

B1
PRELIMINARY
FOR SCHOOLS 1

WITH ANSWERS

AUTHENTIC PRACTICE TESTS

Cambridge University Press
www.cambridge.org/elt

Cambridge Assessment English
www.cambridgeenglish.org

Information on this title: www.cambridge.org/9781108652292

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First published 2019

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2

Printed in the United Kingdom by Latimer Trend

A catalogue record for this publication is available from the British Library

ISBN 978-1-108-65229-2 B1 Preliminary for Schools 1 Student's Book with answers with Audio

ISBN 978-1-108-71835-6 B1 Preliminary for Schools 1 Student's Book without answers

ISBN 978-1-108-71837-0 B1 Preliminary for Schools 1 Audio CDs (2)

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Introduction

This collection of four complete practice tests contains papers from the *Cambridge English Qualifications B1 Preliminary for Schools* examination. Students can practise these tests on their own or with the help of a teacher.

The *B1 Preliminary for Schools* examination is part of a series of Cambridge English Qualifications for general and higher education. This series consists of five qualifications that have similar characteristics but are designed for different levels of English language ability. The *B1 Preliminary for Schools* certificate is recognised around the world as proof of intermediate level English skills for industrial, administrative and service-based employment. It is also accepted by a wide range of educational institutions for study purposes.

Cambridge English Qualifications	CEFR Level	UK National Qualifications Framework Level
C2 Proficiency	C2	3
C1 Advanced	C1	2
B2 First for Schools	B2	1
B1 Preliminary for Schools	B1	Entry 3
A2 Key for Schools	A2	Entry 2

Further information

The information contained in this practice book is designed to be an overview of the exam. For a full description of all of the above exams, including information about task types, testing focus and preparation, please see the relevant handbooks which can be obtained from the Cambridge Assessment English website at: cambridgeenglish.org.

The structure of *B1 Preliminary for Schools*: an overview

The *Cambridge English Qualifications B1 Preliminary for Schools* examination consists of four papers:

Reading: 45 minutes

Candidates need to be able to understand the main points from signs, newspapers and magazines and use vocabulary and structures correctly.

Writing: 45 minutes

Candidates need to be able to respond to an email and to write either an article or a story.

Listening: 30 minutes approximately (plus 6 minutes to transfer answers)

Candidates need to show they can follow and understand a range of spoken materials including announcements and discussions about everyday life.

Speaking: 12–17 minutes

Candidates take the Speaking test with another candidate or in a group of three. They are tested on their ability to take part in different types of interaction: with the examiner, with the other candidate and by themselves.

	Overall length	Number of tasks/parts	Number of items
Reading	45 mins	6	32
Writing	45 mins	2	–
Listening	approx. 30 mins	4	25
Speaking	12–17 mins	4	–
Total	approx. 2 hours 12 mins		

Grading

All candidates receive a Statement of Results and candidates whose performance ranges between CEFR Levels A2 and B2 (Cambridge English Scale scores of 120–170) also receive a certificate.

- Candidates who achieve **Grade A** (Cambridge English Scale scores of 160–170) receive the Preliminary English Test certificate stating that they demonstrated ability at Level B2.
- Candidates who achieve **Grade B** or **C** (Cambridge English Scale scores of 140–159) receive the Preliminary English Test certificate at Level B1.
- Candidates whose performance is below B1 level, but falls within **Level A2** (Cambridge English Scale scores of 120–139), receive a Cambridge English certificate stating that they have demonstrated ability at Level A2.

For further information on grading and results, go to the website (see page 5 for details).

Speaking: an overview for candidates

The Speaking test lasts 12–17 minutes. You will take the test with another candidate. There are two examiners but only one of them will talk to you. The examiner will ask you questions and ask you to talk to the other candidate.

Part 1 (2–3 minutes)

The examiner will ask you and your partner some questions in turn. These questions will be about your personal details, daily routines, likes, dislikes, etc. You will only speak to the examiner in this part.

Part 2 (2–3 minutes)

The examiner will give you a colour photograph to talk about. The photograph will show an everyday situation. You will be given one minute to describe what you can see in the photograph.

Part 3 (3 minutes)

In this part, you and your partner will talk to each other. The examiner will give you a card with some illustrations on it that are connected to an imaginary situation. You will then be given about two minutes to discuss ideas with your partner. During the discussion, you should make and respond to suggestions, discuss alternatives, make recommendations and negotiate agreement with your partner.

Part 4 (3–4 minutes)

The examiner will ask you and your partner some questions about the topic introduced in Part 3. The questions will focus on your likes, dislikes, habits and opinions. The examiner will either ask you to respond individually to the questions, or to discuss them with your partner.

Test 1

READING (45 minutes)

Part 1

Questions 1–5

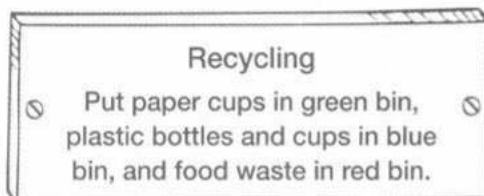
For each question, choose the correct answer.

1



- A** There are three badminton sessions a week at the new club.
- B** The new badminton club can only have 18 members.
- C** Students need to decide quickly whether they want to join the new club.

2



- A** Unfinished burgers should go in the red bin.
- B** Only bottles should go in the blue bin.
- C** Plastic cups should be put in the green bin.

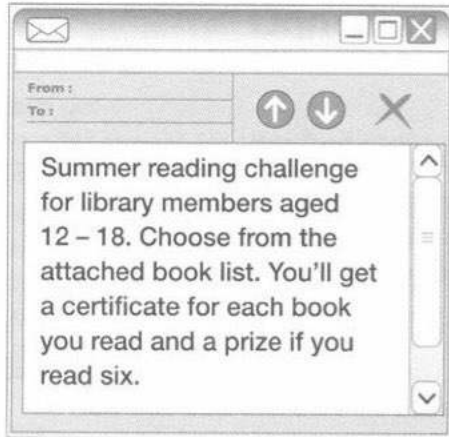
3



Daniel's mother is texting him to

- A** ask Daniel to do her a favour.
- B** complain that she has too much to do.
- C** apologise for forgetting to tell Daniel something.

4



- A People can read any book from the library as part of the reading challenge.
- B Only certain people can take part in the reading challenge.
- C Everyone who takes part in the reading challenge will receive a prize.

5



- A Younger players must have proper tennis shoes to play here.
- B Only older students are allowed to play on these courts.
- C All players must wear the correct kit when using these courts.

Part 2

Questions 6–10

For each question, choose the correct answer.

The young people below are interested in joining a dance or drama group.
On the opposite page there are descriptions of eight dance and drama groups.
Decide which group would be the most suitable for the people below.

6



Maiko loves dancing and wants to learn new dance styles quickly. She'd like to meet successful dancers and also take part in competitions.

7



Marta and her younger sister would like to join an acting group at the weekend. They haven't done anything like this before, so their mum wants to go with them at first.

8



Eliana's quite nervous so would like the possibility of some drama training on her own at first. She's free during the week and hopes to act in a play one day.

9



Henri is an experienced dancer who enjoys entering competitions. He wants to concentrate on jazz dance and improve his drama skills too.

10



José wants to perform in plays, and is interested in joining an acting course run by professionals with a diploma at the end.

Dance and drama groups

A Let's go!

We offer classes for advanced dance and drama students who want to develop their talents to a really high level. Our expert teachers will work with you on your acting and your preferred dance style so that you are ready to compete against the best!

B Mouse House

We welcome all levels of ability and experience, and offer drama classes for children of all ages, led by professional performers. The activities are fun and great for building self-confidence, so you are soon ready to enter competitions. We meet every Saturday and parents are welcome to wait in the hall.

C The Phoenix Group

With us, you'll take part in weekend drama workshops and receive a free ticket per term to watch a play at the local theatre. You'll have opportunities to perform to the public throughout the year. No experience is necessary, but you will need to book a term in advance.

D Monsters DC

This group is for young people under 16 who want to develop their acting ability, or for more experienced actors who want to teach others their skills. All our members are encouraged to take part in our annual show, and every month you can meet successful actors and get their advice on a career in acting.

E Peppermint Performers

Working with experienced theatre directors, you'll learn performance skills through a year-long programme of workshops. The first term is a series of skills-based sessions covering a range of different performance styles, with certificates for successful students. In future terms, you'll take part in plays performed for the general public.

F Moon Productions

In our classes, we teach jazz, tap and street dance, and you'll soon be creating your own dances. We hold contests against other clubs and put on displays for parents every summer. Want to find out what a life as a professional dancer is like? Every term we invite a star to talk about their career.

G The Focus Group

Classes are available every evening. You'll receive excellent training in dance and drama, and develop techniques and performance skills in no time. One-to-one tuition is offered, and it's possible to work towards a certificate. You'll also have the opportunity to take part in a professional play.

H Bubble Company

Just come along with your friends and we'll do the rest. There's no need to have any experience, and we provide all the costumes and special dance shoes if you need them. We run small hour-long classes in dance or drama every evening after school, and family members are welcome to stay and watch.

Test 1

Part 3

Questions 11–15

For each question, choose the correct answer.

My name's Martin Cabello and I'm a young photographer. Taking photographs was always my favourite activity as a child. And when I was 15, I felt that if I wanted to take my hobby to the next level, I had to do something special. So I decided to start a personal project: I would take one photograph every day for a whole year of my life. I knew that many other young photographers before me had done the same thing, but it seemed like a really great idea, and so I started.

After a few weeks, I decided to put these photos onto a website for young photographers because I was keen to create a photo diary, and also to have the chance to show other people my photos. I was amazed to discover that there were others who liked the way I saw and photographed things. I was also enjoying photographing a wide range of subjects. Then someone suggested that if my photographs all had a common topic or idea to connect them, my project would be even better – and I agreed.

So I began to concentrate more on taking photos of nature scenes, especially of birds and the sky. A lot of them were black and white photographs, which was very different to what many other young photographers were doing – they were all taking colour photos. As a result, I sometimes had doubts about my project, and I almost gave up several times. In the end, however, I trusted my own feelings, and became more confident about my photographic style and choices.

One day I showed my project to my art teacher at school. She told me about a national photography competition for people my age. So I entered some of my photos, just for fun. I'll never forget the moment when the judges told me that I had won first prize; I was so happy, as my project meant so much to me. It was the first time I realised that maybe my photography really was good, and that I might actually be able to work as a professional photographer. I now have my own photography studio and I've never regretted my career choice.

- 11 Martin started his project because he wanted to
- A influence other photographers.
 - B try an original idea of his own.
 - C take a lot more photos than he had before.
 - D develop his photography further.
- 12 What happened after Martin put his photos on the website?
- A He became more interested in other photographers' pictures.
 - B He was given some advice to improve his project.
 - C He decided that his photos weren't good enough.
 - D He discovered that the website wasn't the best place for his photos.
- 13 How did Martin feel when he took his first nature photos?
- A He wasn't sure that he was doing the right thing.
 - B He was certain that the photos would be better in colour.
 - C He was anxious about what others would think.
 - D He was worried that his photos might not be interesting.
- 14 How did winning the competition affect Martin?
- A He realised how enjoyable competitions can be.
 - B It helped him to make a decision about his future.
 - C It gave him the opportunity to meet more young photographers.
 - D He started putting more effort into his photography.
- 15 What would be a good title for this text?

A

My favourite websites for sharing photographs.

B

The best way to become a successful young photographer.

C

How a photography project changed my life.

D

Why more photographers should take pictures of nature.

Part 4

Questions 16–20

Five sentences have been removed from the text below.
For each question, choose the correct answer.
There are three extra sentences which you do not need to use.

Ballet for children and teenagers

It can take a long time to reach a professional level in ballet, so most dancers begin their training very young. It is essential that very young dancers learn the ballet movements properly right from the beginning. **16** This is because it is usually more difficult to change old habits than to learn new ones.

The first thing that young children who are interested in learning to dance often do is attend creative movement classes, where they can practise basic skills like jumping and turning, and just have fun. **17** In addition, some people recommend that they should learn either to sing or play an instrument.

Young people who decide they want to have a ballet career can attend a dance school. Here, students not only study normal school subjects but also do daily dance training. **18** And the whole dance-school environment is set up to support the young people's artistic development; it allows them to focus on their dance more easily, and prepares them for their future. But how can a young dancer and their parents tell which dance school is the most suitable? **19** The older students taking part in it should clearly have more highly-developed ballet skills than the younger dancers.

By the time they are 16 or 17, many ballet dancers are entering ballet competitions and taking classes at professional studios. **20** It is important for young dancers to know how well they are doing, because the dance world is very competitive and the training hard; not everyone makes it to the top.

- A For all these reasons, they enjoy meeting other dancers.
- B Listening to different styles of music also helps.
- C Travelling long distances to dance schools can be tiring, too.
- D Attending one of their public performances is a good way of finding out.
- E If they develop poor technique, they may have problems later on.
- F Few people know where to find them.
- G This allows them to compare themselves with teenagers from other schools.
- H That means they do not waste time travelling from home to dance classes.

Part 5

Questions 21–26

For each question, choose the correct answer.

Living on a boat

Fourteen-year-old Jon Atkins hasn't had a typical childhood. His parents had always intended to buy a boat and sail round the world, and when Jon was eight they did **(21)** that. When they first told him of the plan, Jon felt sad about **(22)** his friends, but also excited because of the adventures he would **(23)** Since then, Jon has sailed over 8,000 km and **(24)** that he loves living on a boat.

The boat has two sleeping cabins and Jon's cabin has just enough **(25)** to sit up in. In the main cabin there's a desk where he studies every day, as he needs to continue his education. Although he doesn't have any teachers, he doesn't think his lifestyle will **(26)** his future choices. He plans to become a ship's captain, and is certain that life on a boat is excellent preparation for this.

- | | | | | |
|----|--------------|--------------|---------------|--------------|
| 21 | A definitely | B exactly | C certainly | D absolutely |
| 22 | A departing | B moving | C remembering | D leaving |
| 23 | A have | B set | C do | D make |
| 24 | A expected | B discovered | C imagined | D believed |
| 25 | A area | B size | C space | D place |
| 26 | A contain | B fix | C limit | D control |

Part 6**Questions 27–32**

For each question, write the correct answer.

Write **one** word for each gap.

My city

by Harry Salter

Do you live in a nice place? I do! The city **(27)** I live in is called Bristol, and it's in the south-west of England. It's not very big, but there are loads of things for teenagers to do here.

(28) you're interested in television, you should go to the Bristol TV and Radio Studios. On the tour of the studios, you can have a go at presenting and appear

(29) your own radio drama.

Or if you're into sport, why **(30)** try canoeing? The best place is a very pretty local section of the Kennet and Avon canal. It connects Bristol to London and it **(31)** built in the early 18th century, so you can experience some local history at the same time.

These are just two **(32)** the many things you can do here. It really is a great place.

Test 1

WRITING (45 minutes)


Part 1

You **must** answer this question.

Write your answer in about **100 words** on the answer sheet.

Question 1

Read this email from your English teacher Mrs Hallam and the notes you have made.

 **EMAIL**

From: Mrs Hallam

To: All students

Subject: School talent show

Dear Students,

I'm planning to organise a school talent competition. Students taking part in the competition can sing, dance, play a musical instrument or perform in some other way.

The talent show could be for students of all ages, or just for students over 15. Which do you think would be better?

I think that some parents should judge the competition. Do you agree?

And finally, what prizes do you think the winners should receive?

Please reply soon.

Beatrice Hallam

Good idea!

Explain which is better

Tell Mrs Hallam

Suggest ...

Write your **email** to Mrs Hallam using **all the notes**.

Part 2

Choose **one** of these questions.

Write your answer in about **100 words** on the answer sheet.

Question 2

You see this announcement on an English-language website.

Articles wanted!

Sport and exercise

Are there enough sports activities for young people to do in your area?

Do you think it's important for young people to do sport and exercise?

Why?

Write an article answering these questions and we'll publish the best ones.

Write your **article**.

Question 3

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

Lois smiled as she put the tickets in her pocket and walked out of her house.

Write your **story**.

Test 1

LISTENING (approximately 30 minutes)

Part 1

Questions 1–7

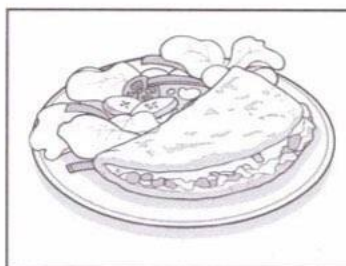
For each question, choose the correct answer.



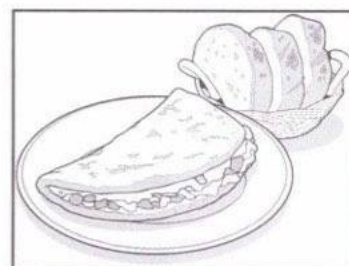
1 What will they eat for dinner?



A

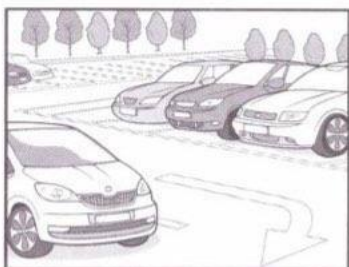


B

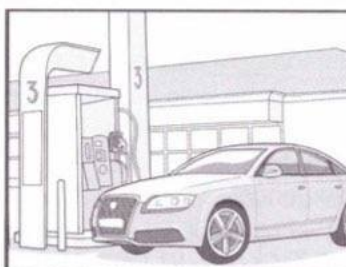


C

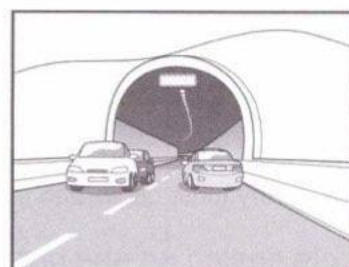
2 Where did the police find the stolen statue?



A



B



C

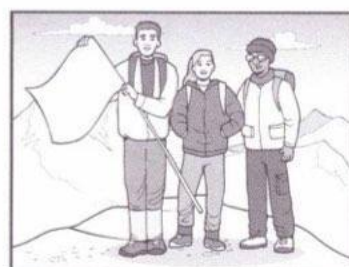
3 How did the mountain climbing group celebrate their success?



A



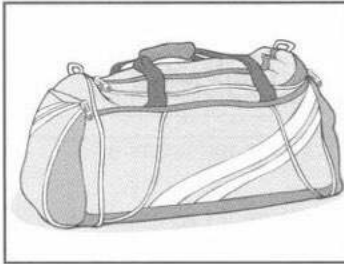
B



C

Listening

- 4 What does the boy think his friend should buy?



A



B



C

- 5 What's the girl's holiday job?



A



B



C

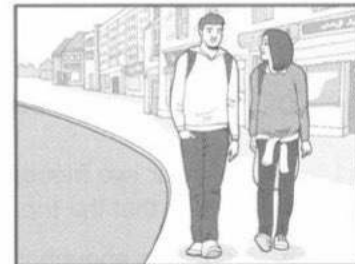
- 6 How are the friends going to get to the cinema?



A

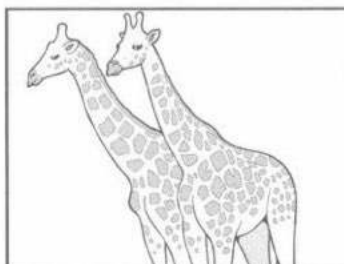


B

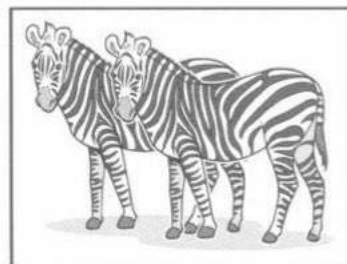


C

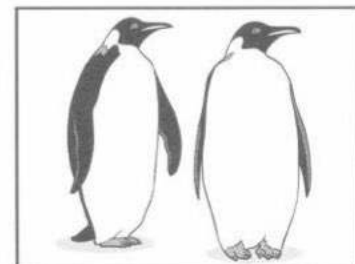
- 7 What are they going to study in their next lesson?



A



B



C

Part 2

Questions 8–13

For each question, choose the correct answer.



- 8 You will hear two students talking about a history book.
They agree that
- A it should be shorter.
 - B it helps with their schoolwork.
 - C it has some information missing from it.
- 9 You will hear two friends talking about their lunch break at school.
They both plan to
- A finish their homework.
 - B eat the same food.
 - C play games on their phones.
- 10 You will hear two friends talking about a film they have seen.
What does the boy say about it?
- A It made him laugh.
 - B He guessed the ending.
 - C The acting was bad.
- 11 You will hear two friends talking about a school trip.
They agree that the trip was
- A not long enough.
 - B quite expensive.
 - C badly organised.

Listening

- 12** You will hear a boy telling his friend about a science lesson with a new teacher. What does the boy say about the new teacher?
- A** She asked a lot of questions.
 - B** She made the lesson fun.
 - C** She knew her subject well.
- 13** You will hear two friends talking about where to have a party. Why do they prefer the park to the sports club?
- A** There's lots of space.
 - B** They can play games there.
 - C** It's in a convenient location.

Part 3

Questions 14–19

For each question, write the correct answer in the gap.
Write **one** or **two words** or a **number** or a **date** or a **time**.



You will hear some information about a talk at school by a writer called Marcia Wilson.

Talk by Marcia Wilson

Day of Marcia Wilson's talk: (14)

Name of her new book: The (15)

Where she will talk: in the (16)

Time the talk begins: (17)

Cost of buying her book at school: £ (18)

Useful website to look at: www. (19)uk

Part 4**Questions 20–25**

For each question, choose the correct answer.



You will hear an interview with a girl called Anna Taylor, who is a champion cyclist.

- 20 Anna became interested in cycling because
- A she was bad at other sports.
 - B she had a friend who encouraged her.
 - C she enjoyed her first experience of it.
- 21 How does Anna practise her cycling as well as do her schoolwork?
- A She studies hard in the evenings.
 - B Her teachers give her extra time.
 - C She has to miss some classes.
- 22 What does Anna say about track cycling?
- A It is faster than road cycling.
 - B It is harder to learn than road cycling.
 - C It requires more power than road cycling.
- 23 What does Anna say about cycling with teammates in road races?
- A She likes the feeling of support around her.
 - B She likes learning techniques from others.
 - C She likes laughing with friends at difficult times.
- 24 Anna says that at her last road race she was
- A upset by the behaviour of her competitors.
 - B surprised by what happened at the beginning.
 - C disappointed by a teammate's performance.
- 25 Anna thinks people who want to be champion cyclists should
- A train hard every day in order to be the best.
 - B do lots of other sports to help them keep fit.
 - C spend time trying different activities.

Test 2

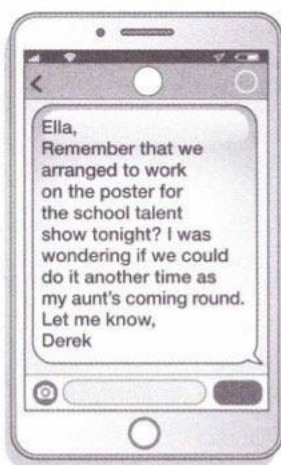
READING (45 minutes)

Part 1

Questions 1–5

For each question, choose the correct answer.

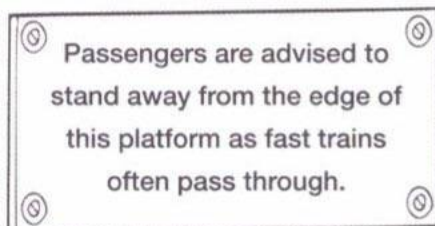
1



Derek is contacting Ella to

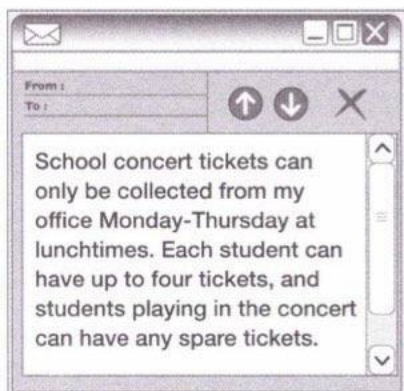
- A suggest they change a plan.
- B invite her to meet his aunt.
- C remind her about an arrangement.

