



Cambridge English



Preliminary for Schools

TRAINER

SIX PRACTICE TESTS WITH ANSWERS AND TEACHER'S NOTES





Preliminary for Schools TRAINER 2

SIX PRACTICE TESTS
WITH ANSWERS AND TEACHER'S NOTES



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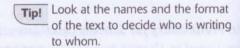
Reading Part 1

In this part you:

- read five different short texts, e.g. signs, messages, labels, emails and notices
- choose which option (A, B or C) means the same as the short text

Focus Context

- 1 Look at the messages and answer the questions.
 - a Which text is from a father to his daughter? 2
 - b Which text is written for a class?
 - c Which text is written to a friend?
 - d Which text is written for sportspeople?
 - e Which text is written for shoppers?
 - f Which text is from a clinic?







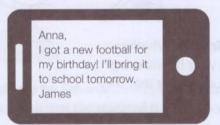
Clare,
Gone to the shops. I'll be back
around five. Don't forget to
practise before your piano class!
Dad

3

BUILDING WORK IN PROGRESS. No entry. Players should use the side entrance.

Year 4 end-of-term trip. Bring your first payment on Friday.

(5)



To: Mrs Thompson
Subject: Appointment

Dear Mrs Thompson,

We confirm your appointment with the dentist at 5.30 p.m. on Thursday.

2 Compare your answers with a partner. Do you agree? Where might you see each text?

Wocabulary Functional language

What is the purpose of these texts? Choose from the words in the box.

apologise	ask	forbid	give permission	
invite	offer	recommend	remind	

Example You are allowed to take photographs in the museum. Give permission

- You should wear comfortable shoes for the excursion.
- Could you lend me your calculator for the exam tomorrow?
- 3 Shall I lend you a hand with the cooking?
- 4 You must remember to put your tablet in your hand luggage.
- 5 Students mustn't run in the corridor.
- 6 Would you like to come over for lunch?
- 7 I'm really sorry I forgot your birthday.
- Check your answers with a partner. Then, in pairs, say and respond to each statement or question.

Example You are allowed to take photographs in the museum. Great! I'll take my camera with me.

Remember!

Messages, signs, labels, etc. are written for a purpose or function. This could be to suggest, offer, ask, remind, invite, etc.

Tip! Look for words such as ask, suggest, invite, etc. in the options and try and match them with expressions in the text.

Vocabulary Synonyms

Match the words and expressions that mean the same.

1	fortnight	a	as soon as possible
2	let me know	b	arrive
3	limited	С	tell me
4	get there	d	when
5	quickly	е	tournament
6	competition	f	another person
7	once	g	not many
8	somebody else	h	two weeks

Tip! Underline words and

Focus Opposite meanings

Match each sentence with a sentence with the opposite meaning.

- Students mustn't eat in the class. 2 I think you should take two jumpers.
- 3 In case of fire don't use this exit.
- 4 Make sure you bring your student card with you.
- 5 You will only find information in English.
- 6 They are nearly new.

- a They have never been used before.
- b You won't need extra clothes.
- c Tourist guides are available in various languages.
- d It isn't necessary to have identification.
- e You are allowed food in this room.
- This door is for emergencies.

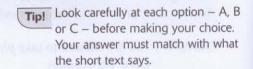
expressions in the text and the options that have similar meanings.

Tip! Sometimes an incorrect option (A, B or C) means the opposite of the text. Check if the sentence is affirmative or negative.

Reading • Part 1

Questions 1-5

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



Example:

0 Hi Jon, Your friend Mark came to the house earlier to see if you were in. Can you ring him back before 5.30 tonight? He's going to football practice then. Mum

Mum is texting Jon to

- tell him to contact his friend.
- remind him that it's football practice tonight. B
- ask if he'll be home before 5.30.

Answer:



You've been selected for this weekend's basketball competition. Let Mr Collins know today if you can play; if not we'll give your place to the next person on the list.

- Mr Collins is giving somebody else a place in the A basketball team.
- There are people waiting to find out if they're playing at the weekend.
- The basketball tournament will take place if there are C enough competitors.

2

Cookery Club

Interested? Return forms as soon as possible; sessions start in a fortnight's time. First fifteen received will get a place; any others are given first choice next time.

- You can start the class next term if you are interested.
- There are limited places, so apply quickly for next term. B
- Return your form in the next two weeks for a place in the club.

Westway Cinema

3 p.m. shows fully booked; limited tickets for later films. Online booking available.

- A You can't see the afternoon films, but you still have a chance later on.
- **B** Buying tickets for later films is only possible through the cinema website.
- C To see any films at 3 p.m., the cinema recommends booking online.

Hi Steve,
I tried that new
football skills class –
really good!
Remember I can't
go next week, but
you should – just
get there before
5 p.m. to register.
Jacob

- A Jacob is suggesting he and Steve go to the football skills class together.
- B Jacob is asking Steve to register him for the next football skills class.
- C Jacob is recommending that Steve goes to a new football skills class alone.

College canteen closed due to building work.
At present only snack machines available.

- A Students can't buy food until the snack machines are fixed.
- B Snacks will be available once building work is finished.
- C The canteen will not be open until some work is complete.

Advice

1 let Mr Collins know = tell Mr Collins
3 ls '3 p.m.' morning, afternoon or evening?

Reading Part 2

In this part you:

- read five descriptions of people and eight short texts on a variety of subjects
- match what each person requires with information in one of the eight texts

Vocabulary Likes, dislikes and wants

- 1 Match the sentences with the meanings.
 - 1 Sam is keen on playing volleyball.
 - 2 Sam is keen to play volleyball when he goes to the beach this summer.
- a Sam wants to play volleyball.
- b Sam likes playing volleyball.
- 2 Write the verbs under the correct heading.

be fond of be keen to enjoy hate love need to would like to

want	like	dislike	Tou house
	61		
	o nymis inot	el doorst	
		Hacitool	

Remember!

When a verb follows a preposition or verbs of liking (like, love, dislike, hate), the verb usually takes the -ing form, e.g. I like going swimming. I'm interested in learning to play basketball. But don't forget to use the infinitive with will, can, must, should, etc., e.g. I would like to go to the cinema.

- 3 Match the sentence halves.
 - 1 They're keen to go sightseeing on the first day,
 - 2 They're fond of eating fresh food,
 - 3 They love going for long walks,
 - 4 They hate being in noisy places,
 - 5 They don't want to carry a lot of food,

- a so they intend to do about 20 km a day.
- b so they'll find somewhere peaceful to eat.
- c so they'll go to the city centre.
- d so they'll need to find a snack bar.
- e so they'll go shopping at the farmers' market.
- 4 Read the descriptions and answer the questions. There may be more than one answer.

Sara loves doing things with people her own age, but also going on trips with her parents. She likes doing energetic activities and exploring new places.





Joe is very close to his brothers, who are both older than he is, and he goes out with them whenever he can. He's keen on team sports and collecting things, especially rocks and fossils.

Mick is very sociable and loves to meet new people. He likes being outdoors and taking photos of wildlife when he goes to visit a new area. He especially enjoys rock-climbing with his father and is always keen to try something new.



- 1 Who likes being with their family?
- 2 Who enjoys sports like football?.....
- 3 Who is interested in the natural world?.....
- 4 Who is adventurous?....

Reading • Part 2

Questions 6-10

The young people below all want to visit a beach on an island with their families.

In the next page there are descriptions of eight beaches.

Decide which beach would be the most suitable for the following menagers.

for questions 6-10, mark the correct letter (A-H) on your answer sheet.



Tip! Underline the main points for each person. Then read the eight texts quickly to find information that matches.



Zac and his brothers want a sandy beach to play ball games together. They're travelling by car, so would like to have a shower before starting their return journey.



Jen and her family want a sandy beach that they can get to by public transport. Jen wants to join in activities with other people and they intend to buy snacks to eat at the beach.



Ella and her family want a quiet beach with a range of wildlife. They're keen to find out more about the things they might see, and would like suggestions on walking in the area.



Matt wants to find a beach away from lots of traffic and noise. He and his family will stay overnight, so need hot food but don't want to have to cook.



Liam and his family are using public transport, so need to hire some things to make their day comfortable. Liam wants to try a new beach activity and they'd like to go into town afterwards.

Advice

Some of the texts mention 'facilities'. What facilities do you think there could be on a beach?

Which words can you find related to the landscape of a beach?

10

Island Beaches

A Castaway Cove

The coast offers spectacular views across a large bay to the island's busy main resort. The sandy beach is a very quiet place to spend a pleasant afternoon. There are no facilities available, so bring everything you need for the day – it's a five-kilometre walk through a valley to reach it.

C Swanley

A long rough track leads to a quiet little beach, which is a wonderful spot to enjoy the wild views. You reach the track through a peaceful campsite. If you're not coming by car, it might be easier to hire a tent – everything's set up for a comfortable stay and delicious pizzas are available.

E Eastbay

Many people visit this popular beach to discover the interesting sea creatures in the pools left behind when the sea goes out. You can spend hours exploring, and although it gets quite crowded, there are few facilities, so don't forget to bring plenty of food and drink with you.

G Havenpoint

This popular golden beach is a long way from the island's capital, and is best reached by the regular bus service as parking can be difficult. Get sandwiches and drinks in the café – perfect for a break from one of the lively beach games always on offer.

B Echo Beach

The northern part of the island, with its large stretches of beach, is popular with groups of friends wanting to get together, and enjoy some outdoor activity! Although there aren't any cafés and shops nearby, there are fresh water facilities for you to clean up for your drive home.

D Pevern

This beautiful sandy shore is a delight, although because it's near a main road, traffic noise can be a problem. There's an amazing amount of wildlife to explore, even though it's one of the smallest beaches on the island.

F Studley

This huge beach covered in small stones is a short walk from the island's capital, with its hotels, restaurants and other facilities. There's a watersports school with exciting sports to experience, or for relaxing, you can rent your own beach umbrella or sunbed.

H Langton

Better for exploring than swimming, this is the place for caves, seabirds and flowers. This peaceful area is also famous for its high cliffs. There's an information board in the car park offering leaflets with details about what to look out for, as well as maps to help you discover the best places on foot.

Reading Part 3

in this part you:

- read a text based on fact
- decide if statements about the text are correct or incorrect

Grammar -ing forms and infinitive with or without to

- Circle the correct option.
 - 1 Susan enjoys to have / have / having friends over to her house at the weekend.
 - 2 He's really good at to play / play / playing tennis.
 - 3 I think you should to get / get / getting a new phone. Yours is too small.
 - 4 The students agreed to take / take / taking part in the project.
 - 5 I'd really like to go / go / going to the concert on Saturday.
 - 5 Joe might to buy / buy / buying that game if he finds a cheap one.
- Complete each sentence with the correct form of the verbs in brackets.

Example We'd like to go (go) home soon.

- 1 I usually avoid(go) to the city centre on a Saturday. It's too busy!
- 2 We spent a long time (decide) where to go.
- 3 In the end, Roger was able(find) a place to stay.
- 4 I think that (have) regular breaks when you are studying is essential.
- 5 She'd prefer (take) public transport if it's available.
- 5 They expected (meet) their friends at the party, but they weren't there.
- The main problem with(own) a dog is that it needs exercise.
- Gwen offered (take) me to the station.

Paraphrasing

- Match the sentences that have the same meaning.
 - He takes his time.
 - 2 He dines out.
 - 3 He worked hard to persuade him.
 - 4 He'd never heard of the band.
 - 5 He can go to the town on his own.
 - 6 He was unsuccessful.

- a He wasn't easy to convince.
- b He's allowed out unaccompanied.
- c He works as slowly as possible.
- d He goes to a restaurant.
- e He didn't manage to do it.
- f He had no interest in their music.

Remember!

The -ing form is used after a preposition.

Gary is keen on **taking** photos of his friends.

Remember!

The -ing form is used when the verb is a subject of a sentence. **Walking** to school in the winter can be hard.

Reading • Part 3

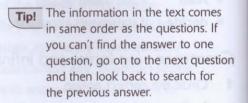
Questions 11-20

Look at the sentences below about a man who enjoys travelling around the world.

Read the text on the opposite page to decide if each sentence is correct or incorrect.

If it is correct, mark A on your answer sheet.

If it is not correct, mark B on your answer sheet.



- 11 Steve says hotels in the city centre are suitable places to start learning about a city.
- 12 Steve asked his Cuban friends if he could perform at a local concert.
- 13 Steve thinks that being careful with money actually means you learn more while you are travelling.
- 14 Steve's parents were shown great respect because of their age by other travellers they met.
- 15 In the Czech Republic, they avoided the typical sightseeing areas popular with tourists.
- 16 Steve advises travellers to get a good guidebook to learn about the places they visit.
- 17 On his first big trip, Steve was able to use his money to travel much further than expected.
- 18 Steve thinks it's obvious how to find ways to save money while travelling.
- 19 Steve likes to buy meals for kind local people who have helped him.
- 20 For Steve, using his time well is even more important than saving money.

Advice

11 What does Steve say about seeing the culture of a city? Does this mean suitable?

18 What expression in the text means 'It's obvious'?

The Careful Traveller

Steve Potter travels all over the world, as cheaply as possible. To explain why he does this, he talks about the time he travelled to Havana, Cuba and played a musical instrument called the 'bagpipes'. Tourists visiting Havana often head for one of its elegant hotels to enjoy this fascinating city. The problem, according to Steve, is it can be hard to see the real culture of the city from a hotel.

When Steve visited Havana, he stayed with a Cuban family, and although he couldn't order room service, or enjoy views over the city from



his bedroom window, he felt part of the community by having coffee with them in the morning and practising his Spanish. The family introduced him to neighbours, and within days had taken him to poetry readings, to watch Cuban baseball games, and even see a bagpipe performance. Afterwards he talked with the performers who showed him how to play the bagpipes, discovering a side of Havana most people don't see. For him, this shows how cheap travel can offer a closer look at life, and has unexpected benefits.

Travelling cheaply is interesting for any kind of trip. When Steve visited the Czech Republic with his parents, they all checked into a youth hostel. His parents are in their 60s, but the backpackers there treated them just like everybody else, and offered some interesting suggestions for places to see. They spent three days exploring the city by public transport, and as well as visiting the usual city highlights, they saw jazz performed by children in a public square, and admired the architecture of post offices and pizzerias. A guidebook is an essential source of information for many tourists, though according to Steve you can miss some treats if you just follow that too closely instead of getting recommendations from people you meet.

Steve's style of travelling developed after leaving college, when he set off on his first major journey. His savings were meant to be enough for a three-month trip, but he decided to try and cross three continents, and managed to make his money last for another three years.

How to spend so little is no secret according to Steve. He just avoids rushing around new cities trying to do everything. He travels on foot, sleeps out under the stars, and sometimes even dines for free when invited by generous people. The money saved goes back into more travelling – and it's worth it for all his amazing experiences. However, Steve says that the attraction of travel is learning to be imaginative with his plans, and making the most of any situation rather than just trying to live as cheaply as possible.

Reading Part 3 Test 1 Exam practice

Reading Part 4

In this part you:

- read a short text that includes opinions and feelings
- choose a correct answer (A, B, C or D) from five multiple-choice questions

Vocabulary Adjectives ending in -ed or -ing

- Preliminary candidates often confuse the -ed and -ing forms of adjectives.
- 1 Circle the correct option.
 - 1 The children were fascinating / fascinated by the sharks in the aquarium.
 - 2 I found the exhibition disappointing / disappointed. It wasn't what I'd expected.
 - 3 After a long term I'm totally exhausting / exhausted and need a holiday!
 - 4 The most irritating / irritated thing about my brother is that he's always borrowing my stuff.
 - 5 The trip to Africa was really exciting / excited. I've never had such a great experience.
 - 6 The instructions to get to the party were confusing / confused, so we got lost.
- 2 Complete the text with the correct form of a word from the box.



Remember!

Be careful with spelling! If you add -ing to a word ending in 'e', take away the 'e', e.g. fascinate – fascinating

amaze	annoy	bore	disappoint	
please	satisfy	surprise	tire	

The group had been walking for five hours and were beginning to feel (0)so they were all
(1)when the leader decided they could stop for a rest. He found a grassy area near a stream where
they were (2) to see fish jumping in the water. They hadn't eaten all day, so two of the men tried to
catch some fish. Arthur tried too, but was (3)each time a fish slipped out of his hands back into the
water. It was even more (4) when his sister managed to catch one on her first attempt! After a while,
the children got (5) of the game and sat watching as the adults began to cook. They ate well and
feeling (6) with the meal, they lay down to sleep.

	feeling (6) with the meal, they lay down to sleep.
3	Complete the sentences with information that is true for you.
	I feel bored when
	is amazing because
	I was disappointed when
	It is approving when

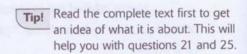
Grammar	Verb +	object +	to +	infinitive
---------	--------	----------	------	------------

Complete the second sentence so that it means the same as the first. Remember! 'You should check the answers carefully,' Henry said to me. Verbs like ask, tell, invite, order, allow and want are followed by an object Henry advised me to check the answers carefully. and to + infinitive. 1 'Would you like to have dinner?' Jane said to me. There is no to before the object, Jane invited dinner. e.g. I asked to him to lend me a hand. 2 'You must go to bed immediately,' my father said to us. My father told to bed immediately. 3 'Can you help with cleaning the bathroom?' my sister said to me. My sister asked with cleaning the bathroom. 4 'Stand to attention!' the sergeant said to the soldiers. The sergeant ordered to attention. 5 'I'd like you to finish the project next week,' the teacher said to us. The teacher wanted the project next week. 6 'You can leave the class early,' Miss Hunter said to the students. Miss Hunter allowed the class early. Correct the mistake in each sentence. 1 The music teacher asked to the pupils to help with the concert. 2 Our class tutor allowed we to have a party at the end of term. 3 She wanted that her friends to go with her. 4 Sam invited they to have lunch at his house. 5 The receptionist told the man wait for a few minutes. 6 The manager ordered to his assistant to bring him the documents. Focus Purpose Match the purpose of each sentence with a verb in the box. allow describe encourage explain invite suggest warn **Example** I'm sure you can win. Just try your best! **Encourage** 1 The coach let me play in the tournament. 2 It would be a good idea to take some food with you on the trip. 3 Stick the sides together before you put the top on. 4 Be careful because the plate may be hot. 5 The house is in an amazing location, with views over the lake..... 6 I'd love you to come and visit us next year.

Reading • Part 4

Questions 21-25

Read the text and questions below. For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.





Delany grows

Delany was once a busy town in the USA with a big factory, but then the factory closed and lots of people lost their jobs. Now, though, a great project is getting people involved in growing food. Walking around his neighbourhood, Martin Davis admires the tall grass and flowers. 'Look at that,' he says. 'Just like a country road!' Martin, a project organiser, was the person who first got local people involved by planting vegetables in unused land near his

home and encouraging others to pick them for no cost. Fruit trees followed, then a community centre using empty buildings, giving local teenagers their own space. Now they enjoy movie nights among the crops, and everyone loves the fresh food in an area with few supermarkets. As well as providing food, the project teaches children where it comes from.

A lot of people thought there would be problems with everyone helping themselves, taking too much, or damaging crops, but this hasn't happened. The land's open to all and, while it's hoped those eating the food will help out, there are few rules. It has brought the community together, and some never expected to see teenagers having fun while working so hard. Many children generally won't eat vegetables, but love eating the ones they've grown there.

Interestingly, over 200 years ago, Delany was a small town surrounded by fields. The area began as farmland and it's going back to that way of life, people say. Although Martin doesn't call himself a leader, local people think he's made a huge difference. He just did what he thought needed doing, and the benefits of his community organisation will be felt for years to come.

22 | Test 1 Exam practice Reading Part 4

- 21 The purpose of the writer in this text is to
 - A describe various ways of setting up a farm in a town.
 - B explain why changes happened to a particular town.
 - C recommend the benefits of fresh food to local people.
 - D suggest ways of involving young people in farming.
- 22 What made Martin get interested in farming?
 - A He noticed local people picking vegetables.
 - B He found some suitable land for growing things.
 - C He wanted young people to eat more fresh food.
 - D He thought supermarkets in the area would sell his products.
- 23 What has been surprising to some people about the project's success?
 - A Very few children like eating the food produced there.
 - B Teenagers have suggested some of the rules.
 - C Some people take advantage of the free food.
 - D Young people enjoy making such an effort.
- 24 The local people of Delany say
 - A the town's now becoming similar to how it once was.
 - B farming in the town is likely to continue for another 200 years.
 - C the project needs to have a strong leader to organise it properly.
 - D without Martin the town didn't have a future.
- 25 How would Martin encourage his local community to get involved in the project??

D

- We're turning empty land into something amazing even if you are not interested in helping, just come and hang out with your friends.
 - If you've got a few hours to spare, come and work in our community garden – you'll make some money and have fun.
- Find yourself somewhere to grow vegetables and bring them to our community market it's a great event, with people coming miles for locally-grown food.

You've seen our beautiful fresh vegetables in all the neighbourhood supermarkets – now try them directly from us. Even better, start growing them yourself!

22 Did local people pick vegetables before Martin started his project? Do only young people like the fresh food? Are there many supermarkets in the area?

C

Reading Part 5

In this part you:

- read a text with ten spaces in it
- the correct word for each space from four options choose

Vocabulary Verbs with prepositions

- Preliminary candidates often make mistakes with verbs and prepositions.
- Circle the correct preposition in each sentence.
 - 1 My brother and I often argue for / about the TV programmes we want to watch.
 - 2 The final score will depend on / in the penalties.
 - 3 When I've finished my degree in computing I'd like to specialise on / in robotics.
 - 4 I'm not sure you can rely for / on Jack to remember Mum's birthday. He's so forgetful!
 - 5 Could you wait for / to me at the station? Then, we can walk to the cinema together.
 - 6 I find it difficult to concentrate on / about my homework if there is a lot of noise.
- Complete the sentences with a verb and the correct preposition from the boxes.

	ask believe search succeed think worry for	in	on	about
1	1 I'd like you to the idea and giv	e me you	r opinio	n tomorrow.
2	2 I lost my keys and had to then	for hou	rs before	e I found them under the sofa.
3	3 Do youghosts? I'm not sure if	they exis	t or not.	
4	4 What flavour ice cream are you going to		? There	e's a lot of choice.
5	5 If you want tolife, you have to	work ha	rd.	
6	6 Don't the food for the party I's	ve already	v bough	t everything.

Focus Reading before and after the gap

Complete the sentences with a word from the box.

car	cat	dog	house	postcard	present
proble	em	sport	subject	website	
1 The	hov dr	ew a nictu	re of his	because	he wanted to

Tip! More than one answer may be possible at first, so read the text after the gap to get more

Remember!

Some verbs are followed by a

skateboard for his birthday.

preposition, e.g. He asked for a new

- nted to show his friend where he lived.
- 2 I need to buy a because it's Ken's birthday.
- 3 I'd really like to have a although it means I'd have to take it for a walk every day.
- 4 Yesterday I got afrom a friend who always sends me one when he's on holiday.
- 5 She wasn't sure whichshe wanted to do, but finally she chose biology.

Reading • Part 5

Questions 26-35

Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D on your answer sheet.

Tip! Read through the whole text first. Try each option in the gap. Are any options impossible?

Example:

A after

B with

C in

D at

Answer:

0	A	В	C	D
U				

The Indian Ocean

The Indian Ocean is the world's third largest ocean, (0) the Pacific and Atlantic Oceans. It (26) to the south of Asia, to the west of Australia and Indonesia, and to the east of Africa. Unlike the Atlantic and Pacific, it has no (27) opening to the north.



Therefore, the Suez Canal, (28) opened in 1869, is a very

important shipping route (29) the Indian Ocean and the Mediterranean Sea.

The waters of the Indian Ocean are (30) calmer than those of the Pacific and Atlantic Oceans, and are, therefore, easier to travel across. There are about 5,000 islands in the Indian Ocean. (31), such as the Seychelles and Maldives, have beautiful beaches and a warm climate, and now (32)increasing numbers of tourists.

During the winter, cool, dry winds blow over the ocean from the northeast. In summer, the (33) of the wind changes and south-easterly winds blow north from the ocean, bringing (34)rains called 'monsoons' to coastal areas. (35) farmers depend on these rains, they can be a problem, often causing serious flooding.

26	A	lies	В	finds	С	puts	D	gets
27	A	right	В	natural	С	realistic	D	correct
28	A	when	В	what	С	where	D	which
29	A	among	В	on	С	between	D	by
30	A	too	В	much	С	very	D	SO
31	A	Many	В	Each	С	All	D	Any
32	A	catch	В	lead	С	call	D	attract
33	A	direction	В	development	С	progress	D	balance
34	A	thick	В	large	С	heavy	D	high
35	A	Because	В	Although	С	However	D	Whether

Advice

- **29** What preposition is used to link two or more places?
- **34** What collocations go with rain? Can rain be thick, large or heavy?

Writing Part 1

In this part you:

- five pairs of sentences read
- complete the second sentence so that it means the same as the first one

Grammar Passive forms

- Complete the sentences with the passive form of the verb in brackets.
 - 1 A man (arrest) by the police yesterday for stealing a car.
 - 2 The painting (sell) for a million dollars last year.
 - 3 We(give) a lot of homework every week.
 - 4 While he was in hospital, his meals (served) to him in bed.
 - 5 Nurses(not / pay) very much in this country nowadays.

Remember!

The passive is made using the verb be in the correct form and the past participle of the verb. Don't forget that some past participles are irregular, e.g. go - gone, take - taken.

Complete the second sentence to make the passive form of the first sentence.

Example The school gave children prizes for achievement. The children were given prizes for achievement.

- 1 Leonardo Da Vinci painted this portrait.
 - This portrait by Leonardo Da Vinci.
- 2 The detective didn't find the money in the suitcase, but in a plastic bag instead.
 - The money in the suitcase, but in a plastic bag instead.
- 3 They make these cars in Germany.
 - These cars in Germany.
- 4 The pupils decorated the school for the end-of-term party.
- The school by the pupils.
- 5 They don't allow dogs in the playground area of the park.
 - Dogsin the playground area of the park.

Grammar Word building

Complete the table.

Verb	Noun
(1)	belief
choose	(2)
develop	(3)
(4)	explanation
live	(5)
permit	(6)

- Use a word from the table to complete the sentences.
 - 1 If I had to between rice or potatoes, I'd prefer rice.
 - 2 The most important people in my are my family.
 - 3 The teacher gave us to leave the class early.
 - 4 He gave a very good of how to do the maths problem.

Tip! Think about whether the missing word(s) are nouns, verbs or other parts of speech.

Writing • Part 1

primisiT I tes

Questions 1-5

Here are some sentences about Maria's school.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

Write only the missing words on your answer sheet.

Eve	ma	ml	0:
Exa	011	М	C.

Maria's school is bigger than	n my school.
-------------------------------	--------------

My school is than Maria's school.

Answer: 0

0	smalle
~	OTTIONIC

1 Maria's classmate told her that the school canteen was great.

'The school canteen,' said Maria's new classmate.

- 2 Students have a choice of two different sports they can do at school.

 Students can between two different sports to do at school.
- The school uniform is not very popular with some students.

 Some students really like wearing the school uniform.
- 4 Maria prefers studying maths to history or geography.
 Maria would rather study mathshistory or geography.
- Maria's teachers give her lots of homework.
 Maria islots of homework by her teachers.

Advice

36 When the reported speech verb is in the past, what tense do we use in direct speech?

38 If something is 'not popular', do people like it or not?

Writing Part 2

In this part you:

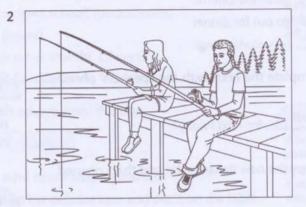
a short note or email (35-45 words) containing three different points write

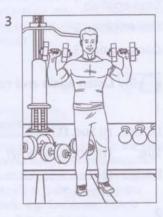
Vocabulary Free-time activities

Match the pictures with the activities.

working out rock climbing volunteering taking photos diving fishing













Which of these adjectives would you choose to describe these activities?

dangerous difficult dull easy boring challenging healthy interesting fun exciting hard entertaining peaceful rewarding unforgettable

Remember!

Fun is an adjective to describe something you enjoyed, e.g. The party

Funny is an adjective to describe something that makes you laugh, e.g. The comedy film was funny.

Which of these activities have you tried? What was it like? Which would you like to try? Why? Tell your partner.

Example I tried deep water diving in the sea one summer. It was exciting but a bit dangerous. I'd like to try volunteering because I think it would be rewarding.

Focus Invitations

01 Listen to the people inviting someone to do something. Match the invitation with the conversation.

Conversation 1 A go to the cinema Conversation 2 B go out for dinner Conversation 3 C try volunteering

01 Listen again and complete the texts with the speakers' phrases.

Linda: Hi Sue, (1) for next Friday? Sue: I'm not sure. Why? in town?

Linda: (2) try the new Italian restaurant that's opened

Steve: Tanya, I've just joined a local charity. Tanya: Wow! What's it like?

Steve: Well, (3)come with me this weekend and see?

3

Listen Pete, Great news! I've just been given two tickets for the film marathon. (4) _____ next weekend? (5) _____ come with me? It'll be a long night though! Let me know soon!

Tip! Make a list in your notebook of expressions you can use to make invitations, suggestions, give advice, etc. They will be useful for writing messages to friends.

Remember!

Expressions for asking about plans: What are your plans for this Friday? What are you doing next Friday?

Remember!

Expressions for invitations: Would you like to ...? Do you want to ...? What / How about -ing ...?

Test 1 Exam practice

Writing • Part 2

Question 6

You have joined a new sports club in your local town to get fit. Write an email to your friend, Jan. In your email, you should:

- tell Jan what you do at the sports club
- explain why you think Jan would enjoy the club
- invite Jan to come to the club with you next time.

Write 35-45 words on your answer sheet.

Tip! Remember to include all three points in your answer. If you forget one, you'll lose marks.

Writing Part 3

In this part you:

• write either a letter or a story using about 100 words

Grammar Word order

1 Rewrite these sentences with the adverb in the correct position.

Example I <u>sometimes</u> stay at a friend's house at the weekend. (sometimes)

- 1 I buy sweets on my way home from school. (occasionally)
- 2 I've been to South America. (never)
- 3 The weather is good in the summer months. (always)
- 4 She doesn't go to the cinema. (usually)
- Complete the sentences with an adverb from the box.

(carefully	happily	quickly	slowly
1		, e	everyone w	ent home after a great day.
2		, S	he picked	up the delicate vase and put it on the table.
3		, S	he ran to t	he corner of the street.
4		h	ne walked h	nome, feeling exhausted.

Remember!

Adverbs of frequency (often, usually, sometimes, never, etc.) go between the subject and the main verb, but after the verb be or the auxiliary verb (e.g. have, will, would).

Remember!

Adverbs of manner can go in the same position as adverbs of frequency, but they can also go at the beginning of a sentence to make the idea more emphatic. e.g. **Suddenly**, I saw a strange shape in the sky.

Spelling Adverbs

- Preliminary candidates often make mistakes when they spell adverbs.
- 3 Write the adverb made from these adjectives.

1	bad	7	loud
2	brave	8	nervous
3	angry	9	hard
4	easy	10	sad
	fast	11	fortunate
6	gentle	12	calm

Remember!

We make an adverb by adding -ly to the adjective.

Exceptions:

- a) fast and hard do not change.
- b) adjectives ending in -le, take away the -e and add -y
- adjectives ending in -y change the -y to an -i and add -iy.

Focus Expanding sentences

- Add adjectives and adverbs to these sentences to make them more interesting.
 - Example We sat down at the table and looked around the room.

 Happily, we sat down at the elegant table and excitedly looked around the fantastic room.
 - 1 The man was walking along the street when he noticed the car.
 - 2 The children tried to open the door but it was locked.
 - 3 I went into the house and saw a woman.
 - 4 The detective picked up the parcel and carried it out of the station.

Grammar Verb forms with after, before and while

- - 1 After they had gone shopping, they went to the park for a walk.
 - 2 Before he saw the film, he met his friend for a coffee.
 - 3 While I train at the gym, I listen to music.
 - 4 I lived in Barcelona before I came to this city.
 - 5 We often go for a walk after we have breakfast.
 - 6 They had a great time while they were staying in England.

Remember!

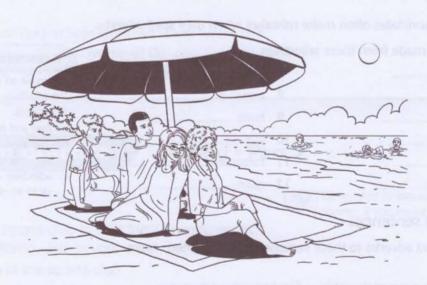
To use *after*, *before*, *while* + *-ing*, the subject of the two verbs must be the same.

Vocabulary Time expressions

6 Complete the text with a word or expression from the box.

after as at first before during in soon that then when

Tip! A story is easier to read and more interesting if you connect your ideas.



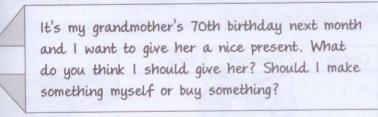
Writing • Part 3

Write an answer to **one** of the questions (7 or 8) in this part.
Write your answer in about **100 words** on your answer sheet.

Mark the question number in the box at the top of your answer sheet.

Question 7

This is part of a letter you receive from an English friend.



- Now write a letter, answering your friend's questions.
- Write your letter on your answer sheet.

Question 8

- Your English teacher has asked you to write a story.
- This is the title for your story

A very unusual meal.

Write your story on your answer sheet.

Advice

Start your letter with an appropriate greeting, e.g. **Dear** (name), **Hi** (name), And an appropriate ending, e.g. **Love from, Best wishes**,

Before you start writing, note down any vocabulary related to the topic. If you can use some unusual words, you will get better marks.

Listening Part 1

In this part you:

- listen to one or two people talking in seven short situations
- match what they say with a picture

Vocabulary Topics

1 Write the nouns in the correct column.

director diving concert band character coach arrival apple peanut pepper match passenger instrument material flight hockey sweatshirt size shorts singer pie

Film	Music	Sport	Clothes	Transport	Food
				- Spertmon	god on Abin
	and the second		denies		
				Balance etamon	Log general you
				100	WWINSTLO
					The state of the s
		And the same of			
	The Later State of the Later State State of the Later State		- 30	THE CHANGE IN	OF DOMES CALL

Find a word that has two completely different meanings and can go in two columns.

- 2 Complete the sentences with one of the words from Exercise 1.
 - 1 In my country, it's typical to eat apple at Christmas.
 - 2 One of the most popular team sports in Canada is ice
 - 3 The only way to get to the island by car is to use the that goes once a day.
 - 4 My favourite from the movie is when she finds the family of gorillas.
 - 5 The concert wasn't bad, but thewas too quiet, so we couldn't hear her.
 - 6 I bought a shirt for my brother, but it was the wrong, so I'll have to take it back.
- 3 Look at the pictures. Describe one to your partner. Can your partner guess which one you are describing?







В

Pronunciation Affirmative and negative

- 4 02 Listen and circle what each speaker actually says.
 - 1 I would / wouldn't like to have a cat as a pet.
 - 2 Ruth can / can't see the screen very well.
 - 3 Jake is / isn't going to visit his grandmother this weekend.
 - 4 You should / shouldn't take photos in here.
 - 5 The teacher could / couldn't help me with the exercise.
 - 6 The food was / wasn't fresh.

Focus Preferences

5 O3 Listen and circle the picture that each person prefers.

A



1 Frank

A





2 Yolanda

A



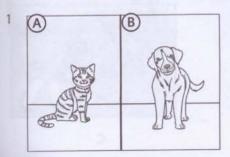


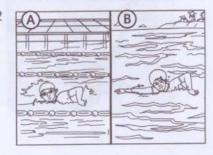
3 Paula

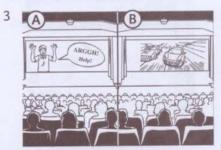
6 03 What expressions do the people use to express their preference? Listen again and complete the sentences.

- 1 Frank: I have a motorbikea car.
- 2 Yolanda: It to go by
- 3 Paula: I think I ice cream.

7 For each pair of pictures below choose the one you would prefer, tell your partner and explain why.





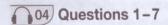


Tip! Sometimes you need to understand

if a sentence is affirmative or

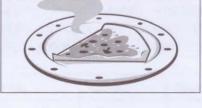
negative to get the correct option.

Listening • Part 1



There are seven questions in this part. For each question, choose the correct answer A, B or C. Tip! Before you listen, think about the vocabulary you might hear for each picture.

Example: What will the boy have for dinner?



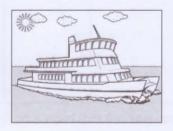






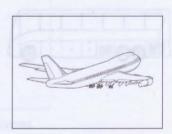


How did the boy travel home from his trip?





B



C

2 What is the girl talking about?

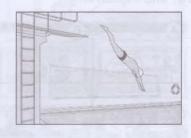






C

3 Which sport will be first on the TV programme Sports World?



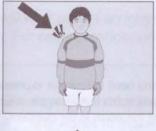


B

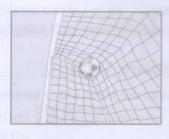


C

What is the boy upset about after his football match?







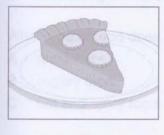
What birthday present did the girl receive from her aunt?

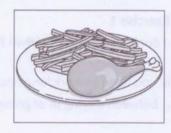






What dish would the girl prefer to have?

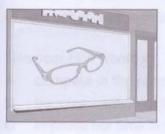






C

Where is the boy waiting for his father?



A



В



Listening Part 2

In this part you:

- to one or two speakers talking about a topic listen
- answer six multiple-choice questions

Vocabulary Verbs

- Match the verbs with a sentence that communicates the same meaning.
 - a The number of students on the course went up 1 achieve last year.
 - b I'm sure I'll be a doctor in the future. 2 advise
 - You'd better take things easy for a while. 3 decide
 - d They've made a lot of progress over the past 4 expect few weeks.
 - I made up my mind that cooking wasn't for me! 5 hope
 - She's concerned that the pressure is too great. 6 improve f
 - You have to spend more time developing 7 increase your muscles.
 - h My dream is to travel when I'm older. 8 tend
 - People usually spend more time with friends 9 work on when they're teenagers.
 - I finally got to the top of my profession. 10 worry

Complete the sentences with a verb from Exercise 1.

- 1 My parents often when I don't let them know when I'm getting home.
- 2 If you want toyour goals, you need to work long hours.
- 3 It's sometimes difficult to between staying in or going out.
- 4 The students to have less concentration on Friday afternoons, so we often do fun activities.
- 5 I that we can go abroad this summer. It would be great!

Focus Listening for detail

- 05) Listen and choose the correct option.
 - 1 He likes / doesn't like skateboarding.
 - 2 What kind of weather do they prefer at the moment? Cold / Sunshine
 - 3 Who does she usually go to the cinema with? Her brother / Her parents
 - 4 Where did she live as a child? In England / In the United States
 - 5 Who usually wins their tennis matches? Rachel / Katy



Tip! You need to listen for expressions and words that show the meaning of the words in the questions. You won't hear exactly the same words.

Listening • Part 2



You will hear part of an interview with a 14-year-old swimmer called Ellie Chan who is in her city's swimming team. For each question, choose the correct answer A, B or C.

- 8 Ellie says she thinks she's improved as a swimmer because
 - A she wants to make her family proud.
 - B she has got a competitive character.
 - C she started swimming when she was very young.
- 9 What is Ellie's best swimming skill in races?
 - A starting
 - B turning
 - C finishing
- 10 What does Ellie think about during training sessions?
 - A Winning important prizes.
 - B Keeping her body relaxed.
 - C Swimming as fast as she can.
- 11 What type of food does Ellie try not to eat?
 - A fast food
 - B sugary food
 - C hot and spicy food
- 12 What advice does Ellie give to young swimmers?
 - A to rest properly
 - B to do their best for their team
 - C to get on well with their competitors
- 13 This year Ellie wants to
 - A compete in the national championships.
 - B become captain of the city team.
 - C improve her time in the 100m race.

Advice

- 8 Ellie says, 'I don't think that was the main reason why I'm good.' What wasn't the main reason?
- 11 Notice the question asks about food Ellie does not eat. Why does she not eat it?

Listening Part 3

In this part you:

- listen to one person talking about a topic
- complete some notes

Focus Numbers and letters

1 107 Listen to the girl speaking and circle the numbers or letters that you hear.

1 13/30

6 41 / 49

2 R-B-B / R-R-B

7 100 / 1,000

3 25/29

8 1987 / 1978

4 M-A-R-D-E-N / M-A-R-S-D-E-N

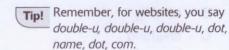
9 11.00 / 11.30

5 16/60

10 1,367 / 1,376

Focus Questions and answers

- 2 Write the questions for these answers.
 - 1 My surname's spelt R-O-double B-I-N-S.



- 2 The courses start on the first Monday of every month.
- 3 The best website is www.grandays.com.
- 4 The population of my country is 4,500,000.
- 5 They've got a bicycle as the first prize.
- 3 In pairs, ask and answer your questions.
- 4 Can you guess this information about your partner? Write your guess and then ask your partner questions to see how many you got right.

	Your guess	Your partner's
		answer
The name of a member of your family.		
Your favourite day of the week.		***************************************
A job you would like to do.		
The year you were born.		
The distance you can run without stopping.	***************************************	
The time you usually go to bed.		
A website address you often use.		
The number of hours you have spent doing homework this week.		

Listening • Part 3



Questions 14-19

You will hear an announcement about an art competition for schools. For each question, fill in the missing information in the numbered space.

ART COMPETITION FOR SCHOOLS

DETAILS	Advice
What wildlife to draw: (14)	17 What kind of word are you looking for? Can you imagine
Design: hand drawn	what his profession might be?
PRIZES	
1st: visit to wildlife centre with your (15)	
2nd: T-shirt	
3rd: (16)	
JUDGES	
Toby Shore (actor)	
John Misbah (17)	
DATES	
Closing date for all entries: (18) March	
For all information about the competition go to: www. (19)	org

Listening Part 4

In this part you:

- listen to an informal conversation between two people
- **understand** the attitudes and opinions of the two people, and the facts they mention

Vocabulary Adjectives

1 Which adjectives show a positive attitude or opinion and which are negative?

annoyed anxious ashamed confident delighted depressed disappointed embarrassed excited glad keen pleased relaxed surprised

Positive	Haran Care	Negative
Note the spending	a far have on	
		MARKET TO SERVICE STATE OF THE PARKET STATE OF
		(8)

Complete the sentences with an adjective from Exercise 1.

- 1 I can't believe it! I was sowhen lan won first prize. I know he didn't expect it.
- 2 He was really when he forgot his guest's name and his face went red.
- 3 Could we go to see an action film? I'm not veryon romantic comedies.
- 4 She's sure to get good marks. I'm that she'll pass everything this year.
- 5 Why are you so about going to the dentist? I'm sure he won't hurt you!
- 6 I did something terrible to Henry and now I feel that I wasn't a better friend.
- 7 They were so about the trip that they couldn't stop talking about it.
- 8 After a week's holiday, I began to feel more and stopped thinking about work.

Remember!

To express likes, dislikes and preferences we often use expressions like:

I wouldn't mind I wouldn't like I'd rather (not) 09) Listen to the conversation between Martha and Danny and complete the table.

Who?	Martha	Danny	Both Martha and Danny
liked the film			1
bought the tickets			
thought the actors were excellent			converse for your
thought the story was complicated	n ou place		
didn't like the sound effects			
is hungry			

Test 1 Exam practice

Listening • Part 4



Look at the six sentences for this part.

will hear a girl called Erika and a boy called Leo talking about a school visit to an animal rescue centre.

Decide if each sentence is correct or incorrect.

Tis correct, choose the letter A for YES. If it is not correct, choose the letter B for NO.

		YES	NO
20	Erika really enjoyed visiting the animal rescue centre.	Α	В
21	Leo thinks working at the centre would be a challenging career.	Α	В
22	Leo was surprised the animal rescue centre was so busy.	Α	В
23	Erika expected to see more sea birds at the centre.	A	В
24	Leo helped to feed some animals in the centre hospital.	Α	В
25	Erika would like to see photographs of the animals at the centre.	Α	В

Advice

21 Leo says the work would be satisfying 'though of course it must be ...'

24 What wasn't a good idea for the children to do?

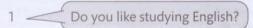
Speaking Part 1

In this part you:

- talk to an interlocutor for 2-3 minutes
- answer some general questions about yourself

Focus Personal questions

- 1 Answer the questions so that they are true for you.
 - 1 How do you spell your surname?
 - 2 Where do you come from?
 - 3 Do you study English at school?
 - 4 Do you like it?
- 2 Match the phase 2 questions and answers.



