

TEST ONE

PAPER 1: READING 1 hour


PART ONE

Questions 1–5

- Look at the text in each question.
- What does it say?
- Mark the correct letter (A, B or C).
- *In the exam you will mark your answers on a separate answer sheet (see page 33).*

Example:

0



Tomorrow – Platform 6
Night trains leave at 20 and 40 minutes past the hour.

A There will be delays on night trains tomorrow.


B There will be two night trains every hour tomorrow.

C There will be more night trains from platform 6 tomorrow.

Answer: 0 A B C

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MESSAGE

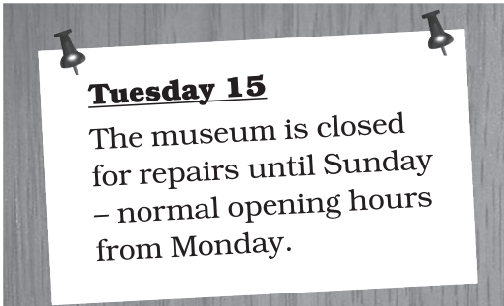
Mary
A message from the furniture shop:
they will deliver your chair tomorrow
at 2 p.m. Be home from work
by then – I'll be out.
Sylvia

A Sylvia will try to be home by 2 p.m.

B Mary has to be home by 2 p.m.

C Mary must phone the shop by 2 p.m.

2



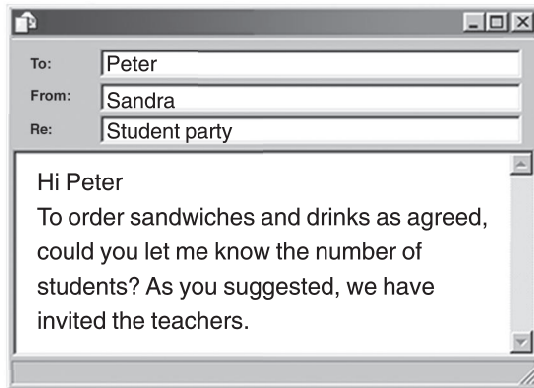
Tuesday 15
The museum is closed
for repairs until Sunday
– normal opening hours
from Monday.

A The museum can't be visited until Monday because of repair work.

B The museum will close from next Monday because of repair work.

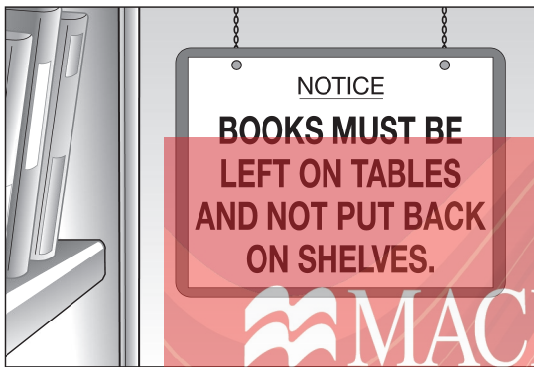
C The museum is closed until Monday and will re-open on Tuesday.

3



- A Sandra would like Peter to invite some of their teachers to the party.
- B Sandra and Peter are responsible for getting food for the party.
- C Peter needs to give Sandra some details about the party.

4



- A After you use books, put them back on the shelves.
- B Leave books on the table when you finish using them.
- C If you find books on tables, take them to the librarian.

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- A Tell children that they should not touch this.
- B Use this product only with older children.
- C Put this product where children cannot touch it.

Before doing this part of the test, read the Exam Information and Advice on the next page.

EXAM INFORMATION AND ADVICE

Part One tests your understanding of various kinds of short texts. These may be:

- public notices and signs
- instructions/information on packages or bottles
- notes, emails, cards or postcards.

With each text there is a multiple-choice question with three options: A, B and C.

- 1 First read the text carefully to understand the general meaning of the text.

Example 0: This is a passenger information notice at a railway station. It gives information about train departure times.

- 2 Look at the background of the text (the visual information). It may help you to understand the situation and the purpose of the text.

Example 0: The artwork shows a computer screen, probably in an area of the station where passengers can see it clearly.

- 3 Read all three options carefully.

Example 0: A mentions delays to train services tomorrow night. B mentions two train services per hour tomorrow night. C mentions more night trains tomorrow.

- 4 Compare each option with the text and then choose one of them.

