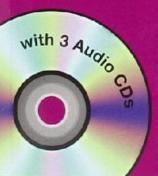




## Cambridge English

# First for Schools TRAINER

SIX PRACTICE TESTS
WITH ANSWERS AND TEACHER'S NOTES



Sarah Dymond, Sue Elliott, Felicity O'Dell and Helen Tiliouine

Official preparation material for Cambridge English: First for Schools, also known as First Certificate in English (FCE) for Schools

CAMBRIDGE UNIVERSITY PRESS Cambridge, New York, Melbourne, Madrid, Cape Town, Singapore, São Paulo, Delhi, Mexico City

Cambridge University Press The Edinburgh Building, Cambridge CB2 8RU, UK

www.cambridge.org Information on this title: www.cambridge.org/9781107630529

© Cambridge University Press 2013

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2013 Reprinted 2013

Printed in Italy by L.E.G.O. S.p.A.

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

ISBN 978-1-107-63052-9 Practice Tests with answers and Audio CDs ISBN 978-1-107-68247-4 Practice Tests without answers ISBN 978-1-107-69237-4 Audio CDs (3)

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.

It is normally necessary for written permission for copying to be obtained in advance from a publisher. The answer sheets at the back of this book are designed to be copied and distributed in class. The normal requirements are waived here and it is not necessary to write to Cambridge University Press for permission for an individual teacher to make copies for use within his or her own classroom. Only those pages which carry the wording '© UCLES 2013 Photocopiable' may be copied.

#### Contents

Introdu	ction	4
Training	g and Exam Practice	
Test 1	Paper 1 Reading Paper 2 Writing Paper 3 Use of English Paper 4 Listening Paper 5 Speaking	10 20 32 46 55
Test 2	Paper 1 Reading Paper 2 Writing Paper 3 Use of English Paper 4 Listening Paper 5 Speaking	63 72 84 94 102
Practice	Tests	
Test 3	Paper 1 Reading Paper 2 Writing Paper 3 Use of English Paper 4 Listening Paper 5 Speaking	108 114 116 121 125
Test 4	Paper 1 Reading Paper 2 Writing Paper 3 Use of English Paper 4 Listening Paper 5 Speaking	127 133 135 140 144
Test 5	Paper 1 Reading Paper 2 Writing Paper 3 Use of English Paper 4 Listening Paper 5 Speaking	146 152 154 159 163
Test 6	Paper 1 Reading Paper 2 Writing Paper 3 Use of English Paper 4 Listening Paper 5 Speaking	165 171 173 178 182
Audios	cripts	184
Teacher	's Notes & Keys Tests 1-2	202
Practice	Test Keys Tests 3-6	231

#### Introduction

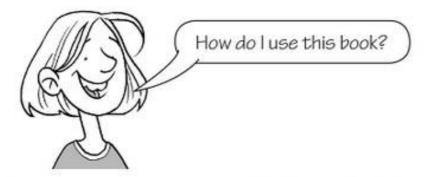


If you are aged between 12 and 17 and want to take First for Schools (FCE), this book is for you!



This book is called 'Trainer' because it is full of exercises to help you get better and better at doing each part of First for Schools.

So, complete all the exercises then do all the practice papers! If you train and work hard, you'll soon be ready to take First for Schools.



First, do the grammar and vocabulary exercises on each **Training** page. Then do the task on the **Exam practice** page and check your <u>answers</u>.

#### On Training pages you will find:



#### Cambridge Learner Corpus

This shows information about mistakes that some FCE candidates make. If you do these useful exercises, you will learn not to make these mistakes when you do First for Schools.

#### Tips!

These are ideas to help you do well in the exam. For example: To find the answers in Reading Part 1 candidates may need to infer the meaning from clues in the text.

#### Remember!

These are quick reminders about grammar points or vocabulary that you should learn. For example:

To change direct questions to indirect questions:

Wh- questions: What's the time? → Do you know what the time is? Yes/No questions: Is John here? → Do you know if John is here?

#### On Exam practice pages you will find:

- a First for Schools exam task for you to try and complete
- advice to help you with different parts of the task.

#### Tests 3, 4, 5 and 6:

When you finish Tests 1 and 2 you will be ready to do complete First for Schools practice tests.

Tests 3, 4, 5 and 6 are just like real First for Schools Reading, Writing, Use of English, Listening and Speaking papers. Doing these tests will give you extra help to prepare for the exam.

Keep a record of your scores as you do the tests. You may find that your scores are good in some parts of the test but you may need to practise other parts more. Make simple tables like this to help record your scores.

#### Paper 3 Use of English

	Part 1	Part 2	Part 3	Part 4
Test 3				
Test 4				
Test 5				
Test 6	i i			

#### Other features of the First for Schools Trainer

#### Visual material

In the Speaking test the examiner will give you a booklet with pictures and photographs in it. The visual material in the colour section from pages C1-C16 will help you practise and become familiar with the type of pictures and photographs you will see in the test and help you increase your confidence.

#### Answer sheets

Look at these to see what the First for Schools answer sheets in the test look like and learn how to complete them. Ask your teacher to photocopy them so that you can use them when you do your practice tests.

#### Three audio CDs

Listen to these to practise the Listening paper. You will need to listen to these to practise some parts of the Speaking paper too.

#### Cambridge English: First for Schools

#### Contents

First for Schools has five papers:

#### Reading: 1 hour

The paper contains three parts. One part may contain two or more shorter related texts. The task types are multiple choice, gapped text and multiple matching. The texts are approximately 550–700 words long, making about 2,000 words overall. For Parts 1 and 2 each correct answer receives two marks. For Part 3 each correct answer receives one mark.

#### Writing: 1 hour 20 minutes

The paper contains two parts. Candidates are required to complete two tasks: a compulsory one in Part 1 and one from a choice of five in Part 2. Each question on this paper carries equal marks.

#### Use of English: 45 minutes

The paper contains four parts. The tasks are multiple-choice cloze, open cloze, word formation and key word transformations. For Parts 1, 2 and 3 each correct answer receives one mark. For Part 4 each correct answer receives up to two marks.

#### Listening: about 40 minutes

The paper contains four parts. The text types are *monologues* (answerphone messages, information lines, commentaries, radio documentaries and features, instructions, lectures, news, public announcements, advertisements, reports, speeches, stories and anecdotes, talks) and *interacting speakers* (conversations, discussions, interviews, quizzes, radio plays, transactions). Each correct answer receives one mark.

#### Speaking: 14 minutes

The Speaking test contains four parts: short exchanges with one examiner and another candidate; a one-minute 'long turn'; a collaborative task involving both candidates; a discussion. Usually candidates take the Speaking test with just one other candidate, but sometimes candidates take the Speaking test in groups of three. Candidates are assessed on their performance throughout.

#### Frequently asked questions:



( What level is First for Schools?

At this level a learner should be able to:

- · use the main structures of the language with some confidence
- demonstrate knowledge of a wide range of vocabulary
- use appropriate communicative strategies in a variety of social situations
- · pick out items of factual information from spoken language and written text
- distinguish between main and subsidiary points
- distinguish between the gist of a text and specific detail
- produce written texts of various types showing the ability to develop an argument as well as describe or recount events.

For more information on 'Can Do' statements go to: http://www.cambridgeesol.org/exams/exams-info/cefr.html

Note that different students have different strengths and weaknesses. Some may be good at speaking but not so good at writing; others may be good at reading but not so good at listening. The B2 Level 'Can Do' statements simply help teachers understand what First for Schools candidates should generally be able to do at this level.

What grade do I need to pass First for Schools?



Results are reported as three passing grades (A, B and C) and two failing grades (D and E). Candidates who don't get a passing grade but show that they have ability in English at a slightly lower level (Council of Europe Level B1) get level B1 on their certificate. Candidates who score below level B1 get a fail grade.

Basic user		Independent user		Proficient user	
A1	A2	B1	B2	C1	CZ
	Key for Schools (KET for Schools)	Preliminary for Schools (PET for Schools)	First for Schools (FCE for Schools)		



### What marks do I need to pass each paper, and to get an A or B in the exam?

Candidates do not have to get a certain mark to pass each paper in the test. The final mark for First for Schools is the total number of marks from all five papers: Reading and Writing, Use of English, Listening and Speaking. Each paper contributes 40 marks to the examination overall mark of 200. Candidates receive a graphical Statement of Results and a standardised score for each paper out of 100. This means that the score a candidate needs to achieve a passing grade will always be 60.

Grade A = 80-100

Grade B = 75-79

Grade C = 60-74

How can I find out about my performance in each paper of First for Schools?



Before you get a certificate you will get the Statement of Results telling you how well you did in First for Schools. As well as your result and your score out of 100 it also gives you your 'Candidate Profile'. This is an easy-to-read graph that shows how you performed on all the papers of the test compared to the all the other candidates taking the same test. If you do not get the score that you wanted, the Candidate Profile will show you which of the skills (reading, writing, use of English, listening or speaking) you did well in and which you need to improve.



Is First for Schools suitable for candidates of any age?

First for Schools is more suitable for students who are at school and aged from 12-16 but it is generally suited to students who are still at school. To make sure that the material is interesting for this age group and not too difficult or too easy for the B2 level, all the parts of the reading, writing, use of English, listening and speaking papers are pre-tested. This means that different groups of students try the materials for each part of the test first. The material will then only be used in real exams if the result of the pre-test show that they are suitable for candidates who want to take First for Schools.

# THIS SPACE IS INTENTIONALLY LEFT BLANK

#### Reading Part 1

#### In this part of the test you:

- · read a long text
- answer eight multiple-choice questions
- choose your answer from four options (A, B, C or D)
- 1a Read guickly through the section of text below, and then cover the text and try to tell your partner what happened, in your own words.
- Tip! Read through the whole text first so that you have a good idea of what it's about, for example who the writer is and why they are writing.
- b Now try to answer the following questions to check your understanding.
  - 1 Who is 'I' in the text, do you think?
  - 2 Where are they? Who with?
  - 3 What activity are they planning to do?
  - 4 How are they travelling?
  - 5 What's the weather like?
  - 6 How does the writer feel as a result?

On Saturday, my family and I went out to our favourite island to do a bit of snorkelling. The trip involved what we'd thought would be an enjoyable one-hour boat ride some miles out to sea, to get to the snorkelling area near the island. The first part of the trip was fine as we were close to the harbour, but as soon as we hit open water, the waves got bigger, and we realised just how windy it really was, away from the shelter of the beach. The boat rolled around and I suddenly began to fear I'd feel seasick - I sometimes do on boats. But almost as soon as I'd had that thought, our boat landed on the island,

2a Read this question about the section of text that you have just read.

What was unexpected about the trip to the island?

Read through the text and underline the part where the answer comes from.

- b Now read the four options below. Which one is the closest to the answer that you marked in the text?
  - A The writer felt ill during the journey.
  - B It involved a longer boat journey than usual.
  - C The weather made travelling difficult.
  - D It was impossible to land on the beach as usual.
- 3 Read the next section of the text on page 11. Check your understanding by answering the following questions.
  - 1 What were the water conditions like around the island?
  - 2 Where did they go before their snorkelling?
  - 3 What did they see from there?

Compare your answers with your partner.



Tip! When you've located your answer in the text, look for synonyms and paraphrases in the options - words that mean similar things, or ideas that are expressed in similar ways. Don't just try to match the same words in the text and the option this may not give you the correct answer.



Tip! Don't worry too much about words and expressions that you don't understand - you may find you don't need to know them to answer the question.



The island is surrounded by smaller islands, making the clear blue water much calmer. But this time, before we went snorkelling, we first boarded the famous glass-sided boat we'd heard so much about. It's parked there permanently so that visitors can view some of the fish that they can swim among. Once we were on our way, a guide told us what the fish were all called, and which ones we were likely to see. Then he threw some bread into the water, which attracted loads of beautifully coloured fish of all shapes and sizes. They suddenly appeared and swam past the observation window.

**4a** Find the answer to the following question and underline it in the text.

Why did the writer get to see such a variety of fish?

Tip! Your answers must come from the text, not from your own opinions.

Compare your answer with your partner.

- b Now look at the four options. Which one is closest in meaning to the answer that you underlined in the text? Why are the other three options wrong?
  - A The water was very clear where they were.
  - B The area was well known for its different fish.
  - C The fish were fed to bring them to the boat.
  - D The guide told them the names of all the fish.
- 5 Now read the final section of the text. As you read, think about whether the writer is positive or negative about this part of their trip. Which words and expressions tell you this?

Finally the boat headed back to the island and we were soon back at the beach. We all agreed it had been worth giving up precious snorkelling time to do the boat trip, but now we were keen to get into the water ourselves. We quickly changed into our swimming gear, and as we dived down under the waves, we were buzzing with excitement, wondering what kind of wildlife we'd encounter. As it turned out, we weren't disappointed – a shoal of tiny flame-coloured fish swam right by us as we went down into the depths, followed by some other wonderful sights, all of which made a perfect end to our trip.

6 Now look at the question and options, and underline in the text where you find the answer. Why are the other options wrong? Compare your answers with your partner.

How did the writer feel when they finally went snorkelling in the sea?

- A sorry that they hadn't gone sooner
- B thrilled at the thought of what they'd find
- C let down by the size of some fish they saw
- D keen to stay underwater for as long as possible



Reading Part 1 Test 1 Training | 11

#### Test 1 Exam practice

#### Reading • Part 1

You are going to read an extract from the biography of a girl called Sarah, who is visiting Australia. For questions 1 - 8, choose the answer (A, B, C or D) which you think fits best according to the text.



Tips! Read the instructions and the title of the text.

> Read quickly through the whole text. What is it about?

Mark your answers on the separate answer sheet.



#### Australian road trip

Dad had been driving our family through the beautiful countryside of Australia for some days, mainly along the coast. Then he suddenly decided we should explore what the scenery was like inland too, so we turned away from the sea and drove for miles through the countryside. Dad was very optimistic about what an adventure it would be, but it wasn't long before the rest of us suspected it was going to be pretty dull, not to mention uncomfortable as the roads were now full of hazardous holes.

The scenery was mostly dry plains, spotted with eucalyptus trees and a few flowering plants somehow managing to survive the climate. It seemed just about the loneliest place I'd ever visited. We drove through several towns - tiny groups of houses with a handful of stores - separated by miles and miles of empty road in between, sometimes punctuated by the odd house on the roadside here and there.

I was curious about the signs that pointed away up endless long driveways to single houses, and started to wonder about the lives of people living there. But immediately the thought of living in such a quiet, remote place made my heart sink, and I thought longingly of my own house thousands of miles away.

If we were hoping to see some wildlife, we weren't disappointed. Large adult kangaroos were a common sight as the sun started to go down, feeding off the rather thin grass on the roadside - probably because on the other side of the fences the cattle had eaten absolutely all the nicer stuff, so nothing else remained for the poor kangaroos. Luckily they stayed away from vehicles, so at least we weren't in danger of crashing into them.

Further along the way, we met some cattle drovers who'd been driving their cattle thousands of miles over a period of months, towards areas where they knew there'd been small amounts of rain. There were just five of them to look after more than a thousand animals, and we learnt that they just drove their cattle towards wherever it rained. They never knew what would happen from one day to the next, which seemed a strange, unattractive sort of life to me.

Then we finally approached a big town, where there was a huge zoo. By this time, we really wanted to get out of our car and do something, so we parked up and went in. The zoo had mainly Australian animals, some of which we'd already come across along the way, so we were quite keen to find out more about them. We saw a crocodile show, where they get crocodiles to jump out of the water by hanging some meat in the air. Far from being the quiet animals they look when they're fast asleep on a riverbank, they were transformed into fierce, snapping creatures that reminded me of ancient, terrifying dinosaurs.

While we were there, two new crocodiles arrived. The two adults had been found injured in the wild, and transported to the zoo in a plane, inside special long wooden boxes designed to keep crocodiles cool and quiet during a journey. Once they were at the zoo, they were released into their pond, and they ran straight into the water to cool off, sinking down until just their eyes were visible.

Then we went off to see some kangaroos. This time, rather than just seeing them from afar, you could touch them if you wanted and feel their soft fur. One actually had a baby in its special pouch, like a little pocket, with just the baby's tail sticking out! The keeper happened to mention that adult kangaroos can kick at their enemies really fiercely, so I decided against getting too near the mother, even though she was with the keeper, and just settled for a photo instead.

12 | Test 1 Exam practice Reading Part 1

- 1 Sarah says that when her dad drove off the coast road to explore the countryside
  - A he quickly decided he had made a mistake.
  - B the family were relieved to be on better roads.
  - C he was thrilled with the views they discovered.
  - D the family soon realised the drive wouldn't be very exciting.
- 2 How does Sarah describe the towns they passed through?
  - A There was no sign of life between each one.
  - B They were located very far apart.
  - C There were a lot of gardens in each one.
  - D They had quite a few shops.
- 3 How was Sarah affected by the remote homes she saw along the way?
  - A She began to feel quite homesick.
  - B She was keen to know more about the owners' lifestyles.
  - C She found the thought of living there scary.
  - D She wondered why people wanted to live so far from other people.
- 4 When Sarah first spotted some wild kangaroos, she
  - A hoped they wouldn't be the only wildlife they saw.
  - B was afraid they might be dangerous.
  - C felt concerned about their lack of food.
  - D was surprised at their size.
- 5 What did Sarah feel about the cattle drovers' way of life?
  - A She envied them their lifestyle.
  - B It was very unpredictable.
  - C It was physically exhausting.
  - D She decided she'd like to work with animals too.
- 6 When Sarah saw the crocodile show at the zoo, she was
  - A frightened by their behaviour.
  - B disappointed that they were asleep.
  - C keen to have a better look at them.
  - D attracted by their unusual appearance.
- 7 Sarah says that the new crocodiles at the zoo
  - A appeared stressed by the journey they'd had.
  - B had been transported there in an unusual way.
  - C seemed pleased to be in their new home.
  - D had been brought in because they were babies.
- 8 At the zoo, Sarah managed to
  - A photograph some kangaroos.
  - B see how kangaroos defend themselves.
  - C ask the kangaroos' keeper some questions.
  - D stroke the kangaroos.

#### Advice

- 1 What kind of drive were the family expecting, through the countryside?
- 4 Why does Sarah talk about 'poor' kangaroas?
- 5 Which adjectives does Sarah use to describe the cattle drovers' life? Why?

Reading Part 1 Test 1 Exam practice | 13

#### Reading Part 2

#### In this part of the test you:

- read a text with a number of sentences missing
- choose the correct sentence to fit each gap
- 1 Look at the kinds of words that are important in Part 2 in the Remember! box. Choose words and phrases from the list to complete the sentences below.

1	My brother loves watching films at the	cinema	
	goes whenever a new	comes out.	

- Living in a city is exciting...... life in a village is much quieter.
- I really enjoyed my new school, but
   I began to find things about it that I didn't like.
- 4 My grandfather spends a lot of time in his garden. ......seems to keep him very busy.
- 5 My uncle changes jobs all the time. He's . .......working at a local supermarket, and he's enjoying it.
- 6 I don't like going out in winter as it's so cold. ...., my friends aren't keen either so we tend to stay at home and play on the computer!
- I hadn't got any money to spend, I still went into town to look around the shops.
- What are the words and phrases doing in 1-8? Which sentences:
  - a tell us what time the writer is talking about?
  - b refer back to something already mentioned?
  - c add a similar or contrasting piece of information?
- 3 Read the following paragraph and choose the correct sentence (A, B or C) below to fit the gap.

Tip! You'll need to understand what kind of words and phrases are commonly used in a text to **hold it together**, for example pronouns, time words and words that signal additional and contrasting ideas.

Rememb	erl	
Pronouns	Time	Adding
	expressions	information
he/she/it	after that	however
that	next	on the other hand
this	currently	what's more
one	at first	besides this
	then	although

Tip! Read through each paragraph carefully.

What is each one about?

People and animals sleep in very different ways. Most people can imagine nothing better when they feel tired than lying down indoors in a soft, cosy bed, and many pets have adopted the same habit. \_\_\_\_\_\_It may look very uncomfortable to us, but for them, lying down to sleep can actually be quite difficult.

- A Take a pet dog, for example it will usually love to lie in its favourite basket.
- B What's more, they prefer to lie down and sleep outside as it's more natural for them.
- C Horses, on the other hand, tend to sleep standing up.

Compare your answer with your partner. Why are the other two sentences wrong?

14 Test 1 Training Reading Part 2

#### Test 1 Exam practice

#### Reading • Part 2

You are going to read an article about a girl who is taking part in a swimming competition at her school for the first time. Seven sentences have been removed from the article. Choose from the sentences A - H the one which fits each gap (9 - 15). There is one extra sentence which you do not need to use. Mark your answers on the separate answer sheet.

Tios! Read through the whole text to make sure you understand what it is about. Then look at what comes before and after each gap. You need to find a sentence that links the ideas and makes sense.

#### My first swimming competition

Last Saturday I took part in my first ever swimming competition at my school against several other schools in my area. I'd previously helped out with organising these events, but this time my friends persuaded me that it was really time I had a go at swimming competitively - even though I'm not a brilliant swimmer. So it was a pretty stressful event!

As I was so tense, I thought I'd go early to get changed and prepare. However, I arrived at school to find the changing rooms already full of students, among them some of our best swimmers. Far from appearing nervous, they looked as if they couldn't wait to go out there and get started. I really envied their confidence, as mine was very low by then. 9 I was horrified by what I saw. Every student in the school was sitting there, patiently waiting for the competition to start. My knees turned to jelly ...

As every year at these competitions, everyone had dressed up to look like their favourite film characters. I could see loads of wizards and monsters among the crowd, not to mention a few teachers dressed up as They were determined not cartoon characters. 10 to miss out on the fun!

Once the events got started, it was easy to see how our school had gained such a great reputation for swimming. As you can imagine, these performances really impressed our guest judges, who couldn't believe the standard that even our youngest swimmers had achieved.

I was due to take part in the final race of the day. It was a relay involving several teams of four people. Each team member had to swim one length as fast as they could, so I really didn't want to be the one who let the team down. I'd trained for the event, so that at least I'd be able to



#### Advice

9 How was she already feeling as she looked out at the pool? How might she be affected by what she saw?

10 What is the topic of the paragraph? Who might 'they' refer to after the gap?

swim my length without any problem, 12 I thought they might just give me the extra bit of help I'd need.

By the time it was my turn to race, the rest of the team, who were brilliant swimmers, had already done their lengths - so it was all down to me. We were already ahead of two other teams. 13 Everyone was depending on me, and the pressure was really on - and that was the last thing I needed when I already felt so nervous! The end of the race couldn't come soon enough for me.

The moment came when we had to climb onto the

starting blocks. I adjusted my swimming goggles and wiggled my feet around a bit more so that I was standing firmly on the block, and then got into start position. The spectators fell silent. 14 But there was no more time to think about that, as suddenly it was my turn - and I was in the water! I swam as fast as I could to the other end of the pool, with the shouts and cheers of the spectators ringing in my ears. Within seconds, I'd reached the wall - just in time to turn round and see all the other swimmers touch the wall after me! I'd won my length - and the race, on behalf of my team! The whole crowd stood up to cheer - I couldn't believe it!

Of course, after it was all over, I did take a moment to think about the other people I'd been competing against. 15 So my victory suddenly didn't seem that brilliant after all. But I was still determined not to lose my moment of glory!

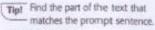
- And just in case I discovered I couldn't, I'd put on my lucky swimming shorts especially for the event.
- B I realised that, like me, they probably weren't exactly their school's best swimmers.
- C But I knew if I didn't manage a fast time, our closest opponents would win.
- D However, I knew I'd be both happy and disappointed once it was all over.

- And it sank even further when I looked out at E the pool.
- Within an hour, several records set by former students were completely broken.
- G That made me feel worse as I prepared to jump - I definitely would have preferred some cheering!
- Even the swimmers waiting by the pool had amazing decorations on their caps.

#### Reading Part 3

#### In this part you:

- · read through one long text divided into sections, or up to six shorter texts
- information in the texts that matches fifteen short questions
- Read what Jack says about his visit to an art exhibition. Find the line in which he talks about:
  - 1 the numbers of people at the exhibition.
  - 2 what he was grateful for.
  - 3 his feelings about art generally.
  - 4 what he found most impressive about the exhibition.





We went on a museum trip with the school last week. It was really crowded - one of those exhibitions where you spend a lot of time looking at the backs of people's heads rather than at the art works, having first queued for ages to get in. But thanks to our teacher we went past that bit as she'd booked everything beforehand, but even so it was hard to move once we were inside. Having said that, though, it was absolutely worth putting up with all that for the

- s experience. Don't get me wrong, I'm not a great art expert or even that much of a fan, but the pictures of people painted hundreds of years ago just touched something within me, somehow - not to mention having the chance to see one of the most famous pictures in the world. That's something I won't forget in a hurry.
- Which one of these sentences matches most closely what Jack says about the exhibition? Underline the part of the text where he says this.
  - A He became irritated by the number of people there.
  - B He disliked the behaviour of the people attending.
  - C He accepted the difficult conditions for the sake of the visit.

Why are the other two options wrong?

- Read what Sophie says about her visit to an exhibition. Find the line in which she talks about:
  - 1 the kind of exhibition she last went to.
- 3 her own behaviour while she was walking around.
- 2 the problems she discovered of using audio guides.
- 4 her opinion of the content of the audio guide.

This exhibition was the biggest I'd been to. Once I got inside, I was pretty surprised by the numbers of people using audio guides, which they listened to while they wandered around looking at the pictures. So I had a go, tool Problem was, the art works featured on the guide were exactly the ones where most people were gathering, so it got quite tricky to see what the audio guide was describing. And of course because you're wearing earphones,

- s you can't listen to what other visitors are saying about the paintings that's usually fascinating! But I became so absorbed in listening to the guide that I bumped into a couple of people as I walked around! Luckily they didn't mind, though, and I picked up some really useful information, so I'd probably use a guide again.
- Which one of these sentences matches most closely what Sophie says about the exhibition? Underline the part of the text where she says this.
  - A She hadn't expected so many audio guides to be used by visitors.
  - B She was pleased at the number of art works she got to see.
  - C She felt very embarrassed about something she did in the exhibition.

Why are the other two options wrong?

#### Test 1 Exam practice

#### Reading • Part 3

You are going to read a magazine article about people's experiences of going to theme parks. For questions 16 - 30, choose from the people (A - D). The people may be chosen more than once.

Tip! Read the instructions and the title of the text. Then read through the questions and underline key words.

Tip! There may be information in more than one section of the text which appears to match the questions, but which is not close enough to be correct. Check carefully!

Advice

Mark your answers on the separate answer sheet.

#### Which person

found a way to avoid the crowds who were walking around in the park?

16

16 Which person went around the park in a different direction to other people?

welcomed the opportunity to wander round the park without their parents?

17

20 Which person had a long visit and a lot of activities?

was pleased to find that one ride completely lived up to its promise?

found the trip distracted them from fights with family members?

felt they attempted to do too much during their visit?

was happy about the short time it took to get on the rides?

admired their parents for the amount of planning that had been done?

had planned before they arrived how they'd spend their time?

was concerned that not everyone had got to do what they wanted at the park?

says their trip was spoilt slightly by the weather?

says they felt excited rather than nervous about one ride?

took home a lot of purchases?

was surprised by the size of the park?

was relieved to discover they had things in common with their companions?

says it was expensive to go into the park?

18

19

20

21

22

23

24

25

26

27

28

29

30

#### Going to a theme park

#### A Joanna



We went on a four-day trip to a huge theme park, and I feel now that we might have burnt out too quickly. The first day was fantastic, going on absolutely every ride, however scary! But by the fourth

day, we were getting a bit fed up with the constant race to fit in as many attractions as possible. And my parents must have spent loads – by the end of the trip we seemed to have acquired half the contents of the souvenir shops! But we had a great time and for once my brothers and I forgot all about the stupid arguments we have with each other over trivial stuff. They're usually friendly but a bit annoying for my mum and dad, especially if we're stuck somewhere in the pouring rain – like we were sometimes on this trip! That was a pity as it meant we missed out on some of the rides. But never mind – we still managed not to quarre!!

#### B Matthew



My family had insisted we sat down at home with the friends who were going with us and discussed who wanted to do what, so that we weren't wasting time fighting when we got there – and it seemed to

work! Anyway, if we'd ended up waiting around in the burning heat that we had that day, we'd have been in trouble, I reckon. The theme park was amazing. The roller coaster alone was worth the high entrance fee – although my parents might not agree! It claimed to be the fastest in the world, but I doubted that. Still, judging by the track, I suspected the ride would be a different experience from the usual stuff, so I was determined to have as many goes as possible. I still found myself shaking in the queue, but it was definitely from the thrill of what was to come. And we weren't disappointed. Once the ride took off, the massive loops and drops just forced us back in our seats – all part of the fun!

#### C Tim



Mum and Dad gave us each some spending money for the day, so there'd be no further argument over buying must-have souvenirs from the shops! And to my relief we were allowed to go off by ourselves for a

bit – luckily I've got an older brother and sister to accompany me, and we all managed to do the rides we wanted. That was important as the place was far more extensive than even my wildest dreams, and that's saying something! Dad had got some special offers that reduced the price of entry – and this doubled the fun, as they entitled us to go to the head of the queue for the rides, like celebrities. That was lucky – we could have wasted hours otherwise. And it meant I managed endless goes on my favourite, Ghost Train. Even in the pouring rain that we had at one point, it never failed to thrill!

#### D Kaori



We went to the theme park with another family my parents knew, and their teenage daughters. My sister and I hadn't met them before, so I was a bit doubtful. But it turned out they were just like us—especially

when it came to wanting stuff from the souvenir shops! First we sat in the park café and sorted out who was going where, so that no-one got cross about missing out on the roller coaster or whatever, I reckoned our friends were too polite to say what they really wanted, though. Then we overtook everyone and headed immediately for the end of the park, where it was quiet, and worked backwards – we missed a few queues that way, too. The weather was on our side too – mid-20s. Mum and Dad had even checked the forecast when they arranged the day – amazing. Can't imagine I'll be doing all of that when I've got kids!

Reading Part 3 Test 1 Exam practice | 19

#### Test 1 Training Writing Part 1

#### In Part 1 you:

- · read through the question, and a letter/email written to you
- read the handwritten notes on the letter/email
- · write either a letter or an email. It could be to a friend, a teacher, or someone you haven't met
- write between 120 and 150 words
- Imagine that you have received the email below. Talk about the answers to these questions with a partner.
  - 1 Who is the email from?
  - 2 How well do you know the writer? Is it a friend? A teacher? A stranger?
  - 3 What are you going to do on Saturday?



- 2 Look at the prompts at the side of the email. They tell you what points you must include in your reply to Jo. Answer the questions below with a partner.
  - 1 What will you say to thank Jo?
  - 2 Which would you prefer the harbour trip or going shopping? Why?
  - 3 What things would you like to do at Jo's home? How could you suggest them to Jo?
  - 4 What else do you need to know? So what question would you like to ask lo?
- 3a Carefully read what a girl called Sarah wrote for her answer to Jo's email.

Hi Jo.

Thanks very much for offering to come and pick me up on Saturday. That's really kind of your dad. My train arrives at 11.00 a.m., so I'll see you then. In the afternoon, I think I'd prefer to go on a harbour trip, as I've never done it before and it sounds exciting! Do you think we'll see any wildlife? I

think it'll be better than shopping, which is what I do every weekend with my friends! What do you think?

In the evening there are lots of things we could do. Why don't we watch a film together? If you want, I can bring some of my DVDs, so that we can

watch a comedy film. Do you like those sorts of films? If not, I can bring something different.

Can you tell me what I should wear for the harbour trip, Jo? Do you think it will be cold?

Could you write back and let me know?

See you on Saturday!