- What do you enjoy about studying English?
- Do you think English will be useful in your future life?
- What are your favourite subjects at school?
- 5 Tell us something about your family.
- 6 What are your hobbies and interests?
- 7 What did you do last weekend?

Before the test, practise talking about yourself, your studies and your interests.



Tip! In phase 2 of the Speaking test, you may be asked about past experiences and future plans, as well as your life now.

It's pretty small. I don't have any brothers or sisters, but I get on well with my parents.

I'm not keen on grammar, but I like practising conversation.

I visited my friend in Bristol. We went shopping and watched a film at the cinema.

Yes, definitely. I'd like to work in the USA, so it will help me get a job there.

Yes, I do. The classes are fun and I've learnt a lot.

I'm really into science. Biology and chemistry are my favourites, but physics is OK too.

Listening to music and snowboarding. It snows a lot where I come from!

Focus Listening

- 3 Listen and complete the interlocutor's questions.
 - 1do you enjoy doing in your?
 - 2you like to watch.

 - 5 Tell us about your English

Tip! Listen carefully to the interlocutor's questions.

Speaking • Part 1

(2-3 minutes)

A/B

Phase 1 Interlocutor

Ask if there's anything you don't understand. Good morning / afternoon / evening. Can I have your mark sheets, please?

A/B I'm and this is my colleague He / she is just going to listen to us.

(Hand over the mark sheets to the Assessor)

A Now, what's your name? Thank you.

And what's your name? B Thank you.

Candidate B, what's your surname? B How do you spell it? Thank you.

And, Candidate A, what's your surname? A How do you spell it? Thank you.

A/B Where do you live / come from? Do you study English at school? Do you like it? Thank you.

Do you live in ...? Do you have English lessons?

Phase 2 Interlocutor

(The interlocutor may ask one or more of the following questions.)

What kind of exercise do you like doing? Why?

How do you plan to use your English skills in the future?

What do you usually do in the evenings?

Tell us about the area you live in.

Thank you.

Advice

Phase 1 Practise spelling your surname.

Tip! It is important to listen to the

interlocutor's questions carefully.

Phase 2 If you don't enjoy doing exercise, what could you say?

Speaking Part 2

In this part you:

- look at some information that the interlocutor will give you
- discuss your views and opinions with your partner

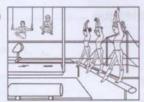
Focus Suggesting, agreeing and disagreeing

12) Your teacher wants your class to get fit! Look at the four types of exercise and listen to Lucy and Ben talking about them. What does Lucy want to do? Why? What does Ben want to do? What do they agree at the end?















- 12) Read Lucy and Ben's conversation. Then listen again and complete the missing words.
 - Boy: Which type of exercise do you think is a good idea for our class, Lucy?
 - Girl: (1) Ido gymnastics. I would really enjoy that and I think lots of other people would too.
 - Boy: (2) I'm that. I don't really like jumping and things like that. (3)running? Everyone loves that.
 - I don't. I'm not very good at running I'm too slow! (4) go swimming instead? (5) about that?
 - Boy: (6), but the school doesn't have a swimming pool and the nearest one is too far away.
 - Yes, you're right. Well, that leaves football.
 - Boy: Yes, (7) that? Everyone loves football!
- Which type of exercise would you choose to do with your class? Tell your partner.
- Your class is having a party to celebrate the end of the school year. Your teacher has asked what you'd like to do to make the party fun. Discuss these ideas in pairs.
 - play games

have drinks and snacks

dance to music

watch a film in English



Tip! Talk to you partner clearly, so that the examiners can also hear what you say.

Remember!

These are some phrases you can use in Part 2:

Why don't we ...? Yes, why don't we do that? That's a great idea! I think we should ... I don't think we

should ... I'm not sure about ...

How about ...? That's a good idea, but ... I'm not sure we should ... What do you think? I don't think ..., do you?



Tip! In Part 2, talk about all of the ideas in the task. You can add your own ideas too.

Speaking • Part 2

(2-3 minutes)

Tip! Remember to talk about what you can see in the pictures you are given.

Interlocutor (to both candidates)

I'm going to describe a situation to you.

A teacher in a city school wants her students to learn more about nature. Talk together about the different ways the children could learn about nature, and say which would be most interesting.

Here is a picture with some ideas to help you.

Place Test 1 Exam practice Speaking Part 2 picture (see page C1) in front of candidates.

I'll say that again.

A teacher in a city school wants her students to learn more about nature. Talk together about the different ways the children could learn about nature, and say which would be most interesting.

All right? Talk together.

Allow the candidates enough time to complete the task without interruption. Prompt only if necessary.

Thank you. (Can I have the booklet please?)

Advice

What could you learn about at a farm? Would going on a nature walk be useful? How would going to a museum help? What can you find out about nature in a zoo? What does gardening help you understand? How could you learn about nature in class?



13) Listen to two students doing the task above.

Speaking Part 3

In this part you:

- talk to the interlocutor about a colour photo
- what you can see in the photo e say

Vocabulary Describing people, things and events

- Where are you now? What can you see? Try to describe the room you are in and the people around you in as much detail as you can.
- Look at the photo below. Who are the people? Where are they? What are they doing? Describe what you can see.

Tip! Say as much as you can about the photo you are given. For example, where it is, what people are doing, where things are, what the weather's like.



14 Listen to a student describing the photo. Does he say the same things you said about the people? What does he say about them?

Tip! Think about the tenses you need to use to talk about what people are doing now.

Speaking • Part 3



(3 minutes)

Interlocutor (to both candidates)

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of **people choosing things to buy**.

Candidate A, here is your photograph. Please show it to Candidate B, but I'd like you to talk about it.

(Place **Test 1 Exam practice Speaking Part 3** picture (see page C7) in front of Candidate A.)

Candidate B, you just listen. I'll give you your photograph in a moment.

(Candidate A)

(Approximately 1 minute)

If there is a need to intervene, prompts rather than direct questions should be used.

Interlocutor

Thank you.

Now, Candidate B, here is your photograph. It also shows **people choosing things to buy**. Please show it to Candidate A and tell us what you can see in the photograph.

(Place **Test 1 Exam practice Speaking Part 3** picture (see page C8) in front of Candidate B.)

(Candidate B)

(Approximately 1 minute)

Thank you.

15 Listen to a student talking about Photo A.

16 Listen to a student talking about Photo B.

Speaking Part 4

In this part you:

- with your partner · talk
- about the same topic as Part 3 talk

Focus Talking with a partner

17) Listen to Oliver and Beth talking about the sports they like. Complete what they say.

Oliver

I love football. I like playing it and watching it on TV too because I think it's football but I'm on the school team, so maybe I'm (3) at it! We play after school twice a week and play matches against other schools once a week. There are some great players on our team, (4) we usually win. I also enjoy basketball, which we're learning to play at the moment. I'm pretty tall, so I might be good at it! (5)you, Beth? (6) like sport?

Beth

Actually, I'm not really into team sports. I (7)you can do on your own, like dancing or cycling (8) I don't like taking part in competitions. I (9)horses, so I've just started taking horse-riding lessons. It's (10) than I expected it to be, but it's great when you can make the horse run. Hopefully I'll learn how to jump soon. I'd (11)do some kind of athletics, like running or even gymnastics. I think that (12) interesting. What do you think?

18) Now listen to the second part of Oliver and Beth's conversation. Complete the phrases for agreeing or disagreeing.

Playing sport's really good for you. Beth:

Oliver: Do you think some sports are better for you than others? I think

team sports are best because they teach you about being part of

a team.

(2)are team sports better than other sports? Beth:

Well, (4) The main think is keeping fit. Have Oliver:

you been to the new sports centre yet? I think it's amazing!

Beth:



Tip! Remember to look at your partner while you're talking to them.

Remember!

Use these words and phrases for agreeing, disagreeing and responding to your partner:

I agree. I don't agree. I'm not sure. So do I. Neither do I. Me too. Yes, but ..., No, but ..., Do you? I don't. Really? That's amazing / wonderful / exciting / awful / terrible!

3 Take turns to read out sentences 1 – 6 below. Respond to what your partner says with one of the phrases in the speech bubbles. Keep the conversation going by asking another question about the topic.

1 /m not really into sport.

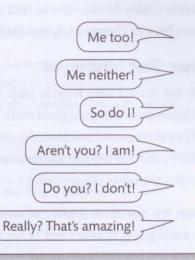
I think summer's the best part of the year.

My friend's got a hundred different computer games!

4 I love watching horror films. I never get scared.

5 I prefer salad to pizza.

I'd love to visit Australia.



Test 1 Exam practice

Speaking • Part 4

(3 minutes)

Tip! If you make a mistake, don't worry. Just keep talking.

Interlocutor to both candidates)

Your photographs showed **people choosing things to buy**. Now I'd like you to talk together about when **you** choose things to buy and **how** you choose them.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

Thank you. That's the end of the test.

Back-up prompts

- Talk about when you choose things to buy.
- 2. Talk about how you choose things to buy.
- Talk about who helps you choose things to buy.
- Talk about which shops you like going to.

Listen to some more questions about choosing things to buy and answer them.

Advice

Talk about when you choose things to buy: when you see something you like? when you're buying a gift? to cheer yourself up? How do you choose what to buy: does it depend on how expensive something is, or whether it is value for money?

Reading Part 1

- How many texts do you have to read in Part 1?
- Do you have to choose an option that has the same vocabulary or meaning as the text?

Grammar First conditional

- Circle the correct verb form in each sentence.
 - 1 If Kevin gets / will get a good mark in the test, his mum is / will be pleased.
 - 2 If you don't want / won't want your old books, you can / will give them to the school library.
 - 3 Don't call / You will call Sam unless there is / will be a serious problem.
 - 4 Unless the other players arrive / will arrive soon we have / will have to cancel the match.

2	Answer th	e questions	about	the sentences	in	Exercise	1.
				nie seileeliees			

- 1 Is Kevin going to take a test or has he already done it?
- 2 Have you got old books now?
- 3 Should you call Sam if you have a serious problem?
- 4 Who are we waiting for?

Complete the sentences with the correct form of the verb.

- 1 The teacher (not / correct) your work if you (give) it in late again.
- 3 If you(not / go) to bed early, you(be) tired in the morning.
- 4 | (not / remember) his telephone number if | (not / write) it down now.

Match the sentence halves and connect them with if or unless

- 1 You can't go into the show
- 2 We'll have to walk
- 3 The tickets will be cheaper
- 4 You can take your phone into the lecture
- 5 Go to the multimedia room
- 6 I'll give you extra homework

a you buy them online.

- b you stop talking.
- c you turn down the volume.
- d you have a ticket.
- e my father comes to pick us up.

Remember!

unless means except if

f the teacher is ill.

Vocabulary Words with two meanings

- Look at these sentences and answer the questions.
 - 1 You should book a place on the course this summer.
 - 2 You should bring your book to class every day.

In which sentence is the word book a verb? What part of speech is it in the other sentence? What does the verb book mean?

unless

Tin! Think if a word is used as a verb, noun or adjective to help you understand its meaning.

- 6 In pairs, look at these sentences and find the best meaning for the underlined word.
 - 1 All students over 16 have to show their <u>card</u> at the gate in break times if they want to leave the school.
 - 2 I received a funny birthday card from my cousin.
 - 3 I was waiting for the bus when Jack's dad drove past and gave me a lift.
 - 4 Four of us had to <u>lift</u> the table because it was very heavy.
 - 5 My sister is away at university and I really miss her.
 - 6 If you miss too many classes, you won't understand anything.
 - 7 How long do you think the concert will last?
 - 8 She came last in the competition.
 - 9 You'll see the cinema once you get out of the underground.
 - 10 I've only been once to England, but I'd love to go again.

- A a piece of stiff paper with a message on it
- B an identity document
- A move from a lower to a higher position
- B a ride in another person's vehicle
- A feel sad because someone is absent
- B not attend
- A in the final position
- B continue in time
- A one time
- B when

Focus Missing words

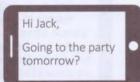
Sometimes there are some words missing in short messages.

Which words are missing in these messages?

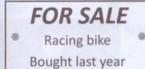
Example:

Second-hand computer for sale Works perfectly 50€

It works perfectly.



1



2



3

Have given your number to Jane. She'll call you tomorrow.

4

Reading • Part 1

Questions 1-5

Look at the text in each question.

What does it say?

Mark the correct letter A, B or C on your answer sheet.

Example:

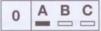
0

Hi Jon, Your friend Mark came to the house earlier to see if you were in. Can you ring him back before 5.30 tonight? He's going to football practice then. Mum

Mum is texting Jon to

- tell him to contact his friend.
- remind him that it's football practice tonight. B
- ask if he'll be home before 5.30.

Answer:



1

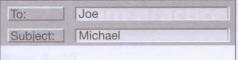
Tom. Help! My bike's broken and it won't be fixed in time for Saturday's ride. Can I borrow your brother's? If yes, I can collect it after school tomorrow. Steve

- Steve is requesting Tom's help to mend his bike. A
- Steve is hoping Tom's brother can do him a favour.
- Steve is asking Tom to bring his brother's bike to school.

2

Tennis Club Get your card ticked each time you book a court - sixth session free!

- You have to book five sessions before you get a sixth one free.
- If you have enough cards, you can have free games on court.
- The club are offering a discount if you book six sessions together.



Hi Joe.

Coming to the park later? We're just finishing our picnic now, but Harry is coming at about 4 p.m. We'll both have our skateboards. so don't forget yours. Michael

Michael is

- asking Joe to lend Harry his skateboard.
- inviting Joe to have something to eat with him in the park. B
- C suggesting they get together with a friend later that afternoon.

Computers

For security reasons, Reception cannot give out new passwords without a college card.

- If you want help choosing a password, you should ask Reception.
- B To change your computer password, Reception needs vour college information.
- C To keep your college card safe, you should give it in to Reception.



- Al mustn't forget to check his email just before the end of school.
- Al has to let his teacher know he'll be missing some school.
- Al's meeting his mum after lessons finish for a lift to the dentist.

Advice

- 3 Will Michael be eating later? Why / Why not?
- 5 Who did Al's mother inform about the appointment? When does Al need to leave school?

Reading Part 2

- How many descriptions do you have to read in Part 2?
- Are there three or four points to find in each description?

Focus Synonyms

Read the text and find words that mean the same as the words below.

1 tour 2 scenery 3 repair

4 championship 5 cars and buses

6 choice 7 develop 8 abilities

Come to Highgate Hall for a week of family fun. Our summer courses include a selection of activities for all ages. Learn to improve your drawing skills. Or try basic woodworking, so that you can fix your broken furniture. For the more athletic, we have sports events including a team competition at the end of the week. Located in the heart of the countryside, you can go on an trip to nearby historic sights or a walk along miles of traffic-free paths, or, if you want to relax, just sit in the beautiful gardens and enjoy the amazing landscape.

Vocabulary Unknown words.

- Preliminary candidates often panic when they see words they don't know.
- Sometimes you have to guess the meaning of a word you don't know. Look at the words in bold and choose which you think is the closest meaning.
 - 1 In the evening, the sun had set behind the mountain, but there was still a beautiful orange glow in the sky.

a tree b cloud c light

2 He went to the gym every day to strengthen his leg muscles, ready for the race. c feel

a make stronger **b** repair

3 If you want to make furniture you need some know-how, or you won't have any idea how to start.

a tools b wood c knowledge

4 There is now new high-speed train that gets to the capital in 30 minutes. It used to take 2 hours!

a expensive b fast c dangerous

5 She tried to ride the horse without a saddle, which was very uncomfortable.

b hat c class a seat

Vocabulary Compound adjectives

Match a word from column A with a word from column B to make a compound adjective and then complete the sentences.

A			В				
badly	off	wet	day	related	style		
five	sport	week	lit	road	weather		
Italian			long				

Example It was such a **badly-lit** room that we couldn't see to read.

- 1 I went on a painting course last summer. It was the best seven days I've ever had.
- 2 You'll need specialclothes if you go to the mountains in the rain.
- 3 I love biking through fields in the countryside.
- 4 He works a week and has Saturday and Sunday off.

Reading • Part 2

Questions 6-10

The young people below all want to join a cycling club. On the next page there are descriptions of eight clubs. Decide which beach would be the most suitable for the following teenagers. For questions 6-10, mark the correct letter (A-H) on your answer sheet.



Joey wants a club offering cycling away from the road, and wants professional advice on choosing a new bicycle. He would like to try cycling after school when it is getting darker.



Lucia enjoys seeing beautiful scenery on her cycle ride. She's a beginner now, but hopes to try cycling on longer routes with more experienced riders. She wants special offers on new bike equipment.



Tim wants to improve his cycling techniques and learn about looking after his bike. He'd like ideas for new routes to explore in areas around his home.



Nicola wants to be able to train indoors in bad weather. She would enjoy seeing a famous bike-race with other cyclists and she'd like to go on longer organised tours with her family.



Max enjoys testing his speed against other cyclists, and wants the chance to improve his cycling confidence in busier areas. He'd enjoy whole days cycling, having snacks along the way.

Advice

- 6 Which text mentions giving advice on choosing a new bicycle?
- 7 Three texts mention food. Which one offers food along the way?
- 10 What is another word for equipment?

Cycle Clubs

A Go-Cycle

We're the complete cycle experience for beginners and experts. Try one of our courses on getting the best from your bike, teaching basic repairs to carry out on the road. With your bike in top condition, enjoy a ride, then a well-earned break with other cyclists in our café.

c Spinners

Come along for a few days riding in spectacular countryside on our popular guided cycle trips – all ages are welcome. At our club you can practise all year, even after dark on our well-lit covered track. And don't miss the group trip to the exciting Three-Mountain Cycling Championship.

E PedalPower

If you'd love a relaxed cycle through lovely scenery with great people, then try us. We organise day-long rides in Elevedon Forest for families – a car-free day out – just remember to bring a picnic and be prepared for fun.

G SaddleStation

We offer sessions giving you the know-how for essential tasks like fixing flat tyres. Book a skills course to develop your abilities in areas like wet-weather riding and general performance. And check out our comments book to find out what others say about interesting local places they've discovered on club rides with us.

B Wheelers

Enjoy the great traffic-free cycle routes we organise in the area. We're the only club around to hold a special Sunset-Ride in Burnham Forest every Tuesday evening – new or existing members are always welcome. Our club experts will also help you select the right bike for your needs.

D Remingtons

We are an informal club run by cyclists for cyclists, offering a weekly ride, with routes chosen by a different member each time. We welcome new members, the only requirement being a bike suitable for off-road conditions, and a level of fitness to manage longer rides.

F Biketastic

We are the club for bike racing for riders of all ages. Or enjoy day tours with special prices for members at great cafés! Being situated in the heart of the city, we can also help members gain the skills needed for riding safely in traffic.

н BestBikes

The club organises rides offering the chance to mix with people of varying levels of knowledge and cycling time on the road – share skills or learn from others.

We'll take you and your bikes further from home in our minibus for day-long rides in amazing landscapes! Our discount plan gives reduced prices on great kit.

Reading Part 3

- What do you have to read in Part 3?
- When you have decided if the sentences are correct or incorrect, do you mark T or F or A or B on your answer sheet?

Vocabulary Adverbs

- Preliminary candidates often make mistakes when they spell adverbs.
- Complete the sentences with an adverb from the box.

carefully	considerably	daily	generally
just	occasionally	quickly	specially

Adverbs can modify an action to say how often, how much, how or why it is done.

- 1 When I was a teenager I caught the bus to school, but sometimes my father would take me.
- 2 My mother wanted me to phone to check that I had arrived safely.
- 3 Students now have cheap travel passes, so there are more young people on the train every day.
- 4 This programme was created for children with learning difficulties.
- 5 The newspapers are delivered to the office, except at the weekends.
- 6 I wanted to finish my homeworkso that I could go out with my friends.
- 7 You have to handle the chemicals because they can be dangerous.
- 8 I have a good memory, but I forget my calculator for school.
- Match the adverbs above with their synonyms.

1	fast	2 specifically	3	usually	4	from time to time
5	only	6 delicately	1000	a lot	8	every day

Focus Referencing

Look at the words in bold in the text. Which words do they refer to?

We set off to get the train at half past nine. (0) It was late, as always, so we got rather cold waiting on the platform for over 20 minutes. Anyway, (1) it finally came and we got on. We found (2) it hard to find a seat because there were so many people in the carriage but after the first stop a lot of people got off so then (3) it was easier. Arriving in the city, we were amazed by the number of people in the streets. 'Is (4) it always like this?' Jonny asked. My mother explained that this was a special day because everyone was going to the Olympic Games. Some people were going to see (5) them at the park on large screens and others at the stadium. We saw (6) several who had been camping all night on the street just to get a good place. I thought (7) they were mad to have wanted to do (8) this because it was freezing.



Example 0 the train

1	 5	
2	 6	
3	 7	
4	 8	

Tip! When you see words like it, he, she, they, this, look forward or back in the text to see what it refers to.

Reading • Part 3

Questions 11-20

Look at the sentences below about a project to learn more about ocean wildlife. Read the text on the opposite page to decide if each sentence is correct or incorrect. If it is correct, mark **A** on your answer sheet.

If it is not correct, mark **B** on your answer sheet.

- 11 Tessa found out about the ocean wildlife project from her biology teacher at school.
- 12 Tessa's trip cost considerably more than a holiday in a diving resort.
- 13 Tessa had to collect information that would help researchers studying climate change.

Advice

- 12 Which costs more? A week's diving holiday or the research trip?
- 16 What did the group members need to study? Where did they go to collect information?
- 19 How often did Tessa go to the beach? Where did they go more often?
- 14 The place where Tessa stayed was specially built for people working on the project.
- 15 Some group members were unhappy about certain activities that they were asked to do.
- 16 Group members were tested on their knowledge before they could collect information for the scientists.
- 17 Tessa's group were pleased to spend some of their time teaching local schoolchildren.
- 18 Tessa's group visited other parts of the island by car and bus.
- 19 Tessa took advantage of the many opportunities to relax on the beach at weekends.
- 20 Tessa found it difficult to deal with the limited range of food available at the camp.

Ocean Research



Tessa Watt's biology teacher was delighted when Tessa told him she was joining a special project she'd seen on a biology website. The project offered young people the chance to take part in sea-life research in a specially protected area around an island in the Indian Ocean for a month during the summer.

The place was known for its beauty, but the work was challenging. However, part of it involved going diving daily, so though Tessa's parents had to pay a lot for her flight there, it still wasn't as much as a week's holiday in any diving resort. To

join, a diving certificate was essential, and although Tessa already had one, she hadn't done any diving for a while, so had to spend time in the water before her adventure.

The project she joined was solving a real problem. The level of ocean coral – a hard pink or white structure made up of millions of tiny sea creatures – had reduced by up to 90%, following unusual weather in previous years, possibly caused by global warming. The project's divers had to discover how many different coral types were present in the sea and how healthy they looked. This information was sent to international scientists to help them learn about the effects of rising temperatures on these creatures.

Tessa's home for the month was an old camp now used by the project's professional staff, and people who, like Tessa, were working there as students rather than employees. Tessa and other group members quickly learnt the camp routine, which, in addition to tasks like putting information onto the computer and checking the boats, included housework. Several people tried to avoid this, complaining that they were just there to help with research, but the organisers soon explained what was expected. There was also studying to do, with everyone needing to prove they could identify different corals before being allowed out to sea without a staff-member.

It wasn't all work though: Tessa's group explored parts of the jungle with experts, and made visits to a nearby school where they were taught more about the island by the children themselves. Trips further out were limited to weekends, and although Tessa and her friend occasionally hired cars to enjoy the island's beaches, they generally caught crowded local buses into the island's capital, as there was little time to do more.

A lot of work was needed to keep the camp running and everyone supplied with meals. They had very simple ingredients, and preparation wasn't helped by having a basic kitchen. For Tessa, however, the whole experience was incredible. She learnt that she could do more than she thought possible, and made many new friends.

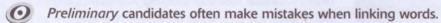
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Reading Part 4

- In Part 4, there are five questions and how many options?
- What do you mark on your answer sheet?

Tip! In Part 4, look carefully at linking words to understand how ideas are connected

Grammar Linking words



Circle the correct word in each sentence.

- 1 I'd like to go to an Italian restaurant whilst / rather my boyfriend wants to go a Chinese.
- 2 The team won the match although / despite their best player was injured.
- 3 We decided to celebrate at my uncle's house, so that / because he has plenty of space for everyone.
- 4 I took up playing tennis so / in order to get fitter.
- 5 He bought the first shirt he saw rather than / despite looking in different shops.
- 6 I've installed that new design programme as / so I'll need it for my presentations.

Match the sentence halves.

- 1 Her sister encouraged her to study art
- 2 Emily didn't want to disturb anyone,
- 3 The TV presenter wore high heels
- 4 The climber took a selfie at the top of the mountain
- 5 She thought she'd need a warm coat
- 6 She'll probably miss the bus
- 7 Sophie is going to take a sandwich
- 8 The doctor spent a long time explaining the treatment

- a to prove she had been there.
- b so that she would look taller.
- c rather than having to buy something in the café.
- d because of the icy temperatures.
- e despite the number of people waiting.
- f because she had a natural ability.
- g so she used her headphones to listen to music.
- h unless she hurries.

Complete the sentences with a word or words from the box.

despite rather than although because of 1 I watched the news with interest, there was a report on. my home town. 2 The High Street was closed flooding from the river. 3 Strangely, most of the shops were still open, the water rising towards their doors. 4there had been warnings of heavy rain, many people had still gone out in their cars. 5 The main bridge was closed, they couldn't get back home. 6 I was happy I had stayed in trying to go to school that day.



Vocabulary Giving advice

4 Look at the situations below. What advice would people give?



Mum: Why don't you get a drink?

Friend:



Mum:

Friend:



Mum: _____

Friend:



Mum: ______

5 20 Listen and complete the conversation.

Tom: Hey Dan, you look sad! What's the matter?

Dan: I just got the result for my maths exam. I failed again!

Tom: Oh dear! (1) to some extra classes?

Dan: I don't know where to find a teacher.

Tom: (2) Mel, she has an extra class after school.

Dan: OK, but are they very expensive?

Tom: I don't know. (3) first. Anyway, (4) too much, I'm sure you'll find a solution. (5) over to

study with me this evening?

Dan: Thank you! That's a start.



To give advice you can use the

imperative:

I'm tired!

Go to bed!

Or expressions like:

You should / You ought to / Why don't you / You'd better / If I were you, I'd go

to bed.

How / What about going to bed?

5 Complete the summary of the conversation with the words in the box.

advises doesn't know offers suggests

Reading • Part 4

Questions 21-25

Read the text and questions below.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.



Carter's Bottles – a young man's business

At home, Carter Kostler's parents prepared jugs of water flavoured with fresh healthy fruit. The family enjoyed it, but Carter noticed his mum found the not-so-healthy soft drinks from the shops were more convenient to take whenever she went out.

He knew his mum would rather choose a healthier option, and in school he and his friends were studying health problems connected with many soft drinks. This encouraged Carter to create a new kind of bottle himself to let everyone carry flavoured water with them.

He proudly showed his parents drawings of his clever design. It was an unusual, beautiful bottle, with two separate parts. Fruit is placed in the bottle part, then the 'strainer' – a piece of plastic with tiny holes – is attached between the two parts. The water flows through the strainer, leaving the fruit behind.

Although Carter felt the design was ready to be used for business, when he had some bottles produced by one factory, he was shocked at their quality, so he found another to do it. Now they're perfect and selling well. Carter likes being in charge, busy with customers, but there's a balance between running a business and seeing friends. Carter's lucky: 'I have lots of family here. When I'm out with friends, they do what needs doing.'

As for his plans, Carter's got lots of ideas for new styles ready, but he enjoys seeing if a new idea succeeds with customers, rather than running the business. So, what advice would he give other people? 'Be prepared, and have family support. Success doesn't come immediately. Also, expect the unexpected!'

- The writer's purpose in the article is to
 - describe the process of designing a bottle.
 - explain why a young person created a new product. B
 - advertise a new way to make drinking water more enjoyable. C
 - warn about the hard work involved in running a business. D
- 22 Carter's main reason for designing his bottle was to
 - help his mother make drinks at home.
 - encourage his school friends to have a healthier diet. B
 - teach people about the problems caused by drinking soft drinks. C
 - allow anyone to create their own individual, healthy drink. D
- 23 For Carter, it was important that his bottle would
 - be easy to take to pieces.
 - keep a soft drink cold. B
 - C be well-made as well as useful.
 - make his parents proud of him. D
- 24 Carter found some parts of the business process
 - disappointing, due to a problem with a company making the bottles.
 - annoying because he missed spending time with his schoolfriends. B

B

- challenging, as he couldn't create the design he wanted. C
- tiring, as he worked by himself when things got busy. D
- What might a magazine article about Carter say?
 - A His teachers are pleased that Carter's brought the knowledge he gained from working in the health industry back to school to share with his friends.
 - C Carter's customers use the special bottle for carrying their usual soft drinks, and add fruit to make them more healthy!
- His friends are happy to help Carter by packing bottles - he is so busy these days, it's the only chance they get to see him!

His parents are happy to help with the business side of the company, whilst Carter concentrates on inventing more products.

Advice

- 21 Does the text describe a process? Is it an advertisement? Is it a warning?
- 23 Why was Carter shocked by the first bottles that were produced?

Reading Part 5

- How many spaces are there in the text?
- How many words can go in each space?

Grammar Modal verbs

- Preliminary candidates often make mistakes with modal verbs.
- Circle the correct modal verb in each sentence.
 - 1 If you are late, you must / might report to the headteacher.
 - 2 Last year we could / can leave the school at break time.
 - 3 I'm sorry, but you can't / should use a skateboard in the shopping centre.
 - 4 I'm not sure where Oliver is, but he could / can be in the library.
 - 5 In the future there might / must be flying cars.

Match the modal verbs with their meanings.

- 1 You can bring pets to the hotel.
- 2 You might have a problem.
- 3 You mustn't eat food in this room.
- 4 You should take an umbrella with you.
- 5 You couldn't ride a bike when you were two.
- Complete the sentences with your own ideas.
 - 2 When I was younger, I couldn't but now I can.
 - 3 If you don't study hard, you might
 - 4 In my country, when you are eighteen you can

1 In my school, we mustn't

Vocabulary Collocations

- Circle the correct word in each sentence.
 - 1 My dream is to buy a quick / fast car and travel round the country.
 - 2 Sarah played / made the role of the wicked witch in the school musical.
 - 3 Please put / pay attention while I am explaining this.
 - 4 The traffic was terrible this morning because of the strong / heavy rain.
 - 5 There is a wide / large variety of products available online.
 - 6 I last went to Italy a long / big time ago.

Tip! Think carefully about the meaning of the modal verb. Is it used to show possibility, give permission, prohibit or make a suggestion?

Remember!

a it's forbidden to ...

b it's a possibility that ...

c it wasn't possible ...

d you are allowed to ...

e it's a good idea to ...

can / can't shall / shan't might ought to must / mustn't may would / wouldn't will / won't could need to should / shouldn't

Remember!

Sometimes certain words go together this is called a collocation. They make the 'right' combination. Other words may seem OK, but they don't sound like correct English.

Tip! Keep a notebook to record all the new collocations you learn.

Reading • Part 5

Questions 26-35

Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D on your answer sheet.

Example:

0 A	from			В	of	C	on	D	at
Answer	: 0	A	В	C	D				

Space experiment

Chocolate comes (0) the fruit of the cocoa tree. Its orange fruits are about the (26) of a
pineapple and contain the cocoa beans. When these beans are made into powder and (27) with sugar
and milk, chocolate is produced. Cocoa is a valuable (28) that once played an important (29)
in the ancient cultures of South America, (30) it was known as the 'food of the gods'.
The Spanish (31)chocolate into Europe in the 16th century. It gradually became as popular as tea
and coffee (32)rich people in France and England, and 'chocolate houses' were a common sight in
London. During the 19th century, chocolate (33) be produced more cheaply by machine and became
(34) to everyone.
Today, millions of tons of cocoa beans are used by the chocolate industry annually in a (35) variety of
sweet products which are enjoyed by people all over the world.

26	A	area	В	space	С	range	D	size
27	A	added	В	mixed	С	turned	D	applied
28	A	custom	В	creature	С	crop	D	case
29	A	role	В	game	С	mark	D	office
30	A	whom	В	which	С	where	D	why
31	A	travelled	В	arrived	С	entered	D	introduced
32	A	over	В	among	С	about	D	within
33	A	could	В	have	С	will	D	must
34	A	suitable	В	probable	С	available	D	possible
35	A	long	В	wide	С	heavy	D	strong

Advice

30 Does this pronoun refer to a person, a thing, a place or a reason?

34 Which preposition do we use after suitable? Could everyone find chocolate to buy if they wanted?

Writing Part 1

- In Part 1, do you have to rewrite or invent sentences so that they mean the same?
- How many words can you use in each sentence?

Grammar so and such (a)

- Preliminary candidates often make mistakes with so and such.
- Circle the correction option.
 - 1 The weather was so / such good that we went walking every day.
 - 2 It's so / such a wonderful book that I think I'll read it again.
 - 3 My teacher gave me so / such confidence in myself that I did well at school.
 - 4 I've been so / such busy recently that I haven't had time to see my friends.
- 2 Complete the second sentence with so or such (a) so that it means the same as the first sentence.
 - 1 The noise was awful, so we couldn't hear ourselves speak. It was noisy that we couldn't hear ourselves speak.
 - 2 My throat was terribly sore and I couldn't eat anything. I hadterrible sore throat that I couldn't eat anything.
 - 3 There was a big storm, so we couldn't go out for a walk. It wasstormy that we couldn't go out for a walk.
 - 4 We enjoyed the holiday very much and we want to go back there again. We hadgood time on holiday that we want to go back there again.

Grammar for, since, from and ago

- Preliminary candidates often make mistakes with for and since.
- Complete the sentences with for or since.
 - 1 He's had that bicyclehe was thirteen.
 - 2 We'd lived in that house ten years before the fire destroyed it.
 - 3 She's been living in Japan the past six months.
 - 4 I've known John a long time.
 - 5 It's been ages I last wrote to you.
 - 6 You hair has got really long you stopped going to the hairdresser's.
- Correct the mistakes in these sentences.
 - 1 They've played for that club since five years ago.
 - 2 Computers have been used in this school from 2010.
 - 3 That man has been sitting on that bench since two hours.
 - 4 Frank studied at university since 2002 to 2005.

Remember!

So is followed by an adjective. Such is followed by a noun or an adjective and a noun.

Remember!

We use for with a period of time and since with a specific moment in time

Writing • Part 1

Questions 1-5

Here are some sentences about a train journey.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

Write only the missing words on your answer sheet.

-			
EVO	m	m	0
Exa			
-	m.m.		

Train tickets usually cost a lot	t more than coach tickets.
----------------------------------	----------------------------

Coach tickets are normally than train tickets.

A	-	0		10	-
M	II	3	Vν		10

by train.

0	cheaper
-	01100100

- 1 It was a few months since they had been on a train journey.
 They hadn't been on a train journey a few months.
 - They travelled by train because it was quicker than going by car.

 The same journey by car would take than travelling
- 3 Ellie's mother booked the train tickets online.

The train tickets online by Ellie's mother.

4 They had to stand for the first 30 minutes because the train was full.

The train was full that they had to stand for the first 30 minutes.

5 The guard on the train asked to check their tickets.

The guard on the train asked could check their tickets.

Advice

3 What do you have to change to make the sentence passive?5 What did the guard say? '... I

check your tickets, please?' What

do you need to change if you write this in reported speech?

Writing Part 2

- How many words do you need to write in the message in Part 2?
- How many content points do you need to include?

Grammar Future forms

- Preliminary candidates often confuse future forms.
- 1 Complete the sentences with the words in the box.

arrive departs get leave lands stop

- 1 Joe's flightin half an hour at his destination.
- 2 The next train to London at 6.15.
- 3 When does the plane to New York?
- 4 1at midnight tomorrow can you meet me?.
- 5 This train doesn't in Birmingham, it goes straight through to Manchester.
- 6 Where does the next bus from?
- 2 Listen to the conversation and complete the information about the family's plans for this Saturday.
 - 1 Jenny is going to
 - 2 George is going to
 - 3 The father is going to
 - 4 The mother is going to
 - 5 The whole family is going to
- 3 What are you going to do in the next week? Write three sentences and then tell your partner. Are you going to do any of the same things?
- 4 Complete the sentences with will / won't + an infinitive from the box.

come complain (not) go have start take

Lucy has found some treasure on the beach and is dreaming about what her

plans might be.

I think I (1)a long holiday first and then I

(2) back home to see my family. Or maybe I

university because I (6) my own business.

Remember!

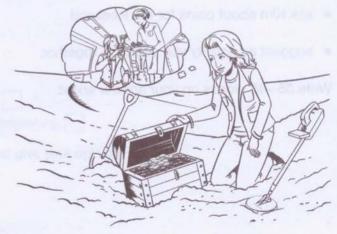
We often use the present simple for timetables, even in the future, e.g. *The bus leaves at 6 o'clock tonight.*

Remember!

We often use be going to + infinitive for certain future plans, e.g. I'm going to see my friends tonight.

Remember!

We use will + infinitive for plans that are not necessarily definite and often with words like I think, maybe or probably.



Vocabulary Holidays and travelling

- 5 Match the forms of transport to the descriptions.
 - Long-distance coach
 a You can ride on this, but it's not useful for more than two people.
 - 2 High-speed train
 b This vehicle is used to travel between cities on the road.
 - 3 Motorbike c It can be expensive if you own one of these.
 - 4 Luxury car d The fastest one in the world can move at 430km per hour.
- 6 Complete the sentences with a verb and preposition from the box.

ĉ	rived at arrived in got on got off left from travelled by						
1	We the tourist bus in the main square and travelled round the city to see the sights.						
2	We the station just in time to catch the last train.						
3	I'm sorry I'm late. I the train at the wrong stop and had to walk a long way.						
4	The coach the school early in the morning.						
5	They motorbike across the desert.						

Test 2 Exam practice

6 The plane Paris at 7.30.

Writing • Part 2

Question 6

You are going to stay at your friend Kim's home at the seaside next weekend.

Write an email to your friend Kim. In your email, you should:

- explain how you will get there
- ask Kim about plans for the weekend
- suggest an activity you could do together.

Write 35-45 words on your answer sheet.

Tip! Make sure you write about all three points in your answer.

Writing Part 3

- In Part 3, do you have to write a letter and a story?
- How many words should you write?

Grammar Obligation and permission

- Preliminary candidates sometimes confuse the meaning of mustn't and don't have to.
- 1 Circle the correct verb to complete each sentence.
 - 1 She hasn't / doesn't have to do any homework this weekend.
 - 2 You mustn't / don't must use this door now. It's only for emergencies.
 - 3 You shouldn't / don't have to carry such a heavy bag. You'll hurt your back.
 - 4 We can / can't use the playground at break time because they are painting it.
 - 5 The customers must / were allowed to try on the clothes.
 - 6 On Saturday nights, my parents let / allow me go to bed late.

2 Write sentences that are true for you.

1	My parents let me
2	My parents make me
3	Our teacher lets us
1	Our teacher makes us

- 3 Complete the second sentence with one word so that it means the same as the first.
 - 1 We can use a dictionary in the exam.

We are to use a dictionary in the exam.

2 You must give this work in by Friday.

Youto give this work in by Friday.

3 They weren't allowed to leave the room before finishing the exercise.

Theyleave the room before finishing the exercise.

4 The coach allowed them to take a break.

The coach them take a break.

Focus Giving opinions

- 4 Tick (✓) the expressions that are used to give opinions.
 - 1 In my view, 2 At last,
- 3 I think
- 4 In my opinion, 5 I feel
- 6 In the beginning,
- 5 What do you think about these ideas? Tell your partner and give your opinion.
 - 1 School meals are always disgusting.
 - 2 It's important for everyone to study maths.
 - 3 Video games are a waste of time.

Remember!

school.

Modals verbs like *must, should* and *can* are followed by an infinitive without *to*. Other verbs like *allow* and *have* are followed by *to* + infinitive.

Special verbs are *let* and *make*, e.g.

My mother *let* me *go* out.

The teacher *made* us *stay* after

Grammar Past tenses

- Preliminary candidates often make mistakes when using past tenses.
- 6 Circle the correct tense in each sentence.
 - 1 He was sitting / sat in the café when he had heard / heard the explosion.
 - 2 I quickly looked / was looking behind me and was seeing / saw a monster.
 - 3 They couldn't go home until they had finished / were finishing preparing everything.
 - 4 She was going / went out of the room and was closing / closed the door.
 - 5 We were getting / got a terrible shock when we were realising / realised he was injured.
 - 6 While I was playing / had played tennis, I fell / was falling and broke my ankle.
 - 7 I knew I had seen / saw the man's face before.
 - 8 She'd been / was in the room for two minutes when she had smelt / smelt the gas.
 - 9 Were you working / Had you worked when the visitors arrived?
 - 10 I'd been / was going to Berlin before so I knew / had known where to go.
- 7 Complete the text with the verb in brackets in the correct tense.

Tip!	Use an appropriate comment to
	start and end your letter. You friend
	will be surprised if you don't!



As the train (1)(leave) the station, Sandra looked out of the window at the grey sky and a tear
(2)(come) to her eye. She (3)(spend) two wonderful months in the city and
(4)(be) so sad to leave. She (5)(become) good friends with the family and
(6)(feel) sorry that she wouldn't see them again for a long time, especially Jan! She (7)
(take) out her book and (8) (begin) to read, trying not to think about it. Suddenly, the train
(9)(run) towards her carriage. She couldn't
believe it. Jan (11) (come) and he (12) (carry) a huge bunch of red roses!
A The Loady Blowed tham to rate a break

Focus Informal letters

8	Tick (✓) the sentence	es that y	ou could	use to start	an informal	letter to a	friend
---	-----------------------	-----------	----------	--------------	-------------	-------------	--------

- 1 How are you? Well, I hope.
- 2 I'm so happy to hear from you.
- 3 I'm writing with reference to your letter.
- 4 It was great to get your letter.
- 5 The reason I am writing is to enquire about ...
- 6 Good news! I'm glad you ...
- 7 Thank you for your letter.
- 9 How do you end an informal letter? Share your ideas with a partner.

74 Test 2 Training Writing Part 3

Writing • Part 3

Write an answer to one of the questions (7 or 8) in this part. Write your answer in about 100 words on your answer sheet. Mark the question number in the box at the top of your answer sheet.

Question 7

This is part of a letter you receive from an English friend.



At my school, we all have to wear a school uniform. What do students wear to school in your country? Do you think school uniforms are a good idea?

- Now write a letter, answering your friend's questions.
- Write your letter on your answer sheet.

Question 8

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:

The sound of music outside woke Sandy up.

Write your story on your answer sheet.

Advice

Sandy can be a boy or a girl's name. It doesn't matter which you choose, but remember to use the correct pronouns (he / she, his / her, him / her) in your story.

Listening Part 1

- How many recordings do you listen to in Part 1?
- Do you have to choose a picture or a sentence?

Vocabulary Adjectives

- Preliminary candidates often make mistakes with comparatives and superlatives.
- 1 Match the adjectives with opposite meanings.
 - 1 exciting a dull
 2 fast b tiny
 3 awful c slow
 4 high d quiet
 - 5 noisy e good
 - 6 huge f low
- 2 Complete the sentences with an adjective from the list above.
 - 1 The new internet connection has made a difference to the downloading speed. It's so much faster now.
 - 2 I thought the film was rather In fact, I nearly fell asleep with boredom.
 - 3 I need to find aplace to talk to you. I can't hear in this busy café.
 - 4 There's only a amount of sugar left. Not even enough for a cup of tea!
 - 5 He's hoping to get marks in the history test because he knew all the answers.
 - 6 The plane trip was! It was really bumpy and lots of people were sick.

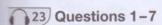
Grammar Comparatives and superlatives

- Preliminary candidates often make mistakes with comparative and superlative forms of adjectives.
- 3 Complete the sentences with the comparative or superlative form of the adjectives in brackets.
 - 1 Parachuting from an aeroplane was the (dangerous) thing I've ever done.
 - 2 If you want to do(good), you should spend more time making notes.
 - 3 My sister is much (fit) than I am because she goes to the gym every day.
 - 4 You'll get your hands(clean) if you use hot water.
 - 5 That was the (bad) film I've seen in a long time.
 - 6 It's not the (easy) problem to solve, but I think I know the answer.

