the week?
4. Are you planning to do anything special this weekend?
5. What's your favourite part of the day?

WORKSHEET 8. FCE Speaking Part Two

This is another individual speaking part of the exam where you have one minute to compare two photographs and answer a question related to them. The other student will answer a short question on your photos once you have finished. The other student has two different photos which you must answer a short question on when they have finished.

These two photos show different areas where people live, first I'd like you to compare the photos and then say....

Student A: What are the advantages and disadvantages of living in each area?

Student B: Where would you prefer to live?



These photos show different people doing their jobs, first I'd like you to compare the photos and then...

Student A: What do these people have to remember to do their jobs properly?

Student B: Which of these jobs would you prefer to do?



WORKSHEET 9. FCE Speaking Part Three

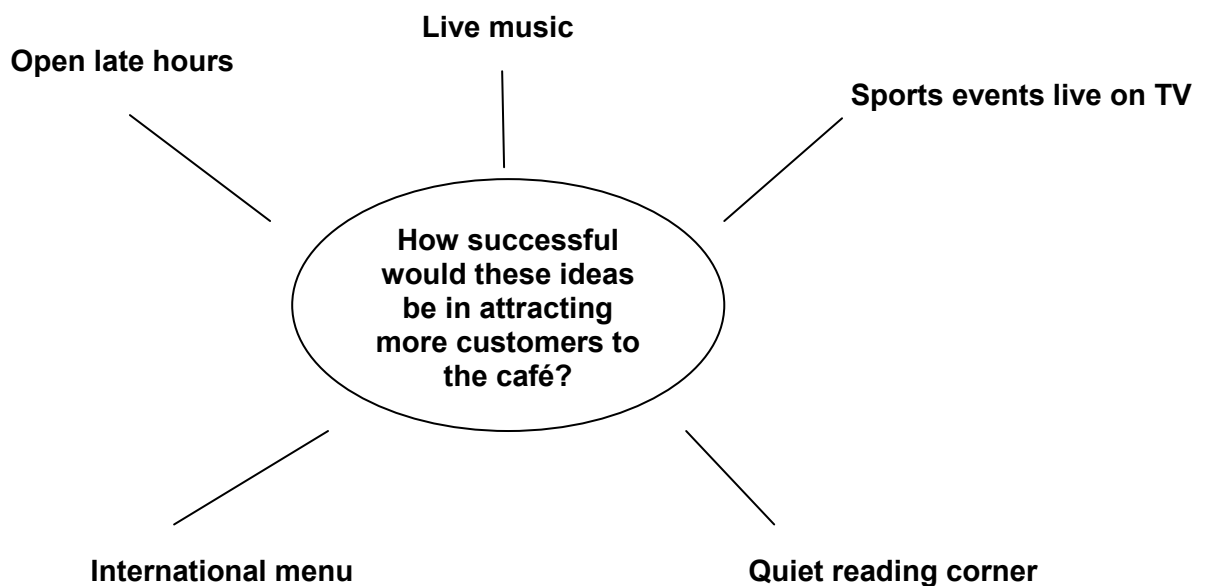
In this part of the exam you interact with the other student, you are given a set of written prompts related to a particular scenario and have to, with the other student, decide on which option best suits a purpose. You do not have to agree with your partner but you must always be polite.

Speaking situation:

I'd like you to imagine that a café wants to attract more customers and here are some ideas they are considering. First, talk together about how successful these ideas would be in attracting more customers (2 minutes)

Now you have about a minute to decide which option would attract the most customers (1 minute).

In this part of the test it's essential that you interact with your partner using expressions of agreement/disagreement, suggestions and opinion. Always justify your answer giving reasons.



WORKSHEET 10. Word Formation Dominoes Game



ence	appear	ance	collect	ion	consider
ation	deliver	y	develop	ment	discover
y	encourage	ment	sad	ness	excite
ment	ill	ness	react	ion	judge
ment	mad	ness	mile	age	improve
ment	elect	ion	short	age	likeli
hood	confirm	ation	differ	ence	friend
ship	brother	hood	exist	ence	robber
y	careless	ness	burglar	y	member
ship	neighbour	hood	reader	ship	prefer

WORKSHEET 11. Reading and Use of English Sample exam

Reading and Use of English Part One

In Use of English Part One you read a text with eight gaps and choose one word from four options to complete the sentence. You will need to be able to choose or recognize:

Words with a difference in meaning

The BBC has been _____ television since 1932
(a) broadcasting (b) emitting (c) transmitting (d) sending

Common collocations

I've always wanted to _____ snowboarding
(a) play (b) do (c) go (d) make

Grammatical patterns

My boss wouldn't _____ me leave work early
(a) make (b) let (c) allow (d) permit

Prepositional phrases

_____ a child, I often played football
(a) as (b) like (c) for (d) to

Phrasal verbs

My doctor recommended I _____ up some kind of exercise
(a) give (b) look (c) take (d) keep

Linking expressions

I bought the car _____ the fact it was expensive
(a) however (b) but (c) despite (d) although

Part 1:

For questions 1-8 read the text below and decide which answer (A, B, C or D) best fits each gap.

Example:

0 A follow B belong C own D hold

0	A	B	C	D
---	---	---	---	---

Dogs

Dogs were one of the first animals to be domesticated. Although they all (0) to the same species, they (1) more in size and appearance than any other animal, and are now (2) wherever there are human beings. They all have good hearing and an excellent sense of smell. (3) the differences between breeds, all dogs are (4) from the same ancestor, the grey wolf. Wolves enjoy hunting and are ready to run (5) prey, which is why dogs today like energetic games and plenty of exercise. Pet dogs that are not (6) enough to do can become bored and (7) Like wolves, dogs lived in groups called packs. They responded well to domestication as they came to (8) their human owners as pack leaders.