Sarah



20 | Test 1 Training Writing Part 1

b	How does Sarah develop each of the p partner. Cover the text, and try to reme each of the following points. Make not	ember what Sarah has written for	
	1 thanking Jo	3 what she suggests for	the evening
	2 what she'd prefer to do in the afterno		
4	Look at the language that Sarah uses in following things? Find the phrases in h	1	Tip! Try not to rely on language from the input text. You need to show what you can do.
	1 suggest something to Jo	3 ask Jo questions	what you can do.
	2 say which she prefers	4 thank Jo	
5	The prompts in Part 1 tell you what to the functions on the left with sentences express the ideas.	(2017-11-11-11-11-11-11-11-11-11-11-11-11-1	<b>.</b>
	1 trying to persuade someone	a I'm afraid I can'	t do that.
	2 suggesting something	b I'm really sorry	for missing your party.
	3 agreeing	c I was late for cla	ass because I missed the bus,
	4 expressing a preference	d You're absolute	ly right about that.
	5 refusing		can't do that because I'll be away.
	6 explaining why something isn't possil		uch more exciting than cycling, I think.
	7 apologising		your mind and come - you'd love it!
	8 explaining why something happened		to the local museum? It'd be cool!
	Look at Sarah's email again. The words underlined in the email and repeated in sentences 1–4 with the words in the be	n the box below. Complete	of joining sentences as you can. This will help you structure your sentences and paragraphs in a variety of ways.
	so so that as which		
	1 We'd been shopping all day, w	e were tired when we got home.	
	2 Jade bought a dress fitted her	perfectly.	
	3 We caught an early bus we co	uld get into town before it got busy.	
	4 Going to the new department store v been inside before.	vas great, especially	
7	In Part 1 the prompt may tell you to as Look at how Sarah uses direct and indi	2018/00/A018/2016/2016/2016/2016	Remember!
	What should I wear for the harbour trip?	→ Can you tell me what I should wear for the harbour trip?	To change direct questions to indirect questions: Wh- questions:
	Now make these direct questions into	What's the time? → Do you know	
		Do you think?	what the time is?  Yes/No questions:
		Do you know?	Is John here? → Do you know if John
		Can you tell me?	is here?
	3 Is your town very crowded?	active from the control of the contr	
		Do you know?	

Writing Part 1 Test 1 Training | 21

#### Test 1 Exam practice

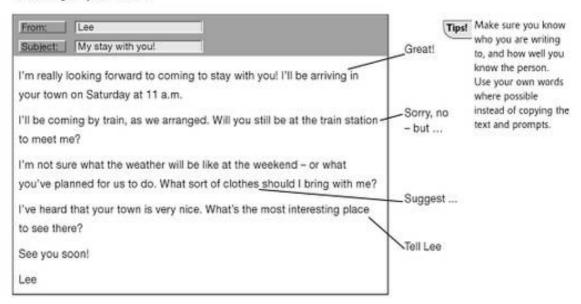
#### Writing • Part 1

Follow the instructions below.

Tip! Make sure you have covered all the points in the handwritten notes.

You must answer this question. Write your answer in 120 - 150 words in an appropriate style on your answer sheet.

You have received the following email from your English-speaking friend, Lee, who is coming to stay with you at your home soon. Read Lee's email and the notes you have made. Then write an email to Lee, using all your notes.



Write your email. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

Check! Have you:	Tip! When you have finished, allow
included all the points and developed each point fully? used joining words and a range of different tenses and structures?	enough time for checking. Look at the Check! box and tick ( ) each point as you check your work.
<ul> <li>checked your spelling and punctuation?</li> <li>opened and closed the letter/email properly, e.g. Hi Sam /</li> <li>Dear Mrs Smith / See you soon / Looking forward to hearing from you?</li> <li>written 120–150 words?</li> </ul>	

22 Test 1 Exam practice Writing Part 1

#### Writing Part 2 (report)

In Part 2 there may be a question asking you to write a report. In a report you:

- · give factual information, and include some recommendations or suggestions
- need to organise your ideas so that they're easy to follow. Use paragraphs and headings, if appropriate
- · usually write for a specific audience, such as your teacher
- write between 120 and 180 words
- Look at the task below. First, decide what you want to say about each point, then note down some brief ideas for your report. Compare them with a partner.

A new English film club is starting at your school. Your teacher has asked you to write a report, giving your suggestions about:

- what kinds of films the club should show and why
- which evening would be best to hold the club
- how the school could tell students about the club.

Write your report.



2 Look at the ideas below. They can help you to develop your answer. What types of film might you suggest from this list?

adventure films science fiction westerns comedies animated films historical drama cartoons action films musicals thrillers

What reasons could you give for recommending the films? Add them to your notes in Exercise 1.

These words and phrases might be useful.

popular entertaining breathtaking mysterious educational impressive sophisticated original memorable exciting informative keep you on the edge of your seat

What phrases could you use to suggest the choice of evening for the club? Compare your ideas with a partner, and add them to your notes in Exercise 1.

These phrases might be useful.

In my view ....

by far the best evening would be (Thursday) because ... most people would find (Thursday) the most suitable evening because ... How could you tell students about the club? Look at these ideas, then talk with a partner. What might be the advantages and disadvantages of each way of telling students about the club?

school magazine social networking websites texting students

teacher's announcements school website school noticeboard

6 Now look at the report that a boy called Jaime has written. He has used some of the ideas from Exercises 2-5 in his writing. Underline them

#### SCHOOL FILM CLUB

The school has suggested that we should start a film club, which many students would welcome. The purpose of this report is to suggest some ideas.

#### Types of film for the club

From conversations with other studento, I have discovered that the most popular films seem to be comedies because they are very entertaining, and also adventure films, as they can keep you on the edge of your seat until the very end. I therefore think these are the kinds of films that should be shown.

#### The best evening for the club to meet

in my view, Thursday would be the most suitable, as there are not muny after school clube then. It's also almost the weekend by then.

#### How to tell students about the club

The majority of students in the school use social networking websites to keep in touch with each other, so that would be the most effective way of telling people about the club,

#### Conclusion

To norm up, I would say the film club will clearly be well attended, and atudents will econ start making recommendations for the particular films they want to see.

7a Jaime makes several suggestions and recommendations, Look at the phrases he uses to do this, and find them in his report.

The most popular films seem to be ... I therefore think ... In my view, (Thursday) would be the most suitable ... [that] would be the most effective way of \_ -ing

b Other ways of recommending Jaime could have used are:

I propose that ...

It might be advisable to ... What I think we should do is to ... Y would not be suitable because .



C	with a partiter, use some of the pinases	to make recommendations	for the following.				
	a which sports the school should provide	e after school					
	b which other after-school clubs the scho	ool could start					
	which colour the school should adopt for a new school uniform    which place near the school would be best for an end-of-term party.						
8	Jaime begins his report with a clear intro	duction and ends with a co	nedusion				
•	Mark the phrases below with / if they ca						
	used to write a conclusion. Then look ba		1474 (M. 1917)				
	the list that he uses.						
		I or C?					
	1 In conclusion,	4 1000000000					
	2 In this report, I intend to [look at] _	4					
	3 To sum up,	+ **********					
	4 In this report, I am going to [talk about	]					
	5 On the whole _	3 (000000000000000000000000000000000000					
	6 The purpose of this report is to	4 (000000000000000000000000000000000000					
	7 Finally,						
	Test 1 Exam practice	Writing • Part	CO CONTRACTOR CONTRACTOR				
Wr	Test 1 Exam practice llow the instructions below. ite your answer in 120 – 180 words in a your answer sheet.	Ę	Tips! Start with an introduction to what the report will be about. Include recommendations and suggestions. Finish your report with a concluding statement.				
You You	llow the instructions below. ite your answer in 120 – 180 words in a your answer sheet.  ur school is thinking of starting an after ur teacher has asked you to write a rep which sport should be played at the cl where the club should meet.	an appropriate style  -school club for students ort, giving suggestions a	Fipst Start with an introduction to what the report will be about. Include recommendations and suggestions. Finish your report with a concluding statement.				
You You	llow the instructions below. ite your answer in 120 - 180 words in a your answer sheet.  ur school is thinking of starting an after ur teacher has asked you to write a rep which sport should be played at the cl where the club should be held	an appropriate style  -school club for students ort, giving suggestions a	Fipst Start with an introduction to what the report will be about. Include recommendations and suggestions. Finish your report with a concluding statement.  s to do a sport. bout:  Advice Include information about each				
Wron You You You Wr	llow the instructions below. ite your answer in 120 – 180 words in a your answer sheet.  ur school is thinking of starting an after ur teacher has asked you to write a rep which sport should be played at the cl where the club should meet.	an appropriate style  -school club for students ort, giving suggestions a	Fipst Start with an introduction to what the report will be about. Include recommendations and suggestions. Finish your report with a concluding statement.  s to do a sport. bout:  Advice Include information about each				
Wron You You You Wr	llow the instructions below. ite your answer in 120 – 180 words in a your answer sheet.  ur school is thinking of starting an after ur teacher has asked you to write a rep which sport should be played at the cl where the club should be held how often the club should meet. ite your report.	an appropriate style  -school club for students ort, giving suggestions a	Fipst Start with an introduction to what the report will be about. Include recommendations and suggestions. Finish your report with a concluding statement.  s to do a sport. bout:  Advice Include information about each				
Wron You You You Wr	llow the instructions below. ite your answer in 120 – 180 words in a your answer sheet.  ur school is thinking of starting an after ur teacher has asked you to write a rep which sport should be played at the cl where the club should be held how often the club should meet. ite your report.  Check! Have you:	an appropriate style  -school club for students ort, giving suggestions a	Fipst Start with an introduction to what the report will be about. Include recommendations and suggestions. Finish your report with a concluding statement.  s to do a sport. bout:  Advice Include information about each				
Wron You You You Wr	llow the instructions below.  ite your answer in 120 – 180 words in a your answer sheet.  ur school is thinking of starting an after ur teacher has asked you to write a rep which sport should be played at the cl where the club should be held how often the club should meet.  ite your report.  Check! Have you:  used paragraphs in your report?	an appropriate style r-school club for students ort, giving suggestions a ub and why	will be about. Include recommendations and suggestions. Finish your report with a concluding statement.  to do a sport. bout:  Advice Include information about each of the three required points.				

Writing Part 2 Test 1 Exam Practice | 25

written 120-180 words?

#### Writing Part 2 (essay)

In Part 2 there may be a question asking you to write an essay, which is usually for your teacher.

In an essay you:

- give your opinions on a certain topic and reasons for those opinions
- · write between 120 and 180 words
- 1a Look at the exam task and answer the four questions below it. Talk about your answers with a partner.

In your English class, you have been talking about the different places where people can live. Now your teacher has asked you to write an essay, giving your opinion on the following statement:

The best place to live is by the sea.

Write your essay.

Question 1 What's the topic you have to write about?

Question 2

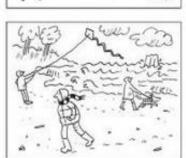
Question 3 What might be the disadvantages of living by the sea? What's your personal opinion? Would you like to live by Question 4

the sea?

Read what a boy called Ralph wrote for his answer. How similar are his ideas to yours?

What do you agree with and disagree with in his answer?

#### Tip! Ask yourself questions like these to help plan your essay. What are the good things about living by the sea?





#### LIVING BY THE SEA

Many people dream of living in their favourite place, and for some that place would definitely be by the sea. ( = Question 1)

Having a home there certainly has a lot to offer. For instance, if you live there, you can go swimming in the sea at any time and take healthy walks along the beach. What's more, you can enjoy it along with the tourists, but then have it all to yourself again once they've gone home. ( = Question 2)

On the other hand, we should remember that, unless you are lucky with the climate in your country, the beach is unlikely to be warm and sunny all year round. It can be an extremely cold and bleak place in winter. In addition, you may find that you miss the city, with its bright lights and entertainment. ( = Question 3)

Personally, although I would enjoy living near the beach in summertime, I would also miss everything that the city has to offer, so for me, it might not be the nicest place to live. All in all, I would say I'd prefer to live somewhere else rather than the seaside. ( = Question 4)

26 | Test 1 Training Writing Part 2

- Look at the four questions in Exercise 1a again. How did Ralph answer them? Close your book and try to remember what Ralph said about each question. Talk with a partner.
- 3 There are a number of useful linking words and introductory phrases in Ralph's answer. They are in the box below, and underlined in the text.

what's more	50	for instance	in addition	many people	
although	but	on the other hand	and	all in all	personally

#### Which ones are used to:

- 1 introduce a general statement about what people think?. 2 introduce your own opinion?..... 3 add a similar piece of information? and, 4 add a contrasting piece of information? 5 introduce the reason for something? 6 introduce an example of something? 7 summarise what's been said? . . . .
- Complete the sentences with words and phrases from the box in Exercise 3. Sometimes more than one answer is possible.

  - 2 The beach can be very crowded in summer. ...... it's still a great place to go.
  - I'd rather live in a city centre than by the sea.
  - 4 Hove swimming, ...... I go to the beach as often as I can.
  - 5 You can lie in the sun at the beach.......you can go for a long walk.
  - 6 You often come across great attractions at seaside resorts. There's usually a funfair,
- 5 Look at the words and phrases below that can be used when describing a place. Some are from the sample answer. Decide if they are usually positive or negative and put them in the correct box. If they could be either, depending on the situation, or your point of view, then put them in the it depends box.

freezing cold	sunny	crowded	remote	lively
bright lights	peaceful	popular	wild	modern
ancient	polluted	picturesque	mild	stormy
stunning	healthy	superb	vast	
within walking	distance	V045400		

it depends positive negative

Use the words and phrases you have learnt to describe the following. Talk with a partner.

- 1 a summer's day on the beach
- 3 a busy day in a city centre
- 2 a winter's day on the beach

#### Remember!

You can add -ly adverbs to your description - extremely cold, absolutely freezing, completely wild. Start keeping a record of which -ly adverbs can go with which adjectives - i.e. which ones collocate

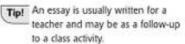
Writing Part 2 Test 1 Training | 27

#### Test 1 Exam practice

#### Writing • Part 2 (essay)

Follow the instructions below.

Write your answer in 120 – 180 words in an appropriate style on your answer sheet.



You have recently had a discussion in your English class about places to live. Now your English teacher has asked you to write an essay, giving your opinions on the following statement:

City centres are the best places for teenagers to live.

Write your essay.

nec	k! Have you:
	used paragraphs to organise your ideas?
E	used linking words and introductory phrases to help make your opinions clear?
	given reasons for your opinions?
	used words and phrases for describing things, with adverbs where appropriate?
	checked your spelling and grammar?
	written 120-180 words?

28 Test 1 Exam practice Writing Part 2

#### Writing Part 2 (article)

In Part 2 there may be a question asking you to write an article.

In an article you:

- · write in a lively and engaging style, as the article is usually aimed at teenagers
- · include some of your own opinions in your writing
- write 120-180 words
- 1a Read the task below carefully.

You have seen this announcement in an international magazine for young people.

#### Articles wanted!

We are looking for articles about favourite lessons at school! What are your favourite lessons at school? Why do you enjoy them? Is there anything you don't enjoy about the lessons, even though

they're your favourite? We will publish the best article next month.

Write your article.



Start thinking about what you could include in your article about your favourite lessons. Look at the notes below. They may give you some ideas. Work with a partner and add three more points of your own.

Tip! Think about who you are writing the article for, and try to answer all the questions in the task.

I'm good at the subject.

I can use computers.

My teather's nice.

All my friends are there.

I can be creative.

We have the lesson in a nice room.

- I learn things that will be useful for my future.
- I learn skills I can use outside the classroom.

2a Now you need to add some detail - to expand on your main points. Look at these examples:

Main point

Detail

My teacher's nice. friendly/helpful; always ready to give advice; never makes negative comments;

boosts my confidence

We have the lesson in

airy/spacious; bright colours/cheerful;

a rice room.

good equipment

Work with a partner. Choose three points from your list and add more detail to them.

Test 1 Training Writing Part 2

3 Now make some notes on the things you don't like about the lessons. Work with a partner and add three more ideas to these notes.

too short I too long lots of people in the class because it's popular at the start I end of the day when I'm tired

4 Now read the article a girl called Anna wrote for her answer. Has Anna answered all the questions in the task?

#### Geography is cool!

Believe it or not, the lessons I always used to hate at school were geography - but now they're my favourite!

I've no idea exactly how it happened, but all I can say is that we've got a new teacher and suddenly everything makes sense. I'm not saying my other teachers were bad – in fact, they've been excellent. But this teacher immediately seemed very friendly. She's always ready to give advice, and never makes negative comments about my work, which has given me more confidence.

What makes the lessons even more enjoyable is that we have them in a really nice room. It's airy and light in there, and the bright colours on the walls always make me feel cheerful and ready to concentrate.

The only thing I don't enjoy so much is that they're sometimes at the end of the day, when I'm rather tired. However, I really feel I'll be able to use what I'm learning in a future job. I might even become a geography teacher!

How about you? What are your favourite lessons?

5	Anna uses the expressions on the right to grab the reader's
	interest and make her article more exciting to read. Find
	and underline the sentences in Anna's article where these
	expressions appear. Then complete sentences 1-8 using
	Anna's expressions in the correct form.

1 I'm \_\_\_\_\_football is boring - in fact, it's very interesting.

2 ...... or not, I'm top of the class!

3 When I first met my friend, she immediately ......a very cheerful person.

4 The one lesson I always ...... was sport – I couldn't stand it!

5 I've ...... who bought me this present - it's a mystery!

6 Bright colours in a room always ....... feel happy.

7 What ...... maths fun is working out sums and getting them right!

B All I \_\_\_\_\_\_ is that I'm very glad I've met my new maths teacher.

Believe it or not...

The lessons I always used to hate (love/enjoy) at school were ...

I've no idea ... how (what/who) ...

All I can say is that -

I'm not saying ...

(this teachert immediately seemed ...

What makes (the lessons) enjoyable (fun/boring) is that ...

(the bright colours on the walls) always make me feel ...

30 | Test 1 Training Writing Part 2

6	Anna also uses 'which' to link her sentences together: (she) never makes negative comments about my work, which has boosted my confidence.  Complete the sentences with the phrases in the box.  made me cross was very interesting was quite scary cheered her up I found difficult to do upset her  1 I bought my mum some flowers, which	Remember!  Use of which We use which to link a phrase/fact with another phrase/result. This is useful when you want to add detail to a main point.
Fol	Test 1 Exam practice Writing • Part 2 ( low the instructions below. te your answer in 120 – 180 words in an appropriate style on your swer sheet.	Tip! Remember to answer all the questions or include all the points in the task.
The second second	Articles wanted!  We're looking for articles about people who have helped you in your life.  Which person do you think has helped you the most? How?  We'll publish the best article next month.	for young people.
Wri	te your article.	
С	heck! Have you:  developed your points as fully as you can? used expressions to make your writing engaging to the reader? checked through your work for the kind of mistakes you often make? written 120–180 words?	

#### Use of English Part 1

#### In this part you:

- read a text with 12 gaps
- . choose from four options (A, B, C, or D) to fill each gap

Tip! Missing words are often verbs, but they can also be nouns, adjectives, adverbs or set phrases.

#### Useful language Verbs + prepositions

1 Write the verbs with the correct preposition. Some verbs can go with more than one preposition.

believe apologise apply	approve depend combine	manage care		object think	insist result	succeed belong
1	to		4	believe,	in	
2	on		5		of	
3	with		6		for	

Tip! When you learn a new word, write it in your vocabulary notebook with words that go with it, e.g. fun - to have fun; take off - the plane took off late; believe - do you believe in ghosts?

2 0	omplete	the text	with t	the correct	form of	verbs from	Exercise 1	١.
-----	---------	----------	--------	-------------	---------	------------	------------	----

My mum doesn't (1) in spending a lot of money on what she wears.
She (2) to the high prices of designer label clothes and she doesn't
(3) of what's in fashion at the moment. This sometimes (4) in
disagreements at home because I love clothes! In fact, when I leave school
I want to (5)
important.

Tip! Sometimes the preposition you need to look at doesn't come immediately after the gap.

- 3 Cross out the wrong preposition in each sentence.
  - 1 I choose my own clothes but my mum always pays for / to them.
  - 2 Hannah's older sister is a chef who specialises of / in Indian cooking.
  - 3 My dad's always saying that hard work leads at / to success.
  - 4 Our singing club consists in / of people of different ages.
  - 5 If you continue to / for practise, you'll get better.
  - 6 Rafi doesn't enjoy participating in / at discussions in class.

#### Complete the sentences with the correct preposition.

1 You should listen . ..... this CD - it's great! 2 I don't know how to deal ...... this problem. 3 You can always rely . ..... Mari - she's a great friend. 4 It took a long time to arrive . ......... a decision. 5 Would you like to come . . . . my party on Saturday? 6 We need to concentrate . .... ..... our work.

#### Useful language Verb collocations

5 Write the noun phrases on the correct line below.

Tip!	ln	Pa
-	be	ca

art 1, some answers are correct suse they form part of common collocations.

homework	friends	progress	a job	sports
fun of someone	a noise	sense	notes	your bed
the washing up	a mistake	your best	a difference	
your hair / make-up	a face at so			

Choose the verb from the box which goes with each group of nouns. Then add more nouns to the groups.

1	toshopping, running, skiing
2	to a party, fun, a shower, (enough) time to do
3	tophotos, the bus, an exam
4	tofootball, an instrument, a trick on someone
5	tomoney, time (doing something)
6	toan exam, a pen to someone, the ball (in football)

Write nouns which can go with each of these verbs.

catch	
keep	
hold	
miss	
save	





have pass spend go play take



#### Useful language Phrasal verbs

8 Complete the phrasal verbs. The definitions at the end of each sentence will help you.

Tip! Phrasal verbs often appear in Part I

Examples Do you find it difficult to \_\_\_get\_\_ up early on school days? (to get out of bed) I hope the bus doesn't break ... down ... or we'll be late for our maths class again! (for machines/vehicles: to stop working)

- 1 When I leave school, I want to set ...... my own computer games business. (to start or establish a company, organisation, team, etc.)
- 2 Our teacher says we should, ......up new words in our dictionaries. (to find information by looking in a book)
- 3 What new sports or activities do you plan to ...... up this year? (to start a new hobby/activity)
- arrive)
- particular piece of work or research, etc.)
- 6 Do you think Tom will turn . ...... on time for hockey practice? (to arrive or appear, often when not expected)

Use of English Part 1 Test 1 Training | 33

7 If you want to apply for a passport, you have to .......in a huge form. (to add information to a form / an official document) 8 If Sabine doesn't arrive soon, I'm going to ......up waiting for her. (to stop doing something) 9 I always ......forward to the summer holidays. (to feel excited about something that is going to happen) 10 Would you like to take part ......a TV singing competition? (to be a participant) 9 Correct one mistake in each of these sentences written by exam candidates. 1 When I went on the school trip I made lots of photos of my friends. If you come in my town, you will see it is a beautiful place. 3 If you're tired, it's hard to concentrate and you do a lot of mistakes. 4 Yesterday we visited the Science Museum instead of making shopping. 5 In the afternoon I stayed two hours listening to my iPod. 6 There isn't much time to have sightseeing. 7 Everyone who took part to this language course was given a questionnaire at the end. 8 How often do you practise sports? 9 Nowadays we depend of technology. We can't live without it. 10 After I've made my homework, I have to help with the washing up. Focus Meanings of verbs 10 For each group of four sentences (a-d), choose the correct verb from the box for each gap. Use each verb once only. stop put cancel postpone c Lessons start at 8 a.m. and they ...... at 2 p.m. d They have decided to ......off the rugby match because the pitch is too wet. attended appeared associated accompanied 2 a Lack of sleep is ...... with low levels of concentration. b I've been waiting for Harry for ages, but he hasn't ......yet. c | ......my little sister to school on her first day. d Sacha has ......the same school since she was eleven. repeat continue remain extend 3 a If you ......to be late for lessons, you'll be sent to the head teacher! b Please ...... here and wait until the teacher arrives. c Students want the school to \_\_\_\_\_\_ the lunch break, as 30 minutes is too short. d Please don't ...... what I told you - it's a secret!

34 Test 1 Training Use of English Part 1

#### Test 1 Exam practice

#### Use of English • Part 1

For questions 1-12, read the text below and decide which answer (A, B, C or D) best fits each gap.

There is an example at the beginning (0).

#### Example:

A reviewed

B looked

C researched

D watched

Tips! Look at the title and read quickly through the whole text.

> Study the words before and after each gap.

Read all the options and cross out the words you know are wrong. Then choose from the remaining options.

#### Advice \_

Only looked can be followed by at.



#### The magic of sleep

A study which (0) at school start times has shown that a later start can (1) in improved attention
and mood of students.
Over 200 students aged between 14 and 18 took (2) in the study at a school in Rhode Island, USA. Rather
than beginning classes at 8 a.m., they (3) the start of the school day by half an hour (i.e. until 8.30 a.m.).
The students all (4) in a questionnaire both before and after the study. The number of them who (5)
to sleep for more than eight hours per night rose from 16.4% to 54.7% during the study. The researchers who
(6) out the study claimed that students needed to (7) around nine hours a night sleeping. This
amount of sleep (8) them to function properly during the day and, in particular, to (9) on their
lessons.
What else did the researchers find out? The percentage of students who said they were unhappy dropped from
65.8% to 45.1%. They also felt more positive about school and, because of this, they (10) more of their
lessons and they (11) more progress.
The students and teachers were so pleased with the effect that they voted to (12) to start at 8.30 a.m. the
following term.

Use of English Part 1 Test 1 Exam practice | 35

1	A	develop	В	lead	C	result	D	follow
2	A	place	В	position	С	piece	D	part
3	A	postponed	В	stopped	С	put	D	cancelled
4	A	completed	В	finished	С	answered	D	filled
5	A	succeeded	В	managed	С	achieved	D	arrived
6	A	set	В	carried	С	dealt	D	based
7	A	take	В	pass	С	spend	D	last
8	A	enabled	В	let	С	ensured	D	meant
9	A	think	В	consider	С	remember	D	concentrate
10	A	attended	В	appeared	С	associated	D	accompanied
11	Α	took	В	did	С	made	D	went
12	A	repeat	В	continue	С	remain	D	extend

#### Advice

- 1 Which one of these words is usually followed by in?
- 2 This is a fixed expression that means 'participate'. Which word sounds best after take in this context?
- 5 Which of these verbs is followed by to + infinitive?
- 6 Which verb combines with out to create the phrasal verb that means to perform or do?
- 8 The preposition you need to look at doesn't come immediately after the gap.
- 9 Which option goes with the preposition on after the gap?
- 11 This verb collocates with progress.
- 12 Think about the meaning of each verb. The to + infinitive form after the gap is also a clue.

36 | Test 1 Exam practice

Use of English Part 1

# Use of English Part 2

#### In this part you:

- · read a text with 12 gaps
- · think of a word which fills each gap correctly

#### Useful language Relative clauses

In relative clauses, which of the words in the box are used to describe the things below?

1	a place	4	possession	
2	a person	 5	a reason	
3	a thing	 6	a time	

the student \_\_\_\_\_\_ built the car; the car \_\_\_\_\_ Joe built

2 Complete the text with relative pronouns from Exercise 1. Sometimes more than one relative pronoun is possible.

Sean Spooner and Louis Spencer are two young people (1) .... have recently been named the world's youngest publishers. The secondary school students, (2) first publishing project was a magazine for local people in the town (3) ..... they live, say that they have always had a love for business. (4) ...... they started the quarterly magazine, ..... now attracts approximately 5,000 readers, they had no money for the project. They had to find local businesspeople (6) ...... were willing to pay to advertise in the magazine. People often ask the reason (7) Sean and Louis think they've been so successful. Sean's answer is that they study media, business and photography at school - subjects (8) have helped them in their work on the magazine.

Tip! When you have filled all the gaps. read the text again to check it makes sense.

Tips! You'll be tested mainly on grammar. and understanding of the text.

'Grammar words' can include prepositions, verb tenses and forms.

articles and pronouns. You may also be tested on vocabulary such as parts of phrasal verbs, linking expressions and parts.

of fixed phrases.

#### Rememberl

who/which/that' must always be used when it refers to the subject of a sentence: The CD which/that is most popular is ...

When 'who/which/that' refers to the object of a sentence, it can be omitted: The CD I bought yesterday ....

#### Useful language Linking expressions

3 Choose a linking expression from the box that has the same meaning. as the words in italics in these sentences.

as long as whereas due to as well as so as to in spite of the fact that

- We decided to stay at home because of the cold weather.
- 2 If you go camping, don't forget to take sleeping bags in addition to lots of warm clothes.
- 3 Juan went on the school trip even though he wasn't feeling well.
- 4 Meg rides her bike to school in order to save money on bus fares.
- 5 My mum says you can come for a sleepover at my house, but only if your mum says it's OK.
- 6 Aiden is a fantastic singer, but his younger sister hates music.

Tip! Linking expressions are often tested in Part 2.

4	about the two students on page 37 who started a magazine.										
	so that unless owing to because despite together with										
	1 Sean Spooner,										
	The two students decided to start a magazine they have always been interested in business.										
	3 You probably won't have seen Louis and Sean's magazine										
	4 They went ahead with the projectnot having any money.										
	5 They asked companies to advertise in the magazine they could earn some money.										
	6their hard work, they've been very successful.										
5	Complete the text about Beth with linking expressions from Exercises 1 and 2.										
	Beth Windsor is only fourteen years old and 145cm tall, (0) that doesn't stop her competing in windsurfing championships. (1) her age and height, she has already won several competitions at home and abroad. She became involved in the sport two years ago (2) her father, who has been a windsurfing instructor for nearly twenty years. Having a father who can train her, (3) having all the equipment she needs at home, is definitely an advantage. She goes to the gym every week (4) increase her strength. Beth thinks that, (5) she continues to train hard, she will get better and better. Her father thinks that (6) she is unlucky and gets injured, she should make it into the national youth team soon.										
Us	seful language Articles, quantifiers and determiners										
6	Complete the review of a holiday in India with words from the box. You will need to use some words more than once. Write your answers IN CAPITALS.										
	A AN ALL BOTH THE ANY MANY MUCH TIPE Remember that you must use only MOST SOME EVERY NONE ONE one word in each gap.										
	India is (0) AN exciting place to visit. My whole family went on this trip – me, my parents, and  (1) of my brothers – (2) of them is three years older than me and (3) other is my twin. We did so (4) things in such (5) short time! We went sightseeing in  (6) of the (7) amazing places in (8) world, including Agra, where the Taj  Mahal is. There were sixteen people in our tour group. (9) of us had ever been to India before, so it was (10) new experience for (11) of us. We ate curry and rice (12)  day, and even my twin brother, who doesn't normally like Indian food very (13) said it was  (14) best food he had ever tasted. This was such (15) amazing holiday that I would recommend it to people of (16) age.										
7	O Cross out the wrong word in these sentences written by exam candidates.										
	1 I have α / some good news to tell you next time I see you.										
	2 The food in my country are / is very delicious.										
	3 Remember to bring a / one notebook with you.										
	4 She arrived with a young man that / who seemed to be about twenty years old.										
	5 Every year / years the number of students at my school has increased.										
	6 Louise doesn't have any / an idea what's wrong with her computer.										
	7   couldn't read who / whose name was written on the poster for the film.										
	8 People complain / complains about things too much.										

38 | Test 1 Training Use of English Part 2

# Test 1 Exam practice

#### Use of English • Part 2

For questions 13 - 24, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Tips! Look at the words before and after each gap, and try to decide what kind of word you need. If you think several words could fit, try each one and see which makes most sense. You may need to read the sentences before and after the one which contains the gap.