Option A: the text does not say anything about trains being late, so this is the wrong option.

Option B: the text says there will be one train at 20 minutes past the hour and another one at 40 minutes past the hour, which means there will be two trains every hour. This must be the correct option. Option C: the text does not say that there are going to be more trains than usual, so this is the wrong option.

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- 5 Look again at the incorrect options and underline the words that show that they are wrong.

A: There will be delays on night trains tomorrow.

C: There will be more night trains from platform 6 tomorrow.

- 6 Re-read the text and the option you chose to make sure it is the correct answer.

Text: Tomorrow - Platform 6 Night trains leave at 20 and 40 minutes past the hour

B: There will be two night trains every hour tomorrow.

A DETAILED STUDY

The questions below will help you to make sure that you have chosen the correct options.

1 Think of the location of each text. Match each text (1–5) in Part One to the place (a–f) where you would find them. One location does not match any of the texts!

- a) on the front door of a building
- b) in a library
- c) in a classroom
- d) on a table by the telephone
- e) on a bottle
- f) on a computer screen

2 Think of the purpose of each text. Match each text (1–5) in Part One to an action (a–f) that may follow. One action does not follow any of the texts!

- a) Leave books on a library table.
- b) Go home and come back next week.
- c) Ask your boss if you can leave work early tomorrow.
- d) Find some information and send it.
- e) Go in and buy something.
- f) Find a safe place to store something.

The logo for Macmillan Education, featuring a stylized 'M' icon to the left of the text 'MACMILLAN' in a large, bold, serif font, with 'EDUCATION' in a smaller, sans-serif font below it.

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Now check your answers to Part One again and decide if you want to change anything.

PART TWO

Questions 6–10

- The people below all want to find a job connected with travelling.
- On the opposite page there are descriptions of eight jobs.
- Decide which job would be the most suitable for the following people.
- For questions 6–10, mark the correct letter (A–H).
- *In the exam you will mark your answers on a separate answer sheet (see page 33).*

6



Carl used to work as a reporter. He wants a job which involves travelling and also writing about his experiences. He does not mind spending long periods abroad and he could start tomorrow.

7



Debbie has a degree in Zoology and wants a job where she can use that knowledge and also travel. She works well with other people and speaks German. She is not keen on sports.

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Pedro is looking for an exciting summer job where he can learn new skills. He was trained as a deep-sea diver and has taken groups of children and adults on diving trips.

9



Jackie wants a job that will allow her to spend several months abroad. She can hold a simple conversation in Spanish and French. She used to take London tourists sightseeing in her own car.

10



Clara is a tourist guide, but now she has a small child and she wants a job which does not require her to travel abroad. She speaks Spanish and she is willing to work at weekends.

The London Job Centre

DO YOU WANT AN EXCITING JOB? CHECK THESE GREAT OPPORTUNITIES ...

- A** **Walk the World** needs an experienced traveller to organize walking tours for families, schools and college groups. The job is for two years and involves short trips abroad to find walking routes suitable for different levels of fitness. A knowledge of languages would be an advantage.
- B** **Gordon Trips** needs an employee to help organize European tours. Foreign travel is not in the job description, but you will have contact by email and telephone with clients, so you must speak French or Spanish or German. We work on Saturdays in the summer months.
- C** **Super Travel** is developing its Asian adventure team and is looking for a team leader to cover the summer months. We will give you training in climbing and trekking, but you must have excellent swimming skills. Some experience of working with different age groups is essential.
- D** **Life of Adventure Publishers** urgently needs a reporter with experience of deep-sea photography to join its team in Jamaica. The job is for the summer and we offer all the equipment and comfortable accommodation for a family group if requested. Excellent salary and free weekends.
- E** **World Wildlife**, the designer of group wildlife holidays around the world, requires a tour guide. You must have knowledge of animals, be a real team player and be able to speak at least one foreign language. No previous experience as a tour guide needed. The job starts in three weeks' time.
- F** **Global Tourism** is looking for two people with an excellent command of Spanish and English to accompany groups of English-speaking tourists on whale-watching trips to South America. You must be fit and a good swimmer. These are one-year jobs starting next summer.
- G** **Worldwide Magazine** is looking for a travel writer to cover Central and West Africa, starting immediately. The job is mostly based in our central office, but you must be willing to spend at least two weeks a month travelling. Previous experience of journalism is essential.
- H** **Kanco Expeditions** is looking for leaders for its Latin American tours. You must have a driving licence and a basic knowledge of Spanish. The job will require you to spend up to six months per year in Central and South America. Extensive travel experience is not essential.