- | | | | | |
|---|---------------|------------|-------------|-------------|
| 1 | A transform | B alter | C change | D vary |
| 2 | A general | B average | C common | D ordinary |
| 3 | A Despite | B Although | C However | D While |
| 4 | A emerged | B linked | C descended | D related |
| 5 | A away | B after | C into | D over |
| 6 | A given | B provided | C handed | D presented |
| 7 | A destructive | B harmful | C damaging | D injuring |
| 8 | A think | B see | C agree | D believe |

Reading and Use of English Part Two

Here you will read a text with eight words removed, you must use ONE word in each gap to complete the text. In comparison to part one, you do not have four options for each gap. The focus of this part of the exam is on grammatical vocabulary and not definitions. It's important to read entire sentences here, paying special attention to words either side of the gap.

conjunctions and linkers (e.g. as well as)

prepositions (e.g. famous for ...)

determiners (articles & quantifiers e.g. Few people knew about it.)

pronouns and relative pronouns (The castle, which is very old, is ...)

auxiliary and modal verbs (e.g. He had to find a new job.)

phrasal verbs (e.g. She took part in the charity event)

Part 2:

For questions 9-16, read the text below and think of the word which best fits each space. Use only **one** word in each space.

Example:

0	H	A	S																
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

A hotel famous for its food

The Riverside Hotel (0) had a reputation for excellent food ever (9) the day it opened in 1949. In the previous year, a businessman called Henry Davies was reading a newspaper when he suddenly (10) across an advertisement showing a house (11) sale overlooking a river. The advertisement interested him because for several years he had been thinking (12) converting a family home (13) a hotel. The house seemed to be exactly *what* he was looking for.

Davies (14) soon running the hotel himself, but hired a top chef, Geoffrey Dawson, to be in charge of the cooking. Within six months, the restaurant was (15) heavily booked that Davies had to take on new kitchen staff. The partnership lasted for almost 50 years. During (16) time, the hotel won several awards for the quality of its food.

Reading and Use of English Part Three

You read a text with eight gaps, at the end of each line containing a gap there is a root word which you must transform to correctly complete the sentence. This exercise focuses on internal spelling changes (high - height), negative prefixes/suffixes, -ed/-ing adjective endings and countable/uncountable nouns

-ed/-ing adjectives:

I do the same thing every day. My job is very _____. (BORE)
I have nothing to do. I'm _____.

My job is very varied. I find it _____. (INTEREST)
I'm _____ in applying for the job.

Negative prefixes:

He's invited me to his party. It would be _____ to say no. (POLITE)
Too many children nowadays are growing up _____. (LITERATE)
That's not what I said! You've _____ me. (UNDERSTAND)
My dog is completely _____. I promise he won't bite. (HARM)

Countable and uncountable nouns:

Employment, employer(s) and employee(s)
More and more _____ are looking for properly qualified
_____.

SPOT THE MISTAKES!

These sentences all contain typical **word formation errors at FCE level. Correct the mistakes, think about the spelling, the prefixes and suffixes, whether the word is plural or singular.**

1. I think that going to school by bike is very healthful.
2. Your report on the music festival is absolutely unacceptable.
3. I am very worried about the increasing pollutions of the Earth.
4. Scientifics need to study animals so they study the ones in the zoo.
5. I think it was my first big disappointing, but it wasn't the last.
6. I visited many ancient Roman cities that are remarkable well preserved.
7. Most animals are loosing their natural instincts.
8. There was no central heatings and no bathroom.
9. In other countries there aren't so many accidents. We are very uncarefull here.
10. The bookshop needs employers for part-time and full time positions.

Part 3:

Example:

0	F	I	T	N	E	S	S										
---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--

Running for health

If you want to improve your overall level of (0), running is one of the best sports to choose. It can increase the (17) of your bones, it is good for your heart, and it can help with weight (18) You will soon begin to see a (19) improvement in your general health.

FIT
STRONG
LOSE
SIGNIFY

Experienced runners and sports (20) say you should make a point of having a physical check-up with your doctor before you start training. Another (21) is that anyone who has an old back, knee or ankle (22) should take extra care. You should never use running shoes which hurt your feet or which feel (23) after a long run. It is a good idea to start by running slowly for about twenty minutes three times a week and (24) increase the number of kilometres you run.

INSTRUCT
RECOMMEND
INJURE
COMFORT
GRADUAL

Reading and Use of English Part Four

There are six questions in this part. In each you are given a complete sentence followed by a second, incomplete sentence. You must complete the second sentence so that it has the same meaning as the first using a word you are given that must not be changed. You must use between two and five words. Each correct answer is worth **two** marks, it is possible to get one mark for an answer.

Here you will find grammar structures including:

- modal and auxiliary verbs (especially past)
- phrasal verbs
- too/enough
- so/such
- from active voice to passive voice
- verb patterns such as verb + preposition
- from direct speech to reported speech
- reporting verbs
- conditionals, especially 3rd and mixed conditionals
- comparatives and superlatives
- causative have
- expressions of regret, (wish and If only)
- linking words (despite, although, etc)
- expressions (there's no point, it's not worth....)

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.

Example:

0 A very friendly taxi driver drove us into town.

DRIVEN

We *were driven into town by* a very friendly taxi driver.

25 You shouldn't take any notice of his advice.

LISTEN

If I were you, his advice.

26 Naomi is the only person who wants to go to the cinema tonight.

NOBODY

Apart interested in going to the cinema tonight.