Write your answers IN CAPITAL LETTERS on your answer

	females.	
Example:	0	OUT

#### A car called 'Splinter'

The hi-tech car in the picture looks like something from the future, but it's

actually just made (0) ...... of wood. Joe Harmon, the man (13) ...... developed the 'Splinter' car, claims it could travel at over 385km per hour. Harmon carried out lots of experiments (14) ...... order to build as (15) ...... different parts of the car as possible using wood. This includes the bodywork and the frame, as (16) ...... as some components of the wheels. Harmon designed and built the car for a project at university. It was (17) ....... his intention to persuade people that wood is the best material for making cars. Instead, he says his aims (18) ...... to develop new ways of working and to find (19) ......innovative way to use wood. Several companies have paid to sponsor the car (20) \_\_\_\_\_\_ as to have the right to use Joe's ideas in their products. Harmon is confident his car could last (21) . ......very long time in spite (22) the fact that it's made from wood. However, you probably wouldn't want to leave the car parked in the street (23) . ..... day long in winter. Also, if the car caught fire, considerably (24) ...... of it would be damaged than if the same thing happened to a normal vehicle.

#### Advice

- 14 This is part of a linking expression which explains the purpose of his experiments.
- 15 This is a word that refers to quantity/number.
- 16 The answer is part of a linking expression which means
- 17 This sentence sounds as if it's correct already, but you need to understand the meaning of the text around this question. The sentence explains an aim that people thought he had (but they were wrong). Instead at the start of the next sentence gives a clue.
- 18 The answer is a verb in the past tense. Be careful, the word before the gap is aims.
- 24 than later in the sentence is a clue. Joe's wooden car is being compared to normal vehicles.

Use of English Part 2 Test 1 Exam practice

# Use of English Part 3

#### In this part you:

- · read a text with 10 gaps
- form an appropriate word for each gap from the word in capital letters at the end of the line

#### Useful language Opposites

1 Write the opposite of these adjectives using the prefixes in the box. Use each prefix twice.

t	ın-	ir-	im-	in-	Example	imp	ortant	unimportant
1	pat	tient				5	able	**
2	ma	ture				6	correc	t
3	res	ponsi	ble			7	tidy	***************************************
4	cor	mplete	9			8	releva	nt

Write the opposite of these verbs using the prefixes in the box. Use each prefix twice.

(	dis- mis-	un-	Example	agree	disagre	e
1	do			4	understand	
2	approve			5	like	<
3	behave	599		6	install	

#### **Useful language** Suffixes

3 Add a suffix from the box to the words below to make another word.

-ly -able -ed	-y -ful	-m	ent -ity	-ship -al	-ish
Example thought	thoughtful				
1 drink	1	6	origin		
2 want	7	7	excite		
3 obvious		8	self		
4 mood		9	friend		
5 hope	0/	10	national		

Tip! You'll need to form different types of words, e.g. nouns (important 
→ importance), adjectives (enjoy 
→ enjoyable), verbs (origin → 
originate), adverbs (octual → 
octually), etc.

4 Complete the sentences with a word formed from the word in brackets. The suffixes you need are in exercise 3.)

Example For my birthday, I'm going to a fashionable (fashion) restaurant.

- 1 My best birthday present was a really ......(trend) jacket,
- 3 I have a good ......(relation) with my brother.
- 4 He's such a . ..... (cheer) person always smiling and happy.



rap music. 6 What is the most ...... (logic) answer to this question? 5 Decide what type of word is missing in sentences 1–5 (noun, verb, etc.). Then complete them using the correct form of the word in brackets. Example What do you keep in that old wooden (wood) box? Some people say that \_\_\_\_\_ (child) is the best time of your life. 2 Are you going ......(ski) this weekend? 4 Who are your favourite ...... (art) ? 5 What is the ...... (weigh) of a baby elephant? Useful language Spelling changes 6 Sometimes there are spelling changes when you add a suffix to a word. Put each word and suffix together to make a new word. 1 happy + ness \* ..... 6 sense + itive = ..... 2 beauty + ful = ..... 7 compare + ison = ...... 3 tidy + ly = \_\_\_\_\_ 8 fun + y = ..... 4 nature + al = \_\_\_ 9 sun + y =\_\_\_ 5 sense + ible = \_\_\_\_\_ 10 fit+ing = \_\_\_\_ Useful language Word families 7 Look at the different words you can form from the verb compete. What type of word is each one? Match words 1-5 with types of word a-f. 0 competition a adjective 1 competitor b noun (an event) 2 competitive c adverb 3 uncompetitive d noun (a person) 4 competitively e negative adjective 8 Now make different words from the verb employ. 1 ......(noun: a person who gives you a job) 2 ......(noun: a person who works somewhere) 3 .....(noun) 4 ......(negative noun) 6 \_\_\_\_\_ (negative adjective for a person who doesn't have a job). Choose one or more of these verbs and try to build as many words as

Tipl You'll be tested on prefixes (happy

→ unhappy), suffixes (attract →
attractive), internal spelling changes
(pronounce → pronunciation) and
compound words (life → lifestyle).

#### Rememberl

happy + ly = happily injure + y = injury active + ity = activity

#### Advice

1+3 change a letter

4-7 take away a letter

8-10 odd a letter

you can. Use a dictionary to help you.

act attract help courage succeed bore

# Test 1 Exam practice Use of English • Part 3

Example:

For questions 25 - 34, read the text below. Use the word given in capitals at the end of some of the lines. to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on your answer sheet.

EDITOR

Tips!	Read the whole text first to find out what it's about. You
CAL	don't have to understand every word.
	Before you try to fill in a gap, read the whole sentence.
	Look carefully at the words before and after the gap to
	help you decide which kind of word you need (noun,
	verb, adjective, adverb).

Want to be a teenage model?		
Ceri Palmer used to be the (0) of a magazine for teenagers and	EDIT	Advice
has made several (25)on TV. She recently added 'designer' to her	APPEAR	26 Will a growing list include one thing or more than one thing?
growing list of (26)	ACHIEVE	27 UK and US spellings are both acceptable.
means she has lots of advice on starting a career in (27):	MODEL	30 But and send your photos
'A lot of the most (28) girls and boys become models because	SUCCESS	instead should help you to work out the meaning of the missing word.
they are spotted on the street by the owner of an (29) But	AGENT	31 This prower describes how
this is (30) to happen to many people, so you should send	LIKELY	photos are taken
your photos to an agent instead. Don't pay to have photos taken		32 You are surprised, but you find something
(31) if an agent likes you, they'll organise this. You may find it	PROFESSION	33 Remember that spelling changes are sometimes required.
(32) to hear that models don't need to be really good-looking.	SURPRISE	
Your (33) and your look matter more. Finally, schools for models	HIGH	
are (34) and a waste of money, in my opinion."	EXPENSE	

Tip! When you've found an answer, read the whole sentence again. Does your word fit with the meaning of the sentence and does it fit grammatically? For example, adjectives could be positive (with a suffix) or negative (with a prefix), nouns could be plural (art -artists) or verbs could be past tense (courage -+ encouraged).

### Use of English Part 4

#### In this part you:

- · read eight sentences
- rewrite the sentences using the word in capital letters so that your answers have a similar meaning

#### Useful language -ing and to + infinitive

Some verbs are followed by -ing and some are followed by to + infinitive. The use of -ing or to + infinitive is Others can be followed by both -ing and to + infinitive with no change in meaning. Write these verbs under the correct heading.

often tested in Part 4.

enjoy	deny	plan	promise	delay	decide
intend	avoid	continue	practise	hope	suggest
finish	risk	fail	involve	start	tend
pretend	mind	like	consider	afford	dislike
prefer	refuse	offer			1/4/20

Verbs + to + infinitive	Verbs + -ing and to + infinitive (no change in meaning)
	Verbs + to + infinitive

- 2 Some verbs can be followed by either -ing or to + infinitive, but there is a change in meaning. Look at the examples and, with a partner, try to work out the difference in meaning in each pair of sentences.
  - Example a I remember visiting my grandma. = I remember (now) that I visited her (in the past).
    - b I remembered to visit my grandma. = I needed to visit her, and I didn't forget to do it.
  - 1 a I've tried to open the window but it's stuck.
    - b I tried opening the window but it's still very hot in here.
  - 2 a After the training session, they went on to play a proper match.
    - b Three of the team went on playing after the referee had blown his whistle.
  - 3 a I regret to tell you the concert is cancelled.
    - b I regret telling you the concert is cancelled because now you are very
  - 4 a He worked for an hour and then stopped to have a break.
    - b He needs to stop having so many breaks during the day.
  - 5 a You need to take your phone with you.
    - b. Your phone needs charging.



- 3 O Choose the correct alternative in each sentence.
  - There's no point waiting / to wait for him any longer.
  - 2 Some people can't be bothered walking / to walk to school.
  - 3 It's worth sitting / to sit at the front because you can see a lot better.
  - 4 They were throwing rubbish everywhere without caring / to care at all.
  - 5 To avoid the crowds, it's possible going / to go shopping at night.
  - 6 We are responsible for looking / to look after the environment.
  - 7 It's no use phoning / to phone him his mobile isn't working.
  - 8 If parents set a good example, children are more likely being / to be good.
  - 9 My parents are getting fed up with lending / to lend me money.
  - 10 Let's focus on the future instead of thinking / to think about the past.
  - 11 I want to show my parents I am capable of doing / to do well at school.

#### Useful language Comparatives

4 Complete the sentences with the expressions for comparison in the box. Tipt Part 4 sometimes tests

newer than	much better than	less worried than
as expensive as	far more difficult than	the older
the most enjoyable	not nearly as funny as	more slowly than

Example Your bike is newer than mine - I've had mine for ages.

- 1 Michael speaks \_\_\_\_\_ Amber and so he's easier to understand.
- 2 That was ...... book I've ever read.
- 3 My grandfather says .......you get, the wiser you become.
- 4 Writing Arabic is so hard it's ......speaking it.
- 5 Josef is ...... me at climbing I'm only a beginner.
- 6 The film was ...... I thought it would be I didn't laugh once.
- 7 I feel \_\_\_\_\_ I did about my maths test thanks for helping me!
- 8 E-readers aren't ..... they were I can afford one now.

#### Useful language Phrasal verbs

5 Match phrasal verbs 1-10 with meanings a-k.

0 grow up \_\_\_\_\_ a

1 look forward to b think of ar

1 POSSIL FOR THE SEC

2 come up with

3 turn up (at)

4 look into

5 run out of

6 put up with

a bacab mer

7 look after / take care of

8 turn down

a variable

9 set off

10 turn into

a make sure a person is OK and has what they need

b think of an idea or a plan

c change from being a child to an adult

d say 'no', e.g. to an invitation or offer

e change or develop and become something different

f arrive or appear

g be excited about something that's going to happen

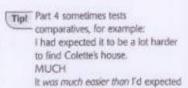
h accept or tolerate something / someone unpleasant

begin a journey

use up / have no more of something

k investigate

Tip! Part 4 sometimes focuses on expressions (e.g. prepositions, adjectives, common phrases) that are followed by -ing or to + infinitive verbs.





Tipl Phrasal verbs often appear in the answers to Part 4 questions.

# Test 1 Exam practice

# Use of English • Part 4

For questions 35 - 42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words,

inc	luding the word given. Here is an example (U).					
Ex	ample:					
0	PLACE					
The	Our school sports day at the end of the summer terms gap can be filled by the words 'takes place', so you write:	n.				
	ite only the missing words IN CAPITAL LETTERS on your answer sheet.					
35	Jenny has no intention of joining the hockey team.  INTEND  Jenny	36 not means it to write the appo				
36	NEARLY	for another way comparatives				
	CDs are not as they used to be.	37 Which phrase Took ofter ? Be o				
37	'I'm sixteen now and I can look after myself,' said Holly, CARE	have to change i				
	Holly said that she couldnow that she's sixteen.	39 a before the that you need to				
38	Pippa's parents had planned to visit Denmark this year but in the end they	verb run into a ri				

- at you need site of cheap. gap is a clue o express
- V verb means areful, you also myself
- gap tets you change the oun. Be careful about word arder! Which word comes after a comparative? e.g. He is taller ... me.
- 40 This needs a modal verb before afford. And which verb Jam Jallows afford?
- 42 This is an expression which means it's not worth' or it's not a good idea. Which structure follows paint in this expression?

40	I don't have enough	money	for a birthday	present for	her.
	AFFORD				

39 Callum doesn't run as fast as Max.

visited Portugal instead.

parents visited Portugal.

GOING

Instead .....

FASTER

Max is a \_\_\_

I her a birthday present.

Callum.

41 It's the captain's job to motivate the team.

#### RESPONSIBLE

The captain ..... ... the team.

42 Joshua's in a bad mood today, so don't bother to ask to borrow his laptop.

There's ..... Joshua if you can borrow his laptop as he's in a bad mood today.

Denmark this year, in the end Pippa's

### Listening Part 1

#### In this part you:

- · listen to eight short recordings, with either one or two people speaking
- · answer a multiple-choice question with three options for each recording
- · hear each recording twice
- 1 Read these examples of multiple-choice questions and recording extracts. For each question, choose the correct answer from the three options. Underline the words in the text that give you the answer.

Tip! Look carefully at the options in each question, to see what the differences are between them.

1 You hear someone talking about a music shop. Who is the speaker?

This music shop's been here for years – so my dad says, anyway. He always used to come here when he was younger to buy his records. My boss is very nice. I'm just doing a few hours here on Saturdays to earn myself some money for a new bike!

- A a customer
- B a shop assistant
- C a manager
- 2 You hear a girl talking about a shopping trip. Where is she now?

Hi. Louisel Guess what? I bought a great book from that new store in town. Then on the way home I realised it was one you'd already lent me! So I'm going to take this one back to the bookshop. I'm on my way there now – I've just got on the bus. If you're in town, do you want to meet up somewhere? Call me!

- A on a bus
- B in a bookshop
- C at home
- 3 You hear a girl called Sophie calling a friend. Why is Sophie calling him?

Hi, Max – it's Sophie. Just wanted to say I had a great time today, and I really appreciated all your help. We must meet up again soon – maybe at the same cafe.

- A to tell him what she's been doing
- B to thank him for something
- C to invite him to go somewhere
- 4 You hear a boy talking about his recent birthday party. How does he feel about it now?

Well, everyone told me my party was a great success, but I'm not sure - I mean, my brother offered to be in charge of the music, but then he went and played some really weird stuff. Still, at least I won't be having another party for a while now - I was really nervous before everyone arrived, to be honest!

- A proud that it went so well
- B grateful for his brother's help
- C relieved that it's all over

5 You hear a girl phoning a friend about a film they've both seen.
What does the girl agree with her friend about?

Hi, Jane! I've just been to the cinema to see that film you recommended. It was great, but I'm surprised you thought it went on a bit – I felt it was all over far too soon! And of course there were loads of people there, just as you'd said, but that just added to the atmosphere for me! You were right about the rock band that played in the film, though. They looked as if they were straight out of the 70s – just didn't go with the film at all.

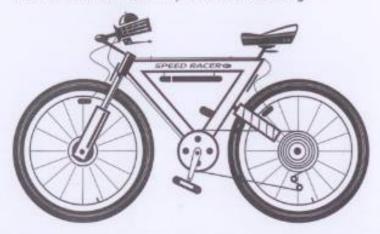
- A The film was too long.
- B The music in the film was too old-fashioned.
- C The cinema where it was shown was too crowded.
- 2 Look at the options below. A boy is comparing two bicycles. What other ways are there of saying the options? Choose the correct answer for each one.
  - A It's easier to ride =
    - i) It's not so difficult to ride.
    - ii) It's more difficult to ride.
  - B It's much faster =
    - i) Its speed is not as good.
    - ii) It can go at a higher speed.
  - C It's more comfortable =
    - i) It's better to sit on and ride.
    - ii) It's not as good to sit on and ride.
- 3 Now listen to the recording and answer the question below.

You hear a boy comparing his new bike with his old one.

What is his opinion of the new bike compared with the old one?

- A It's easier to ride.
- B It's much faster.
- C It's more comfortable.

Which is the correct answer? Why are the other two wrong?



Tip! Look carefully at the question. This tells you who is talking and exactly what information you are listening for.

Listening Part 1 Test 1 Training | 47

# Test 1 Exam practice

### Listening • Part 1

(% 03) You will hear people talking in eight different situations. For questions 1 - 8, choose the best answer (A, B or C).

Tip! Before each recording begins, read through the question and options.

- You hear someone introducing a school show that is about to start. Who is giving the introduction?
  - A a student
  - B a teacher
  - a parent
- You hear two students talking about a trip they are going on tomorrow. Where are they going?
  - A to a city
  - B to a forest
  - to the coast
- You hear a girl phoning her older cousin.

Why is she phoning?

- A to tell him some good news
- B to ask him a favour
- to complain about something
- You hear a man presenting a radio programme about a pop band.

Where is he now?

- A in a recording studio
- B in a hotel
- at a music festival C
- You hear a girl talking to a friend about her painting that has been in an exhibition.

How does she feel about her painting?

- annoyed about mistakes she made
- relieved that people were positive about it В
- disappointed at the reaction it got
- You hear two friends talking about surfing at a resort. 6

What do they agree about?

- The waves there aren't very big.
- B There are too many people.
- C There aren't enough competitions.
- You hear a boy talking about a football match that his favourite team played in.

What is his opinion of the way they played?

- They were lucky to win the match.
- They missed a lot of chances to score. В
- They were better than the other team.
- You hear a girl talking to her friend about a TV programme they both saw.

What was she surprised about?

- It featured someone they both knew.
- It included a topic they've both been studying. В
- It was filmed close to where they both live.

#### Advice

- 2 What words do they use that are linked to a forest, the coast and the city? They talk about one of the options using a future form - which one?
- 4 Where a the bond now? Why does the speaker use the word come? What does it tell you obout where he is now?
- 5 What did the girl notice about her own painting? Did other people notice3



Tip! Try to use the first listening to answer the question, and the second listening to check your answer.

# Test 1 Training Listening Part 2

			3	
In t	his par	t you:		Tip! Be careful when you're listening for
	listen	to a recording with one or mor	re speakers.	the answer to a question. You may hear several pieces of information
	write	down words from the recording	g to complete sentences.	that sound like the answer you
	hear	the answers in the same order	as in the recording,	need, but there will only be one idea that fits the sentence.
1a		exam question 9 below and the se 1b. Which answer fits the ga	extract from the recording script in p?	LI 👩
	You wi	Il hear a boy called James talking	about sports at school.	
	James :	says that at the moment	9 is the sport he	( D) ( )
	spends	s most time on at school.		July 1
b			cript that contains the answer. What hy aren't they the correct answer?	TT 7
	says I'n	n really good at tennis, too. But I	've just started playing basketball, while	been in the team for ages. My teacher th is a new sport for me, and I'm be honest. I'm sure I'll pick up my other
c	P 04	Listen to the recording and w	rite the answer in the correct place.	
2a	next se possible	ection of the recording. Before	then look at question 10 about the you listen, think of two or three nce. Then read the recording script you the answer.	Tip! Write your answer in capital letters. Your answer must be legible,
	James v	was surprised to see his	10 among the spec	tators at a match recently,
	there v can - n away a	vatching. That makes me a bit ne ny mum's always there, with my	sister. My father always works late and n to come - but then at a really big ma	ly parents try to come as much as they
b		Listen to the recording and co James's family usually are wher		
	his fath	er his mother	his sister his bro	ther
	Which	word is used to introduce the co	ontrasting information about James's b	
3a	Before	[] [ [ [ [ [ [ [ [ [ [ [ [ [ [ [ [ [ [	ng about playing in a tournament. ne sentence below. What <i>kind</i> of	Tip! You may have to write one, two or three words in the gap. They should be the same words as you hear in the recording.

James says he recently played in a tournament that took place at the

What other possible answers did you consider? Why were they wrong?

06 Listen to the recording and complete the sentence.

11 in his town.

the recording.

# Test 1 Exam practice

# Listening • Part 2

You will hear a student called Lorna Myers giving a talk to her class about her trip to a seal sanctuary. For questions 9 – 18, complete the sentences.

You'll have time at the start of the test to read through the rubric and the sentences, so use that time to think about what kind of information you're listening for.

#### Trip to the seal sanctuary

Lorna went to the sanctuary with her 9
Lorna mentions that 10 seal is another name for the common seal.
Lorna learnt that after a period of only 11 a baby seal has to look for its own food.
Baby seals at the sanctuary are fed with 12 until they're a bit older.
Lorna was surprised to hear that, like her, seals are keen on eating
Lorna thinks that a 14 sounds like a good place to rest.
One seal, called Sammy, was fed by some 15 until he was rescued.
Lorna recommends a café called 16 as a good place to eat.
Lorna suggests that having a 17 at the sanctuary would be financially helpful for it
Lorna is looking forward to visiting some 18 when they come to the sanctuary.



#### Advice

- 11 You can write out the answer in numbers or in words.
- 12 What loods are mentioned? Which one is most likely to be suitable for a baby seal?
- 15 Which people are mentioned? Which ones looked, after Sammy? Which ones took fain back to the sanctuary?

### Listening Part 3

#### In this part you:

- five different people talking about related things · hear
- match what they say with one of six options
- These adjectives describe people's feelings. Complete the sentences below with adjectives from the box. Sometimes more than one answer is possible.

Tip! The questions in Part 3 sometimes focus on understanding people's attitude and opinion.

worried	surprised	confident	disappointed	discouraged
annoyed	relieved	sorry	embarrassed	disgusted
bored	impressed	shocked	uncomfortable	

- 1 I was surprised that my brother gave me some money to spend he doesn't normally.
- 2 I waved to that person because I thought it was my friend but it wasn't!
- 3 We were all .... .... when the teacher told us the trip was off - we'd been really looking forward to it.
- 4 My sister borrowed my T-shirt without asking me, so I was a bit .... but I calmed down and forgave her later!
- 5 My brother's such a good footballer that everyone was ....... he'd score loads of goals and win the match for his team.
- 6 I was really ...... when they said the match was cancelled, as it was pouring with rain outside.
- 2a (9) 08) Listen to Lindsay talking about a film she saw. How did she feel about it?
  - A bored because of the length of it
  - B disappointed by the ending
  - C impressed by the actors' performances
  - D relieved about what happened to the main actor
  - E surprised at the storyline
  - F worried that she hadn't understood it properly

but it all turned out happily in the end - luckily!

Look at where the answer comes in the recording script below. Which other options above are also mentioned? Why are they wrong?

I went to see the film with my best friend. She said it was supposed to be fantastic - it'd had great reviews in all the magazines, apparently. I'm always a bit concerned when people say things like that, though, as I usually end up feeling disappointed - it's never as good as they've said. Anyway, I needn't have worried. It was fantastic - a bit long, but great. And it wasn't at all about what I'd thought, I was expecting a really sad film with lots of twists and turns,

(P) 09) Now listen to Sandro talking about the same film. How did he feel Tipt When speakers give the same about it? Choose from options A-F in Exercise 2a. What does he say? Does he use the same words as the option or different words?

information as the options, they sometimes use different words.

Tip! Don't choose an answer until you have listened to the complete extract. You may hear information which you think is the answer, and stop listening, but then miss the real answer which comes later.

# Test 1 Exam practice

# Listening • Part 3

(%10) You will hear five people talking about family trips	to
stay in a house by a lake. For questions 19 - 23, choose	
from the list (A - F) what each speaker says about their t	rip.
Use each letter only once. There is one extra letter which	
you do not need to use.	

I discovered different things to do from what

I was worried about how we'd get to the house.

I'd expected.

Tips! Read through the rubric carefully before you listen, so that you know what the five people will be talking about.

Read through the list of options to make sure you know what the differences are between them. Underline the key words in the rubric and the options.

Α	I enjoyed getting to catch up on my relatives' news		19	Tipl Choose your answer carefully, as each speaker may mention more than
	DECKE WITH WARREST AND ADMINISTRA	Speaker 1	10	one thing from the list of options. Don't choose an
В	I was glad I got to make new friends.			option just because you
		Speaker 2	20	hear some of the same words as on the recording – you must listen to the
C	I was surprised at the amount of space in			whole thing.
-	the house.			any and a second second
	the house.		1000	Tipl During the second
		Speaker 3	21	listening, check that your answer matches exactly
D	I was disappointed by the activities on offer.			what each person says.
		Speaker 4	22	Advice

23

Speaker 5

- 19 How did the speaker feet about not being able to do water sports? Was she disoppointed? What did she do instead? Did she expect to do that?
- 22 What word does the speaker use to refer to the size of the house? Did he know how big the house would be before he went? How did he leel about the fown they were to? How about the whale holiday?

# Listening Part 4

#### In this part you:

- e listen to a recording which can have one or more speakers, lasting about three minutes
- answer seven multiple-choice questions, each with three options
- Work with a partner. Which verb from the box summarises what each person is saying in the sentences below? Underline any keywords that help you decide.

Tip! The verbs in Exercise 1 are sometimes used to summarise or report what someone says. Look up any you don't understand in a dictionary.

plan describe suggest object	accept warn disagree agree encourage	deny fear highlight	prefer complain admit approve	react convince claim	order admire persuade emphasise	refuse criticise insist
Example	I think we sho	uld have a co	ol drink in th	e garden wh	en we get home.	sugges
1 'My nev	w watch was exp	pensive, but t	the strap's air	eady fallen a	ipart!'	
2 'The en	ding of the film	was really pr	redictable, in	my opinion		monume
3 'Go on,	come with me	to the cinema	a - you'll love	e it. You will	Great!	

- 'This photo you've taken is fantastic however did you do it?'
- 5 "I'm not sure I want that T-shirt this one's much nicer."
- 6 "It definitely wasn't me that broke the window."
- 7 "You must come to the party with me I can't possibly go on my own!"
- 8 "If I were you, I'd tell your teacher you're having problems with your homework."
- 2a Look at this example from an interview with Maria, a keen volleyball player.

On the exam paper, you see the words:

Why did Maria decide to give up playing volleyball for a while?

- A Her parents persuaded her that it was a good idea.
- B Her teachers warned her that she was missing too much schoolwork.
- C Her coach advised her that she should rest her injured leg.

In the recording you hear:

Interviewer: So even though you were so good at volleyball, you stopped playing for a while. Why was that?

> Well, I'd injured my leg in one match, so my coach was a bit worried. But then he (C) saw I was fine, so he was happy for me to keep playing. (A) My parents didn't feel the same way, though - they were concerned that I was pushing myself too hard, so finally I listened to them. I was sad, though -(B) it wasn't as though my teachers were unhappy with how I was doing at school, after all. But I can see now it was the right thing to do, and I'm back to playing again!

Look at where the correct answer (A) comes in the text. Why are B and C wrong?

Maria:

cue

# Test 1 Exam practice

#### Listening • Part 4

(P) 11) You will hear an interview with a boy called Tom Dawson, who is very good at juggling (throwing several objects into the air at the same time and catching them).

For questions 24 - 30, choose the best answer (A, B or C).

- 24 Tom says he first became interested in juggling when
  - A he was encouraged to try it by his father.
  - B he was taken to see a great display of it.
  - C he was introduced to it by a teacher.
- 25 Tom says that if things go wrong when he's practising, he
  - A sometimes feels like giving up completely.
  - B becomes more determined to get things right.
  - accepts that it's part of learning a difficult skill.
- 26 Why does Tom prefer using small soft objects to practise with?
  - They're convenient to carry.
  - They're cheap to buy.
  - They're easy to catch.
- 27 How does Tom feel when he's showing students his juggling skills at his school?
  - A He feels proud that they're so impressed.
  - B He dislikes it when he makes mistakes in front of them.
  - He's too busy concentrating to notice their reaction.
- 28 Tom feels the best thing that's happened with his juggling so far is that
  - A he's appeared in the local newspaper.
  - B he's taught it to his young cousins.
  - he's learnt some very difficult tricks.
- 29 What does Tom advise people who want to try juggling?
  - Move your body around.
  - B Keep your feet still.
  - C Hold your arms out.
- 30 What is Tom's immediate plan?
  - A to find some other people locally who also enjoy juggling
  - B to go to a special class to improve his juggling skills
  - C to attend a juggling club at his school

Tips! You'll have one minute before the recording begins. First, read the rubric. It will give you information about who is talking and what they are talking about. Then read through all the questions and options and underline any key words so that you know what you're listening for.

#### Advice

24 Did Tom UV jungling at school? How did he feel about it? What did he realise about the comme?



#### Advice ,

28 How did Tom Irel abour having his picture taken?

Tip! Answer as many questions as you can during the first listening. Check your answers on the second fistening, and fill in any answers you missed the first time. If you're still not sure, it's better to guess than leave a blank.

# Speaking Part 1

#### In this part you:

· talk

to an examiner

answer questions about yourself and your life, e.g. your name, school, interests and

future plans

#### Understanding the task

Complete the sentences with words from the box.

f'now

name

two

marksheet

takes



You and your partner will wait outside the exam room. Someone (e.g. a teacher) will give you a piece of paper, which is your (1) ... and which has your (2) on it.



There will be (3)... in the room. The first examiner will ask you to sit down, say 'Good (4) \_\_\_\_\_/ afternoon / evening' and introduce him/herself and his/ her colleague.



The first examiner asks you for your names, (5) ...... your marksheets and then asks you questions about yourselves for about three minutes. The second examiner will fill in your marksheets but he/she (6)... ask you any questions.

#### Useful language Giving full answers

2 Tick (/) the best answers. Put a cross (X) for answers that are not so good. You can tick more than one answer if you like.

What's your name?

- 1 I'm Anna Martin.
- 2 Anna.
- 3 My name's Anna Martin.

The examiners' aim is to create a friendly atmosphere, so smile and don't be nervous. Part 1 questions are about everyday life, which means you talk about yourself.

- Where are you from?
- 4 Spain.
- 5 I come from Spain from Madrid, the capital city.
- 6 Well, I was born in Madrid but now I live in Valencia.

What do you like about living there?

- 7 It's quite small and everyone knows each other so there's a friendly atmosphere.
- 8 It's never boring because there's lots to do in my city, such as shopping, doing sports, going to the cinema.
- 9 The people, weather, shops, beach, my friends.
- 10 What I like best about this city is it has the best food in the whole country.

Useful language	Asking th	e examiner	to repeat	the question
-----------------	-----------	------------	-----------	--------------

repeating that?

Complete the sentences with words from the box.

Tip!	If you don	't underst	and sor	nethin
1	ask the ex	aminer to	repeat	it.

Tip! Always give a full answer to the

question. Don't just reply 'yes' or

1	nind	again	Sorry	catch	
1		co	uld you s	ay that	, please?
				you said.	

3 Would you ....

#### Useful language Linking your ideas together

Complete the sentences with words from the box.

such as / like As well as that	because but	The reason is	and also but often	'no' – try to link ideas together and give reasons for your answers.
1 Hove my tow	n	t's near the beach,	the weather	s often warm and sunny.
2   enjoy most	ubjects,	there are a	few I don't enjoy so muc	h, maths.
3 I like school		got lots of friends	there's alway	s someone to chat to.
			esl can't do ti c and meeting my friend	

# Test 1 Exam practice

### Speaking · Part 1

Work with a partner. Take turns to ask and answer these questions. Ask the questions in any order.

Tips! Look at the examiner and listen carefully to the questions. Don't learn answers to questions before the test because your

answers won't sound natural.

Part 1 3 minutes (5 minutes for groups of three) Interlocutor First of all, we'd like to know something about you.

- Where are you from?
- What do you like about living there?
- What's your favourite subject at school? Why?
- What are your teachers like?
- Do you get much homework every week? When do you do it?
- Do you do any sports? What do you like about it/them?
- What do you enjoy doing after school?
- How did you spend last weekend?
- How will you spend the next school holiday?
- What countries would you like to visit in the future?
- What job do you hope to do after you leave school?
- 12 Now listen to the recording and answer the questions you hear.

# Test 1 Training | Speaking Part 2

#### In this part you:

- about two photos on your own · talk
- · compare your photos and answer a question about them
- answer a short question about your partner's photos

#### Understanding the task

Complete the sentences with words from the box.

one differences two listens question



The first examiner gives Student A a booklet which shows (1) ... photos. Student A has to talk about these photos for about (2) .... minute.



Student A should talk about (3) and similarities between the photos. During this time Student A also answers a (4) ...... which appears on the task sheet.



Student B (5) ..... to his/her partner but doesn't (6) ...... When Student A finishes, the examiner asks Student B a question about Student A's photos.