Focus Context

- 4 (22) Listen to the conversations. Circle the people who are speaking and where they are.
 - 1 People: Two friends / A mother and daughter Place: A school / A party
 - 2 Person: A footballer / A businessman Place: A radio programme / A meeting
 - 3 People: A father and son / Two friends Place: A basketball match / A car exhibition

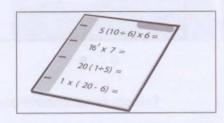
Listening • Part 1



There are seven questions in this part. For each question, choose the correct answer A, B or C.

Example: What did the boy forget to bring home from school?







(C)

Which new computer game did the boy enjoy most?



A



В

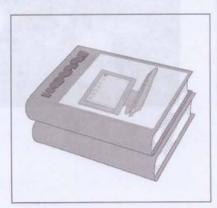


C

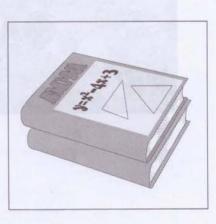
Which subject is the girl improving in?



A



B



C

How will the boy help his mother?

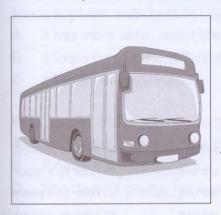






В

What transport does the teacher recommend for students?







В

Advice

- 3 What does the teacher say could be dangerous? Who is going to play football? Where can the students sit?
- 7 Why can't they use the school car park? Why might it be dangerous to use a bike? What's the problem with coming in by bus?

Test 2 Training

Listening Part 2

- The interviewer asks six or seven questions?
- How many options are there to choose from?

Vocabulary Words often confused

- Preliminary candidates often confuse words.
- 1 Circle the correct word in each sentence.
 - 1 We had a lot of costumers / customers in the shop today, so I was very busy.
 - 2 My brother doesn't earn / win much money as an actor, but he loves his profession.
 - 3 James is the only / unique person I can tell my problems to.
 - 4 Can you borrow / lend me your pen for a moment?
 - 5 The phone company has some great new products / produces on offer.
 - 6 Have you seen the last / latest combat video game? It came out yesterday.
 - 7 The company was run / worked by a team of scientists.
 - 8 I'd like to have a job / work where I can help other people.

Grammar Relative clauses

- 2 Match these sentences with the explanations and complete them.
 - 1 My brother, who used to have a sports car, now drives a van.
 - 2 My brother, whose van is brand new, used to have a sports car.
 - 3 The van, which is brand new, belongs to my brother.
 - 4 We went to a park, where I found a lost dog.

- a we use to refer to a thing.
- **b** we use to refer to a place.
- **c** we use to refer to a person.
- **d** we use to refer to something owned by someone.
- 3 Complete the sentences with the correct relative pronoun.

- 1 Clare rang John, had been waiting for her call all day.
- 2 The scientist, experiment was going badly, decided to use different chemicals.
- 3 The hotel, many famous people have stayed, is expensive.
- 4 I love those glasses,really suit you, by the way.

Focus Incorrect options

- 4 Listen to the people speaking and decide why each sentence is wrong.
 - 1 She works in a busy office.
 - 2 He's worried that the weather might be bad.
 - 3 She wants to visit the city again.
 - 4 She generally starts work at 9 a.m.
 - 5 The best entertainment in the town is the annual music festival.

Remember!

We can also use *that* instead of *who* or *which* if the clause is defining (there are no commas).

Test 2 Exam practice

Listening • Part 2



wou will hear part of an interview with a schoolgirl called Marta, who has started her own website to advertise local businesses to young people. For each question, choose the correct answer A, B or C.

- 8 Marta started her website because
 - A she wanted to learn about creating websites.
 - B her teacher said she was good at it.
 - C a local shop asked her for help.
- Marta says her website is not like others because
 - A it has more detail about the prices.
 - B it looks completely different.
 - C it has an unusual name.
- 10 Why doesn't Marta earn much money from her website?
 - A The website doesn't have many visitors.
 - B It costs her a lot to run it.
 - C She doesn't charge her customers much.
- 11 How do Marta's friends feel about her website?
 - A excited by its success
 - B happy to see her enjoying it
 - C surprised at how hard she works
- 12 What was difficult for Marta in the beginning?
 - A creating good advertisements
 - B persuading business people to get involved
 - C having time to do her homework
- 13 What does Marta say about her future work?
 - A The most important thing is to find a job she enjoys.
 - B She expects to work with computers.
 - C It is too early to choose a career.

Advice

- **9** What does Marta say about what her page looks like? It's not just a ...
- 12 What does the expression 'to take someone seriously' mean?

Test 2 Training

Listening Part 3

•	In Part 3, do you listen to a conversation or a monologue?
	- 12

	Do you	need	to	write	sentences	or	a	few	words	5?
--	--------	------	----	-------	-----------	----	---	-----	-------	----

Vocabulary	Language	learning
a o cono entent l		

	playing games	watching films	reading articles	having conversations	writing stories
2	26 Listen and	d decide which activit	ty these speakers pre	fer.	

1	Robin
-	

Focus Listening for context

Preliminary candidates often have problems with spelling.

3	Look at the information about an historic building. What words might fit
	the spaces? Complete the spaces with words from the box.

19th centu	ry	table	400	morning	art	€25	afternoon tea
waiters	1654	4 pi	robably	swimming	10	.00	bedroom

1	When listening, it can be helpful to
•	think about what you expect to be
	there, based on the words given and
	the context.

Hartfield House
Built in the year (1)
The house is over (2)years old.
Everyone wants to see the (3) where the emperor died.
The café is excellent and serves (4)
Tours start at (5) and take around an hour.
In July and August there are special (6) exhibitions.

4	What words or expressions might you hear to tell you the missing information? Match the phrases with the
	numbers in Exercise 3.

a	The beginning of the tour is
b	was constructed in
С	The most popular part of the tour is
d	more than
e	In summer months there are
f	You can havein

Test 2 Exam practice

Listening • Part 3



27 Questions 14-19

You will hear a teacher talking about an English language course. For each guestion, fill in the missing information in the numbered space.

	in
1210	
1	13.00

You can write numbers as figures, e.g. 8.30 instead of eight thirty.

Summer-holiday English course

First day of course: (14)

Teacher: Martin Parker, author of (15)' English for

Classes: Mornings - (16)

Afternoons - using (17) to improve speaking and listening

Aim of course: To make students more (18)

www. (19)org Website to register:

Advice ,

17 What activities can you do to improve listening and speaking?

18 How might students feel after doing the course?

Test 2 Training

Listening Part 4

- In Part 4, do you listen to a formal or informal conversation?
- Whose opinion is important yours or the speakers'?
- How many times do you listen to the conversation?

Grammar Countable and uncountable nouns

- Preliminary candidates often make mistakes with countable and uncountable nouns.
- 1 Put the words in the correct column.

luggage suitcase air job soup problem information oil music sugar meal rice bottle career

Countable	Uncountable
	Apple 1 To 1 T
	professional lands and the state of
	And the second s

Be careful with the word *people*. It is the plural of *person* so it takes a verb in the plural, e.g. *The people are happy*.

- 2 Complete the sentences with much, many, little or few.
 - 1 There was so oxygen at the top of the mountain that it was difficult to breathe.
 - 2 She made a mistakes but, in general, her work was good.
 - 3 How butter do you need for that recipe?
 - 4 This shop has gotshoes in my size, so I'll have to try somewhere else.
 - 5 Do you think we'll have students interested in the sports club?
 - 6 He hasn't spent money this week, so he's got enough to go to the cinema tonight.

Focus Opinions and attitudes

3 Jenny and David were asked these three questions. What kind of opinion did they give? Listen and tick (🗸) to complete the chart.

		Very positive		Fairly p	ositive	Negative	
	of which or experiences implifying him to talk	Jenny	David	Jenny	David	Jenny	David
1	How did you like the last film you saw?						
2	What was your weekend like?						
3	What did you think of the last book you read?						

4 Listen again. What do they say when they give their opinions? Complete the sentences.

Film: Jenny - It was (1) but a (2)

David – It was (3)!

Weekend: David – I (4)it was good.

Jenny – I was (5)

Book: Jenny - It was so (6)

David - It wasn't (7)



Test 2 Exam practice

Listening • Part 4

29 Questions 20-25

Look at the six sentences for this part.

You will hear a boy called Steve and a girl called Louisa talking about a school visit to a hospital.

Decide if each sentence is correct or incorrect.

If it is correct, choose the letter A for YES. If it is not correct, choose the letter B for NO.

		YES	NO	
20	Louisa thinks a hospital is a strange place for a school trip.	Α	В	
21	Steve and Louisa were surprised that so many doctors worked there.	A	В	
22	The visit made Steve think about his future job.	A	В	
23	They both learnt a lot from one doctor called Dr White.	Α	В	
24	They both enjoyed meeting patients.	Α	В	
25	Louisa thought the hospital was noisy.	Α	В	

Advice

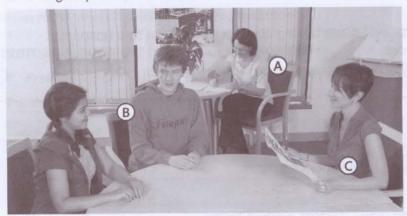
21 Did Louisa know there would be a lot of doctors in the hospital?

22 Did the doctor let Louisa and Steve talk to the patients? What did he suggest?

Test 2 Training

Speaking Part 1

- Who do you have to talk to?
- How long do you have to talk?



Complete the sentences about the people who are involved in the Speaking test.

Focus General questions

- 2 Put the Part 1 questions into the correct order, then answer them.
 - 1 your / What's / name?
 - 2 spell / your / do / How / you / surname?
 - 3 come / Where / you / from / do?
 - 4 live / you / Where?
 - 5 students / work / or / you / a / Do / student / are / you?
 - 6 do/What/you/do?
 - 7 English / school / you / Do / at / study?
 - 8 studying / Do / like / English / you?
- 3 Listen to Emma asking Ivan the questions in Exercise 2. Correct the mistakes in the information.
 - 1 Ivan's surname is spelt Sokoloff.
 - 2 Ivan's family are Romanian.
 - 3 Ivan lives with his family in Romania.
 - 4 Ivan isn't a student.
 - 5 Ivan doesn't enjoy his part-time job.
 - 6 Ivan studies English twice a week.
 - 7 Ivan doesn't like learning English.
 - 8 Ivan isn't very good at reading in English.

Tip! You will need to answer questions about your life now, your past experiences and your plans for the

future.

Tip! Make sure you can spell your name in English. The interlocutor will ask you to do this.

Tip! Try to give answers which are more than one word whenever you can.

Tip! Make sure you know how to talk about your everyday life, such as what you do, who you see, etc.
Make sure you can ask questions about these things too.

86 Test 2 Training

Test 2 Exam practice

Speaking • Part 1

(2-3 minutes)

Phase 1 Interlocutor

- A/B Good morning / afternoon / evening.
 Can I have your mark sheets, please?

 (Hand over the mark sheets to the Assessor.)
- A Now, what's your name? Thank you.
- B And what's your name?
 Thank you.
- B Candidate B, what's your surname?
 How do you spell it?
 Thank you.
- And, Candidate A, what's your surname?
 How do you spell it?
 Thank you.
- A/B Where do you live / come from?
 Do you study English at school?
 Do you like it?
 Thank you.

Do you live in ...?
Do you have English lessons?

Phase 2 Interlocutor Tip! Try to answer the phase 2 questions with two or three sentences together.

(The interlocutor may ask one or more of the following questions.)

What do you like doing in your free time?

Do you enjoy studying English? Why? / Why not?

Tell us about your school.

What did you do yesterday evening?

Thank you.

Advice

Phase 1 I like/don't like studying English because it's interesting / difficult / I can understand what people say.

Phase 2 Remember like/don't like/love/enjoy + -ing, e.g. I like watching sport and visiting new places.

Test 2 Training

Speaking Part 2

- Who will you talk with?
- What will you be given to talk about?

Focus Interacting with a partner

In Part 2, you have to discuss a situation with your partner. To do this, you will need to use phrases for agreeing and disagreeing and asking your partner for his/her opinions. Complete the phrases with the words in the box. Use each word once only.

Tip!	Remember to respond to what
	your partner says. Use words which
	show interest, such as Really? That's
	interesting etc

about agree because don't idea so sure think what	right
1 What do youabout?	6 I don't think that's a good idea
2 That's a good	7 I'm notabout that
3 Howyou?	8 Why we?
4 You're	9about?
5 think	10 Do you?

2 Listen to Maria and Stefan talking about a school fair they have been asked to organise, where students will sell things they have made. Complete the conversation. Their teacher has suggested including the following in the fair:

Remember!

You will need to talk for two or three minutes in Part 2.

food	clothes paintings games	Tip! Remember to give reasons for your answers.
Maria:	So, shall we talk about the school fair? We need to ask students to make things which they can sell there.	
Stefan:	Sure. So, (1)asking people to make some food?	
Maria:	: (2)	ur class - everyone could make a dish
Stefan:	Great! (3)ask people to make games?	
Maria:	: (4) It would be really difficult, I think.	
Stefan:	: (5) Maybe that's not such a good idea.	
Maria:	: (6) people to do some paintings?	
Stefan:	Yes, why not? We've already done some in our art classes. People of (7)?	could sell those. I think it's a great idea.
Maria:	Yes, (8)OK, so, what about making clothes?	
Stefan:	I don't think that's a good idea because it would take too long. (9)? What do you think?	
Maria:	: Yes, I (10)	

3 Talk with your partner about what people would most enjoy watching in a school show. Think about the following ideas:

a dance routine a pop band a short play magic tricks

Test 2 Exam practice

Speaking • Part 2

(2-3 minutes)

Tip! Remember to talk about what you can see in the pictures you are given.

Interlocutor (to both candidates)

I'm going to describe a situation to you.

A family is on holiday at the seaside, but it is raining. Talk together about the different things they could do on a rainy day, and say which would be most fun.

Here is a picture with some ideas to help you.

Place Test 2 Exam practice Speaking Part 2 picture (see page C2) in front of candidates.

I'll say that again.

A family is on holiday at the seaside, but it is raining. Talk together about the different things they could do on a rainy day, and say which would be most fun.

All right? Talk together.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

132 Listen to two students doing the task above.

Test 2 Training

Speaking Part 3

• What will you be given to talk about in Part 3?

Focus Describing photos

Tip! You need to talk for about one minute in Part 3.

1 Choose one of the photos below. Then tell your partner what you can see in the photo. Try to keep talking for one minute.

A

В





- 2 Look at your photo again. Describe it in more detail. Think about
 - · who the people are
 - where they are
 - · what they are doing
 - · why they are doing this
 - what the weather is like
 - · what the people are wearing
 - · what you can see in the background.
- Listen to a student talking about a photo. Which photo is he talking about?
- Now listen to a student talking about the other photo.

- Tip! If you don't know the word for something in the photo, don't worry. Just keep talking.
- Tip! Remember to use words like behind, in front of and near to describe where things/people are in the photo.

Remember!

You talk about the photo on your own.

Test 2 Exam practice

Speaking • Part 3

(3 minutes)

Tip! If you don't know the word for something in your photo, describe it using the words you do know.

Interlocutor to both candidates)

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people having something to eat in different places.

Candidate A, here is your photograph. Please show it to Candidate B, but I'd like you to talk about it.

(Place Test 1 Exam practice Speaking Part 3 picture (see page C7) in front of Candidate A.)

Candidate B, you just listen. I'll give you your photograph in a moment.

(Candidate A)

(Approximately 1 minute)

If there is a need to intervene, prompts rather than direct questions should be used.

Thank you.

Interlocutor

Now, Candidate B, here is your photograph. It also shows people having something to eat. Please show it to Candidate A, and tell us what you can see in the photograph.

Place Test 1 Exam practice Speaking Part 3 picture (see page C8) in front of Candidate B.

(Candidate B)

(Approximately 1 minute)

Thank you.

35) Listen to a student talking about Photo A.

36 Listen to a student talking about Photo B.

Test 2 Training

Speaking Part 4

- Who will you talk to in this part of the test?
- What will you talk about?

Focus Question forms

- Match the question beginnings and endings below.
 - 1 What kind of food
 - 2 What's your
 - 3 Do you like
 - 4 How often do you
 - 5 What kind of restaurants
 - 6 Who do you eat with
 - 7 What's the most unusual thing
 - 8 Does your country have a
 - 9 Do you like food from

- a do you go to?
- b you've ever eaten?
- c other countries?
- d favourite meal?
- e cooking?
- f most often?
- do you like?
- h national dish?
- go out to eat?

Tip! If you can't think of anything more to say, ask your partner a question to keep the conversation going.

- Ask and answer the questions in Exercise 1 with a partner.
- Look at the questions. Write down reasons for your answers. Then ask and answer the questions with a partner, giving your reasons. Respond to what your partner says by agreeing or disagreeing and giving your own opinion with a reason.

Do you like fast food?

No, not really.

Why not?

Because it's unhealthy and I don't like the taste.

- 1 Do you like fast food? Why? / Why not?
- 2 Would you rather eat out or stay at home to eat? Why?
- 3 Do you enjoy cooking for friends? Why? / Why not?
- 4 Do you think it's important to eat fresh food? Why? / Why not?
- Now talk together about how important you think it is to eat healthily. Give reasons for your answers.

Tip! Don't forget to let your partner speak! Ask for his/her opinions.

Remember!

Use these words and phrases to give your opinion, ask for your partner's opinion and give reasons for your opinions:

I think, I don't think, I prefer, because I love, I enjoy it so I ...

What do you think? How about you? Do you like ...?

Test 2 Exam practice

Speaking • Part 4

(3 minutes)

Interlocutor (to both candidates) Tip! Involve your partner in the conversation. Ask questions to find out what he/she thinks.

Your photographs showed people having **something to eat** in different **places**. Now I'd like you to talk together about which rooms you eat in at **home** and where you like having a **picnic**.

Allow the candidates enough time to complete the task without intervention. Prompt only if necessary.

Thank you. That's the end of the test.

Back-up prompts

- 1. Talk about which rooms you eat in at home.
- Talk about where you like having a picnic.
- 3. Talk about your favourite food.
- 4. Talk about what food you don't like.

137 Listen to some more questions about eating and give your answers. Remember to give reasons!

- 1 What kind of places don't you like eating in?
- 2 Do you like trying foods you've never eaten before?
- 3 What's your favourite restaurant or café?
- 4 Do you prefer to eat your main meal at lunchtime or in the evening?

Advice

Remember to use phrases for agreeing, disagreeing and asking for opinions.

Use these phrases to ask your partner questions: Can you ...? Do you like ...? Have you ever ...? What do you usually ...?

Questions 1-5

Look at the text in each question.

What does it say?

Mark the correct letter A, B or C on your answer sheet.

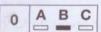
Example:

0

Class 8T - History lesson

Miss Wade asks you to read pages 25-30 of your textbook and do task on 'transport' for homework - to hand in next Monday - as she's ill today.

Answer:



- Miss Wade wants Class 8T to help her arrange transport for next Monday.
- Class 8T have work to get on with while their teacher is absent.
- Anyone in Class 8T who is ill today can hand in their homework next week.

Gametrade

discount on many popular computer games! Offer ends this Friday.

Up to 50%



- The prices of half of the computer games in this shop are reduced.
- A sale of well-known computer games at low prices begins on Friday.
- C People can buy computer games at reduced prices until Friday.

2

Special offer!

Three packets for the price of two. This week only. To be taken as required, always with food, up to 4 times in 24 hours.

- This medicine can be taken as often as you need it.
- You must take this medicine more than four times a day.
- It is essential to eat something whenever you take this medicine.

Toby,

Scram have just announced additional tour dates. I know they're your favourite band – shall I try and get tickets before they sell out? Text me straight back!

Joe

- A Joe is telling Toby that tickets for the Scram tour have sold out.
- **B** Toby is suggesting that Joe should book tickets to see his favourite band *Scram*.
- C Joe is offering to get Toby a ticket for one of Scram's extra concerts.

Janine,
I know you said you've got
everything organised for your
party on Saturday, but shall I
bring some food for Amal, as
she doesn't eat meat?
Melissa

- A Melissa is reminding Janine to buy food for the party.
- B Melissa is offering to provide food for someone at Janine's party.
- C Melissa is suggesting that Amal can help Janine to organise party food.



- A You should help yourself to everything apart from hot food.
- **B** You can have a free drink of your choice with every hot meal.
- You must find a table before ordering any food or drinks.

Questions 6-10

The young people below all want to visit a museum.

On the opposite page there are descriptions of eight museums.

Decide which museum would be the most suitable for the following people.

For questions 6–10, mark the correct letter (A–H) on your answer sheet.





Caterina has to do a school project on the history of fashion. She is only free to go to a museum at weekends and doesn't have much money to spend.





Axel is interested in science and technology and wants to go to a museum which has lectures about the latest discoveries. He wants to spend all day at the museum and have lunch there with his friends.





Erica wants to go to a museum that has an exhibition about the history of photography. She is only free on a Sunday and needs to get there by public transport.





Kevin is interested in old musical instruments. He can go on any day, but only has time to spend a morning at a museum, and would like to buy a present there for his sister.





Anja and her friend Lina want to learn more about the history of flight. They would like a guided tour and can visit on a Saturday or Sunday.

City Museums

A Hillside Museum

Hillside was once the home of a famous scientist and you can still see his laboratory. Also on display are his furniture and books and one of the best collections of early pianos and violins. Open weekends only, 9 a.m. –4 p.m. A visit should last a couple of hours and there is a café, gift shop and car park.

c Washington Museum

The Washington Museum has a whole range of interesting things to see from old jewellery to paintings, old computers to old cameras and books on music. Guided tours available. Open every day except Sunday. Adults £6, students and children free. Easy access by public transport.

E Albert Museum

At the Albert Museum you can see real dresses from the ffteenth century, as well as paintings and photographs showing what people used to wear in the past. You can also see the latest discoveries about modern clothing technology. Eat in the restaurant while listening to a pianist. Open Saturdays and Sundays. Free entry.

Newgate Museum

Newgate Museum is a small, private museum which has an excellent collection of fashionable, 20th century items – from clothes to computers. There are guided tours and lectures available. Open weekday mornings only. Adults £10, students and children £6.

B Redbridge Museum

The Redbridge Museum is part of the National Science Museum. It has displays of dinosaurs and insects and one showing you how birds fly. Photography is allowed in the museum and entry is free. There is an excellent shop for presents and souvenirs, and a café.

D City Museum

The City Museum has a large collection of transport, including hot-air balloons and old planes. You can also see the latest types of jet engine. The museum is open every day and has a shop. Book in advance if you want an expert to take you around.

F Wallington Museum

The Wallington Museum is a new museum which looks at technology and design. This month, for example, you can find out everything you need to know about cameras, from the very first to the latest ones. Open weekend mornings only. Easy access by bus and train.

H Attleborough Museum

The Attleborough Museum has a range of exhibitions which show you up-to-date inventions from the worlds of chemistry, physics and biology. You can also attend talks by experts in the afternoons after enjoying a snack in the café. Open 9.00–6.00 weekends. Good ideas for presents in the museum shop.

Reading • Part 3

Questions 11-20

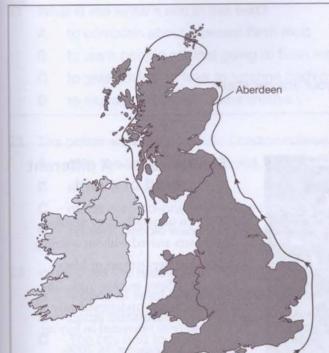
Look at the sentences below about a young English sailor called Sally Keeping.

Read the text on the opposite page to decide if each sentence is correct or incorrect.

If it is correct, mark **A** on your answer sheet.

If it is not correct, mark **B** on your answer sheet.

- 11 Sally is the youngest person in her family to sail around Britain alone.
- 12 Sally's father was interested in boats before Sally was born.
- 13 Sally started school later than most children.
- 14 Sally paid for her own boat with financial help from her parents.
- 15 Before beginning her trip, Sally made money by appearing in advertisements for a sports company.
- 16 Sally's father's friend had some personal experience of Sally's sport.
- 17 Sally's father emailed work she had completed to her school for checking.
- 18 Apart from the problem with the fuel pump, everything on Sally's boat worked well.
- 19 Sally's arrival in Aberdeen was delayed because of the weather conditions.
- 20 Sally was annoyed that her cousin wanted to do the same thing as her.



Penzance

Sally Keeping wasn't the first person in her family to sail around Britain on her own but, for a while, she was the youngest. Last March, 17-year-old Sally, who lives in Penzance in the south of England, set off in her 10-metre sailing boat, and arrived home again three months later. One year after that, her 15-year-old cousin Mark did the same thing!

As you can imagine, Sally comes from a family of keen sailors. Her father has built and repaired boats all his life, and her mother was a sailing champion. In fact, Sally's first home was a sailing boat!

Although she grew up in Penzance, and attends secondary school there, her family have gone on long sailing trips all over the world. At one point, just before Sally was old enough to go to school, they took a six-month cruise of the Pacific islands.

When she became a teenager, Sally started to save money to buy her own boat. She ended up with an old 11-metre yacht,

which her father helped repair. Sally also managed to get financial assistance when she found a sports company willing to give her money in return for advertising their product on the side of the boat.

Sally set off from Penzance on 29 March 2015, and headed east. Her father had arranged for her to stay with an old friend of his in Aberdeen – roughly half way through her journey. His friend had been a keen sailor in his younger days, but no longer took part due to an accident. Sally was glad to sleep in a house for a couple of nights!

When she set off, Sally still had some schoolwork to finish, so she carried on studying while she was away. She took a laptop and her schoolbooks with her. In the evenings, she'd send her work to her father by email, and he'd check it to make sure she was doing okay.

The trip was not without problems. A faulty pump prevented the fuel from flowing to the engine. What is more, there were several occasions when she had to deal with two-metre waves. Also, a complete lack of wind meant that she couldn't land in Aberdeen to see her father's friend as soon as she would have liked to.

On June 30, after three months at sea, Sally arrived back in Penzance harbour. At the party put on for her, Sally's cousin Mark – who was only 14 at the time – was so excited by her stories that he decided to copy her. From that day on, Sally did everything she could to encourage him to do that.

Reading Part 3 Test 3 99

Reading • Part 4

Questions 21-25

Read the text and questions below.

For each question, mark the correct letter A, B, C or D on your answer sheet.



Flash mobs – A different kind of event

In 2003, an unusually large number of customers arrived without warning in the carpet department of Macy's Department Store in New York. The assistants couldn't understand why all of them were so interested in buying exactly the same carpet. In 2006, 4,000 people arrived with MP3 players and headsets at a London railway station and started dancing

at a set time. As no music could be heard, this looked very strange. Police were even called to make sure that trains continued to run on time, but when they arrived the dancers had gone.

These are two examples of 'flash mob' events, when a crowd of people suddenly come together in a public place, perform an unusual action and disappear as quickly as they appeared. They are organised using electronic media such as mobile phones or the internet.

To their fans, flash mobs are simply a chance to have some light-hearted, if rather silly, fun. However, when just under 2,000 people got together in San Francisco for an enormous pillow fight, it ended up costing thousands of dollars. Unfortunately, a heavy rainstorm meant that the city was left covered with wet feathers, which caused streets, shops and a restaurant to be flooded, and ruined the local fountain.

It took several days to put the damage right. Norman Dito, head of the city's Recreation and Park Department said, 'In future, organisers of such events should apply for permission beforehand and pay the standard fee to cover security, insurance and cleaning up afterwards. Unfortunately, I'm afraid this is unlikely to happen, since nobody knows who the organisers are, or when or where a flash mob will take place next'.

100 Test 3 Reading Part 4

- What is the writer's aim in this text?
 - to complain about a recent flash mob
 - to warn people against going to flash mobs B
 - to give advice on how to arrange flash mobs
 - to explain what flash mobs involve D
- The police were called to the London railway station to
 - stop the trains being delayed.
 - arrest the dancers.
 - C make sure no-one was injured.
 - prevent people watching the event.
- 23 What does the reader learn about the pillow fight in San Francisco?
 - Videos of what happened appeared on the internet.
 - Local businesses closed before it happened. B
 - The city had to spend a lot of money as a result. C
 - The crowd cleaned up afterwards. D
- 24 Norman Dito thinks controlling future flash mob events would be impossible because
 - the identity of the organisers is unknown.
 - the preparations would take too long.
 - C so many people take part.
 - it would be too expensive.
- 25 What would a fan of flash mobs say?

A

There's an advertisement in the newspaper about an event in the Central Square on Friday. We can go together if you're interested.

The organisers have made all the safety arrangements for the next event. It's expensive, but it'll be worth it.

C

A big crowd is expected at the next event. Afterwards, it'll be great to have a chat with everyone there.

D

It'll be fantastic fun - nobody is expecting to see us and we'll disappear before anyone realises.

Questions 26-35

Read the text below and choose the correct word for each space. For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

0 A	able			В	po	ssible	C	likely	D	sure
Answer	0	A	В	C	D					

Coming to your city soon – Jazza and the Astras – the world tour!

From today, you are (0) to go online and find out details of this fantastic World Tour.
Tickets will be available shortly with special (26) for group student bookings.
Following the great (27) of the group's third album, Jazza and the Astras will play at
a number of UK venues in May this year as (28) of a major World Tour.
(29) will be the first concerts performed by the band (30)
superstars' new show will have plenty of special stage (31) and really unusual
costumes, and is expected to be (32) more amazing than the last one.
The audience will hear songs from the new album and (33) of the hits from the
(34) albums. For more details, go (35) www.1stforLondon.com.net.

26	A	fares	В	cuts	С	sums	D	discounts
27	A	success	В	win	С	prize	D	luck
28	A	piece	В	bit	С	share	D	part
29	A	Them	В	Their	С	These	D	That
30	A	over	В	since	С	until	D	throughout
31	A	products	В	causes	С	effects	D	results
32	A	else	В	ever	С	just	D	even
33	A	every	В	total	C	several	D	various
34	A	previous	В	back	С	late	D	dated
35	A	on	В	to	С	for	D	in

Reading Part 5

Questions 1-5

Here are some sentences about my brother.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

Write only the missing words on your answer sheet.

_			
Eva	m	n	0
Exa		M	C.

0	My brother started skating when he w	was eight years old.
	My brother's skated	he was eight.

Answer:	0	since
		,

1	My brother was given a skateboard for his birthday by my parents.
	My parents my brother a skateboard for his birthday
2	My brother and I both think skateboarding is fun.
	My brother thinks skateboarding is fun anddo I.
3	I wanted to borrow my brother's skateboard, but he said no.
	My brother wouldn't me borrow his skateboard.
4	One of my friends came to the skateboard park with us.
	A friend of came to the skateboard park with us.

Using the skateboard park is free.

Itcost anything to use the skateboard park.

Question 6

Your parents want to take you and your friend, Sam, out for the day on Saturday. Write an email to Sam. In your email, you should:

- tell Sam where you are going on Saturday
- invite Sam to come too
- suggest a time to meet Sam on Saturday.

Write 35-45 words on your answer sheet.

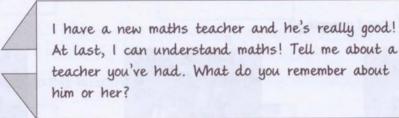
Test 3

Writing • Part 3

Write an answer to **one** of the questions (**7** or **8**) in this part.
Write your answer in about **100 words** on your answer sheet.
Mark the question number in the box at the top of your answer sheet.

Question 7

This is part of a letter you receive from an English friend.



Now write a letter, telling your friend about one of your teachers.

Question 8

- Your English teacher wants you to write a story.
- Your story must begin with this sentence:

The best day of Lisa's life started as soon as she got on the bus.

Write your story on your answer sheet.

Listening • Part 1

38 Questions 1-7

There are seven questions in this part.

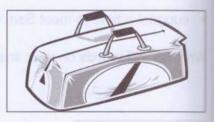
For each question, choose the correct answer A, B or C.

Example: What did the boy forget to bring home from school?



 $\begin{array}{c}
-5(10+6) \times 6 = \\
-16^{2} \times 7 = \\
20(1+5) = \\
-1 \times (20-6) =
\end{array}$

В



0

1 What did James do on his birthday?



A



В



C

What did the girl like about camping?



A



В

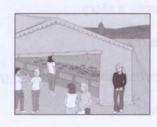


C

3 Where does the girl suggest she could meet her friend?



A



В



C

What was the girl's favourite birthday present?



A





Which programme will be shown next?



Α



В

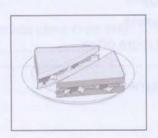


C

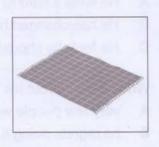
What should the boy take to the picnic?



A



В



What will students do in this lesson?





В



Listening • Part 2

Questions 8-13

You will hear part of an interview with a boy called Blayne Jackson, who is a junior champion skateboarder. For each question, choose the correct answer **A**, **B** or **C**.

- 8 How did Blayne learn to do his first skateboarding jumps?
 - A He had a few lessons.
 - B He watched some videos.
 - C His cousin showed him.
- 9 Blayne's favourite place to skateboard is
 - A around a city square.
 - B on a basketball court.
 - C by the beach.
- 10 What does Blayne say about keeping fit?
 - A He finds it hard to work in the gym.
 - B He has changed his training routine.
 - C He feels he should skateboard more often.
- 11 When asked about his TV show, Blayne says
 - A very few people watched it.
 - B he regrets doing it.
 - C some people disliked it.
- 12 Blayne advises young people who want to take up skateboarding
 - A to focus on a small number of moves.
 - B to have plenty of patience.
 - C to buy a cheap board to begin with.
- 13 What is the next activity Blayne will do?
 - A visit children's skateboard camps
 - B train for a skateboard competition
 - C take part in a skateboard advert

40 Questions 14-19

You will hear a teenage photographer called Lucy Chang talking about her work. For each question, fill in the missing information in the numbered space.

Teenage Photographer

The title of Lucy's current exhibition is (14) Lucy's ideas mainly come from (16) Lucy's first photos were of various types of (17) Lucy's next project is to take pictures for a book about (18) Lucy says the biggest help with her career has come from (19)

Listening • Part 4

41 Questions 20-25

Look at the six sentences for this part.

You will hear a boy called Nathan and a girl called Emily talking about their school summer holiday. Decide if each sentence is correct or incorrect.

If it is correct, choose the letter A for YES. If it is not correct, choose the letter B for NO.

		YES	NO
20	Nathan is keen to go camping with his family this year.	A	В
21	Emily is looking forward to the trip with her mother this year.	A	В
22	Nathan and Emily both had communication problems when visiting other countries.	A	В
23	Emily is confident she will meet other teenagers during her holiday.	A	В
24	Nathan's father expects him to spend some of the school holiday studying.	Α	В
25	Nathan and Emily agree that the school holidays are too short.	Α	В

Test 3

Speaking

Part 1

Phase 1

possible examiner questions)

Good morning / afternoon / evening

What's your name?

What's your surname?

How do you spell it?

Where do you live?

Do you study English at school?

Do you like it?

Phase 2

(Possible examiner questions)

Do you like music? What kinds of music?

What's your favourite time of year?

What did you do last weekend?

Who is your English teacher? Tell us about him/her.

Part 2

2-3 minutes)

Im going to describe a situation to you.

A group of young people have decided to start a new course in the evening after school. Talk together about the different courses available and decide which would be the best.

Here is a picture with some ideas to help you.

See page C3 for a picture on the topic of new evening courses.

Part 3

(3 minutes)

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people communicating with their friends.

Candidate A, here is your photograph. Please show it to Candidate B, but I'd ke you to talk about it. (See page C9.)

Candidate B, you just listen. I'll give you your photograph in a minute.

Now, Candidate B, here is your photograph. It also shows people communicating with their friends. Please show it to Candidate A and tell us what you can see in your photograph. (See page C10.)

Part 4

3 minutes)

four photographs showed people communicating with their friends. Now, Id like you to talk together about how you communicate with your friends and how often you communicate with them.

Back-up prompts

Talk about how you communicate with your friends.

Talk about how often you communicate with your friends.

Talk about what you discuss with your friends.

Talk about how you feel when you can't communicate with your friends.

Questions 1-5

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

Example:

0

Class 8T - History lesson

Miss Wade asks you to read pages 25-30 of your textbook and do task on 'transport' for homework - to hand in next Monday - as she's ill today.

Answer:



- Miss Wade wants Class 8T to help her arrange transport for next Monday.
- Class 8T have work to get on with while their teacher is absent.
- Anyone in Class 8T who is ill today can hand in their homework next week.



Sue wants Lucy to

- send her an email.
- give her some information.
- phone Tom with a message.

2 Dear Mrs Clarke.

> Heft my laptop in Room 10B after Friday's lesson. If you found it, could you email me? Nobody has handed it to Reception.

Thanks. Ben ben@citycollege.ac.uk

- Ben needs Mrs Clarke's email address, but Reception doesn't have it.
- Ben would like to know whether Mrs Clarke has the item he has lost.
- Ben doesn't know who owns the laptop he found in Room 10B.

3

Atlantic Radio is offering college students the chance to present music programmes – no experience needed

- A Students should not apply to Atlantic Radio unless they have experience presenting music programmes.
- **B** The radio station has presenting jobs for students who are leaving college soon.
- **C** There are opportunities for students to gain skills as a radio presenter.

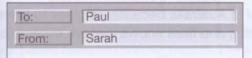
4

BARNEY'S ELECTRICAL GOODS

Keep your receipt for a full refund if not satisfied

- A If you haven't got a receipt, we can only exchange your goods.
- B Please keep your receipt to show you have paid in full.
- C Don't lose your receipt in case you want to get your money back.

5



Is there room in your dad's car for another person on Friday? Anna wants to come to the party with us – I promised I'd check with you.

- A Sarah will only tell Anna about the party if Paul doesn't mind.
- **B** Sarah is asking Paul how he and Anna are getting to the party.
- C Sarah has agreed to help Anna get to the party if possible.

Questions 6-10

The young people below all want to watch something on television.

On the opposite page there are descriptions of eight programme.

Decide which programme would be the most suitable for the following people.

For questions 6–10, mark the correct letter (A–H) on your answer sheet.

6



Jeff is looking after his younger sister for the evening. They are both very keen on animals and would like to watch a programme that shows people taking care of various different creatures.

7



Gina would like to relax watching a drama set in a time when life was less stressful. She would like to see something that is based on real-life experience.

8



Greg wants to watch a programme set in Australia because he plans to travel there soon. He prefers drama to comedy, and likes shows that are exciting and fast-moving.

q



Hayley really enjoys comedies, especially ones where the action takes place in a real environment. She'd like to see a programme that has some well-known actors in it.

10



Leni is studying medicine. She would like to watch an entertaining programme that will also give her reliable information about the history of her profession.

Recommended viewing this weekend

Green Ward

Although set in a twentieth-century hospital, bere are no medical storylines in this popular series. The action comes from the twists and turns in the personal lives of the main baracters who frequently find themselves in most absurd and unbelievable situations.

Is filmed in front of a live studio audience and mroduces a range of talented new actors.

Flying Doctor

stars of this 30-year-old series are the fearless medical men and women who still fly to the most stant parts of Australia to help people working those lonely regions. The storylines include lots action and high adventure, set against the wide the spaces of central Australia.

Community Care

well-researched and watchable documentary uses

exies, patient notes and hospital records. The actors re
exiet the often difficult lives and experiences of hard
exiding doctors and nurses over a hundred years ago,

exist patients were the poorest members of society.

Candlewick

see mid-nineteenth-century life through
the eyes of Laura Thomas as described in her
sutobiography. She leaves her tiny village to work
the post office of the nearby town. This film,
which gives a reliable picture of town and country
form a more peaceful age, is gently amusing,
but also sad at times.

Forest Tales

These much-loved animal stories were based on the childhood of Arthur Green, their creator. They are set in quiet woodland, well away from busy city life, and were originally written in 1850. Now the dancers of the National Ballet breathe new life into them, showing the typical characteristics of the animals. Dance fans and animal-lovers alike will appreciate the performances.

Summer Hill High

Viewers were shocked and amused by this picture of life at a modern New Zealand high school. It is filmed in the style of a documentary in an actual inner-city school and stars some very familiar faces in the main roles. The show is extremely funny and some scenes will make you laugh until you cry!

F Bondi Vet

Bruce Smith and his assistants may look like typical Australian surfers, but they don't spend all their time on the famous beach, as they're the local veterinary team. Their patients include pets, farm animals and even a penguin with a bad leg. Viewers of all ages will enjoy this animal hospital by the sea.

н Jungle Secrets

This amazing wildlife series was made using cameras carried by elephants and hidden inside trees and rocks. Tourists rarely get to see such close-up images of the tigers, deer and monkeys of the dense forests of central India as they go about their daily lives, resting, eating and playing.

Reading • Part 3

Questions 11-20

Look at the sentences below about a visit to a Californian cattle station.

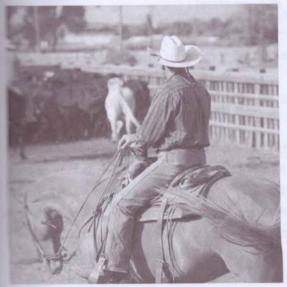
Read the text on the opposite page to decide if each sentence is correct or incorrect. If it is correct, mark **A** on your answer sheet.

If it is not correct, mark **B** on your answer sheet.

- 11 The reason Tim went to the cattle ranch was to find work.
- 12 Tim was bored on the long journey to the ranch.
- 13 The Raskin Cattle Ranch has been owned by the same family for over 100 years.
- 14 The workers on the ranch wear special clothes to entertain visitors.
- 15 Everyone on the trip ate the same food for lunch.
- 16 Tim was rather disappointed with the food he was given.
- 17 Tim did more than he had expected to do on the ranch.
- 18 Tim enjoyed the tour of the ranch because he was an experienced horse rider.
- 19 Tim found his day on the ranch to be very educational.
- 20 Tim is certain that he will return to Raskin Cattle Ranch one day.

My California Travel Blog - A Day at Raskin Cattle Ranch

by Tim Blanchflower



I spent most of last summer holiday in California on the beach – and who wouldn't? However, one day I got the chance to try something a bit different – to go on a day trip to a working cattle ranch just north of Los Angeles. That's what I'm going to blog about today.

Although the ranch was only about 50 kilometres from where I was staying with my uncle, it took ages to get there because the traffic out of the city was so bad. Fortunately, our guide and coach driver, Maria, kept us entertained with her stories and jokes.

The Raskin Ranch is located in a beautiful little valley, and has been home for six generations of the Raskin family. It has been a family business since 1895, providing an income from both the cattle and the guest house. These guys know what they're doing!

I fell in love with the place as soon as I arrived. The people working there walk around in jeans and cowboy hats – not as part of a tourist show, but because that's the most practical way to dress for the work they do. These are real cowboys, though it should be said that they prefer to call themselves cattle ranchers.

The first thing we did when we got there was eat lunch. You won't be surprised to hear that there was one thing on the menu: steak, cooked on a barbecue. I'm glad I'm not vegetarian, because I have never eaten a steak as good as that one. In fact, every steak I've eaten since then has been a bit disappointing in comparison.

You'd think an afternoon and evening at a cattle ranch wouldn't give you a lot of time to experience the place, but it was incredible how much we crammed into a short visit. First thing after lunch was a riding tour of the ranch. Don't worry if, like me, you haven't had much to do with horses in your life. These animals are well-trained and calm – perfect for beginners and experienced riders alike.

Later, I learnt how to tie and throw a lasso (a rope for catching cattle) and how to build a campfire. They don't teach you that sort of thing in school! I can't say I was very good at either of those things, to be honest – but it was fun giving them a try!

By the end of the day, everyone was exhausted but happy. I don't know if I'll ever get the chance to go to California again, but if I do, I'm definitely going to pay a visit to the Raskin ranch. It was better than any beach!

Reading Part 3

Questions 21-25

Read the text and questions below.

For each question, mark the correct letter A, B, C or D on your answer sheet.



Writing for Teenagers By Kate Miles

I was 23 before my first novel appeared in the bookshops. It had been a challenge to find a publisher who would even look at it. As soon as they heard that it was about teenagers and their problems, they just weren't interested. Eventually one of them read it and loved the way I try to show the funny side of any difficult situation. I'm quite popular with teenagers now, and some even say hello when they see me in the street.