27 'What is the depth of the pool?' the woman asked.

HOW

The woman asked was.

28 I am absolutely sure we will win the match tomorrow.

DOUBT

There's absolutely mind that we will win the match tomorrow.

29 'Would it be possible to see a copy of the latest bus timetable, please?' said Joan.

COULD

Joan asked at a copy of the latest bus timetable.

30 Leah suggested that I arrive on time for the presentation.

LATE

Leah advised for the presentation.

Reading and Use of English Part Five

You are going to read a magazine article about a woman called Claire Horwood, who used to train racehorses in Britain. For questions 31-36, choose the answer (A, B, C or D) which you think fits best according to the text.

A change of lifestyle

An allergy made Clare Horwood give up her job training racehorses, but she has now created a new career for herself as a best-selling author. Jane Henman interviews her.

In the large field which would normally contain horses, there are three big dogs running wildly around. As I talk to Clare Horwood and her husband, Daniel, he says, 'I'm not allowing Clare to have anything larger than those dogs.' It's said with a smile, but persuading one of Britain's most successful racehorse trainers to give up her work can't have been easy. Clare explains her situation: 'I'd been ill for some time, and then I discovered that I had actually developed an allergy to horses. Giving up training horses after so long was a horrible decision to take. But it wasn't as if I needed the money any more. And at least it allowed me to try writing on a full-time basis – I'd been scribbling away in my free time for years!'

Clare was brought up on a small farm. Her father couldn't afford to hire any farm workers so Clare was expected to take her share of the workload. 'One of my earliest jobs was to carry the lamp for my father when he went to feed the pigs at night. I remember feeling really grown up the day I was allowed to feed them on my own.' Sometimes Clare accompanied her father to the fields on her pony: 'I was little then and not confident on a horse. My father used to run alongside shouting, "Up, down, up, down." As soon as she could, Clare got a weekend job at the local racing stables to be with the horses. Then, after leaving school, she worked at the stables full-time. Her parents were always supportive: 'They were there if I needed them, but thankfully they took a back seat,' she says.

Clare's career as a trainer is legendary. She was not afraid of upsetting people and had a reputation for being outspoken. 'I have endless patience with horses – they respond to kindness and are prepared to work just as hard as you are – but I've no time for people who are in horse-racing purely for financial gain. The old, established trainers were helpful, but

some of the rich newcomers were really spiteful and resented my success. I had my battles. But when everyone knew I was leaving, I was quite taken aback by the number of people who said, "Clare – you can't go!"

Since giving up racehorse training, Clare has made a new career as a novelist. She writes laboriously in longhand at the dining-room table. 'Writing is a challenge but also very isolating,' Clare says. 'When I started, I had all the feelings I used to get before an important race – fear, apprehension, but that all disappears when you win or you're published!'

Clare's son Tim has now taken over her training business, keeping eighty of her horses. Despite the fact that Tim's only been doing this for two years, Clare announces proudly that he's already had several winners. 'But racehorse owners have high expectations. Keeping them happy is not an easy task,' she says. 'It is something you really have to work at and I just hope he can cope.' She sometimes visits Tim's stables – not just to see the horses, but to see her granddaughter, who is also crazy about horses.

line 33
line 34

line 63

- 31** What do we learn about Clare in the first paragraph?
- A She is still worried about her financial security.
 - B She likes to follow her husband's advice.
 - C She was relieved to begin a less stressful job.
 - D She accepted that a change of career would be beneficial.
- 32** When Clare was a child, she
- A was annoyed by her father's advice.
 - B was keen to earn money.
 - C enjoyed taking on responsibility.
 - D wanted to be more independent.
- 33** What does Clare mean by 'they took a back seat' in lines 33 and 34?
- A They gave her confidence.
 - B They had high expectations of her.
 - C They did not try to influence her.
 - D They did not ask her for help.
- 34** How did Clare feel at the end of her career as a trainer?
- A upset by some people's personal criticism
 - B surprised at her colleagues' reactions
 - C relieved that the hard work was over
 - D proud of her contribution to horse-racing
- 35** According to Clare, horse training resembles writing in terms of
- A the amount of effort required.
 - B the experience needed to succeed.
 - C the loneliness of the activity.
 - D the extremes of emotion involved.
- 36** What does 'It' in line 63 refer to?
- A dealing with the owners.
 - B running a racing stable
 - C being successful in races
 - D earning money in horse-racing

Reading and Use of English Part Six

In this part of the exam you are given a text with seven sentences removed, you are given eight sentences (one extra) which you must put in the correct place to complete the text. You should look for useful linking devices, pronouns, connections between the missing sentence and the text through vocabulary (e.g. nouns or adjectives). Does the sentence fit the topic and does the storyline develop in a logical manner? As the given sentences are in no particular order you should start with the easiest.

You are going to read a magazine article about a cruise ship. Seven 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.

The *Oriana* Turnaround

When the cruise ship *Oriana* comes into port, it has just 12 hours to get everything ready for the 1,800 passengers on its next cruise. Chris Mersea joined the team for the day.

It's 6.00 a.m., still dark, and above the rooftops of the port city of Southampton a large orange funnel suddenly appears. It's attached to the 69,000-tonne cruise ship *Oriana*, the pride of P&O Cruise Lines. *Oriana* has been home, for the past eleven days, to some 1,800 passengers. It will soon be home to 1,800 different passengers yet to arrive in Southampton, but who in twelve hours' time will be setting sail for the Atlantic islands of Madeira and Tenerife.