2



- A People can get information about fast trains on this platform.
- B People waiting for a fast train should not stay on this platform.
- C People on this platform should not get too close to the railway line.

3



- A Students not playing in the school concert will get fewer than four tickets.
- B Students are not able to pick up concert tickets at any time they like.
- C Every student will have the same opportunity to get extra tickets.

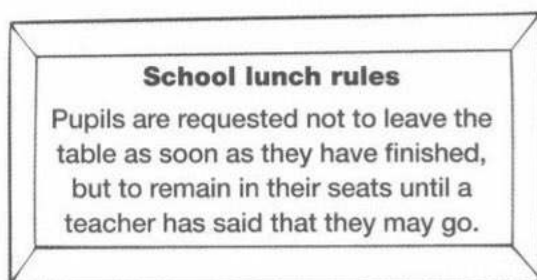
4



Eric wants Danni to

- A lend him some software.
- B download some software for him.
- C show him how to use some software.

5



- A Sit down at the table when the teacher asks you to do so.
- B Wait until the teacher has finished eating before leaving the table.
- C Stay at the table unless the teacher tells you that you can leave.

Part 2

Questions 6–10

For each question, choose the correct answer.

The young people below are looking for a day out with family or friends.

On the opposite page there are descriptions of eight outdoor activity centres.

Decide which activity centre would be the most suitable for the people below.

6



Julian wants to take pictures of wildlife but needs some advice. He likes to be near water and also wants somewhere that has outdoor eating facilities.

7



Marcie and her mum want to spend a day in a forest and get some exercise at the same time. They would like to be told about the wildlife there, and enjoy snacks and refreshments in comfort.

8



Mohammed wants a day full of activities including something that involves his two main interests, sport and animals. He also wants to try an art class and to stay for a night-time activity too.

9



Maria wants to be able to read about the wildlife and also to take pictures of trees and hills. She loves being outdoors and would like to try a watersport of some kind.

10



Ivan and his dad want an activity that involves seeing and hearing wildlife. They also want to do an adventure sport and to try food that comes directly from the local forest.

Outdoor Activity Centres

- A Bennachie Park** is an area of great natural beauty and very popular with photographers and artists. There is a sculpture trail through the forest, and a famous waterfall, and both of these can be reached on foot or by mountain bike. You can hire bikes from the Visitor Centre.
- B Wilder Forest** has a huge web of paths for walkers, runners and mountain bikers, and you can also do horse riding (booking required). There are beginners' sessions available in drawing nature with painter, John Small, and a new event that starts after dark will introduce you to the stars.
- C Strathmoor Forest Park** is very popular both with people who want to enjoy relaxed walking and with birdwatchers who come to see rare birds found only in Strathmoor. There's a small café, and several picnic sites for those who prefer to bring their own food.
- D Thornielee Park** is a wonderful place for a family day out with fantastic hilly walks, two large lakes, and many picnic sites where you can enjoy the views. It's popular with animal lovers and has daily bird-photography drop-in sessions with our expert, Sarah Wallis.
- E At Glengarry Forest**, there is a new storytelling event for children, called 'Deep in the Forest'. Then there are many regular activities and events, including the ever-popular horse riding and night-time cycling with torches. The food at the Visitor Centre café is excellent and won a prize last year.
- F If you love nature, Innerleithen Forest** is for you! There are several rare kinds of animals and birds, and a daily talk on them from an expert at the Visitor Centre. You can also get cosy in the café, which serves cake and warm drinks. Many people bring mountain bikes or you can hire them and go around the forest trails.
- G Boden Forest** is excellent for walking and running, and there's also a 10-metre cliff face with climbing classes for beginners. A regular birdsong event takes place, including birdwatching from inside a special hut. Very popular for lunch is the food stall, serving mushrooms grown there and fish from Boden.
- H Kirroughtree Park** has everything from a visitor centre – where you can pick up a free guide full of information about the plants and animals there – to a wonderful lake, where you can have a go at sailing. Short landscape photography sessions are also available.

Part 3

Questions 11–15

For each question, choose the correct answer.

Rock the Planet

Music journalist Nick Hilman meets young actors from this popular musical show.

Rock the Planet, a musical show where actors also have to be really good musicians, opened in London last year, after five years in the USA, where it was voted 'Best Musical' four times! But doing the show with an all-British cast of actors was challenging. The UK puts more limits on how many performances young actors can do weekly – in the USA, they're allowed to do more shows. Because of this, twice as many actors were required here. Luckily, the director found plenty of talented UK-based actors, and they've just won their first 'Best Musical' award. Although the theatre in London is bigger than the US venue, it's been full every night, with everyone wanting to hear the songs that first became popular in America.

I met 11-year-old Jamie, one of the show's actors. 'It's brilliant that I get paid to play,' he said, 'especially a beautiful and expensive Gibson guitar.' He told me how busy the young actors are. 'We have normal school lessons each day at the theatre. While the teacher's great, I miss my old school mates.' And what do they think of the show? 'Well, my whole class came! The theatre does special deals on tickets for schools. They absolutely loved it and that made me feel really confident. My parents come when they can, but it's expensive for them,' he explained.

When I said I also play guitar, Jamie found a spare one and invited me to play along with him and the other young actors. We played *Days*, a song I wasn't familiar with. Jamie took me through it and I was very pleased with myself when I finally got it right. I was impressed by Jamie's ability and wished I had similar skills. I was just trying to keep up and was glad the show's director wasn't there to hear my mistakes!

While the young actors were already musicians, with some playing several instruments, none had played in a band before. Fortunately, they've found it pretty easy. Jamie admitted that the hard part was appearing natural when they first performed together. They were concentrating so much that they forgot to smile!

The show's on in London for another year, and is well worth seeing.

11 What is the difference between the shows in the UK and in the USA?

- A Fewer young actors were needed in America.
- B Brand new songs have been included in the UK.
- C The UK show has won more prizes.
- D Audiences were bigger in America.

12 What does Jamie say about working on the show?

- A He's glad that his family come daily to support him.
- B He's embarrassed when his friends come to watch him.
- C He's delighted that he's doing something that he loves.
- D He's anxious about the amount of schoolwork he's missing.

13 How did the writer feel about playing music with the actors?

- A surprised that he sounded as good as Jamie
- B satisfied that he had learned a new song
- C happy because they played his favourite tune
- D excited to be playing in front of the director

14 What did the actors find difficult about performing in the show?

- A having to play their instruments with other people
- B learning to play many new instruments very quickly
- C remembering the different songs they had to do
- D looking relaxed when they were playing on stage

15 What would an advertisement for the show say?

A

Come and enjoy this wonderful show while you can – tickets are selling fast as this is *Rock the Planet's* last month in the UK.

B

Book to see *Rock the Planet* for an experience to remember. Check the website for great prices for student groups.

C

You won't often see something as good as *Rock the Planet* – and with extra performers from America, the sound is even better than ever!

D

After its success in several countries around the world, *Rock the Planet* has now opened in the UK!

Part 4

Questions 16–20

Five sentences have been removed from the text below.

For each question, choose the correct answer.

There are three extra sentences which you do not need to use.

A day in the life of an astronaut

Italian astronaut Samantha Cristoforetti talks about daily life on the International Space Station (ISS).

For the last few months, my home has been the International Space Station, orbiting 400 km above the surface of the earth, at 25,000 km per hour. We took off in a Russian Soyuz spaceship from Kazakhstan, and the flight to the Space Station took six hours.

16 I felt incredibly excited.

There are two Americans, three Russians, and me. 17 Fortunately, we all get on well. The day starts for everyone at 7 a.m. There's no gravity up here, so every morning I float through the cabin to attend our daily planning conference, or DPC. 18 It usually lasts a few minutes. After it's finished, we speak to space centres around the world, including Houston (USA), Munich (Germany) and Tsukuba (Japan).

Then we have breakfast: oatmeal, eggs and coffee. In the past, astronauts had to suck food out of tubes. Nowadays, astronauts' food is served in special individual boxes with covers. 19 Life has become much easier for astronauts over the years.

Our dinner is at around 7.30 p.m. My meals were prepared by an Italian chef on Earth before I left, and they're delicious. However, I do exchange a lot of food with my three colleagues from Russia.

20 Their lentil and vegetable soup is also really good. Of course I miss fresh food, but a cargo spaceship comes once a month with fresh fruit. When I get back down to Earth, I know I'll miss this place.

- A** I'm the only woman in this group.
- B** That was a very long time to live in space.
- C** People often ask what food tastes like in space.
- D** This stops everything floating away while we eat!
- E** On the other hand, the ISS is a perfect environment to do scientific experiments.
- F** That's the meeting where we discuss what needs to be done during the day.
- G** They like my desserts, and they have a dark bread that I love.
- H** I'll never forget looking through the window and seeing it for the first time.

Test 2

Part 5

Questions 21–26

For each question, choose the correct answer.

The world's largest school

City Montessori School in Lucknow, India, is the world's largest school. Nearly 50,000 pupils (21) classes there every day, and the school (22) nearly 4,000 staff, including teachers, cleaners, and electricians. The students learn traditional subjects such as geography and maths, and also discuss topics like world peace.

Dr Jagdish Gandhi set (23) the school in 1959. It was hard work, and at first, he had to (24) people to send their children to the school. But now, students come to him from all over the city.

At such a large school, pupils have to work hard to get (25) by the teachers. One pupil says: 'If you're chosen for a school team, you can certainly feel (26) of that.' Another pupil explains what he likes best: 'Being at the world's largest school means you can make lots of friends.'

- | | | | | |
|----|-----------|------------|------------|-----------|
| 21 | A arrive | B attend | C go | D study |
| 22 | A employs | B receives | C gets | D owns |
| 23 | A in | B off | C out | D up |
| 24 | A explain | B hope | C persuade | D suggest |
| 25 | A thought | B looked | C noticed | D talked |
| 26 | A good | B proud | C positive | D happy |

Part 6**Questions 27–32**

For each question, write the correct answer.

Write **one** word for each gap.

A wildlife boat tour

When I was on holiday with my parents, we went on a wildlife tour. The trip involved sailing round some islands off the coast, not too far (27) our hotel. Some other guests had been on the tour, and recommended it to my parents, who immediately decided we should go.

In the morning our guide, Jake, picked us (28) in his boat and off we went. Jake knew lots about the wildlife on the islands and we saw everything we were hoping to, apart from one bird, called a harrier, which didn't appear. But that didn't matter (29) we saw many other amazing birds.

My parents especially liked the fact that (30) were very few people on the tour. Jake had time to answer all our questions, so we felt we learnt (31) than we'd expected. And we agreed this wildlife experience was (32) of the best we'd ever had.

Test 2

WRITING (45 minutes)


Part 1

You **must** answer this question.

Write your answer in about **100 words** on the answer sheet.

Question 1

Read this email from your English teacher Mr Smith and the notes you have made.

 **EMAIL**

From: Mr Smith

To: English class

Subject: End-of-term party

Dear English class,

Next month, we'll have our final English lesson of the term, so I'd like to organise a party for that day. What do you think of this idea?

Awesome!

We could either use the classroom or go to the park.
Which place would be better for the party?

Explain which would be better

Can you suggest any fun activities for practising English during the party?

Suggest ...

Also, it would be great if everyone could bring something to the party – please let me know what you can bring.

Offer ...

Many thanks,

James Smith

Write your **email** to Mr Smith using **all the notes**.

Part 2

Choose **one** of these questions.

Write your answer in about **100 words** on the answer sheet.

Question 2

You see this announcement on an English-language website for young people.

Articles wanted!

Many people have friends who don't go to the same school as they do.

What are the advantages of having friends who go to a different school?

Is it difficult to keep in touch with friends if you don't see them at school?

We'll publish the best articles answering these questions!

Write your **article**.

Question 3

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

Ben and his father got off the plane and left the airport.

Write your **story**.

LISTENING (approximately 30 minutes)

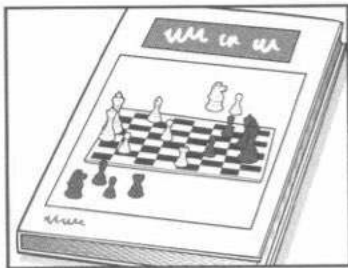
Part 1

Questions 1–7

For each question, choose the correct answer.



- 1 Which book does the girl recommend to the boy?



A



B



C

- 2 How does the girl usually get to school?



A



B



C

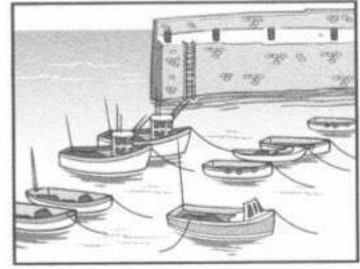
- 3 Which is the girl's favourite photo?



A



B

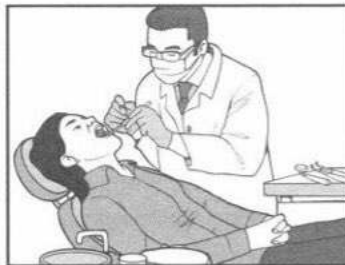


C

4 Who will be on the TV programme today?



A

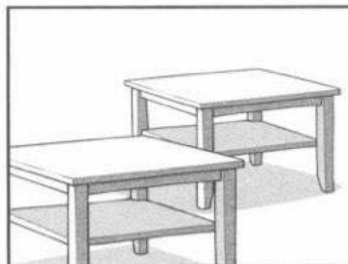


B



C

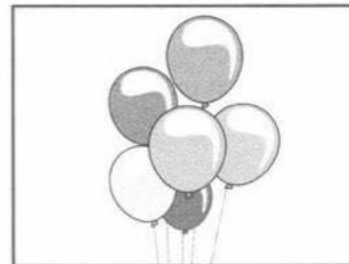
5 What are the brother and sister going to put in the room?



A



B



C

6 When will the school be able to use the pool?



A

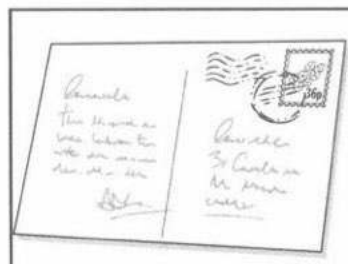


B



C

7 What will the girl send to her aunt?



A



B



C

Test 2

Part 2

Questions 8–13

For each question, choose the correct answer.



- 8 You will hear two friends talking in a shoe shop.
What does the boy like best about the trainers he wants to buy?
- A They're reduced in price.
 - B They're a fashionable colour.
 - C They're comfortable to wear.
- 9 You will hear two friends talking about a sailing course they went on.
The girl thinks that
- A one instructor was better than the others.
 - B they didn't make enough progress.
 - C the race on the last day was unfair.
- 10 You will hear two friends talking about a new computer game.
They agree that the best way of finding out about new games is through
- A friends.
 - B the internet.
 - C special magazines.
- 11 You will hear a boy telling his friend about a football match.
Why is it postponed?
- A Several members of the team aren't able to play.
 - B The weather today isn't suitable for playing football.
 - C The pitch isn't in good enough condition.

- 12** You will hear two friends talking about a new podcast. What do they agree about it?
- A** It's good for finding out about fashion.
 - B** It's presented in an unusual way.
 - C** It's more interesting than most podcasts.
- 13** You will hear two friends talking about their holidays. They agree that
- A** it's good to have time to relax on holiday.
 - B** the best way to go on holiday is by plane.
 - C** the coast is better than the mountains for holidays.

Part 3

Questions 14–19

For each question, write the correct answer in the gap.
Write **one** or **two words** or a **number** or a **date** or a **time**.



You will hear a teacher telling her students about a trip to a museum.

City Museum trip

The first event will be a talk which lasts around **(14)** minutes.

The email address to send questions to is **(15)** @museum.org.

Groups of students will be able to hold some **(16)** which are on display.

In the Technology Centre, students will use **(17)** to learn more about ancient objects.

At the end of the visit, there will be a **(18)**

After the trip, students will create **(19)** for other students to look at.

Part 4**Questions 20–25**

For each question, choose the correct answer.



You will hear an interview with a boy called Noah Kelly, who is talking about his love of horse riding.

- 20** Noah started horse riding because
- A** he was trying to be more active.
 - B** he thought it seemed enjoyable.
 - C** he wanted to lose his fear of animals.
- 21** What is unusual about the horse-riding club that Noah goes to?
- A** the people who ride there
 - B** its opening hours
 - C** its location
- 22** Noah says that his riding teacher
- A** knows what to expect from each horse.
 - B** makes sure that riders help each other.
 - C** finds ways to make each lesson fun.
- 23** How has Noah benefitted from horse riding?
- A** He's become a more organised person.
 - B** He's become more patient.
 - C** He's become fitter.
- 24** Noah says that horse-riding competitions are
- A** a lot of hard work.
 - B** a good place to make friends.
 - C** easier for people who have their own horse.
- 25** When he's older, Noah would like to
- A** enter races.
 - B** work as a horse trainer.
 - C** encourage more children to ride.

Test 3

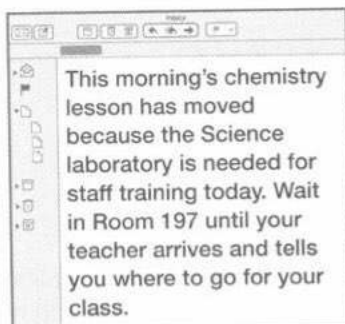
READING (45 minutes)

Part 1

Questions 1–5

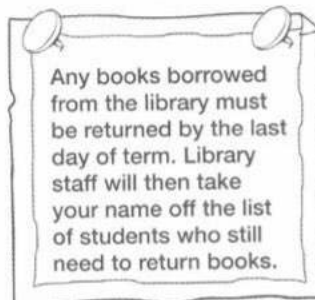
For each question, choose the correct answer.

1



- A The chemistry teacher will wait for students in Room 197 today.
- B Today's chemistry lesson will not be in the science laboratory.
- C The chemistry lesson today will be watched by staff as part of their training.

2



- A Students who borrowed books must take them back by the end of term.
- B There is a list of all students who have borrowed books this term.
- C Students who want to keep books during the holidays must tell library staff.

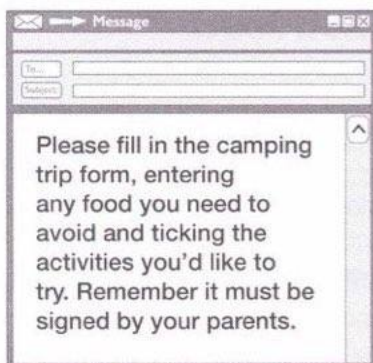
3



Aidan's mother is

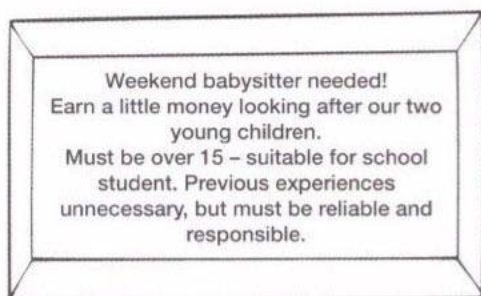
- A explaining why she will get to Aidan's school later than usual today.
- B reminding Aidan that he was going to catch a bus home today.
- C suggesting how Aidan should go home after school today.

4



- A** Parents who are coming on the trip should sign the form.
- B** Students should choose what they want to do on the trip.
- C** Students should say what they'd prefer to eat during the trip.

5



People should only apply for this job if they

- A** are old enough.
- B** know a lot about babysitting.
- C** are still at school.

Test 3

Part 2

Questions 6–10

For each question, choose the correct answer.

The people below all want to spend a day at a beach during their summer holidays.
On the opposite page there are descriptions of eight beaches.
Decide which beach would be the most suitable for the people below.

6



Joe's family want to go fishing in the morning. His parents would like to spend their afternoon learning about the history of the area while Joe takes part in a sports activity with other teenagers.

7



Tom and his father are very good surfers and are looking for a beach with challenging waves. They'd also like to do some other water sports and want to eat some fresh fish for dinner.

8



Zara and her family are interested in seeing ocean wildlife. The children would like to try surfing and they all want to keep their afternoon free for lying on the beach.

9



Jinnie's family need a beach with safe swimming areas for her younger sister, near a café offering good fish lunches. They want plenty of space so they can enjoy playing games together.

10



Matt and his family all want to go to a popular beach where they can watch an outdoor show or concert as well as do some fun activities.

Best beaches for a day out

A Tantsin Beach

Tantsin Beach is one of the biggest sandy beaches in the area – suitable for all ages. The beach resort overlooks the bay, which is full of colourful fish and is popular for kayaking. There is a small, calm section of the bay with lifeguards to watch the swimmers, and also several eating places serving local fish dishes all day long.

C Hatton Beach

Lively and popular, with excellent restaurants serving locally-caught fish, Hatton Beach is a great place for surfing, though not suitable for beginners. The beach's sandy dunes lead down to several surfing, fishing, diving and water-skiing spots that are considered to be some of the finest in the area.

E North Beach

On this part of the coast, sunbathers, sand sculptors and in the summer months, whale watchers all enjoy the sand and sea. North Beach is a good place to have a surfing lesson in the morning, when the waves are smaller. In front of the beach clubhouse there are fun games and activities for children and teenagers to enjoy.

G Maryland Beach

As the largest sandy beach along the coast, Maryland Beach is the West Coast's top vacation spot. The whole area is busy with summertime action: wonderful places for water sports, a water park, games for all ages, and even live entertainment on the beach.

B Eastlee Beach

Walking on the sand, listening to the waves and passing the wonderful selection of coffee shops and fish restaurants, it is easy to see why Eastlee Beach is so popular. Visitors love taking boat trips around the bay to see the historic lighthouse. Afternoon surfing lessons are also on offer for teenagers.

D Dunley Town Beach

On a trip to Dunley Town Beach, visitors will not only see the ocean and bay, but also a 14th-century castle on the hill. This fishing town has a quiet family beach, and classical concerts are held in the castle's Great Hall most evenings.

F Manou Beach

Manou Beach, with its seafront cafés and hotels, is popular with families. The sea is not suitable for swimming or water sports, but beach volleyball matches are organised for different age groups all through the day. Take a trip on a boat to try and catch salmon out at sea (we'll always be back before lunch time), take a dolphin-watching cruise, or visit the town museum.

H Kaloa Beach

Located on the East Coast, Kaloa has a magnificent beach. With its soft white sand, palm trees and clear, calm blue water, this beach is a natural choice for surf lovers, water sports enthusiasts and families in search of safe, sandy fun and games.

Part 3

Questions 11–15

For each question, choose the correct answer.

The teenage snowboarder

15-year-old Vanessa Hanson writes about her sport.

I was born in Denver, USA, and started snowboarding aged eight when my dad took me to a resort in the mountains, about two hours from Denver. The hill looked unbelievably steep and scary, so my dad had to do a lot of persuading to get me on a board. Because I was so young, I hadn't even thought of asking him if I could start snowboarding, but he was already into it and wanted me to love it too – he made it look so simple. And in the end, I managed just fine.

After this experience, it wasn't long before I'd developed a love of the sport and had improved my ability too. I started competing aged ten. Some people enter loads of competitions and end up getting bored of snowboarding, but my love of taking part, and winning too, if I'm honest, has got stronger as I've gotten older, which always helps me to push myself harder. I enjoy not having a fixed plan, and sometimes this goes well, like when I became the first female ever to get a perfect 100 at a local competition. I wasn't sure I'd even attempt the jumps that got me this score until I actually set off. That achievement increased my trust in my own abilities.

During the summer, I focus on training and my studies while there's no snow. Although I train daily, it's nice not having to stick to quite a strict diet like I do in the winter. I also get to spend lots of time with my friends then. It's the best way of dealing with not being able to do what I love so much and what I'm really good at.