#### Useful language Talking about similarities and differences

2 Look photos A and B on page C1, then complete the sentences with words from the box.

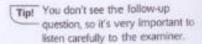
while/whereas/but look/seem perhaps/maybe could/might

- 1 The first photo shows a group of friends \_\_\_\_\_\_ the other one shows a family.
- 2 Both groups of people \_\_\_\_\_\_ be celebrating a special event.
- 4 The people at the barbeque are casually dressed and they ...... more relaxed than the family at the restaurant, who are wearing smarter clothes.

#### Useful language Answering the follow-up question

3 Complete the sentences with phrases from the box.

it would be would choose more enjoyable I'd prefer to / I'd rather



- 1 I would say that ..... ...... have a barbecue with my friends because it's more fun than eating in a restaurant.
- 2 I think ...... better to eat in a restaurant because the food's nicer there.
- 3 The barbecue would be \_\_\_\_\_\_ because it would be fun to cook your own food.
- 4 I don't really like the taste of barbecued food, so I ....................... the meal in the restaurant.

#### Focus Instructions

- 4 Look at the exam instructions below and photos A and B on page C2.
  - a What two things does Candidate A have to do?
  - b What does Candidate B have to do?

Make notes about what you would say about the photos.

Tip! Don't try to describe every detail. Just say what is similar and different about the photos, and answer the question about them. Remember to give your reasons.

(Candidate A), it's your turn first. Here are your photographs. They show people and animals.

I'd like you to compare the photographs, and say why these people might enjoy their jobs.

(Candidate B), which of these jobs do you think would be more difficult?

- 13 Cristina and Marco are two students living in the UK. Listen to them talking about the photos, and tick (/) the expressions from Exercises 2 and 3 that they use.
- 13 Listen again. Write down any other expressions you notice that would be useful for Speaking Part 1. Compare your notes with a partner.

Tip! Don't interrupt your partner in Part 2. Listen to what your partner says and answer the examiner's question at the end of your partner's turn.

# Test 1 Exam practice

### Speaking • Part 2

Make notes with a partner on these two tasks. Then choose one task each and talk about it for one minute.

#### Task A

Interlocutor (Candidate A), it's your turn first. Here are your photographs on page C3. They show people playing musical instruments.

> I'd like you to compare the photographs, and say how the people in these situations might be feeling. (Candidate B), which musical instrument would you like to start learning to play?

#### Task B

Interlocutor Now, (Candidate B), here are your photographs on page C4. They show people on holiday. I'd like you to compare the photographs, and say why you think the people are enjoying their holidays. (Candidate A), which of these places would you prefer to visit?

Tip! Time yourself to see how long you speak for. This will give you an idea of how many ideas you can mention in one minute.

# Test 1 Training Speaking Part 3

#### In this part you:

exchange ideas with your partner

 look at pictures and talk about two discussion points that the examiner gives you. These two questions are also printed

above the pictures

about different possibilities, give opinions, agree or disagree, o talk make suggestions, and try to decide something with your partner

Tip! Be ready to start the discussion. Choose one of the pictures and ask your partner what he/she thinks about it.

#### Understanding the task

Complete the sentences with words from the box.

decision partner same booklet listen politely



The first examiner gives you a (1) ...... with several pictures on the page. The pictures show different (2) ..... or possibilities. The examiner then tells you what you have to discuss, so it's very important to (3) ...... to the examiner.



You work with your (4) ..... and you discuss the topic together for about three minutes. Then you try to make a (5) ............ It's OK to disagree with your partner, but you should do this (6) ............ You and your partner should take turns so that you both have about the (7) ..... amount of time to speak.

#### Useful language Suggesting, agreeing and disagreeing

2 Write these expressions for starting the discussion and making suggestions under the correct heading.

What do you think about ...? Are you ready? What about ...? Shall we start with this one? Shall I go first? So, let's ... Do you want to begin? Why don't we ...?

Starting the discussion Making suggestions

Write these expressions for disagreeing politely and agreeing under the correct heading.

I'm not so sure about that I think you're right I know what you're saying, but ... Good idea I think it might be better to ... Yes, but ... I feel the same That's very true

isagreeing politely	Agreeing	

	the sentences with verbs from the box.	Tipt You don't need to agree on the decision You can agree to disagree (politely).
come s	shall make	
1 OK, we	need to a decision now,	3 Right, we decide which one(s) to choose?
2 So, wha	it decision have weto?	***
ocus Instru	uctions	Tip! Use the questions above the pictures to help you focus on the task.
Look at the	e exam instructions below and the pictu	res on page C5.
a What's	the topic of the discussion?	b What two things do you have to do?
Part 3		
Interlocutor	Now, I'd like you to talk about some	ething together for about three minutes.
	Here are some different activities	that students do after school.
		it might be important to do these different activities wo activities are <u>not</u> important for students to do
14 Lis	ten to Cristina and Marco doing this tas	k and answer questions 1–6 with Yes or No.
- Marie Marie	listen to each other?	
2 Are the	y polite when they disagree with each oth	ner?
3 Do they	give reasons for their opinions?	
4 Do they	discuss all the pictures?	
	speak for about the same amount of tim	
5 Do they	speak for about the same amount of time	e each?
	agree on a choice of two activities? (If so	
6 Do they	agree on a choice of two activities? (If so ten to Cristina and Marco again. Try to r	o, which ones?)  note down expressions they use that are the same as, or sim
6 Do they	y agree on a choice of two activities? (If so ten to Cristina and Marco again. Try to a n Exercises 2, 3 and 4. Compare your no	o, which ones?)  note down expressions they use that are the same as, or sim
6 Do they to, those in	ragree on a choice of two activities? (If so ten to Cristina and Marco again. Try to in Exercises 2, 3 and 4. Compare your notes a second partner. Sp	eaking • Part 3  Tips! Listen carefully to the instructions. Try to talk about each picture and give reasons for your ideas/opinic
Test 1 you have a	y agree on a choice of two activities? (If so ten to Cristina and Marco again. Try to in Exercises 2, 3 and 4. Compare your not exercises 2 and 4. Compare your not exercise and exercises 2 and 4. Compare your not exercise 2 and 4. Compare your not exercise 2 and 4. Compare your not exercise 3 an	note down expressions they use that are the same as, or simutes with a partner.  eaking • Part 3  Tips! Listen carefully to the instructions. Try to talk about each picture and give reasons for your ideas/opinion to fill the time.
Test 1 you have a	y agree on a choice of two activities? (If so ten to Cristina and Marco again. Try to in Exercises 2, 3 and 4. Compare your note that the pairs of the partner, do this exam task in pairs.  3 minutes (4 minutes for groups of the Now, I'd like you to talk about some	eaking • Part 3  Tips! Listen carefully to the instructions. Try to talk about each picture and give reasons for your ideas/opinion to fill the time.
6 Do they to, those in  Test 1  you have a  Part 3	partner, do this exam task in pairs.  3 minutes (4 minutes for groups of the Now, I'd like you to talk about some Here are some suggestions for discovered to the source of the source	eaking • Part 3  Tips! Listen carefully to the instructions. Try to talk about each picture and give reasons for your ideas/opinion to fill the time.  ething together for about three minutes.  eifferent things to include in a magazine that your idents.
6 Do they to, those in  Test 1  you have a  Part 3	partner, do this exam task in pairs.  3 minutes (4 minutes for groups of the Now, I'd like you to talk about some Here are some suggestions for dischool wants to introduce for stuplace pictures from pages 06 and 0 First, talk to each other about how	eaking • Part 3  Tipst Listen carefully to the instructions. Try to talk about each picture and give reasons for your ideas/opinite fill the time.  ething together for about three minutes.  ifferent things to include in a magazine that your idents.  C7 In front of candidates.
Test 1 you have a	partner, do this exam task in pairs.  3 minutes (4 minutes for groups of the Now, I'd like you to talk about some Here are some suggestions for dischool wants to introduce for stuplace pictures from pages 06 and 0 First, talk to each other about how	eaking • Part 3  Tips! Listen carefully to the instructions. Try to talk about each picture and give reasons for your ideas/opinite to fill the time.  ething together for about three minutes.  ifferent things to include in a magazine that your idents.  C7 in front of candidates.  interested students would be in seeing these things
6 Do they to, those in  Test 1  you have a  Part 3	partner, do this exam task in pairs.  3 minutes (4 minutes for groups of the Now, I'd like you to talk about some Here are some suggestions for dischool wants to introduce for stup Place pictures from pages C6 and 6 First, talk to each other about how in the magazine. Then decide while	eaking • Part 3  Tips! Listen carefully to the instructions. Try to talk about each picture and give reasons for your ideas/opinite to fill the time.  ething together for about three minutes.  ifferent things to include in a magazine that your idents.  C7 in front of candidates.  interested students would be in seeing these things
6 Do they to, those in  Test 1  you have a  Part 3  Interlocutor	partner, do this exam task in pairs.  3 minutes (4 minutes for groups of the Now, I'd like you to talk about some Here are some suggestions for dischool wants to introduce for stup Place pictures from pages C6 and 6 First, talk to each other about how in the magazine. Then decide while	eaking • Part 3  Tips! Listen carefully to the instructions. Try to talk about each picture and give reasons for your ideas/opinion to fill the time.  ething together for about three minutes.  ifferent things to include in a magazine that your idents.  C7 in front of candidates.  interested students would be in seeing these things

# Test 1 Training | Speaking Part 4

#### In this part you:

- answer questions that are based on the same topic as Part 3, but the questions focus on more general aspects of the topic
- · respond to the examiner's questions, but you may choose to involve your partner in the discussion as well

#### Understanding the task

Complete the sentences with words from the box.

first six predict written answered





The examiner asks you questions based on the same topic as Part 3. You do not see these questions (1) \_\_\_\_\_ down. The examiner has a total of (2) \_\_\_\_\_ questions but may ask you only two or three of them. This part lasts about (3) ..... or four minutes. The examiner may ask you or your partner a question (4) .....

After your partner has (5) \_\_\_\_\_ a question, you may be asked a different question, or you may be asked if you (6) ...... with your partner. It helps if you think of the Part 3 topic you discussed, and try to (7) ..... the questions you may be asked in Part 4.

#### Useful language Giving and justifying opinions

2 Complete the sentences with words from the box.

opinion seems way say think/feel/guess/reckon/believe

Tipl The questions in Part 4 ask for you opinions rather than for factual information.

- 1 1 students do get too much homework.
- 2 I would ...... students at my school don't get much homework.
- 3 It ............... to me that some teachers give more homework than others.
- 4 In my \_\_\_\_\_, the amount of homework you get depends on which year you're in.
- 5 One \_\_\_\_\_\_ of looking at it is the more homework you get, the better you'll do at school.

	Read questions and opinions 1–6. Then match them with reasons a-f.				
	Do students get too much homework?     In my view, they do.    G	a	That's because some people just aren't very good at it.		
3	Why do teachers say homework is good for students?     I guess it's because it helps you to learn things.	b	For example, they might do things that get them into trouble.		
0.40	Some people say computer games are bad for you. What do you think?     I'd say they're not bad for you.	c	After all, if you spend all day at school learning, why should you need to do more work in the evening?		
3	4 Should every student have to do sport? My feeling is they shouldn't have to.	d	The thing is, we already spend enough time at school.		
3	5 Should the school day be longer to give students more holiday? I don't think so.	e	But of course, only if you don't spend hours and hours playing them.		
0	Why is it a problem if students don't have anything to do after school?  I think they could easily get bored and that's a bad thing.	f	I mean, if you only study something in class, you'll probably forget about it quite quickly.		
	Listen to Cristina and Marco answering questions 1–3 in Exercise 3. Do you agree with their opinions?				
	If yes, what other ideas could you add to agree with them? If no, what would you say to disagree?		Manager of the second s		
5	Discuss questions 4–6 in Exercise 3 with your partner.		Try to use one of the expressions for giving an opinion and give at least one reason for your opinion.		

#### Interlocutor

 Would students at your school like to have a student magazine?

Do you agree? And you? What do you think?

- Who should write a student magazine - students or teachers?
- What problems could there be with producing a magazine?
- . Do you think it's useful for schools to have a website for students?
- How should schools communicate information to parents?
- · What other ways do you think are best for students to get involved in school life?

Listen to your partner's answers too, because the examiner may ask you what you think about something your partner has said. If you don't understand a question, ask the examiner to repeat it. Use expressions like those you saw in Part 1 on page 56.

Tip! If a question is difficult for you, don't spend a long time thinking about it and don't just say 'I don't know'! Begin your answer with something like 'Tm not really sure, but I suppose ... or I haven't thought about that before, but I guess .....

#### Reading Part 1

- How many questions do you have to answer in Part 1?
- · What kind of questions are they?
- How many options do you have to choose from?
- Read the following text titles. What sort of texts might they be? A Lucky Escape The Life of a Butterfly The Marinda Ski Resort
- Tip! Use all the information you can to find out what the text is about; read the rubric, look at what sort of text it is, the topic, any title and any artwork. Then think about what you might expect to read in the text.

2a Read through the following text about a boy called Jake. Is it fact or fiction? Where would you find a text like this? Suggest a possible title for the text.

Our teachers recently took us to an exhibition in our city, which they thought would help us with our science classes. When everyone heard that it was an industrial exhibition, the whole class moaned and complained, as we assumed it would be really boring. But it turned out to be full of big and small machines from all over the world, on display in enormous buildings packed with people - all of which made for a really lively atmosphere as far as I was concerned. The only thing was, there seemed to be very little on display from where we came from, which was a pity.

- Now read the question, and choose the best answer (A, B, C or D).
  - When Jake got to the exhibition, he was disappointed to find that
  - A it was absolutely full of people.
  - B It was all about industry.
  - C it included few things from his country.
  - D it was full of machines from all over the world.

Tio! When the questions are in the form of incomplete sentences you must read both parts of the sentence together, not just choose your answer from the four options.

3a Look at the next section of the text. What is the most suitable ending to the incomplete sentence below? Compare your answer with a partner.

For Jake, the best thing about the exhibition was ...

There were lots of guides all over the place, which was good as they were able to tell us all about the highlights of the exhibition - including a magic show and a mini circus, where you could actually learn circus skills. I didn't spend long there, though; I was far more interested in a giant wheel I'd spotted in a corner. It promised great views right over the exhibition, with all the lights - and it lived up to its promise! I was starving afterwards, so I bought a big slice of pizza and some chips, although they didn't taste quite as nice as they looked.

- Now look at the four options that your teacher will give you. Which one is closest to your answer? Why was it important to read the incomplete sentence carefully?
- Read another section of the text. Why are the exhibition stands described as being 'in full swing'? Choose the best answer (A, B, C or D).

Tip! When meeting unknown words in a text, look carefully at the context to try and work out the meaning.

We had the chance to try out some of the machinery on display, which was very exciting. All the trade stands at the exhibition were in full swing by the time of our visit, as it was several days after the official opening. So by then all the traders displaying their goods had had time to get used to students like us wanting to try out absolutely everything in sight - getting rides on farm vehicles or operating factory machines.

- A They'd been running for some while.
- B They were crowded with all sorts of people.
- C They seemed extremely exciting.
- D They were moving

# Test 2 Exam practice

#### Reading • Part 1

You are going to read an article about a girl who flies kites for a hobby. For questions 1 - 8, choose the answer (A, B, C or D) which you think fits best according to the text.

Mark your answers on the separate answer sheet.



Tipst Read through the whole text first to understand what it is about. Read each question or incomplete sentence carefully so that you know what you are looking for in the text.

#### KITE FLYING - by Stella Kent, aged 16

You only have to look at the thousands of kite-flying fans who, like me, turn up to kite festivals every year to see how popular kite flying has become. And it's easy to understand why - once they've successfully launched a kite, and seen it flying under their control, they never want to stop. But it's the pleasure of gazing up at a clear blue sky, feeling the wind on my face, that draws me back time and again.

The first time I flew a kite was when my family took me to a kite shop that sold the most colourful kites I'd ever seen. We bought one and took it down to a deserted beach nearby, so with no people around we could make as many mistakes as



we liked without anyone seeing us. A strong wind whipped across from the sea, making our skin sore from the sand blowing around, but we were too excited to take much notice.

The wind was so fierce, however, that at one stage, the kite actually started pulling me along. But because we'd spent so much money on it, there was no way I was going to let go. Instead, I allowed myself to be pulled along the beach on my stomach, gathering sand in my mouth as I went until the kite finally fell to the ground - quite an experience!

It took me some time to learn to fly kites well - especially once I'd moved on to complicated stunt kites that do tricks. From watching other people, I'd already guessed kite flying might not be as simple as it looked. But initially I hoped I'd at least be able to use the strings correctly - pull one string for one direction and the other string to go the other way. Sadly, though, what I didn't know was that if I kept on pulling one string, the kite would spin around in a circle and all the strings would get tied together, before it crashed down.

But there have been high points, too, such as the day my dad and I were flying a kite out in the countryside and a great big bird - a hawk - came down out of nowhere. We quickly realised the bird had clearly just come to check out what was flying around in his territory. So instead of ripping my kite to pieces with his claws, as he might have done with an enemy bird, he just flew alongside it for a while. It was a wonderful sight - my big kite flying up there with such a powerful wild creature twisting and turning in perfect harmony with the kite. Then he just disappeared as suddenly as he'd come.

On another occasion, I went out with my family to fly our kites at night. It was a completely different experience. We were in almost complete darkness, which was slightly scary - it's hard to estimate how far away your kite is, or the other people you've gone with, for that matter! The only way you can judge the location of your kite is by feeling it pull on the end of the string. But it's also much easier to hear the kite up there, more clearly than you would during the day.

Kite flying can be a very emotional experience, especially if you've actually made the kite that's climbing and diving across the sky. And there's a real personal relationship between me and the kite, as though what's on the other end of the string is alive - sometimes it seems to me like an excited puppy, at other times it's a fire-breathing dragon! I even give my kites different names sometimes, much to the amusement of my family.

I can't imagine I'll ever stop flying kites, even when I'm older. The thrill of designing and making something that'll actually fly is amazing - and I've recently moved on to aerial photography, fixing a camera to a kite. I don't have sophisticated equipment, but I've still got some stunning shots. And I'm considering doing kite surfing in the summer, surfing on the sea, being pulled along by a kite. That'll be awesome!

- Stella says what attracts her most to kite flying is
  - A the feeling that she's sharing an interest with lots of other people.
  - B the challenge of learning how to control the kite.
  - C the opportunity to spend time in the fresh air.
  - D the excitement of being successful when the kite finally flies.
- Stella describes the place where she first flew a kite as being
  - A highly recommended by a kite shop.
  - B difficult due to the weather.
  - C popular with other people flying kites.
  - D suitable for beginners like her.
- When Stella's kite began to blow away on the beach, she was
  - A disappointed that she didn't know how to handle it.
  - B determined to do anything she could to hang on to it.
  - C worried about the injuries that she might get.
  - D angry that such an expensive kite couldn't cope with the conditions.
- Stella admits than when first learning to fly kites
  - A she made a basic mistake.
  - B she assumed it would be easy.
  - C she damaged several kites in her attempts.
  - D she was too ambitious in her choice of kites.
- How did Stella feel when a big bird came towards her kite?
  - A afraid that he would attack her kite
  - B full of admiration for his skilful flying
  - C amazed at his size compared to her kite
  - D concerned for other birds in the area.
- What does Stella suggest about flying a kite at night?
  - A She relies on different senses to do it.
  - B She forgets about the other people with her.
  - C She fears it might be quite dangerous.
  - D She is far more likely to lose her kite.
- 7 Why does Stella feel there's a strong link between her and her kite?
  - A She's the one that created it.
  - B She controls its movements.
  - C She recognises its changing personality.
  - D She's given it its name.
- What is Stella thinking of doing next?
  - taking photos using a kite
  - B giving up kite flying for a while
  - C designing a different kind of kite
  - D taking up a new sport involving kites

#### Advice

- 1 Stella mentions why other people love llying kites. What draws Stella back to kite flying most?
- 3 Stella's kite was expensive what would this make her do when it began to blow away?
- 4 What happened when Stella tried to pull the strings of the kille?

### Reading Part 2

- What will you find in the paragraphs of Part 2 texts?
- What are some examples of things to look for when trying to find sentences. that fit the gaps?
- You are going to read about space travel. With a partner, check that you know the meanings of the following words. Choose a word and explain the meaning to your partner. Your partner must guess which word you are describing.

rocket solar system planets ice underground cloudy. gravity weightless astronauts valley volcano inhabitants spacecraft atmosphere



Read the text about space travel. Then read the sentences below. Which sentence fits the gap? Why do the other two not fit?

Have you ever wondered what it would be like to travel into space? What kind of vehicle would you travel in? And what would you see from the window of your craft as you raced away at speed and arrived in space, way beyond the cloudy get such a unique view of these special things, you'd also have to cope with the difficulties of being aboard a spacecraft - the lack of room to move around, and the lack of gravity, which would make you feel completely weightless.

- A The chances are you'd see very little, as you'd be too busy getting used to things like the absence of gravity to look down and see where you lived.
- B At such a great height, you'd get an amazing sight of a clear night sky full of stars and other planets - something very few people have seen.
- C That's because it's so quick you might cover the 100km out of Earth's atmosphere in only a couple of minutes.



Tip! You may find there is related vocabulary linking the missing sentence to the rest of the paragraph - but don't just match the same words together.

# Test 2 Exam practice

### Reading • Part 2

You are going to read an extract from a textbook about space. Seven sentences have been removed from the article. Choose from the sentences A - H the one which fits each gap (9 - 15). There is one extra sentence which you do not need to use.

Mark your answers on the separate answer sheet.

Tips! Underline any words in sentences A-H which might link the sentence with a particular paragraph, for example pronouns, tenses or linking words.

Look carefully to see if any of the sentences are adding a similar or contrasting idea.

Remember that words in the sentence might refer to something before or after the gap.

# The planet Mars

In our solar system, Mars is the fourth planet from the sun, It is often called the Red Planet, because of the Iron In the rocks on its surface which gives it a red appearance.

Of all the planets in our solar system, Mars is probably most like Earth in a number of ways. For example, it has seasons in the same way that Earth does, and it also has ice at its poles, although the ones on Mars are much colder. The days there are only slightly longer, too. 9 Unlike Earth, Mars is very cold and dry, without any water to maintain life.



We now have a lot of information about Mars thanks to the number of visiting space vehicles sent up from Earth that have flown round the planet. The first successful 'fiyby' was by a space vehicle called Mariner 4 which flew past the planet in 1965. 10 A number actually landed on the surface and sent back colour pictures of Mars. They also sent back data which allowed scientists to draw maps of the surface of the planet.

It was thought for a long time that Mars did actually have liquid water on the ground there. 11 They thought these could be seas and also areas of land, perhaps even continents.

Early scientists also thought they saw long dark lines on the surface through their telescopes, and wondered whether they were actually canals that inhabitants of the planet had built to carry water to their crops. However, pictures that have since come from spacecraft have shown that there is no sign of any canals on the surface of Mars, or even signs of any lines. 12 And as for inhabitants, there currently seems to be no sign of life on Mars at all.

But just because there is no evidence of anything living on Mars now, it doesn't mean that there never was anything living Scientists still think there may be bacteria deep beneath the frozen surface, for example in the large areas of Ice In the regions of the two poles. What's more, signs of what look like dried-up rivers on the surface suggest that there was once water there.

Pictures coming back from spacecraft also show that Mars may have been hit billions of years ago by meteorites - objects floating in space, many of them like large rocks - hitting its surface. The holes these left on the surface are clearly visible. and the biggest one is about 1,800km wide - big enough for half of Europe to fit into! There is also a huge system of valleys about 5,000km long. 14 It's thought that the valleys formed when the surface of the planet cracked and was pulled apart. What's more, there are dormant or 'sleeping' volcanoes on Mars, the biggest of which is Olympus Mons, three times higher than Mount Everest (the highest mountain on Earth).

50 far, no-one has managed to land on the surface of Mars, but there are hopes that this will happen in the future between 2030 and 2037. 15 So who knows - Mars might even become our home one day in the future!

- A One proposal has been that the first explorers to travel to Mars might attempt to settle there.
- If Mars had once been wetter and had a higher temperature than now, it might have been able to maintain life.
- C However, although the planets are so similar, humans still can't live on Mars.
- D After further research, it was decided that these were indeed possible.

- Several more craft then filmed it, together with one of its moons, Phobos.
- That's about as far as from New York to Paris!
- G This was because scientists had seen light and dark regions on the surface.
- They may just have been something that scientists thought they saw, but that weren't really there.

#### Advice

9 The text is talking about things that are the same between Earth and Mars. Which sentence refers to this?

14 Look for a comparison of distance in one of the options

### Reading Part 3

- What kind of text do you need to read in Part 3?
- How many questions do you need to answer?
- What do you need to do in order to answer the guestions?
- 1a Read quickly through the text, written by a boy called Max, to get an idea of what it's about



Our picnic at the weekend was typical of the sort of events my family always manages to have - great fun, but badly organised, with half the stuff we needed left at home! The plan was for a barbecue, but of course when we arrived at our chosen spot, it was too windy for that, with a breeze blowing off the sea. So we had to settle for the other food we'd brought with us - slightly squashed sandwiches, mainly, but still tasty, and some great cakes my granidma had made. We'd also forgotten to bring anything to sit on, so everything got a bit sandy. But we were all just happy to be together, out in the fresh air, so no one cared, and even my sister and I postponed our arguments for the afternoon.

- b Now try answering these questions without looking back at the text. What do you learn about
  - a what kind of event it was?
- c what the weather was like?
- b where they went?
- d what they ate?
- 2 Read the text in more detail. Which of these options matches with what Max says about the picnic? Underline where you find the answer in the text.
  - A Max was generally disappointed by the food on offer.
  - B Max and his sister made an effort to get on better during the picnic.
  - C Max found the place where they sat for their picnic was very uncomfortable.
- 3a Read quickly through the text, written by a girl called Saskia, to get an idea of what it's about.

I think more planning goes into my family's annual skiing holidays than you'd see in a full-scale military operation. Absolutely nothing is left to chance; we have two of everything, or four in the case of boots and skis, and we always set off with a car so full that there's barely room for any of us to sit, especially the dog. But it's always worth it, because no matter what I ask for on holiday, or what emergency comes along - my favourite biscuits, something to treat a cut finger - it's instantly provided, without a moment's hesitation as to where to look. But I've no idea whether I'll be able to provide the same kind of service to my children when I'm older, as I also know all the effort my parents make before we leave and I may not be so willing to do all that stuff!

Now try answering these questions without looking back at the text.

What do you learn about

- a the kind of holidays Saskia's family have?
  - c how they travel?
- b what they take with them?
- d what Saskia thinks about all her parents' preparations?
- Choose one part of Saskia's text, and paraphrase it rewrite it keeping the same meaning but using your own words. Then read it to your partner - can they find which part of the text you have used?

Look at this example. Where does it come from in the text? It's difficult for all of us to fit into our vehicle when we go away on holiday.



Tip! Use skimming and scanning techniques - read quickly through the text to get an idea of what it's about, and then read in more detail to find the answers you want. Begin by reading the questions.

# Test 2 Exam practice

# Reading • Part 3

You are going to read a magazine article about teenagers driving go-karts around a track. For questions 16 - 30, choose from the people (A - D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

Tip!	Remember that the information
	you need may not come in the
	same order in the texts as in the
	questions.

#### Which person

was grateful that someone with them wasn't worried about their own performance?

16

had assumed they'd be far more successful than they actually were?

17

expresses an ambition to try driving somewhere apart from on a track?

18

found it hard to remember what they'd been told before they started driving?

19

was given confidence by the instructors despite initial nerves?

20

felt embarrassed by what they had to wear?

21

was thrilled to be among the most successful in their group?

22

became keen to go to the track on a more regular basis?

23

was concerned that someone with them was having problems?

24

suspected the speed they'd achieved wasn't as impressive as they thought?

25

thinks their success was thanks to being shown what to do?

26

was given the opportunity for a truly memorable trip in a very different vehicle?

27

found the people with them behaved differently from usual at the track?

28

got to take part in an activity that was almost cancelled?

29

was told they needed to make a change in their driving?

30

# Advice

16 Who was with someone that didn't do well at first on the track?

19 Who mentions having problems with the training they were given?

22 Who is positive about being one of the fostes?

28 June, Mark and Kobe. mention how other people with them reacted - but who was surprised?

#### A Jane



I went to the go-kart track with some friends. I'd never done anything like this before so I was a bit worried before I went. But the instructors couldn't have been nicer, and once I'd put on my safety suit and got into the

go-kart, they made me feel completely at ease behind the wheel. The go-kart I drove was in great condition although maybe not so great after I'd finished with it! The only thing was, things got much more competitive amongst my friends than I would ever have imagined -I'd really never seen them like that before, and I even thought there'd be some tears at one point as one friend took a while to learn how to get the car moving. But I was far more worried than she was. Once she'd got it, she was fine - and actually just as fast as everyone else around the track!

#### Mark



We'd been to similar events as a family, but I suspect my mum never likes it that much. She had a go at driving this time, but she was so slow that my brother and I passed her twice on the same lap round the track! She

laughed about it as usual, though, I'm relieved to say; she just wanted us to have a good time. The instructor drove with us round the track as an example of how it should be done - I don't believe I would have remembered it all so quickly without that. Part of the track was wet too, in places, so at one point there was a chance we wouldn't be allowed to drive after all, but in the end they decided it was safe enough to show us how to brake safely in the wet! I was a bit nervous at first, but it was fine. Our lap times were being displayed on a big electronic scoreboard - and I was one of the fastest! Not surprisingly, my mum definitely looked worried at that!

#### C Katie



I'd always been keen to start driving. even when I was small. I had a toy pedal car I used to drive all the time. So I guess I expected I was really well prepared for go-karting, but maybe I was a bit too self-confident, as I

couldn't even get the car to move forward initially! Still, I did learn how to go round corners really fast - or at least it seemed fast to me, but probably not to the spectators. My mum said I'd done brilliantly, but then she always says something positive! I think, though, I might have appreciated a bit more training when I first got into the car and a bit less in the training room, as it wasn't easy to keep it all in my head before I'd actually tried-driving. I can't say the safety suit I had to put on was particularly stylish either - I'm really glad my mates at school couldn't see me!

#### D Harry



It was an amazing day - I went with my school class, and we were allowed to see how a go-kart is put together, and how to build your own. I learnt a lot just from that, so I decided to join the group that meets at the track

every Saturday to learn how to fix old go-karts - and improve my driving skills, of course! I'm keen to start driving as soon as I'm old enough, anyway - we live out in the country, so it's pretty important. Anyway, driving on the track was cool - we were shown exactly what to do, then the instructors watched us and gave us individual feedback on our driving. Mine was OK, although there were areas for improvement attempting to be the fastest round bends, for one thing! So I had to slow down. The highlight, though, was when some of us were taken for a ride in a yellow Lamborghini - a very expensive, luxury sports car! That was an experience I'll never forget!

# Test 2 Training | Writing Part 1

- What types of task can you be asked to write in Part 1?
- Who are the typical people you might be writing to?
- How many words do you have to write?
- 1a Read through the instructions for an exam task below. Then answer these questions with a partner.
- Tint. The rubric gives you an important introduction to the task. Read itf

- 1 Who is the email to?
- 2 Who is it from? Is it from: someone you know? Yes / No

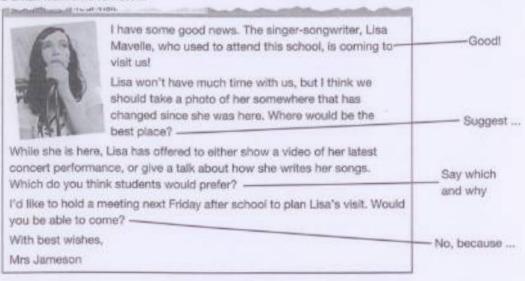
someone at your school? Yes / No

a friend? Yes / No

a teacher? Yes / No

You have received this email from Mrs Jameson, the principal of the international school that you attend, about a visit to the school by someone well known. Read Mrs Jameson's email and the notes you have made. Then write an email to Mrs Jameson, using all your notes.