In most small hotels the staff complain if they have to change more than ten bedrooms in one day. On *Oriana*, there are 900 cabins to be cleaned in just a few hours. **37**

On board *Oriana*, however, working practices are shaped not by the attitude of individual members of the staff, but by time, tide and a rigid cruise schedule. **38**

The first aim of the day is to have the last passengers off the ship and away by 10.30 a.m. **39** Even so, passengers manage to drive off home having forgotten sunglasses, souvenirs and even pearl earrings.

While *Oriana*'s armies of cabin stewards are changing sheets and looking for lost property, an enormous amount of activity is also taking place elsewhere on the ship. **40** Everything from ten tonnes of fish, to 108 new sun chairs, to a vanload of scenery for the ship's Rio Dance Spectacular has to be carefully checked in.

While all this is going on, there is also a large number of people coming and going. Turnaround day, according to the captain, starts off with an end-of-term feeling because a lot of the crew are saying goodbye, but then others are arriving to take their places. **41** These include a replacement head waiter, a new swimming-pool attendant and a new piano act called the Bibby Sisters, who will contribute to the ship's entertainment programme during the cruise.

For the moment, though, the priority is to meet and greet the new passengers, who start coming on board as early as 1.30 p.m. **42** Five hours later, back on dry land, the band will be playing their own version of *Sailing*, as *Oriana* heads out towards the open sea. It's a thrilling moment for the 1,800 men, women and children on board, who can look forward to eleven days of fun and relaxation.

- A** It's a leisurely process – nobody is made to feel they have to rush their goodbyes or their packing.
- B** Lorries full of supplies for the ship's stores are waiting to be unloaded.
- C** As for having to stock up on food for a fortnight ahead, no hotel chef would hear of it.
- D** These are entertained in the Tiffany Lounge area by a small group of musicians, playing pieces vaguely connected with the sea.

- E** Every so often, however, a loud crash announces the departure of another empty metal container.
- F** And today is no exception – in all, some ninety-one people are taking up or leaving their posts.
- G** It would take really extreme weather conditions to stop the ship departing and returning at the stated times, wherever it's sailing.

Reading and Use of English Part Seven

You are going to read an article in which four young people are talking about sport. For questions 43-52, choose from the people (A-D). The people may be chosen more than once.

Which person

thinks winning is the most important thing?

43

was inspired by seeing others take part in the sport?

44

feels their sport has both a positive and negative impact on their social life?

45

was nearly refused a place on a team?

46

has long-term plans which include continued involvement in their sport?

47

is realistic about their chances of being very successful?

48

feels that there is too much emphasis on analysing performance?

49

has learnt to be more sympathetic to less successful competitors?

50

thinks playing their sport changes their character?

51

uses a second sport to improve performance in their main sport?

52

Young people and sport

A Luke Hazleton

My mum is the team manager for the Olympic diving team and when I was a baby I used to go with her to the pool and jump in and out – now I practise diving every day after school and on Saturdays. I'm really too tall to be a great diver and my long legs make it difficult to do somersaults, so I don't think I'll ever make it to the top. But nevertheless, I find it exhilarating when I'm diving well. I take part in about ten competitions a year, both national and international. The best thing about it is that you make new friends from different countries. I do trampolining for the regional team, which prepares me for diving – the moves are similar but you don't land in water! The one thing I don't like about it is that doing my homework takes up my spare time and I don't have much time to go out with my friends from school.

B Natalie Harris

Last year our netball team was promoted to the top league and so the coach became very strict. At that level, every move is scrutinised and discussed, which makes everyone feel very pressurised. There's a lot of competition to get chosen for the team and sometimes I got substituted. When I played last year, I would look at the subs sitting on the sidelines and not really care, but when I started to become one myself I had a whole new perspective on the game. Now I realise that when you're not the best at a sport it doesn't seem as much fun as when you're a top player. I left the team earlier this year, as the pressure of playing in matches was too much; it was becoming a frustration instead of a recreation.

C Joanne Whittaker

I was good at football and I really enjoyed playing left back in the school team. Then one Saturday when I was 14, I went to watch the local ice hockey team play. It was so exciting and became a real turning point in my life. School football seemed so dull in comparison. I discovered that there was a local women's ice hockey team just being set up. At first, the coach thought I was too young and too inexperienced as I'd only done occasional fun skating on Saturday afternoons. But she agreed to give me a trial and I have been playing for three years now. I'll really find out what I can do in June when we go to take part in a women's international ice hockey competition in Prague.

D James Spiers

I knew I was serious about rugby when I scored a try in my first game. I was named 'player of the year' at my club last year and I'm also captain of my school team. My uncle often comes to watch me play. He's very competitive so that is probably why I am too. Losing makes me feel that I've done something wrong. It doesn't happen very often, though. I'm not normally an aggressive person but on the rugby pitch, I am. Most of my schoolmates play rugby and all of them are sporty. I can't really imagine my life without rugby! If I have a son, I'll want to help coach his team and I'd be disappointed if he wasn't interested in sports. I'll definitely be a competitive dad!

WORKSHEET 12. Writing

Part 1 (essay):

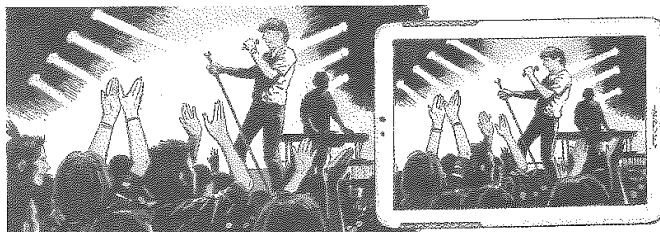
Action plan

- 1 Read the instructions, the question or statement, and the two notes you are given.
- 2 Decide whether to write for or against, or whether to give arguments both for *and* against.
- 3 Think of a third idea to add to the notes you are given. Write this down, then make a plan.
- 4 Write a short introductory paragraph, commenting generally on the topic, e.g. *The climate is changing, so many people are saying ...*. You can give your own opinion here and/or in your last paragraph.
- 5 Write in a fairly formal style, including linking expressions from *Useful language* on page 34.
- 6 Write at least two sentences about each main point, giving reasons and possibly also examples.
- 7 Give your opinion by summarising your main points in a concluding paragraph.
- 8 Check your essay for mistakes – and that you have written at least 140 words.

