CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Reading

Part 1

Questions 1 – 5

Look at the text in each question.
What does it say?
Mark the correct letter **A**, **B** or **C**.

0

A Andy would prefer to go sailing with Julia on Saturday rather than on Sunday.

B Andy can go sailing with Julia on Friday if she's not free on Saturday.

C Andy wants to go sailing with Julia on both Saturday and Sunday if possible.

1

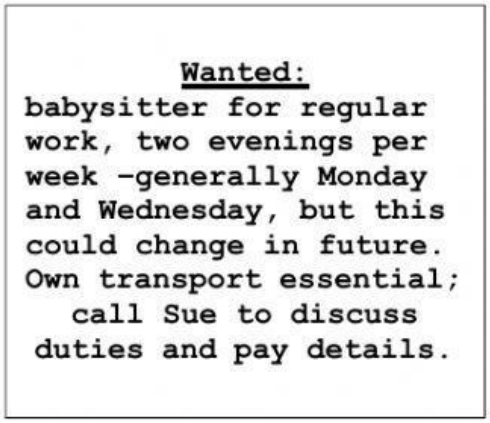
The note tells Sarah she

A can buy new games now at a special price.

B can get new and used games in the current sale.

C can sell her used games to the shop.

2



The advertisement says

A the babysitter should call Sue about weekly transport to her house.

B the jobs the babysitter is responsible for will change each week.

C the babysitter might work on different days each week.

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3

Due to staff holidays, shop closes early on weekdays during August; Saturdays as normal.

A The shop is closed during some weekdays in August due to holidays.

B The shop's opening hours are different on Monday to Friday in August.

C The shop is closing at different times at weekends in August.

4

Gym changing rooms
Place personal items in lockers.
Staff will remove anything on floor.

A If staff find items on the floor, they will put them away in a locker.

B You must only leave belongings in the areas provided.

C Lockers are regularly checked by staff.

5

Museum Café
These tables are for customers only.
Follow signs for picnic areas.

A You should take all food to the special picnic area.

B You can eat picnics in this section of the café.

C You may sit here if you buy something from the café.

LIVEWORKSHEETS

Part 2

Questions 6 – 10

The people below all enjoy music.
On the opposite page there are descriptions of eight places where people can have different musical experiences.
Decide which place would be the most suitable for the following people.
For questions **6 – 10**, mark the correct letter **(A – H)**.

6

Joe's interested in classical music and wants to talk to professional musicians about their work. He'd like to find out more about classical instruments, and actually play some music.

7

Will wants to learn to play some of his favourite band's songs, and to know how his favourite singers create their own special sound. He'd like to try out some different instruments.

8

Jess loves watching spectacular concerts with fantastic dancers, and wants to feel some of the atmosphere of a big musical event. She'd like to see performances by famous people she's heard about.

9

James likes exploring the personal backgrounds of his favourite bands, and also the stories behind their well-known songs. He has his own band, and wants some advice about performing live on stage.

10

Zoe likes listening to all sorts of pop music, and wants a fun way to learn various dance styles. She'd like to bring something home to show her friends what she's learnt during her visit.

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Musical experiences

A **The Core**
This is the place for musical history. You'll learn where your favourite singers and musicians grew up and discover the processes involved in writing famous songs and producing the videos. Find out about their journey to fame, and get some tips on what makes a good concert! There's all you ever wanted to know about famous musicians!

B **Rhythm-Studio**
Get your body moving in the studio and learn to move to rhythms and sounds from the past to now, including Soul and Disco. Learn your steps from our professional onscreen dance instructor, then watch your performance and become the star in your own video recording which you can take away!

C **WorldScene**
For one month only, experience the amazing sights and sounds of the WorldScene band, a large international group of traditional musicians and dancers. You'll experience music and dance styles never heard or seen before in this country. Book a ticket to meet the musicians, talk about their experiences and get some new ideas!

D **Universe of Sound**
Create your own musical experience - record yourself making music with a huge orchestra as they play on the video background screen – you can even download it to disc to take home! You can also learn about violins, flutes, trumpets and many more with our computer demonstrations, and meet real musicians who are present every day.

E **ArchivedImages**
Want to find out about a new band, or just want more information about an old favourite? Visit our collection to find out facts and figures, or see the actual possessions of famous bands and musicians you are interested in. You can actually get to touch things worn on stage at major rock and pop events, and there are plenty of other concert souvenirs.

F **Finale**
Imagine being in the crowd for amazing performances from the past. Enjoy 3D life-size videos from the stars of yesterday and today. You can experience the excitement of a massive rock stadium, and the sounds, movement and rhythms that created some of the most exciting music ever known.

G **Rave-on!**
How about learning new skills on the guitar, drums and keyboard by video? Follow the touch-screen instructions to find lessons on each instrument, or search for a song to practise playing along to. Try our Professional Selection, with video clips of band members who will explain the techniques that make their recordings so individual.

H **Show-in-a-day!**
Be a star singer or dancer for the day in a one-time-only special performance! Experts in international music and dance styles will train you, and costumes provided for the performance help create a really special, individual show. Get your friends and family to come and see you perform, as no videoing or photography is allowed.