- b Is there a difference between writing to a friend and writing to your teacher? How might it affect the kind of language you use?
- 2a Now read the email from Mrs Jameson.



With a partner, complete Box A for each question. (The first one has been done for you.)

Box A

1 What is the good news?

(e.g.) A well-known singer-songwriter is coming to the school.

(e.g.) Good for the students - they'll enjoy it Thanks.

Box B

2 What do you have to suggest?

	You have to choose between two things.     What are they?				
	4 What do you have to explain for the last point?				
3	Now you have identified the points to include in your answer, talk with your partner about your ideas for developing each point. Make notes in Box B. (The first one has been done for you.)				
4	For the first point in your answer, you have to respond positively to what the writer has said. Write a positive response to each of these sentences, using the phrases for responding positively in the Remember! box.	Rememberl  Responding positively I was very pleased to hear about			
	1 Guess what! I've won a competition!	I'd love to – thanks.			
	2 It's not long until you come and visit!	I think it's a great idea. I'm really looking forward toing.			
	3 Would you like to go to a concert?	I'm very glad that			
	4 I think we should have an end-of-term party.	It's going to be very exciting!  Congratulational That's absolutely			
5	For the second point in your answer, you have to <i>suggest</i> something. Respond to these questions with a suggestion, using the phrases for	Rememberl			
	suggesting in the Remember! box.	Suggesting Why don't we?			
	1 What shall we do on Saturday?	Would it be a good idea to?			
	2 What should we wear to the party?	How about? Let's, shall we?			
	3 What kind of music should we play?	1 diam we state in			
6	For the third point in your answer, you have to say which of two options you <i>prefer</i> . Write sentences to say which of the following you would prefer, using the phrases for expressing preferences in the <i>Rememberl</i>	Rememberl  Expressing preferences			
	box. Add a reason for your answer.	I'd rather than I'd prefer to rather than			
	1 Imagine you're on holiday. Would you prefer to swim in a heated swimming pool or in a lake?	I think it'd be better to I'd enjoy more than			
	2 Imagine it's your birthday. Would you prefer to have a family meal at home or in a restaurant?				
	3 Imagine you've got to make a long journey. Would you prefer to go by car or plane?				
7	For the fourth point in your answer, you have to explain why you can't do something. Write sentences to say why you can't do the following, using	Kemember			
	phrases for explaining from the Rememberl box. Give a reason for your answer.	Explaining Unfortunately, I won't be able to I'm really sorry, but I can't			
	1 Can you come to my party next Saturday?	And the second s			
	2 Would you like to go shopping tomorrow?				
	3 How about going skateboarding on Monday after school?				

#### Writing • Part 1

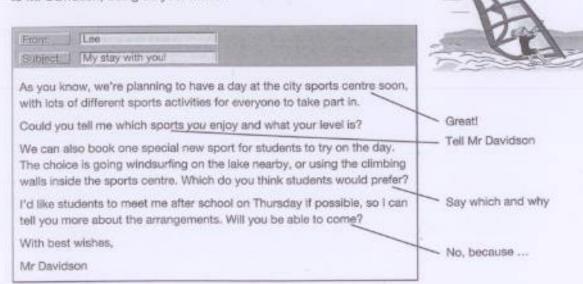
Follow the instructions below.

You must answer this question. Write your answer in 120 - 150 words in an appropriate style on your answer sheet.

You have received the following email from Mr Davidson, the sports teacher at your international school, who is writing to all the students in your year about the arrangements for a sports event. Read Mr Davidson's email and the notes you have made. Then write an email to Mr Davidson, using all your notes.

Tip! Read the instructions to the task carefully to see who the email or letter is from and what it will be about.

Tip! Read the email or letter and the notes alongside it carefully so you understand everything you have to include in your answer. Make sure the target reader gets all the information they ask for.



Write your email. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

### Check! Have you: checked who you are writing to? included all four points in your answer? used appropriate language to express each of the four points? opened and closed the email appropriately? written 120-150 words?

### Writing Part 2 (review)

In Part 2 there may be a question asking you to write a review (e.g. for an English-language magazine, newspaper or website).

In a review you:

- · give a brief description of what you are reviewing
- include your opinion what you liked and what you didn't like about the experience
- usually give a recommendation say if you think other people would like it
- should use good describing words think about what adjectives and adverbs you could use
- write between 120 and 180 words
- 1 Look at the following points you might want to include in a review. Put them into the categories of review below. Some words go in more than one category.

		the staff
e story th	he ending	the cost
e cover ti	ne food	the service
e speed th	ne music	the actors
	e cover ti	e cover the food

computer game	film	book	restaurant

#### Vocabulary Positive and negative adjectives

2 Look at the words below that can be used to give an opinion. Which are positive? Which are negative? Which could be both, depending on the context?

challenging	predictable	stunning	terrifying	outstanding
absorbing	dull	violent	complex	scary
thrilling	striking	weird	entertaining	superb
outrageous	fast-moving	memorable	moving	confusing
dramatic	fascinating	dreadful	horrible	impressive

- 3a Work with a partner to do the following.
  - 1 Choose a computer game, a film, a book or a restaurant to talk about.
  - 2 Make notes before you begin. Be prepared to describe what it is, say what you liked and didn't like about it, and whether you would recommend it to other people in your class.
  - 3 Write the review. Use vocabulary and expressions from Exercises 1 and 2.

#### Remembert

#### Recommending

In my opinion / view, it's ...

Ed really recommend it/ -ing ...

Personally, I think it's ...

You / Everyone should definitely try it / to see it / to go there.

b Now add a conclusion to your review. As part of your conclusion, try using a sentence with a superlative, like this:

It was definitely **the best** restaurant I've ever been to. I've never seen **such a** scary film in my life!

75

4a When you are writing your answer, you will need to use words and expressions that can link your ideas. You will need linkers for when you are adding a similar point, or adding a contrasting point about the same thing. Look at these examples.

Adding a similar point

Adding a contrasting point

What's more

On the other hand

Besides that

However

The skate park has some great jumps. What's more, you can ride your BMX there, too. / On the other hand, it's often too crowded for us to practise there.

- b Complete these sentences about a swimming pool in a suitable way.
  - 1 The swimming pool tickets were very cheap. On the other hand,
  - The water was really warm. What's more, \_\_\_
  - 3 The slides were quite fast. However, ...
  - 4 The snacks in the machines were great! Besides that,
- 5a Read the exam task below.

You have seen this announcement in an international sports magazine.

#### Reviews wanted!

Do you go to a sports centre or park where you can do extreme sports? If so, we want to hear about it! Write us a review, telling us what you like and don't like about it, and whether you'd recommend it to other people.

The best reviews will be published next month!

Write your review.

- Tip! Check who you are writing your review for – it may be young readers of an international magazine/website, or your teacher. You will need to use the right level of formality when writing.
- Tip! Remember to answer any questions in the announcement.

- b Now read the review a girl called Sally wrote for her answer. While you are reading, underline examples of the following things.
  - opinions
- describing words
- linking words

Tip! Try to use linking words, like Sally has done, to add similar points (what's more, besides that) or contrasting points (however, of in all).

# Skateboard park

If like me you're a skateboarding fanatic, you'd love the new skateboard and BMX park that's just been built in our town. Teenagers here had been asking for new facilities for ages, so we were all desperate to see the results. And we weren't disappointed – it's absolutely brilliant!

First of all, the park is not far from the bus station, so it's really accessible for people coming from out of town. What's more, the jumps are built to suit all levels beginners or real experts, with one really challenging high drop that I haven't tried yet, because it looks terrifying! The park's already popular with skaters and riders in the area, which means that everyone swaps ideas and tips.

However, there is a down side, which is that there are no refreshments available nearby, so if you want to buy a drink or some food, be ready for a walk!

All in all, I'd really recommend it to other people who love skating and riding BMXs. It's the coolest park I've ever been to.



# Writing • Part 2 (review)

Follow the instructions below.

Write your answer in 120 - 180 words in an appropriate style on your answer sheet.



Tips! Read the announcement carefully to see what you need to review.

> Don't worry if you can't think of something you have actually done or seen recently. Just make sure you review what the task asks for,

> Answer any questions that are in the announcement.

You see this announcement in an international music magazine.

#### Reviews needed!

What's your favourite site on the Internet?

What do you use it for? Send us a review of the website, telling us why you like it, anything you don't like about it, and whether you'd recommend it to other people of your age.

The best reviews will win a prize!

Write your review.

given your review a title?
Included points which will interest your readers?
included your own opinions?
made your recommendation?
used suitable linking words to add similar or contrasting points?
written 120-180 words?

Tip! Don't forget to give your review a title at the beginning and include a recommendation (usually near the endi.

### Writing Part 2 (story)

In Part 2 there may be a question asking you to write a short story. In a story you:

- continue your story from the prompt sentence you are given
- need to show you can use past tenses past simple, past continuous and past perfect
- should use good describing words think of suitable adjectives and adverbs
- · write between 120 and 180 words
- 1a Look at the exam task below.

Tip! Is the sentence in the first person or the third person? If you are given names in the sentence, you should use the same names in the story.

You have seen a story-writing competition in an English-language magazine and you decide to enter.

Your story must begin with this sentence:

Tom and Harry looked carefully at the map and then set off across the bridge.

Write your story.

- b Read the task carefully. Before you start writing, you need to spend a few moments thinking, and perhaps making brief notes. Think about these things.
  - Who are you writing the story for?
  - Who are Tom and Harry? Friends? Brothers? How old are they?
- Now imagine that you have the map and are going across the bridge. Look at these describing words that you could use to tell your story. Which could they describe - the bridge, the weather, or your feelings? Put them in the correct categories below, and then compare your answers with a partner.

chilly wooden puzzled steel petrified ancient breezy damp thrilled nervous shiny broken humid sunny astonished solid furious. bright cloudy

the bridge	the weather	your feelings

2	It's important to use narrative tenses correctly when you are writing a story.  Complete the story below by putting the verbs in brackets into the correct past tenses. (One of the verbs needs to be made passive. Can you see which one?)							
	The bus (1) had already left (already leave) by the time Jenny (2)							
3	You may want to use words and expressions to describe time when you are telling your story. Look at these examples, then use some of them to complete the sentences which follow.  Use cohesive devices such as the expressions in Exercise 3 that link points together.							
	at first by the time while for a few moments eventually after a while once gradually meanwhile during immediately							
	1 Ben struggled to keep up with his dog							
	Ben noticed what his dog was doing, it had completely ruined the flowerbed.							
4	You can use descriptive adverbs in your story to show the way that people do or say things. Look at these examples.							
	Katie was waiting patiently Jenny asked them suspiciously.							
	Now complete the sentences with an adverb from the box. (Sometimes more than one answer is possible.)							
	peacefully excitedly confidently jealously nervously calmly desperately miserably anxiously cheerfully enthusiastically crossly							
	1 The baby was sleeping by the time they arrived home.							
	2 To everyone's surprise, Jon reacted very when he heard he'd won.							
	3 Jamie looked aroundas he walked into the empty house.							
	4 The team ran onto the pitch, certain they'd win.							
	5 Karl looked							
	6 Jane was furious that her sister had borrowed her favourite top, and slammed the door as she left.							

- Read the story that a boy called Jack has written as an answer to the task on page 78. As you read, underline some examples of these things.
  - descriptive adjectives
- time words
- adverbs that describe the way people did or said things
- verbs in the past simple, past continuous and past perfect tenses

Tip! Construct an interesting short story, with a dear beginning, middle and ending. Make sure you use paragraphs when you move onto each new stage of the story.

#### The trip

Tom and Harry looked carefully at the map and then set off across the bridge. It had been a beautiful, warm, surny day, but as the boys crossed the bridge, dark clouds were beginning to gather. They shivered and began to run. By the time they'd reached the other side, heavy drops of water were already falling. They sheltered miserably under the leaves of a tree until the rain gradually stopped. This isn't much fun," muttered Tom crossly. "I know," said Harry. "Arryway, come on, we'd better hurry. Let's have another look at the map. I think it's this way."

They set off again along the track. After a while, the clouds began to disappear and the sun again felt warm on their backs. They looked ahead and saw a group of people in the distance. As they approached, who did they see but their teacher and classmates, with a picnic. 'Come on,' cried the teacher cheerfully. 'We frought you'd never get here! Happy summer holidays, everyone!"

### Test 2 Exam practice

### Writing • Part 2 (story)

Follow the instructions below. Write your answer in 120 - 180 words in an appropriate style on your answer sheet. Your teacher has asked you to write a story in English for the school magazine. Your story must begin with this sentence: When Elena saw the house for the first time, she couldn't believe her eyes! Write your story. Check! Have you: used a range of past tenses?

> used descriptive adjectives and adverbs? used a range of time words and expressions?

divided your story into paragraphs?

Tipt Continue your story from the prompt sentence - don't write about something completely different.

Tip! To make your story interesting for the reader, make sure you include descriptive vocabulary such as adjectives and adverbs.

Tip! When choosing the story question, make sure you can get to the end without running out of ideas. Make brief notes of how your story will develop before you start writing.

Tip! Read the question carefully - do you need to write in the first person T, or use the names in the prompt sentence?

written 120-180 words?

#### Writing Part 2 (letter)

In Part 2 there may be a question asking you to write a letter. In a letter you:

- need to open and close your letter in a suitable way
- may need to give advice, suggestions, information or opinions; describe something or offer help.
- write between 120 and 180 words
- Work with a partner. Look at the following sentences that can be used in letters. Decide where you would use them - when you open (O) or close (C) a letter?
  - Sorry I haven't been in touch for a while, .....
  - 2 Take care and write soon. ....
  - 3 It was really nice to hear from you......
  - 4 Drop me another line if you get time. .....
  - 5 I hope what I've written will help. .....
  - 6 I hope you're OK. .....

- 7 Let me know all your news. .....
- 8 Bye for now, .....
- 9 I'd love to hear from you again soon. .....
- 10 Many thanks for your nice letter......
- 11 All the best for now. .....
- 12 I'm looking forward to seeing you / hearing from you.

2a Look at the exam task below.

You have just received this letter from an English-speaking friend, Sam.

I've been invited to a big birthday party on Saturday right, at my friend Ben's house. It's going to be great fun! The only problem is, my parents want me to come home at 10 o'clock, and all my friends are staying much later. It's not farl what should I do?

Write your letter.

b Work with a partner. How would you reply to Sam's letter? What advice would you give him?



Tin! Make sure you keep your opening sentence brief. The rest of the letter needs to answer the task.

3a Read the letter that a boy called Lewis wrote to Sam. What functions has Lewis included in his letter? Look at the list and tick (/) what he has included. You should tick five functions in total. Underline examples in the text.

> justifying something agreeing being sympathetic apologising giving a warning saying thanks complaining giving advice making arrangements

How many paragraphs has Lewis included in his letter?

HI SAM

Thanks for your last letter. It was levely to hear from you again - I always enjoy reading what you write!

The party sounds really good, but I'm sorry to hear you and your parents can't agree about what time you should leave. They're being quite strict; oven't they? I don't know why they want you to go home so early. On the other hand, I suppose they're worried about what Ben's pavents will think if you stay late. Maybe they just want you to get home safely.

Do they know what time your friends are leaving the party? IF I were you, I'd tell them - I think you should. And why don't you ask your parents to pick you up from Ben's house? If you do that, they won't werry about how you're travelling home late at night. Hope all this helps, anyway, and have a great time at the partyl Let me know how it goes!

All the best for now

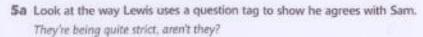
# 4a Look at the way Lewis uses questions and should and if sentences in his letter to give advice and make suggestions. If I were you, I'd tell them ...

Why don't you ask your parents to pick you up ...? I think you should.

If you do that, they won't worry.

#### b Give suggestions to a friend about these things.

- 1 I need some money to go into town! If you ...
- 2 I've forgotten to do my homework! Why don't you ...
- 3 I can't find my mobile! If I were you, I'd ...
- 4 I'm supposed to be meeting my friends, but I'm late! I think you should ...





- 1 It sounds like a great party, .....
- 2 We had a good time, .....
- 3 There were a lot of people, .....
- 4 You need to ask your teacher, .....
- 5 You should probably tell your parents, .....
- 6 It's quite difficult, .....

#### 6a Indirect questions and statements can be useful in letters. Read these examples which Lewis uses in his letter to Sam.

I don't know why they want you to go home so early. Do they know what time your friends are leaving the party?

#### b Turn these into indirect questions or statements:

- 1 Are they brothers? Do you know \_\_\_\_\_\_?
- 2 Is there any homework for the weekend? Do you know \_\_\_\_\_?
- 3 Are your parents happy about the party? Do you know .....?
- 4 Do teenagers in your country often go to parties? Can you tell me \_\_\_\_\_?
- 5 The party might start at nine, but I'm not sure. I'm not sure what.
- 6 My parents don't want me to go, but I don't know why. I don't know.....



#### Remember

Direct questions beginning Con ... ?. b/Are...? and Do/Did...? have different word order when they are turned into indirect questions.

Can he speak French? → Do you know If he can speak French?

Is John coming? -+ Can you tell me If John le coming?

Did he see the film? - Do you know If he saw the film?

#### Writing • Part 2 (letter)

Follow the instructions below.

Write your answer in 120 - 180 words in an appropriate style on your answer sheet.

Tips! Read the question carefully to check who you are writing to. Focus on the points in the question - what have you been asked to do?

You have received this letter from Connor, your English-speaking friend. Tip! You need to open and dose

your letter in a suitable way, but don't include too much general information, such as your recent news. You need to start dealing with what's in your exam question as quiddy as possible.

At the moment if I want to use a computer I have to share my brother's laptop - but he's hardly ever at home these days, and he often takes it out with him! My parents still think I should wait until I'm a bit older to have my own laptop, though. What do you think? Have you got your own computer?

Write your letter.

	-
ock! Have you:	
answered the questions in the letter?	
given your opinions or advice?	
opened and closed the letter in a suitable way?	
written 120–180 words?	
	answered the questions in the letter? given your opinions or advice? opened and closed the letter in a suitable way?

Tip! You have approximately 40 minutes to do Part 2, which includes the time you need to read and check your answer when you have finished.

# Test 2 Training Use of English Part 1

- How many questions do you have to answer in Part 1?
- How many options do you have to choose from in each question?

#### Useful language Phrases and collocations

- Circle the correct word or words in each sentence. Example Our music teacher has a love of from classical music.
- Tiot Remember to look carefully at the words before and after the gaps questions often test your knowledge of prepositions.

- 1 Who was the best footballer of all time / day?
- 2 The marathon was cancelled because / owing to bad weather.
- 3 My parents say they take an interest in / at my education.
- 4 Why do some people have a fascination of / for snakes?
- 5 Some people try to draw / pull attention to themselves by wearing bizarre clothes.
- 6 The competitors in the talent show were all trying hard to win / take the judges' approval.
- 7 I've just changed / moved house you must come and see it soon.
- 8 I enjoy slising holidays, but then / and so I love beach holidays as well.

#### Focus Meanings of words in context

- 2 In each question, choose which word fits best with the meaning of each of the four sentences.
  - 1 wherever whenever however whatever
    - a \_\_\_\_\_my grandmother comes to my house, she always gives me pocket money.
    - b You shouldn't give up trying..... difficult it seems.
    - c \_\_\_\_\_\_you go in the world, you can always find someone who speaks English.
    - d Manuela's parents allow her to do .... she likes
  - average medium general familiar
    - a Can you give me a .....idea of what the film was about?
    - b This place look very ..... to me I'm sure I've been here before.
    - c Which size do you need small or \_\_\_\_\_\_\_?
    - d The .......family goes abroad at least once a year.
  - advertisement media broadcast publicity

    - b There is a news ...... on TV every hour during the day.

    - d I saw a really funny ...... on TV for a new game.
  - 4 no need no way no wonder no matter
    - a 'There's ...... I would ever take ballet lessons!' insisted Martin.

    - c There's \_\_\_\_\_\_to do the homework tonight the teacher won't mark it till next week.
    - d '\_\_\_\_\_\_\_you can't find anything in your room it's a mess!' said Mum.

3	For each sentence, choose the correct option (	A, B, C or D). (Tip	Remember to read the whole					
	Harry Houdini, magician and escape artist		- sentence before you choose an					
	1 Harry Houdini was born in Hungary but he	in the USA.	answer.					
	A grew up B looked up C brought	up D took up						
	2 Harry and his brother Theo were both							
	A keen B fascinated C fond	D interested						
	3 By the age of 12, Harry had performe	d his magic tricks in public.						
	A still 8 now Calready	D soon						
	4 At 17, Harry became a full-time professional	magician taking an office jo	b.					
	A away from B rather than C apart from	om D except for						
	5 Harry's magic shows huge crowds in t	he USA and Europe.						
	A arrived B attracted C attended	d D appealed						
	6 to many people, Harry Houdini was ti	he best escape artist ever.						
	A Agreeing B Owing C Referring	g D According						
100	Tost 2 Evam muactico	Hea of Fuellah . D.						
	Test 2 Exam practice	Use of English • Pa	art 1					
	AND THE PARTY OF T							
	r questions 1-12, read the text below and d		an answer blank. If you're not sure					
an	swer (A, B, C or D) best fits each gap.		wer, cross out the option or options					
Th	ere is an example at the beginning (0).	triat you know	w are wrong and then make a guess.					
		Tief It's important	that the marks you make in the boxe					
Ex	ample:		r sheet are firm and clear, and done in					
		pencil.						
0	A idea B attitude C plan D	suggestion	Advice					
	1		O Only idea fits in the phrase					
0	A B C D		idea of fun.					
-			A STATE OF THE STA					
_								
-	and the same of th							
		e amazing Harry Houdini						
	Hanging upside down from a tall	building isn't normally most kids'	(0) of fun, especially if you					
	hands and feet are tied together. (1), if you read about the life of Ehrich Weiss, you'll discover							
В	that he was not your (2) kid. As an adult, he (3) his name to Harry Houdini and went							
В	on to become a world-famous escape artist. In fact, (4) some people, he was the greatest							
В	escape artist of all (5)	100						
		10 × 00 × 00 × 00 × 00 × 00 × 00 × 00 ×						
Bo	rn in Hungary in 1874, Harry Houdini was (6)							
(7)	in magic and started performing card tric	ks in small theatres and at funfairs	. Harry later developed amazing					
esc	cape tricks, and these really drew the public's (8)							
(9)	how he was tied up - with chains, ropes	or handouffe - the great Name No.	reasons					
	escape. Once people had become used to his tri		The state of the s					
	escape. Once people had become used to his tri							
1000	AND THE REPORT WAS DESCRIBED TO THE PROPERTY OF THE PROPERTY O	THE PARTY OF THE P	the assaue managed to get					

excellent (11) ......... for his shows. (12) ........ he arrived in a new town, he would invite the police to put handcuffs on

him, which, of course, he then escaped from.

Focus Exam skills

1	Α	Despite this	В	What's more	С	But then	D	Rather than	
2	Α	familiar	В	average	С	medium	D	general	
3	A	turned	В	replaced	C	moved	D	changed	
4	A	according to	В	believed by	C	referring to	D	stated by	
5	A	time	В	day	С	year	D	era	
6	A	raised by	В	grown up	С	come from	D	brought up	
7	Α	love	В	Interest	С	hobby	D	fascination	
8	Α	attraction	В	agreement	C	attention	D	approval	
9	Α	No way	В	No matter	C	No need	D	No wonder	
10	A	yet	В	quite	С	still	D	already	
11	Α	advertisement	В	media	С	broadcast	D	publicity	
12	A	Whenever	В	Whatever	С	Whoever	D	Whichever	

#### Advice

- 1 This sentence compares Horry Haudini to 'most normal lods', so which phrase works like "However" to introduce a cooprast?
- 2 Which option means 'normal' or 'issua'?
- 3 This means he called himself a different name. Which verb sounds best with this meaning?
- 4 This is a phrase that introduces who or where opinions/ information come from:
- 5 Which option completes the phrase of all ... and means the best ever?
- 6 Which phrasal verb means to spend your childhood in a place?
- 7 Only one of these words can be followed by the preposition in
- 8 The answer is a collection with the verb draw it means to ger someone to notice something /someone.
- 9 Which of these phrases can be followed by an indirect question word (e.g. what / where, etc). It means it's not important or won't have any effect.
- 10 This means Houdini always escaped from his tricks, even when he invented new ones
- 11 This is an uncountable noun that means attention in newspapers, on TV, etc.
- 12 This word means levery time something happens.

# Use of English Part 2

- Are you given words to choose from in Part 2 questions?
- Why is it important to read the text very carefully before you start to answer the questions?

#### Useful language Passives

1	C	hange the sentences from active to passive.
		cample Everybody likes Ollie> Ollie is liked by everybody.
	1	Someone sent me a funny text message. → I
	2	HELENGE BERUPAT (1996) (1997) (1997) (1997) (1997) (1997) (1997) (1997) (1997) (1997) (1997) (1997)
	3	Some people have said that it's going to snow, $\rightarrow$ It'that it's going to snow.
	4	The dentist is going to take out my tooth. → My tooth is goingthe dentist.
	5	Dan't worry, someone will find your bag. → Don't worry, your
	6	How has the accident affected him? → How
	7	When I got home, someone had delivered my new bed. → When



We form passives from the verb to be + past participle, e.g. likes - is + liked.



- O Correct one mistake in each of these sentences written by exam candidates.
  - Yesterday I have bought two fantastic T-shirts.

8 Someone must have seen the thief! → The

- Rosie went to the fancy-dress party looking as a witch.
- 3 If you went on holiday to Italy, what will you do there?
- 4 The show should have started at 19.30 but it delayed by forty-five minutes.
- 5 Sammy wants to know about the music festival which is held at the moment.
- 6 In my country, people give presents in many occasions.

8 The place were we stayed on holiday was next to the sea.

- 7 Which books had you brought with you today?
- 8 When I arrived, I was give a leaflet which contained some interesting information.
- 9 I wanted to ask if there is possible for you to come next weekend instead.
- 10 To get to my house, go past the restaurant it's name is VIP and then turn left.

#### Focus Exam skills

3	Cross out these spelling mistakes made by exam candidate. Then write the word correctly.	ries. Tip! Always check your spelling – a misspelt word will lose you a mark.
	Example Your house is bigger then mine.	than
	1 Matt doesn't mind wich café we go to.	
	2 I like the beach because I can meet my friends there.	
	3 Have you red the book I lent you?	
	4 Only two people in the class forgot to do they're homework.	
	5 My little sister thinks Mexican food is to spicy, but I love it.	-
	6 Our football team has just won it's tenth game in a row.	
	7 Let's go ice-skating togheter at the weekend	

### Use of English • Part 2

For questions 13 – 24, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Tipt For some questions, more than one possible word will fit the gap, but you must write only one word.

Write your answers IN CAPITAL LETTERS on your answer sheet.

Tipt Always write an answer for every question.

Ex		

	 	and the same of th
OF		

# Pink dolphin found



#### Advice

- 13 Which verb form lits in this conditional sentence. If you had lots of money, what ... you do?
- 14 Which preposition comes after this verb and is followed by a noun?
- 15 Make this sentence possive.
  People have spotted the
  dolphin → The dolphin ...?
- 16 This is a relative pronoun showing passession.
- 17 from birth is a abe that a past tense is needed here (must ... looked)
- 18 You need a relative provious here.
- 19 Look at several years ago this tells you the terms you need
- 20 This is a word that is used as the subject of the sentence.
- 21 Which preposition goes with occasions?
- 22 Which tense do we use to describe the time before an event in the past?
- 23 at the moment tells you which terse (in the passive) you need here.
- 24 Which preposition is used in passive structures to say who/ what did something?

### Use of English Part 3

- Which kinds of words do you need to form in Part 3?
- Why do you need to read the text around each question carefully before you decide which word to form from the word on the right?

#### Useful language Suffixes

1 Use the suffixes in the box to form words that refer to a person's job or activity.

2 Fill the gap in each sentence using the word in brackets. Use each suffix below once only. Tip! Remember that there are sometimes spelling changes when we add a suffix to a word.

-ese -less -able -ic ty -ous -tion -ive -ence -ance

- 1 My favourite type of food is Asian, especially......(CHINA).
- 3 You can always depend on Jane she's such a ........... (RELY) person.
- 4 It was ...... (CARE) of you to lose your watch.
- 5 My mum's always telling me I need to have more .......... (PATIENT).

- 8 Samuel's ...... (PERFORM) in the school play was brilliant.
- 9 I can't tell you with any ........... (CERTAIN) that I will be there on time.
- 10 is it a good thing or a bad thing to be very ........... (AMBITION)?

#### Useful language Irregular spellings

3 Make nouns from these adjectives and verbs.

 Example
 high
 height

 1 long
 5 strong
 9 solve

 2 hot
 6 generous
 10 pronounce

 3 explain
 7 receive

 4 describe
 8 true

4	Correct one spelling error in each of these sentences written by exam candidates.  Tipl Answers must be spelt correctly to get a mark.
	Example I was reading a book and suddently the lights went out suddenly
	I saw in your advertisment that there are a lot of activities to do at the summer camp
	2 That was the most embarassing thing that ever happened to me
	3 Regarding accompdation, we would prefer a hotel rather than a campsite.
	4 You can see the animals' real behaviour in their natural environment.
	5 My area has beatiful countryside and the views are amazing.
	6 Thank you for the wonderfull present
	7 Getting to school by bycicle is the best means of transport to use
	8 It's necesary to protect the rainforests
Ex	kam skills Words in context
5	Which kind of word (noun, verb, adjective or adverb) is needed to fill the gap in each of these sentences?
	1 Where are the Nazca lines? The of the Nazca lines is in the desert in Peru.
	<ol> <li>They include many enormous images of animals, some larger than airplanes.</li> </ol>
	3 The images are attractive to look at and many people's picture is of a monkey.
	4 The Nazca lines were discovered about 80 years ago, but for decades there has been much about why they had been created. Tip! From the context, do the words
	5 However,
	6 The lines were created in the sand more than 2,000 years ago, so I find it that they can still be seen today.  Tip! Do verbs need to be infinitive, -ing forms or past tenses?
	Media

## Test 2 Exam practice Use of English • Part 3

For questions 25 - 34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on your answer sheet.

Tip! Some words may need only one change (e.g. treat - treatment) but some will need more than one change (e.g. success - unsuccessful)

Tin! Don't spend too long on a question if you're not sure of the answer. Go on to the next question and come back to unfilled gaps at the end.

Example:	0	D	R	Α	W I	N	G	3												
----------	---	---	---	---	-----	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--

#### Advice Lines in the sand 25. The final word of the line If you flew over the desert in Peru, you'd notice huge (0) ...... in DRAW above tells you which kind of word you need here. the sand below you. These include images of animals, such as a whale 26 This word describes pictures. so you need to make an that is the (25) ...... of a real blue whale, and a bird the size of a jet LONG affective. 27 This is an adjective that plane. These (26) \_\_\_\_\_ pictures are over 2,000 years old but were MYSTERY means 'around the world' only 'discovered' about 80 years ago. Since then, they have attracted 28 Sometimes you have to take away a letter from the end of the word on the right! attention, and there have been many theories concerning WORLD 29 This adjective means very the (28) about their origins. At one point, someone even came TRUE unusual" or 'surprising" 30 A person who works in up with the (29) ......idea that they had been created by space ORDINARY science is called a ...? know is a clue that a plural is needed. aliens. However, (30) ......now know that an ancient people called SCIENCE 31 An image that impresses you is an ..... image. Which suffix is the Nazca created these (31) ..... images not as pieces of art but **IMPRESS** needed? 32 to tells you a verb is needed in an attempt to (32) \_\_\_\_\_ the survival of their people in a dry SURE here. Sometimes you have to add letters to the beginning of climate. The Nazca needed water for their fields and villages, and the word on the right. around 1,500 years ago there was a long period of no rain. They 33 This describes how they suffered, so an adverb is needed here. Be careful: sametimes you would have suffered (33) and it is now thought their CONSIDER have to make more than one change to the word on the agnt (34) ...... was to create the images in order to ask their mountain SOLVE 34 their tells you a noon is and water gods to send rain. The images had to be huge - so that they needed Remember, spelling changes are sumetimes needed. could be seen from the sky!