Tip! Note down a few useful expressions for each paragraph, but don't write a full draft – you won't have time in the exam.

Read the exam task below.

- 1 Who are you writing for?
- 2 What must you write about?
- 3 What two main points must you include?
- 4 Which other main point will you add?



You have had a discussion in your English class about different ways of watching music concerts. Now your English teacher has asked you to write an essay.

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

Which is better: attending a concert, or watching the same concert at home, for example online or on TV?

Notes

Write about:

- 1 convenience
- 2 atmosphere
- 3 (your own idea)

Tip! If you want to think of points you disagree with, imagine what someone who disagrees might say.

Tip! If you are going to write for *and* against, list your points in two columns so you can balance the essay.

Write your answer in 140–190 words in an appropriate style.

Part 2:

Write an answer to **one** of the questions **2–4** in this part. Write your answer in **140–190** words in an appropriate style.

- 2 You see this announcement in a travel magazine.

Reviews of holiday resorts wanted

Write a review of a holiday resort you have stayed at. Describe the resort, saying what you enjoyed and did not enjoy about your stay there. Tell us whether you would recommend the resort to other people.

We will publish the most interesting reviews in next month's edition.

Write your **review**.

- 3 You have seen this announcement on an English-language website.

The person from history I most admire

Who is the person from history that you most admire?

What did they do? What do you particularly admire about them?

Write your **article**.

- 4 You have received this email from your English-speaking friend Lou.

From: Lou

Subject: my visit

I'm really looking forward to my first visit to your area and I'd very much like to find out more about it.

Can you tell me in what ways it has changed in the last 20 or 30 years?

What are the most interesting things I could photograph when I'm there?

See you soon.

Lou

Write your **email**.

WORKSHEET 13. Listening

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 fashion model talking about the first magazine feature she appeared in.

Why were she and her sister chosen for the feature?

- A They were willing to change their hair colour.
- B They looked very similar to each other.
- C They looked good in the designer clothes.

- 2 You hear a woman on the radio talking about her experiences at ballet school.

How did she feel when she left the school?

- A relieved
- B embarrassed
- C depressed

- 3 You hear a student talking about a part-time job he does.

What attracted him to this particular job?

- A the opportunities for promotion
- B the chance to use skills he already had
- C the amount of money he is able to earn

- 4 You overhear a man and a woman talking about a ride at a theme park.

What does the man say about the ride?

- A It was too short.
- B It was too expensive.
- C It was too frightening.

- 5 You hear an announcement at the train station.

Who would find this announcement relevant?

- A passengers waiting for the train from Wellington
- B passengers waiting to board the Hamilton train
- C passengers waiting on platform 4

- 6 You overhear two people in a clothes shop, talking about some trousers.

What do they both like?

- A the style
- B the colour
- C the material

- 7 You overhear a teacher talking to her students.

What is she doing?

- A advising them of room changes
- B informing them about additional classes
- C explaining about new tutor group meeting times

- 8 You hear part of a radio interview with a rock musician who is performing in his home town.

What do the two speakers agree about?

- A Tickets for rock concerts in the town are expensive.
- B There is a lack of suitable venues in the town.
- C The music scene in the town is very lively.

Part 2

You will hear an interview with a man called Lucas Doran, who is talking about his job as a zookeeper. For questions 9 – 18, complete the sentences.

ZOOKEEPER

Lucas used to enjoy looking after the

9 when he first worked at the zoo.

Every morning, Lucas checks to see if any monkeys are

10 or if any babies have been born.

Every morning, Lucas also cleans the monkeys' cages and replaces the

11

The monkeys eat many different things, but are especially fond of

12

Lucas once injured his **13** when a gorilla escaped from its cage.

Lucas particularly likes talking to the **14** who come to the zoo.

Lucas says that giving the monkeys food such as

15 is unsuitable.

Lucas once took a box of baby monkeys home by

16

Lucas is now taking a course in

17 so that he can further his career.

Lucas's ambition is to visit a

18 for wild animals in Africa to see the work done there.

Part 3.

You will hear five different people talking about taking photographs. For questions **19-23**, choose from the list (**A-H**) the subject that each person is most interested in photographing. Use the letters only once. There is three extra letters which you do not need to use.

- A.** news stories
- B.** celebrities
- C.** sports events
- D.** holidays
- E.** nature
- F.** family scenes
- G.** cinema
- H.** weather

Speaker 1

19. |

Speaker 2

20. |

Speaker 3

21. |

Speaker 4

22. |

Speaker 5

23. |

Part 4

You will hear a radio interview with two students, Annabelle Lester and Roberto Marini, who are both studying at the same art school. For questions **24 – 30**, choose the best answer (**A, B or C**).

24 Annabelle enjoys studying at Capital Art School because

- A** she has plenty of time to practise different skills.
- B** she is learning how to create a range of different things.
- C** she is able to do a full-time course in sculpture and painting.

25 What does Roberto say about the lectures on his course?

- A** Some are given by business people.
- B** Some of the best ones are about art history.
- C** Some are held in the studios of professional artists.