I'm not sure where my stories come from – that's like asking people to tell you where their dreams come from. Some writers get ideas from other writers' work they've read, but I keep a notebook and I put down interesting things I notice wherever I go. Those things come into my stories.

I write full time now and I love it, but it's hard work. I write everything out by hand, and after I've corrected it, I type it on my computer. I'm OK at drawing and I've done some pictures for my books, but one day I met a professional artist, John Brookes, who now does most of them and they're a great improvement on my efforts.

Recently one of my books was made into a film, which was an exciting experience. I didn't write the dialogue between the characters – other writers did that very well. I visited while they were filming and although I sometimes felt like suggesting improvements, in the end I just let them do what they wanted. I must say I was pleased with the book they chose to film, but thought it was a shame they made so many changes to the story.

- 21 What is Kate trying to do in the text?
 - A explain why she decided to become a novelist
 - B complain about the way certain publishers behave
 - C tell readers what happens in her stories
 - D comment on some important events in her writing career
- 22 Kate says it was hard to get her first novel published because
 - A her work wasn't good enough.
 - B few people would consider her book.
 - C she hadn't got enough experience.
 - D there wasn't enough humour in her work.
- 23 Kate says she finds ideas for her writing from
 - A strange dreams she's had.
 - B things people tell her.
 - C what she sees in her everyday life.
 - D what she reads in books.
- 24 How did Kate feel about her book becoming a film?
 - A disappointed that the film was different from the book
 - B surprised that someone thought it was suitable
 - C pleased to be asked to add her ideas during filming
 - D unhappy that other writers wrote the characters' words

B

D

25 What would Kate write in her diary?

I never realised that writing's such hard work – I just wish I didn't have to do another job as well.

Now I've got more books published, everyone recognises me whenever I go out – it's great as I always wanted to be really famous!

I've produced a few pictures for my books, but the ones that John does are much better!

I often write about young people who are having a difficult time – so my books can be a bit miserable.

Reading Part 4

C

Test 4 | 119

Questions 26-35

Read the text below and choose the correct word for each space. For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

Answer:

0	0 A	manage	В	control	С	have	D	carry
		- A B	0	D				

The Cushion Business

26	A	looked	В	discovered	С	watched	D	appeared
27	A	very	В	too	С	as	D	so
28	A	in	В	at	С	on	D	to
29	A	says	В	speaks	С	talks	D	tells
30	A	luck	В	reason	С	opportunity	D	excuse
31	A	where	В	why	С	which	D	what
32	A	within	В	until	С	for	D	before
33	A	must	В	should	C	could	D	have
34	A	sale	В	market	С	offer	D	trade
35	A	better	В	greater	С	more	D	higher

Reading Part 5 Test 4 | 121

Questions 1-5

Here are some sentences about a trip to the cinema.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

Write only the missing words on your answer sheet.

	m	

0	Our local cinema is called The C	Coronet Cinema.	
	Our local cinema's	is The Coronet Cinema	а.

Answer: 0 name

1	I haven't	been to	o the	cinema	since	January.
	ITICIVOITE	DOOLL C	0 1110	Onionia	011100	our rocking.

The last time _____ to the cinema was in January.

2 I was given some free cinema tickets by my neighbour.

My neighbour some free cinema tickets.

3 There are more shows at the weekend than during the week.

There are not _____shows during the week as at the weekend.

4 It was the best film I have ever seen.

I've never seen good film.

5 You can only see this film if you are 12 years or older.

You can't see this film _____ you are 12 years old.

Question 6

You are on holiday. Write a postcard to your English friend, Kim. In your postcard you should:

- say where you are on holiday
- describe where you are staying
- talk about what you did yesterday.

Write 35-45 words on your answer sheet.

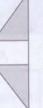
Test 4

Writing • Part 3

Write an answer to one of the questions (7 or 8) in this part. Write your answer in about 100 words on your answer sheet. Mark the question number in the box at the top of your answer sheet.

Question 7

This is part of a letter you receive from an English friend.



I've just had a really great afternoon with my friend Ali. Tell me about one of your friends. How did you first meet? What do you like about them? What do you do together??

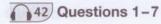
- Now write a letter answering your friend's questions.
- Write your letter on your answer sheet.

Question 8

- Your English teacher has asked you to write a story.
- This is the title for your story:

The best thing that ever happened to me!

Write your story on your answer sheet.



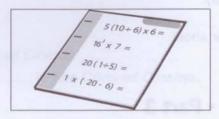
There are seven questions in this part.

For each question, choose the correct answer A, B or C.

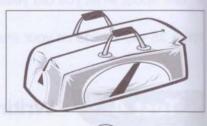
Example: What did the boy forget to bring home from school?



A



В



(0)

1 Which afternoon activity will the boy do?



A



B



C

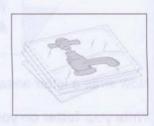
2 What will the teacher bring to class next week?



A



В



C

3 Which programme will be on immediately after the news?



A



В

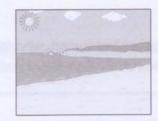


C

Where was the picnic?



A





C

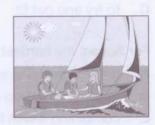
Which activity did they both enjoy last summer?



A



В



C

What was disappointing about the party?



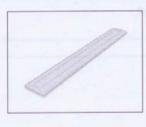
A



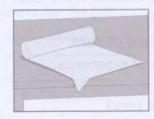
В



What should they bring to class tomorrow?



Α





Listening • Part 2

Questions 8-13

You will hear part of an interview with a girl called Susan, who took part in a running race across the desert. For each question, choose the correct answer **A**, **B** or **C**.

- 8 Why did Susan decide to take part in the race?
 - A to prove her brother wrong
 - B to help a local organisation
 - C to try and get fit
- 9 For Susan, the hardest part of training for the race was
 - A missing social events.
 - B needing to get up so early.
 - C combining it with her schoolwork.
- 10 What surprised Susan about the desert landscape?
 - A how exciting it was
 - B how frequently it changed
 - C how many plants grow there
- 11 The most difficult part of the race for Susan was
 - A being unable to see in the dark.
 - B having to run on her own.
 - C getting sore feet.
- 12 What does Susan say about famous athletes in the race?
 - A Some of them were very friendly.
 - B She didn't manage to speak to any of them.
 - C They were surprised at her lack of experience.
- 13 How did Susan feel at the end of the race?
 - A too tired to join in with the celebrations
 - B upset not to see someone waiting for her
 - C disappointed not to be one of the winners

14 Questions 14-19

You will hear a headteacher telling his students about a school short story competition. For each question, fill in the missing information in the numbered space.

5	hort Story Competition
Title of the story:	(14)
Length of the story:	no more than (15)words
Last date for entries:	30 th (16)
Where to take the stories:	the (17)
Name of the main judge:	Anna (18)
Prizes:	tickets for the (19) this summer

45 Questions 20-25

Look at the six sentences for this part.

You will hear a girl called Sarah and her brother called Marco talking about a new swimming pool they have just visited on holiday.

Decide if each sentence is correct or incorrect.

If it is correct, choose the letter A for YES. If it is not correct, choose the letter B for NO.

		YES	NO
0	Marco thinks the entrance price for the pool was too high.	A	В
1	Sarah likes the size of the changing rooms at the swimming pool.	А	В
2	Sarah admits Marco was braver in the wave pool than she was.	A	В
3	Marco would like to join the diving class he saw.	A	В
4	The food in the café was different from what Marco expected.	А	В
5	They both think it's a good idea to visit the pool again.	A	В

Test 4

Speaking

Part 1

Phase 1

possible examiner questions)

Good morning / afternoon / evening

What's your name?

What's your surname?

How do you spell it?

Where do you live?

Do you study English at school?

Do you like it?

Phase 2

(possible examiner questions)

Where do you want to go on holiday?

What do you usually eat for lunch?

Do you like shopping? Where?

Tell us about what you enjoy doing with your friends or family?

Part 2

2-3 minutes)

Im going to describe a situation to you.

It is the first day of the summer holidays and some friends want to go out celebrate. Talk together about the different things they could do and say which would be the most fun.

Here is a picture with some ideas to help you.

See page C4 for a picture on the topic of summer holidays.

Part 3

(3 minutes)

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people doing things at school.

Candidate A, here is your photograph. Please show it to Candidate B, but I'd like you to talk about it. (See page C9.)

Candidate B, you just listen. I'll give you your photograph in a minute.

Now, Candidate B, here is your photograph. It also shows people doing things at school. Please show it to Candidate A and tell us what you can see in your photograph. (See page C10.)

Part 4

(3 minutes)

Your photographs showed people doing things at school. Now, I'd like you to talk together about the things you do every day at school and the things you do on Wednesdays.

Back-up prompts

Talk about the things you do every day at school.

Talk about the things you do on Wednesdays.

Talk about a teacher who makes the lesson interesting.

Talk about an activity you liked doing at school when you were younger.

Questions 1-5

Look at the text in each question.

What does it say?

Mark the correct letter A, B or C on your answer sheet.

Example:

0

Class 8T - History lesson

Miss Wade asks you to read
pages 25-30 of your textbook
and do task on 'transport' for
homework - to hand in next
Monday - as she's ill today.

A Miss Wade wants Class 8T to help her arrange transport for next Monday.

B Class 8T have work to get on with while their teacher is absent.

C Anyone in Class 8T who is ill today can hand in their homework next week.

Answer:



From: Mrs Campion, class teacher

Don't forget to sign my list on the noticeboard! If there aren't enough names by Friday, I'll have to cancel it.

Science Museum trip

- A Friday's museum trip may not happen now because not enough students want to go.
- B Students are reminded that places are limited for the trip to the science museum.
- C Students intending to go and visit the museum must let their teacher know quickly.

2



- A Maisie will need her dad to bring something from home for her.
- **B** Maisie has contacted her dad about fetching something she'd forgotten.
- Maisie can't play in the hockey match because she's left her kit at home.

3

8

Has anyone found a new T-shirt from the Seabirds concert?

Bought in a sale only last week – last seen in Classroom 11B.

Contact Jake 07501 333 256

- A Jake is trying to get information about something belonging to him.
- B Jake is asking about something he lost at a concert.
- C Jake is offering to sell something he recently bought.

BOAT HIRE
Weekends only
£5.00 (£3.00 after 4 p.m.)
Under-16s must be
accompanied by adults

- A Under 16s are not allowed to go on these boat trips.
- B Going out on the water is cheaper later in the afternoon.
- C You are only permitted to use these boats on weekdays.

Tom.

Mr Jones from your swimming club rang – he's hoping to hold some new swimming competitions at the sports centre soon. Would you be interested? Let him know.

Mum

What is Mum doing?

- A suggesting that Tom should take part in some races at the sports centre
- B asking Tom whether he wants to join a swimming club at the sports centre
- c telling Tom to get in touch with someone about events at the sports centre

Reading • Part 2

Questions 6-10

The young people below all want to find a website about films and cinemas in their area. On the opposite page there are descriptions of eight websites about films and cinema. Decide which website would be the most suitable for the following people. For questions 6–10, mark the correct letter (A–H) on your answer sheet.

6



Ali loves reading reviews of the latest funny films. He'd also like to find cinemas in his area showing films specially chosen for young people, and find out how to get cheaper tickets.

7



Jana wants to attend local events where she can talk about films with other teenagers. She'd also like advice on famous old films to see, and to join in online chats with well-known actors.

8



Oliver enjoys reading interviews with his favourite actors, and wants to see video clips of their latest films. He'd also like to add to his collection of sci-fi film souvenirs.

9



Katrina wants a website where she can reserve tickets for new films before they're shown. She'd like to communicate online with film fans, and find cinemas locally showing movies for teenagers.

10



Billy would like a website with competitions he can enter. He'd also like regular emails about film programmes at cinemas in his area, and to find out how to get free tickets.

Websites

A PICTUREWEB

Website membership gets you weekly information about what's showing and also cinema clubs where you live – with the chance to see at least one film per year that you don't need to pay for! The site also has great film quizzes – get the answers right and you could win fantastic prizes!

c Action!

Can't decide which film to see at the weekend, either at the cinema or on video? Get honest reviews here about both the latest films and old favourites too – anything from teenage romance to comedy! The site also has a great range of film souvenirs for sale, and fantastic competitions!

Cineview

This site has regular guest appearances by well-known film actors, who'll answer visitors' questions online. The site also shows short videos clips taken from many of the latest films. And try one of the site's weekly film quizzes – the winners get spectacular prizes!

G Screenwatch

Sign up for membership and receive a weekly email with cinema programme information – and get tickets for new films ahead of everyone else! And if you'd like to share your opinions about films you've seen, why not attend a discussion group at your local cinema? Find out more in the members' email!

Cinesite

Got something you'd like to ask a film star? Take part in the live weekly interview sessions involving the stars – just send in your question! The website also recommends great films – from the latest ones to fantastic classics from the 1930s! Also, click What's On to find film discussion groups in your area.

Moviewatch

This website provides details of films at local cinemas, with expert opinions on a range of films, from historical to comedy. You can also discover where to see popular films selected for teenagers, usually shown on Saturday mornings. Discounts are available with a student card.

F FILMNEUS

Want to watch films especially made for young people? This website tells you where these films are available in your area – and many include audience discussions afterwards, often with someone involved in making the film. There's also a website users' chat room for film discussions, and a booking service for buying your seat in advance.

H Cameraworld

This site has great movie books, models and clothes for sale, from all types of films! Its reviewers also regularly chat to top actors – articles on the website report what the stars said. And to see short scenes from the most recent movies, click on the *Watch* button here – and decide if you'd enjoy the film!

Reading • Part 3

Questions 11-20

Look at the sentences below about a holiday to see some whales.

Read the text on the opposite page to decide if each sentence is correct or incorrect.

If it is correct, mark **A** on your answer sheet.

If it is not correct, mark **B** on your answer sheet.

- 11 Robert and his family had booked to go in a fishing boat to view the whales.
- 12 Robert was worried before they arrived that the weather might be too bad to see whales.
- 13 Jan, their guide, was able to explain why whales often jumped out of the water together.
- 14 Robert's family only just managed to see a whale when they visited a high viewing point.
- 15 Robert's family became so keen to see whales that they drove to a bridge in snow.
- 16 The family had very little food with them when their car got stuck in the snow.
- 17 They had to be rescued from the snow before they could continue on their journey.
- 18 The whales were easy to find because of the seabirds following them.
- 19 While Robert's family were watching, the whales appeared above the water several times.
- 20 Robert's family managed to get some good pictures of the whales, despite the lack of light.

Whale-watching holiday

by Robert Masterson



My family and I recently went on an exciting holiday – to see some whales!

We found out that some years ago, people on fishing boats off the north coast of our country had often seen whales. So whalewatching trips were set up on big tourist boats, accompanied by guides. They sounded great, so Dad made a booking and we set off in the car.

However, on the day we left, we heard there were snowstorms in the area we were travelling to, so I thought our holiday wouldn't be as much fun as we'd hoped. And sure enough, after we'd arrived at our hotel, we discovered our first trip on the boat

had to be postponed. Instead Jan, our guide, showed a film of what we'd see if we finally went out on the sea. It was fantastic, with the whales all jumping out of the water together. Jan told us that no-one really knew for sure why whales did this. Some scientists think it might be for communication, while others say they might just be playing. But whatever the reason, it was wonderful to watch.

Anyway, after the film, we drove out to a high point where you can look out across the sea and sometimes see whales. We managed to see a few ducks, but no whales – until we were leaving, just before it got dark, and noticed a giant tail, disappearing under the waves.

After that, we were determined to see the whales again, so the next day we drove to a bridge where Jan had told us that whales can sometimes be seen in the water below. But the road was covered in snow, and when Dad tried to stop, we ended up on the side of the road – just avoiding a huge pile of snow. The car wouldn't start again, it was cold, and all we'd got in the car were a few cakes and some water. We phoned for help, but were told we'd have to wait for someone to pull us out. So we all got out, pushed the car – and suddenly it started! We were on our way again.

When we finally got to the bridge, we couldn't believe our eyes! There was a cloud of seabirds over the water, flying along – with some whales below, all feeding on fish. The seabirds were eating whatever the whales didn't want. The whales were just under the water. Sometimes a head would almost rise out of the sea – only to dive down again for more fish. We attempted to take photos, but it was too dark, so we just enjoyed the view, until the whales finally turned and swam off out to sea. Amazing!

Reading Part 3 Test 5 | 135

Reading • Part 4

Questions 21-25

Read the text and questions below.

For each question, mark the correct letter A, B, C or D on your answer sheet.



Learning to play the guitar by Tom Jordan

I'd played the piano since I was six, which taught me a lot about music. But then I started thinking about trying another instrument. So I borrowed my brother's old guitar – when he wasn't looking – and tried playing it. I immediately loved it, and imagined myself as a famous rock musician. However, I soon discovered that producing a tune on it was a challenge compared with the piano!

Anyway, after that, I persuaded my parents to buy me a guitar. It was only a cheap one, and hurt my fingers when I used it, but that didn't stop me. My parents were proud of me, and were always asking me to play for them, even though it was ages before I managed a tune. But once I'd done that, I kept experimenting with different sounds. I'd listen loads of times to my favourite guitarist playing something, then practise it, until people could finally recognise what I was playing! It probably wouldn't work for everyone, but it taught me a lot.

I'd decided not to have lessons and just teach myself. But then my class teacher at school, who also played guitar, told me I should try to *feel* the music, not keep thinking only about how to play. He said it was like driving a car – once you've learnt how to properly control the vehicle, you can begin to enjoy driving. And it's the same with the guitar. I'm some way from that point yet, but that hasn't stopped me forming a band with mates at school – a drummer and a piano player. And that's really helped me. In fact, we've got our first performance at school next week. Wish me luck!

136 Test 5 Reading Part 4

- 21 What is Tom trying to do in the text?
 - recommend the guitar as a good first instrument to learn
 - tell readers other people's opinions about his guitar playing B
 - explain how he chose the most suitable guitar for him C
 - describe techniques he used to make progress in playing the guitar D
- Tom says the first guitar he ever tried 22
 - was lent to him by a family member.
 - was like the ones popular with rock musicians. B
 - was harder to make music with than he'd realised. C
 - was too old to produce a good sound on. D
- 23 When Tom finally got his own guitar, he
 - was keen to perform in front of his family.
 - B found it was quite painful to play.
 - was sad that he wasn't able to copy a favourite guitarist. C
 - felt proud of how quickly he could learn different tunes. D
- 24 Why does Tom compare playing the guitar with driving a car?
 - They are both more enjoyable after you've learnt the basics.
 - They both involve a lot of practice. B
 - They are both equally difficult to learn to do well. C
 - They both require you to concentrate hard. D
- 25 What advice would Tom give to other people trying to learn the guitar?

D

- A Why not try setting up a band?
 - But make sure you're not the only quitarist, as it's so useful to learn from other players.
 - I discovered it's best to get a guitar teacher when you start - you'll learn to play much faster that way.
- В Don't wait until you're brilliant to perform to other people, as performing will improve your skills - just go for it!
 - I'm enjoying having my own guitar, but I'm beginning to realise I really prefer the piano - so think carefully before you spend your money!

C

Questions 26-35

Read the text below and choose the correct word for each space. For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

0 A	visite	d		В	watched	C	been	D	attended
Answer:	0	A	В	С	D				

The Forest of Kaliningrad

Have you ever (0) The Forest of Kaliningrad? It's (26) close to the Baltic
Sea, and is one of the strangest natural forests on earth.
Often (27) as the Dancing Forest, it consists of trees in a (28) of shapes.
Unlike trees that develop (29) and stand up straight, these trees turn in all different
directions. According (30) tourists that have seen the forest, the trees almost
(31) to be dancing.
A few years ago, a manager of the forest (32) students from local universities to
conduct studies, and find the answer to the mystery. (33) then, some people have
suggested that the trees are actually growing in sand. But the most popular idea is that the
(34) winds blowing in the area have created the Dancing Forest. However, although
no-one knows for sure (35) the reason is for its strange trees, the Dancing Forest of
Kaliningrad is certainly interesting!

located	D	arranged	0	directed	В	mlassal.		00
located	-	arranged	C	directed	В	placed	A	20
said	D	named	С	known	В	called	A	27
display	D	quantity	С	selection	В	variety	A	28
accurately	D	normally	С	generally	В	usually	A	29
to		for	С	with	В	on	A	30
imagine	D	show	С	appear	В	look	A	31
decided		agreed	С	offered	В	invited	A	32
Before		Since	С	Until	В	From	A	33
serious		sharp	С	heavy	В	powerful	A	34
what	D	that	С	whose	В	where	A	35

Reading Part 5

Questions 1-5

Here are some sentences about Maria's school.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

Write only the missing words on your answer sheet.

-				
EV	2	m	n	0
Ex	a	111	ы,	ıc.

0 7	The shopping mall in my town has two cinemas.										
1	There	e		two cinemas in the shopping mall in my town.							
Answ	er:	0	are	antenn O main O rescus							

	Sent Debise O being S being	
1	I asked my friend Jenny if she wanted to see a film with me.	
	I said, 'like to see a film with me, Jenny?'	
2	My mum drove us to the cinema.	
	We to the cinema by my mum.	
3	The cinema was already crowded when we got there.	
	The cinema was already of people when we got there.	
4	The tickets to the film Stars cost £6.50 each.	
	We£6.50 each for tickets to see the film Stars.	
5	Stars was better than the film we saw last week.	
	The film we saw last week wasn't as	

Question 6

At school recently, you drew a picture that you were very proud of.

Write an email to your English-speaking friend, Jos. In your email, you should:

- · describe what was in your picture
- · tell Jos what your teacher said about it
- arrange to show Jos your picture.

Write 35-45 words on your answer sheet.

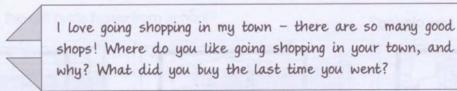
Test 5

Writing • Part 3

Write an answer to **one** of the questions (**7** or **8**) in this part.
Write your answer in about **100 words** on your answer sheet.
Mark the question number in the box at the top of your answer sheet.

Question 7

• This is part of a letter you receive from your Canadian friend, Sam.



- Now write a letter, answering Sam's questions.
- Write your letter on your answer sheet.

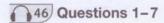
Question 8

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:

Connor arrived back at his house – and found a big, friendly dog sitting on the doorstep!

Now write your story on your answer sheet.

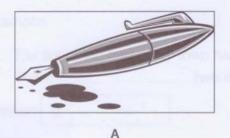
Listening • Part 1

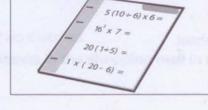


There are seven questions in this part.

For each question, choose the correct answer A, B or C.

Example: What did the boy forget to bring home from school?



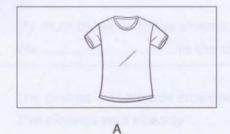


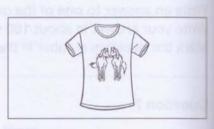


В

0

1 Which T-shirt does the girl buy for her friend?

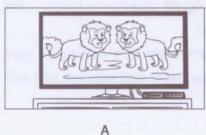




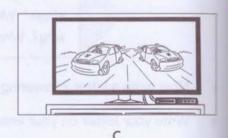
B

C

2 Which game is the boy playing?

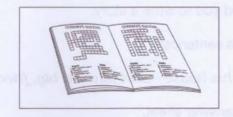






What has the girl brought with her for the plane journey?



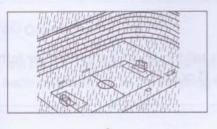


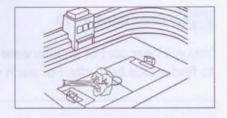


В

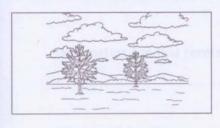
C

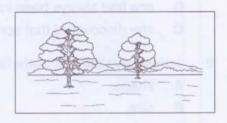
Why can't the team play football on the sports field?





Which photo does the boy like best?





A

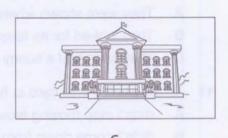
В

C

Which building is the library? 6

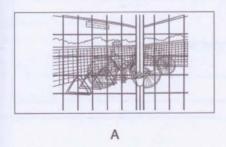


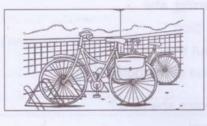
В

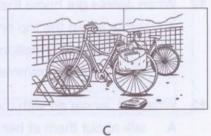


A

Why can't the girl cycle home from school?







В

Listening • Part 2

47

47 Questions 8-13

You will hear part of an interview with a girl called Jennie Randall, who is talking about a trip with her father to find a blue butterfly. For each question, choose the correct answer **A**, **B** or **C**.

- 8 Jennie was keen to go on the trip with her father because
 - A she wanted to help him with his work.
 - B she had always been interested in butterflies.
 - C she discovered that some butterfly numbers were falling.
- 9 Jennie says the first butterflies they saw were the wrong
 - A shape.
 - B size.
 - C colour.
- 10 How did they finally manage to find the blue butterfly?
 - A They were shown where to go.
 - B They looked for its favourite tree.
 - C They searched a sunny area of a field.
- 11 Taking photos was hard at first because the butterflies
 - A didn't stop moving around.
 - B didn't come down from the tree.
 - C didn't open their wings.
- 12 When Jennie got home that evening, she
 - A wrote about the trip on her blog.
 - B read some information about the butterfly.
 - C watched a programme online about butterflies.
- 13 What will Jennie do with the photos she took?
 - A talk about them at her school
 - B enter them in a competition
 - c send them to the local newspaper



148 Questions 14-19

You will hear a teacher telling her class about a trip they are going on soon. For each question, fill in the missing information in the numbered space.

	Class trip
	Destination for this term's trip:
	Vhat we'll see there: tems up to (15)years old
_ d	What we have to do while we're there: Iraw pictures of the (16)
	Where to meet our class before we leave:
	Where we can look for more information: ook on (19) wwwcom

Listening • Part 4

49 Questions 20-25

Look at the six sentences for this part.

You will hear a boy called Harry and a girl called Maria talking about school homework.

Decide if each sentence is correct or incorrect.

If it is correct, choose the letter A for YES. If it is not correct, choose the letter B for NO.

		YES	NO
20	Harry believes homework helps students to become responsible for their own learning.	A	В
21	Maria is worried that homework can prevent people doing after school activities.	Α	В
22	Harry regrets missing his favourite TV shows because of homework.	Α	В
23	Maria admits she needs time to go over what she's done in class.	Α	В
24	They have both experienced difficulties in finding somewhere quiet to study.	Α	В
25	They agree their homework will be useful preparation for their school trip.	Α	В

Test 5

Speaking

Part 1

Phase 1

(possible examiner questions)

Good morning / afternoon / evening

What's your name?

What's your surname?

How do you spell it?

Where do you live?

Do you study English at school?

Do you like it?

Part 2

(2-3 minutes)

I'm going to describe a situation to you.

You want to organise a trip with your friends on Saturday. Talk together about where you could go, and decide which place would be the best.

Here is a picture with some ideas to help you.

See page C5 for a picture on the topic of things to do on Saturday.

Part 3

(3 minutes)

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of people doing things to help the environment.

Candidate A, here is your photograph. Please show it to Candidate B, but I'd like you to talk about it. (See page C11.)

Candidate B, you just listen. I'll give you your photograph in a minute.

Now, Candidate B, here is your photograph. It also shows people **doing things to help the environment.** Please show it to Candidate A and tell us what you can see in your photograph. (See page C12.)

Part 4

(3 minutes)

Your photographs showed people doing things to help the environment. Now, I'd like you to talk together about the different things you do to help the environment, and where you do them.

Back-up prompts

Why do you think the people in your photographs are doing these things?

What kind of things do you recycle?

How do you try to save energy in your home?

Is it easy in your area to walk or cycle instead of travelling by car? Why / Why not?

Phase 2

(possible examiner questions)

What do you enjoy doing in your free time?

Tell us about your favourite TV show.

What would you like to study in the future?

Tell us about the area where you live.

Reading • Part 1

Questions 1-5

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

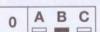
Example:

0

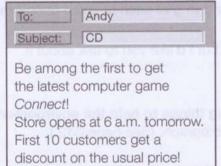
Class 8T - History lesson

Miss Wade asks you to read pages 25–30 of your textbook and do task on 'transport' for homework – to hand in next Monday – as she's ill today.

Answer:



- A Miss Wade wants Class 8T to help her arrange transport for next Monday.
- B Class 8T have work to get on with while their teacher is absent.
- C Anyone in Class 8T who is ill today can hand in their homework next week.



- A Get 10% off *Connect* if you are first in the queue at the store tomorrow.
- **B** To buy *Connect* before anyone else, don't arrive at the games store late tomorrow.
- C This store will sell Connect at a lower price than usual all day tomorrow.

2

This product is best cooked from frozen in the microwave. Remove plastic cover and cook on full power for 3 minutes. Stir and leave for 1 minute before serving.

- A You should leave this product out of the freezer for several hours before cooking.
- **B** Make sure the cover is on before putting this product in the microwave.
- C This product shouldn't be eaten immediately after it is taken out of the microwave.

Matt,
Remember you borrowed my sunglasses at last week's football match? Have you still got them?
We're off to the beach tomorrow, so please bring them to my house!
Simon

What is Simon doing?

- A asking to borrow Matt's sunglasses for a football match
- B advising Matt what to bring with him for their beach trip
- c telling Matt he needs to return something that was lent to him

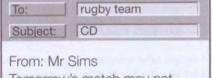
4

SCHOOL ORCHESTRA

First meeting this week
New members welcome
(intermediate level or above)
Instruments available

- A If you've just started playing, you'll be unable to join the orchestra this week.
- B Orchestra members should bring their own instruments to the first meeting.
- C There is a meeting specially for new members of the school orchestra this week.

5



Tomorrow's match may not take place – the field's still very wet. Check your emails early in the morning before you set off.

What is Mr Sims doing?

- A warning of a possible change to arrangements for a rugby game
- B requesting rugby team members to email him early if they can't play
- C postponing a match that he's organised for players tomorrow

Questions 6-10

The people below all want to go on a family holiday, which offers activities for teenagers. On the opposite page there are descriptions of eight holiday resorts.

Decide which website would be the most suitable for the following people.

For questions 6-10, mark the correct letter (A-H) on your answer sheet.

6



Janine is experienced at sailing, and wants to enter some races. She'd also like to go to social events just for teenagers, and to make food for them, as she loves cooking.

7



Peter is keen to do some walking and to take photos of wildlife. He'd like to learn how to find his way when he's walking and also spend time camping with other young people.

Q



David has never been sailing before and would like to try it. He also wants to improve his climbing skills and get a qualification for dealing with small injuries during climbs.

9



Anya would love to learn to ride a horse and go out along the beach. She'd also like to go on a boat ride. Anya's family need somewhere with activities for her 7-year-old sister.

10



Sarah is a keen cyclist and enjoys long-distance rides. She'd like to join an organised ride along the coast and to learn more about how to look after her bicycle.

Family holiday resorts with activities

A Hunston

For anyone with experience in horse riding, this is a great place, with fantastic rides through the forests. But if you prefer walking or cycling, there are short organised trips near the beach here, each group following their own route on a map, and ending in a picnic made by the young people taking part.

c Penwater

Take your camping equipment if you're going here – leaders drive teenage groups out to the forest for overnight stays! Then, the next morning, everyone helps to cook the breakfast before travelling back to their parents. Groups can also stay on with their guides and go rock climbing if they want.

E Barton Sands

This place is perfect for anyone who enjoys being on two wheels! It offers safe routes alongside the beach, where the guides organise cycle rides of several kilometres. Guides will also give advice on how to keep your bike in good condition. There are also walks organised along the cliffs.

Salmouth

The beach and nearby mountains are perfect for the outdoor activities organised here – climbing and sailing competitions, and ferry trips to nearby islands! There's even plenty for young children. Also, if you've never ridden before, now's your chance – daily lessons take place on the sand.

Midcombe

Can you get to the top of Midcombe's cliffs? Your guide will teach you how to get up the rocks effectively, and try more difficult routes. Training is available on what to do if you get hurt – and a certificate to show what you've learnt! Sailing lessons at all levels are also given in the harbour.

D Westsea

Guides take groups of teenagers on organised trips on foot along the beach and walking in the hills. There's plenty to see – seabirds and sometimes even dolphins, so bring your camera! The guides will teach you to use a map and to put up a tent for an overnight stay with your group.

F Rendalls Bay

This bay is fantastic for watersports like sailing and also boat trips along the coast. It's also popular with photographers and anyone interested in seeing the wildlife here. For those who prefer indoor activities, there are cookery and photography courses, and safe play areas for younger children.

н Sunninglea

There are plenty of watersports here, including all kinds of boats for hire! Weekend boat competitions are held to see who can be the fastest across the harbour! There are beach activities for children and parties for young people — and the organisers always welcome help with the refreshments.

Reading • Part 3

Questions 11-20

Look at the sentences below about helping on a wildlife project to protect sea creatures. Read the text on the opposite page to decide if each sentence is correct or incorrect. If it is correct, mark **A** on your answer sheet.

If it is not correct, mark **B** on your answer sheet.

- 11 Steven had to travel a long way to get to the international study centre.
- 12 The project he joined allowed him to accompany scientists working under the water.
- 13 Steven admits that the diving skills he had were below advanced level.
- 14 Steven was surprised by the accommodation that was provided for him.
- 15 The food available at the centre was very suitable for Steven.
- 16 Steven found there were advantages to the location of their accommodation.
- 17 Steven learnt to look for damage to a sea creature called coral which was living in the area.
- 18 Steven always went diving with someone who had done the same amount of diving as him.
- 19 Steven immediately recognised the two fish he discovered because he had seen them before.
- 20 Steven was worried that the fish had swum away because he had approached them too closely.

My underwater adventure! by Steven Jones



I recently took part in a very exciting five-week trip for teenagers, to volunteer at an international wildlife study centre, off the coast of a country far from where I live. The aim of the centre was to help protect wildlife. So the project I signed up for included attending classes about wildlife, and going on daily dives under water with experienced team leaders to collect important information for the scientists back at the centre.

For the trip, it was useful to be able to dive using breathing equipment. I'd done some diving of that

kind back at home, and got certificates, but I wasn't what you'd call 'good'. Luckily, though, the project I joined was for anyone from beginners upwards.

We were warned about our accommodation before we arrived at the centre. Sure enough, when we got there, we were shown to some small wooden huts where we would live. They were quite basic – we had to collect our water in buckets from a tap nearby. There was also no fridge as we didn't have electricity, so our meals were all vegetarian. However, I hadn't eaten meat for years, so it was perfect for me. What's more, we were right near the beach. The view was incredible, and we could relax on the beach immediately after work!

The day after our arrival, we started our training – learning the names of all the different fish, and how to count and describe them in a way that would be useful to the scientists. We also learnt about a very important underwater creature called coral, which builds huge plant-like structures called coral reefs that provide a safe place for many sea animals to live, and also protects the coast from damage caused by bad storms. However, this creature is now in danger because of problems such as global warming. So although we did very little work involving the coral itself, we really felt our work in helping local sea creatures was essential.

Every day at the study centre was amazing, but there was one in particular when I was under the water as usual, with my 'diving buddy', a more experienced diver, collecting data on the fish in the area. I suddenly looked up – and found myself face to face with two absolutely beautiful fish, exactly like ones I'd seen at a sealife centre near my home. My colleague and I decided to spend our last few minutes under the water with these amazing creatures. As we got nearer to the fish, they didn't seem at all worried about us, and just watched us curiously, before swimming off towards the coral reef. Unforgettable!

Reading Part 3 Test 6 | 153

Reading • Part 4

Questions 21-25

Read the text and questions below.

For each question, mark the correct letter A, B, C or D on your answer sheet.



Creative writing by Melanie Carson, aged 15

Do you enjoy writing? I do! I've always had a good imagination, and love my creative writing classes at school.

But looking back at my earliest stories, about my own life or people I knew, I can see now they're far from perfect. OK, I used lots of long and difficult words even then, and the stories always made me want to read to the end. But because people kept telling me how good they were, I didn't try to improve.

Then my new class teacher saw how much I loved writing. She said I should write something every day, so I started blogging a few lines about my life. That works for some people, I know. But readers didn't always have good things to say about what I'd written, so that was hard to deal with. It took time away from my story writing, too, and I became careless about correct spelling and grammar, as I only wanted to quickly record what was in my head. So I stopped.

My teacher then suggested I read famous writers' work – not to copy them, but to get ideas about descriptions and so on. I immediately thought I might become so busy reading, I wouldn't be able to write any stories. But once I'd started, a new world opened up. For example, in one story I'd been writing, the main character didn't sound realistic, but through my reading, I slowly understood how to achieve that.

As a result of all this, my first book was published last year! I haven't sold huge numbers, but my family, friends and school all have one. Who knows where I'll go from here?

154 Test 6 Reading Part 4

- 21 What is Melanie trying to do in the text?
 - A encourage other teenagers to take up creative writing
 - B show how the skill of writing needs time to develop
 - C suggest a range of possible good topics for story writing
 - D tell readers what made her want to take up writing
- 22 What has Melanie realised about the first stories she ever wrote?
 - A She didn't have much vocabulary to say what she wanted.
 - B She lacked enough life experience to tell a good story.
 - C She wasn't very good at writing an ending.
 - D She failed to work hard enough to make them better.
- 23 Melanie found that writing a blog every day
 - A made her develop bad habits in her writing.
 - B produced positive comments about her work.
 - C helped her to quickly write down some ideas.
 - D meant she started putting off writing new stories.
- 24 When Melanie was first advised to read widely, she was
 - A worried she might end up copying other writers.
 - B curious to see if it could provide new ideas.
 - C unhappy about having less opportunity to write.
 - D interested in finding ways to solve her writing problems.
- 25 What might Melanie think about having her first book published?
 - I'm sure this is because since I started,
 I've always written about more than
 just my personal experiences, which
 makes my stories very exciting!
- This is all due to the really helpful suggestions I was given at school, when I was introduced to loads of other authors!

D

- It's great that so many people have gone out and bought my book and not just people who know me!
- I really regret not attending creative writing classes but I learnt a lot about writing through reading other people's blogs online.

Questions 26-35

Read the text below and choose the correct word for each space.

For each question, mark the correct letter **A**, **B**, **C** or **D** on your answer sheet.

Example:

555	4.00		
0	Λ	aging	è
U	A	going	ı

- **B** reaching
- C setting
- **D** arriving

Answer:	0	A	В	C	D
11 1 1 1 1	150				-

Lights over the Mekong River

Everyone enjoys seeing fireworks (0) up into the night sky. But recently, people	living
(26) the Mekong River in Southeast Asia have reported that rather than firework	ks,
they've noticed strange lights in the sky.	
These lights are (27) to look like balls of fire that seem to shoot (28) o	ut of
the river into the sky, and then disappear after a few seconds. The numbers that people	repor
seeing can be anything (29)just a few up to thousands of fireballs each year.	
The (30) of the fireballs isn't known, but some scientists think they could be du	ue to
a gas (31)comes from under the river, and burns when it escapes into the air.	Other
experts (32) with this idea, believing that the gas may be too (33) to r	ise
into the air.	
The appearance of the fireballs always brings great (34) of people along the riv	er,
and is a wonderful (35) to visiting tourists.	

26	A	up	В	through	С	across	D	along
27	A	said	В	told	С	spoken	D	described
28	A	exactly	В	directly	С	completely	D	perfectly
29	A	from	В	between	С	among		including
30	A	aim	В	cause	С	purpose		reason
31	A	where	В	who	С	which		whose
32	A	complain	В	disagree	С	fight	D	dislike
33	A	deep	В	difficult	С	heavy		high
34	A	groups	В	bands	С	meetings	D	crowds
35	A	attraction	В	invitation	C	importance	D	opportunity

Reading Part 5

Questions 1-5

Here are some sentences about black bears.

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words.

Write only the missing words on your answer sheet.

Exa	m	nl	0
LAG	111	PI	U.

	There	are)	than 600,000 black bears in North America.
Ans	swer:	0	more	
				Lights over the Militaria River pargueo &
1	You ca	an fi	nd black bears	only in North America.
	Black	bea	ars	only in North America.
2	The bl	ack	bear is smaller	than any other bear in North America.
	The b	lack	bear is the	of the bears in North America.
3	Most	olac	k bears sleep d	uring the cold winter weather.
	Most	blac	ck bears sleep	the weather is cold in winter.
4	Black	bea	rs prefer to live	on their own.
	Black	bea	ars	rather live on their own.
5	Black	bea	rs like to eat thi	ngs like plants, fruit and fish.
	Black	bea	are enjoy	things like plants, fruit and fish.

Question 6

You have seen an advert for a concert in your town next Saturday, and you want your English-speaking friend, Alex, to go with you.

Write a text to Alex. In your text, you should

- · tell Alex what kind of concert it is
- · explain why you think Alex will enjoy it
- suggest how you can both travel to the concert.

Write 35-45 words on your answer sheet.

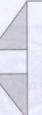
Test 6

Writing • Part 3

Write an answer to **one** of the questions (**7** or **8**) in this part.
Write your answer in about **100 words** on your answer sheet.
Mark the question number in the box at the top of your answer sheet.

Question 7

This is part of a letter you receive from your Canadian friend, Jac.



I'm doing a school project about how teenagers use computers each day. For example, how much time did you spend on a computer yesterday? What kind of things did you do? What are the problems of spending lots of time on computers, do you think?

- Now write a letter, answering Sam's questions.
- Write your letter on your answer sheet.

Question 8

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:

Sarah put her picnic lunch into her rucksack and set off to meet the others at the beach.

Now write your story on your answer sheet.

Listening • Part 1

50 Questions 1-7

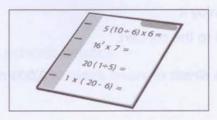
There are seven questions in this part.

For each question, choose the correct answer A, B or C.

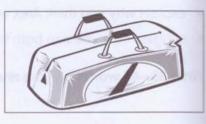
Example: What did the boy forget to bring home from school?



A

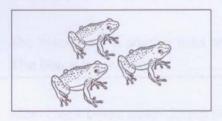


В

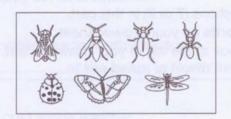


0

1 What did the boy see in the forest?



A

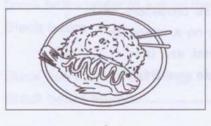


B

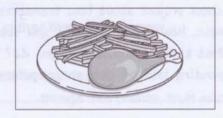


C

2 What will they have for dinner tonight?



A



B



C

3 Why does Tom need his father's help?



A

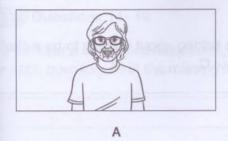


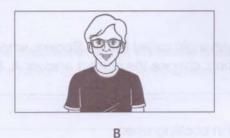
P

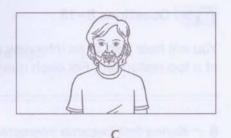


C

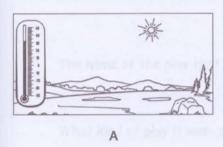
Which one is Harry's cousin, Mark?

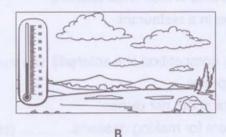


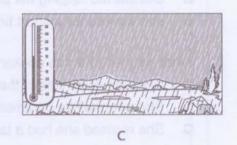




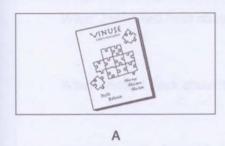
What will the weather be like during the day tomorrow? 5

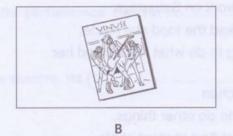






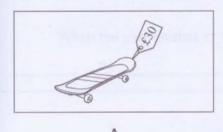
Which magazine does the girl decide to buy?

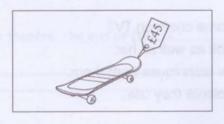


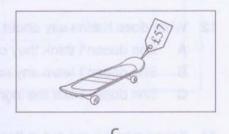




How much was the boy's new skateboard?







Listening • Part 2

Questions 8-13

You will hear part of an interview with a girl called Karina Rogers, who is talking about training to be a chef at a top restaurant. For each question, choose the correct answer A, B or C.