I have to think carefully about my future. Snowboarding is such a huge part of my life now, but I also feel it's important to have something else I can do, just in case I don't succeed as a professional snowboarder or if I get injured. I'm wondering whether becoming a doctor is a possibility, if my active life allows time for doing a college degree. It's impossible to imagine myself growing tired of the sport, but I can't go on snowboarding my whole life.

11 Just before Vanessa snowboarded down a hill for the first time, she felt

- A worried she was too young.
- B nervous about doing it.
- C keen to copy her father.
- D pleased to be allowed to do it.

12 What does Vanessa say about taking part in competitions?

- A She expects too much of herself.
- B She sometimes loses interest.
- C She always plans for them carefully.
- D She enjoys them more and more.

13 In the summer, Vanessa enjoys

- A the good weather where she lives.
- B not having to train regularly.
- C being able to eat whatever she likes.
- D having plenty of time to do her schoolwork.

14 Vanessa says that in the future, snowboarding

- A may not be her main career.
- B will be a way for her to make a lot of money.
- C might not always be interesting for her.
- D will help her stay fit and healthy.

15 What would Vanessa say to one of her friends?

A

I love snowboarding, but it's a shame I have so many accidents.

B

I'm pleased that I'm more confident now. I hope this will help me, whatever I decide to do.

C

I'm so happy to be a champion snowboarder like Dad – but I think he enjoys the sport more than I do.

D

I'm sorry I've never been able to see you that much, even during the summer holidays.

Part 4

Questions 16–20

Five sentences have been removed from the text below.
For each question, choose the correct answer.
There are three extra sentences which you do not need to use.

Freezing food to keep it fresh

Inventor and businessman Clarence Birdseye was born in New York, on December 9, 1886. From a young age, he was interested in animals and plants and in 1909, Birdseye enrolled at university to study biology. **16** Instead he took a job working for the US government as a naturalist in the frozen north of Canada.

When he was working in Labrador in 1912, Birdseye watched local people fishing through holes cut in an icy lake. **17** He noticed that they could then be kept for long periods and, when the families wanted some to eat, they could defrost them without losing any of the freshness or flavour. Birdseye realised that cooling food very quickly was the key to success when freezing it. **18** In warmer climates, people had experimented with freezing food by cooling it slowly. When food is frozen in this way, long sharp crystals of ice, shaped like knives, start to grow inside it. These cut into the food, causing it to break up when defrosted. **19** Then he began to wonder how this freezing method might work with fresh vegetables and other foods as well as fish and meat.

When Birdseye returned to the US, he invented a machine which pressed food between two very cold metal plates. By 1930, it was ready to go into production. However, home freezers were very rare at this time. **20** It was another 25 years before Birdseye's invention was widely used.

- A** This was easy, of course, in very cold environments.
- B** It took Birdseye eight years to work out how to cool food quickly enough to stop them forming.
- C** He always came top of his university class.
- D** As a result, few people wanted to buy frozen food.
- E** They didn't catch many fish because they couldn't keep them fresh.
- F** However, he was unable to afford the teaching fees, and had to leave.
- G** For example, they were taken to nearby towns.
- H** As they pulled out fish, these immediately froze in the extremely cold air.

Part 5

Questions 21–26

For each question, choose the correct answer.

The tallest trees in the world

The tallest trees in the world are called redwoods and they grow in California. These trees can (21) reach heights of around 91 metres. Among the enormous redwoods, one giant tree beats them all. This tree was discovered and measured in 2006. The National Park Service then (22) that at 115.7 metres, it was the tallest tree in the world. Now it is so famous that it even has a name, 'Hyperion'. In California there are other giant redwoods which are just a little shorter than Hyperion. The exact (23) of many of these enormous trees is kept secret to prevent them from being (24)

A (25) redwood tree lives for 500 to 700 years, although some have been found that are more than 2,000 years old. The National Park Service says that the redwoods' great height is (26) due to the climate in California; there is heavy rain every year and the temperatures are mild.

- | | | | | |
|----|------------|-------------|---------------|-----------|
| 21 | A clearly | B easily | C obviously | D luckily |
| 22 | A answered | B announced | C told | D spoke |
| 23 | A location | B route | C destination | D point |
| 24 | A wasted | B damaged | C worn | D injured |
| 25 | A familiar | B usual | C general | D typical |
| 26 | A mainly | B extremely | C properly | D finally |

Part 6**Questions 27–32**

For each question, write the correct answer.

Write **one** word for each gap.

School Jazz Band

Do you play a jazz instrument – maybe the trumpet, guitar or drums? Do you want to have some musical fun with other students in the school (27) have similar interests to yours? If you do, come and join us on Tuesdays after school in the music room. At the moment, there are eight of us playing quite a wide range of instruments. We're having such (28) great time and Mr Jones is an amazing jazz teacher, but we need more people, especially electric guitarists!

We're hoping (29) perform in the end-of-term show and Mr Jones said he'll deal (30) all the technical arrangements and the sound system, which is great!

Either come and ask me (31) more details during one of the lunch breaks, (32) just turn up on the day. But don't forget to bring your instrument! See you there!

Sam (from the School Jazz Band)

Test 3

WRITING (45 minutes)


Part 1

You **must** answer this question.

Write your answer in about **100 words** on the answer sheet.

Question 1

Read this email from your English-speaking friend Alex and the notes you have made.

 **EMAIL**

From: Alex

Subject: Next weekend's party

Hi

I'm so glad you can come to my party next weekend. I'm really excited about it!

Me too! My parents are going to provide drinks for everybody, but I'm asking everyone to bring some food with them to the party. Can you bring a chocolate cake?

I think it would be fun if everyone could dress in special clothes for the party, like an animal or a famous person. What do you think? *No, but ...*

Tell Alex Also, I'll organise some games for us to play at the party. What's a good game that we can all play together?

See you next weekend. *Suggest ..*

Alex

Write your **email** to Alex using **all the notes**.

Part 2

Choose **one** of these questions.

Write your answer in about **100 words** on the answer sheet.

Question 2

You see this announcement in an English-language magazine.

Articles wanted!

Tell us about a place that you really like in the area where you live.
Why do you like it? When do you go there? Is this place popular with other people too?

We'll publish the most interesting article answering these questions from each country!

Write your **article**.

Question 3

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

Everybody clapped when I walked onto the stage.

Write your **story**.

Test 3

LISTENING (approximately 30 minutes)

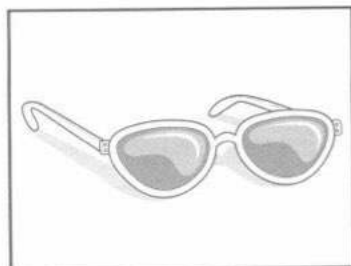
Part 1

Questions 1–7

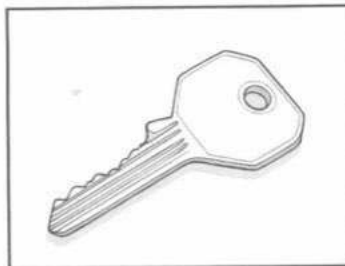
For each question, choose the correct answer.



- 1 What has the boy lost?



A

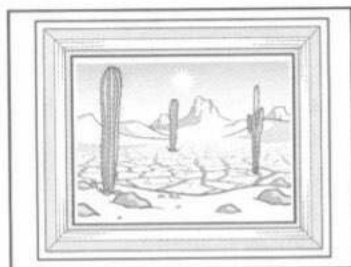


B



C

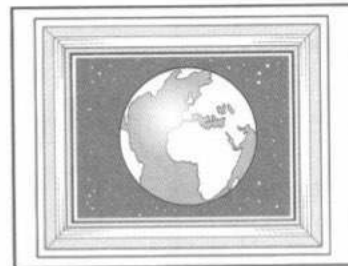
- 2 Which painting won first prize in the competition?



A



B

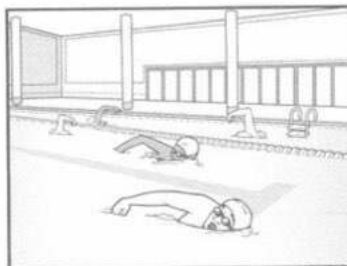


C

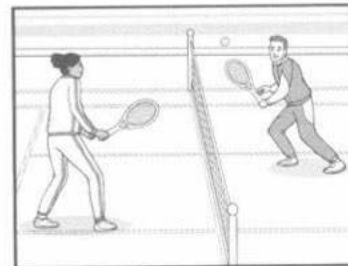
- 3 Which activity is available at the sports centre next Saturday?



A



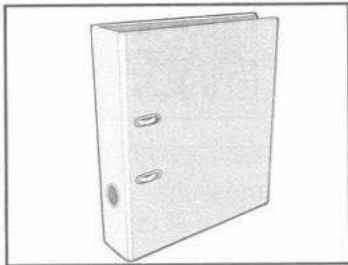
B



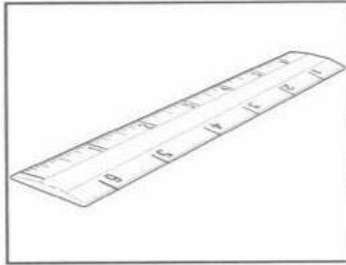
C

Listening

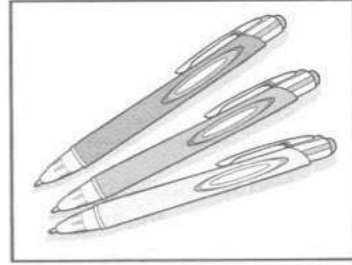
- 4 What does the girl need to buy?



A

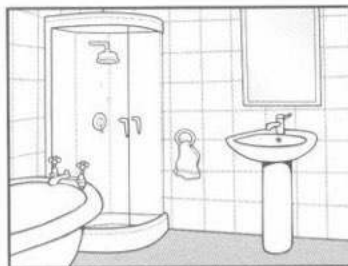


B

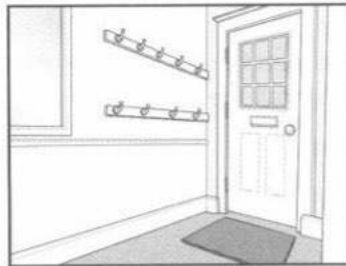


C

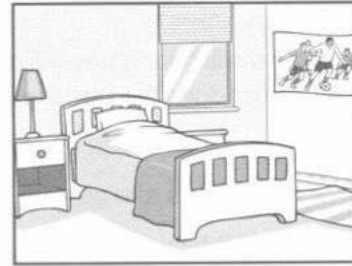
- 5 Where did the boy leave his sports bag?



A



B

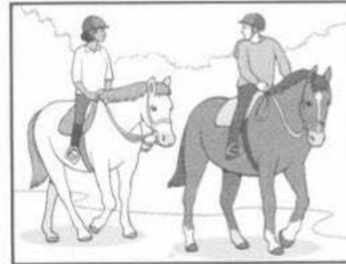


C

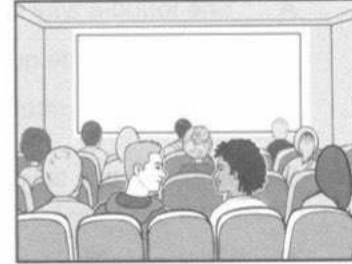
- 6 Where are the boy and girl going on Saturday?



A



B

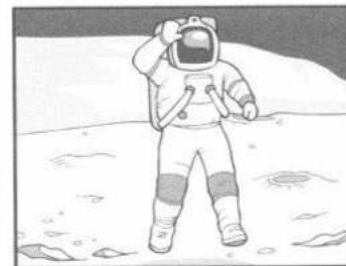


C

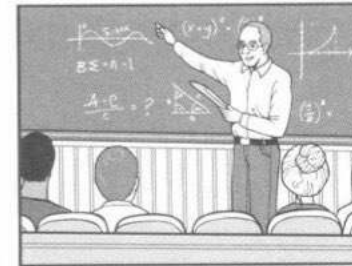
- 7 Which job is the new class project about?



A



B



C

Part 2

Questions 8–13

For each question, choose the correct answer.



- 8 You will hear a brother and sister talking about a school trip to a museum.
How does the boy feel about it?
- A annoyed because he is unable to go
 - B excited about seeing all the new exhibitions
 - C confident that he will have a good time
- 9 You will hear a boy telling his friend about his new phone.
What does the boy like best about the phone?
- A It has a nice appearance.
 - B It has a large amount of memory.
 - C It has a good camera.
- 10 You will hear two friends talking about a thunderstorm the day before.
What did the girl do?
- A She found a way to avoid it.
 - B She went home quickly.
 - C She enjoyed watching it.
- 11 You will hear a boy telling a friend about his new bike.
What change is the boy most pleased about?
- A He is spending less on transport.
 - B He feels more independent.
 - C He has got much fitter.

- 12** You will hear two friends talking about a film they have seen together.
They agree that
- A** the music was boring.
 - B** the story was confusing.
 - C** the interval was unnecessary.
- 13** You will hear two friends talking about a football club they play for.
They agree that
- A** their coach has a very serious attitude.
 - B** their pitch needs some improvements.
 - C** their team shirt should be a different colour.

Test 3

Part 3

Questions 14–19

For each question, write the correct answer in the gap.
Write **one** or **two words** or a **number** or a **date** or a **time**.



You will hear a boy giving a class presentation about a two-day trip he went on to a place called Sidelli.

Trip to Sidelli

Day One

Visit to: an ancient **(14)** by the sea

Guided tour: ruins of a **(15)** on a hill

Lunch: beside a **(16)**

Visit to: **(17)** Valley

Day Two

Most popular morning activity: **(18)**

Afternoon tour: a factory that makes: **(19)**

Part 4**Questions 20–25**

For each question, choose the correct answer.



You will hear an interview with a girl called Jenna who went on a driving experience day for teenagers at a race track.

- 20 Why did Jenna go on the driving experience day?
- A A friend recommended it to her.
 - B Someone gave her a ticket for her birthday.
 - C Her brother said she could go instead of him.
- 21 How did Jenna feel when she arrived at the race track?
- A pleased to meet an instructor she'd heard of
 - B surprised there were so few other drivers
 - C disappointed by the car she was going to drive
- 22 While Jenna was watching the video before driving, she
- A suddenly felt nervous about what she was about to do.
 - B almost changed her mind about going out in a car.
 - C wished she had time to practise before going on the track.
- 23 When she was out on the race track, Jenna felt
- A excited to recognise the track from a computer game.
 - B annoyed that she couldn't go faster.
 - C confused by the car's controls.
- 24 Jenna says that she was unhappy about
- A how tired she felt after driving.
 - B how long she was allowed to drive for.
 - C how powerful the car was.
- 25 What would Jenna do differently if she drove again?
- A ask more questions about driving techniques
 - B listen more carefully to all the instructions
 - C try to remember each part of the race track

Test 4

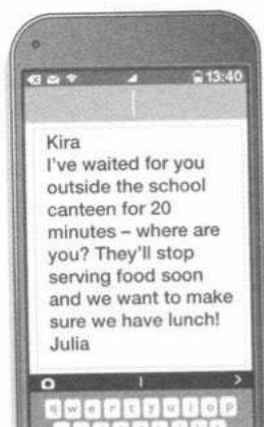
READING (45 minutes)

Part 1

Questions 1–5

For each question, choose the correct answer.

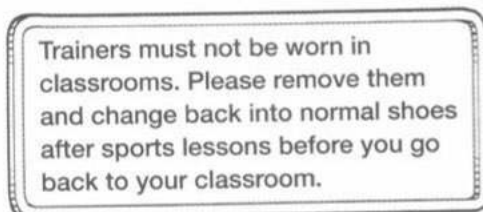
1



Julia wants Kira to

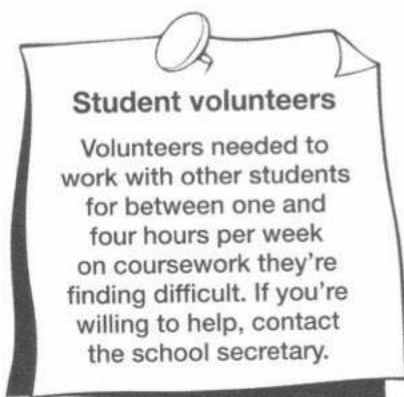
- A wait for her so they can go to lunch together.
- B hurry up because she doesn't want to miss lunch.
- C get to the canteen before it closes in 20 minutes.

2



- A Do not bring your trainers to school.
- B Take off your trainers when the sports class is over.
- C Please change into the correct shoes in your classroom.

3



Who should contact the school secretary?

- A students who need help with their coursework
- B students who want to help other students
- C teachers who want to help students

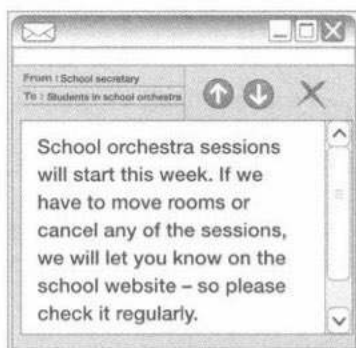
4



Why does Martin want people to contact him?

- A** in order to help him to buy a second-hand bike
- B** to share ideas about the best ways to look after a bike
- C** so that he can send them photos of the bike he wants to sell

5



- A** Students must not miss any of the orchestra sessions.
- B** The orchestra sessions will be in a different room each week.
- C** Students should look at the website in case there are any changes.

Test 4

Part 2

Questions 6–10

For each question, choose the correct answer.

The people below all want to visit an ice cream factory with their families.
On the opposite page there are descriptions of eight ice cream factories.
Decide which factory would be the most suitable for the people below.

6



Sandro wants to visit a factory where they'll organise something special for his birthday, and where he'll see everything that's involved in producing ice cream. His parents want to spend some time outdoors during their visit.

7



Jana's family would like to go to a factory that makes ice cream using traditional methods. Jana wants to try out different activities there, and make something that she can take home.

8



Kem wants to see a factory that cares about its effects on the environment, and would like to find out how new flavours are invented. His dad enjoys visiting historically interesting buildings.

9



Luisa would like to create her own ice cream using a variety of ingredients. Her mum wants to try other products the factory makes, and find something to entertain Luisa's small sister.

10



Matty would like to visit a factory where they produce ice cream with unusual flavours, and buy a souvenir there. His mum wants to find out about the history of the company.

Ice cream factories

- A Frida's** farm isn't only famous for top-quality ice cream, but home-made cakes too – taste a range of them while you're here! Have a go at making ice cream yourself, adding whatever you fancy, from chocolate to vegetables! A perfect birthday activity – and there's an indoor playground for young children, too!
- B Henry's** has used the same methods for 50 years to produce first-class ice cream and celebration cakes! Based in an old country farmhouse, the building was the site of several interesting historical events. Visit the cows that produce our milk, and hear our plans for remaining environmentally friendly.
- C Denton's** has made ice cream since 1900, and is one of the country's favourites! The tour includes a talk about how Denton's was set up and how the business has developed over the years. The shop has great gifts and, in the café, try our strange but delicious ice cream varieties, including pea and blue cheese!
- D At Horley's**, we still make ice cream and cakes the same way it's been done for a hundred years. Help bake cakes in the visitors' kitchen, and record a Horley's ad on a DVD you can keep! Visit the beautiful 18th-century farmhouse, and meet the cows that produce our milk!
- E At Carswell's**, visitors will enjoy walking through the huge gardens and young children will love the animals at Pets' Corner. In the factory building, try our many flavours of ice cream, and get a souvenir from the fantastic shop – including some free ice cream!
- F Giulio's** factory is famous for its beautiful gardens and fantastic children's activities! Come and watch how ice cream is made, starting with collecting the milk. See machines turn it into ice cream, and finally, eat some! And if it's an important celebration, we'll make an ice-cream cake just for you!
- G Vascombe's** has made ice cream for 100 years – and it's always been delicious! See everything we do – from caring for our animals and the surrounding environment, to producing a variety of popular ice cream flavours! Try our delicious cakes and ice cream, and get a souvenir T-shirt to take home with you!
- H Jacobson's** is based in what was once the largest cotton factory in the area, designed by a well-known 19th-century architect. The factory now operates completely on wind power, and has won prizes for its recycling methods. Visit the lab where food scientists develop delicious and unusual flavours, and try making your own ice cream!

Part 3

Questions 11–15

For each question, choose the correct answer.

Challenge yourself!

15-year-old Kyle Washington writes about what he does in his free time.

I joined the National Youth Challenge (NYC) last year because I knew they went camping and sailing and taught skills like public speaking, and these were things I'd never done before. In the NYC you can do different activities to challenge yourself and you're always learning something. There are different levels, from beginner to advanced, run by adult volunteers called 'leaders'. When you complete each level you get a certificate.

When I first joined, my leader suggested that my first challenge should be helping to organise activities at a local children's club for two hours a week. I wasn't sure it was a good idea; I'd joined that same club when I was eight and I'd found it really difficult to make friends. I was quite shy then and all the other children already had their own friendship groups, so I'd stopped going after a couple of weeks. I decided to take up the challenge though, but only because I wanted my first NYC certificate.

Soon, however, I wanted to spend all my free time at the children's club. It meant a lot more to me than just getting the certificate. And when I finished the challenge, the NYC leader let me keep on volunteering at the club because I'd built up some great relationships with the children. Now I'm there for about four hours a week and I always really look forward to going.

Because of what I've learnt at the children's club, I've decided that when I finish school in three years' time I want to go to college to become a qualified youth worker – someone who works with children. It wasn't something I'd ever considered before starting at the club. In fact, I'd never thought about my future job, and the idea of youth work had never entered my mind. This has been my favourite part of the NYC so far and I've improved my own communication skills while at the same time helping others. I've got several other NYC certificates now and yes, one of them is for camping!

11 What was the main reason why Kyle joined the NYC?

- A to improve some of his skills
- B to reach the advanced level
- C to become a volunteer leader
- D to try new experiences

12 Why didn't Kyle want to start helping at the children's club?

- A His memories of going there weren't very positive.
- B He felt he was too shy to do a good job there.
- C He didn't like the children there.
- D None of his friends worked there.

13 Kyle still goes to the children's club because

- A he needs to earn his next certificate.
- B he enjoys spending time with the children.
- C his leader asked him to carry on.
- D his challenge is not yet finished.

14 Working at the children's club has helped Kyle to

- A make a decision about his future career.
- B go on his first camping expedition.
- C get a place at college.
- D achieve his dream of working with children.

15 What would Kyle's NYC leader say about him now?

A

Kyle's learnt so much since he started with NYC. Now he just needs to learn to communicate better with young children.

B

Even though Kyle's reduced the number of hours he works at the club, the work he does there is still extremely useful.

C

Kyle's a good example of why people shouldn't be afraid of trying new things, and how this can bring unexpected benefits.

D

Kyle's become a different person. He used to give up on his challenges but he doesn't do that any more.

Part 4

Questions 16–20

Five sentences have been removed from the text below.

For each question, choose the correct answer.

There are three extra sentences which you do not need to use.

Is too much messaging bad for us?

I've just read some interesting research in a magazine article about the amount of messaging that teenagers do. It seems that we send an average of 100 messages a day – that's 3,400 every month! The researchers say that this is very likely to have some big effects on parts of our lives. **16** As we grow up, we start to rely less on them. But the research says that some teenagers message their parents up to 15 times a day. Some people might say that means that we depend on them too much. **17**

One thing did worry me a bit about the research though. It seems that for many of us, messaging doesn't end when the lights go out for the night. **18** That's because if, like me, you keep the phone on after going to bed, the light shows when a new message comes in. This disturbs our sleep, and even though we're not completely awake, we'll often read the message and even reply. As a result, we might end up being rather bad-tempered in the morning. **19**

Of course, despite the fact that some of what I read in the article was rather negative, it's not all bad news. **20** One advantage is that if you're feeling a bit shy, or just tired, and you don't want to communicate face-to-face, messaging is a great alternative. I think the main thing is that messaging can be a fantastic way to stay in touch as long as we don't do it too much. What do you think? Message me and let me know!!