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Part 3

Questions 11 – 20

Look at the sentences below about two wildlife filmmakers.
Read the text on the opposite page to decide if each sentence is correct or incorrect.
If it is correct, mark **T**.
If it is not correct, mark **F**.

Wildlife Filmmakers

Richard and Sonia Muller make documentaries about wildlife, particularly dangerous animals, like the big cats found in Africa. Film-making for them is a way to bring the message of the importance of understanding wildlife to international audiences, with their last film, *Staying Alive*, exploring relationships between lions and other wildlife in one African region. When Richard and Sonia were invited to help with a special project run by a wildlife organisation that was providing information about the falling numbers of big cats, especially lions, they immediately agreed to take part.

Richard grew up near a wildlife park and as a child was keen on filming what he saw. The couple were introduced at university in Cape Town, and quickly realised how much they had in common. They were both curious about the natural world and Sonia soon discovered a similar talent for filmmaking. As a child in South Africa Sonia often ran off alone to explore the wild areas surrounding her home, despite her parents' fears.

When asked what they found hardest about their work, Sonia and Richard have the same answer - leaving an area and finishing a project. Sonia adds that the hours required can be hard, and things like the heat, dust, and bugs make it very tiring. The excitement of her work comes from not knowing what will happen, perhaps even discovering something new for science, while Richard takes most interest in spending time with individual animals, getting to know their character.

The pair visit schools around the world, and notice that students with access to lots of information don't always have as much understanding about geography as students in countries where access is limited. "Students without the internet constantly available actually look at maps, they want to find out where they are and often end up with a better idea of place," Richard says. A major part of their work is explaining to students the importance of a fuller understanding of various environments by studying the climate, animals and culture of a specific location.

If you'd like a similar career, Richard suggests studying various different areas of biology, rather than learning about the latest film-making technology, as an understanding of the natural world will last forever. The couple also give general advice for those wanting to help protect the environment. Sonia explains that it's important to allow yourself to concentrate. "Turning off personal electronic items gets you closer to the natural world," she says. "You can watch nature, instead of listening for your mobile phone." Most importantly they agree that if urgent action isn't taken, more animals might be lost. However, the fact that more teenagers are getting involved offers some hope for the future.

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11 Richard and Sonia's most recent film compared lions' behaviour in different parts of Africa.

12 It was Richard and Sonia's idea to set up a special project to research the lions in Africa.

13 Meeting each other as students was the start of Sonia developing a new interest.

14 Sonia's parents encouraged her to discover the natural environment around her childhood home.

15 They agree that an uncomfortable working environment is the worst part of their job.

16 They have different ideas about what is the most enjoyable part of their job.

17 They found people with fewer opportunities to use technology have a better understanding of geography.

18 Richard advises students of wildlife to keep up to date with the most recent filmmaking techniques.

19 Sonia suggests that some modern technology can make the type of work they do harder.

20 The couple believe that people must act quickly to prevent wildlife from disappearing.

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Part 4

Questions 21–25

Read the text and questions below.
For each question, mark correct answer.

My Job at a Summer Camp, by Charlie Rose

Every year I work at a summer camp for kids and I really enjoy seeing the children do things they never thought they could do. Nearly all the kids know how to swim and play table-tennis before they come, but things like rock climbing are new experiences for most. Some of them are very nervous, but after a bit of encouragement, they agree to try and they all get to the top in the end, which makes them feel great.

The kids stay several weeks and some do miss home. You might expect it to be the really young ones who feel like that the most but it's actually the ten- to thirteen-year-olds. We don't let them use their mobile phones all the time. First we tell them they can phone home after lunch. Then when they ask again, usually after dinner, we say it's a bit too late to phone and suggest doing it the next day. Most children are fine in a couple of days and at the end of their stay, it's amazing how many come and thanks us because they have had a great time.

It's not just the children who get lonely. We get parents who are on the phone the whole time, asking how their child is getting on, which is quite unnecessary. Often their son or daughter will be busy, playing games or doing something else, so we have to tell parents to ring back another time.

Some kids arrive dressed in smart, designer, new clothes and they sometimes argue when we tell them to change into something they won't mind getting dirty, but before long they realise what we mean.

21 What is the writer trying to do in this text?

A describe how children make friends at a summer camp

B suggest how parents should choose a summer camp for children

C explain what it is like for children at a summer camp

D advise children how to behave at a summer camp

22 What does the writer say about rock climbing at the camp?

A Some children already know how to do it.

B Some children prefer to swim or play table-tennis.

C Some children refuse to take part.

D Some children find it more enjoyable than they expected to.

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23 What surprises the writer about the children who stay at the camp?

A The youngest ones find it hard to be away from home.

B They complain if they cannot phone their parents.

C They miss meal times with their parents.

D They seem grateful for their experience here.

24 What does the writer think about some parents?

A They should visit their children instead of phoning them.

B They don't need to keep on phoning the camp.

C They shouldn't allow their children to bring phones to camp.

D They need to be reminded to phone their children.

25 Which postcard might a child at the camp send home?

A

I was annoyed when they suggested I put on old jeans, but I guess they were right.

B

It's so unfair that everyone else can use their mobile phone, but they won't let me use mine.

I've made some good friends but we're all bored because there isn't much to do here.

I was really frightened every time we went rock climbing, so they let me do something else instead.

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