Before doing this part of the test, read the Exam Information and Advice on page 38.

PART THREE**Questions 11–20**

- Look at the sentences below about the island of Jura in Scotland.
- Read the text on the opposite page to decide if each sentence is correct or incorrect.
- If it is correct, mark **A**.
- If it is not correct, mark **B**.
- *In the exam you will mark your answers on a separate sheet (see page 33).*

11 The people who live in Jura would like to have more excitement in their lives.

12 Walkers are advised to start the climbing of a hill in the morning.

13 Visitors can expect to see wildlife as soon as they arrive in Jura.

14 Visitors should avoid the use of a flash when photographing wild animals.

15 At Ardfin gardens, a tour guide gives visitors information about walks.

16 The path for the garden walks divides in two before visitors cross the stream.

17 The walled garden has a display of plants from different parts of the world.

18 The Jura Hotel prices are higher than in other similar hotels in Scotland.

19 Visitors are unable to buy camping equipment at Jura Stores.

20 Visitors can order items from Jura Stores before they arrive on the island.



THE ISLAND OF JURA

The Island of Jura is one of Scotland's best kept secrets – a beautiful but little known island with a population of some 200 people. The quiet life of Jura would be hard to find anywhere else, and the inhabitants of Jura are proud of that. However, if you want an active holiday, there are many things for you to see and do.

Climb the hills

If you enjoy walking and hill climbing, for example, then the hills of Jura, which rise to more than 800 metres, should be on your list. As these walks take about seven hours, strong walking boots are recommended and an early start is essential for a safe return before dark.

Enjoy the wildlife

Beautiful birds, seals, golden eagles ... From the moment you get off the Jura ferry at Feolin, the chances are that you will see deer happily feeding on sea plants along the shoreline. In fact, you would do well to have a camera with a flash within easy reach, as there will be many opportunities to get those special once-in-a-lifetime photographs.

Visit the Ardfin Gardens

They are open all year round. Entry is through the main gate, where you will find an information board and a box with maps and short guides to the two

garden walks you can do. The beginning of both walks will take you over a small stream. It is here that you turn left to do the longer of the two walks along the cliff tops. The views are spectacular and on a clear day you will be able to see as far as Northern Ireland. Back at sea level, do not forget to visit the walled garden.

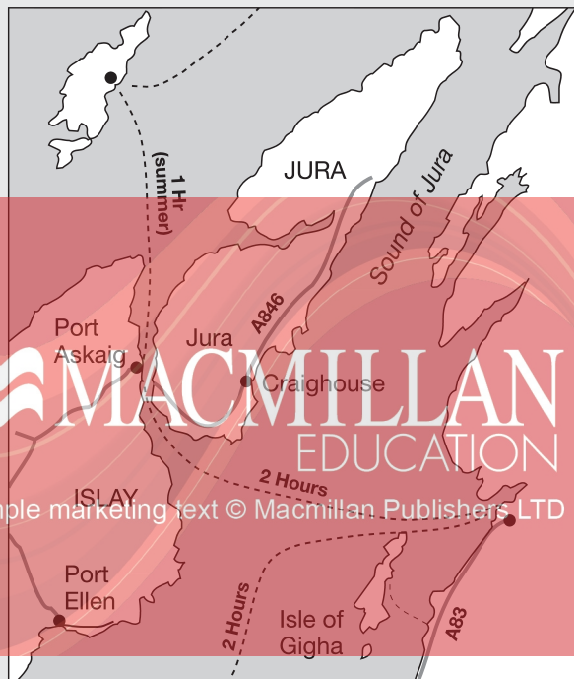
Here you will see native plants mixed with plants from far-away countries.

Where to stay and shop

The island has only one large hotel. The Jura Hotel offers visitors a warm and friendly atmosphere and an excellent menu, and their prices are what you would expect to pay in other parts of Scotland. For those wishing to camp on Jura, the hotel field is excellent, with shower facilities at the back of the

hotel. Just opposite the hotel is 'Jura Stores'. From the outside it looks like any other small village shop. However, once inside you will be surprised at the selection of goods on offer – from delicious cakes to waterproofs and sleeping bags. Steve (the owner) has built his own website, so you can email him and have the goods you need delivered to your accommodation for your arrival.