- A** That surely isn't the best way to start the day!
- B** And, surprisingly, we often forget that it didn't!
- C** Despite this difficulty, messaging can be much quicker than a conversation.
- D** However, I think it's just nice to stay in touch.
- E** Another reason is that often we just can't wait to see our friends.
- F** There are plenty of good things about messaging too.
- G** One of these, they say, is our connection with our parents.
- H** Many of us message while we're doing other things, like homework.

Part 5

Questions 21–26

For each question, choose the correct answer.

The Titan Arum

We usually expect flowers to have an attractive smell. However, this isn't true of all of them. The flowering plant called the Titan Arum only produces flowers every ten years or so – but when it does, the smell is so **(21)** that most people say they can't stand being near the flower, unless they hold their noses. They say that it's the worst smell they have ever **(22)**

The plant, which can grow to over 100 cm tall, is able to produce heat. As this happens, the bad smell is created. But the smell does have a purpose. It's intended to encourage all kinds of insects to travel **(23)** distances to visit the flowers.

The flowers always **(24)** a lot of interest because they are produced so **(25)** Scientists wanting to study the plant need to **(26)** out their research before the flowers disappear again for another ten years.

- | | | | | |
|----|---------------|--------------|---------------|-----------|
| 21 | A messy | B disgusting | C frightening | D painful |
| 22 | A experienced | B met | C realised | D felt |
| 23 | A far | B broad | C wide | D long |
| 24 | A aim | B offer | C demand | D attract |
| 25 | A rarely | B slightly | C hardly | D lately |
| 26 | A take | B find | C carry | D start |

Part 6**Questions 27–32**

For each question, write the correct answer.

Write **one** word for each gap.

A trip to the theatre

We had a class day out today. We went on a theatre trip (27) see Shakespeare's play Hamlet. A friend of mine, (28) has always been really into Shakespeare, had already told me the story. Basically, Hamlet discovers a terrible secret about his family, but he can't decide (29) to do about it. I won't say any more about the story, in case you decide to go and see it as well. I'd hate to spoil it for you! The only thing I didn't like about the play was (30) fact that it lasted four hours. For me, that was far (31) long, and the seats were quite uncomfortable. Afterwards, my mum asked me (32) I'd go and see another Shakespeare play. I said yes, I probably would, but I'd take a cushion next time!

Test 4

WRITING (45 minutes)


Part 1

You **must** answer this question.

Write your answer in about **100 words** on the answer sheet.

Question 1

Read this email from your English-speaking friend Jo and the notes you have made.

 **EMAIL**

From: Jo

Subject: Geography presentation

Hi

I'm glad we're going to do our school geography presentation together, because I know you're really good at geography!

Thanks! The teacher said we can choose to tell the class about rivers or deserts for our presentation. Which do you think would be better?

What do you think we could do to make the presentation more interesting?

Tell Jo We need to start planning the presentation soon! Can you come to my house on Tuesday evening after school?

See you soon.

Jo

Explain

No, but ...

Write your **email** to Jo using **all the notes**.

Part 2

Choose **one** of these questions.

Write your answer in about **100 words** on the answer sheet.

Question 2

You see this announcement in an English-language magazine.

Articles wanted!

Free-time activities

Tell us about a free-time activity which is popular with young people in your country.

Why do people enjoy it so much?

Write an article answering these questions and we'll publish the most interesting ones on our website.

Write your **article**.

Question 3

Your English teacher has asked you to write a story.

Your story must begin with this sentence.

It was Jack's birthday and he was feeling very happy.

Write your **story**.

LISTENING (approximately 30 minutes)

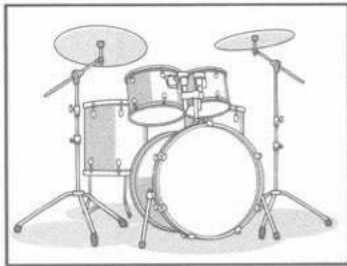
Part 1

Questions 1–7

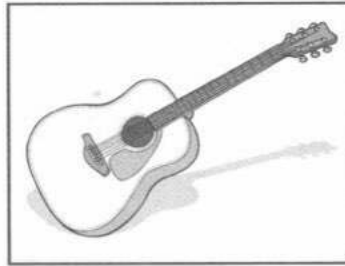
For each question, choose the correct answer.



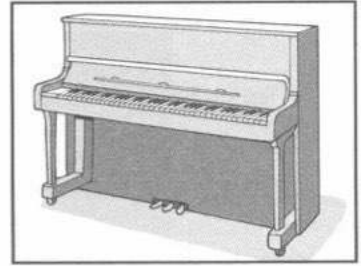
- 1 Which instrument is the girl going to learn to play?



A



B



C

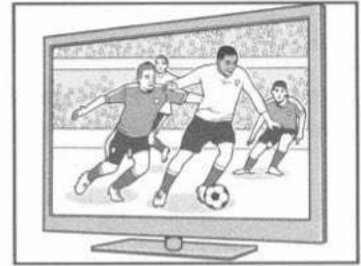
- 2 Which programme are they going to watch?



A

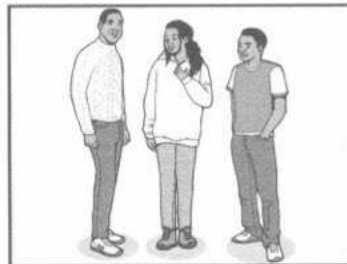


B

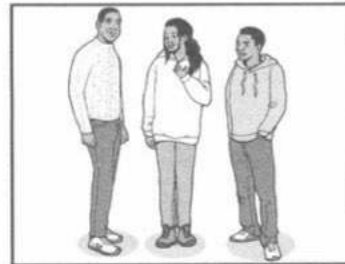


C

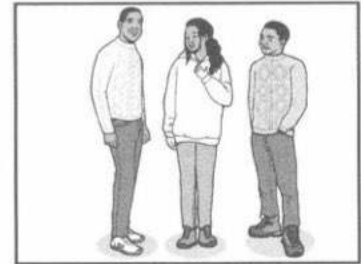
- 3 Which picture shows the girl's cousin?



A

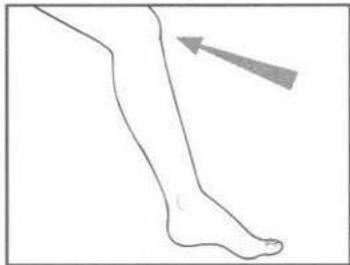


B

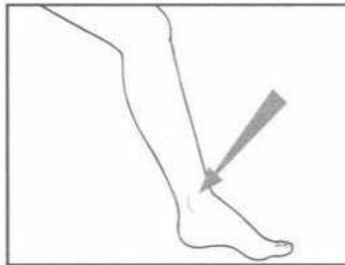


C

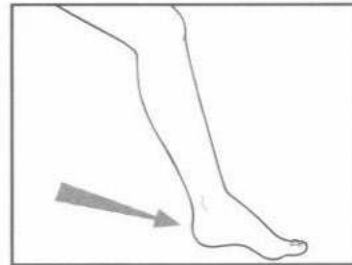
- 4 Which part of the boy's leg is painful?



A



B



C

- 5 How much money should students take on the trip?



A

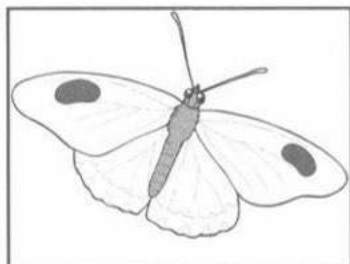


B

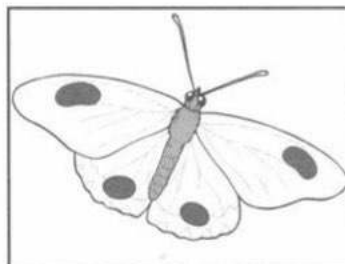


C

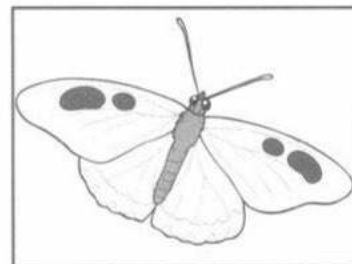
- 6 Which picture is the teacher talking about?



A

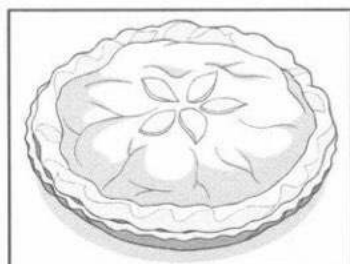


B



C

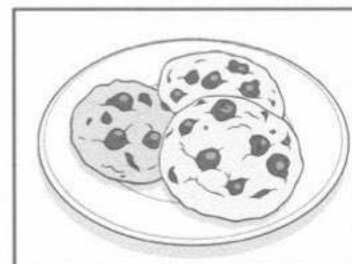
- 7 What has the girl learned how to make?



A



B



C

Test 4

Part 2

Questions 8–13

For each question, choose the correct answer.



- 8 You will hear two friends talking about their school project.
Why is the girl interested in space travel?
- A She wants to be an astronaut.
 - B She likes science fiction films.
 - C She enjoys studying physics.
- 9 You will hear two friends talking during a game of chess.
What do they agree about it?
- A It isn't very exciting to play.
 - B It isn't easy to learn how to play.
 - C It isn't as much fun as playing computer games.
- 10 You will hear two friends talking in a fast food restaurant.
What does the woman say about her burger?
- A It's smaller than she expected.
 - B It's more expensive than she expected.
 - C It's less tasty than she expected.
- 11 You will hear two friends talking about their history homework.
What does the girl think about it?
- A There's a lot to do.
 - B It looks difficult.
 - C She needs some help.

- 12** You will hear a girl talking to a friend about becoming a member of a swimming team.
The girl feels
- A** worried about the effect of training on her studies.
 - B** surprised that she was chosen for the team.
 - C** confused by the arrangements for competitions.
- 13** You will hear two friends talking about a school trip to a river.
The boy thinks
- A** the trip costs too much.
 - B** the river is too far away.
 - C** the coach leaves too early.

Part 3

Questions 14–19

For each question, write the correct answer in the gap.
Write **one** or **two words** or a **number** or a **date** or a **time**.



You will hear a student giving a talk about a trip to see some seabirds called puffins.

Trip to see puffins

Puffins are known as **(14)** by people in the local area.

Puffins can be funny to watch when they are moving on **(15)**

The puffins leave the islands during **(16)**

The islands' puffins build their nests in a similar way to **(17)**

Almost **(18)** puffins came to the islands last year.

Volunteers are necessary to **(19)** the puffins.

Part 4**Questions 20–25**

For each question, choose the correct answer.



You will hear an interview with a girl called Jennifer Marsden, who is a comedian, someone who tells jokes in front of an audience.

- 20 Jennifer first realised she was good at telling jokes when she
- A performed in a school show.
 - B met a well-known comedian.
 - C was trying to make her family laugh.
- 21 Jennifer says that she writes her funniest jokes by
- A watching news stories on TV.
 - B getting ideas from other people.
 - C using her personal experiences.
- 22 How do Jennifer's classmates feel about her being a comedian?
- A keen to learn similar skills
 - B proud of her success
 - C surprised by her ability
- 23 What is the most difficult situation Jennifer has faced on stage?
- A forgetting what to say
 - B people shouting things
 - C nobody laughing at her jokes
- 24 Who does Jennifer say has helped her improve as a comedian most?
- A her teachers
 - B other comedians
 - C audiences
- 25 Jennifer says that in the future, she will
- A carry on performing.
 - B work in medicine.
 - C be a full-time comedian.

Speaking tests

Test 1

Note: The visual materials for Speaking Test 1 appear on pages 150 and 151.



Part 1 (2–3 minutes)

Phase 1

Interlocutor

To both candidates	Good morning/afternoon/evening. Can I have your mark sheets, please? <i>Hand over the mark sheets to the Assessor.</i> I'm and this is
To Candidate A	What's your name? How old are you? Thank you.
To Candidate B	And what's your name? How old are you? Thank you.

Back-up prompts

B, where do you live?	Do you live in [name of town, city or region]?
Who do you live with?	Do you live with your family?
Thank you.	
And A, where do you live?	Do you live in [name of town, city or region]?
Who do you live with?	Do you live with your family?
Thank you.	

Phase 2

Interlocutor

Select one or more questions from the list to ask each candidate.

Ask Candidate A first.

Back-up prompts

Tell us about a teacher you like.

Which teacher do you like? (Why?)

How often do you use a mobile phone?

Do you often use a mobile phone?

Which time of year do you like the most?
(Why?)

What's your favourite time of year?

Which do you like best, the morning or the
afternoon? (Why?)

Which is better, morning or afternoon? (Why?)

Tell us about sports you like.

Do you like sport? Which sports?

What type of music do you like listening to?

Do you like music? What type?

Tell us what you do in the school holidays.

What do you do in the school holidays?

What new hobby would you like to try?
(Why?)

Have you got a hobby? What is it?

Thank you.

Test 1

Part 2 (2–3 minutes)

A Watching TV

Interlocutor

Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **someone watching TV**.

Place **Part 2** booklet, open at **Task 1A**, in front of candidate.

B, you just listen.

A, please tell us what you can see in the photograph.

Candidate A

⌚ approx. 1 minute

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

B Eating at home

Interlocutor

B, here is your photograph. It shows **people having a meal**.

Place **Part 2** booklet, open at **Task 1B**, in front of candidate.

A, you just listen.

B, please tell us what you can see in the photograph.

Candidate B

⌚ approx. 1 minute

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Walk in the mountains

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor

Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Place **Part 3** booklet, open at **Task 1C**, in front of the candidates.

A class is going on a day trip walking in the mountains with their teacher.

Here are some things they could take with them.

Talk together about the different things they could take with them and say which would be most useful.

All right? Now, talk together.

Candidates

⌚ approx. 2–3 minutes

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

Part 4

Interlocutor

Use the following questions, as appropriate:

- Do you like walking in the countryside? (Why?/Why not?)
- Do you walk to school? (Why?/Why not?)
- When was the last time you went for a really long walk? (Where did you go?)
- Which outdoor activity do you enjoy doing most? (Why?)
- Is it important for young people to spend time outdoors? (Why?/Why not?)

Thank you. That is the end of the test.

Select any of the following prompts, as appropriate:

- How/what about you?
- Do you agree?
- What do you think?

Test 2

Note: The visual materials for Speaking Test 2 appear on pages 152 and 153.

Part 1 (2–3 minutes)

Phase 1

Interlocutor

To both candidates Good morning/afternoon/evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm and this is

To Candidate A What's your name? How old are you?
Thank you.

To Candidate B And what's your name? How old are you?
Thank you.

Back-up prompts

B, where do you live?

Do you live in [name of town, city or region]?

Who do you live with?

Do you live with your family?

Thank you.

And A, where do you live?

Do you live in [name of town, city or region]?

Who do you live with?

Do you live with your family?

Thank you.

Phase 2

Interlocutor

Select one or more questions from the list to ask each candidate.

Ask Candidate A first.

Back-up prompts

Tell us about a teacher you like.

Which teacher do you like? (Why?)

How often do you use a mobile phone?

Do you often use a mobile phone?

Which time of year do you like the most?
(Why?)

What's your favourite time of year?

Which do you like best, the morning or the
afternoon? (Why?)

Which is better, morning or afternoon? (Why?)

Tell us about sports you like.

Do you like sport? Which sports?

What type of music do you like listening to?

Do you like music? What type?

Tell us what you do in the school holidays.

What do you do in the school holidays?

What new hobby would you like to try?
(Why?)

Have you got a hobby? What is it?

Thank you.

Test 2

Part 2 (2–3 minutes)

A Mountain biking

Interlocutor

Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **people on bicycles**.

Place **Part 2** booklet, open at **Task 2A**, in front of candidate.

B, you just listen.

A, please tell us what you can see in the photograph.

Candidate A

⌚ approx. 1 minute

.....

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

B Playing music

Interlocutor

B, here is your photograph. It shows **people playing music**.

Place **Part 2** booklet, open at **Task 2B**, in front of candidate.

A, you just listen.

B, please tell us what you can see in the photograph.

Candidate B

⌚ approx. 1 minute

.....

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Learning about history

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor

Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Place **Part 3** booklet, open at **Task 2C**, in front of the candidates.

A girl is going to write an article for her school magazine about the history of her local area. She wants to find out more about it.

Here are some ways she could find out about the history of her local area.

Talk together about the different ways she could find out about the history of the local area and say which would be best.

All right? Now, talk together.

Candidates

⌚ approx. 2–3 minutes

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

Part 4

Interlocutor

Use the following questions, as appropriate:

- Do you like learning about history at school? (Why?/Why not?)
- Have you been on a school trip to a museum? (What did you see?)
- Do you enjoy watching films about the past? (Why?/Why not?)
- Is it interesting to visit historical buildings like castles? (Why?/Why not?)
- Do you think it's important for young people to learn about the past? (Why?/Why not?)

Select any of the following prompts, as appropriate:

- How/what about you?
- Do you agree?
- What do you think?

Thank you. That is the end of the test.

Test 3

Note: The visual materials for Speaking Test 3 appear on pages 154 and 155.

Part 1 (2–3 minutes)

Phase 1

Interlocutor

<i>To both candidates</i>	Good morning/afternoon/evening. Can I have your mark sheets, please?
	<i>Hand over the mark sheets to the Assessor.</i>
	I'm and this is
<i>To Candidate A</i>	What's your name? How old are you? Thank you.
<i>To Candidate B</i>	And what's your name? How old are you? Thank you.

Back-up prompts

B , where do you live?	Do you live in [name of town, city or region]?
Who do you live with?	Do you live with your family?
Thank you.	
And A , where do you live?	Do you live in [name of town, city or region]?
Who do you live with?	Do you live with your family?
Thank you.	

Phase 2

Interlocutor

Select one or more questions from the list to ask each candidate.

Ask Candidate A first.

Back-up prompts

Tell us about a teacher you like.

Which teacher do you like? (Why?)

How often do you use a mobile phone?

Do you often use a mobile phone?

Which time of year do you like the most?
(Why?)

What's your favourite time of year?

Which do you like best, the morning or the
afternoon? (Why?)

Which is better, morning or afternoon? (Why?)

Tell us about sports you like.

Do you like sport? Which sports?

What type of music do you like listening to?

Do you like music? What type?

Tell us what you do in the school holidays.

What do you do in the school holidays?

Thank you.

Test 3

Part 2 (2–3 minutes)

A People with horses

Interlocutor

Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **people with horses**.

Place **Part 2** booklet, open at **Task 3A**, in front of candidate.

B, you just listen.

A, please tell us what you can see in the photograph.

Candidate A

⌚ approx. 1 minute

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

B Playing chess

Interlocutor

B, here is your photograph. It shows **people playing chess**.

Place **Part 2** booklet, open at **Task 3B**, in front of candidate.

A, you just listen.

B, please tell us what you can see in the photograph.

Candidate B

⌚ approx. 1 minute

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Fashion and clothes

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor

Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Place **Part 3** booklet, open at **Task 3C**, in front of the candidates.

Two students are going to do a school project about fashion and they need to get some information for their project.

Here are some ways they could get information.

Talk together about the different ways they could get information about fashion and say which would be best.

All right? Now, talk together.

Candidates

⌚ approx. 2–3 minutes

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

Part 4

Interlocutor

Use the following questions, as appropriate:

- Do you enjoy going shopping for clothes? (Why?/Why not?)
- What do you usually wear at weekends? (Why?)
- Have you ever tried to make your own clothes? (Why?/Why not?)
- What do people in your country wear for special occasions? (Why?)
- Do you think what people wear is important? (Why?/Why not?)

Select any of the following prompts, as appropriate:

- How/what about you?
- Do you agree?
- What do you think?

Thank you. That is the end of the test.

Test 4

Note: The visual materials for Speaking Test 4 appear on pages 156 and 157.

Part 1 (3–4 minutes)

Phase 1

Interlocutor

To both candidates Good morning/afternoon/evening.
Can I have your mark sheets, please?

Hand over the mark sheets to the Assessor.

I'm and this is

To Candidate A What's your name? How old are you?
Thank you.

To Candidate B And what's your name? How old are you?
Thank you.

Back-up prompts

B, where do you live?

Do you live in [name of town, city or region]?

Who do you live with?

Do you live with your family?

Thank you.

And A, where do you live?

Do you live in [name of town, city or region]?

Who do you live with?

Do you live with your family?

Thank you.

Phase 2

Interlocutor

Select one or more questions from the list to ask each candidate.

Ask Candidate A first.

Back-up prompts

Tell us about a teacher you like.

Which teacher do you like? (Why?)

How often do you use a mobile phone?

Do you often use a mobile phone?

Which time of year do you like the most?
(Why?)

What's your favourite time of year?

Which do you like best, the morning or the
afternoon? (Why?)

Which is better, morning or afternoon? (Why?)

Tell us about sports you like.

Do you like sport? Which sports?

What type of music do you like listening to?

Do you like music? What type?

Tell us what you do in the school holidays.

What do you do in the school holidays?

Thank you.

Part 2 (2–3 minutes)

A In the classroom

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows **people in a classroom**.

Place **Part 2** booklet, open at **Task 4A**, in front of candidate.

B, you just listen.

A, please tell us what you can see in the photograph.

Candidate A

⌚ approx. 1 minute

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

B Family at home

Interlocutor **B**, here is your photograph. It shows **people with a model boat**.

Place **Part 2** booklet, open at **Task 4B**, in front of candidate.

A, you just listen.

B, please tell us what you can see in the photograph.

Candidate B

⌚ approx. 1 minute

Back-up prompts

- Talk about the people/person.
- Talk about the place.
- Talk about other things in the photograph.

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 2** booklet.

Activities to do on a long train journey

Parts 3 and 4 (6 minutes)

Part 3

Interlocutor

Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

Place **Part 3** booklet, open at **Task 4C**, in front of the candidates.

A family is going on a long journey by train. They want to do something on the journey so they don't feel bored.

Here are some activities they could do on the journey.

Talk together about the different activities they could do and say which would be most fun.

All right? Now, talk together.

Candidates

⌚ approx. 2–3 minutes

Interlocutor

Thank you. (Can I have the booklet, please?) Retrieve **Part 3** booklet.

Part 4

Interlocutor

Use the following questions, as appropriate:

- How often do you go on long journeys? (Why?/Why not?)
- What's your favourite way to travel on a long journey? (Why?)
- Where would you most like to travel to in the future? (Why?)
- What's the best place you've visited in your country? (Why?)
- Is it better to have a holiday in your own country or to go abroad? (Why?)

Select any of the following prompts, as appropriate:

- How/what about you?
- Do you agree?
- What do you think?

Thank you. That is the end of the test.

Test 1 answer key

Reading

Part 1

1 C 2 A 3 A 4 B 5 C

Part 2

6 F 7 B 8 G 9 A 10 E

Part 3

11 D 12 B 13 A 14 B 15 C

Part 4

16 E 17 B 18 H 19 D 20 G

Part 5

21 B 22 D 23 A 24 B 25 C 26 C

Part 6

27 where 28 If 29 in 30 not 31 was 32 of



Further feedback
available in the
downloadable
resources

Writing

Question 1

Sample answer A

Dear Mrs Hallam, I think the talent competition is a really good idea.

I think it will be better if the show is for boys and girls over fifteen, because the younger students won't do it as well as the older students.

About the judges, I'm agree with your idea but just the parents that their sons and daughters doesn't participate should judge, and maybe some teachers can judge too.

I think it will be good to give some tickets to have free food from the canteen of the school or a week in the school summer camp it's another good option.

That's all what I have to say about the talent show.