### Use of English Part 4

- · How many sentences do you have to rewrite in Part 47
- · After you have done each question, you should read the first sentence again and the sentence you've just written. What do you need to check?

#### Useful language Wishes and regrets

- What does each sentence mean? Circle the correct letter (a or b).
  - 1 I wish it wasn't raining.
  - 2 If only my parents would let me go to Jodie's party.
  - 3 I'd prefer it if you didn't tell everyone why I'm late today.
  - 4 I'd rather my parents had given me some money for my birthday.

- a It rained vesterday, which was annoying.
- b It's raining today, which is annoying.
- a It's unlikely my parents will let me go to the party.
- b I wanted to go to the party but my parents didn't let me.
- a Please don't tell everyone why I'm late.
- b I was disappointed you told everyone why I was late.
- a. I hope that my parents give me some money.
- b I wanted some money but my parents didn't give me any.
- 2 Complete the sentences with the correct verb form. Some verbs may need a negative.

  - 3 Our English teacher \_\_\_\_\_ rather we learnt twenty new words every day.
  - 4 I wish it \_\_\_\_\_ snow more often because I love it.
  - 5 If only I \_\_\_\_\_play the piano as well as Magnus he's amazing.
  - 6 I'd rather you \_\_\_\_\_come round on Saturday as I want to go shopping then.

### Useful language Conditionals and past modals

- Cross out the wrong words in these sentences written by exam candidates.
  - 1 The lesson would have been better if there had been / would have been more time for discussion.
  - 2 The winner of the quiz must / can't have been very clever because the questions were so difficult.
  - 3 Clothes like that might be / might have been popular 20 years ago, but they look strange now.
  - 4 Thanks for your help I couldn't / can't have done it if you hadn't been there.
  - 5 The lesson would / should have started at 11 o'clock that's when it normally starts.
  - 6 You can't finish / can't have finished that book already it's 500 pages long!
  - 7 I wouldn't have gone / go there if I had known it was dangerous.
  - 8 You needn't to / didn't need to bring any money because everything was free.

#### Exam skills Vocabulary changes

Complete these sentences using one word only. Make sure the second sentence means the same as the first.

vocabulary changes. Joachim, can Nana...... a pen .......you?

1 Joachim, can you lend a pen to Nana?

2 Cassie went to the party on her own. 3 My dad drives me to school.

- 4 I can swim 1km without stopping.
- 5 Lots of people were at the park.

Cassie went to the party ....... herself. My dad ..... me a ..... to school.

1 \_\_\_\_\_able \_\_\_\_swim 1km without stopping.

were lots of people at the park.

Tsof Part 4 tests you on your grammar,

but some answers may also require

# Use of English • Part 4

For questions 35 - 42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

Exa	ample:						
0	Our sch	ool spo	orts day is held a	at the end of t	he summer te	rm.	
	PLACE						
	Our sch	ool spo	orts day		at the end	of the summer terr	n.
The	gap can	be fille	d by the words	'takes place',	so you write:		
Exa	ample:	0	TAKES PLAC	E			
Wri	te only th	e miss	ing words IN CA	APITAL LETT	ERS on your	answer sheet.	
Tip			on the answer sheet			ver is correct, always	Add to
_							Advice  36 This is the structure to have
35	U SOUDDAY CONTRACTOR	hoppin	g wasn't much f	un because I	went by myse	elf.	something done.
36			ilding a pool at				37 This is a conditional sentence, so which verb form is needed here? Should the gap contain a
	BUILT						negative or a positive verb?  39 Which verb tense follows if only when you refer to a past
37	MISSED	)	the bus becau	- 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1			event? Also, we say barrow something from someone, but which preposition follows lend?
38			me about your l			ave helped you.	42 I'd prefer it follows the same verb patterns as I wish and II only
	8127 NOTE	ed told	me about your l	nomework, I r	nay	help	you.
39	LENT	ines.	Assad could bo		- 77		
**			y bike today – if				
40	GIVEN					he wasn't on the t e he wasn't on the	
41	So many BEEN	y peopl	e were in the gy	m that we did	in't all have a	chance to work or	ıt.
42			ent for you to vi				chance to work out.
76	IT		ent for you to vi				

### Listening Part 1

- How many short recordings do you have to listen to in this part?
- · How many times do you hear each recording?
- · What kind of question do you need to answer about each recording?
- % Work in pairs. Look at the dialogue. Two friends are talking about a sweater that the boy has received. Read through the text before you look at the options below.

What is the girl's opinion of the sweater?

Boy: What do you think of this sweater? My aunt's just sent it to me -1 must admit I've never worn anything bright yellow before.

Girl: Well, everyone will see you coming, that's for sure! I like yellow, but it doesn't suit everyone.

Boy: No - anyway, I haven't tried it on yet, but I'm not sure I'll fit into it.

Girf: Oh, I'd say it'll be perfect for you. You don't want it to be too big. I just think it's not really the kind of sweater that young people wear nowadays, is it? I mean, my dad might choose something like that, but not people our age.

Boy: Hmm - I think you're right!

- b Now look at the options. Which one is the closest to what you decided about the girl's opinion?
  - A The colour will really suit him.
  - B The size won't be right for him.
  - C The style is a bit old-fashioned.
- c 16 Listen to the recording.
- 2a Now listen to two friends talking about a photography competition the boy took part in.

Read the three options below. What do you think the question is?

- A His photos deserved to win some kind of prize.
- B He should be pleased he didn't come last,
- C He didn't choose the right pictures to enter.
- b Look at the options again. Which one matches what they both think?

Tip! In Part 1, you may be asked a question about a speaker's opinion or attitude.

Tip! Each correct answer receives 1 mark.

Tipt Some questions focus on the opinion of both speakers.



#### Listening • Part 1

18) You will hear people talking in eight different situations. For questions 1 - 8, choose the best answer (A. B or C).

Tipst Don't choose your answer until you've heard the whole text at least once, especially if it is a dialogue with two speakers.

- You hear a boy talking about a sporting event. What was the weather like?
  - It rained heavily all afternoon.
  - The sun came out between showers. В
  - It stayed cloudy but dry.
- You hear two friends talking about a science lesson they've just had. What do they both agree?
  - A It was a lot harder than they'd thought.
  - It was less interesting than they'd hoped.
  - It was much longer than they'd expected.
- You hear a girl leaving a voicemail message for her father.
  - Why is she phoning?
  - A to arrange a lift home
  - B to let him know her plans
  - to ask him to buy her something
- You hear two friends discussing an online music quiz they've just completed. What did the girl think about It?
  - The answers it gave weren't always correct.
  - The musicians it asked about weren't very well known.
  - The photos it showed weren't clear enough.
- You hear two friends talking about a new clothes shop in their town. What problem did the girl have there?
  - It was too crowded for her to try anything on.
  - The clothes were all too expensive.
  - There was too little choice of colours and styles.
- You hear a boy talking to a friend about his recent family holiday. What made it so enjoyable?
  - They stayed in a place that had lots to do.
  - He had a big room to himself. B
  - C One of his friends went with them.
- You hear a boy phoning his friend. What is the boy doing?
  - A checking on homework requirements
  - asking for information about a future lesson
  - giving details of what his friend has missed
- You hear a girl talking about the first time she tried swimming underwater. How did she feel?
  - A confident she could swim some distance
  - B surprised at how strange it felt
  - C worried about losing her sense of direction

#### Advice

- 1 Did his team manage to play the whole match?
- 2 When the Doy says 1 know what you mean, what is he agreeing with?
- 5 What does the girl say about the bands in the guiz, and real music fors?

# Listening Part 2

- · How many speakers might you hear in this part of the test?
- · How many words might you need to write in each gap?
- Imagine you are going to listen to a recording about a school visit. What kinds of places have you visited with your school? Work with a partner. Look at this list and talk about which places you have been to, and what your visit was like.
- Tip! The words you write in the gap must make sense within the sentence. Read the whole sentence again, with the word in place, to make sure it does.

- a 200
- a museum
- a theme park
- a cave
- a beach
- a public building
- a forest
- a mountain



2a You are going to listen to a boy called Ben talking about his school trip to an animal park. Before you hear the recording, look at the sentence below and think about the kind of word that might fit the gap. Read the words before and after the gap to help you decide.

in the middle of the park.

- 19 Now listen to the recording and write the correct word(s) in the gap. Compare your answer with a partner. Do you agree? What other animals were mentioned? Why aren't they correct?
- 3a (15/20) Now listen to Ben talking about the next part of his trip. Look at the sentence below and fill in the missing word.

Ben admits that the ...... they had to go to was the least enjoyable part of his trip to the park.

- Compare your answer with your partner, Do you agree? What other place was mentioned by Ben? Why is it wrong?
- 21) It's important to practise your spelling for Part 2, so that your intended answer is clear. Listen and write down correctly the 10 words you hear.

1 ..... 6

10

Which words do you find difficult to spell? Keep a record of the words that you misspell in your writing tasks for Paper 2.

Tip!	You won't need more than	three
	words to complete each gar	

## Listening • Part 2

(P) 22 You will hear a boy called Harry talking about a guided trip he went on with his school to visit some caves. For questions 9 - 18, complete the sentences.

Tips! Look at the gaps and think about what kind of words you might be going to hear. Get into the habit of reading not only the text in front of the gap but also the text after it. The tested items come in the same order that you hear them.

#### Our school trip to Marcombe Caves

Harry says the trip was organised because of one teacher's in	nterest in 9
The teacher finally decided that going by	10 was the best way to get to the caves.
Harry's class was pleased to be given	11 to use in the caves they visited.
Their guide told them that the discovery of some	12 In the caves proved that the Romans had once lived there.
Harry was keen to have a closer look at the	13 inside the cave.
Harry admitted that the only shape he could see in the rocks	was that of a 14
Harry says one cave is still used for keeping	15 inside it because of the suitable temperature.
Harry was able to try making some	16 in a building near the caves.
Harry's favourite things in the exhibition were some	17 he saw there.
Harry particularly recommends the book called	18 for anyone interested in the caves.
Advice	
9 Listen for the name of a school subject. How many do you hear?	

- Which one fits the sentence?
- 12 Three different things were found that showed humans had lived in the caves. Which ones belonged to the Romans?
- 15 Two different foods are mentioned. Which one a more likely to be kept in the coves nowadays?
- 18 Harry membans two book titles. Which one does he prefer? Why?

## Listening Part 3

- How many short extracts do you listen to in Part 3 of the listening test?
- How many options do you have to choose from?
- 1 Work with a partner and look at the list of options below. Talk about what you might expect speakers to say about each option.
  - A completely forgetting a birthday
  - B getting a disappointing birthday present
  - C planning a surprise birthday party at home
  - D choosing special clothes to wear for a birthday
  - E accidentally revealing a secret birthday present
  - F having a birthday meal in a restaurant
- 2a 23 Read what Speaker 1 is saying about a birthday. Which of the options A-F above is she talking about? Underline words that give you the answer, then listen to what Speaker 1 says.

#### Speaker 1

My family and I really wanted to make my mum's birthday special. So a few weeks before, we planned to save up and get her a gold necklace. We hoped it would be a lovely surprise on the day. But then I got so excited about what we'd bought that by chance I happened to mention our plan to a friend, not realising that my mum was just nearby and could hear everything! So that completely gave away the mystery, although as usual my mum was so thoughtful that she pretended she didn't know anything about it, and managed to look totally surprised when she finally opened her gift!

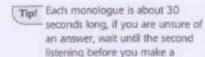


- b Compare your answer with a partner. Which words and phrases are used in the recording that have a similar meaning to the key words in the option? Which words and phrases are used that are similar to other options?
- 24 Now listen to Speaker 2 talking about a birthday. Choose from options A-F above.

Which words give you the clues to the answer? Which other options did you consider as possible answers? Why?

When you have listened, work with a partner and summarise what you heard.

Work with a partner. You are going to briefly describe to each other a situation where you did one of the things in options A-F. Try not to use the same words as the option you've chosen! Write some notes (80-100 words) and then read them to your partner. Remember to say the same thing, but use different words. Your partner should try to work out which of the options you are talking about.



decision.

## Listening • Part 3

(P) 25 You will hear five people talking about giving gifts to other people. For questions 19 - 23, choose from the list (A - F) what each speaker says about a gift they gave. Use each letter only once. There is one extra letter which you do not need to use.

Tip! Take the time to listen to everything that each speaker says. If you choose too quickly and make a mistake, you risk getting some of your other answers wrong too.

A	I found an	unusual	way	of	giving	someone	a	gift.
---	------------	---------	-----	----	--------	---------	---	-------

Speaker 1

19

I worked hard to find out what gift to give.

Speaker 2 20

I wanted to create a very personal gift.

Speaker 3 21

I carefully wrapped the gift in a special way.

Speaker 4

22

I gave a gift that I could also enjoy.

I made a mistake about the gift I gave.

Speaker 5

23

Tip! As you listen, decide exactly which option the speaker is talking about. Listen for dues in the recording which give you the correct answer.

#### Advice

19 What steps did the speaker take to sort out a gift?

20 What effect did the gift have? Was it positive or not? How about the way it was presented?

21 What was the speaker's reason for giving the first aft?

### Listening Part 4

- How many speakers can there be in Part 4?
- How many questions do you have to answer? What kind of questions?
- Work with a partner. What would you expect to hear if the recording was about topics 1–4? Decide which key words below you would hear for each topic. Some key words can be used for more than one topic.
  - 1 losing your wallet during a trip with friends
  - 2 playing in a concert for the first time
  - 3 taking part in an exciting water-sports event
  - 4 flying across a lake in a small plane

police	discover	instrument	rough	race	panic
pilot	money	stage	nervous	weather	take off
music	curtains	boats	wings	audience	pocket

2 (2) Listen to a boy called Simon talking about one of the topics in Exercise 1. Then answer this question.

When Simon met his friends to go on the trip, he was

- A nervous that he wouldn't like it.
- B worried that he'd forgotten something.
- C doubtful that he'd be able to take good photos.
- 3a Page 27 Now cover the options A-C and the extract from the recording script below. Listen to the next part of Simon's story, and read this question. Write down the answer as you listen.

What surprised Simon as they flew into the air?

- b Now look at the three options. Which one matches your answer the most closely? Compare your answer with a partner. Then look at the audio script to underline the part that gives you the answer.
  - A how it was even more exciting than being on stage
  - B how far he could see from the window of the plane
  - C how much the wing of the plane blocked his view

When we arrived, our pilot was waiting for us. We all climbed in and we took off immediately. I was amazed - the views across the water and far into the distance were absolutely spectacular. Through the window, below the wing of the plane, I could even see windsurfers down there, racing across the surface. It was great, and reminded me of how I felt after the first time I ever played my saxophone on stage - that it was one of the most thrilling experiences of my life!

4 Now listen to the final part of Simon's story. Read the question below and choose the correct option – A, B or C.

How did Simon feel as the plane climbed higher?

- A amazed at the height they were flying
- B pleased to get so close to the birds
- C worried by the effects of the weather

Tipl When you read through the rubric and questions before the recording starts, think about what you can expect to hear. This can help you understand what's coming.

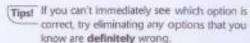


Tip! Try to answer the questions in your own words before you look at the options A, B or C.

### Listening • Part 4

29) You will hear an interview with a girl called Amy Fisher. who attends an art class on Saturday mornings. For questions 24 - 30, choose the best answer (A, B or C).

- 24 Why did Amy join the art class?
  - A Some friends asked her to go with them.
  - B Her mother was keen for her to learn to paint.
  - C She wanted to learn how to paint properly.
- 25 Amy says when she first arrived at the class, she felt
  - A worried by the number of students there.
  - B nervous about how good the other students might be.
  - surprised that some students were quite young.
- 26 What did Amy decide to concentrate on?
  - experimenting with printmaking
  - B improving her drawing techniques
  - learning to paint in oils
- 27 Why was Amy concerned about giving a presentation of her work?
  - Some of her pictures were unfinished.
  - B She didn't feel she'd done enough to show other people.
  - She thought her work didn't look very imaginative.
- 28 What did Amy discover from her work at the art club?
  - She was good at producing pictures on the computer.
  - She had a natural eye for using colour.
  - C She was talented at finding unusual subjects.
- 29 What does Amy say about her teacher at the art club?
  - She dresses in a very different style from Amy's schoolteachers.
  - She's inspired Amy to do more research into different artists.
  - She's made the students feel their contributions are valuable.
- 30 Amy thinks that as a result of going to the club, she will
  - A make gifts for friends.
  - do more art at school. B
  - visit galleries in her city.



If after the second listening you still don't know the answer to a question, then make the best guess you can - you may still be right. Don't leave any questions unanswered.

Tip! Reading the questions before the recording begins means that you will be able to recognise each cue as it comes along in the recording. This helps you to keep your place.

#### Advice

- 24 Why did Army have points in the house? Did she know what to do with them? Was she successful in persuading her friends to go with her?
- 25 What kind of atmosphere was there in the class? How did it make Amy feet? What does she say about other people's work?
- 29 What colour clothes does her art teacher wear? Has Amy done any extra reading? How does the seacher treat students in the class?

### Speaking Part 1

- Who do you speak to in this part of the test?
- What type of questions will you have to answer?
- (30) Listen to two students doing Part 1 and do the following things.
  - Time how long Part 1 lasts.
  - 2 Decide if each candidate gets the same questions or different ones.
  - 3 Write down what the topics of the questions are.

2	(%) 30 Liste	n again and	write do	wn the	words/expressions	you he	ear for:
---	--------------	-------------	----------	--------	-------------------	--------	----------

- 1 asking the examiner to repeat the question.
- 2 saying what you like best ...
- 3 giving a reason...
- 4 giving an example ...
- 5 linking...



# Test 2 Exam practice

### Speaking • Part 1

Work with a partner. Take turns to ask and answer these questions. Tip! Be ready to respond promptly. It's more Ask the questions in any order.

important to speak fluently than to waste time trying to remember factual details (e.g. the name of an actor in a film you saw).

Part 1

3 minutes (5 minutes for groups of three)

Interlocutor First of all, we'd like to know something about you.

- What do you like doing on holiday?
  - Are you going to play any sport this weekend?
  - What kind of magazines do you read? Why?
  - Do you prefer texting your friends or phoning them? Why?
  - What was the last film you saw? What did you like or dislike about it?
- 31) Now close your books, listen to the examiner and answer the questions.

### Speaking Part 2

- How many pictures do you need to talk about?
- What type of task do you have to do when you are talking?
- Do you have to say anything about your partner's picture?

#### Useful language Describing the pictures

- Look at pictures A and B below and complete these sentences using a word or phrase. The Useful language you studied in Test 1 Training will help you.
- Tip! Make it clear which picture you're talking about - imagine you're talking about the pictures to someone who can't see them.
- There are people doing different outdoor activities in ...... of these pictures.
- 2 In the ...... picture, they're skateboarding down the street.
- 3 I don't know for certain, but ...... it's the street where they live.
- 4 In the ...... picture, the people are riding a special type of motorbike with four wheels.
- 5 The activities in the ...... pictures are possibly quite dangerous because there's a risk of crashing.
- 6 I think the skateboarders are probably used to skateboarding, ...... the people on the bikes aren't used to this hobby.
- 7 It..... be the first time they've ridden a bike like this.
- 8 I'd ...... ride one of these bikes because I've never tried it before and I think it's an exciting activity.

### Useful language Making guesses about the pictures

2 Making guesses about the pictures. Complete these sentences with the expressions in the box.

appear to be seems to me looks like looks/seems have the impression

Tip! Don't start every sentence with 'I think ....'. The examiner will be able to give you a better mark if you use a wide variety of expressions.

- 1 It ...... that the people in the pictures are having fun.
- 2 It ...... a street in a suburb rather than a main road.
- 3 They \_\_\_\_\_ in a desert or maybe they're at the beach.
- 4 1 ..... that they haven't done this before.
- 5 She ...... a bit scared, maybe because she's going too fast.
- 6 They ..... be enjoying themselves.
- 32 Now listen to two students talking about the pictures A and B. Circle the correct option to show which picture(s) the student is referring to.

E	cample Pictu	re A Picto	are B	Pictures A and B
1	Picture A	Picture B	Pict	ares A and B
2	Picture A	Picture B	Pictu	ires A and B
3	Picture A	Picture B	Pictu	ares A and B
4	Picture A	Picture B	Picts	ires A and B
5	Picture A	Picture B	Pictu	ires A and B
6	Picture A	Picture 8	Pictu	ires A and B





#### Speaking • Part 2

Look at the exam instructions below and photos A, B, C and D on pages C8 and C9, then do this exam task in pairs.

Tips! As soon as you see the photos, start thinking about what you can say about them. Don't waste time trying to remember individual words - use other words to describe what you want to say.

Part 2

4 minutes (6 minutes for groups of three)

Interlocutor	(Candidate A), it's your turn first. Here are your photographs on page C8 of the Speaking appendix. They show people doing different outdoor activities at the weekend. I'd like you to compare the photographs, and say what the people are enjoying about these activities.
	All right?
Candidate A	
① 1 minute	
Interlocutor	Thank you.

#### Candidate B

approximately	20	seconds	 
Interlocutor The	de	NAMES	

Interlocutor Thank you. Now, (Candidate B), here are your photographs on page C9 of the Speaking appendix.

(Candidate B), which of these activities would you like to try?

They show people doing different things in the mountains. I'd like you to compare the photographs, and say how you think the people are feeling in these different situations.

All right?

Car		1000	4	100
COMM	hel.	ıeso	res	- 844
CO.	м	nuc.	vo	- 84

(E) 1 minute	
Interlocutor	Thank you.

(Candidate A), which time of year would you prefer to visit the mountains?

#### Candidate A

(2) approximat	tely 20	seconds	
Interlocutor	Thank	you.	

### Speaking Part 3

- · Who do you speak to in this part?
- · How long do you speak for?
- . Do you see the questions written down?

#### Useful language Practice in paraphrasing

 33 Listen to the recording and number the pictures in the order you hear them described.



Tip! When you can't remember a word or phrase in the exam, you can paraphrase (use other words to describe the same thing).

#### Focus Keeping the conversation moving

2 (P) 34 Listen to Cristina and Marco doing Part 3 of the Speaking Test and put these expressions in the order you hear them.

Let's look at the next one.

Shall we move on to this picture?

What do you think about this idea?

What about the next suggestion?

Tipl It's very important for you and your partner to work together and take turns to speak.

3 Now listen to the recording again and write down the expressions you hear for:

agreeing with your partner disagreeing politely with your partner Ip! If you and your partner can't decide together, say something like 'OK, you'd choose ... and I'd choose .... Let's stop there.'

- Work with a partner. Look at the exam instructions on page 106 and the pictures on pages C10 and C11 of the Speaking appendix.
  - 1 What do you have to imagine?
  - 2 What does each picture show?
  - 3 Which words don't you know? What paraphrases could you use?
  - 4 What two things do you have to do?

#### Speaking • Part 3

Look at the exam instructions below and the pictures on page C10 of the Speaking appendix, then do this exam task in pairs.

Part 3

3 minutes (4 minutes for groups of three):

Interlocutor Now, I'd like you to talk about something together for about three minutes.

> Here are some objects which you might find in people's bedrooms.

Place pictures from pages C10 and C11 in front of candidates.

I'd like you to imagine that a magazine wants to find out what people your age think it's important to have in their bedroom.

First, talk to each other about how useful it is to have these things in your bedroom. Then decide which two things are most important to you.

Candidates

② 3 minutes

Interlocutor Thank you.

Tips! Remember to answer both questions in the task.

It's a good idea to talk about each picture, if you can, but don't worry too much if you don't have time to describe all the pictures in detail before coming to your decision at the end.

### Speaking Part 4

- Are the questions in Part 4 written down for you to see?
- Are you and your partner asked the same questions?
- Think about the topic of the Part 3 exam practice task (things important in a bedroom). Work with a partner and decide what issues you think the examiner might ask you to discuss.
- 2 (35) Listen to students being asked questions in Part 4. What questions are they asked?

# Test 2 Exam practice

Speaking • Part 4

Work in a group of three if possible. Decide who will be the interlocutor and who will be the two candidates. Answer the questions as fully as you can.

Tipl After you've finished answering a question, ask your partner what he/she thinks. This will make the conversation sound more natural.

Part 4

4 minutes (5 minutes for groups of three)

#### Interlocutor

- Do you think it's a good idea to have a TV in your bedroom?
- Should people your age be able to choose what colours to decorate their bedroom with?

Do you agree? And you? What do you think?

 Some people say that a tidy room helps you to be more organised in your life. What's your opinion?

Thank you. That is the end of the test.

#### Questions 1 - 8

You are going to read an article about a Canadian singer called Lights. For questions 1 – 8, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

# Lights, Canadian singer

The tiny - but tough - girl behind the bright name of Lights sees herself as a fun-loving female who succeeds against things much larger than her. She sees a challenge where others may see a problem. A short form of her much longer surname, Poxleitner, 'Lights' came about originally as a stage name she gave herself which quickly became popular among friends and fans. 'It's kind of like an afias superheroes get them?' she says of her new name. 'I think you create yourself more the way you want to be over the course of your life, and you shouldn't let the world do that for you.'

Lights grew up all over the world, living in countries from the Philippines to Jamaica. Because of her family's constant travels, up until her teenage years she and her younger sister were educated at home by their parents instead of going to school. 'One day out of every week my dad would take over the teaching, and that was the day we got to do music,' she remembers. 'It gave me a passion for music in my early days. I got a guitar when I was 11, and my dad taught me like three chords, and I immediately wrote the first song. I started writing constantly after that.' Realising that there was so much more to song writing than a few chords and some lyrics, Lights added music producing to her resume at 13, buying herself recording equipment which allowed her to include the sounds of drums and keyboards in her music.

While still trying to focus on what she loved, Lights suddenly found herself in unfamiliar territory: a public high school. 'I went to six different high schools when I was younger ... I would always be the one sitting by my locker, doing my homework,' Lights recalls, but seemingly without any regret. Apart from academic achievements (she 'always got good grades'), 'I never really fitted in; I just made some friends here and there, but focused on what I loved doing.'

Holding on to the solid relationship she had built with her family, Lights was able to handle the not-so-small stuff of not fitting in. Voted 'most unique' in her last high school, Lights was surprised to have even been noticed at all. She had spent all her spare time in her attic, which she called 'Starry Night Studio', and had



set herself on a track that had nothing to do with the influences of the institution.

Her philosophy for life – 'Get out there and try stuff'
– seems simple, but that's the beauty of it: the world
can sometimes appear a little scary, and you have to
actively seek out a variety of things in your life in order
51 to find your place and role in it. And that place may
have nothing to do with your label in high school. 'I
know, every time I thought about something I wanted

have nothing to do with your label in high school. I know, every time I thought about something I wanted to do, like rock climbing or snowboarding or be in a band or start playing a certain instrument, I would just up and make myself go do it. Like, I wanted to learn cello once, so I rented a cello for four months and taught myself how to play it ... If you do enough things, you're going to eventually narrow it down to the things that really make you happy.' Lights has refused to take a back seat in her journey, and you might say that's what makes her so different from most other people. From auditioning for plays when she hated acting, to trying out for cheerleading (apparently it was 'awful'), she has pushed her way onto the world stage.

As a result, her unique personality, music and sense of style shines through the masses of other young singers; it speaks to those of us who also aspire to welcome and take advantage of what makes us different, rather than hiding it. 'You have to be uncomfortable in order to be successful, in some ways. Because if you stay in your comfort zone, you will never do the things that you need to do.' Lights is clearly a girl who doesn't fit in because she was born to stand out.

- What do we learn about Lights in the first paragraph? A She thinks her new name reflects her abilities. B She wants to be in control of her own development. C She believes people like her better because of her new name. D She hopes to improve her imagination in the future. What does the writer tell us about Lights's education at home? A Her parents only had time to teach her once a week. B Her father was not a very good teacher. C Her parents kept her at home so she could work harder. D Her father was responsible for introducing her to music. When Lights went to high school, she was A unable to settle down in any particular school. B lost because she didn't know her way around. C unhappy because she had nowhere to study. D lonely because she didn't get on with anybody. What helped Lights to cope with her problems at high school? A going to school as rarely as possible B ignoring everything that other people told her C the fact that everyone at school knew who she was D the fact that she got on well with her family What does 'it' refer to in line 51? A the variety of things
  - B the world
  - C your place
  - D your life
- 6 In the fifth paragraph we are told that Lights believes she should
  - A make sure she achieves more than other people.
  - B avoid doing things she dislikes.
  - C follow something up if it catches her interest.
  - D attempt to be different from everyone else.
- 7 What does 'aspire' mean in line 68?
  - A expect other people
  - B feel unwilling
  - C have the ambition
  - D are afraid
- 8 In the text as a whole, what is the writer's attitude to Lights?
  - A She is impressed by Lights's determination.
  - B She feels sorry about Lights's difficulties with other people.
  - C She knows that Lights will learn to believe in herself.
  - D She wishes Lights was not so unusual.

Reading Part 1 Test 3 | 109

#### Questions 9 - 15

You are going to read an article about a bird of prey which is used to frighten away pigeons at a tennis tournament. Seven sentences have been removed from the article. Choose from the sentences A – H the one which fills each gap (9 – 15). There is one extra sentence which you do not need to use.

# Rufus the hawk is back!



Rufus, the bird that keeps pigeons away from tennis matches, once disappeared for a few days but was eventually found safe and sound.

Rufus the hawk is a famous bird of prey, or hunting bird. Every year, Rufus turns up for the two weeks of the Wimbledon Tennis Tournament in London

to frighten away the pigeons which can disturb the spectators and even interrupt tennis matches. And patrolling Wimbledon isn't Rufus's only job – he also works at historical buildings, as well as at various hospitals.

in fact, specially trained hawks like Rufus have become a popular means of pigeon control.

9 So such hawks are often employed by groups of residents in city streets, as well as at sports events like football and tennis championships.

It therefore caused great concern when Rufus was stolen from a parked car during the first week of the Wimbledon tournament one year. The vehicle's rear window had been left open for ventilation and this allowed the thief easy access to the four-year-old hawk. His owners, the Davis family, were extremely upset. 10

'He's the head hawk,' said Imogen Davis, 'The chief. He is very tolerant and attentive, and is great around people. At Wimbledon, he has become such a familiar sight that people now think it's traditional for a hawk to fly over the tennis courts every morning before play starts.'

Consequently, when he vanished, the Davis family had a very anxious weekend. We felt helpiess. We didn't know where to look for him. Only once before had Rufus gone missing. Fortunately they had managed to track him down quite quickly then, thanks to the tiny radio transmitter he wears.

Rufus's disappearance therefore became a great mystery. The local police put their best inspectors on the case. Did he have any enemies? Another hawk-owner, perhaps, jealous of Rufus's fame and fortune? But Imogen said she had no knowledge of any Ill-feeling towards her beloved bird. 'He doesn't kill pigeons,' she said.

Then after a few stressful days, a breakthrough occurred. The family received a phone call telling them that Rufus might have been found. A hawk matching his description – feathery, with a 1.2 m wingspan – had been discovered near their home and handed in.

They knew it was probably Rufus. 13 Sure enough, several hours later the family was reunited with him.

Rufus soon recovered from his adventure. He had a sore leg for a while, but was otherwise well. He went to the tennis tournament to meet his adoring public, not to mention the press. 14 We wanted to rest him for a bit, explained imagen, 'We just thought he needed to chill out.' So Rufus enjoyed baths (they cool him down when the weather is warm). He was also given lots of his favourite treats. 'He has very refined, expensive tastes,' laughed imagen. 'Only the best for Rufus.'