- Karina first became interested in cooking when
 - she wanted to make some snacks for herself at home.
 - she started helping her parents in their hotel kitchen.
 - she worked for a short time in a restaurant.
- What happened at the cookery competition she entered? 9
 - She was given one of the prizes.
 - She got positive comments about her dishes.
 - She realised she had a talent for making desserts.
- 10 Why did a top chef offer to train Karina at his restaurant?
 - He needed someone to work on Saturdays.
 - An important customer liked the food she made. B
 - She was quick at learning to do what he showed her.
- 11 Karina says working in the kitchen
 - leaves her little free time to do other things.
 - allows her to meet other skilled student chefs.
 - can become stressful when they're very busy.
- 12 What does Karina say about some chefs on TV?
 - She doesn't think they cook as well as her.
 - B She doesn't learn any new techniques from them.
 - She doesn't like the ingredients they use.
- 13 Karina doesn't eat out in her free time anymore because
 - she works with food all day long.
 - she finds it too expensive. B
 - she prefers the food her parents make.

How much a student ticket costs: (18) £

When the play finishes at the theatre: the end of (19)

152 Questions 14-19

You will hear a boy called Jack telling his classmates about his recent theatre trip. For each question, fill in the missing information in the numbered space.

Unitial of confident about pradicting the result of her mutetrion Seturator - A
ne name of the play that Jack saw: (14) '
tracely a Milation to your an emerged between won tracel between of need a class.
hat kind of play it was: a (15)
to take. A yearined no ristem need and funds are now error and seed
hat Jack liked best about the performance: the (16)
A LIGHT AMOUNT OF RESIDENCE AND
hat amazed Jack about the theatre: its (17)

Jack's theatre visit

Listening • Part 4

53 Questions 20-25

Look at the six sentences for this part.

You will hear a boy called Chris and a girl called Emma talking about taking part in sport.

Decide if each sentence is correct or incorrect.

If it is correct, choose the letter A for YES. If it is not correct, choose the letter B for NO.

		YES	NO
20	Emma is confident about predicting the result of her match on Saturday.	A	В
21	Chris is keen to remind Emma about how talented her team is.	А	В
22	Chris has some worries about his own match on Saturday.	А	В
23	Emma has got a very positive attitude towards her hockey match.	A	В
24	They think the lack of supporters will have an effect on their matches.	A	В
25	They agree that continuing sport after leaving school will be difficult.	Α	В

Test 6

Speaking

Part 1

Phase 1

(possible examiner questions)

Good morning / afternoon / evening

What's your name?

What's your surname?

How do you spell it?

Where do you live?

Do you study English at school?

Do you like it?

Part 2

(2-3 minutes)

I'm going to describe a situation to you.

Phase 2

(possible examiner questions)

What did you do last Saturday?

Tell us about the kind of food you like best.

What is your favourite subject at school?

Tell us about the most useful thing you own.

Your friend's family have invited you to **go horseriding** with them in the countryside next weekend. Talk together about what you **should take** with you in your backpack, and decide which **would be the most useful thing to take**.

Here is a picture with some ideas to help you.

See page C6 for a picture on the topic of horseriding.

Part 3

(3 minutes)

Now, I'd like each of you to talk on your own about something. I'm going to give each of you a photograph of unusual places people live in.

Candidate A, here is your photograph. Please show it to Candidate B, but I'd like you to talk about it. (See page C11.)

Candidate B, you just listen. I'll give you your photograph in a minute.

Now, Candidate B, here is your photograph. It also shows **unusual places** people live. Please show it to Candidate A and tell us what you can see in your photograph. (See page C12.)

Part 4

(3 minutes)

Your photographs showed people living in unusual places. Now, I'd like you to talk together about what would be the perfect home for you to live in and why you would like to live there.

Back-up prompts

What are the good and bad points of living in these places in the photos?

Is it better to live in the city or the countryside? Why?

What is your favourite room where you live now? Why?

How do you spend your time when you're at home?

Test 1

Audioscript

WRITING PART 2



01 4 and 5

One

Girl 1: Hi Sue, what are your plans for next Friday?

Girl 2: I'm not sure. Why?

Girl 1: Do you want to try the new Italian restaurant that's opened in town?

Tivo

Boy: Tanya, I've just joined a local charity.

Girl: Wow! What's it like?

Boy: Well, why don't you come with me this weekend and see?

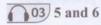
Three

Listen Pete, Great news! I've just been given two tickets for the film marathon. What are you doing next weekend? Would you like to come with me? It'll be a long night though! Let me know soon!

LISTENING PART 1 Training



- 1 I wouldn't like to have a cat as a pet.
- 2 Ruth can see the screen very well.
- 3 Jake is going to visit his grandmother this weekend.
- 4 You shouldn't take photos in here.
- 5 The teacher couldn't help me with the exercise.
- 6 The food was fresh.



Frank: You know, I'd rather have a motorbike than a car. It's easier to drive.

Yolanda: I think it would be better to go by bus, even though it's slower than the train.

Paula: I think I'd prefer a smaller ice cream. I'm not too hungry.

04) Exam practice

Example

What will the boy have for dinner?

Boy: What's for dinner, mum? Are we having pizza?

Woman: We had that yesterday. So I thought I'd make chicken and rice tonight - or fish if you prefer.

Boy: That sounds good - I had chicken at school today in my sandwiches, so I don't really want it again.

Woman: OK.

One

How did the boy travel home from his trip? Woman: How was your weekend trip, Erik?

Boy: Great, but we didn't get back until late last night.

Woman: Didn't you?

Boy: No. There was bad weather and lots of departures were delayed. The ferry left two hours late. There were loads of extra passengers from other places too. The airport was closed for three hours as well because of the storms.

Woman: Really?

Boy: Yes. Everywhere was really busy. For the next trip, Dad said we're only going to use the car. It's less complicated that way.

Woman: I can understand what he means!

Two

What is the girl talking about?

Girl: I want to tell you about Mountain Melody. It's had mixed reviews, but I really enjoyed it. The performances are great and the music really adds to everything. You can almost believe you're the in the countryside. A group of friends go exploring and there are some fantastic scenes of the valleys round where they are. It's all about what happens to them. For me, one of the characters was so real, I identified with nearly everything about her. I loved the whole thing, and strongly recommend it.

Three

Which sport will be first on the TV programme Sports World?

Man: Saturday's Sports World starts at the earlier time of two thirty this afternoon. There's an exciting programme of sport, including men's ice-hockey live from the Megasport Arena in Moscow starting at 5.30. Before that you can see the results of the first rounds of the girls' junior diving with our own Lena Davis competing. To open the programme, we're taking you to the sun and warmth of the Greek Islands for some excitement from the world of windsurfing. With top athletes taking part it'll be a spectacular show.

Four

What is the boy upset about after his football match?

Woman: How was the match, David? You look annoyed.

Boy: At least we won.

Woman: So, what's the matter? Aren't you happy with the result?

Boy: Kind of.

Woman: What do you mean?

Boy: Our goalkeeper hurt his shoulder. I'm so worried, as he's going to miss our big match next weekend. One of our players had to take his place today and the other team almost scored a goal. I'm glad they didn't. It just wouldn't seem fair. Anyway, their coach looked really angry that they'd missed it.

Woman: Oh dear!

Five

What birthday present did the girl receive from her aunt?

Girl; Hello Auntie Penny, it's me Josie. I'm calling about the birthday present you sent me. I'm really pleased. The colour matches my new shorts perfectly. And the size is just right. Thanks so much. Mom told you what to get, didn't she! Anyway, I'm also going to get a pair of sandals with my birthday money. They'll look great with the sweater you sent. I'm going to wear them all together for my party at the weekend. Say 'Hi' to uncle Alec for me, will you? Bye for now.

Six

What dish would the girl prefer to have?

Man: Have you decided what to have, Mona?

Girl: I'm not sure. I was thinking of having fish.

Man: So, what about ordering today's fish special? It sounds delicious.

Girl: Maybe. It says it's with red peppers though. I'm not keen on them.

Man: Well, you could have this. Look ... roast chicken.

Girl: I'm not very keen on meat though. I'll go for the pie instead. That sounds nice – with courgettes, and I might still have room for something else after.

Man: OK. Let's order, I'm hungry.

Seven

Where is the boy waiting for his father?

Boy: Dad, it's me Rob. Where are you? I've been waiting for half an hour. The dentist phoned this morning to cancel my appointment. They said he's got the flu – didn't Mum tell you? Anyway, I've had my hair cut instead. I'm waiting for you there, I'm on the high street. You know, next to the place where Mum gets her glasses from. It's got a big red door. Can you pick me up soon? I need to get to guitar lessons for six and I'm going to be late.

LISTENING PART 2 Training



- 1 His friends like skateboarding. He's not very interested though.
- 2 They don't miss the warm weather because they're enjoying the snow.
- 3 Her brother will sometimes go to the cinema with her while her parents take her more often.
- 4 I was born in England, but I spent most of my childhood in the United States.
- 5 Rachel is much more competitive than Katy so she often beats her at tennis.

06 Exam practice

Interviewer: Hi Ellie, you're 14 and you swim for the city team. What makes you such a good swimmer?

Ellie: Some people on the team say winning's just part of who they are. It's part of their character. I can't say I'm like that though. I've got better because of the people around me. I want to achieve as a way of pleasing my parents, and other people I'm close to. Like most of us, I started when I was two or three, but I don't think that's the main reason why I'm good.

Interviewer: Which part of the race are you best at - the beginning, middle or the end?

Ellie: Starting is my weakest area, so I have to work to increase my speed after that. In the middle I'm still working on my turns, so I guess my finish is my strongest point. The way I use my arms to stretch for the wall. It means I gain important seconds there.

Interviewer: What do you think about in the long training sessions?

Ellie: We do train for long hours. When I was little, I used to think of the prizes and that helped. Despite having time objectives in mind, I'm less worried about how fast I'm going. That would make me try too hard. For me, the secret's staying calm while concentrating on a smooth technique. That way I swim better and enjoy myself.

Interviewer: What about diet?

Ellie: I'm allowed to eat fast food, stuff like burgers now and then, but I have to stay away from really hot food like spicy stuff. I think it has a strange effect on me, but I get a lot of energy from sweet stuff – sugar, although obviously I try to have a good balanced diet.

Interviewer: Any advice for young swimmers?

Ellie: Well, you spend a lot of time in the pool with your team, but you have to get enough sleep as well. That's terribly important. It's also important to have a best friend – someone you can talk to about competitors! Don't take things too seriously. In the end it's just a sport after all.

Interviewer: What plans have you got for this year?

Ellie: As part of the city team I'll keep working hard there and supporting our captain. I'm hoping to take part in the national championships one day when I'm older. It's important to prepare a training schedule and work towards that. But for now, my aim is to get faster on the one hundred metres. Maybe I'll do it in the next competition, who knows?

LISTENING PART 3 Training



Last Friday was 13th April. A special day, not because it is unlucky, but because it was my birthday! My sister had bought tickets for the RRB concert, you know, the Red Roof Band. It was quite expensive – £25 each, but it was worth it. The concert was in the Marsden Arena (that's M-A-R-S-D-E-N) which is about 16 kilometres from where we live so we took the 49 bus to the town centre. We had a great time even though there were over a thousand people there. Despite the fact that the band has been going since 1987, like before I was born, they still have lots of energy and we danced non-stop for hours! They also said that a member of the audience would be asked to meet the band after the concert, which was due to end around half past eleven. At the end, they called out a ticket number for the winner and it was number 1.376, which was mine! What a night!

08 Exam practice

Woman: Are you interested in art and wildlife? Why not enter our special competition for schools? I'm sure you know how valuable many wild creatures are to us – from birds to butterflies. Well, we want to create more interest in <u>bees</u>, and that's why we want poster designs of them for the competition. They must be hand drawn and any schoolchild can enter.

Prizes this year are fantastic. First prize winners visit our wildlife centre in London. You might want to visit with your families like last year, but this year, we're inviting your class to come with you instead, and we know it will be a great day out for you all.

Second prize winners receive a printed T-shirt with the winning design on it and third place artists will receive <u>a cap</u>. We know you'll like them as much as the paints and art books which were prizes in last year's competition.

There are two great judges. First of all, from the series 'Buddies' we've got the young actor Toby Shore. He's a keen artist too, already working with teenage art groups. We've also got the important scientist John Misbah, who's been working with our photographers and the rest of the team on our projects.

You've got over a month to work on your ideas and create your artwork. Judges will make their final decision on March 10th, so entries must be in before the <u>7th</u>. If you want to check the results, see our website on 12th March.

All the information you need to know about the competition is on our website. Just go to AWKEL DOT ORG. That's www dot A -W -K -E-L dot org and check it all out now.

Good luck everyone.

LISTENING PART 4 Training



Girl: Well, I really enjoyed that film. Didn't you? We were lucky to get tickets considering it's the first week it's on.

Boy: Yeah, it was worth seeing, and you can thank me for getting online so quickly to book before it sold out.

Girl: I know, I know. I'm very grateful! Anyway, Jessie Young was amazing as the main actress - she gave a really authentic performance.

Boy: So did James Green as her husband. The story was a bit difficult to follow though. Did you understand all the scenes in the garden?

Girl: It wasn't that bad. I realised what was happening all the way through. Mind you, I wasn't so keen on the sound effects. I think some of them were too loud.

Boy: Well, I think they were perfect to create such a scary atmosphere. And the music was just right.

Girl: If you like the kind of music your mother listens to! No, seriously, I love all those old songs as well. Anyway, let's go and get something to eat. I'm starving!

Boy: All right, good idea, but it's your turn to pay!

Girl: OK, OK.

10 Exam practice

Boy: Hi Erika. What did you think of the school trip to the animal rescue centre?

Girl: Well, Leo. I couldn't wait to get home actually. It was interesting for some people, but there are lots of places I'd much rather visit.

Boy: The people who work there must find it rewarding. They help so many animals. For me, it would be satisfying to work in one though of course it must be hard at times.

Girl: I can understand that because I know how keen on animals you are. Working in the centre just wouldn't be for me. There were guite a few staff there, weren't there?

Boy: Yeah, and there was just so much going on in the centre. I mean, I couldn't believe how many people work there. All that activity, and yet it was really well organised - each animal had its own space.

Girl: I suppose so. I talked to the vet about the sea birds. He told me they were in the centre because of the bad weather we had recently. There were quite a few in there - more than you'd think. I hope there aren't more storms like that.

Boy: Yes. Did you see the baby ones?

Girl: Yes.

Boy: They have to feed them every hour you know, even at night. I stayed and watched for a while. We weren't allowed to get close to any though. They said it wasn't a good idea.

Girl: I wouldn't like to feed them myself. I'd be too nervous

Boy: Would you?

Girl: Yes. I couldn't pick up the small ones. They look so tiny. But you know, I wouldn't mind seeing some of the pictures that were taken of our trip and all the different creatures there. I'm not keen on the idea of touching animals, though.

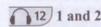
Boy: I can understand that knowing what you're like. Maybe ...

SPEAKING PART 1 Training



- 1 What do you enjoy doing in your free time?
- 2 Tell us about the films you like to watch.
- 3 What are you going to do next weekend?
- 4 What kind of house do you live in?
- 5 Tell us about your English teacher.

SPEAKING PART 2 Training



Boy: Which type of exercise do you think is a good idea for our class, Lucy?

Girl: I think we should do gymnastics. I would really enjoy that and I think lots of other people would too.

Boy: I'm not sure about that. I don't really like jumping and things like that. How about running? Everyone loves that.

Girl: I don't. I'm not very good at running - I'm too slow! Why don't we go swimming instead? What do you think about that?

Boy: That's a good idea, but the school doesn't have a swimming pool and the nearest one is too far away.

Girl: Yes, you're right. Well, that leaves football.

Boy: Yes, why don't we do that? Everyone loves football!

13 Exam practice

Girl: So, how about going to a farm? We'd learn about where our food comes from.

Boy: That's a great idea, isn't it? We usually just buy things in packets from the supermarket and don't think about things like that Now, what do you think about this picture here - is it nature walks?

Girl: Yes, in the forest. I'm not sure about that. There are only trees and birds in the woods near here. It's not particularly new or interesting.

Boy: I agree ... This picture shows a science museum. It's got loads of old stuff in it, I think, like dinosaur bones.

Girl: Hm, I don't think we'd learn enough about nature in our everyday lives if we went there, do you?

Boy: Maybe not. I think we should go to the zoo! I love the zoo.

Girl: So do I, but I've been lots of times. I think we should do something different - like in this picture here. They're gardening, growing their own vegetables, I think.

Boy: That's a good idea. It would be exciting watching them grow and then being able to eat them! The last thing is looking at wildlife photos or watching a film in class. I'm not sure we should do that. I'd rather go out somewhere.

Girl: Me too. So, we agree then?

Boy: Yes - visiting the farm and gardening would be the most interesting ways to learn more about nature.

SPEAKING PART 3 Training



Boy: This looks like a picture of a family. I think they must be camping because you can see their tent behind them. They might be camping in the woods because there are some trees behind them. They're relaxing. There are two parents and two girls. They're wearing casual clothes and they're sitting on the ground around a camp fire. They've got sticks with something on the ends of them. Are they called marshmallows? They're cooking them. I'm not sure what the weather's like, but they look happy and I think they're enjoying themselves.

15 Exam practice

Girl: This is a photo of someone in a shop. A young man, I think. He's wearing casual clothes - a cap and a tracksuit and T-shirt, I think. He's also got some large headphones round his neck, so he must like listening to music. I think he must be in a music shop - somewhere where you can buy CDs - or they could be DVDs. There are lots of shelves, so he's got a lot of choice! He looks quite interested in what he's looking at, so he might be about to choose something to buy.



Boy: This is a picture of people in another kind of shop - it's an icecream shop I think. There are a few people in the shop. There are some small children looking at the ice creams. The little girl in the pink sweater is pointing to something - one of the flavours, I think and she's telling the boy about it. I'm not sure what the flavours are but they could be mint, chocolate and strawberry. The children look as though they've already got some ice cream and they're eating it out of pots with spoons. They're probably enjoying themselves! Behind the children there are other people in the shop who look like adults. There are some other items on the shelves, but it's difficult to see what they are. They might also be sweet things.

SPEAKING PART 4 Training



Oliver: I love football. I like playing it and watching it on TV too because I think it's really exciting. I don't think I'm particularly good at football but I'm on the school team, so maybe I'm not too bad at it! We play after school twice a week and play matches against other schools once a week. There are some great players on our team, so we usually win. I also enjoy basketball, which we're learning to play at the moment. I'm pretty tall, so I might be good at it! How about you, Beth? Do you like sport?

Beth: Actually, I'm not really into team sports. I prefer activities you can do on your own, like dancing or cycling because I don't like taking part in competitions. I love horses, so I've just started taking horse-riding lessons. It's much harder than I expected it to be, but it's great when you can make the horse run. Hopefully I'll learn how to jump soon. I'd quite like to do some kind of athletics, like running or even gymnastics. I think that would be interesting. What do you think?



Beth: Playing sport's really good for you.

Oliver: I agree. It keeps you fit and it's good for your health. Do you think some sports are better for you than others? I think team sports are best because they teach you about being part of a team.

Beth: Yes, but are team sports better than other sports? I'm not sure. I think people should just do what they enjoy.

Oliver: Well, so do I. The main thing is keeping fit. Have you been to the new sports centre yet? I think it's amazing!

Beth: Me too. The swimming pool's wonderful!

19 Exam practice

- 1 Who helps you choose what to buy? How often do you go shopping with them?
- 2 Which shops do you like going to? What do you like about those shops?
- 3 When do you usually go shopping? Why?
- 4 Do you prefer shopping for clothes or shopping for other items, such as books or food?
- 5 What's the nicest gift you've ever bought for someone? Did they like it?

Test 2

Audioscript

READING PART 4 Training



Boy 1: Hey Dan, you look sad! What's the matter?

Boy 2: I just got the result for my maths exam? I failed again!

Boy 1: Oh dear! Why don't you go to some extra classes?

Boy 2: I don't know where to find a teacher.

Boy 1: You should ask Mel, she has an extra class after school.

Boy 2: OK, but are they very expensive?

Boy 1: I don't know. You'd better check first. Anyway, don't worry too much, I'm sure you'll find a solution. What about coming over to study with me this evening?

Boy 2: Thank you! That's a start.

WRITING PART 2 Training



Woman: That was delicious! So, have you decided what you're going to do about the Scout camp on Saturday, Jenny?

Girl: Yes, I'm not going to go. The weather's going to be awful!

Man: That's a pity. It sounded like good fun.

Girl: Maybe for some, but I don't want to spend the weekend in a wet tent. Anyway, I've got a lot to do for the Science Fair next week, so I'm going to Jane's house to prepare for that.

Man: What about you, George? Are you going to come with us to see your grandmother?

Boy: Well, I'd love to, but I've got plans to see Jack. There's a competition on at the skate park, so we're going to watch the experts and hang out there.

Girl: Aren't you going to take part?

Boy: No way! This is a national event.

Man: So it looks like it's just you and I going to see my mother, darling.

Woman: Actually, I meant to tell you. I'm going to have lunch with Mary. I've been promising her for days 'cos you know she's going to live in India for a few months and I wanted to say goodbye.

Man: So it's just me and my mother!

Woman: Sorry about that, but let's get pizza for dinner. Then, at least we can all spend the evening together.

Man: Good idea! Girl & Boy: Great!

LISTENING PART 1 Training



One

Girl 1: Did you remember to bring the present?

Girl 2: Oh dear! I left it at home.

Girl 1: Well, you'll have to go home at lunchtime and get it then. It's Mrs Harrison's last day today.

Girl 2: I'll give Mum a ring and see if she can bring it.

Two

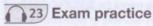
Man: So, as I was saying, the main aim of the exercise is to bring the team closer together. We need to have better communication with the members from the European group. That way, we'll get better results. The goal is to have the new product on the market by next September. Do you all agree?

Three

Man 1: That was excellent, wasn't it? I can't believe they did so well.

Boy 2: Yeah, thanks so much for bringing me.

Man 1: Well, it is your special day. I remember when your grandfather brought me here on my fifteenth birthday, as well. The match wasn't so good, but I enjoyed going out just with my dad.



Example

What did the boy forget to bring home from school?

Woman: Let me have all your gym clothes out of your sports bag ... they need to be washed.

Boy: Yeah, Mum, I'm just finishing this worksheet ... Mr Mason's maths homework's really difficult! I can't remember how to do it and now my pen's run out of ink!

Woman: Here, have this pen. Now where's your bag?

Boy: I'm afraid I left it at school, Mum. I'll bring it home tomorrow, I promise.

One

Which new computer game did the boy enjoy most?

Boy: I've tried three new computer games this week. First was Mountain Adventure. It looks exciting, but was actually a bit dull. Then Space Challenge, which I'd heard a lot about, so I didn't know if it would be as good as everyone says. But actually there's nothing that I wasn't happy with. And finally, there was Road Race, where you can play at different levels, from beginner to being the world's best racing driver. It's too fast for beginners, but should be faster for the higher levels.

Which subject is the girl improving in?

Man: How was school, Jane?

Girl: Hi Dad. It was OK, but maths was awful. I'm going to ask my friend for help, she's better at maths than me. But in geography, I'm getting higher marks than I was.

Man: And how about IT? That wasn't going too well before, was it? Are you still finding it difficult?

Girl: Well, we've got a new teacher. She's a huge improvement. The last one made us work alone a lot, but we do a lot in pairs now, so I hope I'll learn more this term.

Three

Where is the school group going?

Woman: OK, listen up please everybody. Our coach will be arriving at our destination in a few minutes. Everyone needs to stay with others

in the group. If you want to swim, a teacher must go in the water with you. And don't go too far out, because it can be dangerous. Now, we've got a ball, and the plan is to have a football game; anyone can play. Or if you'd rather just sit on the sand and watch, that's fine too!

Four

Where is the boy's phone?

Boy: Mum! I can't find my phone. I've looked everywhere in my bedroom.

Woman: Well, think where you were when you last had it. You were using it in the kitchen - and you had it in the sitting room when you were watching TV. Have you checked in there?

Boy: I'll look there in a second. Oh no, it's OK, there it is by the microwave. I left it there when I went up to my bedroom to get something from my bag.

Woman: Oh good.

Five

Which film have the boys just seen?

Boy 1: What did you think of the film? Probably too slow for you?

Boy 2: Well, I mean, I like action films. Doesn't mean I need to see fast cars in every film though! It wasn't like that, but it was great. L loved how the couple were always there for each other.

Boy 1: Yeah, but you didn't need to be a detective or anything to see they'd stay together.

Boy 2: Oh, I don't know, I wasn't sure what would happen in the end.

Boy 1: Mm ... I always prefer a bit of mystery about how it'll end.

How will the boy help his mother?

Woman: Gavin, you know Granny and Grandpa are coming today? We need to get the spare room ready for them and get some food. I'll need your help.

Boy: Sure, I don't mind getting the sheets and duvets on. The house is pretty clean though, isn't it?

Woman: No, not really!

Boy: Well, I did some cleaning like you asked last week and I've got homework you know. Also I had to go to the shop to get some milk and bread earlier, so I'm quite busy.

Woman: OK, then. Don't worry.

Seven

What transport does the teacher recommend for students?

Man: I'd like to tell you about transport arrangements for next week. The builders are going to be working in the school car park, so there'll be a lot of cars looking for somewhere to park. And there'll be lorries in and around the school as well so, I'd avoid coming by bike. I know not many of you like coming in by bus because of the traffic, but it'll actually be the simplest way to get in ... hopefully the work'll be finished soon.

LISTENING PART 2 Training



- 1 I really enjoy working from home although I have to plan my time
- 2 I don't think the rain will be a problem. We've got all the wet weather equipment.
- 3 I loved the trip, but next time I think I'll go somewhere else.

- 4 I'm allowed to go in whenever I want, so I usually get there after I drop Sam off at school at 9.
- 5 We have a great time in the summer concerts, but what I think is amazing is the movie week which is held every January.

25 Exam practice

Interviewer: And with me in the studio today is 15-year-old Marta Connel, who's started a website, which lets local shops and cafés advertise, and reach lots of young people in the town. Marta, what made you start this website?

Marta: Well, our IT teacher at school had taught us all about business logos, and websites. It wasn't like I really thought I could help local shops attract young people or anything. I just decided I wanted to understand how to actually build a website myself. And I turned out to be quite good at it.

Interviewer: Yes, and your website is very popular! But how is yours different from all the other ones that compare prices and that sort of thing?

Marta: Well, when you open up my page, you just see the logos of all these different companies, shops, cinemas, cafés. It's not just a table with products and lots and lots of prices. That's what all the others are, but just with a different site name at the top!

Interviewer: I see. So you can click on one of these logos on your website, and go to their website. So, with companies paying to be on your page, have you earned a lot?

Marta: No, that wasn't the idea when I started. I didn't know if anyone would use my website and I don't ask businesses for much money. But now, my site is so popular that I do earn more than I actually spend on keeping it running.

Interviewer: What do your friends think of you doing this?

Marta: Oh, they seem glad it's done well because they know running it is something I get pleasure from. Of course, that's not surprising - they're my friends! They don't think it's the most exciting way to spend free time though.

Interviewer: You've obviously worked hard - what's been the biggest challenge?

Marta: Well, it's lucky that my school provides support for projects like this, otherwise it might be hard to manage with all my schoolwork. At first, I didn't think business people took me very seriously because I'm just a school kid. I had to prove it was worth it, that advertisements on my site would get interest from younger customers.

Interviewer: After school, will the website be part of your future career?

Marta: I've got loads of time before I need to decide whether to spend my life working with computers - I'm still young, so there's a good chance I'll do something else later. Computers are great fun, but it'd be great to get involved in something that really helps people.

LISTENING PART 3 Training



- 1 Man: The classes I most enjoy are the ones where we work together and chat about things we've read or films we've seen.
- 2 Girl: I've spent a lot of summers in the UK, so I'm quite good at speaking and enjoy it, but I make terrible mistakes with grammar, so I need some help there. Watching films and stuff like that is a waste of time 'cos I can do that at home.
- 3 Woman: I like classes that have a fun element and make us learn through competing or trying to solve a puzzle. I'm not so keen on reading much in class.

27 Exam practice

Right, I want to tell you about an English course that's happening in the summer holidays, after the end of term on June 28th. The course will run up until July 23rd, and you can start any time from July 12th, so you can join for as long or as short a time as you'd like. I hope some of you will – I'm sure you'll enjoy it, and it'll be a good way to meet new people from other schools too.

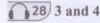
The teacher's name is Martin Parker, and perhaps you've heard of him already, as he's written an English language book for students called 'English for Living'. It's the book with all the cartoons; we've used it a few times for homework.

Martin will cover lots of things in his classes, and all in a fun way. Morning classes are mainly about grammar, but without lots of reading. Martin feels that you do enough of that at school! And then after lunch, you'll practise your speaking and listening skills through film, which should be fun. It's interesting that for someone who writes books, Martin's not all that keen on using them in class.

Anyway, what the lessons are all about is getting you to feel increasingly <u>confident</u>, rather than just thinking about whether your English is getting more accurate. It's not the end of the world if you make a few mistakes! And having a different teacher will definitely make things more interesting.

Now our school isn't organising the course, and we can't register you – you need to do that yourselves. It's taking place at the local library and you can look at more details and register online, on their website, which is www dot <u>L-B-T-E-N-G</u> dot org. Make sure you write that down ...

LISTENING PART 4 Training



One

Woman 1: So, how did you like the last film you saw?

Woman 2: Well, I saw the latest Star Wars film. It was quite good, but a bit long.

Man: I can't agree with you! It was amazing. I'm a real fan of the whole series.

Two

Woman 1: And what was your weekend like?

Man: I didn't do much. I suppose it was good because I didn't have to go to work.

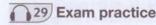
Woman 2: Yes, but I was totally bored. All you wanted to do was watch TV. I wanted to go out!

Three

Woman 1: What did you think of the last book you read?

Woman 2: I think the last book I read was a detective story. It was so well-written, I couldn't put it down. I just had to find out who did it.

Man: I read a book about Africa, but it was awful. I wouldn't recommend it to anyone. It wasn't worth reading.



Boy: Hi Louisa.

Girl: Hi Steve. How did you enjoy the trip?

Boy: To the hospital? Interesting, but I thought it was an unusual sort of place to visit with the school.

Girl: Well, we've had school visits to factories, as well as museums and places like that. There's always something worth learning from visiting places that aren't obviously connected to education.

Boy: I suppose that's true.

Girl: I knew it took a lot of doctors and nurses to run a hospital.

Boy: Yeah. We saw loads of doctors!

Girl: Sure, but what surprised me was how many other people also work there, too.

Boy: Right, there were all those offices, with like, secretaries ...

Girl: Yeah, and people who probably never go near a patient.

Boy: Not health professionals. Yeah, that surprised me, too.

Girl: Sure.

Boy: You know, now, because I've seen what it's like working in a hospital, I'm considering something like that as a career. I hadn't really thought about it much before.

Girl: Oh right.

Boy: What about the person who took us round and talked to us?

Girl: Dr White?

Boy: Yeah - what did you think of her?

Girl: She was really nice.

Boy: And she obviously knows a lot.

Girl: Sure, but she didn't know how much we knew about stuff already. She talked about things, but not in enough detail, so she didn't really tell us anything we didn't already know.

Boy: Yeah, I suppose she doesn't talk to kids our age very often.

Girl: Maybe, yeah.

Boy: But all the time, I was thinking, 'OK, so what do the patients think?' They're the ones that matter. But the doctor said it's better to let them rest.

Girl: Yeah, but I can see why. Especially when someone's resting after an operation!

Boy: Maybe ...

Girl: You'd think hospitals would be really quiet, with patients just sleeping in bed all day.

Boy: Yeah.

Girl: But I couldn't believe how many people were talking loudly on their phones.

Boy: I know. Especially when they asked us to keep quiet.

Girl: Exactly!

SPEAKING PART 1 Training



Girl: Hello! What's your name?

Boy: It's Ivan Sokolov.

Girl: How do you spell that?

Boy: It's S-O-K-O-L-O-V.

Girl: That's an interesting name. Where do you come from?

Boy: Well, my family is from Russia, but I was born in Romania.

Girl: Where do you live now, Ivan?

Boy: Well, my family is still in Romania, but I live here, in London.

Girl: And do you work or are you a student?

Boy: I'm a student, but I have a part-time job.

Girl: Oh, really? What do you do?

Boy: I'm a postman. I deliver letters. It's fun.

Girl: That's interesting! Do you study English at school?

Boy: Yes, I do. We have three classes a week.

Girl: So do I. Do you like studying English?

Boy: Yes, I do, but understanding what people say is difficult for me.

Girl: Listening's hard for me too.

SPEAKING PART 2 Training



Girl: So, shall we talk about the school fair? We need to ask students to make things which they can sell there.

Boy: Sure. So, what do you think about asking people to make some food?

Girl: That's a good idea. There are people from all over the world in our class – everyone could make a dish from their country.

Boy: Great! Why don't we ask people to make games?

Girl: I'm not sure about that. It would be really difficult, I think.

Boy: You're right. Maybe that's not such a good idea.

Girl: What about asking people to do some paintings?

Boy: Yes, why not? We've already done some in our art classes. People could sell those. I think it's a great idea. Do you agree?

Girl: Yes, I think so. OK, so, what about making clothes?

Boy: I don't think that's a good idea because it would take too long. How about you? What do you think?

Girl: Yes, I agree with you.

32 Exam practice

Boy: OK. We have to talk about the different things the family could do. What about going shopping?

Girl: I'm not sure about that. Shopping's a bit boring, isn't it? There must be more interesting things to do.

Boy: You're right. How about going to watch a film, then? I think that's a good idea.

Girl: So do I. There are lots of family films on at the cinema. I'm not sure about going for a walk. I don't like walking in the rain!

Boy: Neither do I. So, that's not such a good idea.

Girl: What about going for a pizza?

Boy: Yeah, that's OK. I think I would prefer to go out somewhere, though. The boat trip looks good and the whole family would enjoy that. It would be exciting. Do you agree?

Girl: Yes, I do. I'd like to do that. So, what's left? Oh – staying in. What do you think about that?

Boy: I don't mind doing that at home when it's raining, but I wouldn't want to do it on holiday.

Girl: I agree. So, we've decided that the most fun things would be going to the cinema and what else did we say?

Boy: The boat trip.

Girl: Great!

SPEAKING PART 3 Training



Boy: This is a picture of a family – a couple with their son, I think. It looks like they're having a picnic in a park or garden, or maybe they're in the countryside. Maybe it's someone's birthday, or they're just having a nice day out somewhere. They're wearing casual clothes and look relaxed. They're sitting on a large rug or blanket. There's a lot of food which they haven't eaten yet – I can see some fruit and sandwiches, and there's some orange juice. There's a box on the blanket. I'm not sure what the name for that is, but it's where you put everything to carry it. The woman looks happy. I think she's looking at something on a tablet – the man's looking at it too. Perhaps she's taken a photo of them or something. It looks like a nice, sunny day.



Girl: I think the people are friends. It looks like they're somewhere outside – maybe a street market or something. There's a food stall with flags behind them. The friends have already got their food and they're eating it. It looks like some kind of noodles. They seem to be happy. They may be sharing the meal. Everyone's dressed in casual clothes, it looks like it's a warm or sunny day. Maybe it's summer. I'm not sure why they're there – they've probably just met up at the weekend and decided what to do for the day.

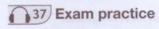
35 Exam practice

Girl: The photo shows a family in a restaurant or café. It isn't very formal and they aren't wearing formal clothes, but they're sitting around the table having their meal. There are a mix of ages. They all seem happy. Maybe they've gone out for a meal because it's a special occasion, like someone's birthday. I'm not sure what they are eating. I think the young girl's got a kind of dessert or something like that. There are some water glasses and a ... well, I'm not sure exactly what you call it, but some sort of tree in the background. They're chatting. It looks like a nice, relaxed kind of place.



Boy: I think the people in this photo are a group of friends. It looks like they're in someone's house. It looks like they might have been playing music. There is a guitar case at the side of the sofa. I'm not sure what the occasion is. I think they're just having a fun evening. They seem quite happy. They're eating pizza from a box. It looks like they have two types. Perhaps they've had it delivered.

SPEAKING PART 4

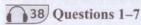


- 1 What kind of places don't you like eating in?
- 2 Do you like trying foods you've never eaten before?
- 3 What's your favourite restaurant or café?
- 4 Do you prefer to eat your main meal at lunchtime or in the evening?

Test 3

Audioscript

LISTENING PART ONE



Example

What did the boy forget to bring home from school?

Woman: Let me have all your gym clothes out of your sports bag ... they need to be washed.

Boy: Yeah, Mum, I'm just finishing this worksheet ... Mr Mason's maths homework's really difficult! I can't remember how to do it and now my pen's run out of ink!

Woman: Here, have this pen. Now where's your bag?

Boy: I'm afraid I left it at school, Mum. I'll bring it home tomorrow, I promise.

One

What did James do on his birthday?

Girl: Did you have a good birthday, James? You told me you were going to have dinner in a restaurant. How was it?

Boy: We decided to go to the cinema and by the time we got out it was a bit late, so we just had a pizza at home instead.

Girl: I'm sorry I missed that. Anyway, the good news is that my parents have arranged a trip to the ski centre in two weeks' time and you're invited!

Boy: Great!

Two

What did the girl like about camping?

Boy: I'm going camping next weekend. Have you ever done that?

Girl: Yeah, I went with my class at school once.

Boy: Did you take your own tent?

Girl: My best friend took hers and we shared it. It was small, not that comfortable.

Boy: What about food?

Girl: We all helped with the cooking. It was mostly burgers, which we cooked on the barbecue. It was my favourite activity, though we burnt the first lot.

Boy: We're going to have a big camp-fire in the evenings.

Girl: That'll be brilliant. We weren't allowed to have a camp-fire.

Three

Where does the girl suggest she could meet her friend?

Girl: Hi Elena. It's me, Stefanie. I'm calling about the festival in City Park tomorrow. I'm going with my sister Claire, but it would be great to see you there. I thought we could meet by the ticket office but Claire says it'll be too crowded. She says a good place would be by the tent where they're selling food and drinks. That's the other side of the stage where the bands will play. So, would one o'clock be OK for you? Text me to say what you think. Bye.

Four

What was the girl's favourite birthday present?

Girl: I got so many nice things! My aunt bought me a pink watchshe knows I love that colour - only thing is, my parents got me the same one for Christmas! My big sister bought me a T-shirt with my favourite band on the front - it's a nice T-shirt, but I'm not so keen on them anymore. I got this lovely bag from my dad - I can't wait to start using it for school - that's what I was most pleased with!

Five

Which programme will be shown next?

Man: Now, a change of programme on this channel - because of the late finish of the international football match, we can no longer bring you the film 'Lost in Space'. Instead, there's another chance to see last week's rock festival starring the girl band 'Meltdown'. 'Lost in Space' will be shown later tonight, followed by highlights from today's football match for those who missed it.

Six

What should the boy take to the picnic?

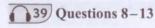
Boy: Hi, Michael. Got your text. Glad you're on for a bike ride later. I thought we could cycle down the river path and have a picnic. The grass'll probably be damp but I've got a blanket to sit on. My bike lock isn't working, so bring yours because we might need to leave our bikes somewhere. Why don't we meet at that little shop where the path leads down to the river and then we can buy some sandwiches for the picnic?

Seven

What will the students do in this lesson?

Man: Now, we've talked about the effects of tourism on the environment in class, and you've all looked at the website I told you about. Today, I'd like you to design a poster to make students think about the problem, something that we can display around the school. And you should do this by hand - not using your computer Your next project is going to be a presentation - a talk on the subject that you give to the whole class - but I'll tell you more about that next week.

PART TWO



Interviewer: Today I'm talking to teenage skateboard champion. Blayne Jackson. Blayne, how did you first learn to do those amazing skateboarding jumps?

Boy: I got my first skateboard when I was eight. I was hoping to join the skateboard club at my local park, but you had to be at least 12 to have lessons. So I just watched lots of skateboarding videos and then practised all the moves. My cousin was really good at doing jumps, but he was 13 and not interested in teaching a kid like me!

Interviewer: Where's the best place for skateboarding?

Boy: Well, for freestyle-boarding, which doesn't need a skate park, any smooth flat ground, like a basketball court, will do. The place I like most right now is the path that goes along the beach in my town. There's a square in London which they say is great for skateboarding and if I lived there, it would be awesome to try it.

Interviewer: I guess fitness is important. What do you do to stay fit?

Boy: I used to do a 20-kilometre bike ride twice a week, and skateboard for three hours every day. That wasn't keeping me fit enough, though. So I've had a home gym put in and I've started to spend some time in there. Ok, it's not as much fun as skateboarding, but my high jumps are improving, so I'm not complaining!

Interviewer: You had your own TV show recently, didn't you?

Boy: Yeah, it made me very famous, but I lost a few skateboard fans. They didn't want to see me presenting a show. They just wanted to see me skateboard. But I don't really care what they think. I did it for myself and my family and I bet if most people had the chance to have their own show, they'd take it.

Interviewer: Any advice for young people taking up stakeboarding?

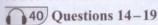
Boy: Don't waste money on a cheap board. Proper equipment is easier and safer to use. Another thing I'd advise is don't expect to learn stuff straight away. It takes time and practice. And finally, teach yourself a wide range of moves. It'll help you become a better all-round skateboarder.

Interviewer: So, what's next, Blayne?

Boy: There's a big competition coming up. I'll miss it, unfortunately, as I'm recovering from an ankle injury. I've been asked to film some adverts for a new skateboard, which is something I'm definitely keen to do. But that'll have to wait until I get back from the USA. First, I'm going there to make appearances at various skateboard camps for kids.

Interviewer: Thanks, Blayne.

PART THREE



Girl: Hi, I'm Lucy Chang. Although I'm only 15 years old, I've already held several exhibitions of my photographs. I thought of giving the current one the title 'Home' because I took all the pictures in my bedroom. But in the end I decided to call it 'Dreams'. I thought that suited it better.

There are lots of photographers who I admire, but Jenny Silver is my favourite - not so much for her famous portraits as for the photos she does of fashion. I feel we have a similar style, except she's obviously much better than me!

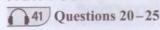
People often ask me where my ideas come from. I live in the countryside, and because my photos have loads of natural colours and shapes, people think I get my ideas from the local scenery. But, in fact, I get most of them from magazines. I buy lots, and just look through them for ideas.

I began taking pictures when I was ten, photographing things I could see around me. I had many different kinds of toys at the time, so I loved taking pictures of them. Later, I started doing pictures of my classmates and also of pets.

My next project is a collection for a book. My uncle, who's a nature writer, recently wrote a book about mountains. He's now doing one on trees, to be published next year, and he's asked me to take photos to put into it, which will be fun.

I'm often asked how I'm so successful at such a young age. Is it luck? Is it thanks to my friends, my family or my teachers? Well, I've had some help from them. But above all, it's thanks to the internet. I've shown my work, got advice and received offers through it ... it's been so useful.

PART FOUR



Girl: Hi. Nathan.

Boy: Hi, Emily. Nearly the summer holidays!

Girl: Yeah, can't wait. Are you going anywhere with your family?

Boy: We're doing this big trip to Australia next year, so my parents decided on a camping holiday in this country. We've never done it before, so it'll be fun doing something different. Actually, my cousin stayed at a good campsite earlier this year, so we're going there.

Girl: Cool. Well, for the last few years, we've stayed in this country and gone to the seaside - my favourite holiday. This year my mum's decided we're going to visit my auntie who's working in China, but we'll be away a long time and I won't see my friends.

Boy: Do you know any Chinese?

Girl: A few words.

Boy: Last time we went abroad, we had some trouble. Whenever we asked people for directions, we couldn't understand what they

Girl: Oh, I hope that doesn't happen to us. When I went on the last school trip, I was able to try out my language skills. The people were really friendly, and I could understand everything they said.

Boy: So, will you have cousins to hang out with?

Girl: My auntie doesn't have children. There won't be many young people around, so I doubt if I'll meet someone my age. Anyway, how are you spending the rest of the school holidays?

Boy: Dad says he wants me to help with some painting.

Girl: That's a pain.

Boy: I don't mind much, as long as there's still time to see my mates. The annoying thing is, because my maths grade wasn't too good this year, he's told me I've got to work on that this summer too.

Girl: I know we get six weeks off school, but the time goes so fast. I think eight'd be better.

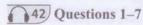
Boy: Hmm ... I get a bit lazy in the holidays, and it's guite nice to come back to school to see everyone.

Girl: Mmm, I suppose so.

Test 4

Audioscript

LISTENING PART ONE



Example

What did the boy forget to bring home from school?

