

NB *Read out the text which is not in italics. Read at normal speed making it sound as much like spoken English (rather than English which is read aloud) as possible.*

Part one, part one.

You will hear six sentences twice. Choose the **best** reply to each sentence. Look at the example. (15 seconds.) If you hear 'Do you know where City Bank is, please?', Do you know where City Bank is, please?', the best reply is (b). Put a circle round the letter of the **best** reply.

Number one. Number one. (6 seconds)

I'm so sorry I didn't call last night. (10 seconds)
I'm so sorry I didn't call last night.

Number two. Number two. (6 seconds)

This has been the best evening I've had in ages. (10 seconds)
This has been the best evening I've had in ages.

Number three. Number three. (6 seconds)

Would you rather have tea or coffee? (10 seconds)
Would you rather have tea or coffee?

Number four. Number four. (6 seconds)

[friendly advice] You really **should** check your spelling before you send that. (10 seconds)
[friendly advice] You really **should** check your spelling before you send that.

Number five. Number five. (6 seconds)

[checking you've got the right idea] Are you saying we **shouldn't** eat meat? (10 seconds)
[checking you've got the right idea] Are you saying we **shouldn't** eat meat?

Number six. Number six. (6 seconds)

[extremely hesitantly] Errr...I'm not really sure, ummm...Can I think about it? (10 seconds)
[extremely hesitantly] Errr...I'm not really sure, ummm...Can I think about it?

That is the end of Part One.

Part two, part two.

You will hear three short conversations. Listen to the conversations and choose the **best answer** to complete the sentence. Put a circle round the letter of the best answer. You will hear each conversation twice. Look at the questions for Conversation One. (10 seconds.)

Conversation One

M: What do you think of that guy?

F: Who?

M: The one who's just moved in next door.

F: I don't know – why?

M: Well, I was thinking of asking him to have our front door key. We might lock ourselves out.

F: *[thoughtful]* Mmm. We don't know him **that** well, do we? Only had coffee that once with him and...

M: But do you think we can trust him with the key? Do you feel he's safe, honest...?

F: The only thing I **have** noticed is that he often goes out and leaves his windows wide open...

M: *[startled]* **OH!**

F: Then one day I saw **his** key in his back door...so maybe he's a bit, you know...

M: Oh...right. Perhaps we'll hold on to the key till we get to know him a bit better.

F: Yup!

(Wait 10 seconds before repeating.)

(Wait 10 seconds before going onto the next conversation.)

Now, look at the questions for Conversation Two. (10 seconds.)

Conversation Two

- M: They say that criminals are getting more clever every minute. We need stronger punishments.
- F: Oh I don't know about that.
- M: Well, I know you can't believe everything you read but...
- F: *[chuckles]* Well, what about this story I read in the paper?
- M: *[encouragingly]* Mm?
- F: There was this thief in a shop - he stole someone's mobile phone. The sales assistant saw him but wasn't quick enough to stop him leaving. But she had the bright idea to ask the phone's owner for the number...
- M: And?
- F: They rang the number and...
- M: No, I don't believe it! You're not saying...?
- F: Yes, the thief was so silly that he answered the call and the police were able to trace the phone! A thief like that needs sympathy not punishment. *[both laugh]*
- M: Yeah, I think you're right.

(Wait 10 seconds before repeating.)

(Wait 10 seconds before going onto the next conversation.)

Now, look at the questions for Conversation Three. *(10 seconds.)*

Conversation Three

- M: Have you ever done this work before?
- F: I did this last summer for another organisation.
- M: Why haven't you gone back to them?
- F: You're paying better!
- M: *[laughs]* Well, that's honest. So what qualifications have you got?
- F: Erm...I'm in my last year at school so haven't taken my final exams yet – but I've been to childcare classes at college and I've also done a basic first aid course.
- M: Oh, that's very useful. What about any sporting or musical skills?
- F: I'm quite good at tennis...I can play the guitar...
- M: Well, supervising teenagers in a teenagers' summer camp can be really hard work. How's your general health?
- F: Good. I go to the gym once a week...
- M: Great! I think you'll fit perfectly. Any questions?
- F: Erm...how much free time will I get during the month?
- M: *[impending bad news]* Aahh!