Thanks, Marta

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about all four points in the task.
Communicative Achievement	5	The email uses an appropriately formal opening, <i>Dear Mrs Hallam</i> , and continues in a polite tone, <i>I'm agree with your idea but; I think it will be good to give; Thanks</i> . The points in the task are developed and the writer provides information to support their own ideas, <i>because the younger students won't do it as well as the older students</i> . The target reader's attention is held throughout.
Organisation	4	The text is generally well-organised. The paragraphs focus on each aspect separately and each new idea is introduced appropriately, <i>I think it will be better if the show is for boys and girls; About the judges; I think it will be good to give some tickets</i> , and the email concludes naturally, <i>That's all what I have to say about the talent show</i> . There are some examples of linking words and cohesive devices, <i>because; as well as; About; but; or</i> .
Language	4	The vocabulary is appropriate for the task, <i>younger; older; daughters; participate; school summer camp; option</i> . There are some examples of some slightly more complex grammar, including conditionals and comparatives, <i>I think it will be better if; won't do it as well as the</i> . There are some errors connected with spelling, <i>competition; fifteen; sons; tickets; canteen; summer; another</i> , but these do not impede communication.

Test 1 answer key

Sample answer B

Hi Mrs Hallam

I think that is a good idea, some students will be superstars for one day.

I think that it will be better if only can participate students over 15 because it will be more funny for us.

If some parents judge the competition it will be bored, and it will be more funny if some teachers of our school judge the competition.

The prize it will be some candys for all the performers and only two tickets to go to the final of the champions in Kiev for the first winner.

Bye see you soon

Amav Montero

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about the four points in the task.
Communicative Achievement	3	The email is written in a generally appropriate way. The language used is quite informal for an email to a teacher, but it is used consistently, <i>Hi Mrs Hallam; Bye see you soon</i> . The information is given in a very straightforward manner, <i>I think; it will be bored; The prize it will be</i> , and there is not much development of the points.
Organisation	3	The text is simply organised into four paragraphs with each one focusing on one of the points in the input material. Simple linking words are used within sentences, <i>because; if; and</i> , and there is some use of relative pronouns and different nouns to avoid repetition, <i>that is a good idea; it; the performers...the first winner</i> .
Language	3	The vocabulary is suitable for the task, <i>superstars; participate; funny; bored; teachers; candys; performers; tickets; final of the champions</i> . However, some of it has been repeated from the input material, <i>students; judge the competition; prize; winner</i> . The sentences have quite simple construction and there are examples of present and simple future tenses, although there is not much variety, <i>students will be; will be better; will be more funny; to go to the final</i> . There is one example of a conditional tense used correctly in the third paragraph. There some errors with the formation of adjectives, <i>bored</i> , and some word order confusion, <i>if only can participate</i> , but these do not impede.

Question 2

Sample answer A

In my zone there aren't a lot of areas to do sport without paying. I will like more areas where you can play with your friends and had a good time doing sport with friends, family or school partners I think all ages people have to do sport and young people too. It's important to do sport regulary if you are young you have to do sport more than when you are older. Young people have to do more sport to be healthy and grew up correctly. I will like to have more areas to make sport and saw all ages people there doing sport. I will like to invite some friends there and make a football match.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about the questions in the task.
Communicative Achievement	5	The article is written in an appropriate style. There is some language of opinion, 'I think; It's important to do', and both positive and negative aspects are discussed, 'In my zone there aren't a lot of areas to do sport without paying. I will like to see more areas'. The reader's attention is held due to the way the ideas are communicated, using language of persuasion and highlighting the positive outcomes of doing sport, 'more areas where you can play with your friends and had a good time doing sport with friends, family or school partners; Young people have to do more sport to be healthy and grew up correctly'.
Organisation	4	The text is generally well organised overall, despite the use of only one paragraph. The structure follows the pattern of the input material and although some of the information is repeated, this emphasises the main idea, 'I will like more areas where you can play with your friends; I will like to have more areas to make sport and saw all ages people there'. There is some use of linking words within the sentences, 'where; and; or; too; if', but very few sentences are linked together.
Language	4	The vocabulary is appropriate for the task, 'zone; school partners; important; older; healthy correctly; football match', but some words are used repeatedly, 'areas; friends; sport; people'. The grammatical structures are generally accurately, 'there aren't; sport without paying; have to do sport; It's important...if you are; more than when you are older', but there is some repetition of certain phrases, 'I will like; to do sport'. There are a few errors, some repeated, but these do not affect communication, 'I will like; had a good time; all ages people; regulary; grew up; and saw all ages'.

Test 1 answer key

Sample answer B

Yes I think there is a lot sport activities for young people and there is a lot of variety, you can found an esport from karate to football. I think you wouldn't be worry for this becaus I am sure that there is one esport that young people like.

Yes, I think the esport is very important to children because they are exhausted of exams and doing sport is a realy good form to relax and enjoy your free time.

Please reply soon

Adriana De Lima

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about each of the questions in the task.
Communicative Achievement	4	The article is written in a generally appropriate way, personal opinions are expressed and the benefits of sport are explained, <i>I think there is; I am sure that; I think the esport is...and doing sport is...</i> The ending, <i>Please reply soon</i> , would be more suitable for a letter, but this does not have too much of a negative impact. Straightforward ideas are communicated.
Organisation	3	The text is connected and coherent. Paragraphs are used to focus on each aspect of the task and there is some use of linking words to organise the ideas within the sentences, <i>and; from karate to football; becaus</i> . The questions from the input material are referred to and answered directly with the same language, <i>Yes I think there is a lot; Yes, I think the esport</i> , which is fine, but a little repetitive.
Language	3	The text is quite short, only 83 words, which limits the amount of language which is used and which can be assessed. However, the vocabulary which has been used is suitable for the task, <i>variety; karate; football; exhausted; exams; relax; enjoy your free time</i> . Simple grammatical forms, mainly present tenses, have been used, <i>there is a lot of variety; I am sure that there is; esport is very important to children; they are exhausted; doing sport is a realy good form to relax and enjoy</i> . There are some errors, <i>is a lot of sport activities; you wouldn't be worry</i> , but these do not impede communication.

Question 3

Sample answer A

Lois smiled as she put the tickets in her pocket and walked out of her house. These tickets were given to her by her husband James as a present for her birthday. He'd put his work off and took some days-off. They were flying to Norway where their friends'd lived. They hadn't told their friends about this trip, so it was a present for them all. When they arrived, their friends were sleeping. They'd bought some fruit, milk and chocolate bars before they came to their friends' house. Their friends were glad to see them again. For a week they were skating, going skiing and spending time together. Then they congratulated Lois and gave her presents: a toy, a pen and a new phone. They all had a great time.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as the story follows on logically from the prompt.
Communicative Achievement	5	The story has a clear sequence of events and includes some background information to put the action into context, <i>These tickets were given to her... as a present for her birthday; They hadn't told their friends about this trip.</i> New characters are introduced and the story comes to a fitting conclusion in the end, <i>They all had a great time.</i>
Organisation	4	The story is generally well-organised and there is some good use of linking words and cohesive devices to link the sequence of events across sentences, <i>These tickets; where; this trip, so it was; When they arrived; before they came; For a week they were.</i>
Language	5	The vocabulary is appropriate for the task and provides more detail for the reader, <i>present; birthday; days-off; Norway; trip; fruit, milk and chocolate bars; skating, going skiing; congratulated.</i> The grammar is used with a good degree of control, particularly the narrative tenses, which show the order of events, <i>They hadn't told their friends about this trip, so it was; When they arrived, their friends were sleeping; They'd bought some fruit...before they came; spending time together. Then they congratulated.</i> Errors are minor, <i>given; put his work off; friends'd.</i>

Test 1 answer key

Sample answer B

Lois smiled as she put the tickets in her pocket and walked out of her house. It was the ticket to the cinema. It was a new film about supermans. All of her friends saw this film two days ago. So in school they were discussing it all the time. Lois decided to watch this film with her best friend Jo. The cinema was so far from her house so she decided to go by bus. One hour later she saw Jo near the cinema. They smiled to each other and went into the cinema. There were a lot of people. They all were so excited. But at this moment Lois checked her ticket in her pocket. It wasn't here.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as the story follows on logically from the prompt sentence.
Communicative Achievement	4	The story communicates straightforward ideas in an appropriate way. New characters are introduced, and there is a clear sequence of events including a beginning, a middle and an end. The story is written in the 3rd person and the action involves her and her thoughts throughout,
Organisation	3	The story is connected and coherent, and there is some use of narrative tenses and time phrases to connect the sequence of events, <i>two days ago</i> ; <i>One hour later</i> ; <i>at this moment</i> . However, many of the sentences are quite short and there is very little use of cohesive devices or linking words to link the ideas across sentences and this makes the story less cohesive overall, <i>It was the ticket to the cinema. It was a new film about supermans. All of her friends saw this film two days ago.</i>
Language	4	There is a range of vocabulary used appropriately, <i>discussing</i> ; <i>decided</i> ; <i>best friend</i> ; <i>cinema</i> ; <i>smiled</i> ; <i>excited</i> ; <i>checked</i> . Although the sentences are quite simple, the grammatical structures used are generally accurate, showing some good control with past tense agreement, <i>It was the ticket</i> ; <i>saw this film</i> ; <i>they were discussing it</i> ; <i>decided to watch</i> ; <i>she saw Jo</i> ; <i>There were a lot of people</i> . There are very few errors, <i>It wasn't here</i> .

Listening

Part 1

1 A 2 C 3 B 4 B 5 B 6 C 7 C

Part 2

8 A 9 A 10 B 11 A 12 C 13 C

Part 3

14 Thursday 15 River 16 (school) hall 17 11.30 / half past eleven 18 8.75
19 youthlit

Part 4

20 C 21 A 22 B 23 A 24 B 25 C



Transcript

Test One. There are four parts to the test. You will hear each part twice. We will now stop for a moment. Please ask any questions now because you must not speak during the test.

PART 1 Now look at the instructions for Part One.

For each question, choose the correct answer. Look at question one.

Question 1 One. What will they eat for dinner?

Man: Do you fancy an omelette and salad for dinner this evening, Grace? I haven't got much time so I'll just do something quick.

Girl: Sounds good Dad. I'll give you a hand with the salad.

Man: Well ... in that case I can do a few chips to go with it then. I know how you never say no to those!

Girl: (laughs) Great! By the way, we need some bread. We should tell Mum to get some on her way home.

Man: It can wait till tomorrow when I go shopping.

Girl: Okay.

Now listen again.

[repeat]

Question 2 Two. Where did the police find the stolen statue?

Woman: A small statue of a horse was stolen from the city museum yesterday afternoon. Museum security cameras showed the thieves driving out of the museum car park at five p.m.

Fortunately police discovered the valuable piece at the entrance to a tunnel on the main city road. After hearing about the robbery on the radio, the manager of a petrol station rang the police to say he'd seen the car. It seems the thieves threw the statue from the moving car while police were chasing them.

Now listen again.

[repeat]

Question 3 Three. How did the mountain climbing group celebrate their success?

Man: You know the school climbing group? Well, they managed to reach the top of Mount Azra.

Girl: Fantastic! Did they put the school flag at the top? They said they would.

Test 1 answer key

Man: The headteacher said it was forbidden to use a flag in that way, which seems a shame. So they just ended up taking selfies of themselves. I'd set off loads of fireworks to celebrate if I managed to climb up a mountain like that.

Woman: But you'd have to carry the fireworks all the way up.

Man: True, but it'd be fun!

Now listen again.

[repeat]

Question 4 *Four. What does the boy think his friend should buy?*

Boy: Hi Terry. It's Ben. You asked for some ideas for what you could buy for my sister's birthday present. She's into sport and music, so I wondered about a new sports bag. I've got a feeling she's just got a new one though. There's a novel called 'A life in music' I'm sure she'd like, so that's what I'd go for. You mentioned headphones because she's always complaining hers are really old, but I think she'd prefer to choose her own. Anyway call me back if you've got any questions.

Now listen again.

[repeat]

Question 5 *Five. What's the girl's holiday job?*

Girl: I've got a job working in the school holidays.

Boy: Cool! Doing what?

Girl: Well, you know that clothes shop where my mum works? A friend who works with her told her the local hairdresser's was looking for someone to help there one day a week.

Boy: Great! Have you started yet?

Girl: Yeah. My first day was really crowded with mums bringing their kids for haircuts, so it was incredibly noisy. I enjoyed it though, and it means I can save more money for new clothes than I ever could from babysitting!

Now listen again.

[repeat]

Question 6 *Six. How are the friends going to get to the cinema?*

Boy: Hi Anna. I'm really glad you can go to the cinema at the weekend, the film looks great. Shall we cycle? There are lots of places to leave bikes near the cinema.

Girl: It's a good idea. I rode over some glass the other day though, so I may need a new tyre!

Boy: I don't think it'd take too long if we went on foot – it's not that far! It'd be better than getting the bus as there are so few at weekends.

Girl: Sounds okay.

Now listen again.

[repeat]

Question 7 *Seven. What are they going to study in their next lesson?*

Man: I'm looking forward to reading your essays on zebras next week. Please don't be late handing them in. Africa's full of amazing animals. Did you know there are even penguins there? Before we look at the lives of these creatures in our next class, there's a programme on TV tonight that you might be interested in. It's all about giraffes and the environment they live in. Try and watch it if you can. I'll ask you some questions about it at a later date.

Now listen again.

[repeat]

That is the end of Part One.

PART 2 Now look at Part Two.

For each question, choose the correct answer.

Question 8 Eight. You will hear two students talking about a history book.

Girl: What did you think of that history book I lent you?

Boy: Well, I'm not sure I'll remember much from it.

Girl: Really? I used it to help me with an essay and I found some parts of it pretty useful. The last two chapters just repeat information from earlier in the book, though, so I don't know why they included them.

Boy: For studying I prefer books with maps and photos and stuff. That makes it easier to understand. The book you lent me has pages and pages of details that aren't necessary. Some of it could be left out.

Now listen again.

[repeat]

Question 9 Nine. You will hear two friends talking about their lunch break at school.

Boy: Not long till lunch break. I heard there'll be some strange new dish. I'd prefer burger and chips

Girl: You're so boring. I'm going to try it. I hope there'll be time to play that new game *Starball*. I downloaded it onto my phone this morning.

Boy: Yeah. I want to try it. But don't forget we've got to get that homework done before the afternoon lesson. If not, we'll be in trouble.

Girl: True. Okay, let's do that – but then we won't have enough time for games as well.

Boy: I'm sure we'll feel better after we've done it. Hope it's not too hard.

Now listen again.

[repeat]

Question 10 Ten. You will hear two friends talking about a film they have seen.

Boy: I really enjoyed that film, didn't you?

Girl: Well, to be honest, I was a bit disappointed, I was expecting something a bit more exciting.

Boy: Were you? I thought you were going to say the actors were awful – you did last time.

Girl: I didn't think much of them actually. What did you like so much about the film?

Boy: Well, it was funny how easy it was to predict how it would all finish. But apart from that it was great. You know action films are more my thing than comedies, and the special effects were fantastic.

Now listen again.

[repeat]

Question 11 Eleven. You will hear two friends talking about a school trip.

Boy: I really enjoyed the trip to the museum yesterday, didn't you?

Girl: It was great once we got there, but it just took a long time to get everybody ready and onto the coach. Things are usually better planned than that!

Boy: I didn't notice. But half a day was quite short, as there was so much to see – we really needed to spend the whole day there. Especially as the entrance fee was quite high.

Girl: I didn't think the price was too bad, but I was a bit disappointed that I ended up only seeing half the space exhibition.

Now listen again.

[repeat]

Test 1 answer key

Question 12 *Twelve. You will hear a boy telling his friend about a science lesson with a new teacher.*

Boy: We had that new science teacher for our lesson today, Mrs Jones.

Girl: Oh yes, I've heard she's pretty good. What did you think of her?

Boy: Yeah, good. Our usual teacher's off sick this week. He always shows us cool experiments and stuff. It's a lot of fun. Mrs Jones had a different style. I was impressed by her knowledge. You can ask questions about anything and she explains the answers really clearly. I enjoy my normal lessons more though I think. I'm really into science anyway, especially when we get to do experiments in the lab.

Now listen again.

[repeat]

Question 13 *Thirteen. You will hear two friends talking about where to have a party.*

Boy: We need to think about where to have our end-of-year party.

Girl: I think it'd be good to find somewhere we can play football and cricket.

Boy: There's only the sports club where you can do that, but it isn't that easy to get to unless we ask our parents for lifts. Why don't we keep it simple and go to the park?

Girl: Good idea! I don't think anyone lives too far away so we'll all be able to walk there. It's not huge, but there's enough space for us all and we can chat, play music and have some snacks.

Now listen again.

[repeat]

That is the end of Part Two.

PART 3

Now look at Part Three.

For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time. Look at questions 14 to 19 now. You have 20 seconds.

You will hear some information about a talk at school by a writer called Marcia Wilson.

Man: Okay, everyone. The writer Marcia Wilson is coming to the school to give a talk next week.

It's been hard to find a free day! Marcia couldn't come on Friday, and some classes are away on a trip on Wednesday, so Thursday, when the whole school's here, is the day we've arranged it for.

Many of you enjoyed her last book, *The Castle* – I've seen lots of you reading it – and now in her latest novel, *The River*, you can read all about a mystery set on a boat. Marcia's going to tell us about it, and you can ask her questions!

Because there'll be so many students at the talk, some of you will have to bring extra chairs from the school library into the hall. Your class teacher will tell you whether you need to collect one.

Marcia will be ready to begin her talk after our 11 o'clock morning break. She'll start at half past, so please make sure you're back inside ready to listen in plenty of time. The talk with questions will last an hour and a half, and then you can go to lunch as normal.

There'll be the chance to buy a copy of Marcia's new book. It usually costs £12 but on the day of the talk you can buy a signed copy for £8.75. That's a great discount, I'm sure you'll agree.

Now, for more information about Marcia and her work, there's a really good website you can look at called youthlit.uk. I'll spell that: Y,O,U,T,H,L,I,T dot uk. So – are there any questions?

Now listen again.

[repeat]

That is the end of Part Three.

PART 4

Now look at Part Four.

For each question, choose the correct answer.

Look at questions 20 to 25 now. You have 45 seconds.

You will hear an interview with a girl called Anna Taylor, who is a champion cyclist.

Interviewer: Anna Taylor's a teenager and already a champion cyclist. Anna, when did you first get into cycling?

Anna: Only a few years ago. I've always been keen on sports – I've tried everything from running to ice-skating – but I never tried to be good at anything in particular. After I went to support a friend cycling in a competition, I decided to try it myself – and loved it. Since then, it's been a big part of my life.

Interviewer: Is it hard to practise cycling and do your schoolwork?

Anna: Studying's difficult when there's a big competition coming up. I still have to attend all my lessons – and the teachers are very strict about giving in homework on time. I manage to get it done somehow. I have cycle practice in the afternoons after school, so then I have to work till bedtime once I've had dinner with my family.

Interviewer: You do a lot of track cycling in a stadium. Tell me about that.

Anna: We cycle around a special indoor track and the fastest person wins. When cyclists race on the road, speed is important too of course, and being strong's also essential. I think more skills are needed for track cycling – watching one another and waiting for a chance to move to the front. It takes a lot of experience to get it right.

Interviewer: Do you like cycling with teammates in road races?

Anna: Yes. They're a great group of people, and we all have different styles. When things go wrong it's not always easy to see the funny side, so it's nice to know the others are finding it as stressful as I am. We encourage each other. I'm beginning to understand just how important that is.

Interviewer: How was your last road race?

Anna: My team actually came second. But just before the start of the race, I had to make a quick phone call, and when I'd finished the call, 200 cyclists were racing past me – I was shocked to see it had already started! I ran to my bike, and then I saw my teammate had a tyre problem. But despite all that, things didn't go too badly in the end!

Interviewer: What's your advice for anyone wanting to become a champion cyclist?

Anna: Well, if all I did was cycling, life would be extremely difficult. It's a good idea to have interests other than sport. I don't want competing in races to be everything. When things go wrong in training, you have to remind yourself there are more things to life than winning competitions.

Now listen again.

[repeat]

That is the end of Part Four.

You now have six minutes to write your answers on the answer sheet.

You have one more minute.

That is the end of the test.

Test 2 answer key

Reading

Part 1

1 A 2 C 3 B 4 C 5 C

Part 2

6 D 7 F 8 B 9 H 10 G

Part 3

11 A 12 C 13 B 14 D 15 B

Part 4

16 H 17 A 18 F 19 D 20 G

Part 5

21 B 22 A 23 D 24 C 25 C 26 B

Part 6

27 from 28 up 29 because / as / since 30 there 31 more 32 one



Further feedback
available in the
downloadable
resources

Writing

Question 1

Sample answer A

Dear Mr Smith,

It is great idea to have a party for our final English lesson of the term. All studens will be surprised!

I think we can go to the park because I think it will be great to do our party outsaid. Also we can make a picknik!

Of course! I can suggest lots of fun activities for practising English during our party.

I can make sandwides and find good music for dance.

See you soon,

English class

Subscale	Mark	Commentary
Content	4	All content is relevant to the task. The target reader is on the whole informed. Three of the content points have been included, but no activities to practise English have been suggested, so the third point has been omitted.
Communicative Achievement	5	The email has been written using appropriate opening and closing salutations, <i>Dear Mr Smith</i> ; <i>See you soon</i> , and the tone of the email is enthusiastic, <i>It is great idea</i> ; <i>Of course!</i> There are some examples of functional language, <i>I think we can go to the park because</i> , and the target reader's attention is held.
Organisation	5	The text is generally well-organised and there is some appropriate use of paragraphs, each one focusing on a separate idea. Each idea has a supporting comment and a link is made which refers back to the original email, <i>It is great idea</i> ; <i>I think we can go to the park</i> ; <i>Of course! I can suggest</i> . There is some use of linking words, <i>a party</i> ; <i>because</i> ; <i>our party</i> ; <i>Also</i> ; <i>and</i> , and although they are quite simple, they are accurately used.
Language	4	Everyday vocabulary is used appropriately for the task, <i>great idea</i> ; <i>surprised</i> ; <i>picknick</i> ; <i>good music</i> . The grammatical structures tend to be quite simple, but are used accurately, <i>have a party for</i> ; <i>I think we can go</i> ; <i>I think it will be great</i> ; <i>I can suggest lots of</i> . There are a few spelling errors <i>Englis</i> ; <i>studens</i> ; <i>outsaid</i> ; <i>picknick</i> ; <i>sandwides</i> , but these do not impede.

Test 2 answer key

Sample answer B

Dear Mr Smith,

I think it's a good idea to organise party, because I think, all children like partys and many other things connected with this word.

About place where we can organise it, I'll choose park, because in park we can play some games, make a picnic. And in there, we all will breath with fresh air and listen to birds songs. Well, if it is English party, we can make some English competition or something else.

Oh, and If we will make a picnic, I can bring some food or drinks, like sandwiches and lemonade.

See you soon,

Nastya

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about the four points in the task.
Communicative Achievement	3	The email contains suitable opening and closing salutations, <i>Dear Mr Smith</i> ; <i>See you soon</i> , and the overall tone of the email is polite but there are some informal expressions, normally used in speaking, used to link the ideas, <i>I think it's a good idea to</i> ; <i>Well, if it is</i> ; <i>Oh, and If we will make</i> . Straightforward ideas are communicated and there is some functional language used to explain and make suggestions, <i>because I think</i> ; <i>I'll choose park</i> .
Organisation	3	The text is connected and coherent and the paragraphs are used quite well to separate the information. There are some simple linking words, <i>because</i> ; <i>and</i> , and a few cohesive devices are used to refer back to things already mentioned or to introduce a new idea, <i>many other things</i> ; <i>About place where</i> ; <i>there</i> ; <i>Well</i> ; <i>or something else</i> ; <i>like</i> .
Language	3	The vocabulary is appropriate for the task, <i>play some games</i> ; <i>make a picnic</i> ; <i>fresh air</i> ; <i>birds songs</i> ; <i>competition</i> ; <i>sandwiches</i> ; <i>lemonade</i> . The grammar is quite accurate but also quite simple, mainly using the present tense and simple future tenses, <i>all children like</i> ; <i>where we can organise it</i> ; <i>we can play</i> ; <i>we all will breath...and listen to</i> . Simple conditional clauses are also used, <i>if it is English party, we can make some</i> ; <i>If we will make a picnic, I can bring</i> . Errors, such as missing articles, <i>to organise party</i> ; <i>About place</i> , do not impede communication.