Woman: Let me have all your gym clothes out of your sports bag ... they need to be washed.

Boy: Yeah, Mum, I'm just finishing this worksheet ... Mr Mason's maths homework's really difficult! I can't remember how to do it and now my pen's run out of ink!

Woman: Here, have this pen. Now where's your bag?

Boy: I'm afraid I left it at school, Mum. I'll bring it home tomorrow I promise.

One

Which afternoon activity will the boy do?

Girl: Have you made up your mind which afternoon activity you're going to do? I'm thinking of volleyball.

Boy: I'm finding it hard to choose between basketball and tennis, because I like both of them really. But I think I might enjoy playing in a team rather than just against one other person - there's some good players signed up.

Girl: Well, we're short of people for volleyball, you could always come to that.

Boy: That's true - but I'm not very good at it - I think I'll go with my original idea, actually,

Two

What will the teacher bring to class next week?

Man: OK Listen. Next week's lesson's about water. I'll come along with a film about farmers in different countries, and how they get the water they need. What I want you to do is come to class with an object - not a photo but the actual thing - something that you use everyday which needs water in order to work properly. Now, I know most of you already bring a bottle of drinking water to school with you - but this is something different. It's an object that you use water with. OK?

Three

Which programme will be on immediately after the news?

Woman: There's a change to tonight's programmes. The news will be on at 7 p.m. as usual. The 7.30 travel programme, Walking in the Mountains, will be shown at a later date. Instead, the news will be followed by the main sporting event of the day, the international basketball final, brought to you live from Spain. Later in the evening, there'll be a chance to hear the concert on the last night of the London Rock Festival, with its exciting line-up of bands.

Four

Where was the picnic?

Boy: I had a great day yesterday with my aunt and cousins

Girl: Yeah? What did you do?

Boy: Well, we planned to go to the seaside and have a picnic, but before we left, my aunt checked a travel website which said there would be terrible traffic jams. So, we went to a country

park instead. It had a nice river running through it and we had sandwiches sitting on the grass next to it. After that, we went for a walk through a forest, which had some huge trees.

Girl: Sounds cool.

Five

Which activity did they both enjoy last summer?

Boy: I hope the camping trip will be as good this summer as it was the last, Nina.

Girl: Yes, it was brilliant. Apart from sleeping in a tent. The ground was so hard!

Boy: I didn't mind that. And I loved it when we went sailing. I can't wait to have another go at that.

Girl: Neither can I! And I'm looking forward to doing more climbing too!

Boy: Well I'm certainly going to make sure I don't take so much to carry next time! Then perhaps it won't be quite so much like hard work.

Six

What was disappointing about the party?

Girl: I enjoyed the end-of-term party last night. Especially the disco.

Boy: Yes. Brilliant DJ.

Girl: Did you go in the computer room? I was really pleased when they opened it up for us. But they didn't have any of the latest games, so that wasn't so good.

Boy: Yes, it was a shame. It's good to have something to do when you need a break from dancing. There was plenty to eat, wasn't there - chicken and burgers?

Girl: And salad.

Boy: I didn't have any of that.

Seven

What should they bring to class tomorrow?

Woman: Now tomorrow we're doing an art project that involves cutting some material to different lengths. I'll provide you with the material, but you'll have to make sure you've got a ruler with you. so that you can measure it. We have to use the school's scissors for safety reasons. I know they're not much good for cutting, but I'm afraid bringing your own scissors to school is against the rules, OK?

PART TWO



43 Questions 8-13

Interviewer: Susan, you've just run in a 125-kilometre race across the desert. Why did you decide to take part?

Girl: I heard about it from my brother - he's very keen on running and suggested the idea. I'm not a very fit person and hadn't done much running, but I thought it would be great if people would help me raise money to support the children's hospital in my town. My brother was surprised that I finished the race at all actually.

Interviewer: Did you find it hard training for the race?

Girl: Sometimes I had to get up at 5 a.m. to run, but I enjoyed the quiet streets. The part that got to me was not being able to go to friends' parties and things like that because I was training. And it was hard at first to organise training around schoolwork, but I got

Interviewer: And what about the desert landscape?

Girl: Everyone says the desert's amazing to look at, but actually I didn't find it all that interesting. I mean, there isn't much variety - you know sandy bits and rocky bits. But there were quite a few green bits - even flowers in places, which I hadn't expected. But over such a long distance, you soon realise you've seen all there is to see.

Interviewer: And the worst part of the race?

Girl: When it got dark, we wore lights on our heads so we could see where we were going. There were lots of people taking part, but I was one of the slowest and occasionally I'd realise there was no-one else in sight, which was scary. My feet soon got sore, but I'd learnt how to deal with that during training.

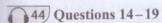
Interviewer: Some well-known athletes ran the race - did you meet any of them?

Girl: There were some serious athletes running and I saw some of my heroes. I was worried about what they'd think of inexperienced people like me trying to run alongside them, but they raced ahead before I even got to say hi! I soon realised it didn't matter about not being a professional.

Interviewer: How did you feel at the end of the race?

Girl: As I crossed the finishing line, I looked around for my mum knowing that she had flown out especially was what made me determined to finish - and sure enough there she was, cheering me on. There was a big party that night, it was probably fantastic fun - I wouldn't know because I fell asleep and missed it! What an experience though - I didn't win the race, but it was worth it just to take part.

PART THREE



Man: Good morning, school. I would like to start this morning by giving you all some information about a short story competition. It's open to pupils from all classes, and I hope a lot of you will decide to take part.

You must call your story Winter, but you can deal with the topic in any way that you like. Last year, we also had a similar competition and the title then was Spring. We had some very interesting and original entries.

It is important that your stories are not too long. A maximum of 500 words, please. That's longer than last year's, which was a maximum of 350 words. We won't read any stories that go above the limit.

Now I must tell you about dates. It's the first of April now, and we would like your stories by the end of this month. We then promise to read all the entries and give you the results before the end of May.

You can give your story in as soon as you have finished it. Don't leave them in the classroom, but hand them in to the office. When we have all the stories, we'll make copies for the people who will read them.

Three judges will read your stories. The chief judge will be Anna Quartin. She has written a lot of short stories and novels for teenagers. If you want to find out more about her on the internet, you spell her name Q-U-A-R-T-I-N,

Finally, the prizes! There will be a winner from each age group and each winner will receive tickets for this summer's music festival. Last year's winners won tickets to the theatre and had a wonderful evening at the musical Cats.

PART FOUR

45) Questions 20-25

Boy: Wow, that pool was loads better than our local one at home!

Girl: Mmm, it was great, and really cheap.

Boy: Well no, actually it was more expensive than our pool at home it is brand-new though, and it's got everything you want, so that's fair enough.

Girl: I guess so. And I've never seen so many changing rooms. I have to say, there wasn't really enough space to put things, though. The ones at home are bigger, I think.

Boy: Mmm, maybe. Hey, it was great in the pool when they switched on the machine that makes waves - I thought you looked a bit scared!

Girl: Well, I know you're really confident in there. I prefer sticking to shallow water when the machine starts, to be honest, but Mum said I should stay with you.

Boy: Yeah I know.

Girl: Anyway, the diving class looked fun, didn't it? You're interested in that, aren't you?

Boy: Well, what they were doing looked quite basic, but the advanced class might be OK for me I suppose.

Girl: Hmm ... Well, anyway, I'm glad we had a snack in the café before we left - all that swimming made me hungry!

Boy: Yes. I thought it said on the board outside that there'd be salads and pizza - it was actually all fried food.

Girl: But that's your favourite!

Boy: Yes, and I've eaten too much!

Girl: Have you? Well, anyway, we had a good time, and Mum said we might come back another day. That'd be cool.

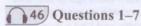
Boy: Well, it can be boring going to the same place again.

Girl: Hmm. I wouldn't mind if it was that place. Well, see what Mum thinks ...

Test 5

Audioscript

LISTENING PART ONE



Example

What did the boy forget to bring home from school?

Woman: Let me have all your gym clothes out of your sports bag ... they need to be washed.

Boy: Yeah, Mum, I'm just finishing this worksheet ... Mr Mason's maths homework's really difficult! I can't remember how to do it and now my pen's run out of ink!

Woman: Here, have this pen. Now where's your bag?

Boy: I'm afraid I left it at school, Mum. I'll bring it home tomorrow, I promise.

One

Which T-shirt does the girl buy for her friend?

Girl: Hello. I bought a nice T-shirt from here – with <u>a picture of horses</u> on it. Do you know if you have any more? I'd like one for my friend.

Man: Well, they should be over there on the table.

Girl: I didn't see any there. They're mostly just plain ... Oh, there are one or two with birds on – they're OK. If you haven't got any others, I'll just have to buy one of those.

Man: Let's have a look - oh, isn't this the one you wanted?

Girl: Yes - thanks!

Two

Which game is the boy playing?

Woman: What's that game you're playing, Jamie? Isn't that the one Tom lent you? You've had it ages – I'm sure he'd like it back.

Boy: The one about a castle? I finished it and gave it back to him – so he's lent me another one, actually. You have to win loads of driving races.

Woman: Oh? Well, there are no cars on your screen ...

Boy: Oh, it was a bit boring, so I've gone back to my favourite about lions. I've played it loads of times, but it's still fun!

Three

What has the girl brought with her for the plane journey?

Man: OK, these are our seats, Sophie. Now, let's see what we can do during the flight. How about one of these magazines I've brought?

Girl: Oh, I might just look out of the window for a bit until we take off, Dad. Anyway, grandma gave me this book of puzzles to do. She knows I enjoy those.

Man: Great! Well, they'll keep you busy. And once we're in the air, they'll show a film on the screen in front of us, so you can watch that if you get bored.

Girl: Yeah, OK. Thanks, Dad!

Foun

Why can't the team play football on the sports field?

Man: Hi Mark, it's Mr Jones, the football team coach. I'm ringing about football practice on the sports field this afternoon. As you know, no-one was allowed on there last week because they were

building the new changing rooms. Well, they've finished, but now I've just heard that a tree blew down in the night, right across where we play, so the field's closed again. So we'll have to put off our practice till next week – OK? It's a shame, especially now the rain's finally gone, but never mind. Thanks, then – bye!

Five

Which photo does the boy like best?

Boy: I've photographed the tree in our village every day to show how it's changed through the different seasons. Look..

Girl: Oh, here it's covered in leaves. Reminds me of summer

Boy: Yes – it's a nice photo. But look – in this one you can see the new leaves beginning to grow again – I prefer it to all the others, to be honest. My mum loves this photo taken in winter, with no leaves on the tree, but the light was poor that day.

Girl: Really? Well, I still think it's beautiful.

Six

Which building is the library?

Boy: Excuse me, can you tell me the way to the public library?

Girl: Yes, of course. You're nearly there, actually. Can you see the big town square ahead of you?

Boy: Yes - oh, is it the building with the big stone lions outside?

Girl: That's the town hall. Walk a little further and you'll see a building with trees outside. That's the one you want. So – straight ahead from here, past the building with the big glass front.

Boy: Thanks!

Seven

Why can't the girl cycle home from school?

Girl: Hi Mum, it's Katie. I was just wondering if you could pick me up from school tonight? Don't worry, I haven't got a problem with my bike or anything – no flat tyre like last time! It's just that I'd forgotten we're starting a new project for homework this week, and I've got loads of books to bring home in my bag. It won't fit on my bike, so could you come and get me? I'll lock the bike in the school bike shed overnight. Text me back! Thanks, Mum!

PART TWO



47) Questions 8–13

Interviewer: Hello, everyone. Today I'm with student Jennie Randall. She's been on a butterfly-watching trip with her father, who works as a scientist, to find a special blue butterfly. Jennie, why did you go on the trip?

Girl: Well, a while ago, Dad took up photographing butterflies as a hobby. I'd recently read that some types of butterfly have become quite rare now, so I became interested in them, and wanted to learn as much as I could. It seemed a great opportunity!

Man: And you were looking for a particular blue butterfly?

Girl: That's right. Some people had seen it in a field near our home, so off we went. We had some disappointments at first – we saw some blue butterflies that looked a little like it – the same shape – but then we realised they were a bit larger than the one we wanted to see.

Man: But then you found some?

Girl: Well, we went to an area of the field where the sun was shining, which butterflies really like – but there were no butterflies! Then we noticed a friend of Dad's on the other side of the field. He'd found several of the butterflies we were looking for, in a tree on the edge of the field. They were busy feeding there.

Man: So did you get some good photos?

Girl: Well, luckily they weren't too high up in the tree, but it was hard at first, because they kept their wings closed for ages! They opened them after a while, though, so we could see their lovely colour, and we both got some great pictures. Then they suddenly flew around in the air for a bit and disappeared.

Man: So did you find out more about the butterfly?

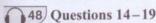
Girl: Well, when we got home in the evening, I had a look at what it said in Dad's guide to butterflies, which helped me understand more about it. And Dad told me there are some great programmes online about butterflies, so I must have a look – they sound interesting. If they're really good, I can recommend them to others on my weekly nature blog.

Man: So what will you do with your photos?

Girl: Well, I've seen a photography competition online for wildlife photos, so I could enter that, but I'm not sure my photos are good enough. But my teacher's asked me to give a presentation to my class about them, and I'm really keen to do that. And Dad's using his photos for an article for the local paper – but then his were much better than mine!

Man: Jennie - thanks!

PART THREE



Woman: Listen, everyone! As you know, our class trip for the term is quite soon, and I want to check arrangements with you – so take some notes. Ready? OK ... remember last year we went to the city museum to look around? Well, this term we're going somewhere different – a farm! It's very old, and was discovered buried underneath a field, so now some experts are exploring it, digging to see what ancient things they can find – and they've found a lot! At first they thought the objects they'd found were 3,000 years old, but after examining them carefully, it's more likely they date from 2,000 years ago – but that's still very old, especially as what we saw on our last trip was only 500 years old at the most.

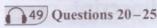
Now, a guide will show us around the site, and there's plenty to see. For example, you'll see some ancient tools that people once used. There's also some <u>jewellery</u>, and I'd like you to do some drawings of that – it's very beautiful.

In another area, you'll see things that people used every day, like knives, and also pots. And on this trip, I'm allowing you to take your phones, so use your cameras to get pictures of the <u>coins</u> there. They're in a wonderful display, and were used for buying and selling goods. They're really interesting.

On the day of the trip, the coach we're travelling on will meet us at the school gate, but first I'll see you all in front of the <u>canteen</u>, so I can check who's here. Then we'll walk to the coach together.

And before we go, find out a bit more about what you'll see. There's a great website, called www.coggleston.com – I'll spell that for you. It's <u>C-O-double G-L-E-S-T-O-N</u>, which is the name of the place. So – any questions?

PART FOUR



Boy: Hi Maria. Did you read the article in the school magazine, about homework?

Girl: You mean, why it's good for us, Harry? Yeah - interesting ...

Boy: Which bits?

Girl: Errm ... for example, that doing homework encourages us to organise our studying and work on our own ...

Boy: Well, we'll have to do that when we get to university, so I'd say that's important - wouldn't you?

Girl: I guess, although I don't need homework to teach me that. I don't mean homework stops us doing other things, but we do need to have time for other activities after school.

Boy: Mmm, like watching TV!

Girl: Well, no ... ! I was thinking more about sport and stuff ...

Boy: OK, there are shows I always used to watch after school, but don't get round to seeing now, even online, because of homework. But they're a waste of time, really... you can spend ages staring at a screen.

Girl: Well, anyway, I'm sure we both get something out of homework – like extra practice!

Boy: Mmm.. it gives me the chance to think about what the teacher was talking about in class. I don't always understand it the first time.

Girl: Well, if I didn't get the chance to look again at what we've covered. I probably wouldn't do so well. I need somewhere quiet to work, at my own speed.

Boy: Right ...

Girl: Mind you, that's another problem. My house is always full of people, so a peaceful study space is rare!

Boy: Well, as you know, I share a room with my brother, so that's a challenge. I just have to study when he's not there.

Girl: Right ... Well, we've got loads of homework this week...

Boy: Yeah, reading for the school theatre trip next Thursday. Without it, though, I wouldn't know what's going on in the play we're going to watch, I guess.

Girl: Well, I've already started the reading, although to be honest, I haven't learnt any more about the play than I knew already ...

Boy: Right ...

Test 6

Audioscript

LISTENING PART ONE



Example

What did the boy forget to bring home from school?

Woman: Let me have all your gym clothes out of your sports bag ... they need to be washed.

Boy: Yeah, Mum, I'm just finishing this worksheet ... Mr Mason's maths homework's really difficult! I can't remember how to do it and now my pen's run out of ink!

Woman: Here, have this pen. Now where's your bag?

Boy: I'm afraid I left it at school, Mum. I'll bring it home tomorrow, I promise.

One

What did the boy see in the forest?

Boy: My parents persuaded me to go for a walk in the forest with them on Saturday – you know how keen they are on wildlife.

Girl: I do! So were there loads of bugs everywhere, like last time?

Boy: Well, luckily, by the time we got there, the sun was going down, so they'd all disappeared. But it did mean there were <u>a few bats</u> flying around, which I'd never seen before. But the lack of light also meant we couldn't look for frogs, as I'd hoped.

Girl: Oh, that's a shame.

Two

What will they have for dinner tonight?

Boy: Hi Avril. I'm really hungry! I hope we're having chicken and chips for dinner tonight. I love that! Where's Mum?

Girl: Well, she's not back from work till late tonight, so I thought I'd give her a surprise, and make dinner for us all. And I'm not great at making your favourites, I'm afraid, so there's fish – look ... and I've made a sauce.

Boy: OK - thanks! I could make some salad to go with it, if you want.

Girl: Don't worry, I've already cooked some rice.

Boy: Great!

Three

Why does Tom need his father's help?

Boy: Dad? It's Tom. You know Ben and I planned to go to the cinema after school today? Well, we were late coming out of school – so when we got to the stop, the <u>bus to town was just leaving</u> and we missed it. There isn't another for ages, and the film starts soon. Could you come and get us? We could get a taxi, but we'll need some money for the train home afterwards – Ben's mum'll collect us from the station. Really hope you can come. Thanks, Dad!

Four

Which one is Harry's cousin, Mark?

Girl: These are great photos of your family, Harry – but the men all look similar! So which one's your cousin Mark, the one that's coming to stay – is it this person with the long hair and beard?

Boy: Oh, that's my older brother. Mark's always in dark clothes, and he'd just had his hair cut when his photo was taken.

Girl: Right - so this person here with glasses and a beard?

Boy: That's my uncle. Mark's the <u>one with glasses</u> standing next to him – look. <u>He shaved his beard off</u> ages ago.

Five

What will the weather be like during the day tomorrow?

Woman: Now the late weather forecast. The heavy rain that we've had all day has slowly died away during the evening, and as the grey clouds disappear overnight, the temperature will drop below zero. But it'll be a good night for anyone who likes watching stars, as the sky will be clear. And that also means that as the sun appears in the morning, we should be in for a bright day – a bit warmer than overnight, and certainly no clouds. Good night, everyone!

Six

Which magazine does the girl decide to buy?

Woman: Look, Amy, they've got some of your favourite magazines in this shop. Would you like to get one? How about this <u>one with horses</u> on the front? You often read that, don't you?

Girl: I do, yeah ... let's get that – oh, wait Mum, this one looks more interesting, about my favourite girl band ... or how about this one, with lots of puzzles in ... oh, I can't decide!

Woman: Well, look - the one I suggested has got a free gift with it. That's good, isn't it?

Girl: You're right - I'll get that one. Thanks, Mum!

Seven

How much was the boy's new skateboard?

Girl: Wow! Cool skateboard! It looks expensive. Where did you get it?

Boy: From the sports shop in town. I saw it last week, when they were selling it for £57, but luckily I noticed they had a sale on yesterday.

Girl: So how much did you pay for it in the end? I hope it was reduced by a lot!

Boy: Well, my grandma had given me £30 for my birthday. They were <u>asking for 45</u>, and I used my pocket money for the rest, so I had enough.

Girl: Great!

PART TWO



51 Questions 8-13

Man: I'm with Karina Rogers, who's training at a top restaurant to be a chef. Karina, where did your interest in cooking come from?

Girl: Well, both my parents prepare the food in the kitchen of their hotel, and although I helped them a bit, I never really enjoyed it that much. In fact, it wasn't until I did two weeks' work experience at a restaurant that I realised cooking was for me. Before that, I'd just make snacks like eggs on toast for myself!

Man: And the restaurant were really pleased with you.

Girl: Yes, and that gave me the confidence to enter a cookery competition. I wasn't among the winners, but the judges really liked what I made – various desserts with mango in them. I was so surprised – and delighted, as I'd practised hard for it.

Man: Then a top chef noticed your cooking.

Girl: Yes, and he gave me a Saturday job at his restaurant. My first task was to prepare a salad – which I'd done loads of times before at my parents' place, so he didn't need to show me how to do it.

No-one had told me the food was for one of his main customers – someone famous! – but it seems she really liked it, so as a result the chef offered to train me full time at the restaurant.

Man: And what's it like to work in the kitchen?

Girl: Great! It's always friendly there, even when we're busy, when lots of other restaurant kitchens become stressful. There're one or two other students like me there, but everyone else is amazingly skilled! The only thing is, I don't manage to go out and meet friends so much now, as I always have to get up early the next morning.

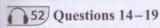
Man: And are there any other chefs you particularly like?

Girl: Well, there are lots on TV cookery shows, aren't there?
Although I don't often watch them. I mean, I suppose they've taught me one or two unusual techniques, but when I watch how some of the chefs cook, I always think I could do it better! Anyway, the chef I work with produces amazing dishes – even without using many ingredients.

Man: And do you eat out in your free time?

Girl: I don't really do that anymore. I'm given all my meals where I work, although I sometimes go out to other restaurants with my mum and dad. Anyway, they're great cooks so on my days off, Ljust like eating at home with them! That way, I don't spend my money on food that someone else has cooked!

PART THREE



Boy: Hello everyone. My name's Jack, and I've chosen to give my class presentation about a play I went to see recently at the local City Theatre with my family. It was really exciting, as I'd only been to a theatre once before, and that was to see something called 'Celebrations'. That was great, but I don't think it was as good as this latest play I saw, called 'Detectives'. To be honest, when I heard the name of it, I didn't know what to expect. I thought we were going to watch a drama or even a thriller, which might be a bit scary and sad. So I wasn't really sure I'd enjoy it. But in fact, this was a comedy, so everyone in my family liked it – including me! We all laughed a lot.

The play itself was full of surprises. The actors weren't very well known, but they were good, and the stage was well decorated too. But my <u>favourite</u> bit was the <u>dancing</u> – a group of about 12 people came on every time the music started, and they did everything from street to ballet! Brilliant!

The City Theatre is incredible inside. The red seats and the curtains are the same as I've seen in our local cinema, but the <u>size</u> of the place really <u>surprised</u> me! It could hold about 1,000 people!

My parents thought the price of the theatre tickets was quite reasonable. They're usually about £50, but they paid £35 each. Mine was £14 because I took my student card with me.

If you think you might enjoy the play I've told you about, there's still time to see it – it's on until the <u>last day in November!</u> It's been at the City Theatre since the end of September. So do go. I can recommend it!

PART FOUR



53 Questions 20-25

Boy: Hi Emma! Are you ready for your school hockey match on Saturday? It's the championship, isn't it? I'm sure you'll win!

Girl: Hi Chris. Thanks – and I guess we're ready. We've all practised hard and we're as prepared as we can be, but we know the other team we're playing against are really good players, so <u>I've no idea</u> what the final score will be.

Boy: But I've watched your team play before, remember – and you're really good! And you've got some very experienced players on your side. They've played in loads of matches against other schools, haven't they? And won!

Girl: Yeah, I suppose that's true. Anyway, you've got a school football match the same day, haven't you? That'll definitely go well!

Boy: That's <u>not such an important match</u>, though, and both the teams are pretty equal, so we'll just see what happens. It'll be an interesting match!

Girl: OK ... well, good luck, anyway! Your match is in the morning, isn't it? Ours is in the afternoon, and the forecast is for rain then, unfortunately. But anyway, never mind – I've decided that whatever happens during the match, I'm just going to smile and enjoy it!

Boy: That's probably the best thing to do! Well, it's a pity both our matches are away matches, really, and we're travelling to play at the other teams' schools. It means all the usual crowds from our school that normally come and support us won't be there That's a shame - although it doesn't seem to make a difference to whether we win or not, really!

Girl: No, I know what you mean. Once we start playing, I don't really notice whether anyone's cheering or not. Let's wait and see.

Boy: Mmm ... Anyway, once I leave school and move on to university next year, I don't think I'll be able to get so involved in sport, sadly.

Girl: Me neither. I'm pretty sure I won't have as much free time any more – too much studying!

Test 1 Reading Part 1

Task type:

three-option multiple-choice, matching five short texts (signs, messages, emails, labels, postcards, notes)

Topic focus:

common signs, notices, emails and text messages that teens might see in their environment

Training

1 Ask students to talk about where they might see signs, notices, notes and labels in their everyday lives. Then ask them to look at the six short texts in the examples and identify each type of text, for example, email, notice, text message.

Then ask students to look at the names and format of the texts and decide who the writer and intended reader of each text is. If there are no names in a text, ask them to look for clues which might help them. For example, in text 1, ask them who might buy special offers.

a 2 b 4 c 5 d 3 e 1 f 6

- 2 In pairs, students compare their answers. Ask whether they agree with each other and then get them to decide where they might see the different texts.
- 3 Write the following on the board: I'm sorry but I can't come to the cinema tonight because I've got too much homework to do. / This is to remind you that your appointment is with Dr Smith on Tuesday at 9.0 a.m. / Hi, Jo! Would you like to come to my party on Saturday? / Do not walk on the grass. Ask them to say what the purpose or function of the texts is (to apologise, to remind, to invite, to give an instruction).

Tell students that they should try to identify words in the options which help them decide what the purpose or function of the text is. These include words like *request*, *recommend*, *offer*.

Students match the texts and purposes in the box.

1 recommend 2 ask 3 offer 4 remind 5 forbid 6 invite 7 apologise

- 4 In pairs, students check their answers. Then ask two students to read the example aloud. Then ask students to work in pairs to take turns reading out the sentences in Exercise 3 and replying to them.
- 5 Ask students to close their books. Write the eight words / phrases in the left hand column, fortnight, let me know, etc. on the board and ask students to work in groups to think of phrases which have similar meanings. Discuss their ideas as a class. Students then open their books and match the words and expressions.

Explain that it is a good idea to underline any words or expressions that mean the same in the text and options, to help them decide what the correct answer is.

1 h 2 c 3 g 4 b 5 a 6 e 7 d 8 f

6 Explain that sometimes an option might have the opposite meaning to the word or phrase in the text. Write the first sentence on the board and ask students to say what they think the opposite might be. Then students work in pairs to match the sentences with their opposites.

1 e 2 b 3 f 4 d 5 c 6 a

Extension

Encourage students to make a note of any notices, signs and instructions they see in their daily lives. They could choose their favourite text and reproduce it for a class display.

Exam practice

When the students have answered the questions, ask them to read the incorrect options in each case and explain why they are wrong.

Ask them to identify words in the text and options which appear to be similar. For example, in 2, two weeks means the same as fortnight in the text, but the phrases do not refer to the same thing, so C cannot be correct. A is incorrect because you can't join just because you're interested: you must also return your form. B is correct because the text tells readers to return their form as soon as possible, which is the same as apply quickly in the option.

In 4, Jacob says he can't go to the football skills class next week but says that Steve *should*. *Should* is used to make a recommendation, so C is correct. B is not correct because Jacob has already been to the class, and A is not correct because Jacob can't go to the next class.

1 B 2 B 3 A 4 C 5 C

Test 1 Reading Part 2

Task type:

matching - descriptions of five people and eight texts

Topic focus:

likes, dislikes and wants

Training

1 Ask students to think of other words that mean I like, I don't like and I want. Ask if they know what keen means. Students read the sentences and choose the similar meanings. Ask what is different about the use of keen (keen on = like, keen to = want).

1 b 2 a

2 Ask students to look at the verbs and phrases and decide which meaning they are similar to. Students compare their answers with a partner.

Encourage students to record new vocabulary in a systematic way, such as keeping lists of synonyms like those in the table. They should also consider when the words are used: in this case, the verbs are used to describe likes, dislikes and wants.

Want: would like to, be keen to, need to Like: be fond of, love, enjoy Dislike: hate

Extension

Encourage students to write examples of the words in context. Tell them to make a sentence which is true for them using one of the verbs. For example, I'm not keen on going to the cinema, but I love watching films on TV.

Students read and match the sentence halves and then compare their answers with a partner. Elicit the meaning of so (to explain the reason for doing something).

1 c 2 e 3 a 4 b 5 d

Extension

Ask students to underline the verb forms in sentences in 1-5. Point out that be keen to is followed by the infinitive in sentence 1, but be fond of is followed by -ing in sentence 2. Draw another table on the board and ask students to add the verbs in the correct columns

verb + infinitive	verb + -ing
be keen to	be fond of
(don't) want	love
would like to	hate
need to	be keen on
	enjoy

Encourage students to keep similar records of verb patterns.

4 Ask students to read the descriptions of the people and identify the like/dislike/want phrases. They may notice that love is followed by to + infinitive in the second description. Explain that there is no difference in meaning here, but the to form can be used to express a habit or preference (e.g. I love to go swimming in the evening).

Students read 1-4. Ask them to underline the key words in each sentence (e.g. likes, family; enjoys, football; interested, natural world; adventurous). Explain that underlining key words will help them to find the relevant information in the texts. When they have identified the key words, they should read the description and text again to make sure the answer is correct. Students complete the task. Remind them that the descriptions can be chosen more than once and that the key information may be in more than one text (for example, both Joe and Mick like the natural world). Students compare answers with a partner.

1 Sara, Mick and Joe 2 Joe 3 Joe and Mick 4 Sara and Mick

Exam practice

Draw students' attention to the advice. Elicit beach facilities and ask the students to read the descriptions and texts and identify the facilities. Then ask them to do the same with reference to the landscape of the beaches. Beach facilities could be a café, a restaurant, showers, water sports, sunbeds, umbrellas, car park, etc. Words connected with the landscape of a beach - bay, sandy beach, shore, pools, stones, caves, cliffs.

Explain that each person requires three or four different things. Tell students to underline this key information in the descriptions first (e.g. Zac wants (1) a sandy beach, (2) to play ball games, (3) somewhere they can travel to by car, and (4) to have a shower before they leave.) Explain that they must make sure that the text they choose must match all four requirements for each person.

6 B In B, there is a large beach where friends can do outdoor activities. There are fresh water facilities sop that visitors can have a shower before they drive home.

7 G: Jen wants (1) a sandy beach, (2) to travel by public transport, (3) do activities with other people, and (4) to buy snacks. In G, there is a golden beach, a regular bus service, a café and beach games to join.

8 H: Ella wants (1) a quiet beach, (2) a range of wildlife, (3) information about things they might see, and (4) suggestions for walks. In H, there is a peaceful beach, seabirds and flowers, an information board and walking maps.

9 C: Matt wants (1) a beach away from traffic and noise, (2) to stay overnight, (3) hot food but no cooking. In C there is a quiet beach, a peaceful campsite, and delicious pizzas available.

10 F: Liam wants (1) some things to hire to be comfortable, (2) to try a new beach activity, (3) to go into town afterwards. In F, it is possible to rent an umbrella or sun bed, go to a watersports school, and the beach is near the capital where there are restaurants and other facilities.

Test 1 Reading Part 3

Task type:

true or false - a long text and ten sentences

Topic focus: paraphrasing

Training

For Part 3 of the Reading test, students should be able to understand the meaning of a factual text, so that they can decide whether the facts given in the ten sentences are true or false. This means that they need to understand verb structures and tenses, and paraphrases.

Students decide whether the infinitive with or without to, or the -ing form is correct in each sentence. Remind them that -ing is used after a preposition (e.g. be good at + -ing). Students compare their answers with a partner. Ask them to explain their answers (e.g. after a modal verb such as should or might, the infinitive without to follows).

1 having 2 playing 3 get 4 to take 5 to go 6 buy

2 Students complete the sentences with the correct form of the verb in brackets (the infinitive with to or -ing). Explain that the choice depends on the verb before the gap and that when the verb is the subject of the sentence, the -ing form is used, as in the example shown (when they have finished the task and compared their answers, ask students to identify which sentence follows this rule (4).

Certain verbs are always followed by the -ing form: avoid. Others are always followed by the infinitive with to form: be able, expect, offer.

1 going 2 deciding 3 to find 4 having 5 to take 6 to meet 7 owning 8 to take

3 The sentences in Part 3 will say the same thing as the text, but use different words. Students should be able to identify where meaning is the same, even though the words are different.

Ask students to close their books. Write the six phrases in the left-hand column on the board and encourage students to think of a different way to say the sentences by changing the words but making sure that the meaning is the same. Students then match 1-6 with a-f and compare their answers with a partner.

1c 2d 3a 4f 5b 6e

Extension

Encourage the students to practise paraphrasing. They can do this by summarising a short text they have read. Remind them that they should make sure that they do not change the meaning.

Exam practice

Students first read the sentences. This will help them to identify the relevant information when they read the text. They then read the text and decide whether each sentence is true or false, according to the text. Draw their attention to the advice which they can use to help them.

11 B incorrect: Steve says that 'it can be hard to see the real culture of the city from a hotel'.

12 B incorrect: The family took Steve to see a bagpipe performance. 13 A correct: Steve says that 'cheap travel can offer a closer look at life, and has unexpected benefits'. He also says 'Travelling cheaply is interesting for any kind of trip'.

14 B incorrect: His parents were treated 'just like everybody else'. 15 A incorrect: 'They spent three days exploring the city by public transport, and as well as visiting the usual city highlights'.

16 B incorrect: Steve says that 'you can miss some treats if you just follow that too closely instead of getting recommendations from people you meet'.

17 A correct: Steve's savings 'were meant to be enough for a threemonth trip, but he decided to try and cross three continents, and managed to make his money last for another three years'.

18 A correct: 'How to spend so little is no secret according to Steve."
19 B incorrect: Steve says he 'sometimes even dines for free when invited by generous people'.

20 A correct: 'Steve says that the attraction of travel is learning to be imaginative with his plans, and making the most of any situation rather than just trying to live as cheaply as possible.'

Advice 11: He says it's hard. Advice 18: is no secret

Extension

Ask students to summarise the text about Steve. Then, in pairs, ask them to tell their partner as much as they can remember. Note down any good paraphrases of the text that they use and put them on the board.

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Test 1 Reading Part 4

Task type:

four-option multiple-choice - a long text and five questions

opinions and feelings

Training

Preliminary candidates often confuse the -ed and -ing forms of adjectives. Remind students that -ed relates to how they feel and -ing relates to what made them feel that way. For example, I felt excited about seeing the film. / The film was exciting.

1 Ask students how they feel and why. Write any adjectives ending in -ed on the board.

Students choose the correct alternative in the sentences and compare their answers with a partner. Ask students to identify in each sentence which adjective shows how the person feels and which adjective describes the cause of a feeling.

1 fascinated 2 disappointing 3 exhausted 4 irritating 5 exciting 6 confusing

Students look at the box. Ask them to make adjectives with both the -ed and -ing endings for the words in the box and write them on the board.

Students complete the text, choosing a word from the box and making the appropriate form of the adjective. Tell them that they do not need to use all of the words, and that more than one word may be possible in each gap.

1 pleased 2 surprised / amazed / excited 3 disappointed / annoyed 4 annoying / disappointing 5 bored / tired 6 satisfied (There may be other alternatives)

Extension

Students use the remaining words and create sentences using either the -ed or -ing form with a partner.

- 3 Go through the sentences orally first, providing an example if necessary. Students complete the sentences and compare them with a partner.
- Draw students' attention to the Remember! box. Remind them that certain verbs are followed by an object and to + infinitive. Explain that there is no to before the object, as shown in the example.

Students close their books. Write the example sentences on the board, eliciting the missing words in the second sentence. Students complete the exercise and check their answers with a partner. Go through each completed sentence and ask students to identify the object in each case (1 me, 2 us, 3 me, 4 the soldiers, 5 us, 6 the students).

1 me to have 2 us to go 3 me to help 4 the soldiers (them) to stand 5 us to finish 6 the students (them) to leave

Revise object pronouns (me, you, him/her, it, us, you, them). Students read the sentences and identify the mistake in each one. Tell them that the mistake is in the part of the sentence where the object pronoun or related verb form is.

The music teacher asked to the pupils to help with the concert. Our class tutor allowed we us to have a party at the end of term. She wanted that her friends to go with her. Sam invited they them to have lunch at his house. The receptionist told the man to wait for a few minutes. The manager ordered to his assistant to bring him the documents.

6 Students close their books. Write the example sentence and the verbs from the box on the board. Ask students to decide what the purpose of the sentence is (why the person is saying this). Students open their books and complete the exercise before comparing their answers with a partner.

1 allow 2 suggest 3 explain 4 warn 5 describe 6 invite

Exam practice

Draw students' attention to the tip and explain that reading the whole text first will help them to understand it better.

Explain to students that in this part of the test, they may need to identify opinions and attitudes, rather than facts. They may need to read for detail or global meaning.

Students complete the exercise. Ask them to read the advice for 22 before they answer the question.

21 A No - the writer doesn't mention different ways of setting up a farm in a town B Yes - we find out that the area used to be farmland, then it had a large factory, and now it is changing again C No - the writer mentions people eating vegetables but does not talk about the benefits DNo - young people are mentioned (they learn about where food comes from) but the text does not suggest ways in which they can become involved in farming 22 A No - the text doesn't say if local people picked vegetables. B Yes - there was some unused land near his Martin's home C No - the text says that everyone loves the fresh food D No - there are few supermarkets in the area 23 A No - children love eating the vegetables they have grown B No - the text mentions rules but doesn't say that teenagers made them C No - people thought there would be problems with people taking too much food but they haven't D Yes - some never expected to see teenagers having fun while working so hard 24 A Yes - The area began as farmland and it's going back to that way of life, people say B No - 200 years refers to the past, when Delany was a small town surrounded by fields C No - the text says that people think martin has made a huge difference, though he does not think of himself as a leader DNo - the text says that the benefits will be felt in the future, not that there is no future without farming in Delany 25 A Yes - the text mentions unused land and young people have a space of their own to enjoy movie nights B No - there is no mention of a market, and the food is grown together as a community C No - there is no mention of people earning money D No - the

food is not sold in supermarkets

Test 1 Reading Part 5

Task type:

four-option multiple-choice cloze with ten questions

Topic focus:

reading before and after the gap

Training

1 Review prepositions and write them on the board. Students read the sentences and decide which preposition should be used with the preceding verb. Draw their attention to the Remember! box.

1 about 2 on 3 in 4 on 5 for 6 on

2 Students close their books. Write the verbs on the board. Ask students to think about which preposition might follow the verbs.

Students open their books. Explain that the prepositions can be used more than once. Students compare their answers with a partner.

1 think about 2 search for 3 believe in 4 ask for 5 succeed in 6 worry about



Preliminary candidates often make mistakes with verbs and prepositions in English. Encourage them not to translate from their first language and to keep a record of verbs which are followed by the same preposition.

Extension

Get students to practise using the verb + preposition phrases by writing a short quiz in pairs for other students to complete. If time allows, they should write five sentences similar to those in Exercise 2, leaving spaces for the prepositions. Tell them to use any of the verbs in Exercises 1 and 2. Remind them to keep a note of the correct answers.

Students then close their books, exchange quizzes and complete them. They then exchange back and count up the number of correct answers. Find the teams with the highest number of correct answers.

3 Students close their books. Write the first half of the first sentence on the board and ask students how they think it finishes. Then write the second half of the sentence after a gap and ask them to try again. Point out that knowing the second part of the sentence makes it easier to guess the answer. Students open their books and complete the sentences with the words in the box. Draw their attention to the Tip! box and explain the importance of reading the sentence again once they have chosen an answer to check that it makes sense.

1 house 2 present 3 dog 4 postcard 5 subject

Exam practice

Explain that a mixture of grammar and vocabulary is tested in this part. Remind students to read the text first to get an understanding of it, before attempting the questions. When they have finished, explain that they should try reading the whole text again, with the options they have chosen, to make sure they make sense.

26 A 27 B 28 D 29 C 30 B 31 A 32 D 33 A 34 C 35 B

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Test 1 Writing Part 1

Task type:

sentence transformation with five questions related by theme

Topic focus:

passive forms, word building

Training

Before students do the first exercise, practise irregular past participles with a game. Choose ten common irregular verbs and make sets of small double-sided cards, one side showing the infinitive and the other side showing the past participle.

Students play the game in pairs. They take turns to choose an infinitive, say the past participle and turn the card over to check. If they are correct, they keep the card. If not, they turn it back over. The winner is the student with the most cards at the end of the game.

1 Refer students to the Remember! box and revise passives if necessary. Students complete the sentences. Explain that they should use either the present simple or past simple passive forms.

1 was arrested 2 was sold 3 are given 4 were served 5 aren't paid

2 Students close their books. Write the example sentences on the board, leaving a gap in the second sentence. Elicit the passive form and ask students to explain why this is correct (past simple passive: the first sentence is in the past simple and the plural form of be is needed because the subject is plural).

Students open their books and complete the exercise. Remind them that the meaning should stay the same between the two sentences.

1 was painted 2 wasn't found 3 are made 4 was decorated 5 aren't allowed

3 Explain that in Writing Part 1, it is important to consider the part of speech that the missing words might be, for example, nouns or verbs. Do an example on the board, e.g. write achieve and elicit the noun form.
Students complete the table and compare their answers with a partner.

1 believe 2 choice 3 development 4 explain 5 life 6 permission

Writing Part 1

4 Students choose a word from the table in Exercise 3 and complete the sentences. Explain they need to look for clues in the sentences which tell them which form is needed. For example, in sentence 1, to indicates that a verb is needed. In sentence 2, the possessive pronoun my indicates that a noun is required.

1 choose 2 life 3 permission 4 explanation

Exam practice

Remind students that the maximum number of words they should write in the gap is three, though only one or two words may be needed. Explain that spelling is important and they should try to spell the word correctly, using capital letters if needed.

Point out the advice and remind students to think carefully about the meaning of the first sentence. (Advice 36: The past tense in reported speech becomes the present tense in direct speech. Advice 38: People don't like it).

1 's/is great 2 choose 3 don't/do not 4 than (study) / instead of 5 given

Test 1 Writing Part 2

Task type:

short piece of writing, e.g. email, postcard, note, etc. (35-45 words)

Topic focus:

invitations, suggestions, advice

Training

Remind students that in this part of the test, they have to write a short text based on the information they are given. They should read this carefully, so that they fully understand it.

1 Ask students to describe what they can see in the pictures. They then write the corresponding words.

1 diving 2 fishing 3 working out 4 volunteering 5 rock climbing 6 taking photos

- 2 Students close their books. Elicit adjectives which might describe the activities in Exercise 1. Students then open their books and talk in pairs. Draw their attention to the Remember! box and encourage them to give reasons for their answers.
- 3 Students talk in pairs or small groups, sharing their ideas and experiences. Encourage them to say a couple of sentences about each experience.
- 4 Explain that inviting people to do something is a theme which may come up in this part of the test. Elicit ways to invite people to do something, for example, Would you like to go to the cinema with me on Saturday? Students read the invitations and then listen and match them with the conversations.

1B 2C 3 A

5 Encourage students to keep a record of useful phrases for inviting, suggesting, giving advice and other functions as they learn them. Elicit further phrases for making suggestions and giving advice, for example, How about ...? I think you should ...

Students listen and write the missing words in the dialogues. Then ask them to read the dialogues again and decide whether the first speaker in each case is inviting/suggesting something or giving advice (they are all inviting/suggesting). Ask pairs of students to read the dialogues aloud.

1 What are your plans 2 Do you want to 3 Why don't you 4 What are you doing 5 Would you like to

Exam practice

Students read the instructions carefully. Encourage them to re-phrase the three points to ensure understanding.



Preliminary candidates sometimes forget to include all the points they are asked to include in the instructions. Remind them that it is very important to cover each point, as they will lose marks if they don't. Encourage them to tick each point as they have addressed it.

Students write their email. Remind them to use appropriate phrases, as shown in the Remember! boxes. When they have finished, tell them to check their work carefully. Have they used appropriate phrases? Is their grammar and spelling accurate? Have they covered each of the three points appropriately?

Sample answer

Hi Jan,

I've joined a great new sports club! I go swimming and I play basketball with my friends. I think you would like the club because there are lots of activities to try and there's a café too. How about coming with me next time?