- 26** Annabelle says she chose to study at Capital Art School because
- A** the students do not have to pay fees for the course.
 - B** the college provides all the materials that are needed.
 - C** the students are encouraged to try out new ideas.
- 27** Roberto says that his course includes learning how to
- A** compare everyday objects and works of art.
 - B** produce magazine illustrations and advertisements.
 - C** improve the design of domestic equipment.
- 28** Roberto uses a computer to
- A** complete a piece of artwork.
 - B** put together some initial ideas.
 - C** write up his project.
- 29** Annabelle says that some of the school's technical equipment
- A** was lent by a local business.
 - B** is too complicated for students to operate.
 - C** is supplied by a company that likes students to test it.
- 30** What does Annabelle say about her future?
- A** She looks forward to teaching art.
 - B** She would be willing to work in industry.
 - C** She is not keen to get a job in an art gallery.

WORKSHEET 14: Answers and transcript

USE OF ENGLISH

Part One

Preliminary exercise:

1. A
2. C
3. B
4. A
5. C
6. C

Exam task:

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

Part Two

Exam task:

9. since
10. came
11. for
12. of/about

13. (in)to
14. was
15. so
16. this/that

Part Three

Boring, bored. Interesting, interested, impolite, illiterate, misunderstood, harmless, employers, employees.

Spot the mistakes: healthy, unacceptable, pollution, scientists, remarkably, losing, heating, careless, employees.

Exam task:

17. STRENGTH
18. LOSS
19. SIGNIFICANT
20. INSTRUCTORS

21. RECOMMENDATION
22. INJURY
23. UNCOMFORTABLY
24. GRADUALLY

Part Four

Exam task:

25. I wouldn't/would not | LISTEN to
26. from Naomi | NOBODY (else) is **OR** from Naomi | there is NOBODY

27. HOW deep | the pool
28. no DOUBT | in my
29. if/whether she/he | COULD (possibly) look
30. me not | to arrive/be/come LATE

READING

Part Five

Exam task:

- | | |
|-------|-------|
| 31. D | 34. B |
| 32. C | 35. D |
| 33. C | 36. A |

Part Six

Exam task:

- | | |
|-------|-------|
| 37. C | 40. B |
| 38. G | 41. F |
| 39. A | 42. D |

Part Seven

Exam task:

- | | |
|-------|-------|
| 43. D | 48. A |
| 44. C | 49. B |
| 45. A | 50. B |
| 46. C | 51. D |
| 47. D | 52. A |

Listening Paper Answer Key

Listening Test A

- | Part 1 | Part 2 |
|--------|--|
| 1 B | 9 snakes |
| 2 C | 10 ill / sick / unwell / not (very) well |
| 3 B | 11 water |
| 4 A | 12 (eating) (the) grapes |
| 5 B | 13 arm |
| 6 A | 14 students |
| 7 A | 15 (a) cake / cakes |
| 8 B | 16 bus |
| | 17 biology |
| | 18 (famous) (conservation/research) park |

Part 3

- 19 F
20 B
21 A
22 E
23 C

Part 4

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

Listening Paper Tapescript

FCE PAPER 4 LISTENING TEST A

Part One

1.
F: Well, basically, what happened was they were looking for, like, a blonde girl to appear in this 'before and after' magazine feature. You know, they let a hair stylist and a make-up person loose on you and put you in designer clothes, then they publish photos to show how much better you look afterwards. Anyway, they weren't actually looking for twins, but like, our Mum sent in a photo of both of us together and, I guess, they just thought, like, 'hey yeah... that's not a bad idea, we can make them look different to each other'. Because until then, only our Mum had been able to tell us apart.

2.
F: Well, I wanted to be a dancer. And my parents supported me in my ambition, too. So at the age of 15, I went to ballet school. But it didn't work out, unfortunately. Schools like that want to take you apart and put you back together again. It's part of the discipline, but your character is suppressed. Anyway, I didn't stay there long – I got kicked out at the end of my first year. At the time, it was a low point for me – I considered myself a failure, but now I can see that it set me on a path to what I do now, working as a TV presenter.

3.
I started as a general helper at the kart-racing centre. Now I've worked my way up to race director, which I never expected. I've always been interested in cars and I know a little bit about car maintenance, so this was exactly what I had in mind when I set out to find a part-time job. It's not exactly hard work and I get to have a laugh with my mates. It's also good to get away from college work a few nights a week, and of course I earn around £100 a week. I could make more elsewhere, I know, but I wanted more from the experience than just pocket money.

4.
F: That was fantastic. Shall we go again?

M: Not me. I could live without doing that again. It was over so quickly.

F: You were determined not to enjoy it before we got on – you moaned about the cost.

M: No, really, it wasn't that. I just thought there'd be more to it.

F: Judging by the colour of your face, I reckon you were scared. You'd probably have been sick if we'd stayed on any longer.

M: Oh yeah? Have you seen the colour of your face?

5.
F: Attention, this is a platform alteration. All passengers waiting on platform 5 for the train to Hamilton should now go to platform 4 where the train is due to arrive. We regret that this train is subject to a delay of up to 20 minutes. We are very sorry for the inconvenience this may cause to your journey. The train now standing at platform 8 is the 08.15 to Wellington. Please note this is a special excursion train and is not timetabled.

6.

F: What do you think about these then? I like the way they do up at the back.

M: Mmm, they suit you. Black though, not a very summery colour.

F: Oh I don't know – black's good any time of the year.

M: They look quite thick. Are they?

F: Not particularly – they're linen, they feel rather cool.