Question 2

Sample answer A

It's great having friends who go to a different school. Maybe you would think that you don't see them so much as you see your friends of school. But, when you see your friends from another school you have an excellent time, you do amazing things. The most important thing is that they still are your friends doesn't matter what.

Nowadays, you can easily keep in touch with your friends from another school because of all the electronic devices we have now. So you can chat them everyday.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as both questions in the task have been addressed and answered in full.
Communicative Achievement	5	The article is written in an appropriate style. It is informative and offers general opinions about the topic, which is suitable for a wide audience. Addressing the reader directly, <i>Maybe you would think that; when you see your friends; you can easily keep in touch</i> , is a good technique for articles as it includes them in the article and holds their attention until the end.
Organisation	5	The text is generally well organised and the views expressed are coherent and balanced, presenting both points of view, <i>Maybe you would think that you don't see them...But, when you see your friends</i> . The text is quite short, only 88 words, and this limits the opportunities to use a greater range of cohesive devices and linking words.
Language	4	Everyday vocabulary is generally used appropriately to express the writer's views, <i>excellent time; amazing things; electronic devices; chat</i> . There is a range of grammatical structures attempted, but this is not always successful, <i>you would think that you don't see them so much as you see; doesn't matter what; you can chat them</i> . Due to the limited length of the response, there is not much opportunity to demonstrate a greater range of language.

Test 2 answer key

Sample answer B

In my opinion having friends who go to other schools is great because when you go to parties you can hang out with other people and thats really cool!

No, it's not very difficult to keep in touch with friends if I don't see them at school because with social media everything it's easier. I have lots of friends that go to a different school and I really like to hang out with them when I can. Plus that friends can present you their friends and so, like that, you end having lots of them. I love having friends.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as both questions in the task have been addressed and answered.
Communicative Achievement	4	The article is written in an engaging way, including personal information which holds the reader's attention. There is language of opinion and explanation, <i>In my opinion; thats really cool!; No, it's not; and so, like that</i> , and straightforward ideas are communicated.
Organisation	4	The text is generally well-organised and the two questions are covered in separate paragraphs. There is some use of linking words, <i>because; and; Plus</i> , and some cohesive devices to refer to ideas previously mentioned are also used, <i>who; that; them; their</i> . The sentences often contain more than one clause, making the sentences appear to be more complex.
Language	3	<p>The vocabulary is suitable for the task and there are some appropriate phrases, <i>In my opinion; parties; hang out; cool; social media; easier</i>. However some vocabulary is repeated throughout the text, <i>friends; school</i>. The grammar is generally accurate, but the structures are quite simplistic and more complex constructions have been taken from the input material.</p> <p>There are some errors, but these do not impede communication <i>thats; everything it's easier; that friends can present you their friends; you end having lots</i>.</p>

Question 3

Sample answer A

Ben and his father got off the plane and left the airport. Ben was very delighted with their trip to Germany. Because he had been dreaming to go there for a lol of time. On their way to home they visited a café and ate delicious and unforgettable steak. with baked potatoes. When they came home, their mother was doing the washig up, Ben's little brother was playing with toy cars and his sister was trilying to repair her doll. They were very happy to see Ben and father. After they had lunch, Ben started telling about his holidays. He also showed a lot of pictures and his family liked it very much.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as the story follows on logically from the prompt sentence.
Communicative Achievement	4	The story communicates straightforward ideas relating to a holiday. Narrative tenses are used to show the sequence of events, <i>Ben was very delighted with their trip...he had been dreaming to go there; when they came home, their mother was doing</i> . The story is quite simple but there is an attempt to hold the reader's attention through description, <i>delighted; delicious; unforgettable</i> .
Organisation	4	The story is generally well-organised through the use of narrative tenses and cohesive devices to sequence the events in the story, <i>On their way to; When; After; also</i> . There are a few errors with punctuation, <i>to Germany. Because; steak. with</i> , but these don't affect the flow of the text too much. The ideas are connected through the text through the use of simple linking words and referencing pronouns, <i>and; they; his</i> .
Language	4	Everyday vocabulary, including adjectives, is used appropriately, <i>very delighted; dreaming; baked potatoes; toy cars; repair her doll</i> . The grammatical structures include a range of tenses and have been used with a good degree of control, <i>had been dreaming; visited; was doing; They were very happy; started telling</i> , particularly the sentence which describes what everyone was doing when they came home. There are a few minor spelling errors, <i>lol of time; way to home; delicious; unforgettable; washig; trilying</i> , but these do not impede.

Test 2 answer key

Sample answer B

They had amazing holidays together. It was their tour of Europe. They were in Germany, France, Great Britain and USA. Ben and his father visited different museums, art galleries. They were walking in the streets connected with some historical events. They practiced English a lot. Family also made a lot of photoes for their album. Ben visited concerts of his favourite bands and singers and made photoes with them. It was really great expiarence. After this amazing trip they were very tired and wanted to sleep a lot.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed. Even though the prompt sentence does not appear in the response, it is clear that the story follows on from it.
Communicative Achievement	4	The story is told in a very straightforward way. It lists a series of events which Ben and his father did while on holiday. There is some description of how they felt, <i>It was really great expiarence</i> . The story concludes with an appropriate ending, <i>After this amazing trip they were very tired and wanted to sleep a lot</i> .
Organisation	3	The text is composed of a series of quite short sentences and although it is coherent, there is a lack of linking words which makes the story read more like a list of events rather than a connected piece of writing, for example, <i>It was their tour of Europe. They were in Germany, France, Great Britain and USA</i> . The sentences tend to begin in the same way, using <i>They</i> .
Language	4	Everyday vocabulary is used appropriately, <i>amazing; tour; museums; art galleries; historical events; album; concerts</i> . The sentences construction is accurate, although quite simple and although the past tense is used, there is no variety of past tenses used. Due to the short sentences, there is little opportunity to show a greater range. There are a few errors, but these do not impede communication, <i>made a lot of photos; concerts of his favourite; It was really great expiarence</i> .

Listening

Part 1

1 A 2 C 3 C 4 A 5 C 6 B 7 C

Part 2

8 C 9 A 10 A 11 C 12 B 13 C

Part 3

14 30 / thirty 15 witton 16 pots 17 tablets 18 quiz 19 posters

Part 4

20 B 21 C 22 A 23 B 24 A 25 B

Transcript

Test Two. There are four parts to the test. You will hear each part twice. We will now stop for a moment. Please ask any questions now, because you must not speak during the test.

PART 1 Now look at the instructions for Part One.

For each question, choose the correct answer. Look at question one.

Question 1 One. Which book does the girl recommend to the boy?

Boy: Have you read any good books recently?

Girl: I've just read a great biography about a wildlife photographer. Some of his experiences were just amazing and now I'm reading a historical novel, which takes place in a castle – it's based on a true story.

Boy: Do you think I'd like either of them?

Girl: I know you like photography but I think a book I read last month about a famous chess player is more your kind of thing. It's also a biography, and I know you're not a fan of novels, especially about history.

Now listen again.

[repeat]

Question 2 Two. How does the girl usually get to school?

Boy: You're at a new school, aren't you? How do you get there?

Girl: I used to ride my bike to my old school but I can't do that now. There are too many busy roads, so my mum doesn't like me doing it. Now I walk there most days even though it's quite a long way, so it takes a while. On Fridays, I always get the bus home because I have football practice after school, and it's always dark when it's finished.

Now listen again.

[repeat]

Question 3 Three. Which is the girl's favourite photo?

Boy: Can I see your photos, Jo?

Girl: Sure! This is a waterfall I visited. I was really impressed by it, but it started to rain and that kind of spoiled my picture. Then this one of a harbour's interesting ... actually I think, out of all of them, I prefer it because of the light on the boats. And this photo of a river's got beautiful colours, hasn't it? Shame it's a bit dark.

Boy: Actually, I think they're all pretty good. You're a great photographer.

Girl: Thanks

Now listen again.

[repeat]



Test 2 answer key

Question 4 Four. Who will be on the TV programme today?

Man: And now it's time for our series on people's jobs in medicine. Last week, we met Mike the vet, who came in to talk to us about his job helping sick animals. In a moment we'll hear about Alan. He works in a pharmacy. He's had many of his customers for years and he's got some very interesting stories to tell us. In next week's programme, we'll meet John at work in his dentist's surgery, and see how he deals with nervous patients. Don't miss it!

Now listen again.

[repeat]

Question 5 Five. What are the brother and sister going to put in the room?

Boy: This room's perfect for the party. It's got big windows so it'll be really bright when our friends arrive and later we can close the curtains and light some candles.

Girl: I'm not sure mum will agree. But anyway, we can just turn a few lights on.

Boy: Okay, but how about getting some balloons to decorate the room? We need a party atmosphere!

Girl: Mum won't mind those. And if we move those tables to the side of the room, there'll be plenty of space for dancing.

Now listen again.

[repeat]

Question 6 Six. When will the school be able to use the pool?

Man: Welcome back everyone. There's lots that's new this term. One thing is swimming lessons at the town swimming pool. I know many of you are very excited but you're going to have to wait until it's ready. It's closed for cleaning and will open to the public on the sixth. The cleaning actually finishes on the fourth, but the changing rooms will be ready on the fifth. I'm pleased to say that lessons can start that day, so you won't have long to wait.

Now listen again.

[repeat]

Question 7 Seven. What will the girl send to her aunt?

Girl: Guess what arrived for me yesterday? From my aunt in Australia. A handwritten letter!

Boy: I don't think I've ever had one of those. I've had postcards though.

Girl: Oh! For homework for my Spanish class the teacher says we've got to write a postcard and send it to her. It'll be the first time I've ever sent one. But my dad was 20 before he wrote an email.

Boy: Imagine not having email!

Girl: Anyway, I'm going to reply to my aunt in the same way rather than email her back. Another first!

Now listen again.

[repeat]

That is the end of Part One.

PART 2 Now look at Part Two. For each question, choose the correct answer.

Question 8 Eight. You will hear two friends talking in a shoe shop.

Boy: These trainers are my size, but they only have them in green. That wouldn't be my first choice of colour, but I'll try them on and see how they feel – that's the most important thing. My old ones were a bit tight. I only chose them because they were half-price in a sale.

Girl: Those look good on you – the colour's really stylish.

Test 2 answer key

Boy: Yes, but everyone at school's wearing black ones these days. Anyway, these are made from a new kind of material and feel really light – much nicer than my old ones. They're great – I hope I've got enough money.

Now listen again.

[repeat]

Question 9 *Nine. You will hear two friends talking about a sailing course they went on.*

Boy: I really enjoyed the sailing course we did last week.

Girl: So did I. The instructors were good, especially the one on the last day. He explained things so clearly. It was incredible that we got to take part in a race at the end of the course. It was a shame not to win, but as we'd only just started sailing, I suppose it was only to be expected. The others had more experience in boats than us. We've still got a lot to learn, and you can't expect to be an expert after just one week.

Boy: True.

Now listen again.

[repeat]

Question 10 *Ten. You will hear two friends talking about a new computer game.*

Boy: Have you heard about that new computer game *Space Giants*?

Girl: Yeah, I read about it in one of those gaming magazines *Gameworld*.

Boy: Yes, I heard there were articles about it in all the games magazines. My best mate's just got the game and I'm going round to hers to try it. It's supposed to be brilliant.

Girl: Everyone's talking about it on the internet too. I prefer to see if it's popular with people I know though – that gives me a clearer idea of whether it'll be any good.

Boy: I'm the same. You can't always believe magazine reviews or comments on websites.

Now listen again.

[repeat]

Question 11 *Eleven. You will hear a boy telling his friend about a football match.*

Boy: Have you heard? They've postponed today's under-16s championship match.

Girl: Oh no! What's happened?

Boy: The organisers had a look at the football field they were supposed to play on and said it's just too soft because of all the rain recently.

Girl: Oh dear. And I heard that some players had been sick too, which could affect how well they'll play. So what's going to happen now then?

Boy: The organisers are going to try and find another place for Friday, but it probably won't be anywhere around here.

Girl: I'm sure they'll find somewhere suitable. I hope it stays dry for it.

Boy: I think the forecast said storms for Friday. Too bad ... I hope we can still get to go though!

Now listen again.

[repeat]

Question 12 *Twelve. You will hear two friends talking about a new podcast.*

Boy: Have you listened to that new podcast that's *by teenagers, for teenagers*?

Girl: Yes. A couple of times.

Test 2 answer key

- Boy: It's great having people our own age presenting the whole thing, rather than older people like on most podcasts.
- Girl: And they don't always try to make everything sound positive. They tell the truth, which makes a nice change!
- Boy: That's what makes it different, I guess. I like it even if it isn't always about subjects I'm into – you know clothes, technology, music and stuff. It deals with more serious topics.
- Girl: Mm. I'd like more of a mix of subjects. I like fashion mainly.
- Now listen again.*
- [repeat]

Question 13 *Thirteen. You will hear two friends talking about their holidays.*

- Girl: So how were your holidays? Where did you go?
- Boy: Up north. We flew there and went walking in the mountains. There wasn't much to do apart from walking.
- Girl: Really? I prefer the seaside anyway.
- Boy: I like to be active, and there's loads more to do at the beach.
- Girl: I'm more into just lying in the sun doing nothing. So, how was your journey to the mountains? You went by plane, right?
- Boy: Yeah. The flight was delayed. I think for some journeys trains are just as fast.
- Girl: I still prefer flying, even though it's more of an adventure going by train.

Now listen again.

[repeat]

That is the end of Part Two.

PART 3 *Now look at Part Three.*

For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time. Look at questions 14 to 19 now. You have 20 seconds.

You will hear a teacher telling her students about a trip to a museum.

Woman: Right, everyone. I'm going to tell you about our trip to the City Museum.

The museum isn't far – it'll only take us about 20 minutes to get there. There'll be several events during the day and you'll have the chance to walk around the museum for at least 50 minutes. To begin with though, we'll listen to the museum director for about 30 minutes, telling us about what there is to see there.

Her name is Jane Witton. She's asked students to send questions by email before the trip, which she'll try to answer. I'll give you her email address: it's witton@museum.org. That's W-I-double T-O-N.

Usually in a museum you're not allowed to touch what's on display, but on this visit, we are! You'll all work in groups, and each group will be given pots to pick up and look at, and think about what they were used for. They're very old so be careful! You'll study some ancient rings too, although I'm afraid they'll stay in their glass case.

The museum also has a Technology Centre for education and research. You'll be able to find out lots of interesting facts. Rather than using computers, though, tablets will be provided. You can work on these to search for information.

When you've finished your research, for the final activity you'll do a quiz to see how much you can remember. Don't worry, it's not a test, or even a competition – it's just for fun. It'll be interesting to see what you've learned.

When we get back to school, I'd like you to design and make something to show other students. The museum has sent us some of their postcards, which you can use to give you ideas for the posters I want you to draw.

OK, I think that's everything ... [fade out]

Now listen again.

[repeat]

That is the end of Part Three.

PART 4

Now look at Part Four.

For each question, choose the correct answer.

Look at questions 20 to 25 now. You have 45 seconds.

You will hear an interview with a boy called Noah Kelly, who is talking about his love of horse riding.

Woman: I'm talking to Noah Kelly, who is a big fan of horse riding. Noah, why did you start horse riding?

Boy: Well, as a small child I never had much interest in horses though I wasn't scared of them. I didn't do anything sporty really. My older sister started horse-riding lessons, and was always out riding. I used to see the look on her face when she came home – really cheerful – so that's why I decided to try it.

Woman: And I understand the horse-riding club you go to is a little unusual.

Boy: That's right. When you think of horse riding, you always think of the countryside. Well, this place is in the middle of the city. I love it. I'd spend every hour of the day and night there if I could! And the people that go riding there are just as cool as people anywhere.

Woman: Tell us about your riding teacher.

Boy: Well, what I like is that she makes sure we understand everything that riding involves – I mean, like looking after the horses, as well as riding them. She shows us it's not all about fun – although we all have fun together too! And we're not allowed to always ride the same horse. She knows them well – how every individual horse will behave – and she wants us to learn that they're all different.

Woman: How have you benefitted from horse riding?

Boy: It's changed me. I was always pretty fit because I liked walking. But being with horses so much has made me calmer – more willing to wait for things. Mum says she hoped I might become a bit more organised. That hasn't happened yet!

Woman: Do you take part in horse-riding competitions?

Boy: Yeah, this year was my first time. I thought they were just for people who own their horses, but you can borrow or even hire one easily enough. I went with a group of friends from the club. That was the best part. There was so much to do though – both before, and while we were there. I was exhausted afterwards.

Woman: Will you carry on riding when you're older?

Boy: Mm. I watch the little kids having their lessons at the club, and I wonder about teaching, but I'm not sure it's for me. What really attracts me is the idea of training horses. You know, the ones they use for races. I know I'd like a job that involves horses, rather than just riding as a hobby.

Woman: Thank you, Noah

Now listen again.

[repeat]

That is the end of Part Four.

You now have six minutes to write your answers on the answer sheet.

You have one more minute.

That is the end of the test.

Test 3 answer key

Reading

Part 1

1 B 2 A 3 C 4 B 5 A

Part 2

6 F 7 C 8 E 9 A 10 G

Part 3

11 B 12 D 13 C 14 A 15 B

Part 4

16 F 17 H 18 A 19 B 20 D

Part 5

21 B 22 B 23 A 24 B 25 D 26 A

Part 6

27 who / that 28 a 29 to 30 with 31 for 32 or



Further feedback
available in the
downloadable
resources

Writing

Question 1

Sample answer A

Hello Alex,

I'm very pleased to get your email. You asked me about the next weekend's party.

I'm so happy that my parents let me go to the party. You can't even imagine how I'm excited. I think it will be the best party ever!

Unfortunately, I can't bring a chocolate cake but I'm able to bring sandwiches with salmon or cheese.

I guess, it would be nice but it will be too hot and hard to dance in dress. Maybe people should dress in light clothes?

What about the table game called, Monopoly? It's a calm game and interesting at the same time.

Bye,

Michael

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about all four points in the task.
Communicative Achievement	5	The email is written in a consistent register, <i>Hello Alex; I guess; What about; Bye</i> . Although there is disagreement with the original suggestions, alternative suggestions are presented appropriately, with reasons to support the writer's opinions, <i>Unfortunately, I can't bring...but I'm able to; it would be nice but it will be too hot; Maybe people should dress</i> '. The reader's attention is held and straightforward ideas are clearly presented.
Organisation	4	The text is generally well-organised. The paragraphs are focused on each separate aspect of the task and cohesive devices are used to introduce new ideas, <i>Unfortunately; I guess; What about</i> . However, the second paragraph contains a series of short sentences, and linking words could be useful in connecting these ideas together.
Language	4	Everyday vocabulary is used appropriately, <i>sandwiches; salmon; too hot and hard; light clothes; table game; interesting</i> . There is some range of grammatical structures, including modal verbs and a range of tenses, which are used with a good degree of control, <i>You asked me about; You can't even imagine; I can't bring; I'm able to bring; it would be nice but it will be; should dress</i> . The errors are minimal, <i>the next weekend's party; how I'm excited</i> .

Test 3 answer key

Sample answer B

Hi Alex!

I'm also excited about your party, it looks funny, and most people are going to go.

I can't bring a chocolate cake but my mum is going to do an apple pie for your party.

About chlothes...I don't really think that people will want to wear like an animal, so you can suggest a color for everyone.

I think that baseball or a dancing game are very popular games, specially in this types of events.

See you my friend.

Candela

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about the four points in the task.
Communicative Achievement	4	The email uses appropriate opening and closing salutations, <i>Hi Alex</i> ; <i>See you my friend</i> . The email is written in a suitable tone, making suggestions and offering alternative solutions, <i>I can't bring...but my mum</i> ; <i>I don't really think... you can suggest</i> ; <i>I think that...specially in this types of events</i> , and the overall effect is positive, <i>I'm also excited</i> ; <i>it looks funny</i> .
Organisation	3	The sentences within the text are connected and coherent and there is some use of simple linking words, <i>and</i> ; <i>but</i> ; <i>About</i> ; <i>so</i> ; <i>or</i> . As the text is quite short, only 82 words, there is limited opportunity for more complex cohesive devices to be used.
Language	3	Everyday vocabulary is used generally appropriately, <i>it looks funny</i> ; <i>wear</i> ; <i>baseball</i> ; <i>specially</i> . The grammatical structures are quite simple, but accurate, <i>most people are going to go</i> ; <i>is going to do</i> ; <i>I don't really think that people will want</i> '. There are a few errors, but these do not impede communication, <i>chlotes</i> ; <i>wear like an animal</i> ; <i>in this types</i> .

Question 2

Sample answer A

In the area I'm living in, there is a big park just opposite my house. I used to go there everyday with the kids from neighbour when I was small.

There are many facilities in the park – see-saw, monkey bars, slides, swings and even jogging paths. The park is big enough for us to play hide and seek. There are flora and fauna surrounding the park, You can definately enjoy the beauty of nature while in the park.

For now, I will still go and jog at the park every weekends. Afterwards, I will sit at the bench for a rest and watch the old men and women playing Taichi. Hard to believe but the garden is getting popular and crowded in my area compare to the days when I was small!

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as all questions in the task are covered.
Communicative Achievement	5	The article communicates straightforward ideas in an appropriate style, suitable for a wide readership. The place is described and it is clear that the park has been an important place for the writer for a long time, <i>I used to go there...when I was small; For now, I will still go and jog</i> . The article holds the attention of the reader by communicating the feelings of the writer.
Organisation	4	The article is generally well organised there is some use of cohesive devices to link the ideas through the text, <i>a big park; there; the park; and even; For now; Afterwards; but</i> . Some of the sentences in the second paragraph are quite short and linking words could help to join them together to make the text a little more cohesive.
Language	5	There is a range of everyday vocabulary, and some less common vocabulary, which is used appropriately, <i>facilities; see-saw, monkey bars, slides, swings and even jogging paths; hide and seek; flora and fauna; surrounding; bench; Taichi</i> . There is a range of grammatical structures which are generally accurate, <i>I'm living in; I used to go there; when I was small; and watch the old men and women playing; Hard to believe but the the garden is getting popular and crowded</i> . The errors are minimal, <i>compare to the days</i> .

Test 3 answer key

Sample answer B

A special place

A special place for me is a garden named "Rose Garden" that near my house. This garden was built by a rich man. The rich man built this garden because he is no time to come back to hometown to visit his father. So, he hopes this garden can make his father not lonely.

Rose Garden is full of variety kinds of rose flower. There are red, white, yellow, purple and blue colour for roses. I will go there every weekend to revise my homework and see roses. It's also a leisure moment at there when I read novel and get a cup of coffee.

Rose Garden is popular with other people too because you do not pay entrance fee and there are really stunning flowerless. Some of film companies will go there to take scene for drama. Meanwhile, some of couples will go there to take photo when they got married.

I love Rose Garden too much. I hope more people can know this place and visit it. You can search "Rose Garden, Malaysia" for more details.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task and the target reader is fully informed.
Communicative Achievement	3	The article is written in a generally appropriate style. There is some description, <i>Rose Garden is full of variety kinds of rose flower; stunning flowerless</i> , and examples of how other people use this place, <i>film companies go there; couples will go there to take photo when they got married</i> . Although straightforward ideas are communicated, the number of errors affects how well the overall message is communicated.
Organisation	3	The text has a good structure overall. There are four clear paragraphs and each one is focused on a separate aspect of the task. Within the paragraphs there is some repetition of information, <i>This garden was built by a rich man. The rich man built this garden; rose flower; see roses</i> . There is some use of simple cohesive devices and linking words, <i>This; because; So; also; when; too; Meanwhile</i> .
Language	3	Everyday vocabulary, suitable to the task, is used generally appropriately, <i>lonely; variety; revise; leisure; entrance fee; stunning; film companies</i> . There is some degree of control and accuracy with grammatical structures, <i>was built by; will go there</i> , but there are a number of errors with some simple grammatical structures, <i>he is no time; is full of; I will go there every weekend</i> . There is one impeding error, <i>flowerless</i> , but generally the message can be understood.