Ben

(46 words)

Comment

This task focuses on task achievement. Ben has included all three content points and the word length is good. This is a clear, well-written answer with a range of structures.

Extension

Ask students to exchange their texts and identify any errors. They should also comment on whether the writer has included all the points and say what is good about it. They then discuss their comments together and make suggestions about how the writing could be improved, for example, is the writer's message clear? Is the language appropriate?

Teacher's Notes Test 1 Writing Part 2

Test 1 Writing Part 3

Task type:

a longer piece of writing – a story or an informal letter (about 100 words)

Topic focus:

word order, expanding sentences

Training

1 Ask students how often they do certain things, such as watch television, go to a friend's house, play sport, etc., to elicit adverbs of frequency. Draw a horizontal line on the board with 0% at one end and 100% at the other and ask where the adverbs should go, for example, never at 0% and always at 100%.

Students open their books. Draw their attention to the placement of adverbs in a sentence. They then complete the exercise.

- 1 I occasionally buy sweets on my way home from school.
- 2 I've never been to South America.
- 3 The weather is always good in the summer months.
- 4 She doesn't usually go to the cinema.
- 2 Ask students what the adverbs mean and why such adverbs are used (to explain how something is done). Draw their attention to the Remember! box.

Students complete the exercise and compare answers with a partner. Then ask them where else the adverb could go in each sentence (1 Everyone went home happily ... 2 She carefully picked up the delicate vase ... 3 She quickly ran ... 4 He slowly walked home ...)

1 Happily 2 Carefully 3 Quickly 4 Slowly



Preliminary candidates often make mistakes when they spell adverbs. Point out the spelling rules in the Remember! box.

3 Students write the adverbs. They then compare their answers with a partner.

1 badly 2 bravely 3 angrily 4 easily 5 fast 6 gently 7 loudly 8 nervously 9 hard 10 sadly 11 fortunately 12 calmly

- 4 Students close their books. Write the example sentence without adverbs on the board. Ask students to work in pairs to rewrite the sentence including three adverbs. Students open their books and compare their answer with that in the example. Remind them to check their spelling carefully. They then complete the exercise and compare their answers in pairs.
- 5 Draw students' attention to the Remember! box and then ask them to read the example sentences. Ask them to identify the subject of the sentence (he). Elicit which two actions were taking place (he had an accident, he was driving).

Students rewrite the sentences. Tell them to use *after*, *before* or *while* in each sentence so that the meaning stays the same.

- 1 After going shopping, they went to the park for a walk.
- 2 Before seeing the film, he met his friend for a coffee.
- 3 While training at the gym, I listen to music.
- 4 I lived in Barcelona before coming to this city.
- 5 We often go for a walk after having breakfast.
- 6 They had a great time while staying in England.
- 6 Ask students to read the text first. Elicit what kind of text they think this is (a story). They then complete the story. Remind them that they should only use each word once and to think carefully about when things happened in the story. Students compare answers with a partner. Ask students whether they found the story interesting. Ask them to read the tip and find examples of where ideas are connected in the story and the words which are used to do so (and, but and the time expressions).

1 During 2 That 3 When 4 as 5 Before 6 At first 7 soon 8 After 9 then 10 in

Exam practice

Students choose to write either the letter or the story. Look at the tasks together as a class, read the advice boxes and elicit ideas.

Students write their letter or story.

Question 7 - sample letter

Hi Lin!

Thanks for your letter. I think it's great that you want to get your grandma a present for her 70th birthday.

I think you should make something. I love drawing and painting, so sometimes I make a picture which my grandma can put on the wall. If you don't like that idea, why don't you decorate a photo frame with shells, or make a pot like a vase to put flowers in?

If you don't like making things, how about buying her a bracelet or some chocolates? I'm sure she would like those! Love from,

Bo

Comment: This letter is the right length (99 words) and it includes opening and closing expressions. It also uses phrases for giving advice (I think you should) and making suggestions (why don't you, how about), as well as linking words (and, so, or).

Question 8 - sample story

A very unusual meal

After football practice last week, my dad picked me up in the car. I usually walk home but he told me that we were going to a restaurant for dinner. We only do this occasionally, so I was excited. However, when we got there, it looked like the restaurant was closed because we couldn't see anyone through the window. Suddenly, a waiter appeared and took us into a room which was completely dark. When the food was brought to us, I could smell it but I couldn't see a thing! I noticed the flavours much more than usual. Eating in the dark was a really interesting experience.

Comment: The content of the story fulfils the title given. It makes use of adverbs and linking words. The story is 107 words, which is an appropriate length. The vocabulary and sentence structures used are appropriate for the level.

Test 1 Listening Part 1

Task type:

three-option multiple-choice with seven questions

Topic focus:

preferences

Training

In this part of the test, candidates will hear recordings on a variety of topics. They should aim to build their topic vocabulary, as well as be able to understand people's preferences.

Write the topic headings from the table on the board and elicit one or two examples of nouns for each one. Students then complete the exercise, writing the nouns in the correct column. Explain that there is one word which has different meanings and can go in two of the columns.

Film: character director scene thriller
Music: band concert instrument singer
Sport: coach diving hockey match score
Clothes: material shorts size sweatshirt
Transport: arrival coach ferry flight passenger
Food: apple peanut pepper pie
Coach can go in two – sport and transport

Extension

Give students a three-minute time limit to come up with more nouns for each category. Write new words on the board and encourage students to keep a record under topic headings.

2 Students complete the sentences and compare their answers with a partner.

1 pie 2 hockey 3 ferry 4 scene 5 singer 6 size

- 3 Explain that in this part of the test, students will see three pictures and a question. They listen to the recording and choose the picture which answers the question. Elicit vocabulary for things shown in the pictures. Explain that thinking about what they can see in English will help them when they listen to the recordings in this part of the test. Students work in pairs, taking turns to describe a picture for their partner to guess.
- 4 Draw students' attention to the tip. Explain that they should listen very carefully to what the person says in order to understand whether the sentence is affirmative or negative, as this will help them to choose the correct option. Students listen and circle the option they hear before checking their answers with a partner.

1 wouldn't 2 can 3 is 4 shouldn't 5 couldn't 6 was

5 Elicit phrases for describing preferences, for example I prefer/I would prefer. Students then listen and circle the speakers' preferences.

1 B motorbike 2 A bus 3 A small ice cream

- 6 Explain that they will hear the recordings again and that they should complete the sentences as they listen. Ask students to identify the phrases for describing preferences.
- 1 I'd rather have a motorbike than a car.
- 2 It would be better to go by bus.
- 3 I think I'd prefer a smaller ice cream.
- 7 Students work in pairs and say which of each pair of pictures they prefer. Encourage them to give reasons for their answers.

Exam practice

Tell students to read the questions carefully. This will help them choose the correct picture option. Remind them that they will hear each of the seven recordings twice. On the first listening, they should choose an answer, and on the second listening, they should check that it is correct.

Explain that the information which answers the question correctly may be at the beginning, in the middle, or at the end of each recording.

Students complete the task. Go through the answers, making sure that students understand why each answer is correct. If required, play each recording one at a time, analysing the language used.

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

Test 1 Listening Part 2

Task type:

three-option multiple-choice with six questions

Topic focus:

listening for detail

Training

Explain that in the Listening test, it is unlikely that they will hear and read exactly the same words. They should try to understand the meaning of what each speaker says and look for options which mean the same to answer the question.

Students close their books. Write the verbs in the left-hand column on the board. Elicit meanings and synonyms or paraphrases.

Students open their books. They read each sentence, think carefully about the meaning of the underlined words and then match the sentence with one of the verbs on the left.

1 2c 3e 4b 5h 6d 7a 8i 9g 10f

2 Students complete the sentences with the verbs from Exercise 1. Remind them to read carefully for the meaning of the sentence. Students then compare their answers with a partner.

1 worry 2 achieve 3 decide 4 tend 5 hope

Extension

Students work in pairs to write five sentences using the verbs in Exercise 1. Tell them to leave a gap for the verb in each sentence and make a separate note of the answers.

They then exchange sentences with another pair to complete. When they have finished, students exchange papers again and mark the answers. The winners are the pair with the most correct answers.

3 Explain that it is important to listen for detail in this part of the test. In other words, they should listen carefully to pick out precise information which answers the question. Students read the questions carefully, then listen and choose the correct option. Students compare answers with a partner. Then play the recording again, pausing after each one. Ask students to identify the words which helped them choose the correct answer.

1 doesn't like 2 Cold 3 Her parents 4 In the United States 5 Rachel

Exam practice

Remind students that they should read the rubric carefully before they listen. This will give them information about who is speaking, and what they are speaking about (point out that in an interview, one person will ask the questions, and the other will give the answers). They will also hear the rubric when the recording starts.

Explain that in the test, they will have time to read through the questions first before they hear the recording. Tell them not to worry if there are any words they don't know, but to concentrate on the meaning of the question and corresponding options. This will help them prepare for what they are about to hear.

Before they listen, ask students *How many speakers will you hear?* (two) *Who is going to speak?* (Ellie Chan) *Is Ellie a boy or a girl?* (a girl) *How old is she?* (14) *What is she going to talk about?* (her city's swimming team).

Students listen to the interview and answer the questions.

8 A Yes – 'I've got better because of the people around me. I want to achieve as a way of pleasing my parents, and other people I'm close to.' B No – 'Some people on the team say winning's just part of who they are. It's part of their character. I can't say I'm like that though.' C No – 'Like most of us, I started when I was two or three but I don't think that's the main reason why I'm good.'

9 A No – starting is her weakest area B No – she is still working on her turns C Yes – she says finishing is her strongest point

10 A No – this is what she did when she was younger, but not now B Yes – 'the secret's staying calm while concentrating on a smooth technique' C No – 'I'm less worried about how fast I'm going.'

11 A No – 'I'm allowed to eat fast food, stuff like burgers now and then' B No – 'I get a lot of energy from sweet stuff – sugar' C Yes – 'I have to stay away from really hot food like spicy stuff. I think it has a strange effect on me.'

12 A Yes – 'you have to get enough sleep as well. That's terribly important.' B No – she says they will spend a lot of time with them but this is not advice C No – she suggests having a friend to talk to about competitors is important

13 A No – this is something she wants to do when she is older B No – she will keep supporting her captain C Yes – her aim is to 'get faster on the one hundred metres'

Test 1 Listening Part 3

Task type:

gap-fill with six questions

Topic focus:

writing numbers and letters, questions and answers

Training

In this part of the test, candidates have to answer with a word or number. Students need to be able to read and understand a set of notes, which they complete. They need to predict the kind of information that is missing and fill in the missing information (one or two words) paying careful attention to spelling. They may also need to write numbers, which should be given accurately.

1 Quickly go through the alphabet in English. Pay particular attention to letters which are easily confused or difficult, such as the vowels, J and G, H, U, V, W, and X, Y and Z. Then ask different students to spell their surnames. Write them on the board as they are speaking to check. Students listen to the girl and circle the numbers and letters they hear. Students then compare their answers with a partner. Students work in pairs, saying all of the numbers and letters aloud for practice.

1 13 2 R-R-B 3 25 4 M-A-R-S-D-E-N 5 16 6 49 7 1,000 8 1987 9 11.30 10 1,376

2 Draw students' attention to the information about saying double letters. They then read the answers and write the questions. Explain that there may be more than one way to ask a question, for example, How do you spell your surname?, or How is your surname spelt?

(suggested answers)

1 How do you spell your surname?

2 When do the courses start?

3 Which is the best website?

4 What is the population of your country?

5 What have they got as the first prize?

3 Students work in pairs asking and answering the questions in Exercise 2 so that they are true for them.

Extension

Students write down ten combinations of letters and numbers, including names, dates, times and long numbers. They then read them out for a partner to write down and check that the names and numbers are written correctly.

4 Students look carefully at the table. Then, students work with a partner they don't usually work with / don't know very well. They write their guesses in the table. Demonstrate what to do if required. Students then tell their partner what their guesses were, using complete sentences (for example, *I think your favourite day of the week is Saturday*). Their partner gives their answer and they write any differing information in the table.

Students count how many guesses were correct to find the winner.

Exam practice

Tell the students to before the recording starts read the rubric and the information provided before the recording starts. This will give them an idea of what they are going to hear. Ask them to start thinking about the kind of information which may be missing, but not to write anything yet.

Explain that the information they read is in the same order that they will hear it. Tell them that there is enough time to write their answers as they are listening.

Tell students that they should try their best to spell any missing words correctly, but not to worry too much about this, as some misspellings are accepted. They should focus on making sure their handwriting is clear. Remind them that they will hear the recording twice, so they can check their answers on the second listening.

Students read through the task and predict the kind of information that is missing (for example, 17: The word needed is probably a job). Students then listen and complete the task.

14 (a)bee/bees

15 class

16 (a) cap

17 (the) (important) scientist

18 7/7th/seventh

19 A-W-K-E-L

Extension

Ask students to compare their answers with the audio script (see page 167). Tell them whether they wrote down any of the distractors instead of the correct answers. Tell them to read the relevant part of the script and check why what they wrote is not correct.

Ask students whether they have ever entered or won a competition and to describe the experience (What did they have to do? What did they win?). Ask whether they would consider entering the art competition and why/why not.

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Test 1 Listening Part 4

Task type:

an informal conversation with six true/false questions

attitudes and opinions

Training

1 Revise phrases for expressing likes, dislikes and preferences. Then draw students' attention to the Remember! box. Students decide whether the adjectives express positive or negative feelings and write them in the corresponding boxes. They then compare their answers with a partner.

Positive: confident delighted excited glad keen pleased relaxed surprised

Negative: annoyed anxious ashamed depressed disappointed embarrassed

Students complete the sentences with adjectives from exercise 1. Remind them to read the context carefully for clues.

1 surprised 2 embarrassed 3 keen 4 confident 5 anxious 6 ashamed 7 excited 8 relaxed

Extension

Give students practice of the adjectives. Ask them to choose three positive ones and three negative ones and work in pairs to write sentences similar to those in Exercise 2 for another pair to complete. Explain that they should try to give clues by using synonyms and context (for example, I felt ___ brother took my computer game without asking. I was really angry! (annoyed))

Remind them to make a separate note of the answers before they exchange sentences.

3 Ask students to read the information in the table. Explain that they are going to listen to a conversation and ask what they think the people are going to talk about (seeing a film). Tell them to listen and tick the person who the question refers to. Play the first part of the recording (to 'worth seeing') and explain that both speakers say they liked the film, so that column is ticked. Play the rest of the recording. Students then compare their answers with a partner. If there is time, play the recording, stopping after the part of the conversation relating to each question and asking students to identify the answer. Write the phrases on the board and ask students to compare them with the questions. For example, I really enjoyed that film and ... it was worth seeing indicate that the speakers liked the film. Remind them that the information they will hear in the test will probably be paraphrased in a similar way, and they should listen carefully for opinions and attitudes.

1 Danny 2 Both 3 Danny 4 Martha 5 Both

Exam practice

Tell students to read the rubric and sentences carefully and think about their meaning. You could ask them to try to rephrase each sentence, to help clarify meaning. Ask them to think about positive and negative meanings to prepare them for listening. Remind them that they will probably not hear the same words as they see in the sentences. They should also remember to listen to the speaker mentioned in the sentence. Point out that sometimes they will need to listen to what both speakers agree about.

Students listen and decide whether the sentences are correct or incorrect. Draw their attention to the advice for 21 and 24.

20 B (Erika says It was interesting for some people but there are lots of places she'd much rather visit.)

21 A (Leo says it must be hard at times)

22 A (Leo says he couldn't believe how many people work there)

23 B (Erika says there were more birds 'than you'd think')

24 B (Leo says he watched the feeding but wasn't allowed to get too

25 A (Erika says she wouldn't mind seeing the pictures that were taken of their trip and all the different creatures there)

Test 1 Speaking Part 1

Task type:

conversation with the examiner

Topic focus:

present circumstances, past experiences and future plans

Training

Explain that in Part 1 of the Speaking test, students will talk about themselves in two phases. They will answer questions about their lives, such as personal details, hobbies and studies. Explain that it is a good idea to practise talking about these things before the test, and that they could practise with a partner.

Explain that during the test, one partner will be Candidate A and the other will be Candidate B. It may be possible that there are three candidates. If so, the test will be a little longer.

1 During Phase 1, the examiner will ask each candidate some questions about themselves. Common questions include what their surname is, where they live, and questions about learning English.

Students answer the questions so that they are true for them. They then practise asking and answering the questions in pairs.

Extension

Write the alphabet on the board and practise saying the letters. Point to the letters randomly and ask the class to call them out. Students then practise spelling their surname out loud.

If further practise is required, spell out some common words for the students to write down.

2 During Phase 2, the examiner will ask each candidate further questions about studying English, past experiences and plans for the future.

Students read the questions and answers and match them, before checking their answers with a partner.

1e 2b 3d 4f 5a 6g 7c

3 Students listen and complete the questions. Play the recording a second time for them to check their answers. They then ask and answer the questions in pairs.

1 What, free time; 2 Tell, films; 3 do, weekend; 4 kind, house; 5 teacher

Exam practice

Students read the Phase 1 questions before taking turns to ask and answer them in pairs. Encourage them to give more information about where they live and about their studies, rather than giving one-word answers.

Students then turn to the Phase 2 questions. Ask different students to answer them in turn. Encourage them to expand on their answers, providing some words and phrases to help. For example:

What kind of exercise do you like doing? Why?

Possible response: I like playing football because it's fun and good exercise. I play with my friends and like spending time with them.

How do you plan to use your English skills in the future? Possible response: I'd like to keep studying English so that I can get a job in another country, like America.

What do you usually do in the evenings?

Possible response: I usually do my homework and have dinner with my family. Sometimes I spend time with my friends playing computer games or watching films.

Tell us about the area you live in.

Possible response: It's a small village and there isn't much for young people to do there. So sometimes we get the bus into the city and go to the cinema or a café.

Speaking Part 1

Test 1 Speaking Part 2

Task type:

discussion between candidates

Topic focus:

making and responding to suggestions, making recommendations, agreeing and disagreeing, discussing alternatives

Training

In Part 2, students discuss a situation given to them by the examiner, which they will discuss with their partner using picture prompts to guide the conversation. Students should build their knowledge of phrases for agreeing and disagreeing, asking for and making suggestions, and responding to what their partner says.

Students close their books. Elicit phrases for making suggestions and asking for opinions and write them on the board. Students then open their books and compare the ideas on the board with those in the Remember! box.

Ask students to work together to decide whether the following phrases are followed by the infinitive or -ing form of the verb. Provide examples if required, for example:

Why don't we go to the cinema?

I (don't) think we should + infinitive
I'm (not) sure we should + infinitive
Why don't we + infinitive
I'm not sure about + -ing
How about + -ing

Extension

Students work in pairs to complete the phrases highlighted above with the infinitive or -ing form.

Students say what they can see in the pictures then read the questions. Play the recording. Students listen and answer the questions.

Lucy wants to do gymnastics because she would enjoy it and she thinks that other people would too. (She also suggests swimming). B / D Ben wants to go running. C In the end, they agree to play football. A

2 Students read the conversation and consider what the missing words may be. They then listen and complete the conversation.

Play the recording again and ask students to identify the phrases they learnt earlier.

1 think we should, 2 not sure about, 3 How about, 4 Why don't we, 5 What do you think, 6 That's a good idea, 7 why don't we do

3 Students decide individually which of the exercise types they would prefer to do and why. They then tell their partner, giving reasons for their answers. 4 Students read the situation and suggestions. Explain that they have to decide which of the ideas they would like to do. Elicit further ideas and write them on the board.

Students discuss the situation with a partner. Remind them to use the phrases they have learnt for making suggestions. Encourage them to agree or disagree politely, giving reasons for their answers. Monitor as they are working and help where required.

Exam practice

Remind students that in Part 2 of the Speaking test, they will have a conversation with their partner, not the examiner. The examiner will read the situation (twice) and show the candidates some ideas in the form of pictures to discuss. They should look at each other as they speak.

Students work in pairs. Read the situation to them and ask them to talk together, using the pictures for Exam Practice Speaking Part 2 (C1).

Write the following steps on the board:

- 1 Talk about all the pictures first, saying why they would be interesting or not and giving reasons.
- 2 Decide together which idea would be the most interesting.

Students should talk together for two or three minutes, using the phrases they have learnt for agreeing, disagreeing, making and responding to suggestions, discussing alternatives. Remind them that this part of the test is a discussion: they should seek their partner's opinions and give them time to speak.

When they have finished, play the sample conversation for them to listen to and compare with their own.



Test 1 Speaking Part 3

Task type:

extended turn: talking about a photograph

Topic focus:

describing people, places and events

Training

In Part 3, students take turns to talk about photographs they are given. Explain that each candidate will have a different photograph to talk about on their own. They should say as much as possible about the photograph, and should practise describing people and places in detail.

- Students tell their partner what they can see in the room. They should say what the situation is (i.e. an English class), who the people are, what they are doing and what they can see in the room. They should also say what they can see through the window and describe the weather. Remind them to use *There is / There are* to talk about the things they can see.
- 2 Students look at the photo. Elicit vocabulary for things they can see in the picture by pointing to different objects. Provide any unknown vocabulary but remind them that in the exam, if they don't know or can't remember the words for something, they should describe it and what it is used for instead. For example, There's a kind of box on the ground. I can't remember the word for it, but you carry food and drink in it for picnics. Students work in pairs, taking turns to say something about the photograph. Remind them to say as much as possible, for example, who the people are, what their relationship is, what they look like, what they are doing, what they might do next, where they are and so on. Students should say what they think is true about the picture, using words and phrases such as I think they are camping; Maybe they are going to have a picnic; The weather is probably warm because they're wearing Remind them to use some of the vocabulary in the Remember! box.

A colour photo is reproduced on page C16.



Extension

Students choose a picture from a magazine or book in the classroom. Ask them to describe the picture for their partner. They should keep talking for one minute.

3 Students listen to the recording of a candidate describing the photo they have just talked about. They should listen for what he says about the people and compare it with what they said themselves. Does he say anything they didn't mention?

Exam practice

Students each talk about their photo they are given (see pages C7 and C8) for one minute, describing what they can see. Encourage them to describe the photo as if they are describing it to someone who can't see it. They should talk about the people and objects they can see, the weather, colours, what people are doing, what is happening, and so on.

Encourage them to paraphrase anything they don't know the words for and explain that they will receive more marks for doing this successfully than not mentioning something important in the photo.

Explain that the photo they have is linked to their partner's in theme, but that the details will be different.

When they have finished, play the recordings relating to Photo A and Photo B for the students to listen and compare with what they said.



This is a photo of someone in a shop. A young man, I think. He's wearing casual clothes – a cap and a tracksuit and T-shirt, I think. He's also got some large headphones round his neck, so he must like listening to music. I think he must be in a music shop – somewhere where you can buy CDs – or they could be DVDs.

There are lots of shelves, so he's got a lot of choice! He looks quite interested in what he's looking at, so he might be about to choose something to buy.

16 Photo B

This is a picture of people in another kind of shop – it's an ice-cream shop I think. There are a few people in the shop. There are some small children looking at the ice creams. The little girl in the pink sweater is pointing to something – one of the flavours, I think – and she's telling the boy about it. I'm not sure what the flavours are but they could be mint, chocolate and strawberry. The children look as though they've already got some ice cream and they're eating it out of pots with spoons. They're probably enjoying themselves!

Behind the children there are other people in the shop who look like adults. There are some other items on the shelves but it's difficult to see what they are. They might also be sweet things.

Teacher's Notes Test 1 Speaking Part 3

Test 1 Speaking Part 4

Task type:

discussion related to Part 3

Topic focus:

opinions, likes and dislikes, experiences and habits

Training

In this part of the exam, students talk together about the theme from Part 3. Remind them that they should look at each other while they are speaking. The examiner will listen but not take part in the discussion.

Elicit words connected to playing sport and other physical activities (e.g. dancing, hiking) and write them on the board. Ask students to think about why people enjoy doing sports or physical activity.

1 Play the recordings once through and ask students to identify the sports and activities that each person enjoys. Students listen again and complete the missing information. Students check their answers with a partner. Play the recording again, if necessary, for them to check their ideas.

1 exciting, 2 good at, 3 not too bad, 4 so, 5 How about, 6 Do you, 7 prefer activities, 8 because, 9 love, 10 much harder, 11 quite like to, 12 would be

Extension

Write the sports and activities from the recordings on the board. Students have a discussion in pairs, saying whether and what they like/don't like about each one. Remind them to ask for their partner's opinion.

Students close their books. Elicit phrases for agreeing and disagreeing. Then ask students to open their books and compare their ideas with those in the Remember! box. Draw their attention to the different ways to respond to what their partner says.

2 Students listen to the second part of the conversation and complete the missing information. Students check their answers with a partner.

1 I agree, 2 Yes, but, 3 I'm not sure, 4 so do I, 5 Me too

Extension

Ask them whether Beth and Oliver mainly agree or disagree with each other (agree). Ask them to identify which phrases indicate agreement and disagreement (Agreement: *I agree, so do I, me too.* Disagreement: *Yes, but...*) Ask them to read the conversation again and find ways in which the speakers involve their partner in the conversation (*Do you think ...? Yes, but ...? Have you been ...?*).

3 Go through the responses in the speech bubbles, ensuring students know how to use them appropriately. Students then work in pairs, taking turns to read out the statements and respond accordingly.

Exam practice

Ask students what the link between their pictures in Part 3 was (shopping/choosing something to buy). Then ask them to look at the advice and think about their own answers to the questions.

They then talk together for about three minutes in response to the situation they have been given. Remind them to keep going. If they get stuck for something to say, they could ask their partner a question, instead. This may bring up some new ideas to talk about. Explain that if they both get stuck, they shouldn't worry: in the exam, the examiner will ask a question to get the conversation going again, but they should try to keep the conversation going themselves.

Remind them that they should try to make the conversation equal, so that one person is not speaking much more or less than the other. The more practice the students have, the easier the task will be for them in the actual exam.

When they have finished, play the recording. Pause after each question for students to answer it with their partner.

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Test 2 Reading Part 1

Task type:

three-option multiple-choice, matching five short texts (signs. messages, emails, labels, postcards, notes)

Topic focus:

common signs, notices, emails and text messages that teens might see in their environment

Training

This section focuses on some of the tenses which may be used in signs and notices.

Students read the bullet points about this part of the test and answer the questions. They then check their answers with a partner.

1 five 2 meaning

1 Review the first conditional on the board. Provide examples if necessary, e.g. If it rains this afternoon, I'll stay in and watch a film. Break down the verb forms and elicit the use of the tense (If + present simple, will + infinitive. It is used to talk about things which might happen in the future). Students choose the correct options and check their answers with a partner.

1 gets / will be 2 don't want / can 3 Don't call / is 4 arrive / will have

2 Check understanding of the first conditional by asking students to answer the questions about Exercise 1.

1 He's going to take a test 2 Yes 3 Yes 4 the other players

Extension

Ask students to write five sentences beginning with if in the first conditional. They should then work in pairs to check each other's work.

Students complete the sentences using the correct forms of the verbs in brackets. Remind them that not means they should make the negative form.

1 won't correct / give 2 has / won't be 3 don't go / 'll (will) be 4 won't remember / don't write

4 Point out the Remember! box. The students then match the sentence halves, connecting them with if or unless.

1 (unless) d 2 (unless) e 3 (if) a 4 (if) c 5 (if) f 6 (unless) b

5 Students work in pairs to answer the questions. Encourage them to use the first conditional and if or unless where possible. Monitor and help if required.

Students should be aware that when they read the signs and notices in this part of the test that they need to read the whole text for meaning. Explain that some words have more than one meaning and this could cause confusion if they don't read carefully.

Students read the sentences and answer the questions. Draw their attention to the Tip! box. They should discuss their ideas with a partner.

Book is a verb in sentence 1. It is a noun in the other sentence. The verb book means reserve.

6 Students close their books. Write the underlined words on the board and ask students to say what the words mean. Encourage them to think of more than one meaning per word. Students then match the sentences and meanings. Remind them to think carefully about the meaning by reading the whole sentence. They then check their answers with a partner

1B 2A 3B 4A 5A 6B 7B 8A 9B 10A

Ask students to read the texts and elicit where they might see each one (example sign (e.g. on notice board), 1 text message, 2 advert (e.g. on the window of a house), 3 note on shop door, 4 note (e.g. left at home as phone message). Ask them to look at the example. Students work in pairs to decide which words are missing. Explain that there are only one or two words needed in each case. Explain that short messages often miss out the pronouns and auxiliary verbs in this way and that they should become familiar with this informal style by reading signs and notices wherever they go, thinking about their meaning.

1 Are you 2 It was 3 I'll / We'll be 41

Exam practice

Students use the advice to help them answer the corresponding questions (3: No, because he's eating his picnic now. 5: She informed the school. He needs to leave 30 minutes before lessons finish).

1 A Wrong (Steve wants to borrow a bike from Tom, not mend his

own.) B Correct (Steve wants to borrow Tom's brother's bike.) C Wrong (Steve will collect the bike himself.) 2 A Correct (The sixth session is free, so you have to have five before that.) B Wrong (The card is a membership card of some kind, which must be ticked. There is only one card.) C Wrong (No discount is mentioned for the other sessions: only the sixth one is free.) 3 A Wrong (Michael tells Joe to bring his own skateboard.) B Wrong (Michael is finishing a picnic now.) C Correct (Harry is coming at 4 p.m. with his skateboard and Michael asks Joe to come too.) 4 A Wrong (Reception give out new passwords, they don't help choose one.) B Correct (You need to show your college card to get a new password.) C Wrong (The security refers to not giving out passwords.) 5 A Wrong (Al's mum has sent an email to school.) B Correct (He has to tell his teacher that he is leaving early to go to an appointment.) C Wrong (He has to leave 30 minutes early.)

Test 2 Reading Part 2

Task type:

matching - descriptions of five people and eight texts

likes, dislikes and wants

Training

Students read the bullet points about this part of the test and answer the questions. They then check their answers with a partner.

1 five 2 three

1 Students read the text. Ask them to summarise what it says. Elicit the meanings of words 1-8. Students then find synonyms in the text.

Remind them that they should record words with similar meanings. In the exam, they must think carefully about meaning as they will not necessarily see the same words in the questions and texts, but paraphrases and synonyms instead.

1 trip 2 landscape 3 fix 4 competition 5 traffic 6 selection 7 improve 8 skills

Preliminary candidates often panic when they see words they don't know, or spend too long trying to decipher their meaning, which can waste valuable time in the exam. Encourage them to keep reading when they see a new word, focusing on the whole context so that they can be confident when approaching longer texts.

2 Students read the sentences carefully and choose the words which is closest in meaning to the word in bold. Do the first one together as a class if necessary. They then check their answers with a partner.

1c 2a 3c 4b 5a

3 Students look at the example and complete the sentences. Explain that they should choose one word from each box, and to hyphenate them as shown. Remind them to read each sentence carefully for meaning before choosing the words.

1 week-long 2 wet-weather 3 off-road 4 five-day

Exam practice

Students read the information about the people and the texts. Draw their attention to the advice, which they should use to help them if necessary. Remind them that the option they choose for each answer should take into consideration each of the three things the person wants. Encourage students to underline the key information in the descriptions and texts. This will help them check that they have chosen the correct option.

Remind them to look at the advice for 6, 7 and 10 if necessary (6: Text B (help you select the right bike). 7: Text A mentions a café, Text E mentions a picnic. Text F (day tours with special prices for members at great cafés). 10: kit (Text H)).

6 B (The cycle routes are traffic-free, there is a sunset ride, and experts help members to choose bikes.)

7 H (Members will see amazing landscapes, they can share skills and learn from others, and there are reduced rates offered on cycling

8 G (Members can learn to ride in wet weather and learn general performance skills, they offer know-how for essential tasks for bike repair, and there is a comments book where members can find out more about interesting places to visit from others.)

9 C (There is a covered track, there is a group trip to the championship, and there is a trip lasting a few days which people of all ages can go on.)

10 F (It is a bike-racing club, it helps members gain skills for riding safely in traffic, and they stop at cafés.)

Test 2 Reading Part 3

Task type:

true or false - a long text and ten sentences

Topic focus:

referencing

Training

Students read the bullet points about this part of the test and answer the questions. They then check their answers with a partner.

1 one long text 2 A or B



Preliminary candidates often make mistakes when they spell adverbs. Remind them of the spelling rules: change y to an i and add -ly (e.g. day - daily); double the l in words which already end in l and add y (e.g. special - specially, occasional - occasionally); and remove the e and add -ly (e.g. considerable - considerably).

1 Elicit examples of adverbs from students. Then ask them to look at the adverbs in the box. Ask when these are used, then draw their attention to the advice. Go through the meanings of the words in the box where possible. Students then complete the sentences before checking their answers with a partner.

1 generally 2 just 3 considerably 4 specially 5 daily 6 quickly 7 carefully 8 occasionally

2 Remind students that they should try to expand their vocabulary by recording synonyms of different parts of speech.

Students match the adverbs in Exercise 2 with the synonyms. They then check their answers with a partner.

1 quickly 2 specially 3 generally 4 occasionally 5 just 6 carefully 7 considerably 8 daily

Extension

Students write sentences using five of the adverbs in Exercise 2. Monitor and check that they have used them correctly. When reading a longer text, students may need to understand referencing in order to answer the questions. This is often done with pronouns, for example, *The dog ran along the beach*. It picked up a stick and brought it back to Tom. Write these sentences on the board and underline both examples of it. Ask students to identify the nouns they each refer to (the first it refers to the dog, and the second to the stick.)

3 Draw students' attention to the advice. They then read the text and write the noun that each pronoun refers to in the spaces provided. Students then check their answers with a partner.

1 the train 2 to find a seat 3 to find a seat 4 the city 5 the Olympic Games 6 people 7 the people 8 camp all night on the street

Exam practice

Remind students that in this part of the exam, they should find the answers in the text and not answer them from their own ideas

Remind them to refer to the advice provided for 12, 16 and 19.

11 B 12 B 13 A 14 B 15 A 16 A 17 B 18 A 19 B 20 B

Extension

Ask students to identify the parts of the text where they located the answers. They should also note that there are parts of the text which are redundant: in other words, not needed to answer any questions. This will help them to focus in only on the relevant information.

Remind them to look at the advice for 12, 16 and 19 if necessary (12: A week's diving holiday. 16: different coral types. In the sea. 19: Occasionally. To the capital).

11 Tessa Watt's biology teacher was delighted when Tessa told him she was joining a special project she'd seen on a biology website.

12 Tessa's parents had to pay a lot for her flight there, it still wasn't as much as a week's holiday in any diving resort.

13 The project's divers had to discover how many different coral types were present in the sea and how healthy they looked. This information was sent to international scientists to help them learn about the effects of rising temperatures on these creatures.

14 Tessa's home for the month was an old camp

15 Several people tried to avoid this, complaining that they were just there to help with research

16 There was also studying to do, with everyone needing to prove they could identify different corals before being allowed out to sea without a staff-member.

17 Tessa's group explored parts of the jungle with experts, and made visits to a nearby school where they were taught more about the island by the children themselves.

18 & 19 although Tessa and her friend occasionally hired cars to enjoy the island's beaches, they generally caught crowded local buses into the island's capital, as there was little time to do more.

20 For Tessa, however, the whole experience was incredible.

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Test 2 Reading Part 4

Task type:

four-option multiple-choice - a long text and five questions

Topic focus:

linking words; giving advice

Training

Students read the bullet points about this part of the test and answer the questions. They then check their answers with a partner.

1 four 2 A, B, C or D



Preliminary candidates often make mistakes with linking words and their usage. Encourage them to record the usage of words by writing an example sentence which shows the meaning clearly.

1 Elicit linking words that students already know, for example, and, but, so. They then choose the correct linking word in each sentence. Remind them to read carefully for meaning. They then check their answers with a partner.

1 whilst 2 although 3 because 4 in order to 5 rather than 6 as

2 Draw students' attention to the tip. Students then match the sentence halves before checking their answers with a partner.

1f 2g 3b 4a 5d 6h 7c 8e

3 Ask students to look at the photo and read the sentences and say what the connection is (they are about a flood). Students complete the sentences using the linking words in the box. They then check their answers with a partner.

1 as 2 because of 3 despite 4 Although 5 so 6 rather than

Extension

Students write three sentences leaving a space for the linking word for their partner to complete. Remind them to think carefully about meaning and to keep a note of the answers.

4 Students close their books. Elicit phrases for giving advice and write them on the board. Then say I'm bored! and indicate that students should offer advice, using some of the phrases. Students compare the ideas on the board with the words and phrases in the Tip! box. They also read the suggestions given in the example. Students look at the first situation. Go through suggestions

orally. They then complete the sentences using the advice phrases before checking their ideas with a partner.

5 Students listen and complete the dialogue. Then check their answers with a partner. Play the recording again for them to check if necessary.

1 Why don't you go 2 You should ask 3 You'd better check 4 don't worry 5 What about coming

6 Ask students to recap what the conversation was about. They then read the summary and compare it with what they said. Finally, ask them to complete the spaces with the missing words.

1 suggests 2 advises 3 doesn't know 4 offers

Exam practice

Explain that they should read the whole text first for meaning and then attempt the questions. Remind students to refer to the advice if necessary (21: No (to all the questions). 23: Because they weren't good quality).

21 A No - there isn't much about the design of the bottle B Yes - the first two paragraphs discuss this C No - this is not an advertisement D No - the article doesn't mention a lot of hard work 22 A No - his mother wants drinks that can be carried with her B No - this is not his aim C No - they were studying unhealthy drinks at school D Yes - Carter wants everyone to be able to carry their drink with them 23 A No - there are two parts but it is not so that it can be taken apart B No - there is no mention of this in the text C Yes - it had an unusual design but was also useful D No - he showed his parents the design but this was not the reason for making the bottle. 24 A Yes - he had to find another company to make them B No - he doesn't express annoyance and tries to find a balance C No - he created a design but the problem was with the first manufacturer D No - the text doesn't say that he worked alone 25 A No - we don't know what his teachers thought B No - Carter makes sure he sees his friends and there is no mention of them helping him pack bottles C No - we don't know anything about what the customers do with the bottles D Yes - he has a lot of family support and they work with him. He prefers working on new ideas to running the business

Extension

Ask students to identify the part of the text which helped them to answer the questions.

Test 2 Reading Part 5

Task type:

four-option multiple-choice cloze with ten questions

reading before and after the gap

Training

Students read the bullet points about this part of the test and answer the questions. They then check their answers with a partner.

1 ten 2 one word



Preliminary candidates often make mistakes with modal verbs and using the verb forms which follow. Explain that the infinitive without to always follows must, mustn't, might, could, can, can't, should and may.

1 Draw students' attention to the tip about the meaning of modal verbs. Discuss which are used to show possibility, give permission, prohibit or make a suggestion. Students then choose the correct verb before checking their answers with a partner.

1 must 2 could 3 can't 4 could 5 might

Students match the modal verbs with their meanings.

1d 2b 3a 4e 5c

3 Ask students to read the sentences and elicit some ideas for completing them. Do an example orally first, if necessary. Students do not need to write sentences which are true for them but they should think carefully about the grammar. Students compare their sentences with a partner.

Extension

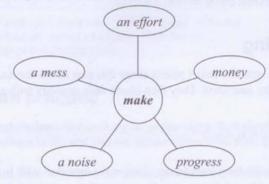
Students write two sentences for their partner to complete, like those in Exercise 3. Remind them to include modal verbs.

Draw students' attention to the Remember! box. Give a few examples of popular collocations, e.g. catch a bus, have a bath, do your homework. Students choose the correct options before checking their answers with a partner.

1 fast 2 played 3 pay 4 heavy 5 wide 6 long

Extension

Encourage students to record collocations in a meaningful way. For example, they could use spider diagrams with a verb in the centre and phrases the verb is used with, for example:



Exam practice

Encourage students to read the text first, before looking at the options. Explain that often, their first choice will be correct because they have heard the collocation before, though they should always double check their answers by reading the whole text again at the end. Remind them to look at the advice for 30 and 34 if necessary (30: A place. 34: suitable for.)

26 D

27 B

28 C

29 A (play a role is a common collocation)

30 C (where is used with place)

31 D (introduce into means to bring something new to a place)

32 B

33 A

34 C

35 B (wide variety is a common collocation)

Test 2 Writing Part 1

Task type:

sentences transformation with five questions related by theme

Topic focus:

so and such, time expressions

Training

Students read the bullet points about this part of the test and answer the questions. They then check their answers with a partner.

1 rewrite 2 three



Preliminary candidates often make mistakes with so and such. Remind them that so is used before adjectives and such is used before a noun or adjective + noun. Explain that when an adjective + noun is used, they should also include a between such and the adjectives, for example, The fireworks made such a loud noise.

Students choose the correct option before checking their answers with a partner.

1 so 2 such 3 such 4 so

2 Remind students that in this part of the exam they have to complete the second sentence so that it has the same meaning as the first one, though the words used may be different.

Students complete the sentences, using so and such (a) They then check their answers with a partner.

1 so 2 such a 3 so 4 such a



Preliminary candidates often make mistakes with for and since. Explain that for is used with a period of time (for example, I've live here for three years.), and since is used with a point in time (I've lived here since 2015.). Explain that ago is also used with a period of time (I came to live here three years ago.), and that from is used to talk about the period of time between two dates (I lived there from 2011 to 2014.).

3 Students complete the sentences with *for* or *since*. Remind them to think carefully about the time references.

1 since 2 for 3 for 4 for 5 since 6 since

- 4 Explain that each sentence has a mistake in it concerned with the time reference. Students correct the mistakes before checking their answers with a partner.
 - 1 They've played for that club for since five years ago.
 - 2 Computers have been used in this school since from 2010.
 - 3 That man has been sitting on that bench for since two hours.
 - 4 Frank studied at university from since 2002 to 2005.

Exam practice

Remind students that this part of the exam tests vocabulary as well as grammar. Encourage them to read the first sentence in each pair carefully for meaning before attempting the transformations. Remind them that in some cases they may only need to use one word, but in others they may need two or three.

Students complete the sentences. Look at the advice for 3 and 5 together (3: The verb changes from simple past to was + past participle. 5: Can I. The verb changes from present to past in reported speech).

1 for 2 (a) longer (time)/more time 3 were/had been booked/ bought/ordered 4 so 5 (them) if he/she

Test 2 Writing Part 2

Task type:

short piece of writing, e.g. email, postcard, note, etc. (35–45 words)

Topic focus:

future forms

Training

Students read the bullets about this part of the test and answer the questions. They then check their answers with a partner.

1 35-45 2 three



Preliminary candidates often confuse future forms, and frequently overlook the use of the present simple for the future. Explain that it is often used for timetables in this way.

1 Draw students' attention to the Remember! box. They then complete the sentences with the verbs in the box.

1 lands 2 departs 3 get 4 arrive 5 stop 6 leave

- 2 Revise going to + infinitive and its use. Then students listen and complete the missing information. Play the recording a second time for them to check their answers.
- 1 Jenny is going (to Jane's house) to prepare for the Science Fair.
- 2 George is going to watch a skate competition (with Jack).
- 3 The father is going to see his mother.
- 4 The mother is going to have lunch with Mary.
- 5 The whole family is going to have pizza / dinner together.
- 3 Draw students' attention to the Remember! box. Explain that they have to write three sentences which are true for them. They then read their sentences and check whether they are going to do any of the same things.
- 4 Revise will and won't (will not) by referring to the Remember! box. Students look at the picture and read the description of the situation. They then complete the sentences about Lucy before checking their answers with a partner.

1 'II (will) have / take 2 'II (will) come 3 'II (will) take 4 'II (will) complain 5 won't go 6 'II (will) start

Extension

Say 'You find some buried treasure! What will you do? What won't you do?' Students discuss the questions in pairs, using will and won't.

5 Students close their books. Write holidays and travelling on the board. Elicit types of holidays that students have been on/heard about and different ways of travelling. Students open their books and match the forms of transport and definitions. They check their answers with a partner. Then ask which mode of transport they would most like to travel by and why (for example, *I'd like to travel by motorbike because it's fast and exciting!*).

1b 2d 3a 4c

6 Students look at the verbs and prepositions in the box. They then complete the sentences before checking their answers with a partner. Ask what they think the difference is between arrived at and arrived in (arrived at is used to talk about arriving at a station, whereas arrived in is used with the name of the place).

1 got on 2 arrived at 3 got off 4 left from 5 travelled by 6 arrived in

Exam practice

Read through the instructions and advice with students. Remind them that they must address each of the three points in their email.