After Rufus' return, the family needed to think about tightening security measures. "We looked at ways to protect him more; said Imogen. He was working at Wimbledon again a few weeks later during the Olympics. 15 In the meantime, they made sure that they never let him out of their sight!

- A But they take it off at night, so on this occasion they had no idea where to look.
- B It didn't happen very often, so she wasn't sure what to do.
- C He wasn't allowed to do any flying, though.
- D That meant the family had to have something in place very quickly.

- E He just frightens them away.
- F They have five other birds, but Rufus is special to them.
- G After all, how many lost birds of prey could there be in one small area?
  - That's because they don't hurt them, but they do stop them from building nests in buildings.

Reading Part 2

# Reading • Part 3

#### Questions 16 - 30

You are going to read an article in which four teenagers talk about the extreme sports they do. For questions 16 - 30, choose from the people (A - D). The people may be chosen more than once.

Mark your answers on the separate answer sheet.

### Which person

does not like to analyse what they do too closely?	16
never assumes that they will succeed in a competition?	17
would like to ensure that others can do their sport in the future?	18
wishes that certain people did not disapprove of their sport?	19
enjoys facing up to the challenges of doing their sport?	20
has adapted to different weather conditions when doing their sport?	21
hopes they will be able to do their sport as a career?	22
enjoys competing with people they know?	23
is pleased to get away from their everyday life?	24
points out that some people don't understand what their sport involves?	25
has gained confidence through doing their sport?	26
recognises that not everyone can practise their sport regularly?	27
occasionally feels left out by people they know?	28
confesses that they sometimes feel like giving up?	29
sometimes forgets all about their surroundings when they're doing their sport?	30

# **Extreme sports**

#### A Ann - mountain biker



I've been mountain biking since I was eleven. My parents still don't like me doing it, which is a pity but I started with my cousins, who are a bit older than me, and I just love it. Even though I still can't go as fast as my cousins, I've improved a lot, and I'm no longer as scared as I used

to be. That applies to other aspects of my life too, because I used to be quite shy when I was younger. My friends sometimes join us in the summer after school, and it's great when we race each other going downhill so fast I think I'm flying! When I feel like that, it's so exciting that everything around me disappears from my mind and I just go faster and faster until my cousins have to yell at me to stop. When I finally do, it's like waking up from a fantastic dream. I hope that whatever I do in the future, I'll still have time to do this!

#### B Jane - snowboarder



I started snowboarding with my friends a few years ago. We went to an indoor slope with artificial snow and had a few lessons. I never bothered to try sloing, as I've only ever wanted to snowboard. When I went on my first trip to the mountains with school, a group of us

went snowboarding. Being outdoors brought a number of challenges we hadn't faced on the indoor slope, like wind and the occasional rock to avoid Before that, my school had only ever taken people sking, not snowboarding, so I hope our successful trip means that this opportunity is offered to students every year. I've written an article for our school magazine about how great it was, so I hope that he'ps. Most of my friends go sking, and I sometimes wish I could join in when they're taking about amazing things they've done together that day, and the competitions they've taken part in. But I wouldn't ever want to give up snowboarding!

#### C Richard - surfer



The thing about surfing is that it's a totally incredible feeling when you get it right and catch that perfect wave. I first tried it when my family moved to Australia, and now I surf whenever I can. I'm lucky, I know, because you can only do it if you live somewhere by the sea, or can get to

a suitable beach — otherwise it's just something you do while you're on holiday. I've won a few prizes for surfing now, but each time I put my name down for an event, I wonder if I'm really good enough. I have to say that there are days when I wonder why I bother, when there are no decent waves or the wind is too strong. Then I think I should do a different sport instead and forget about surfing altogether. But those moments pass and I'm soon back in the water, glad to be doing something different from school and all the boring stuff I do most of the time. I'm sure I won't have as much time to do this in the future, when I leave school and have to get a job.

#### D Sam - skateboarder



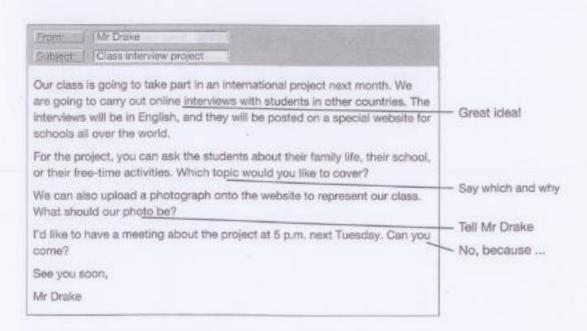
When I'm skateboarding well, I feel as if I could carry on for ever, I don't get tired. Sometimes, though, it's tough, and I actually quite like that — I just have to keep on trying hard to improve, I don't do it to be better than other people, but for myself. My family think it's easy, just

balancing on a board, but of course it isn't as simple as that. Anyone can try it, but not everyone is good at it. When I'm skateboarding, I don't think about it too much, because that can make me lose my balancel Instead I listen to music on my MP3 player, and empty my brain — though I watch out for other skateboarders, of course! My friends do other things, but I'd really like to spend my whole life on a skateboard. And if I find a sponsor someone might even pay me to skateboard full-time! But of course I can't be sure of that, there are so many other people wanting to do the same thing too.

### Writing . Part 1

You must answer this question. Write your answer in 120 - 150 words in an appropriate style on your answer sheet.

You have received an email from your English teacher, Mr Drake. Read Mr Drake's email and the notes you have made. Then write an email to Mr Drake, using all your notes.



Write your email. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

### Writing • Part 2

Write an answer to one of the questions 2 - 5 in this part. Write your answer in 120 - 180 words in an appropriate style on your answer sheet. Put the question number in the box at the top of the page.

Your English teacher has asked you to write a story.

Your story must begin with this sentence: When Tom saw who was in the car, he smiled and walked quickly towards it. Write your story.

Here is part of a letter you have received from your English-speaking friend, Phil.

My parents think I should do more to help in the house, and they say they won't let me watch TV unless I do some housework every week. I think that's unfair! What do you think? Write soon, 764

Write a letter answering your friend's questions.

You have seen see the following announcement in an English-language magazine for teenagers.

# Reviews of TV music programmes wanted

#### TV review

Tell us about a music show you watch on TVI Describe the programme, and say what you like and dislike about it. Would you recommend it to other people your age?

Write your review.

Set text questions (Please note there are no set text questions included in this practice test.)

# Use of English • Part 1

For questions 1 - 12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

#### Example:

- A create
- B make
- C produce D build

0	A	В	C	D
		2000		1000

### Why do some foods taste so good?

Have you ever wondered why some strawberries are super-sweet, or why some chocolates taste creamler than
others? It's because of the same things that (0)each human being unique - the genes. Genes determine
the characteristics that all living things (1) from one generation to the next. These characteristics (2)
resistance to diseases in creatures and plants, which is one (3) scientists study them.
Scientists (4) genetic studies on strawberries and cacao, the chocolate bean. This has brought them one
(5) closer to producing even more delicious (6) of these two treats. For the chocolate study, the scientists
selected Criolio - a cacao tree first cultivated by humans (7) the Mayan era about 3,000 years ago. Amongst
the 28,798 genes they discovered, there are two that help (8) the plant against disease. They also (9) the
genes that influence the smell, colour and flavour of chocolate.
In the (10) of strawberries, the scientists picked the (11) woodland strawberry, which they discovered
has an astonishing 35,000 genes - about one and a half times the number found in humans.
All this information can be used to grow plants that can resist diseases, which in turn will (12) to better harvests and tastier fruit!

1	Α	pass around	В	pass out	С	pass on	D	pass by
2	Α	include	В	contain	С	involve	D	consist
3	Α	purpose	В	motive	С	reason	D	basis
4	Α	held	В	realised	С	had	D	conducted
5	Α	move	В	step	С	foot	D	bit
6	Α	versions	В	editions	С	selections	D	styles
7	Α	along	В	during	С	while	D	over
8	Α	keep	В	preserve	С	save	D	protect
9	A	exposed	В	knew	С	identified	D	understood
10	Α	case	В	idea	С	example	D	fact
11	Α	loose	В	free	С	outside	D	wild
12	A	cause	В	lead	С	take	D	connect

Use of English Part 1

Test 3 | 117

# Use of English • Part 2

For questions 13 – 24, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

	-			
Example:	0	ME		

### Teenage photographer

When my parents gave (0) a camera for my birthday, I was delighted. At first I didn't know (13) all the
different functions were for, but I soon learned how (14) take fairly good photos. I joined a photography club a
school run (15) my art teacher, and (16) long I entered a wildlife photography competition.
For (17) wildlife really means birds, as I live in a city. It took a (18) days to get the picture I wanted,
and my parents must (19) worried that I would catch a bad cold in the freezing park where I sat waiting. It was
(20) it in the end, though, when a colourful little bird landed on a branch just above my bench.
I knew it was a good photograph, but I had absolutely (21) idea that I'd end up winning first prize – another
cameral My parents were very proud of me, and (22) was my art teacher. My picture appeared (23) the
newspaper, and I was a local celebrity for a short time. (24) I won that competition, I've taken hundreds more
photos – but I've never won first prize again!



## Use of English • Part 3

For questions 25 - 34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

Example:

MEXICAN

MEXICO

ACCIDENT

CREATE

ACTIVE

GROW

PRESENT

PROTECT

INCREDIBLE

BELIEVE

**FASCINATE** 

SURE

The Cave of the Crystals

The (0) ...... state of Chihuahua is home to one of the natural wonders of the world - The Cave of the Crystals. Discovered (25) ...... in 2000 by miners drilling a tunnel, the cave lies about 350m below the surface of the Naica Mountains. It contains over 170

of the largest natural crystals ever found - one of them measures

about 11m and weighs more than 5500kg.

The (26) ...... of these large crystals probably began as a result of

volcanic (27) \_\_\_\_\_ 26 million years ago. Tiny crystals were formed

and, over the centuries, the extreme heat in the caves has

encouraged the (28) ...... of these giant structures.

The crystals look cool and ice-like, but don't be fooled! Due to the

(29) ...... of hot springs nearby, the temperature is 44°C. It is so

hot that visitors have to wear (30) ...... suits and carry backpacks

of ice-cooled air to (31) ...... they can survive for just a few

minutes.

In the Naica Mountains there are three other (32) ...... beautiful

caves. One contains magnificent crystals shaped like candles, and the

current (33) ...... amongst scientists is that these have developed

over just the last twenty years. There are probably even more

(34) ...... caves walting to be found under Chihuahua's Naica

Mountains.

# Use of English • Part 4

For questions 35 - 42, complete the second sentence so that it has a similar meaning to the first sentence,

	ng the word given. Do not change the word given. You must use between two and five words, luding the word given. Here is an example (0).
Exa	ample:
0	Our school sports day is held at the end of the summer term.  PLACE  Our school sports day
The	e gap can be filled by the words 'takes place', so you write:
1116	gap can be filled by the words takes place, so you write.
Exa	ample: 0 TAKES PLACE
Wri	te only the missing words IN CAPITAL LETTERS on your answer sheet.
35	It's a pity I don't know how to play the guitar! KNEW
	I
36	Our coach thinks it should be easy for us to win this match. FAR
	As concerned, it should be easy for us to win this match.
37	HURRY
	Jim will be late for schoolup!
38	Hi, Lee, can I borrow your pen for a moment, please? MIND
	Hi, Lee,
39	Anna said she thought Greta had eaten all the ice cream.  ACCUSED
	Anna all the ice cream.
40	They all had a great day out, even though it rained.  SPITE
	They all had a great day out, the rain.
41	My brother thinks of some very interesting ideas for his poems.  COMES
	My brothersome very interesting ideas for his poems.
42	Leah doesn't like dancing as much as I do. KEEN
	Leahdancing than I am.

### 02 Questions 1 - 8

You will hear people talking in eight different situations. For questions 1 - 8, choose the best answer (A. B or C).

- You hear a boy making a phone call.
  - Why is he phoning?
  - A to ask for money
  - B to explain why he is late
  - C to tell someone where he is
- You hear two friends talking at school,

How does the girl feel now?

- A tired
- B happy
- C nervous
- You hear part of a music programme on the radio.

Where is the speaker?

- A in a club
- B on a boat
- C at the beach
- You hear two friends talking about some shoes they see in a shop window. What do they agree about?
  - A The shoes are too expensive.
  - B The heels are too high.
  - C The colour is too dark.
- You hear a girl talking to her brother. Why is she annoyed with him?
  - A He forgot to buy milk.
  - B He lost his keys.
  - C He didn't send her a message.
- You hear two friends talking about a day out.

Where are they going?

- A to take part in a sports event
- B to watch a sports event
- C to visit a sports museum
- You hear a teacher talking to her class.

What does she want them to do?

- A take some notes
- B write an essay
- C prepare a presentation
- You hear a brother and sister talking in their kitchen at home. What are they doing?
  - A heating up a pizza
  - B making some popcom
  - C baking a cake

# Listening • Part 2

### (2) 03 Questions 9 - 18

You will hear a girl called Maya talking about a student fashion show which was held at her school. For questions 9 – 18, complete the sentences.

#### Student fashion show

The teacher who helped organise the f	ashion show nor	mally taught	9 to Maya.
The aim of the show was to raise some	money to buy n	nore	10 for the school library
Maya and her friends found that fashio	n	11 were the	best place to get ideas.
They decided to encourage people to	wear	12 at the	beginning of the show.
Finding the right	13 was not as	difficult as they had e	expected.
To advertise the show, Maya and her fr	iends distributed		14 to people.
They chose to include	15 in the	price of the ticket.	
Maya particularly liked the	16 h	er mother wore during	g the show.
There was a prize for the best	13	at the show.	
After the show, there were a lot of		18 left over.	



### (4) Questions 19 - 23

You will hear five people talking about photographs. For questions 19 - 23, choose from the list (A - F) what each speaker says. Use each letter only once. There is one extra letter which you do not need to use.

I hope I'll make a career out of taking them.

Speaker 1 19

They may replace other memories.

Speaker 2 20

I don't like having my picture taken.

Speaker 3 21

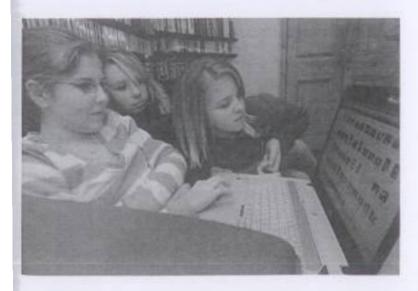
People take too many of them.

Speaker 4 22

It's difficult to catch exactly the right moment.

Speaker 5 23

I prefer looking at those other people have taken.



### Listening · Part 4

#### 05 Questions 24 - 30

You will hear an interview with a boy called Richard, who is talking about his life as a ballet dancer. For questions 24 – 30, choose the best answer (A, B or C).

- 24 What was difficult for Richard about going to ballet classes?
  - A His parents found it hard to support him.
  - B The teachers were not well organised.
  - C Doing schoolwork as well as ballet wasn't easy.
- 25 How did a friend find out that Richard did ballet?
  - A He discovered it by chance.
  - B He guessed it by the clothes Richard wore.
  - C He was told about it at school.
- 26 Why does Richard say he keeps in touch with people in his home town?
  - A He needs financial help from them.
  - B He wants to learn more from them.
  - C He feels he can inspire some of them.
- 27 What does Richard say about returning to dance in his home town?
  - A He intends to do so if he possibly can.
  - B He goes every time he has time off.
  - C He manages to do it every few years.
- 28 How is Richard's life as a dancer different now he's at City Ballet?
  - A He only has to learn one part at a time.
  - B He is able to concentrate on his dancing.
  - C He needs to practise less than he used to.
- 29 What does Richard say about the way he acts a role when he is dancing?
  - A He plays each character in his own particular way.
  - B He tries to show his personality when he dances.
  - C He finds some of the roles difficult to perform.
- 30 What does Richard hope to do in the future?
  - A become the best dancer at City Ballet
  - B set up his own ballet company
  - C teach young people to dance

## Speaking • Parts 1 and 2

Part 1

3 minutes (5 minutes for groups of three)

#### Learning English

Interlocutor First of all, we'd like to know something about you.

- · What do you most enjoy doing in your free time? Why?
- What did you do last weekend?
- . Do you use English at all when you aren't at school? Why? / Why not?
- Do you think English will be useful to you in the future? Why? / Why not?
- · What do you think are the best ways for people to practise their English? Why?

Part 2

4 minutes (6 minutes for groups of three)

Interlocutor In this part of the test, I'm going to give each of you two photographs. I'd like you to

talk about your photographs on your own for about a minute, and also to answer a short

question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs on page C12 of the Speaking appendix. They show people swimming in different places.

	I'd like you to compare the photographs, and say what the people might like about swimming in these different places.
	All right?
Candidate A	
① 1 minute	
Interlocutor	Thank you.
	(Candidate B), do you like swimming indoors?
Candidate B	The second of th
<ul> <li>approxima</li> </ul>	tely 20 seconds
Interlocutor	Thank you.
	Now, (Candidate B), here are your photographs on page C13 of the Speaking appendix. They show people learning in different ways.
	I'd like you to compare the photographs, and say what the advantages are of learning in these different ways.
	All right?
Candidate B	
Interlocutor	Thank you.
	(Candidate A), which of these ways of learning do you prefer?
Candidate A	
(E) approxima	tely 20 seconds
Interlocutor	Thank you,

# Speaking • Parts 3 and 4

Part 3

3 minutes (4 minutes for groups of three)

Interlocutor Now, I'd like you to talk about something together for about three minutes.

Here are some pictures of things that you might take with you for a week in the countryside with your class.

Place pictures from page C14 in front of candidates.

First, talk to each other about which of these things you might like to take with you. Then decide which two things would be the most important things to take with you. All right?

Candidates

3 minutes

Interlocutor Thank you.

Part 4

4 minutes (5 minutes for groups of three)

Interlocutor Select any of the following questions, as appropriate:

- · Have you ever been on a trip with your class?
- Did you enjoy it? Why? / Why not?
- Where do you think are good places to visit as a class?
- Do you think it is a good idea for schools to organise trips for students? Why? / Why not?
- Do you think young people learn more in school or in their free time? Why? / Why not?
- What kind of places do you like to visit with your family? Why?

Thank you. That is the end of the test.

Select any of the following prompts, as appropriate:

- · What do you think?
- Do you agree?
- · And you?

#### Questions 1 - 8

You are going to read an extract from a novel about two schoolboys called Eric and Anthony. For questions 1 – 8, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

### School trip? No thanks!

With just three more days until the Upward Bound school trip, Jeff Benson, Eric and Anthony's teacher, was trying hard to teach maths, but was making little progress. 'Why,' Jeff thought, 'do we even bother having a week of school before the annual trip? I've. been here for three years and it's always the same. And who can blame the kids for being so excited? I sure would have been at their age. They do so many different sports on the trip, and face so many physical challenges in the mountains - most of them just love it." Mr Benson tried to maintain the class's attention, but when the bell rang for break his sigh of relief was as loud as that of his students.

A few minutes later, while most of the kids set off towards the basketball courts. Anthony and Eric sat in the far comer of the playground.

'You really think it will work?' Anthony asked his friend, hopefully. "I don't know," Eric replied, "but it's worth a try, What have we got. to lose?"

'Nothing.'

'Exactly.'

"Exactly," Anthony repeated. 'So, when should we ask him?" 'Today. Right after school,' Eric answered. Anthony nodded in agreement, Today after school it would be. Five long hours from now, Finally, after an incredibly long wait, the final bell sounded and as the class ran for the door, the two boys ran to Mr Benson. 'Mr 8...' they announced breathlessly, 'we have to speak to you." Mr Benson looked at them curiously, "What's up, guys?" Hesitating for a moment, the boys looked at one another. Then Anthony made up his mind to speak, 'Mr B., I think you know my feelings about Upward Bound."

'Ah, I think you could say that, Anthony. In fact, I think the whole school is quite familiar with your feelings about Upward Bound." Okay, fine, 'Anthony said. 'I know most kids love Upward Bound and good for them. It isn't a bad trip, but it sure isn't for me.' Mr

34 Benson couldn't disagree with that, Indeed, it was completely obvious. "So," Anthony continued, 'we've got an idea ...." A few minutes later, having finished his speech, Anthony examined Mr Benson's face, seeking confirmation that his teacher had been persuaded by their proposal, but to Anthony's disappointment his

teacher's expression was decidedly neutral. Enc. what do you think of all this?" Mr Benson asked. 'He's fine with it," Anthony guiddy responded.

"Oh, is that right, Eric?" Mr Benson said, good-



47 naturadly, "Sorry, Mr B.," Anthony apologised. Mr Benson returned his attention to Eric. "So, what do you think?" If think it's a great idea," Eric said matter-of-factly, "Actually, it was

'Hmm,' Mr Benson said, 'I'm kind of surprised to hear that. I thought you'd never want to miss out on an Upward Bound trip. And also, well, to be honest, Eric," he said as he turned his gaze to the now silent Anthony, 'you look a lot less excited by this proposal than Anthony does."

As Eric considered his reply, he looked admiringly at his teacher who, in many ways, resembled his students more than his colleagues. In his mid-twenties and not long out of university, Mr Benson was by far the youngest teacher in the school and, compared to many of his fellow teachers, was clearly more. knowledgeable about his students' interests. They enjoyed the same music, wetched the same movies and had the same tasts in clothes. Mr Benson had encouraged his class to call him 'Mr B.,' which he thought nicely combined equal measures of informality and respect. 'Mr B.' Eric finally said, 'I can tell that you think that

66 Anthony is twisting my arm to say I don't want to go to Upward Bound." Mr Benson nodded unconsciously. "And, to tell you the truth, I would like to go ..."

Anthony, surprised and hurt by the admission, turned towards Eric, who said, "I know kids in some other schools that went last year and they had a great time. So I'm not going to pretend that I wouldn't miss it if I didn't go, but I think that Anthony's right. He'd hate it. So I don't see the point in forcing him to go. And if he's not going, I don't want to go either. Besides, I think our plan will be great." Mr Benson couldn't disagree with that. Indeed, he felt quite curious about the boys' proposal.

- 1 What does Jeff Benson think while he is teaching the maths lesson?
  - A The school should arrange a different type of trip for a change.
  - B Somebody should tell the students off for not concentrating.
  - C The timing of the trip means that some class time is wasted.
  - D He himself would never have behaved like the students.
- 2 What do Anthony and Eric agree about in the playground?
  - A They will probably be successful.
  - B They may as well make an attempt.
  - C They already have a bad reputation.
  - D They need to talk to someone immediately.
- 3 When Anthony and Eric go to see Mr Benson,
  - A Mr Benson already knows what they are going to talk about.
  - B the boys don't know exactly what they are going to tell him.
  - C Anthony is determined to speak before Eric does.
  - D the boys are not sure how to start the conversation.
- 4 What does 'that' refer to in line 34?
  - A Most students enjoy the Upward Bound trips.
  - B Anthony understands why other students like the trips.
  - C Upward Bound is not a poor-quality trip.
  - D Anthony would not enjoy an Upward Bound trip.
- 5 Anthony apologises in line 47 because
  - A he has spoken instead of Eric.
  - B he has annoyed Mr Benson.
  - C he has been dishonest.
  - D he has upset Eric.
- 6 What are we told about Mr Benson in the penultimate paragraph of the text?
  - A He is similar to his students because he lacks experience.
  - B He does his job better than the other teachers at the school.
  - C He manages to be both friendly and professional.
  - D He has to make an effort to understand his students.
- 7 What does 'twisting my arm' mean in line 66?
  - A persuading me to do something I don't want to do
  - B threatening to hurt me if I don't agree
  - C trying to stop me from doing something
  - D pretending to agree with me when he doesn't
- 8 What do we learn about Eric in the final paragraph?
  - A He dislikes the same sorts of activities as Anthony does.
  - B He does not enjoy doing things without his friend.
  - C He rarely does what Anthony tells him to do.
  - D He believes their proposal will be more fun than Upward Bound.

## Reading • Part 2

#### Questions 9 - 15

You are going to read an article about an activity called geocaching. Seven sentences have been removed from the article. Choose from the sentences A – H the one which fits each gap (9 – 15). There is one extra sentence which you do not need to use. Mark your answers on the separate answer sheet.

# Why don't you try geocaching?

According to legend, pirates hid their treasure and marked the spot on a map so that they could find it again. Geocaching (pronounced: geo - cashing) is a modern game which works in a similar way. This is how you play: you have to find boxes of treasure - known as caches - which have been hidden around the world. Information about their exact location has been uploaded to geocaching websites along with details and clues. In order to find a cache, players use something called a GPS (Global Positioning System) device. This is a piece of equipment which receives signals broadcast from satellites and then uses these signals to determine where exactly it is on the earth. The GPS devices used for geocaching can range from simple ones in mobile phones to highly sophisticated models. 9 So when you put information about a cache into a GPS device, it will guide you to the exact place where the cache has been hidden.

The treasure usually consists of small plastic toys or key rings. 10 If players take any of the treasure from the cache, they leave something behind for the next person to find. There is also some paper and a pencil in the box, so players can write down their names and make comments if they want to.

You'll need to resist the temptation to set off on a trip the moment you load information about the cache into your device. A successful geocaching adventure takes a little planning to keep things safe and fun. Start by reading the description and online records for the cache you've chosen to hunt. Look to see if anyone has had difficulties finding the cache lately. 11

Also take a moment to consider what you need to pack. In order to find some caches, all you need is your GPS. 12 Here are a few things you might



want to consider taking along: walking shoes, sunscreen, pen and notebook, plenty of water, some snacks, something to leave behind in the caches if you want to take something out.

It's really as simple as that. As long as you use a little common sense and behave well, you can ensure a successful trip for yourself and those who come after you. Here are a couple of things to keep in mind:

Whenever you take something from a cache, leave something in return.

13 Never leave any of that behind. No digging is ever allowed, and you must always respect local laws.

Go from being the hunter to being hunted by hiding your own cache. After you've found a few on your own, you'll have a good idea of what will give people a great day out. 

14 As you do this, just remember to follow a few simple steps, and you'll be hiding great caches in no time. On public land, check with the authority that manages the land before you hide anything. If you're on private land, ask permission of the landowner and never ignore any 'Keep Out!' signs or fences.

To Caches should be placed at least 150 metres from each other to help with this. Your container should be weatherproof. Mark the container so it can be identified as a geocache and not rubbish. And if you and your friends or family do try geocaching, have a wonderful time!

- A Others, however, might take more gear.
- B In that case you would need a waterproof container like the plastic ones used for sailing.
- C It's also important that your cache is not confused with one that someone else has hidden.
- D Most of them are accurate to within a few metres.

- E That might mean that it's no longer there.
- F Unless it's litter, of course.
- G Using what you've learned, you can start planning where you'd like to leave something for others to find.
- H It can be any object that is safe and appropriate for all the family.

130 | Test 4

# Reading • Part 3

#### Questions 16 - 30

You are going to read reviews of four school drama productions. For questions 16 - 30, choose from the productions (A - D). The productions may be chosen more than once.

Mark your answers on the separate answer sheet.

### About which production does the reviewer say

it was easy to see that the actors were enjoying themselves?	16
one aspect of the acting was sometimes weak?	17
a great effort was made to maintain the flow of the production?	18
genuine emotions were expressed?	19
one person prepared for it particularly quickly?	20
by selecting this play the students set themselves a challenge?	21
a potential difficulty regarding the cast size was successfully dealt with?	22
people felt involved from the moment they walked in?	23
people watching forgot they were not actually in the play themselves?	24
the extent of the help given to the students was evident?	25
it was better than others they had been to?	26
the lighting was different from that in other productions?	27
they did not have high expectations of it?	28
the music was familiar to many people?	29
it is not the sort of production they normally go to?	30

## School plays

#### A The King and 1

This was not only a great night out, but a sophisticated and professional staging of this popular musical. The orchestra accompanied the well-known songs beautifully. The striking and effective stage set, cleverly and unusually lit, was a perfect background for the stunning colours of the beautiful costumes. The ballet sequence was very cleverly done: the audience became the royal audience for this so completely that it was a surprise when the players turned towards the King, watching from the back of the stage. The elegant style of the dancers, in this as well as in the rest of the play, was charming. And then there were Anna and the King. Lucy Rainer as Anna Impressed the audience with her confidence, her singing, dancing (and whistling!) as soon as she stepped on stage. She suggested a complexity of character completely matched by Jim Wright as the King, his kindness clear despite his aggressive manner. There was real, deeply felt sadness in the final scene - this was a brilliant show.

#### B The Café

After the success of the school play last year, I would be bying if I didn't say that I wondered whether or not The Café could compare. They hadn't put up large numbers of amusing posters around school, and thus the audience were unsure of what was to come, Before the play had even started, as the audience were looking for their seats, a young boy was playing the piano. This immediately created an interesting atmosphere, of which the audience were a part. Originally a television show, this episode of The Cafe was specifically designed for the theatre, and I think that although it was an ambitious choice, they managed to put on a good production. Their set design and their use of costumes were both very effective. In my view, there were some outstanding performances, and Sarah Leeds was particularly good as the lively waitress. This was certainly an interesting play, with a reasonably large cast and a range of accents that weren't always convincing. However, setting this aside, nothing distracted us from the humorous plot of a play which was beautifully acted throughout.

#### C Scary Play

Usually the plays that I get to review are professional productions, but last Thursday I had the rare pleasure of seeing a group of young actors put on a performance in their school. They put on a production of Scary Play, a work designed to provide interesting material as well as an opportunity to have some fun. This was an enthusiastic production, and the actors clearly had a great time performing for the audience of friends and family. As there are more pupils than parts in the play, at least six of the roles had to be shared between two actors. It was a credit to the young people involved, however, that having more than one person acting these characters actually felt very natural. This performance was a real treat to watch, and the young people involved are a credit to their teacher, Mr Weeks, who had obviously worked very hard with his students on the production. I especially liked the live music that was performed to create a frightening and mysterious atmosphere. Well done to them all!

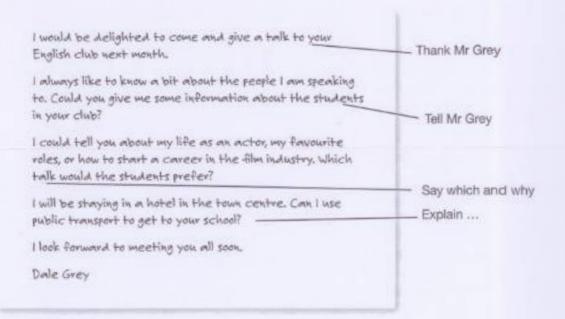
#### D Lost in the Castle

Having seen every school production over the past four years, I believe this one was the most moving, the most interesting and the most entertaining in a long time. To add to the amazement that those who saw the performance must still be feeling, it is very important to point out that almost everyone in the school contributed in some way to this production. It was truly a team effort, Both lead and supporting actors gave lively and witty performances, keeping the audience involved throughout the play. The backstage and lighting crews were excellent and worked tirelessly to make the very complicated scene changes fit together smoothly. The technicians were great and David Forbes worked out the lighting system, without assistance, in just two weeks of rehearsals. One could see how hard the students had worked together in bringing the production to life and how the determination of all allowed them to put on a memorable performance.

## Writing • Part 1

You must answer this question. Write your answer in 120 - 150 words in an appropriate style on your answer sheet.

You help to organise activities for your English club at school and have invited an Australian actor, Dale Grey, to give a talk to the students in the club. Read Mr Grey's letter and the notes you have made. Then write a letter to Mr Grey, using all your notes.



Write your letter. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

### Writing • Part 2

Write an answer to one of the questions 2 – 5 in this part. Write your answer in 120 – 180 words in an appropriate style on your answer sheet. Put the question number in the box at the top of the page.

2 Last week a group of English students came to visit your school and you went on a class trip with them to a museum. Now your English teacher would like you to write a report on the trip.