Question 3

Sample answer A

My first singing competition

Everybody clapped when I walked onto the stage. It was my first singing competition and I had butterflies in my stomach! I thought I was going to throw up! But I took some deep breaths and I started singing. My voice was beautiful and when I finished, everybody started cheering and clapping. I was crying tears of joy. It was the best moment in all my life! I said thanks to all of the audience and I ran out to the stage. As soon as I got home, I kissed and hugged my mum and my dad. I was over the moon!

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as the story follows on logically from the prompt.
Communicative Achievement	5	The story holds the reader's attention by describing the event and the feelings of the main character in great detail, <i>I had butterflies in my stomach! I thought I was going to throw up!; I was crying tears of joy; I was over the moon.</i> The narrative is straightforward, but there is a clear progression of events, leading to a suitable conclusion.
Organisation	5	The text is well-organised and there is a clear sequence to the narrative: setting the context, <i>It was my first singing competition</i> , the main action, <i>I started singing</i> , and the conclusion, <i>As soon as I got home</i> . Although some of the sentences are quite short, they have a positive effect on the story.
Language	5	The vocabulary, including some idiomatic language is used appropriately throughout the story, <i>butterflies in my stomach; throw up; deep breaths; tears of joy; best moment; audience; stage; over the moon.</i> There is a very natural use of a range of grammatical structures, <i>I thought I was going to; started singing; when I finished; I was crying; As soon as I got home.</i> Errors are minimal, <i>I ran out to the stage.</i>

Test 3 answer key

Sample answer B

Everybody clapped when I walked onto the stage. I was really nervous because I won the Nobel Science prize. A lot of people looked at me, I wore a long blue dress with a little belt.

All started two years ago in my laboratory. I was studied mollecular science, and I discovered a form to transport molecules along the space with a little gadget that I invented. I tryed to transport little objects at first, and it founds.

Last year I tryed to transport a person from Spain to Italy, and I did it.

Now, I think this prize is really good.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as the story follows on logically from the prompt.
Communicative Achievement	4	The story communicates straightforward ideas which hold the reader's attention. There is some description of the main character's physical appearance and their emotions, <i>I was really nervous; I wore a long blue dress with a little belt</i> and there is some attempt to set the context by providing some background to the current situation, <i>All started two years ago</i> .
Organisation	4	The text is generally well organised and the narrative is quite well controlled, moving from the present situation to the past events which led up to it, <i>I was really nervous because I won the Nobel Science prize; All started two years ago. I was studied; Last year I tryed...and I did it</i> .
Language	4	The vocabulary is appropriate for the topic and quite specific to the context, <i>laboratory; mollecular science; discovered; transport molecules; space; gadget; invented; objects</i> . The grammatical structures are used with a good degree of control, <i>people looked at me; with a little gadget that I invented; I tryed to transport</i> . There are some errors, but these do not impede communication, <i>I was studied; tryed; it founds</i> .

Listening

Part 1

1 B 2 C 3 A 4 B 5 A 6 C 7 B

Part 2

8 C 9 C 10 A 11 B 12 B 13 A

Part 3

14 theatre / theater 15 library 16 waterfall 17 Flower 18 diving 19 carpets

Part 4

20 C 21 B 22 A 23 B 24 A 25 C

Transcript

Test Three. There are four parts to the test. You will hear each part twice. We will now stop for a moment. Please ask any questions now, because you must not speak during the test.

PART 1 Now look at the instructions for Part One.
For each question, choose the correct answer. Look at question one.

Question 1 One. What has the boy lost?

Woman: Are you ready to leave? We don't want to miss the flight.

Boy: I won't be long.

Woman: What's wrong? Have you lost your passport?

Boy: Dad's looking after it. I'm trying to close my case. I can't do it without the key, but I've no idea where it is.

Woman: I think I've got a spare one. Let me go and have a look.

Boy: Thanks. I need to put my sunglasses in first. Actually I want to buy some new ones, but I'll take these in case I can't find any I like.

Now listen again.

[repeat]

Question 2 Two. Which painting won first prize in the competition?

Man: Did you see which painting came first in the 'Natural World' art competition?

Woman: Yeah. But why? It was just a picture of the Earth from space, and didn't have anything special about it. There were so many others which were just brilliant.

Man: I know. I thought that painting of the desert would definitely win first prize. So beautiful!

Woman: You're joking! There was hardly anything in it! For me, the jungle picture with all the plants and insects deserved to win: it showed just how amazing rainforests can be.

Now listen again.

[repeat]

Question 3 Three. Which activity is available at the sports centre next Saturday?

Man: Thanks for calling City Sports Centre. Here's some information about our programme this weekend. The pool will be closed to the public because of a competition on Saturday, but swimmers can use it at all other times. We've replaced our old table tennis tables, and from now on, you can book the new ones. The tennis courts are fully booked. Please call 349826 if you wish to play. We will



Further feedback
available in the
downloadable
resources

Test 3 answer key

then let you know if anyone has cancelled their reservation. We hope to see you at the centre this weekend.

Now listen again.

[repeat]

Question 4 *Four. What does the girl need to buy?*

Boy: Have you got everything you need for the new term?

Girl: I just need to get a new file for my notes.

Boy: But they give us them on the first day at school, don't they?

Girl: Oh, do they? That's good news. I got all my books and pens at the start of the holidays, so there's no need to get anything else, apart from a ruler to replace the one I broke.

Boy: Oh well, I don't think that'll be very expensive. I'll come with you if you like.

Now listen again.

[repeat]

Question 5 *Five. Where did the boy leave his sports bag??*

Boy: Mum, it's me. I've got football practice after school but I've forgotten my football kit. It's in my sports bag, but there's no need to look in my bedroom. I remember getting my clean kit out of the cupboard and putting it in the bag. Then I took it into the bathroom when I went for a shower, but I forgot to pick it up afterwards. Oh, and could you bring my scarf? It's in the hall by the front door. I think I'll need it today. Thanks so much.

Now listen again.

[repeat]

Question 6 *Six. Where are the boy and girl going on Saturday?*

Boy: Are you still okay for going to the zoo on Saturday?

Girl: Oh, haven't you heard? It's closed all weekend while they move the animals to new areas in the zoo.

Boy: What? I was looking forward to that.

Girl: I'd be happy to go to the cinema again. Or we could go horse-riding??

Boy: I'm not sure I can afford that.

Girl: Well, that movie about the woman who rescues animals is on in town all week. We could see that.

Boy: Fine. Let's do that. More fun than staying at home.

Now listen again.

[repeat]

Question 7 *Seven. Which job is the new class project about?*

Girl: Hi Jack. Hope you're feeling better. I just wanted to let you know what our new class project's about. Today a lecturer from the university came and gave us a talk about careers. He spoke about lots of jobs ... from being a teacher to a photographer. The most interesting one, though, was an astronaut. Anyway, Mr Wood wants us to do some research on this now. We have to find some photos that show what the work involves and find an interview with one too. I'll tell you more later.

Now listen again.

[repeat]

That is the end of Part One.

PART 2 Now look at Part Two. For each question, choose the correct answer.

Question 8 Eight. You will hear a brother and sister talking about a school trip to a museum.

- Girl: Are you looking forward to the school trip tomorrow?
Boy: Well, I've been to that museum several times with Mum and Dad so it's not as if I'm going to see all the exhibitions for the first time.
Girl: True, but it'll be nice to spend time with your classmates away from school.
Boy: Yeah, and it'll be fun to chat to some of my friends from other classes on the coach.
Girl: How's your foot now, by the way?
Boy: Much better, luckily. When I hurt it the other day, I thought I wouldn't be able to go on this trip.
Girl: Yeah, that'd be awful!

Now listen again.

[repeat]

Question 9 Nine. You will hear a boy telling his friend about his new phone.

- Boy: Have you seen my new phone?
Girl: Wow! Is that the one that's got a really high quality camera?
Boy: That's what all the reviews said, and it's the main reason I chose this model. It's totally brilliant. But the problem is I take so many pictures and videos that I'm using all the memory. It'd be better if it had more.
Girl: Well, I think it looks really cool – light and slim and I love the silver grey colour!
Boy: Yeah, but that isn't the sort of thing I care about – a phone that looks stylish or fashionable.

Now listen again.

[repeat]

Question 10 Ten. You will hear two friends talking about a thunderstorm the day before.

- Boy: Did you see that thunderstorm yesterday afternoon? The lightning was amazing.
Girl: I was walking home from football practice when the rain started!
Boy: It was really heavy.
Girl: Yeah. When it began I'd just left the sports centre, so I was able to go back and take cover inside. I called my mum to say I'd be home late. Anyway, I met a friend who was still there so we just chatted and waited till it was over. Shame I missed seeing the lightning though. I heard it was spectacular.
Boy: So you didn't get wet?
Girl: No, after it stopped I just walked home.

Now listen again.

[repeat]

Question 11 Eleven. You will hear a boy telling a friend about his new bike.

- Girl: Is that a new bike you've got there?
Boy: Yes, it's great, isn't it? I'm really proud of it. I've been on a few bike rides already, but I'll have to do a lot more than that if I want to improve my fitness levels!
Girl: You'll save money too, because you won't need to get the bus to school anymore.
Boy: That's true, and now I don't have to ask mum for a lift whenever I want to go anywhere. That's what makes the biggest difference for me. I hated having to use public transport all the time too.

Now listen again.

[repeat]

Test 3 answer key

Question 12 *Twelve. You will hear two friends talking about a film they have seen together.*

- Girl: That's the first film I've seen with an interval. I thought they only had them in plays and shows.
- Boy: They sometimes have them in long films like that one. It gave me the chance to try and understand what was going on – there were so many characters!
- Girl: It was hard to work out what was happening, and the break made me forget who was who! The soundtrack didn't really go with the action in the film either.
- Boy: They kept playing the same song, but it added to the atmosphere. I don't know why people said the film was good though.

Now listen again.

[repeat]

Question 13 *Thirteen. You will hear two friends talking about a football club they play for.*

- Boy1: Are you going to football at the club tomorrow?
- Boy2: Yeah. We'll get to wear the new purple team shirt.
- Boy1: I'm glad they changed it from grey. Such a boring colour.
- Boy2: They've improved other things at the club too.
- Boy1: Yeah. It'll be our first time on that new pitch. I wonder if it'll be better – not playing on grass anymore.
- Boy2: Even our coach seems happy about it. Shame he rarely lets us play for fun though. Training's always so hard.
- Boy1: It's all about how to win matches. Maybe the new pitch and team shirt will make him smile for once.

Now listen again.

[repeat]

That is the end of Part Two.

PART 3

Now look at Part Three.

For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time. Look at questions 14 to 19 now. You have 20 seconds.

You will hear a boy giving a class presentation about a two-day trip he went on to a place called Sidelli.

- Boy: On holiday, I went to a place called Sidelli with my family. It was really interesting and we spent two days there. On the first morning, we visited a theatre. It was built two thousand years ago beside the sea and people used to watch plays there in the open air. There used to be an old fishing village nearby.
- After that, we had a guided tour. Rather than go to the old palace, which is full of tourists, our guide took us up a hill and showed us around what's left of a library. Most of it had fallen down, but it still had a fantastic atmosphere. I tried to imagine it full of old books, long ago in the past.
- We then took a bus into the countryside for lunch, and we ate next to a waterfall. Afterwards, we took a walk from there to a lake. It was dark green and full of loads of different kinds of fish.
- Then we walked down into a place called Flower Valley. There were so many different types of plants, but there were lots of insects too. Maybe they should call it Mosquito Valley instead! Anyway, it was amazing.
- On the morning of the second day there was a choice of activities to do in the sea. Everyone chose diving, but you could also do water-skiing. We were provided with all the necessary equipment and had such a good time.
- In the afternoon, we could choose to go on one of two different factory tours. One factory made pots and plates, which sounded dull to me, and one produced carpets.

That was the one we went on. There were lots of traditional designs, all made by local people. It was really interesting. That was the last thing we did that day!

Now listen again.

[repeat]

That is the end of Part Three.

PART 4

Now look at Part Four.

For each question, choose the correct answer.

Look at questions 20 to 25 now. You have 45 seconds.

You will hear an interview with a girl called Jenna who went on a driving experience day for teenagers at a race track.

Man: Jenna, you went on a driving experience day for teenagers at a race track recently. Why?

Girl: Well, people often think driving fast cars is for boys. My parents bought my brother a ticket for his birthday. I was so jealous and, as he already drives a car, he said I could take his place. I'd definitely recommend it – my best friend thought it sounded cool so she's going to go too.

Man: How did you feel when you arrived at the race track?

Girl: I waited in reception till everyone who was driving that day arrived – a couple of girls my age and two older teenagers – that was it – not what I'd expected, but I guess very few people knew about it. I thought I'd get in a car straight away but there was stuff to do first, which was a pity! My instructor was cool, though – he said he used to be a racing driver.

Man: What did you have to do before driving?

Girl: We had to watch a video about staying safe. That's when I realised I had no idea how to drive! I was slightly anxious, but I never considered not doing it, like one boy. We were told we'd have a practice session to get used to the car before going out on the track, which I was glad about.

Man: How did you feel out on the track?

Girl: Brilliant! The car was automatic so I didn't have to worry about using lots of controls. It was like those racing computer games – you can't see what's coming next. I've heard there's a game based on that race track, actually. The instructor was sitting right next to me and kept telling me to brake when I wanted to speed up – very annoying!

Man: Were you happy about everything else?

Girl: Well, yes and no. I knew the car would be super-powerful – that's why I went. I drove for around ten minutes. It seemed much longer cos you concentrate so hard. The only thing was that I was completely exhausted when I finished, just from driving for such a short time!

Man: What would you do differently next time?

Girl: If there is a next time, I'd probably do my best to learn what comes next as I was driving, so I'd be ready for a corner or a straight bit or whatever. The instructions I was given helped me to understand all the special driving techniques, so I didn't feel I had loads of questions I needed to ask.

Man: Thanks, Jenna...

Now listen again.

[repeat]

That is the end of Part Four.

You now have six minutes to write your answers on the answer sheet.

You have one more minute.

That is the end of the test.

Test 4 answer key

Reading

Part 1

1 B 2 B 3 B 4 C 5 C

Part 2

6 F 7 D 8 H 9 A 10 C

Part 3

11 D 12 A 13 B 14 A 15 C

Part 4

16 G 17 D 18 B 19 A 20 F

Part 5

21 B 22 A 23 D 24 D 25 A 26 C

Part 6

27 to 28 who 29 what 30 the 31 too 32 if / whether



Further feedback
available in the
downloadable
resources

Writing

Question 1

Sample answer A

Hello Jo,

Thank you, you are also good at geography.

About what you asked, I think that it's better if we choose deserts, because there are lots of cool animals we could talk about.

We could explain some interesting facts about the animals we find, just to improve in our mark.

I'm sorry but that day I can't go to your house because it's my dad's birthday and I have to get him a present, but you could come to my house on Wednesday

Well I should get going, I have piano lessons and my mother is waiting for me

Write me soon

Mariana

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about all four points in the task.
Communicative Achievement	5	The email communicates straightforward ideas in an appropriate register, <i>Hello Jo; Well; Write me soon</i> , and some personal information has been included to make the email sound natural, <i>you are also good at geography; my dad's birthday; I have piano lessons and my mother is waiting</i> . The points are suitably developed using a range of functional language, <i>I think; We could; I'm sorry; you could</i> .
Organisation	4	The email has a good overall structure, following the order of the original email and each point is clearly introduced, <i>Thank you; About what you asked; We could explain; I'm sorry but</i> . The ideas are connected with linking words and simple cohesive devices, <i>because; just to improve; but that day; and; Well</i> .
Language	5	The vocabulary is suitable and used appropriately for the task, <i>cool animals; facts; piano lessons</i> . The grammatical structures are used with a good degree of control and there is some range, <i>I think that it's better if we choose; we could talk about; I can't go to your house because; I have to get him; I should get going; my mother is waiting</i> . Errors are minimal, <i>improve in our mark</i> .

Test 4 answer key

Sample answer B

Dear Jo,

Thank you! I am very happy that you like doing the presentation with me.

I think that telling the class about rivers it is going to be a better idea because there are more rivers than deserts and if we tell the class about rivers we can also tell them about the animals that live in them.

About your question we could decorate the class with fishes and make a game about rivers.

Sorry but I can't go on Tuesday evening to your house but we can meet on Wednesday afternoon. That is good for you?

Bye,

Cami

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about four points in the task.
Communicative Achievement	4	The email is written in a suitable friendly and polite tone, and each point is developed appropriately using language of suggestion and explanation, <i>I am very happy; because there are more rivers than deserts and...; we could</i> . The use of an apology and a question in the final point is good, as it takes into account the feelings of the reader, <i>Sorry, but I can't go; That is good for you?</i>
Organisation	3	The email is connected and coherent. The use of paragraphs is good and there is some use of linking words throughout the text, <i>because; and; also; them; About; but</i> . There is one quite long sentence which could be split into two to make the information easier to understand.
Language	3	The vocabulary is suitable for the topic and is generally used appropriately, <i>animals; question; decorate; fishes; game</i> , but there is some repetition of the input vocabulary, <i>rivers; tell</i> . The grammatical structures are quite simple, but generally accurate, <i>I think that telling; more rivers than deserts; animals that live in them; we could decorate; I can't go on Tuesday; but we can meet on Wednesday</i> . There are a few errors but these do not impede communication, <i>that you like doing; it is going to be; That is good for you?</i>

Question 2

Sample answer A

Good morning! I would like to tell you how our young people spend their free time. The most popular activity between teenagers are watch movies, but there are many kinds of films, for example, if it's a drama, you'll be cry or it'll make you sad. If it's a comedy, you'll have a great mood. People like watch movies because sometimes they fall in love with characters and producers of the film don't show all routine of life. They show happy and successful life about celebrities or rich people. So I think it involves people in the world of movies and films.

Have a great day!

Anastasia

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about the activities people enjoy doing.
Communicative Achievement	3	The article communicates straightforward ideas in generally appropriate ways, <i>Good morning!</i> ; <i>Have a great day!</i> , are more often used in speech rather than written work and would not normally appear in an article. However, the body of the text focuses on the task and describes what young people enjoy and gives reasons to explain why, <i>People like watch movies because sometimes they fall in love with characters; They show happy and successful life.</i>
Organisation	4	The text is generally well-organised. The topic is introduced, <i>I would like to tell you about</i> , and the article develops the ideas well. There is some use of linking words to connect the ideas, <i>but; for example; or; because; So</i> , and different feelings about films are explained and contrasted, <i>if it's a drama, you'll be cry or it'll make you sad. If it's a comedy, you'll have a great mood.</i>
Language	4	Everyday vocabulary is used appropriately to discuss the topic of activities and films, <i>watch movies; many kinds of films; drama; comedy; great mood; fall in love; characters; producers; routine; successful; celebrities; rich; involves</i> . The grammatical structures are generally accurate, but quite simple, <i>I would like to tell you; there are many; if it's a comedy, you'll have; producers of the film don't show</i> . Errors do occur when more complex language is attempted, but these do not affect communication, <i>between teenagers are watch movies; if it's a drama, you'll be cry; People like watch movies.</i>

Test 4 answer key

Sample answer B

Hi! I am Rodrigo Daulos and I'm from Argentina. In my country the football is one of the most popular sports in the country.

People from any age can play it and it is so interesting. It is not only a sport because we can do it like a game, because inside all of the football there are many mini-games inside that are really funny.

All the people in the world can play it. From young children up to grandparents because the football is for everyone.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed about the activities young people do.
Communicative Achievement	3	The article is written in a generally appropriate way, the use of <i>Hi</i> is more often used in speech, but straightforward ideas are communicated, <i>football is one of the most popular sports; People from any age can play it; All the people in the world can play it; football is for everyone</i> . However, the text is quite short, only 86 words, and this limits the opportunity to develop the ideas further.
Organisation	3	The text is connected and coherent through the use of simple linking words, <i>and; because</i> , and some simple cohesive devices are attempted, <i>It is not only a sport; From young children up to grandparents</i> . The paragraphs are effective, but the length of the text limits the opportunity to use more diverse linkers.
Language	3	The vocabulary is appropriate for the task, <i>football; from any age; play; interesting; sport; game; mini-games; funny; grandparents</i> . The grammatical structures are quite simple, but generally accurate, <i>is one of the most popular sports in my country; People from any age can play it; there are many mini-games; from young children up to grandparents</i> . The length of the text limits the opportunity to show more range of structures.

Question 3

Sample answer A

It was Jack's birthday and he was feeling very happy. Suddenly he realised that his best friend still wasn't here. He started to worry because his friend is never late. My friends started supporting me and said to check this note that was on the table. It said to look under my bed. I ran into my bedroom and looked under my bed and there was another note. It said to look in the bathroom. And there was another note. So I was running around my house looking for hints. The last one said to look outside. I opened the door and the first thing I saw was the big present. I opened it and there was the computer game that I wanted for so long but couldn't afford. Then my best friend jumped out of the corner. That was a wonderful surprise. After that I could tell that it was the best birthday I've ever had.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as the story follows on logically from the prompt sentence.
Communicative Achievement	5	The story communicates straightforward ideas, including the emotions of the characters, <i>he started to worry</i> ; <i>a wonderful surprise</i> , and there is a clear narrative sequence of events including surprises and a surprise at the end, <i>Suddenly he realised</i> ; <i>I ran into my bedroom</i> ; <i>So I was running around the house</i> ; <i>The last one said</i> ; <i>Then my best friend jumped out of the corner</i> . However, there is a change of perspective. The story prompt states that <i>It was Jack's birthday</i> , but the text changes to a first person viewpoint from the fourth sentence, <i>My friends</i> .
Organisation	5	The narrative sequence is clear and there is a variety of linking words and cohesive devices used to organise the text, <i>Suddenly</i> ; <i>this note</i> ; <i>It said</i> ; <i>another note</i> ; <i>So</i> ; <i>The last one</i> ; <i>the first thing I saw was</i> ; <i>Then</i> ; <i>After that</i> . However, the change of narrative perspective from third to first person affects the overall cohesion of the text.
Language	5	There is a range of vocabulary which is used appropriately for the task, <i>best friend</i> ; <i>worry</i> ; <i>late</i> ; <i>supporting</i> ; <i>check</i> ; <i>note</i> ; <i>look under</i> ; <i>hints</i> ; <i>computer game</i> ; <i>afford</i> ; <i>jumped</i> ; <i>wonderful surprise</i> . There is also a range of grammatical structures used with a good degree of control, <i>still wasn't here</i> ; <i>started to worry</i> ; <i>started supporting me and said to check</i> ; <i>I was running around my house looking for hints</i> ; <i>I wanted for so long but couldn't afford</i> ; <i>it was the best birthday I've ever had</i> . The errors are minimal.

Test 4 answer key

Sample answer B

It was Jack's birthday and he was feeling very happy.

He was feeling very happy because his best friend Tom came to his birthday party and gave to him a present.

Tom put to in the box a PS4 and a small, with brown eyes, black and white puppy. Tom couldn't describe an emotions that he saw, but Jack was amazed and surprised.

After his present, Jack's mom came with birthday cake with candles on it. Jack blew his candles and cut his birthday cake.

After party Tom and Jack went to the cinema to watch movie called "Monster and candy". When film finished Tom and Jack decided to go to the pizza restaurant to eat pizza and drink some milkshakes.