Sample answer

Hi Kim,

I'm looking forward to coming to visit you next weekend. I'll arrive at the station by long-distance coach at 3.30 p.m. on Saturday. What are we going to do at the weekend? How about going for a walk on the beach?

See you soon Mel (46 words)

Comment

This answer covers all three content points and is the right length. Mel has used appropriate tenses for talking about the future and making suggestions. There is a range of structures and topic-related vocabulary.

Encourage the students to check their work carefully. They should focus on their areas of weakness, for example, prepositions or verb tenses. They could exchange work with a partner to check and give feedback on. Remind them not to write too much, but explain that a few words over the length will not be penalised.

Test 2 Writing Part 3

Task type:

a longer piece of writing - a story or an informal letter

Topic focus:

modal verbs, giving opinions

Training

Students read the bullet points about this part of the test and answer the questions. Then check their answers with a partner.

1 No, either a letter OR a story, not both. 2 100



Preliminary candidates sometimes make mistakes with the meaning of mustn't and don't have to. Explain that mustn't is an obligation not to do something (e.g. You mustn't run in the corridor.) and don't have to is used when you don't need to do something, but you can if you want (e.g. You don't have to come with me to the cinema if you don't want to.).

1 Revise modal verbs which can be used for obligation and permission. Then students then read through the Remember! box. Students choose the correct verb to complete the sentences.

1 doesn't have 2 mustn't 3 shouldn't 4 can't 5 were allowed 6 allow

- 2 Revise the difference between make and let. Students complete the sentences so that they are true for them. They then compare their answers with a partner.
- 3 Explain that the missing words are modal verbs and they should think about the meaning of the sentence before deciding which verb to use.

1 allowed 2 have 3 couldn't 4 let

4 Elicit phrases used for giving opinions and write them on the board. Students decide which of the phrases are used for giving opinions and which aren't.

Tick 1, 3, 4, 5

5 Students work in pairs to say whether they agree or disagree with the statements and why.



Preliminary candidates often make mistakes when using past tenses, usually because of L1 interference.

6 Ask students to choose the correct option in each sentence before checking their answers with a partner.

1 was sitting / heard 2 looked / saw 3 had finished 4 went / closed 5 got / realised 6 was playing / fell 7 had seen 8 'd been / smelt 9 Were you working 10 'd been / knew

Ask students to read the text first, then use the verbs in brackets in the correct past tense. Explain that if there are two gaps in the same sentence, the tense may not necessarily be the same in both cases.

1 was leaving 2 came 3 had spent 4 was 5 had become 6 felt / was feeling 7 took 8 began 9 stopped 10 was running 11 was coming / had come 12 was carrying

8 Remind students that in this part of the test they may write an informal letter. Ask them how to begin a letter or email to a friend, for example, Hi! Dear ..., Hello. Tell them to choose the informal phrases.

Tick 1, 2, 4, 6, 7

Students discuss their ideas in pairs. Then write their suggestions on the board.

Looking forward to ... / Bye for now / Best wishes / Love from, etc.

Exam practice

Remind students that they only need to answer one of the tasks in this part of the exam. Read through the instructions together.

Students choose the task they would like to answer. Look at each task and ask them which tenses they are most likely to use (the first task will probably use more present tenses, and the second task more past tenses).

Question 7 - sample letter

Hi Andy!

How are you? Well, I hope. It was great to get your letter. We all have to wear a school uniform here, too. Boys and girls wear the same thing: a T-shirt with collars, a sweatshirt and trousers. The shirt and sweatshirt are green and the trousers are grey. We have to wear black shoes but we don't have to wear a hat.

I think uniforms are a good idea because you don't need to decide what to wear every morning. Also, it means everyone looks the same, and it you don't know whether someone has more expensive clothes than everyone else.

Bye for now!

Jo

Comment

The letter includes opening and closing phrases and answers both questions in detail. There is good usage of the modal verbs and present tenses. There is good use of complex sentences, particularly in the second paragraph.

Question 8 - sample story

The sound of music outside woke Sandy up. He looked out of the window at the street below. There was no one there. He climbed out of bed and went downstairs to open the front door. As he was walking down the drive he saw a group of people standing at the end of the road playing instruments. He had never heard such beautiful music before and walked up to listen. When they had finished playing he clapped. 'Thank you!' one of the men said. 'We're collecting money for charity.' Sandy ran home and returned with some coins. 'Good luck!' he said and waved goodbye to the band.

The story is well-structured and answers the question well. There is appropriate and ambitious usage of past tenses throughout, and the narrative is interesting and engaging. This is a very good attempt.

Test 2 Listening Part 1

Task type:

three-option multiple-choice with seven questions

Topic focus:

context

Training

Students read the bullet points about this part of the test and answer the questions. They then check their answers with a partner.

1 seven 2 picture

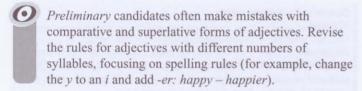
Students close their books. Write the adjectives from the left-hand column on the board and elicit opposites. Write all correct ones on the board.
Students open their books and match the opposites before

Students open their books and match the opposites before comparing their answers with the ideas on the board. Encourage them to make a record of any new vocabulary.

1a 2c 3e 4f 5d 6b

2 Students complete the sentences with the adjectives from Exercise 1.

1 huge 2 dull 3 quiet 4 tiny 5 good 6 awful



3 Students complete the sentences with the correct form of the adjectives in brackets. Explain that they may need to use more than one word. Students then check their answers with a partner.

1 most dangerous 2 better 3 fitter 4 cleaner 5 worst 6 easiest

Extension

Students write the opposites of the adjectives in Exercise 3 (safe, bad, unfit, dirty, good, difficult).

4 Ask students to read the information and explain that they should choose a person and a place for each of the three conversations.

Play the recording all the way through. Students compare answers with a partner. Then play each conversation one at a time for them to listen again and check.

1 Two friends / A school 2 A businessman / A meeting 3 A father and son / A basketball match

Exam practice

Students listen and choose the correct pictures. Look at the advice together (3: It could be dangerous going out too far in the sea. The students are going to play football. They can sit on the sand. 7: because there is building work. Because there are lorries. Because there is a lot of traffic).

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

Test 2 Listening Part 2

Task type:

three-option multiple-choice with six questions

Topic focus:

confused words, relative clauses

Training

Students read the bullet points about this part of the test and answer the questions. They then check their answers with a partner.

1 six 2 three



Preliminary candidates often confuse words, especially where there is L1 interference. Encourage them to record any words they confuse in pairs. They could be encouraged to write sentences which show how the words are used.

1 Go through the words in bold modelling pronunciation. Students then choose the correct options before comparing their answers with a partner. Go through the answers, eliciting the meaning of the word which did not fit the sentence.

1 customers 2 earn 3 only 4 lend 5 products 6 latest 7 run 8 job

2 Revise the use of relative pronouns. Students then read the sentences and complete the rules.

1 c who 2 d whose 3 a which 4 b where

3 Ask students to notice any differences between the sentences. Draw their attention to the commas and advice in the Remember! box. Revise defining and non-defining relative clauses and how they are used. Students complete the sentences, using the relevant pronoun. They then check their answers with a partner.

1 who 2 whose 3 where 4 which

4 Explain that in this part of the test, two of the options given for each question are incorrect. Encourage careful reading and listening.

Play the recording. Students listen and correct the information. Students compare their answers with a partner. Play the recording again for them to listen and check.

- 1 She works at home.
- 2 He isn't worried that the weather might be bad.
- 3 She doesn't want to visit the city again.
- 4 She generally starts work after 9 a.m.
- 5 The best entertainment is the movie week.

Exam practice

Play the recording for them to listen and choose the correct answers. Students read the advice for 9 and 12 if necessary (9: table with products and lots and lots of prices. 12: to think that someone deserves paying attention to).

8 A Yes - I just decided I wanted to understand how to actually build a website myself. B No - our IT teacher at school had taught us all about business logos, and websites. C No - It wasn't like I really thought I could help local shops attract young people or anything. 9 A No - It's not just a table with products and lots and lots of prices. B Yes - when you open up my page, you just see the logos of all these different companies, shops, cinemas, cafés C No - That's what all the others are, but just with a different site name at the top! 10 A No - my site is so popular B No - I do earn more than I actually spend on keeping it running. C Yes - I don't ask businesses for much money.

11 A No - they seem glad it's done well B Yes - they know running it is something I get pleasure from. C No - They don't think it's the most exciting way to spend free time though.

12 A No - I had to prove it was worth it, that advertisements on my site would get interest from younger customers. B Yes - At first, I didn't think business people took me very seriously, because I'm just a school kid. C No - it's lucky that my school provides support for projects like this, otherwise it might be hard to manage with all my schoolwork.

13 A No - it'd be great to get involved in something that really helps people. B No - there's a good chance I'll do something else later. C Yes - I've got loads of time before I need to decide whether to spend my life working with computers

Test 2 Listening Part 3

Task type:

gap-fill with six questions

Topic focus:

listening for clues

Training

Students read the bullet points about this part of the test and answer the questions. They then check their answers with a partner.

1 monologue 2 a few words

- 1 Ask students to look at the ideas. They then discuss them with a partner. Encourage them to give reasons for their answers. Ask whether there is anything else they like/would like to do.
- 2 Students listen to the speakers and choose from the activities in Exercise 1. Then compare their answers with a partner. Play the recordings again if necessary.

1 having conversations 2 speaking 3 playing games

3 Students cover the word box and read the information about Hartfield House. Ask them to work in pairs to decide what kind of information is missing (for example, 1 is a year). They then uncover the box and think about which word fits in which space.

Draw their attention to the advice. Remind them that in Part 3 they should write down only the words they hear and should not make changes to any of the words. Encourage correct spelling, though they will not necessarily be penalised for some common mistakes.

1 1654 2 400 3 bedroom 4 afternoon tea 5 10.00 6 art

4 Students read the paraphrases of the information in Exercise 3. They then match a paraphrase with the information which matches it from Exercise 3. Do the first item as an example if necessary.

This exercise will remind students that they will often hear paraphrases of the information on the question paper, and they should listen carefully for meaning.

a5 b1 c3 d2 e6 f4

Extension

Students may have to write dates in Part 3. Practise saying and writing dates, for example, students' birthdays. Remind them that there are several ways to write a date (for example, 3rd June / 3 June / June the 3rd/third and so on) and all of them are fine to use in the exam.

You also could do a simple dictation exercise for students to practise listening and writing at the same time.



Preliminary candidates often have problems with spelling. Encourage them to record new words and if necessary, write an approximation of the pronunciation, to help them recognise the words when they are spoken. It may also be a good idea to test them on difficult words each week.

Exam practice

Students listen and complete the information. Remind them that they should only write what they hear. Often this will be only one word, though they may need to write a short phrase. Discourage them from trying to write long phrases in the spaces. Even if the correct information is included in their answer, they will be penalised for writing too much. Draw their attention to the advice for 17 and 18, then play the recording.

14 July 12/the 12 July/12th July/July 12th/ 12/7 / 7/12

15 living

16 grammar

17 film(s)

18 confident

19 LBTENG

Test 2 Listening Part 4

Task type:

an informal conversation with six true/false questions

Topic focus:

countable and uncountable nouns, opinions and attitudes

Training

Students read the bullet points about this part of the test and answer the questions. They then check their answers with a partner.

1 informal 2 the speakers' 3 twice



Preliminary candidates often make mistakes with countable and uncountable nouns. Remind students that uncountable nouns do not have a plural form (rices, luggages).

1 Draw students' attention to the Tip! box. They then put the words into the appropriate column before checking their answers with a partner.

Countable: suitcase job problem meal bottle Uncountable: luggage air soup information oil music sugar rice

2 Revise the use of much, many, little and few with countable and uncountable nouns. Students complete the sentences with the appropriate word. Remind them to think carefully about whether the noun after the space is countable or uncountable. They then compare their answers with a partner.

1 little 2 few 3 much 4 few 5 many 6 much

Extension

Make a shopping list on the board for things you might buy at a supermarket. Then put students in pairs. Ask them to copy down the words and then write C for countable or U for uncountable next to each word. Set a time limit for this. They then exchange lists for another pair to mark. Go through the words on the board. Students award one point for each correct answer. Check which pair got the most points.

3 Elicit phrases for giving opinions. Students then read the questions. Explain that they have to decide whether each person is very positive, fairly positive or negative for each conversation. Play the first recording and check that the students have understood what to do. Then play the rest of the recording. Students compare their answers with a partner. Play the recording again if necessary for them to check their answers.

- 1 Jenny fairly positive David very positive
- 2 Jenny negative David fairly positive
- 3 Jenny very positive David negative
- Students listen again and complete the conversations. Play the recording again, if necessary, for them to check their answers.

1 quite good 2 bit long 3 amazing 4 suppose 5 totally bored 6 well-written 7 worth reading

Extension

Students answer the questions in Exercise 4. They tell their partner about their experiences, using appropriate phrases for giving opinions.

Exam practice

Students read the instructions and statements. They then listen to the conversation and decide whether they are correct or incorrect.

Students read the advice for 21 and 22 if necessary (21: Yes. 22: No. He said it's better to let them rest).

20 B (There's always something worth learning from visiting places that aren't obviously connected to education)

21 B (They were not surprised by the number of doctors. They were surprised by how many other people work there)

22 A (You know, now, because I've seen what it's like working in a hospital, I'm considering something like that as a career)

23 B (she didn't know how much we knew about stuff already. She talked about things, but not in enough detail, so she didn't really tell us anything we didn't already know)

24 B (They didn't talk to any patients)

25 A (I couldn't believe how many people were talking loudly on their phones)

Listening Part 4

Test 2 Speaking Part 1

Task type:

conversation with the examiner

Topic focus:

answering questions

Training

Remind students that they will answer questions about their past experiences, current life, and future plans.

1 Ask students what they remember about the people who will be in the room during the Speaking test. Remind them that they will take the test with a partner, and that there will be two other people in the room: the person who asks them questions and the person who assesses them. Students complete the sentences.

1 candidates 2 assessor 3 interlocutor

- Ask different students to spell their name and surname. Deal with any difficulties regarding the pronunciation of letters which are often confused. Students reorder the questions and check their answers with a partner. They then take turns to ask and answer the questions. Remind them to give more than one-word
 - 1 What's your name?

answers.

- 2 How do you spell your surname?
- 3 Where do you come from?
- 4 Where do you live?
- 5 Do you work or are you a student?
- 6 What do you do?
- 7 Do you study English at school?
- 8 Do you like studying English?
- 3 Explain that there is one mistake in each sentence and that they should listen and correct it. Play the recording. Students compare their answers with a partner. Play the recording again if necessary for them to check their answers.
 - 1 Ivan's surname is spelt Sokolov.
- 2 Ivan's family are Romanian Russian.
- 3 Ivan lives in Romania London.
- 4 Ivan isn't a student.
- 5 Ivan doesn't enjoys his part-time job.
- 6 Ivan studies English twice three times a week.
- 7 Ivan doesn't likes learning English.
- 8 Ivan isn't very good at reading listening (/understanding what people say) in English.

Exam practice

Read through the Phase 1 questions. Make sure students know how to answer them. Remind them to practise talking about their lives and answering questions about themselves. Draw their attention to the Phase 1 language advice.

Students role play the exam situation, working in small groups: two of them are candidates and one is the examiner. They follow the script. Monitor and remind them to give more information to answer the questions where appropriate, rather than one-word answers. They then exchange roles so that each student has had a chance to answer the questions.

Move on to the Phase 2 questions and draw students' attention to the language advice. They then take turns in pairs to ask and answer the questions.

Test 2 Speaking Part 2

Task type:

discussion between candidates

Topic focus:

interacting with a partner

Training

In Part 2 of the Speaking test, students need to interact with their partner. Where possible, provide speaking practice opportunities in class, where students can interview each other. If possible, practise taking the examiner's role with pairs of students at a time. This will prepare students as fully as possible for the exam situation and help to put them at ease with what will happen during the exam itself.

Remind them to respond to what their partner says using appropriate phrases and to keep the conversation going.

Students complete the phrases before checking their answers with a partner. Then ask them to identify which phrases are used for agreeing, disagreeing and asking for opinions (agreeing: That's a good idea, You're right, I think so; disagreeing: I don't think that's a good idea because, I'm not sure about that; asking for opinions: What do you think about, how about you? Why don't we? What about? Do you agree?)

1 think 2 idea 3 about 4 right 5 so 6 because 7 sure 8 don't 9 What 10 agree

2 Students read the conversation and the situation that the students have been given. Ask them to try to complete the missing information in pairs before they listen and check. Play the recording for them to check their answers.

1 what do you think about 2 That's a good idea 3 Why don't we 41'm not sure about that 5 You're right 6 What about asking 7 Do you agree 8 I think so 9 How about you 10 I agree with you.

3 Remind students that in this part of the exam, the conversation with their partner should last two or three minutes.

Ask them to read the situation and discuss the ideas in pairs. Monitor while they are working and encourage them to use appropriate phrases for agreeing and disagreeing, as well as asking for opinions and responding to what their partner says.

Exam practice

Remind students to direct their conversation to each other, not the examiner. Students read the situation and look at the pictures for Exam practice Speaking Part 2 (see page C2). They then talk to each other. Time them for two to three minutes, so they have an idea of how long this part of the test lasts.

Ask them whether they found it difficult or easy to keep the conversation going. If they found it difficult, ask them what they could do to make it easier (for example, ask their partner more questions, extend their answers a little, and so on).

When they have finished, play the sample conversation for them to listen and compare with their own conversation.



Test 2 Speaking Part 3

Task type:

extended turn: talking about a photograph

Topic focus:

describing photos

Training

Remind students that they have to speak on their own about a photograph for about one minute. Ask them what they should say about the photo (describe the people, what they are doing and what they might be about to do, as well as where they are and what the weather's like.)

Students work in pairs and choose one picture each. Give them a few minutes to think about how they will describe their picture. When they are ready, give them one minute to talk about their photos. Time them.

If you want your students to use colour photos, these are reproduced on page C16.





Students listen to a student describing one of the photos. They should identify which photo is being described. (The photo on the left) They then listen to another student talking about the other photo. Ask whether they think the students' answers were good and why.

33 Photo A

This is a picture of a family – a couple with their son, I think. It looks like they're having a picnic in a park or garden, or maybe they're in the countryside. Maybe it's someone's birthday or they're just having a nice day out somewhere. They're wearing casual clothes and look relaxed. They're sitting on a large rug or blanket. There's a lot of food which they haven't eaten yet - I can see some fruit and sandwiches, and there's some orange juice. There's a box on the blanket. I'm not sure what the name for that is but it's where you put everything to carry it. The woman looks happy. I think she's looking at something on a tablet - the man's looking at it too. Perhaps she's taken a photo of them or something. It looks like a nice, sunny day.

34 Photo B

Girl: I think the people are friends. It looks like they're somewhere outside - maybe a street market or something. There's a food stall with flags behind them. The friends have already got their food and they're eating it. It looks like some kind of noodles. They seem to be happy. They may be sharing the meal. Everyone's dressed in casual clothes, it looks like it's a warm or sunny day. Maybe it's summer. I'm not sure why they're there - they've probably just met up at the weekend and decided what to do for the day.

Exam practice

Ask students what the link between Photo A and Photo B was (eating in different places). Ask them to read the situation and explain that they are going to describe another photo connected to the theme. Put students into pairs and tell one to look at Photo A and one to look at Photo B.

Allow them a short time to look at their photo and then give Student A one minute to tell their partner about their photo. Stop them at the end of the time limit and repeat for Student B. Ask students to provide each other with feedback. You could also teach some fillers, such as 'What else can I say?' to provide a bit of thinking time.

Students then listen to descriptions of the two photos and compare them with their own descriptions.

35 Photo A

Girl: The photo shows a family in a restaurant or café. It isn't very formal and they aren't wearing formal clothes, but they're sitting around the table having their meal. There are a mix of ages. They all seem happy. Maybe they've gone out for a meal because it's a special occasion, like someone's birthday. I'm not sure what they are eating. I think the young girl's got a kind of dessert or something like that. There are some water glasses and a ... well, I'm not sure exactly what you call it, but some sort of tree in the background. They're chatting. It looks like a nice, relaxed kind of place.

36 Photo B

Boy: I think the people in this photo are a group of friends. It looks like they're in someone's house. It looks like they might have been playing music. There is a guitar case at the side of the sofa. I'm not sure what the occasion is. I think they're just having a fun evening. They seem quite happy. They're eating pizza from a box. It looks like they have two types. Perhaps they've had it delivered.

Test 2 Speaking Part 4

Task type:

discussion related to Part 3

Topic focus:

opinions, likes and dislikes, experiences and habits

Training

1 Elicit what students remember about this part of the exam. Remind them that the theme in this part will be linked to the photos in Part 3.

Students match the halves of the questions before checking their answers with a partner.

1 g, 2 d, 3 e, 4 i, 5 a, 6 f, 7 b, 8 h, 9 c

- 2 Students take turns to ask and answer the questions. Remind them that in Part 4 of the Speaking test, they will hold a discussion. They should try to keep it going, but remind them that if they get stuck, the examiner will prompt them with a question to get the conversation going again. Encourage them not to rely on this, however.
- 3 Students look at the example in speech bubbles. They then read the questions and write down some ideas with reasons. They then take turns to ask and answer the questions. Encourage them to give their reasons without being prompted (i.e. they should not wait until the examiner asks Why?) and to respond to what their partner says. Remind them that the conversation should be as natural as possible. Remind them also to make sure they both say an equal amount during the conversation, and give their partner opportunity to speak.
- 4 Draw students' attention to the Remember! box and remind them to use some of these phrases when they are giving and asking for opinions. Students discuss the idea in pairs. Monitor as they are working, encouraging them to keep the conversation going by responding, asking questions and giving reasons for their ideas.

Extension

Students come up with their own statement / idea to discuss and pass it to another pair to talk about. Give them three minutes to have their discussion.

Exam practice

Read the examiner script. Students then discuss the situation, which is linked to the photos in Part 3 (in this case, eating in different places). Time them for three minutes and encourage them to keep talking, using the techniques and phrase they have learnt. Draw their attention to the language advice for help. They then listen to some further questions and answer them, giving reasons for their answers. Explain that these are the kinds of questions the examiner may ask them if they get stuck during the exam, but that they should remember that this part of the exam is a discussion between themselves and their partner only.

Paper 1 Reading and Writing

Reading Part 1

1 C 2 C 3 C 4 B 5A

Reading Part 2

6 E 7 H 8 F 9 A 10 D

Reading Part 3

11 B 12 A 13 B 14 B 15 B 16 A 17 B 18 A 19 A 20 B

Reading Part 4

21 D 22 A 23 C 24 A 25 D

Reading Part 5

26 D 27 A 28 D 29 C 30 B 31 C 32 D 33 C 34 A 35 B

Writing Part 1

1 gave/bought/got 2 so 3 let 4 mine

5 doesn't/does not // didn't/did not

Writing Part 2

Mark scheme

The answer must contain the following three points and be between 35 and 45 words in length.

1 tell Sam where you are going

2 invite Sam to come

3 suggest a time to meet

Hi Sam

My parents are taking me to see the new Avengers film on Saturday. Do you want to come with us? I know you love those films. We can meet at 6 o'clock outside the café in Friar Street.

See you soon

Sandy (44 words)

Comment

All three content points are covered appropriately. The message is the correct length and is clearly communicated. There is an appropriate opening and closing to the message.

General Mark scheme

- 5 All content elements covered appropriately. Message clearly communicated to reader.
- 4 All content elements adequately dealt with. Message communicated successfully, on the whole.
- 3 All content elements attempted. Message requires some effort by the reader, or One content element omitted but others clearly communicated.
- 2 Two content elements omitted, or unsuccessfully dealt with. Message only partly communicated to reader. or Script may be slightly short (20–25 words)
- 1 Little relevant content and/or message requires excessive effort by the reader, or short (10–19 words).
- O Totally irrelevant or totally incomprehensible or too short (under 10 words).

Writing Part 3

Letter

Hi Joe

Thanks for your letter, it's good to hear from you. I'm glad you like your maths teacher and he's helping you. I know you find maths difficult, but now maybe you will do better. My maths teacher isn't very good, but I think maths is really easy so I don't mind. Last year I had a brilliant geography teacher. As you know, I love geography and her lessons were very interesting. She was very clever and very funny. We learnt about Japan and I've decided I want to go there next year. Maybe we can go together.

Write again soon and tell me about your school.

Marco (109 words)

Comment

There is some use of linking words. The spellings are all correct and there is good use of punctuation. The tenses are appropriate and there is a range of them. There is a range of suitable vocabulary. The paragraphing is good. There is a suitable opening and closing to the letter and it is an appropriate length.

Story

The best day of Lisa's life started as soon as she got on the bus. She was going to see her favourite rock band with her friend Clara. Clara was waiting for her at the bus station and they walked to the concert hall where DangerZone were playing. The two girls were very excited as it was the first time they'd been to a concert on their own. The concert was brilliant and the girls danced and sang to the music. They were really happy, but then, as they were walking past the hall, the singer came out of a door. He smiled and said 'Hello' to the girls and Clara took a photo of him and Lisa together. What a fantastic day! (108 words)

Comment

This is a good attempt at a story. There is a wide range of grammatical structures, including the past simple, past continuous and past perfect, all used accurately. The vocabulary is suitable and relevant to the topic. The story has a clear narrative and is well organised.

Paper 2 Listening

Part 1

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

Part 2

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

Part 3

14 Dreams 15 fashion 16 magazines 17 toys 18 trees 19 the internet

Part 4

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

Paper 1 Reading and Writing

Reading Part 1

1 B 2 B 3 C 4 C 5 C

Reading Part 2

6 F 7 G 8 C 9 D

Reading Part 3

11 B 12 B 14 B 15 A 16 B 17 A 18 B 19 A 20 B

Reading Part 4

21 D 22 B 23 C 24 A 25 C

Reading Part 5

29 A 30 C 31 D 26 B 27 D 28 B

33 D 34 A 35 C

Writing Part 1

- 1 (that) I went
- 2 gave me // had given me
- 3 as many / so many
- 4 such a (really / very)
- 5 before / unless / except if / until

Writing Part 2

Mark scheme

The answer must contain the following three points and be between 35 and 45 words in length.

- 1 say where you are
- 2 describe the place you are staying
- 3 what you did yesterday

Hello from Portugal!

We're staying in a small hotel near the sea. There are great views of the beach and I can watch the fishing boats all day.

Yesterday we went to visit the museum in town and then had a delicious meal in a restaurant.

Bye! (47 words)

Comment

All three content points are covered appropriately. Then message is the correct length. The message is clearly communicated. There is an appropriate opening and closing to the message.

Writing Part 3

Letter

Hi David

It was good to hear from you. I'm glad you had a good time with Ali yesterday. My best friend is Jo. We met at primary school - we were in the same class and we sat next to each other. She's a really friendly person and very kind too. She always helps me with my maths homework because she's much better than me at maths! I'm better at English though so I help her with that.

We both love the same kinds of things, volleyball, listening to music and watching films. In fact tonight, we're going to the cinema to watch a comedy and eat popcorn! Sally (109 words)

Comment

All the points are covered. There is some use of linking words. The spellings are all correct. There is a good mixture of tenses, from past simple to going to for the future. The letter is an appropriate length and there is a range of vocabulary. There is good use of punctuation. There is a suitable opening and closing to the letter.

The best thing that ever happened to me!

Last week a small, white envelope came through my letter box. I don't usually get letters so at first I didn't think it was for me, but it had my name on it. My parents were watching me as I opened it and laughed loudly when I stared at the piece of paper inside. I was amazed. There were two plane tickets for me and my sister to go to America and stay with our cousins. They live in Los Angeles, city of the stars. At last I was going to Hollywood and maybe I would meet all my favourite actors! I am so excited - I can't wait! (108 words)

Comment

The answer has a mixture of adjectives, adverbs and linking words. The narrative is well organised and gives the reader an idea of how the writer feels about this event.

Paper 2 Listening

Part 1

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

Part 2

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

Part 3

14 Winter

15 500 / five hundred / 5 hundred

16 (of) April / Apr

17 (school) office

18 QUARTIN

19 music festival

Part 4

20 B 21 B 22 A 23 B 24 A

Paper 1 Reading and Writing

Reading Part 1

1 C 2 B 3 A 4 B 5 C

Reading Part 2

6 D 7 B 8 H 9 F 10 A

Reading Part 3

11 B 12 A 13 B 14 A 15 A 16 A 17 B 18 A 19 B 20 B

Reading Part 4

21 D 22 C 23 B 24 A 25 B

Reading Part 5

26 D 27 B 28 A 29 C 30 D 31 B 32 A 33 C 34 A 35 D

Writing Part 1

- 1 Would you
- 2 were driven
- 3 full
- 4 paid
- 5 good as

Writing Part 2

Mark scheme

The answer must contain the following three points and be between 35 and 45 words in length.

- 1 what was in the picture
- 2 what the teacher said about it
- 3 arrange when Jos can see the picture

Hi Jos

Yesterday I painted a picture of an old tree in my garden. I drew it early in the morning. My teacher said it was incredible and very realistic. Do you want to come over tonight and I can show it to you? Bye!

(45 words)

Comment

All three content points are covered appropriately. The message is the correct length. The message is clearly communicated. There is an appropriate opening and closing to the message.

Writing Part 3

Letter

Hi Sam

It's been ages since I heard from you. How are you?

I love shopping too, especially for clothes, but there aren't many good clothes shops in my town. I prefer going to the big shopping centre about 10 km away from my house as there are lots of great shops there, including my favourite shop, Zara. There are lots of other shops

too, like sports shops, bookshops and of course plenty of restaurants. I don't go shopping very often, but two weeks ago I bought a new shirt and some trainers. They were a bit expensive, but I really like them. Have you bought anything good recently?

Love

Ana (110 words)

Comment

There is some good use of linking words. There is a good range of appropriate tenses and vocabulary. The letter is an appropriate length. There is good use of punctuation and spelling. The paragraphing is appropriate. There is a suitable opening and closing to the letter.

Story

Connor arrived back at his house and found a big, friendly dog sitting on the doorstep! He looked around but couldn't see anyone so he took the dog inside and gave it some water to drink. He had always wanted a pet but his mum said that they had to try and find the owners. The dog didn't have a name tag so Connor took a photo of it and made posters which he put up on trees and fences around the neighbourhood. The poster said 'Dog Found – contact Connor 3394920'. After three weeks nobody had phoned and Connor's mum said he could keep the dog. Connor gave his new dog a name – Buster and everyday he and Buster play together in the park. (108 words)

Commen

The story starts with the sentence that the test specifies. There is some use of linking words. The story is grammatically correct and has a logical sequence. The tenses are all appropriate and there is a good range of vocabulary.

Paper 2 Listening

Part 1

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

Part 2

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

Part 3

14 farm

15 2,000

16 jewellery

17 coins

18 canteen

19 coggleston

Part 4

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

Paper 1 Reading and Writing

Reading Part 1

1 B 2 C 3 C 4 A

Reading Part 2

6 H 7 D 8 B 9 G 10 E

Reading Part 3

11 A 12 B 13 A 14 B 15 A 18 B 19 A 16 A 17 B

Reading Part 4

21 B 22 D 23 A 24 C 25 B

Reading Part 5

26 D 27 A 28 B 29 A 30 B 33 C 34 D 35 A 31 C 32 B

Writing Part 1

1 are found

2 smallest

3 when

4 would

5 eating

Writing Part 2

Mark scheme

The answer must contain the following three points and be between 35 and 45 words in length.

1 what kind of concert it is

2 why Alex will enjoy it

3 suggest how they can travel to the concert

Alex

My favourite band are giving a concert next Saturday in the town hall. I've seen them before and they're really good. They play rock music which I know you love so why don't you come with me?

We could go by bus - it's easy.

Sara

(46 words)

Comment

All three content points are covered appropriately. Then message is the correct length. The message is clearly communicated. There is an appropriate opening and closing to the message.

Writing Part 3

Letter

A project about computers sounds interesting. As you know, I love playing computer games but Mum says I waste too much time playing them. Yesterday I think I played games for about two hours in the evening, after dinner and then I did my homework. I sometimes use the computer when I have a project to do for school, but last night I just wrote in my book.

I think if we spend too much time on our computers, we won't see our friends and family as much. Also we stay indoors all the time instead of playing outside which isn't good.

From

Joe (106 words)

Comment

There is good attempt using simple linking devices. The range of structure and vocabulary is ambitious, for example waste of time, if we spend ..., we won't The letter is well organised and the spelling and paragraphing is good.

Sarah put her picnic lunch into her rucksack and set off to meet the others at the beach. It was the first day of the summer holidays and Sarah couldn't wait to tell her friends her good news. This year she was going to learn to sail - something she had always wanted to do. She loved watching the sailing boats early in the morning they looked so beautiful in the clear, blue water and she wanted to be out there with them. Sarah knew that sometimes she had to be alone, away from the town and all its noise. Sailing would give her the chance to enjoy life again after her terrible accident. (95)

Comment

The story begins with the words suggested in the question and follows a logical narrative, including a twist at the end. There are examples of adjectives, adverbs and some good expressions, such as couldn't wait, give her the chance. Although slightly under 100 words, the story is still complete.

Paper 2 Listening

Part 1

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

Part 2

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

Part 3

14 Detectives

15 comedy

16 dancing

17 size

18 14 pounds

19 November

Part 4

21 A 22 B 23 A 24 B 25 A



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Page 1 of 2

5 5	CAMBRIDGE ENGLISH Language Assessment Part of the University of Cambridge
3 5	Language Assessment
-di-	Part of the University of Cambridge

Candidate 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 O

PET for Schools Reading and Writing Candidate Answer Sheet

Instructions

Use a PENCIL (B or HB)

Rub out any answer you want to change with an eraser.

For Reading 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:



Par	t 1		7 =10
1	A	ВО	CO
2	A	B	CO
3	AO	ВО	CO
4	A	ВО	COC
5	AO	ВО	CO

Par	t 2							
6	AO	В	CO	DO	EO	FO	GO	НО
7	A	ВО	CO	DO	EO	FO	GO	НО
8	A	ВО	CO	DO	E	FO	GO	НО
9	A	ВО	CO	DO	EO	FO	GO	НО
10	A	ВО	CO	00	EO	FO	GO	Н

11	AO	ВО
12	AO	ВО
13	A	ВО
14	A	ВО
15	AO	ВО
16	AO	ВО
17	AO	ВО
18	AO	ВО
19	AO	В
20	AO	ВО

Par	t 4			
21	A	ВО	CO	DO
22	A	ВО	CO	00
23	A	ВО	CO	00
24	A	ВО	CO	00
25	AO	ВО	CO	DO

Par	t 5			
26	A	ВО	CO	DO
27	A	ВО	00 00	DO
28	A	ВОВОВО	00 00	00 00 00
29	A	ВО	CO	DO
30	AO	ВО	00 00	DO
31	A	ВО	CO	DO
32	AO	ВО	CO	DO
33	AO	ВО	0000	00 00 00 00
34	A	BO BO BO BO	CO	DO
35	A	ВО	CO	DO

Continues over

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Page 2 of 2

For Writing (Parts 1 and 2)	For	Writing	(Parts 1	and 2)	:
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Write your answers clearly in the spaces provided.

Part 1: Write your answers below.	Do not write below here
1	1 1 0
2	2 1 0
3	3 1 0
4	4 1 0
5	5 1 0

t 2 (Question 6): Write your answe		
313 54 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5 5		
	1 2/ 0 - 1	
Marine Landson and the Control of th		

Examiner's use only 0 1 2 3 4 5

Put your answer to Writing Part 3 on the separate Answer Sheet

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Page 2 of 2

Part 3		Question 7		Que	estion 8	may st	WITH I
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CAMBRIDGE ENGLISH Language Assessment Part of the University of Cambridge							
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Examination Title	NAME OF STREET	Tolli	100	xamination etails			
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Supervisor: If the candidate is ABSENT	or has WITHDRAWN s						
Instructions		art 1	-	Par	12		
Use a PENCIL (B or HB). Rub out any answer you want to change with		1 Å	B C	8	A	ВО	CO
an eraser.	ees, and (Elatic	2 Å	B C O	9	A O	ВО	0
For Parts 1, 2 and 4: Mark one letter for each answer.	SPES SEATOR	3 Å	B C	10	A O	ВО	00
For example: If you think A is the right answer to the question, mark	Man September 1	4 Å	B C O	11	A O	ВО	00
your answer sheet like this:		5 Å	B C O	12	A O	B O B	000
0 8		6 A O	B C O B C	13	A	Ö	CO
For Part 3: Write your answer clearly in CAPTIAL LETTERS. Write one letter or number in each box.		7 0	0 0				
Part 3				Do not write below here	Par	t 4	
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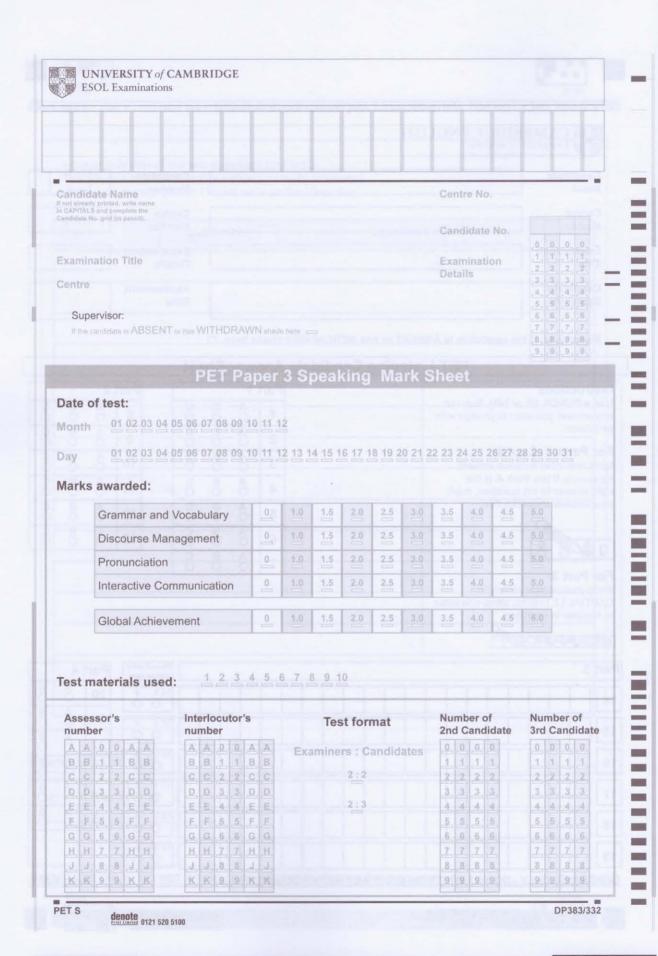
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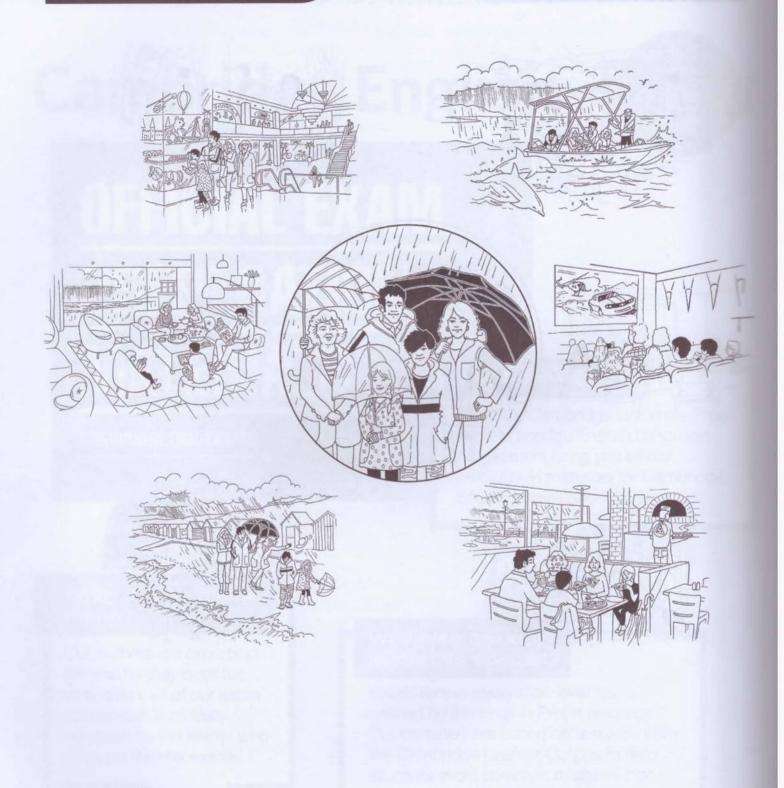
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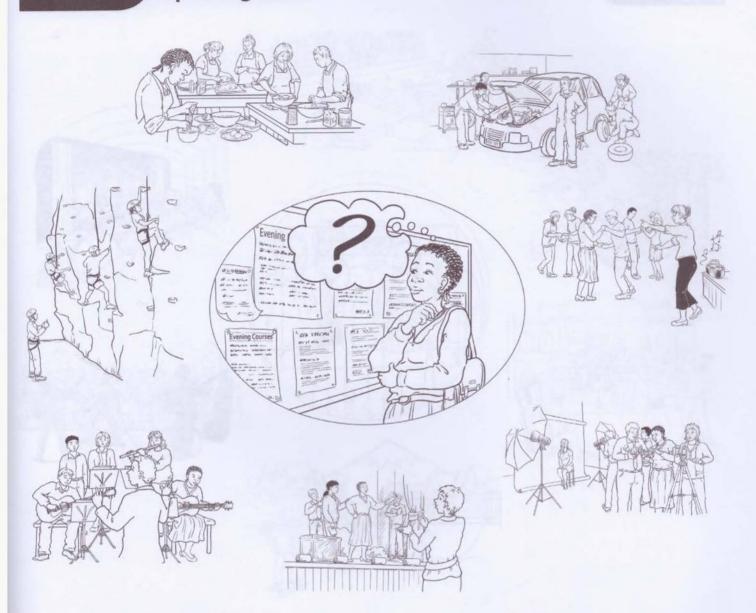
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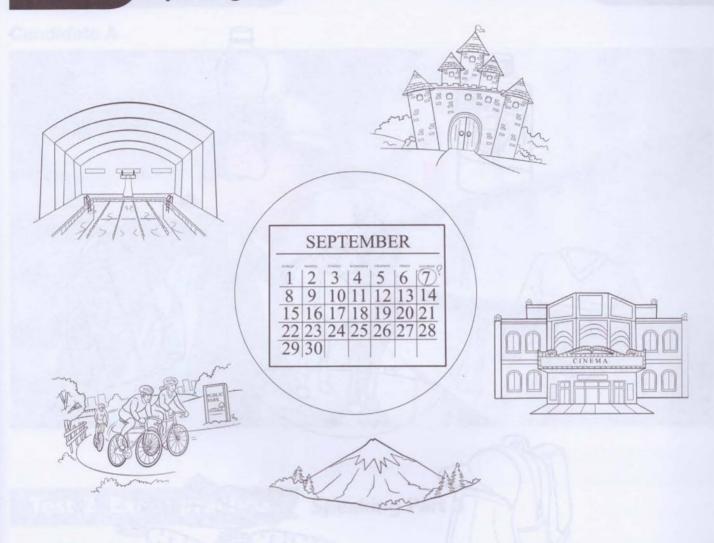








Speaking Part 2



Speaking Part 2



Test 1 Exam practice

Speaking Part 3

Candidate A



Test 2 Exam practice

Speaking Part 3

Candidate A



Test 1 Exam practice

Speaking Part 3

Candidate B



Test 2 Exam practice

Speaking Part 3

Candidate B



Speaking Part 3

Candidate A



Test 4

Speaking Part 3

Candidate A



Speaking Part 3

Candidate B



Test 4

Speaking Part 3

Candidate B



Speaking Part 3

Candidate A



Test 6

Speaking Part 3

Candidate A



Speaking Part 3

Candidate B



Test 6

Speaking Part 3

Candidate B



Speaking Part 3

Candidate C



Test 2

Speaking Part 3

Candidate C



Speaking Part 3

Candidate C



Test 4

Speaking Part 3

Candidate C



Speaking Part 3

Candidate C



Test 6

Speaking Part 3

Candidate C





Test 2 **Speaking Part 3**





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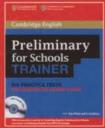
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