M: How much are they?

F: Let's see – £80 – mmm... quite a lot for a pair of trousers I don't really need.

M: Jenny! Why are we wasting our time if you don't need them? Let's go and have lunch instead.

7.

Please look at the timetable you've just been given, as there are one or two things I'd like to go over with you. This is the final one for the term and as you can see, it doesn't include any extra lessons which will be arranged with you individually as usual. So, no change there. However, please note that all the exam practice classes will be held in the new teaching block which was completed during the holidays. So you'll have to check the room numbers carefully. These changes do not affect tutor group meetings which will be at 5pm every day as they were last term.

8.

Int: Welcome back to your home town, Rod.

Rod: Great to be here. Quite a dynamic place for music these days, isn't it?

Int: It used to be more so, I think. Now your concert's on Sunday, in Queen's Square. Tickets £50 – mmm... that's quite a lot.

Rod: Standard price here these days I'm told, and anyway the kids can afford it. But it's ridiculous – a town this size should have a proper arena for concerts like these.

Int: Well, there's Colgate Hall.

Rod: Yeah, great for classical concerts where everyone's sitting quietly in their seats, but not for rock bands.

Int: [*small laugh*] True, there's not much room to move around.

Part Two

Int: Good morning, and in the studio today we have Lucas Doran who is in charge of what's called the Monkey House, at Melchester Zoo, where not only monkeys, but also the big apes, such as gorillas, are kept. Lucas, welcome. How did you get to work with gorillas?

LD: I've worked at the zoo for some time. I began with the snakes, which was brilliant and then moved on to the rhinos, which wasn't quite so interesting. My ambition was always to work with big cats like lions and tigers, so when they transferred me to the monkey house, I was disappointed at first. But later on, I realised how lucky I was, because monkeys are so clever, they're always trying to trick you!

Int: That must keep you on your toes! Tell us about your day.

LD: I get to work about 7.45 and the first job is to look at the animals. Nobody's on duty at night, so we have to make sure none of them is ill, or whether any babies have been born; you see, most monkeys give birth at night. Then we clean the cages and change the water. Then later on in the day, we return and put down fresh straw for their bedding.

Int: What about feeding the animals?

LD: They are fed four times a day in summer and three in winter. The monkeys eat anything really – fruit, vegetables, cooked meat, insects. But grapes are their favourite, though.

Int: Have you ever been hurt by one of the animals?

LD: Once. A young female gorilla got out one day. I was just sweeping a path and I felt someone coming up behind me. I turned and there she was. I walked toward her talking calmly, and she just put a hand on my chest and pushed me out of the way. Quite gently for a gorilla, but enough to knock me off my feet. I fell over and broke my arm. Fortunately, just then her baby, which was still inside the cage, cried and she ran back inside to take care of it.

Int: Gosh, that was lucky. Now, I'd like to move on to your relationship with the public.

LD: Well, I feel a big part of my job is helping people to understand about the animals. Lots of families come to the zoo at the weekend and I answer their questions. And I especially enjoy my talks with the students who come during the week. Then sometimes we have lecturers visiting, who give interesting talks.

Int: Right.

LD: But what I really can't stand is when people feed the monkeys. It's not so bad if they give them fruit, because at least apples and bananas form part of their natural diet, but we do say 'please don't feed the animals', and people should know that things like cake are not good for them.

Int: Do you have any funny stories about your time here?

LD: Well, one time I had to look after two new-born baby monkeys. Their mother wasn't interested in them, so I had to feed them milk from a bottle every two hours. I had to take them back to my flat in a box on the bus, because my car had broken down and I couldn't find a taxi driver willing to take them. They slept most of the way, but I got some very strange looks when these hairy little fingers occasionally crept out of the box!

Int: And what of the future?

LD: Well, I've recently gone back to studying. Because I'm interested in running my own zoo one day, I need to get some more qualifications. At first, I thought I needed to study animal psychology or zoology, but actually the most useful course turned out to be one in biology. I was always good at maths and sciences, so I'm really enjoying it.

Int: Right.

LD: But what I'd really like to do is visit Africa. Not as a tourist on some safari, staying in the best hotels, but actually to meet the famous conservationist, Briget Foley, and see the park where she does her research into apes and monkeys. It would be really exciting to see some of the animals I know so well from the zoo in their natural surroundings.

Int: Well Lucas, best of luck with both those projects and thank you for joining us today.

LD: Thank you.

Part Three

Speaker 1

M: Being a professional photographer probably seems like a glamorous job, especially if you work for a gossip magazine and have access to fabulously rich and beautiful people. Actually, I've done society photography, and it's difficult work – fun, but limiting. I gave it up after a few years and now I work on the sports page of a national newspaper, which is OK. But what I really love doing is pictures of everyday life in my own home – meals, special events, the kids playing. I avoid the usual holiday snaps of us all lined up by a swimming pool in some resort, I leave that to other people.

Speaker 2

M: I'm a professional photographer and I earn my living by doing portraits of well-known people. I absolutely love my job because I have to discover the real person behind the image, and I find the challenge fascinating. My hobby is travelling, but I leave my camera behind when I'm on holiday, to have a rest from taking photographs. But I always carry a sketch book around with me, to draw flowers and plants. Sometimes, when I see a particularly interesting face or landscape I wish I could reach for my camera, because my drawing skills aren't up to those sorts of subjects.

Speaker 3

F: I used to have a dark room where I developed my own photos. I don't have time for that any more since I've got a young family, but I'm still interested in photography. I've bought a digital camera, which is wonderful - small and light and easy to use, and I take it with me everywhere. There's always something going on in our city, and when I'm out and about I keep my eyes open for interesting events, and take photos. I've started sending pictures in to the local paper, and they're sometimes printed on the front page. The only thing I'm not keen on is sport, to my children's disappointment.