So why not spend a few days on Jura? You will come away feeling refreshed, invigorated and planning your next visit ...



PART FOUR**Questions 21–25**

- Read the text and questions below.
- For each question, mark the correct letter (A, B, C or D).
- *In the exam you will mark your answers on a separate answer sheet (see page 33).*

Jim Benson, pianist and songwriter

People often ask me who I have to thank for my success as a pianist and songwriter. They expect to hear that I was born into a musical family and had an excellent piano teacher. However, the truth is different. When I was little, nobody played an instrument at home. I learnt to play the piano and sing because there was a piano in my house and I just wanted to make music.

My parents allowed me to sit at the piano and sing for as long as I wanted. If they were afraid that I would break the old piano, they never mentioned it. They didn't suggest that I should take lessons, either. The songs just came to me when I had my hands on the piano. I suppose I had musical talent and that is all you need.

I started writing proper songs when I was a teenager. The music was mine, but the words were from other song writers. It seemed so easy. When you start to compose, you do that, you copy other people's best songs. Then you start changing the melodies and the words and you develop your own style. That only happened later, when I had grown beyond my teenage years.

For a time, I thought music would be just a hobby. My parents had developed a strong belief that I would be able to make a living as a musician, but I had my doubts, so after school I took a job in radio advertising. Then one day one of my songs won a prize and that changed everything. I realized my happiness was in music. I have been a musician ever since that day.

- 21 What is Jim Benson's main purpose in writing the text?
- A to suggest how children can be taught music
 - B to describe his life as a successful musician
 - C to explain how he became a musician
 - D to complain about his lack of musical training
- 22 When Jim Benson started making music on the piano, his parents
- A seemed happy to let him play it.
 - B said the piano might get damaged.
 - C saw the need for a piano teacher.
 - D wanted him to play his own songs.

23 What does Jim Benson say about the songs he wrote as a teenager?

- A They were not well-written.
- B They took a long time to write.
- C They were not very original.
- D They showed his personal style.

24 Jim Benson took a job in advertising because

- A his parents suggested it was a good career for him.
- B he thought he might not earn enough as a musician.
- C he had learnt about advertising jobs at school.
- D it offered him the opportunity to change his life.

25 Which advice would Jim Benson give talented young people?

A You need somebody in your family to guide you when you start.

B It's OK to copy other people's songs when you are learning.

C It is not a good idea to write songs when you are very young.

D If you want to be successful, you must have good music teachers.

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Before doing this part of the test, read the Exam Information and Advice on page 98.

PART FIVE

Questions 26–35

- Read the text below and choose the correct word for each space.
- For each question, mark the correct letter (A, B, C or D).
- *In the exam you will mark your answers on a separate answer sheet (see page 33).*

Example:

0 A watching B looking C appearing D hearing

Answer: 0

A	B	C	D
■	□	□	□

DOLPHINS IN WALES

I fell in love with the Welsh landscape after (0) a television programme about dolphins off the west coast. I decided to (26) a holiday there. The programme (27) the best place to see them was Cardigan Bay and the best (28) was late afternoon.

The first evening I expected a long wait, (29) I sat on a bench with some fish and chips. (30) other people were there and after a few minutes we heard a child's voice cry out, 'There!' The dolphins had arrived and they were playing and (31) fun. It was wonderful to see them as they (32)
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I also (33) out that this area has beautiful beaches and fantastic castles to explore. It was the first time I had (34) in Wales and I knew it would not be the last.

I have returned (35) the same place several times.

- | | | | |
|--------------|------------|------------|-----------|
| 26 A tour | B pass | C spend | D stay |
| 27 A told | B said | C talked | D spoke |
| 28 A period | B hour | C part | D time |
| 29 A so | B since | C but | D because |
| 30 A Lots | B All | C Many | D Much |
| 31 A feeling | B getting | C enjoying | D having |
| 32 A ought | B should | C have | D could |
| 33 A looked | B realized | C found | D learnt |
| 34 A been | B visited | C come | D gone |
| 35 A to | B for | C at | D on |

Before doing this part of the test, read the Exam Information and Advice on page 100.