Subscale	Mark	Commentary
Content	5	All content is relevant to the task. The target reader is fully informed as the story follows on logically from the prompt sentence.
Communicative Achievement	3	The story communicates straightforward ideas. There is a clear narrative sequence, with a series of events, <i>Tom came to his birthday party; Jack's mom came with birthday cake; Tom and Jack went to the cinema; decided to go to the pizza restaurant</i> , and an appropriate ending. Jack's feelings are also described, <i>very happy; amazed and surprised</i> .
Organisation	3	The text is connected and coherent and there is some use of basic linking words, to show the sequence of events, <i>because; and; but; After; When</i> . Although paragraphs have been used, there is not much linking between each one, for example the puppy is mentioned once but not referred to again, which makes the story not as cohesive as it could be.
Language	3	The vocabulary is generally appropriate for the task, <i>best friend; present; puppy; describe; amazed; surprised; candles; blew; pizza; milkshakes</i> . The grammatical structures are quite simple, mainly simple past tenses, but usually accurate, <i>came to his birthday party; couldn't describe; went to the cinema; decided to go to</i> . There are some errors with word order, <i>gave to him a present; Tom put to in the box a PS4 and a small, with brown eyes, black and white puppy</i> , and although more complex language is attempted, it is not always successful, <i>couldn't describe an emotions; blew his candles; After party</i> .

Listening

Part 1

1 B 2 B 3 A 4 B 5 B 6 C 7 A

Part 2

8 C 9 B 10 A 11 A 12 B 13 B

Part 3

14 sea(-)parrots 15 (the) land 16 (the) winter 17 rabbits
18 80,000 / eighty thousand 19 count

Part 4

20 B 21 C 22 B 23 A 24 C 25 A

Transcript

Test Four. There are four parts to the test. You will hear each part twice. We will now stop for a moment. Please ask any questions now, because you must not speak during the test.

PART 1 Now look at the instructions for Part One.

For each question, choose the correct answer. Look at question one.

Question 1 One. Which instrument is the girl going to learn to play?

Boy: Hi Fran. Last time I saw you, you were thinking about taking up a musical instrument, but you weren't sure which one. Have you decided yet?

Girl: Well, my sister plays the piano. I'm not sure I'd really want to copy her though. My cousin's just given me his old guitar, so I thought I'd try and teach myself that. I did wonder about the drums, but my mum says they'd be too loud and the neighbours would complain.

Boy: Sounds good, let me know when your first concert is!

Now listen again.

[repeat]

Question 2 Two. Which programme are they going to watch?

Girl: The soccer game starts soon, doesn't it?

Boy: You want to watch *that*?

Girl: Well yeah ... of course I do!

Boy: I was kind of hoping to watch that programme on classical music. It'd be really useful for my project that's due next week, and Mum'll get mad if you don't let me. And don't forget that last night I let you watch that stupid chat show you love.

Girl: Um, well as it's for something important, go on then. And what do you mean you *let me*? You love it too ... you know you do!

Now listen again.

[repeat]

Question 3 Three. Which picture shows the girl's cousin?

Boy: Is that your cousin you're standing next to in this photo? The boy in the trainers?

Girl: Well both boys are wearing trainers. Look ... But yes, that's Jerry on the right.

Boy: Oh right. Sorry. Wasn't he cold? I mean you said you felt so cold you had no choice but to put on your warm sweatshirt and boots!



Further feedback
available in the
downloadable
resources

Test 4 answer key

Girl: He never seems to feel the cold. He wore a T-shirt as usual. But he was the only one dressed like that. Nearly everyone else had a sweater at least.

Now listen again.

[repeat]

Question 4 *Four. Which part of the boy's leg is painful?*

Woman: Hello Edward. My name's Nurse Brown. I'm the school nurse. I believe you've hurt your leg. Is that right?

Boy: Yes.

Woman: Alright. Can I have a look? I can see it's a bit red. What happened?

Boy: Well I was playing football with the others and then I fell over.

Woman: But your knee's not hurting?

Boy: The pain's lower down than that.

Woman: Is it here?

Boy: It's more my ankle rather than my heel. It really hurts and it's hard to walk.

Woman: Yes, I can see why.

Now listen again.

[repeat]

Question 5 *Five. How much money should students take on the trip?*

Man: OK, listen carefully to the information about Saturday's trip to the Adventure Park. Now you've all paid your twenty four pounds, which covers the bus fare and your entrance ticket to the park itself. Once you're inside the park all the rides are free. However, I do recommend you bring twelve pounds in cash. If you eat in the cafe there, lunch is around eight pounds – including drinks and an ice cream. So after that, you'll still have some money to spend in the shop before we leave.

Now listen again.

[repeat]

Question 6 *Six. Which picture is the teacher talking about?*

Woman: Look at this photo. This species of Wall Butterfly is lovely, isn't it? There's another kind with just one spot at the top of each wing. The ones with two spots next to each other, like this one, are more common in warmer climates. This one's very rare in this country. I've only seen them once or twice myself. In our next lesson, about South America, you'll see a similar type of butterfly – one with spots on the top and the bottom of its wings. It's also really beautiful!

Now listen again.

[repeat]

Question 7 *Seven. What has the girl learned how to make?*

Boy: How are your cooking classes at school going?

Girl: Great, thanks. We've just moved on to making desserts – my favourite.

Boy: So what are you making?

Girl: Well, chocolate cake's definitely one of the things on the list I'm most looking forward to, but that's not for a few lessons. The last thing we did was apple pie, which was harder than I thought it'd be. And we're learning to cook chocolate chip biscuits this week. I'll save one for you to try after the lesson.

Boy: That'd be great, thanks.

Now listen again.

[repeat]

That is the end of Part One.

PART 2 Now look at Part Two. For each question, choose the correct answer.

Question 8 Eight. You will hear two friends talking about their school project.

- Girl: What do you think about the project we're doing on space at school?
Boy: It's okay. What about you?
Girl: It's my favourite topic of the year so far!
Boy: Why's that?
Girl: Well, one day I'd like to be part of a research team that helps send astronauts into space. Physics is such an amazing subject. I'm learning so much.
Boy: I suppose so. I can see why you're enjoying the project so much. I've watched a lot of films about space travel.
Girl: Really? Most science fiction movies are hardly realistic, so the sort of stuff I watch is mostly documentaries.
Boy: Oh, right.

Now listen again.

[repeat]

Question 9 Nine. You will hear two friends talking during a game of chess.

- Girl: I know you've only played chess once before, but you should know you can't do that.
Boy: Why not? I thought it was a good move.
Girl: Yes, but you're not allowed to move that piece like that. Only the one that looks like a horse can jump over other pieces.
Boy: Really? It's so complicated – but I suppose that's what makes it interesting. I need a lot more practice though.
Girl: I had trouble understanding everything at first too, but then Dad showed me this brilliant computer game which teaches you all about chess in a really entertaining way. You should try it.

Now listen again.

[repeat]

Question 10 Ten. You will hear two friends talking in a fast food restaurant.

- Man: I really love eating here. The food's great – and it isn't that expensive either.
Woman: Well yeah, that's true I suppose. This burger's as delicious as it looks in the picture on the menu.
Man: And it's really good value, I think. Look at this huge pile of chips – fantastic!
Woman: Yeah, but I thought my burger would be enormous. I mean compare that to the amount of chips you got.
Man: Oh stop complaining, and have some of my chips. And anyway, at these prices you could always buy yourself another one.
Woman: I suppose you're right. Okay – give me some chips then.

Now listen again.

[repeat]

Question 11 Eleven. You will hear two friends talking about their history homework.

- Boy: Have you done your history homework yet?
Girl: No, not yet. I've had a look at it, but to be honest I've not even started it yet. I'm not sure I'll get it done by the end of next week.

Test 4 answer key

Boy: You sound worried. I thought you really liked history! Why don't we do it together in the library?

Girl: I think I'll manage on my own actually. The main writing exercise doesn't seem very hard – it'll be quite interesting too. It's just that there are so many historical texts to read first, but if you need a hand, I'll give you some advice.

Now listen again.

[repeat]

Question 12 *Twelve. You will hear a girl talking to a friend about becoming a member of a swimming team.*

Boy: I hear they've accepted you for the school swimming team. I knew you'd do it. Why didn't you believe me?

Girl: There were loads of good swimmers trying for it so I never thought they'd select me. I've got training at least three times a week. I've no idea how I'll find time.

Boy: What about school work?

Girl: They said I'll get extra help from my teachers if I need it, so it'll be fine. But I wonder when I'll get to see my friends at weekends if I'm always going to competitions. There are going to be so many this term.

Now listen again.

[repeat]

Question 13 *Thirteen. You will hear two friends talking about a school trip to a river.*

Girl: Have you seen the details about the class trip next month? To a river, so we'll learn more about them.

Boy: Yes, we'll have to get up at 5 o'clock if the coach goes at 6. You won't like that!

Girl: I don't mind, if it means we'll have as much time as possible at the river.

Boy: We'd have even longer if we went to one that's closer to school.

Girl: But there aren't any near here, and we want an adventure! Anyway, it's only £10 to go.

Boy: I suppose that's not too much for a full day out. And food's included!

Now listen again.

[repeat]

That is the end of Part Two.

PART 3

Now look at Part Three.

For each question, write the correct answer in the gap. Write one or two words or a number or a date or a time. Look at questions 14 to 19 now. You have 20 seconds.

You will hear a student giving a talk about a trip to see some seabirds called puffins.

Girl: Last weekend, I went with my family to some islands off the coast to see some seabirds called puffins.

These birds are really cute. Their beaks are orange, grey and yellow, and their bodies are black and white. The people around there call them sea parrots. It's because of their colours, but puffins actually make me think of clowns.

People sometimes laugh at puffins when they see the way they walk. On land they look a bit silly – but in the water they swim very fast. You can find some great videos online that show how they use their wings when they're flying in the air.

We went out on a boat to the islands to see the puffins. Their breeding season's from May to July. That's when they have their babies. In the winter they go out to sea and they aren't seen again until the following spring.

Puffins make nests for their babies in the ground, just like rabbits do. It means you can't see the babies, but when they do come out of the nest, the adult puffins have to make sure the babies aren't caught by bigger seabirds or rats.

Puffin numbers have been falling on the islands due to fishing and climate change, which is a real shame. Last year, there were nearly 80,000 on the islands. This was the same number as the previous year, but lower than other years, when around 100,000 arrived.

You can't get too close to the puffins as it can scare them. But volunteers are always needed to count them. I'd love to help with that! Also, if you're interested in photography, you might get close enough to them to photograph them more easily. If you want to go and see the puffins ... [fade]

Now listen again.

[repeat]

That is the end of Part Three.

PART 4

Now look at Part Four.

For each question, choose the correct answer. Look at questions 20 to 25 now. You have 45 seconds.

You will hear an interview with a girl called Jennifer Marsden, who is a comedian, someone who tells jokes in front of an audience.

Man: Jennifer, you're only sixteen but have already taken part in several comedy shows. When did you first realise you were good at telling jokes?

Jennifer: I've always tried to make people laugh. At home, though, I was never sure if everyone was laughing to keep me happy, or if my jokes were actually funny. This changed when I went to a big-name comedy show and chatted with one of the stars. I tried one of my jokes on him and he laughed, which gave me enough confidence to try performing in a school show.

Man: How do you write your funniest jokes?

Jennifer: Well, what seems to get the most laughs is when I take day-to-day things that have happened to me and change them a bit so they're funnier. Any technique suggested by someone else, like seeing the news on TV and creating jokes based on that, has never worked well for me.

Man: What do your classmates at school think about you being a comedian?

Jennifer: A lot of them are creative, but because nobody else does comedy they're pleased to have someone they know who's got those skills. It's good for the school and my classmates like telling their friends about me. They all say they expected me to do well, which I find surprising.

Man: What do you find most difficult when you're on stage?

Jennifer: The hardest thing for any comedian is when an audience doesn't find you funny – I'm sure that'll happen to me one day. Once, I couldn't remember which joke came next, so there was a long embarrassing silence. Someone said 'Hurry up!' really loudly, which made me think of a funny reply that made everyone laugh.

Man: Who has helped you develop as a comedian most?

Jennifer: My teachers have been fantastic in encouraging me. As they're not comedians, though, it's hard for them to help me improve. Seeing how the audience reacts tells me directly whether my material's working or not, which has pushed me to do better more than anything else. I pick up ideas watching my favourite comedians in films too.

Man: Do you want a career in comedy in the future?

Jennifer: When I was younger, I used to dream of being a doctor – I liked the idea of helping people. Obviously comedy helps people – it's good for us to laugh – but I think it would stop being fun if it was my job. I enjoy the shows too much to give them up totally, but I'd rather do something else.

Now listen again.

[repeat]

That is the end of Part Four.

You now have six minutes to write your answers on the answer sheet.

[pause]

You have one more minute.

That is the end of the test.



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Page 1 of 2

Cambridge Assessment
EnglishCandidate
Name
Candidate
Number
Centre
Name
Centre
Number
Examination
Title
Examination
Details
Candidate
Signature
Assessment
Date
Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ☐

Preliminary for Schools Reading Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB)

Rub out any answer you want to change with an eraser.

For Parts 1, 2, 3, 4 and 5:

Mark ONE letter for each answer.

For example: If you think A is the right answer to the question, mark your answer sheet like this:



Part 1			
1	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 2							
6	A	B	C	D	E	F	G
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7	A	B	C	D	E	F	G
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8	A	B	C	D	E	F	G
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9	A	B	C	D	E	F	G
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10	A	B	C	D	E	F	G
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 3			
11	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 4							
16	A	B	C	D	E	F	G
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17	A	B	C	D	E	F	G
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18	A	B	C	D	E	F	G
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19	A	B	C	D	E	F	G
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20	A	B	C	D	E	F	G
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part 5			
21	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26	A	B	C
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continues over →

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For Part 6:

Write your answers clearly in the spaces next to the numbers (27 to 32) like this:

0 ENGLISH

Write your answers in CAPITAL LETTERS.

Part 6		Do not write below here
27		27 1 0 ○ ○
28		28 1 0 ○ ○
29		29 1 0 ○ ○
30		30 1 0 ○ ○
31		31 1 0 ○ ○
32		32 1 0 ○ ○

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Write your answer for Part 1 below. Do not write on the barcodes.

[illegible]

C	CA	O	L



* 0010446611102 *

Answer only one of the two questions for Part 2.
Tick the box to show which question you have answered.
Write your answer below. Do not write on the barcodes.

[illegible]

C	CA	O	L



* 0010446611103 *



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Cambridge Assessment
EnglishCandidate
Name
Candidate
Number
Centre
Name
Centre
Number
Examination
Title
Examination
Details
Candidate
Signature
Assessment
Date
Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ☐

Preliminary for Schools Listening Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB). Rub out any answer you want to change with an eraser.

For Parts 1, 2 and 4:

Mark one letter for each answer. For example: If you think A is the right answer to the question, mark your answer sheet like this:



For Part 3:

Write your answers clearly in the spaces next to the numbers (14 to 19) like this:



Write your answers in CAPITAL LETTERS.

Part 1

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

Part 2

8	A	B	C
9	A	B	C
10	A	B	C
11	A	B	C
12	A	B	C
13	A	B	C

Part 3

14	<input type="text"/>
15	<input type="text"/>
16	<input type="text"/>
17	<input type="text"/>
18	<input type="text"/>
19	<input type="text"/>

Do not write
below here

14	1	0
	<input type="radio"/>	<input type="radio"/>
15	1	0
	<input type="radio"/>	<input type="radio"/>
16	1	0
	<input type="radio"/>	<input type="radio"/>
17	1	0
	<input type="radio"/>	<input type="radio"/>
18	1	0
	<input type="radio"/>	<input type="radio"/>
19	1	0
	<input type="radio"/>	<input type="radio"/>

Part 4

20	A	B	C
21	A	B	C
22	A	B	C
23	A	B	C
24	A	B	C
25	A	B	C

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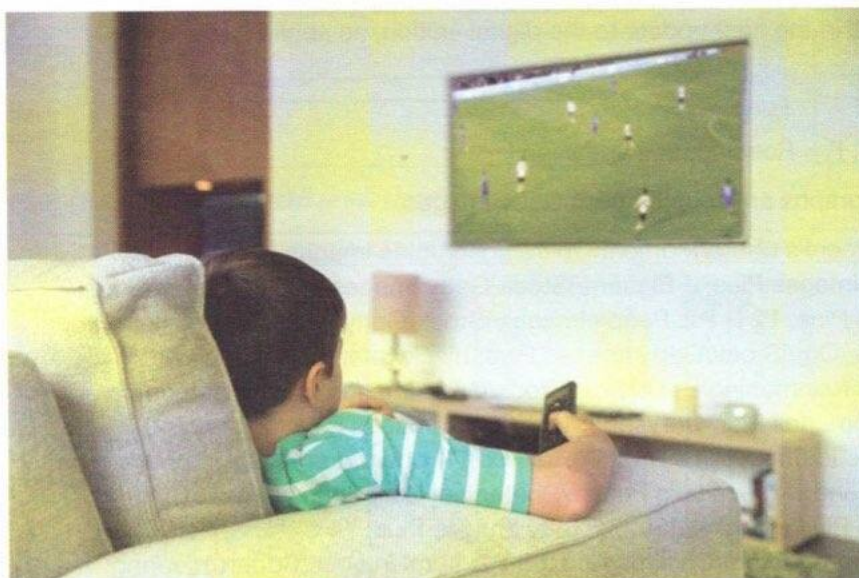
Audio production by Real Deal Productions and dsound recording Ltd.

Visual materials for the Speaking test

Test 1

Part 2

Task 1A



Task 1B



Test 1

Part 3

Task 1C

Things to take for a walk in the mountains



Test 2

Task 2A



Task 2B



Test 2

Part 3

Task 2C

Ways to find out about the history of the local area

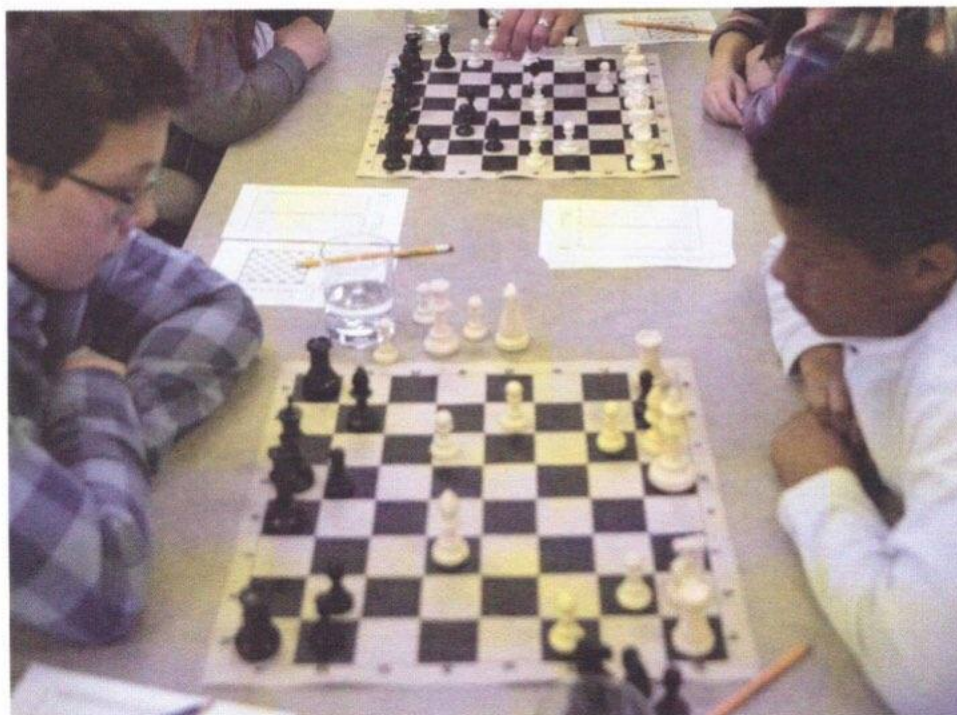


Test 3

Task 3A



Task 3B



Test 3

Part 3

Task 3C

School project about fashion



Test 4

Task 4A



Task 4B



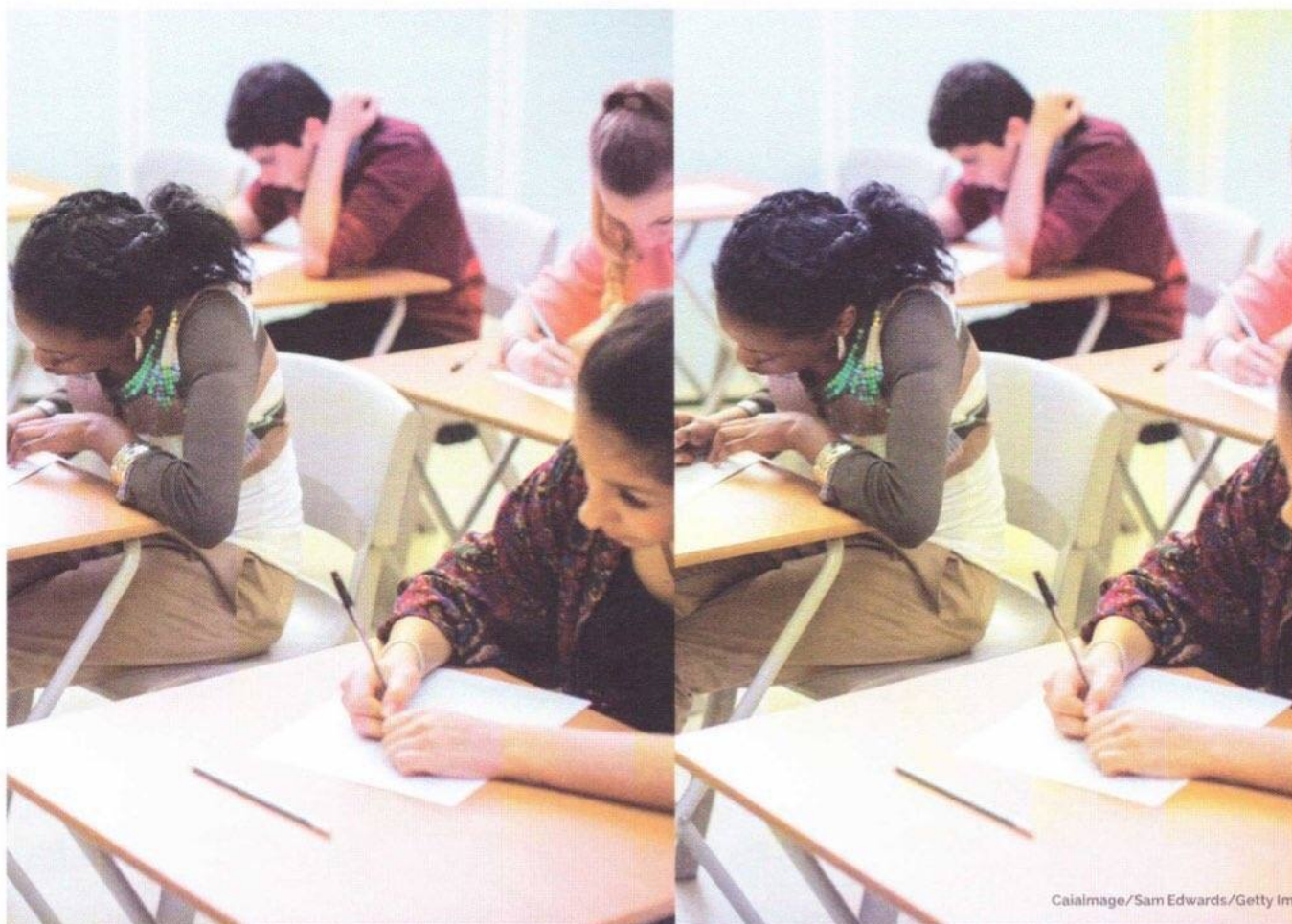
Test 4

Part 3

Task 4C

Activities to do on a long train journey





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