Speaker 4

F: My dream was to be a photojournalist, work for a famous newspaper or magazine and travel round the world following the big news stories of the day. I did train as a photographer at college, but photojournalism is a tough area to work in, competitive and often dangerous. In the end I got a job as a photographer on a wildlife magazine, and that is completely absorbing. I drive my family mad because I have my camera with me all the time, taking pictures of anything that moves, and I sometimes feel I can only see properly through a lens.

Speaker 5

F: My first job after school was on our local paper, photographing news events, like a celebrity opening a new supermarket or graduation day at a school. It was useful training for me, and when I got a job later on a national newspaper I developed an instinct for getting a good picture. I don't specialise in any particular department on the paper where I work now, but go where I'm sent. I particularly like it when I cover an athletics meeting and get a position near the finishing line, where I can catch the expressions, the extremes of emotion on people's faces as they come in.

Part Four

- Int:* I'm visiting the Capital Art School, where I'm meeting two students, Annabelle Lester and Roberto Marini. Annabelle, what sort of course are you doing?
- Annabelle:* It's a 3-year fine art course, which covers just about everything. It's really hard work because there's so much to do in such a short time. But I'm getting a lot out of it. We don't specialise: the idea is that we learn to work with all sorts of media, from the traditional art forms like sculpture and painting, to print-making, and film production. The school aims to represent the art of today, in whatever form it takes.
- Int:* Roberto, I can see that practical work is the most important part of the course, but do you have lectures as well?
- Roberto:* Yes, and not only from our tutors. If you want to make a living as an artist, you've got to know about the different openings there are in the art world, but also about the financial side of things; so we get talks from accountants and agents, as well as art historians and people who run galleries. And sometimes professional artists come in to give lectures or do workshops with us.
- Int:* There's a big choice of art schools in London. Why did you choose to come here, Annabelle?
- Annabelle:* Actually, the school chose me, and I was really lucky. Hundreds of people apply for a place here. One of the reasons is that the teaching is free, which means a lot when you have the expenses we do – materials, equipment and so on. But that wasn't my reason. I wanted to come here because we can experiment and be original, do anything we like; and the teaching is good – the tutors are positive and supportive about everything we do.
- Int:* Roberto, what are you working on at the moment?
- Roberto:* The course I'm doing shows how the design of familiar things around us, like say a hairdryer, can be similar to something we think of as art, like a sculpture. I cut out illustrations from art magazines and store catalogues and stick them up all over my studio walls, to give me ideas. The objective is to find inspiration for my art in the products you find in the shops.
- Int:* So, how exactly do you make your art?
- Roberto:* Well, for the research stage, I photograph household objects with a digital camera, then change their appearance on my computer. When I'm satisfied there's enough material to work with, I make copies and finish them off by hand. They then have to go to the printers to be enlarged. We all have laptops, and our tutors email us feedback reports on what we've done for our records.
- Int:* Are you pleased with the technical equipment that you have here, Annabelle?
- Annabelle:* Absolutely. We've got totally up-to-the-minute facilities here, because a local company has donated very sophisticated equipment to the school, and that allows us to experiment with things we couldn't afford to buy ourselves. They don't even mind if we damage it trying to do complex designs, because the idea is that art students should try out uses for the machines that no-one has thought of before.
- Int:* I suppose then that, when you finish your course, you can go in either direction – industrial design or fine art?
- Annabelle:* Yes, it'll be difficult to choose because both worlds are interesting. But I've got a long way to go yet before I can say I'm a professional artist. Standards of industrial design are tremendously high, and competition to get jobs in that field is fierce; but I'm going to try because it's even tougher to make a living from fine art, selling your work to art galleries. There's teaching, of course... Anyway, all of us here are absolutely committed, and very, very ambitious.
- Int:* I'm sure both of you will do well. Thank you.

ANSWERS TO TRUE FALSE

1. FALSE. 4 PAPERS (READING+USE OF ENGLISH, WRITING, LISTENING AND SPEAKING)	2.TRUE/FALSE! (R+U of Eng: 40%, W: 20%, L: 20%, S:20%)
3. FALSE. PASS: A, B, C, FAIL: D,E	4. FALSE. 160 POINTS (60%)
5. TRUE/FALSE!!! ALMOST EVERY MONTH NOW WITH COMPUTER AND PAPER BASED	6.TRUE
7. FALSE. 7 PARTS (SEE SUMMARY)	8. FALSE. IT'S THE AVERAGE OF ALL PARTS, MINIMUM 160 POINTS
9. TRUE. (PART 2: A CHOICE OF ARTICLE, REPORT, REVIEW AND LETTER –STORY REPLACES REPORT IN FIRST FOR SCHOOLS)	10. FALSE. 14 MINUTES (4 PARTS, SEE SUMMARY).
11. TRUE. TWO CANDIDATES, 2 EXAMINERS (OCCASIONALLY 3 CANDIDATES)	12. FALSE. ONE MINUTE, COMPARING TWO PHOTOGRAPHS.
13. FALSE. ONLY THE SPEAKING ON A DIFFERENT DAY.	14. FALSE.172 EUROS.
15.COMPUTER BASED 2-3 WEEKS PAPER BASED 5-6 WEEKS	16. FALSE. THEY WILL BE AVAILABLE ONLINE
17. FALSE. PART 1 AND 2: 140-190 WORDS.	18. FALSE: ONLY IN THE LISTENING! (5 MINUTES AT THE END)