

Exercise 1

You will hear four short recordings. Answer each question on the line provided. Write no more than **three words, or a number**, for each answer.

You will hear each recording twice.

1 (a) What did the girl most enjoy seeing at the castle?

..... [1]

(b) What did the girl lose at the castle?

..... [1]

2 (a) How often does the boy visit his aunt and uncle?

..... [1]

(b) What present did the boy receive from his aunt and uncle?

..... [1]

3 (a) What date would the man prefer to go to the music festival?

..... [1]

(b) How does the man want to travel to the festival?

..... [1]

4 (a) What kind of book does the girl want to buy?

..... [1]

(b) What would the girl prefer to eat for lunch?

..... [1]

[Total: 8]

Exercise 2

- 5 You will hear a talk about the invention and development of the modern car seatbelt. Listen to the talk and complete the details below. Write **one or two words, or a number**, in each gap.

You will hear the talk twice.

The modern car seatbelt

Problems with previous designs:

Old-fashioned seatbelts passed across the of the driver.

To improve safety, car manufacturers experimented with the of seats in cars.

The inventor, Nils Bohlin, and his invention:

Bohlin worked as a successful before getting a job at a car manufacturing company.

The first car fitted with Bohlin's seatbelt was produced in the year

Bohlin's invention offered as well as safety, compared to old-fashioned seatbelts.

The car manufacturer decided that other car companies could use Bohlin's design for safer belts for in their cars.

The impact of the invention:

The first laws that made wearing seatbelts compulsory were introduced in parts of

As well as saving lives, modern seatbelts have saved large amounts of money for the industry.

[8]

Exercise 3

- 6 You will hear six people talking about playing a musical instrument. For each of speakers 1 to 6, choose from the list, **A** to **G**, which opinion each speaker expresses. Write the letter in the appropriate box. Use each letter only once. There is one extra letter which you do not need to use.

You will hear the recordings twice.

- | | | |
|-----------|--------------------------|--|
| Speaker 1 | <input type="checkbox"/> | A I don't think I chose the right instrument. |
| Speaker 2 | <input type="checkbox"/> | B I only started playing it to make friends. |
| Speaker 3 | <input type="checkbox"/> | C My dream is to play professionally one day. |
| Speaker 4 | <input type="checkbox"/> | D I wish I'd practised more when I was younger. |
| Speaker 5 | <input type="checkbox"/> | E Playing it really helps me to relax. |
| Speaker 6 | <input type="checkbox"/> | F I regularly take part in public performances. |
| | | G A family member persuaded me to start playing it. |

[6]

Please turn over for Exercise 4.

Exercise 4

- 7 You will hear an interview with Jessica Mitchell, who is a playwright, someone who writes plays. Listen to the interview and look at the questions. For each question, choose the correct answer, **A**, **B** or **C**, and put a tick (✓) in the appropriate box.

You will hear the interview twice.

(a) Jessica started writing plays

- | | | |
|---|--------------------------|-----|
| A because a teacher suggested it. | <input type="checkbox"/> | |
| B when she was asked to by her drama club. | <input type="checkbox"/> | |
| C to amuse some younger relatives. | <input type="checkbox"/> | [1] |

(b) How did being at university help Jessica's playwriting skills?

- | | | |
|---|--------------------------|-----|
| A She saw a lot of performances at local theatres. | <input type="checkbox"/> | |
| B She wrote pieces for the student drama society. | <input type="checkbox"/> | |
| C She studied a number of plays on her course. | <input type="checkbox"/> | [1] |

(c) How did Jessica feel at the first professional performance of one of her plays?

- | | | |
|---|--------------------------|-----|
| A impatient to see how the actors would perform it | <input type="checkbox"/> | |
| B anxious about what her family would think of it | <input type="checkbox"/> | |
| C sure the audience would enjoy it | <input type="checkbox"/> | [1] |

(d) Jessica gets annoyed with theatre critics when they

- | | | |
|---|--------------------------|-----|
| A compare her work to other people's. | <input type="checkbox"/> | |
| B say her stories are unrealistic. | <input type="checkbox"/> | |
| C misunderstand the meaning of a play. | <input type="checkbox"/> | [1] |

(e) What does Jessica find most difficult about the playwriting process?

- | | | |
|--|--------------------------|-----|
| A thinking of a good ending | <input type="checkbox"/> | |
| B researching the setting | <input type="checkbox"/> | |
| C making her characters interesting | <input type="checkbox"/> | [1] |

(f) Jessica's latest play, *Innocent*, is about a man who

A starts a new job.

B wins a lot of money.

C goes on a long journey.

[1]

(g) In the future, Jessica is going to

A learn how to create visual art.

B direct one of her own plays.

C write a movie script.

[1]

(h) Jessica says it's essential that anyone wanting to become a playwright should

A create a daily writing schedule and stick to it.

B ask someone you trust to read your work.

C read as much of other people's work as possible.

[1]

[Total: 8]

BLANK PAGE

Permission to reproduce items where third-party owned material protected by copyright is included has been sought and cleared where possible. Every reasonable effort has been made by the publisher (UCLES) to trace copyright holders, but if any items requiring clearance have unwittingly been included, the publisher will be pleased to make amends at the earliest possible opportunity.

To avoid the issue of disclosure of answer-related information to candidates, all copyright acknowledgements are reproduced online in the Cambridge Assessment International Education Copyright Acknowledgements Booklet. This is produced for each series of examinations and is freely available to download at www.cambridgeinternational.org after the live examination series.

Cambridge Assessment International Education is part of Cambridge Assessment. Cambridge Assessment is the brand name of the University of Cambridge Local Examinations Syndicate (UCLES), which is a department of the University of Cambridge.