(Wait 10 seconds before repeating.)

(10 seconds.)

That is the end of Part Two.

Part three, part three.

Listen to the talk on photography. Write **short** answers about the talk (1-3 words). First, look at the notes. An example is done for you. (10 seconds.) You will hear the talk twice.

Thanks for asking me along to talk to you all today at the Camera Club. My name's Tim Freeman. I know many of you have just taken up photography so I want to give you my 6...well, I suppose it's really **5** top tips for taking great photos:

TIP ONE – Look your subject in the eye!

When photographing someone, hold the camera at their eye level. For children, don't be afraid to bend down. Really gives the photo a personal feel.

TIP TWO – Move in close.

If the person looks small, take a step or two closer before taking the picture. But don't get too close.

TIP THREE – Don't always have a building in the middle!

The centre of your picture is **not** the best place for a building. Bring your picture to life by simply moving it off-centre. What about the top left corner, for example?

TIP FOUR – Watch the light.

The most important part of every picture is the light. During the day, bright sunlight can look very hard. Try to take pictures early morning or late evening when the light is soft. Particularly good when photographing landscapes.

TIP FIVE - Use a plain background.

Take time to study the surrounding area. Really look through the camera lens carefully. We've all seen photos which make someone look like an alien from outer space because poles appear from the top of their head! *[laughter]*

The last thing I want to say **is** – **enjoy** trying different things!

Now, I'm happy to answer any questions...[fade]

(Wait 10 seconds before repeating.)

(10 seconds.)

That is the end of Part Three.

Part four, part four.

Listen to the conversation between TV presenter Paul Martin and museum director Amanda Concaay about children's writer Roald Dahl and answer the questions. Put a circle round the letter of the correct answer. First, look at the questions. The first one is done for you. (20 seconds.) You will hear the conversation twice.

- M: *[admiringly, enthusiastically]* Roald Dahl! What a marvellous story-teller! Is there anybody who has grown up over the last 50 years who can imagine their childhood without his famous children's stories: the BFG, James and the Giant Peach or Matilda? These are just some of his classic and much-loved children's stories. I've come today to the Roald Dahl Museum and Story Centre to talk to Amanda who runs the centre. Amanda, you have your own story about Roald Dahl, don't you?
- F: Yes, Paul. I grew up in this village where Roald Dahl lived most of life after his marriage and where he wrote hundreds of children's books. As a child, our families were friends. I was in the same class as his second child, Tessa. We stayed in each other's houses.
- M: What was he like, Amanda? Was he good fun to be with?
- F: **Ye..es!** He was very tall – he seemed a giant when you were a child and I think he wanted to be the 'Big Friendly Giant'.
- M: Do you have any particular fond memories of him?
- F: He always wanted to...to...take that bit of childhood fun a bit further. So...midnight walks are something that children talk about, dream about but generally never do. But he would get me and the four children up in our pyjamas and say, 'We're going for a walk' and he would take us down the road to erm this tunnel and tell a story under there. It could be about anything...the stars...witches...foxes...anything. So that was just completely magical.
- M: Can you sum up why he was...**is**...such a successful writer?
- F: It's hard to say what makes someone popular. He once said, 'Most adults have forgotten how children think. I see myself totally on the side of children.'
- M: Mmm.
- F: The child is generally the hero. The good children win and the bad children get punished. And he's very funny – what about this poem where he changes the Cinderella fairy-story and the prince chops off Cinderella's ugly sister's head?
- M: That is **so** funny! Especially with the silly picture. But don't you think there's a danger that some children might be frightened?
- F: No, Paul, I don't think so because it's **always** funny. And, as you say, the cartoon drawings are comical, unreal too. He always said it's **got** to be fun.
- M: I understand he disliked...or he **said** he didn't like beards, museums and speeches. What would he think of the museum here?
- F: *[careful to give a thoughtful response]* Do you know - he would be 92 today. He said those things when museums were quite boring. Museums today can be really good fun, very interactive. I think you'll see this one really lives up to him and his books and is a great, fun place to visit.

(Wait 10 seconds before repeating.)

(10 seconds.)

That is the end of Part Four.

You now have two hours and ten minutes to complete the rest of the paper.