#### Think about

- transport to the museum
- e food on the trip
- what you saw and did at the museum

#### Write your report.

3 You have had a discussion in your English class about how people spend their free time. Now your English teacher has asked you to write an essay, giving your opinion on the following statement:

Teenagers should spend their free time studying, rather than waste it doing sports or other leisure activities.

Write your essay.

4 You see the following notice on an international website for teenagers.

### Articles on friendship wanted! Friends!

Are your friends similar to you?

Is it important to agree with your friends about everything?

Do you get on better with your friends or with your family?

Write us an article answering these questions. The best articles will appear on our website next month!

Write your article.

5 Set text questions (Please note there are no set text questions included in this practice test.)

### Use of English • Part 1

For questions 1 - 12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

#### Example:

A achieve

B get C make

D create

#### A face in the clouds

It usually takes a little bit of sophisticated computer imaging to (0) \_\_\_\_\_ a cloud really look like a person's face. From time to time, though, someone (1) ...... the real thing. A few videos have been posted on the internet which (2) "faces in the clouds'. In a (3) "example, a man's profile seems to appear out of some storm clouds, and even resembles a world-famous person from history at one (4) .......... The fact that the clouds in a storm change (6) ......, it will only look like that from one (7) .......... place. We probably wouldn't see faces in the clouds at all if it were not for a ciever brain (8) ........... called 'pareidolia', the technical term for the human habit of seeking out and finding (9) .......... patterns in random objects. We can't (11) .......... why people see them on the (12) ......... of the moon as well as in clouds.



1	Α	glances	В	spots	С	looks	D	stares
2	A	discover	В	expose	С	reveal	D	broadcast
3	A	typical	В	standard	С	normal	D	regular
4	Α	phase	В	step	С	point	D	time
5	A	fortune	В	chance	С	luck	D	opportunity
6	A	Despite	В	Although	С	Anyway	D	However
7	Α	special	В	particular	C	individual	D	exact
8	Α	joke	В	trick	С	cheat	D	trap
9	Α	familiar	В	usual	С	frequent	D	routine
10	A	handle	В	manage	С	help	D	support
11	Α	shows	В	explains	С	tells	D	describes
12	Α	soil	В	land	С	ground	D	surface

## Use of English · Part 2

For questions 13 - 24, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

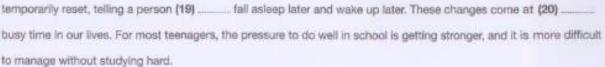
Write your answers IN CAPITAL LETTERS on your answer sheet.

	-			_		 -	 	 	_	 	_	 	
Example:	0	T	Н	A	N								

#### Teenagers need their sleep

Most teenagers need from about eight and a half to more (0) ...... nine hours of sleep each night. The right amount of sleep is essential for anyone (13) ...... wants to do well at school or play sports without tripping (14) ........ their feet. Teenagers often used to (15) ...... criticised for staying up late and falling asleep in class. But studies (16) ...... shown that adolescent sleep patterns actually differ from (17) ...... of adults or kids.

These studies show that during the teenage years, the body's circadian rhythm (a sort (18) ...... internal biological clock) is



So (21) .......... can we do? Regular exercise may help you to sleep better, but try (22) ......... to exercise right before bed as that can make it harder to fall asleep. Finish exercising at (23) ...... three hours before bedtime. Staying (24) \_\_\_\_\_\_from bright lights (including computer screensl) for an hour before you go to bed can also help your body relax.



## Use of English • Part 3

For questions 25 - 34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on your answer sheet.

Example:

			12		
300	- X - I	-7-7		94	Aug. I
-	70 I		-		

#### Cactus

The cactus is a well-known native plant of deserts in the Americas which has adapted well to life in (0) ...... dry areas. The leaves of cactus plants are needles, which in (25) ...... to allowing less water to evaporate from them than ordinary leaves, also provide the cactus with a (26) ........ against water-seeking animals. Cacti can also store enough water to (27) ...... them to survive for long periods without any rainfall.

There are around 1200 different (28) ...... of cactus and they come in a wide range of shapes and sizes. Contrary to popular (29) .......... most cacti flower every year. Many smaller types of cactus are considered (30) ...... and grown as houseplants, and some also have fruit that can be eaten.

The largest cactus in the world is the giant cardon. It (31) ...... reaches 200 years of age, and a (32) ........... of 20 metres. An individual cardon plant's (33) ...... depends on the temperature remaining above 0°C. Over a period of 3 - 4 weeks in spring, the cardon cactus (34) \_\_\_\_\_ a large number of flowers, each of which remains open for about 24 hours. This means that the flowers can be visited by bats at night and by bees during the daytime.

EXTREME ADD

DEFEND

VARY

ABLE

BELIEVE

DECORATE

OCCASION

HIGH

SURVIVE

PRODUCT

# Use of English • Part 4

For questions 35 - 42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0)

				Control of the Control of the Control		
Exa	ample:					
0	Our school sports day is held at the end of the summer term.  PLACE  Our school sports day at the end of the summer term.					
The	gap can	be filled	f by the words	'takes place', so y	you write:	
Exa	ample:	0	TAKES PLAC	E		
Wri	te only th	ne missir	ng words IN C/	APITAL LETTERS	on your answer sheet.	
35	BEEN		month since I i	last went swimmir	ngl	
36	WAS	-		-8	the teacher asked Maria singing in the school choir.	
37	WRITE	A Prince Sales		the also draws grood stories, but he	reat cartoons. e also draws great cartoons.	
38	REMIN	DS			our holiday by the sea.  of our holiday by the sea.	
39	MAY				the kitchen, so why don't you ask her? the kitchen, so why don't you ask her?	
40	The teacher will give us a handout at the end, so it isn't worth writing notes during the talk.  POINT  The teacher will give us a handout at the end, so in writing notes during the talk.					
41	Robbie arrived just a few minutes before the coach left, so he nearly missed the school trlp.  TURN  Robbie just a few minutes before the coach left, so he nearly missed the school trlp.					
42	Hanna was surprised when her parents allowed her to stay out late on a school night.  LET  Hanna was surprised when her parents					

#### 1906 Questions 1 - 8

You will hear people talking in eight different situations. For questions 1 – 8, choose the best answer (A, B or C).

- You hear two friends talking. Which sport are they watching on TV?
  - A golf
  - B tennis
  - C football
- 2 You hear a man talking about a day out. Who is the speaker?
  - A a teacher
  - B a policeman
  - C an actor
- 3 You hear a girl talking about a documentary she's just seen. What was the documentary about?
  - A a lake
  - B plants
  - C animals
- 4 You hear a boy talking about his day at school. How does he feel now?
  - A excited
  - B relieved
  - C disappointed
- 5 You hear a brother and sister talking about the music at a party. What do they agree about?
  - A how good it was
  - B how unusual it was
  - C how loud it was
- 6 You hear a girl talking to her father. What is she doing?
  - A telling her father how to do something
  - B promising her father something
  - C persuading her father to do something.
- 7 You hear a woman talking about a cat. Where was the cat?
  - A on the pavement
  - B under a bench
  - C in a tree
- 8 You hear two friends talking about a website. What does the girl think about it?
  - A It is useful.
  - B It is entertaining.
  - C It is always up-to-date.

### 07 Questions 9 - 18

You will hear a boy called Dan talking about a cookery course he attended. For questions 9 - 18, complete the sentences.

Tee	enagers learn to c	cook
Dan went on the cookery course because it	nis	9 wanted someone to go with her.
They decided to do the	10 course.	
Everyone was given their own	11 when t	they arrived.
He was surprised by the number of differen	nt [	12 on the course.
Learning about 13	from an expert was ve	very interesting.
Some people on the course had never eate	en	14 before.
He thought the recipes for	15 food were	the tastiest.
They were taken on a tour of one of the	10	6 in their area.
He is now able to 17	potatoes very well.	V
He likes to make 18	for his friends.	



#### (1) 08 Questions 19 - 23

You will hear five people talking about why they do jobs at the weekend. For questions 19 - 23, choose from the list (A - F) what each speaker says about why they do these weekend jobs. Use each letter only once. There is one extra letter which you do not need to use.

A I'm saving up for something.

Speaker 1 19

B My parents want me to do it.

Speaker 2 20

C It's something I find easy to do.

Speaker 3 21

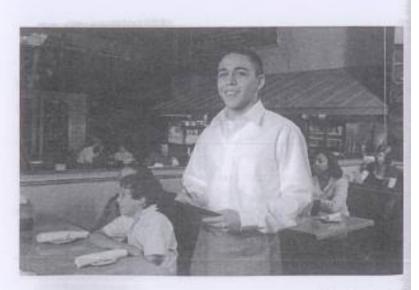
D It allows me to spend time with people I know.

Speaker 4 22

E It may be useful for my future career.

Speaker 5 23

F A friend asked me to do it.



## Listening • Part 4

### (9) 09) Questions 24 - 30

You will hear an interview with a girl called Mel about her hobby, diving. For questions 24 - 30, choose the best answer (A, B or C).

- 24 How did Mel become interested in diving?
  - A Her parents encouraged her to take it up.
  - B She wanted to find out more about sea creatures.
  - She had to help her parents study sea life.
- 25 How old was Mel when she started scuba diving using oxygen?
  - seven
  - В ten
  - C twelve
- 26 The instructors made sure the kids were safe by
  - staying away from places where there were dangerous fish.
  - В keeping the dive boat as close to the shore as possible.
  - teaching them how to behave in particular ways.
- 27 What does Mel say about diving with her father?
  - A He seemed unaware of any dangers when they were diving.
  - B It took time for him to become less protective of her.
  - C She is grateful for his attitude towards her diving.
- 28 What does Mel enjoy about working with the scientists?
  - She is gaining valuable experience.
  - В It allows her to take time off school.
  - C She is being paid for doing something she enjoys.
- 29 What do we learn about Mel's brother?
  - He is not as mature as Mel.
  - B He has environmental concerns.
  - C He dislikes doing water sports.
- 30 What does Mel say about her life?
  - She has always known what she wanted to do.
  - B She wishes she had a bit more time to relax.
  - C She can't imagine doing anything different.

## Speaking · Parts 1 and 2

Part 1

3 minutes (5 minutes for groups of three)

Daily routine

Interlocutor First of all, we'd like to know something about you.

- Where are you from? What do you like about living there?
- What time do you get up / go to bed on a school day?
- What time do you get up / go to bed at the weekend? Why?
- How did you come to school this morning?
- What are you going to do after school today? Why?
- What is your favourite day of the week? Why?

Part 2

4 minutes (6 minutes for groups of three)

Interlocutor In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a short

	question about your partner's photographs.
	(Candidate A), it's your turn first. Here are your photographs on page C15 of the Speaking appendix. They show people eating in different ways.
	I'd like you to compare the photographs, and say what the advantages are of eating in these different ways.
	All right?
Candidate A	
3 1 minute	
Interlocutor	
	(Candidate B), where do you prefer to eat?
Candidate B	
(2) approxima	itely 20 seconds
Interlocutor	Thank you.
	Now, (Candidate B), here are your photographs on page C16 of the Speaking appendix.  They show different types of entertainment.
	I'd like you to compare the photographs, and say why people enjoy these different types of entertainment.
	All right?
Candidate B	
①1 minute	
Interlocutor	Thank you.
	(Candidate A), do you like going to the cinema?
Candidate A	
арргохітв	tely 20 seconds
Interlocutor	Thank you

# Speaking · Parts 3 and 4

Part 3

3 minutes (4 minutes for groups of three)

Interlocutor Now, I'd like you to talk about something together for about three minutes.

Here are some pictures of things that you could do with your class when you go out for a day together.

Place pictures from page C17 in front of candidates.

First, talk to each other about which of these activities you might like to do with your class. Then decide which two activities would be the most interesting to do.

All right?

#### Candidates

③ 3 minutes

Interlocutor Thank you.

#### Part 4

4 minutes (5 minutes for groups of three)

Interlocutor Select any of the following questions, as appropriate:

- · Do you ever do activities like these with your class?
- Do you enjoy them? / Would you like to do them? Why? / Why not?
- · Is it important to do activities with school that are not directly related to academic work? Why? / Why not?
- . Do you think it is important to try new things? Why? / Why not?

Thank you. That is the end of the test.

Select any of the following prompts, as appropriate:

- What do you think?
- Do you agree?
- And you?

# Reading • Part 1

#### Questions 1 - 8

You are going to read the first part of a story. For questions 1 – 8, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

#### Paradise

Mum is out with Firin, getting milk and bread – and fresh air, or something like it. I say it's too cold, that I don't like fresh air, and I stay in the flat upstairs with the curtains closed and an old Mickey Mouse T-shirt on, and wrap myself up in my duvet and the smiley world of Saturday morning TV.

And I'm lying on the sofa watching the cartoon cat pat the cartoon mouse like he's a snocker ball, when I hear the clatter of the letterbox in the shared hallway below, and the post hitting the piles of pizza delivery leaflets, sending them fluttering further across the floor. And I can't remember why, but I got up. Maybe I think its a postcard from my best friend Cass, in the Dominican Republic with her dad and the Stepmother, getting a tan and telling me in her enthusiastic way about someone she's spending every day with, but I know she won't remember once she gets back.

But, when I see it, I know it isn't from Cass. The postmark isn't foreign but it isn't from round here either. It's a big brown envelope, the kind you put fragile stuff in, important stuff, not one of Cass's say-nothing notes with hearts dotting her is. And the writing isn't Biro or pink get pen, it's black ink, with loops on the is so that my name Bille looks alive. But the name is only half me. Because then the loops spell out the three syllables of Trevelyan, which is Mum's old sumame, before she changed it – changed us – to Paradise, a name Mum picked up from a sign above a sweetshop door. Kept it the way you keep a pretty stone or shell from the beach. Because she liked the way it felt in her mouth. Because she thought a name could make it happen, make it real.

As I grab the letter, I feel this surge of fear inside me. No. not fear exactly, thrill. The kind you get on a roller coaster. Bad and good all wrapped up in one sickening movement in my stomach. And suddenly I'm small and scared, standing in my T-shirt and socks on the hard concrete.

And I run back up the stairs and slam the door and pull the duvet around me again, still holding the envelope hot in my hand.

I think even then I knew it. That it wasn't just a package. It was something special that was about to change my world. I duck my head under the duvet and roll over onto my side, the light from the TV shining through the faded flowers, so that I can open the envelope and wait for the power to seep out and transform my life.

And it almost does.

It's a key. Not like ours. Not a shiny small one that locks the neighbours and the rest of the world out. But the old kind, Heavy blackened iron. The kind you get in fairy tales that opens up a haunted mansion in the woods, or a box of buried treasure. And when I read the letter with it, pressing its cold metallic print into the palm of my hand, it feels electric. Because it is a fairy tale. Only it's real and it's about me.

The story is simple, short. Eleanor Trevelyan, my grandmother, has left me a house. Cliff House. In Seaton. I have inherited a house. The one Mum grew up in and left sixteen years ago, just before I was born. Seaton. Sea Town. I sound it out silently in my head. Picturing this strange place. This palace. I live in this two-and-a-bit bedroom flat with no carpet and a boiler that only works when it feels like it and all along I have a house, a castle by the sea.

I thought about not telling Mum at all. I mean, I'm sixteen. I could just go and live there on my own. Live this incredible magical life in my castle by the sea. That's what Cass said anyway. But as she sat on the end of my bed in her tan. I knew every nod, every 'yeah' was a lie.

I knew I'd tell in the end. Had to. Because my murn's not like Cass's murn. My murn you sell stuff to. And this was big stuff. Family stuff. And the longer I left it, the worse it got.

- What does the phrase 'something like it' in the second line suggest? A that Mum and Finn like any excuse to get out of the flat B that the writer lives in an area where the air is not particularly fresh
  - C that Mum and Finn may buy something different from bread and milk

  - D that the writer can't remember exactly why Mum said they were going out
- How is the writer feeling in the flat at the beginning of the story?
  - annoved that Mum and Finn have gone out
  - B bored with the programmes on TV
  - C cosy and relaxed
  - D pleased to be alone
- What does the writer suggest about Cass?
  - A that her holiday postcards are thoughtful
  - B that her family has moved to the Dominican Republic
  - C that she has artistic handwriting
  - D that she tends not to stay in touch with holiday friends
- Why did Mum choose the name Paradise?
  - A It reminded her of a beach she liked.
  - B She hoped it would improve their lives.
  - C It was the name of some sweets she used to love.
  - D She wanted something a similar length to Trevelyan.
- What is the writer's main feeling as she picks up the letter?
  - A nervous excitement
  - B absolute terror
  - C anxious uncertainty
  - D strong curiosity
- Why does the writer say that the envelope 'wasn't just a package'?
  - A because of its size
  - B because it contained a letter
  - C because she rarely got anything in the post
  - D because she felt its contents would be life-changing
- Why does the writer feel that she is in a fairy tale?
  - A because of the contrast between her current life and what she's been given
  - B because her magical life seems about to become even better
  - C because she realises that the key possesses special powers
  - D because her wishes seem to be coming true
- How does the writer react when Cass suggests not telling her mum about the key?
  - A She is frightened by the suggestion.
  - B She suggests to Cass how it would make her mum feel.
  - C She thinks Cass is not being honest with her.
  - D She pretends to take the idea seriously.

# Reading • Part 2

#### Questions 9 - 15

You are going to read a newspaper article about a man who is rowing across the Pacific Ocean. Seven sentences have been removed from the article. Choose from the sentences A – H the one which fits each gap (9 – 15). There is one extra sentence which you do not need to use. Mark your answers on the separate answer sheet.

### Rowing across the Pacific Ocean

Erden Eruç has been rowing across the Pacific Ocean in a seven-metre boat (about the length of three mini-vans) since he left California on 10 July. He has been heading for Australia with only birds, fish and sharks for company ever since.

Picc has decided to go all the way around the world using only his own energy. Oh, and his plan includes climbing the tallest peak on six of the continents along the way, to honour a fellow climber. Eruç will row, bike, walk and climb the world without help from any motors at all.

For the first leg of his trip, he bicycled 4,468 kilometres from Seattle, Washington to Mount McKinley in Alaska, walked 108 kilometres to base camp, climbed 6,194 metres to McKinley's peak, and then bicycled back to Seattle. Now in the second part of his adventure, he is rowing to Australia.

Why would he try to complete a difficult and yet tremendous goal like going around the world this way?

10 He wants to show kids that there might be tough parts along the way, and sometimes they might not even reach that final goal. But they can have great adventures and learn a lot along the way.

As a solo traveller, Eruç has already faced some disappointments and challenges. For example, because he has to row about 10 hours a day, he brought along an MP3 player to listen to music, books, and study Spanish as different ways of passing the time. 11

Not only that, but wind and waves keep pushing him westward when he wants to go south toward the Solomon Islands. Unlike big ships with powerful engines, his rowing boat and arm power are no match for the winds. 12 Whichever route he ends up taking, he's sure he'll reach his next goal: Australia.

Fortunately, Eruç has a snug, dry little cabin to crawl into when the daily rowing is done. 13 For fun, I do emails and phone calls, read, and write in my journal a lot,' he says. Protein bars give him energy, and he boils water to heat freeze-dried meals on a one-burner stove. 'But I'm out of mashed potatoes!' he says. A solar-powered desalination machine removes salt from ocean water so he can drink it, but only when the sun shines. Because of the tropical rains, he's had to use a different machine lately that he has to pump.

Eruç is not bothered by the hard work or even being blown in the wrong direction. 14 For example, he enjoys the many birds that visit him on his boat at sea. Frigate birds or noddy tems are a clue that an island can't be far away, because those birds always return to the shore at the end of the day. When his trip around the world takes him across land, he enjoys meeting people – especially children. He has already visited dozens of schools and shared his story.

Eruç encourages all kids to set their eyes on a goal and not give up. 15 "With goals, we will make progress, and we will be farther along than when we started, even if we don't reach some goals. That's called life!"

- A Unfortunately, the nearly daily tropical rain for several months has forced him to keep this packed away where it's safe and dry.
- B Like his experience in the Pacific Ocean, he tells them, it may be challenging, but if you don't try, you don't (or won't) go anywhere.
- As if that isn't amazing enough, this is only part of his journey.
- D He sees the world as a laboratory where there is much to learn and take pleasure from.

- E Once there, he can use his little handheld computer to connect to the internet by way of a satellite phone.
- G If his luck doesn't change, he will cheerfully change his plan, and aim to land at Papua New Guinea.
- F This has gained him the world record for the longest time spent at sea by a solo ocean rower.
- H He explains that he wants to inspire young people to dream their dreams and reach their own goals.

Reading Part 2 Test 5 | 149

# Reading • Part 3

#### Questions 16 - 30

You are going to read reviews of four music albums. For questions 16 – 30, choose from the productions (A – D). The albums may be chosen more than once.

Mark your answers on the separate answer sheet.

### Which album

differs from most music of its style?	16
features music from a film?	17
may appeal to different generations?	18
features music written in an unusual way?	19
was made by someone better known for acting in comedy roles?	20
has an unusual design on the cover?	21
has songs which feature striking changes of pace?	22
is criticised for being a bit slow overall?	23
is expected to have a big success although it's a first album?	24
is said to demonstrate great technical skill?	25
may not have an immediate appeal?	26
starts with its strongest piece?	27
surprised the writer with the talent of the performer?	28
was made over a long period of time?	29
contains some pieces the writer had heard online?	30

# CD reviews

#### A Midnight

Midnight fans had been anxiously waiting for September 3rd. For that was the day when the film's movie soundtrack was released. The first song sets the tone for the album. This is 'Supermassive Black Hole'. It was played during the rugby scene in the movie, and it is the best song on the album. Its fast rhythms contrast with the

it is the best song on the album. Its fast rhythms contrast with the singer's relaxed delivery. His voice aimost makes you want to get out there and kick a rugby ball. Almost!

I must confest that the first time I listened to the album, I went at once to track 5. My main reason for buying this album was to hear Richard Groves (who plays the tragic hero in Midnight but does not sing in the movie) perform 'Not Now'. Since his sudden surge in popularity, some of his songs have appeared on the Internet. So it was no surprise that he would be invited to include these songs on the album.

His style of singing is typically blues. But there is a remarkably sweet quality to his voice – it's something very special.

I believe the album does both the book and the movie justice. Although I wish it featured more fast-paced songs like the one that opens the album, I truly enjoyed it.

#### B Sundance: Keeska

The members of Sundance are known to be perfectionists, which explains why this 10-track disc took four years to make. Although it's rather short, it's one of the best albums that ska music fans have heard in years.

Ska bands are known to be rather similar to each other; 90 percent of them sound almost identical, all demonstrating offbeat guitar parts ia bit like those of reggae), fast tempos, and horn sections at various often surprising points. Sundance breaks this mould with an unusual combination of ska/punk and Eastern European folk music that is like nothing listeners have heard before. The only features that clearly tie this band to the ska scene are its horn sections.

Much of the credit also belongs to Matt Kropotkin. As he has said in his notes on the album's cover as well as in interviews, he writes a set of chords for the guitar and hums a melody, which he then gives to the horn section to work with. While this may seem like a strange way to write music, it certainly gets results. There is never a dull moment on this album.

The best word to describe this music is 'intense'. You may not find it easy fixtening, and many people may initially consider it loud and annoying, but I promise, once you get into Sundance, you will never get out.

#### C Hot Stuff: Beauty

It's unfortunately quite rare that an album has such outstanding musical qualities, and is still yet as accessible as does Beouty, the third album from the London rock band Hot Stuff. The young band has produced something extraordinarily intense and yet lively in these nine tracks.

Don't let the eccentric album art (a sixteenth-century Dutch portrait) mislead you; this album is anything but old-fashioned or dull. With the help of their producer, Hot Stuff has reached new heights in rock 'n' roll. It'll even make your parents listen.

'Let me live' is the optimistic opening tune, gentle to start with before a haunting plano melody comes in to enchant you. But don't worry, Hot Stuff fans! The album has several slow, romantic songs but even these also have their rock 'n' roll moments. 'Come!', for example, will soon have you ready to live.

I was particularly impressed by a song called 'Time'. This brings in symphonic violins to help get the singer's lonely meaning of unreturned love across without becoming too depressing. But the song carries on just when you think it's all over. It suddenly changes into a punk-rock ballad reaching a climax with some of those unbelievable high notes that are somehow unbearably melancholy.

#### D Melissa Santos: Love Is True

Melissa Santos's debut album, Love Is True, is bound to win over the hearts of many fans. The actress shows a new side to her talents in her new pop-rock songs. But can this girl from Florida prove to the world that she can do more than look pretty and say lines convincingly? Will those who are used to seeing her on screen like this change in Santos's career? It remains to be seen.

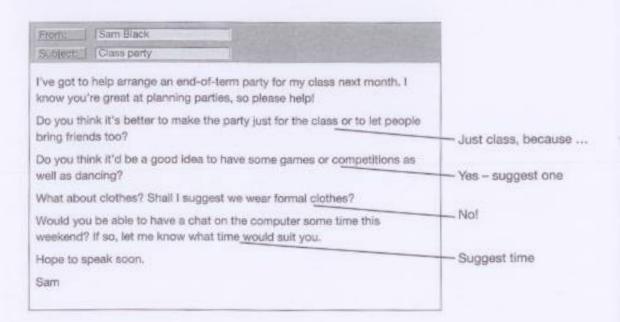
Known to millions as the girl next door in a popular TV romantic comedy. Santos's singing talent has never before been revealed in public. So when I first listened to the familiar sound of her voice performing the catchy tune of 'Sing It Now', I was blown away. She astounded me with her stunning voice and powerful control. I feel sure it won't be long before she tops the charts with her attractive personality, rock-hard beats and often moving lyrics.

As a new singer, Santos brings her best to this album with a great collection of impressive songs and I couldn't recommend it more highly. Easten to it and I'm confident you'll agree that Melissa Santos will leave a permanent impression on the world of popular music.

# Writing • Part 1

You must answer this question. Write your answer in 120 - 150 words in an appropriate style on your answer sheet.

Your English-speaking friend, Sam, has written to you about a class party. Read Sam's email and the notes you have made. Then write an email to Sam, using all your notes.



Write your email. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

# Writing • Part 2

Write an answer to one of the questions 2 - 5 in this part. Write your answer in 120 - 180 words in an appropriate style on your answer sheet. Put the question number in the box at the top of the page.

You have seen the following announcement on a website for teenagers.

### Short story competition

Write us a short story beginning with these words:

Amanda took a deep breath and nervously knocked on the door.

We'll publish the best stories on our website.

Write your story for the competition.

- An international organisation has asked you to write a report on teenagers and music in your country. Your report should answer the following questions:
  - Where, when and how do teenagers typically listen to music in your country?
  - What kinds of music are currently popular, and why are they popular?

Write your report.

This is part of a letter you have received from an English-speaking friend.

I'm thinking of trying to learn your language. What do you think I'll find easy and what do you think I'll find difficult about your language? From your experience of tearning English, what advice about learning a language have you got for ma?

Write a letter to your friend.

- Answer one of the following two questions based on one of the titles below. Write the letter (a) or (b) as well as the number 5 in the question box on your answer sheet.
  - (a) [author / name of book]

You have been discussing the characters in this story in class. Your teacher has now asked you to write an essay on this topic:

The most interesting character in the story.

Write your essay.

(b) [author / name of book]

You have been asked to write a review of the story for your school magazine. Your review should explain why you would or would not recommend this story to other students of your age who are learning English.

Write your review.

# Use of English • Part 1

For questions 1 – 12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

#### Example:

0 A spent

B kept

C held

D brought

O A B C D



### **National Takeover Day**

1	A	possibility	В	luck	С	opportunity	D	occasion
2	A	contacts	В	treats	C	behaves	D	communicates
3	A	taste	В	feeling	С	try	D	sensation
4	A	doors	В	walls	С	desks	D	scenes
5	A	laid	В	stood	C	run	D	set
6	A	part	В	time	С	place	D	notice
7	A	all	В	total	С	general	D	whole
8	A	knowledgeable	В	aware	С	attentive	D	awake
9	A	interested	В	keen	С	excited	D	enthusiastic
10	A	do	В	make	С	give	D	get
11	Α	right	В	good	С	sure	D	well
12	A	meanings	В	sights	C	topics	D	views

Use of English Part 1 Test 5 | 155

# Use of English • Part 2

For questions 13 – 24, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on your answer sheet.

	Example:	0	IN
--	----------	---	----

#### Photos in the news

The main stories (0) our newspaper	s today are usually accompanied by a photo. In recent years, the pictures
published in the press (13) often be	en taken by ordinary people rather than by professional photographers.
Most mobile phones nowadays also conta	in a camera, (14) means that, whenever something newsworthy
happens, someone will (15) able to	take a picture of it.
The problem for newspapers using these in	mages (16) that it's hard to check (17) the pictures are genuin
or not. This is especially (18) case in	n a fast-moving situation in which hundreds of pictures and videos are
steadily being uploaded (19) the we	b. The difficulty comes from the fact that there are always many stories in
the news (20) various parties have a	something to gain by getting fake pictures published in the press.
To deal (21) this problem, researche	ers have developed software that can detect changes to any image or
audio file captured using the (22) po	opular makes of mobile phone. This software keeps an eye out (23)
any copies of a file that are emailed or uplo	paded. It then compares the original file's data with the new version and
produces a certificate to show (24)	similar the two versions are.

# Use of English • Part 3

For questions 25 - 34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on the separate answer sheet.

	- Janeary	
Example:	0	VARIETY

#### The richness of the rainforest

Have you ever gone on a hiking trip in a forest? Forests have a (0) of	VARY
plants and animals not seen in your usual (25) And rainforests have	NEIGHBOUR
an (26) rich range of natural life. Indeed, it is said that rainforests provide a	USUAL
habitat for (27) more than half of all living species. Tropical rainforests have	CONSIDER
a particular (28) for scientists. They are home to those animals and plants	SIGNIFY
that need warmer temperatures for their (29) As a result of large areas of	SURVIVE
rainforest being cut down to make room for industrial (30), some of these	DEVELOP
species are now, (31), on the verge of becoming extinct. This is particularly	FORTUNE
(32) in that many plants from tropical rainforests are used by pharmacists	WORRY
as an (33) source of ingredients for medicines. It is feared that some plants	VALUE
will become extinct before scientists have realised how they could also be used in	
the (34) of disease.	TREAT



# Use of English • Part 4

For questions 35 – 42, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given. Here is an example (0).

incl	uding the	word g	liven. Here is an e	xample (0).			
Exa	imple:						
0	PLACE			the end of the sum	mer term. e end of the summer	term.	
The	gap can	be filler	d by the words 'ta	ikes place', so you	write:		
Еха	imple:	0	TAKES PLACE				
Wri	te only th	ne missi	ng words IN CAP	ITAL LETTERS on	your answer sheet.		
35	UNLES	S	nes if you really w				
36	LIKELY			y four o'clock toda finished by four o			
37	BETTE	R		e as bad as it was. it wa			
38	POSSIE	BLY	e to finish my ess				
39	HAND			ith these parcels, p	olease? these parcels, pleas	se?	
40	LET			drink in the school or drink in the scho			
41	DIFFICE	ULTY	or me to understa	nd the film at first. at first.			
42	It's poss	sible tha		ch the 7 o'clock tra	in.		

### Questions 1 - 8

You will hear people talking in eight different situations. For questions 1 - 8, choose the best answer. (A, B or C).

- You overhear two friends talking about a TV play. What did the girl think about the play?
  - The actors were better than she thought they'd be.
  - The story had an unexpected ending.
  - The costumes were very attractive. C
- You hear two friends talking about a new bicycle. What is the boy's opinion of it?
  - It is too expensive.
  - B It has a strange appearance.
  - It is a little uncomfortable to ride.
- You hear a teacher talking to a class. What is he telling them about?
  - a new after-school activity
  - B a homework assignment
  - C a change to their timetable
- You hear a girl telling her uncle about a dance event she's going to take part in. What is she most excited about?
  - meeting new people
  - dancing for a large audience B
  - seeing other dancers perform
- 5 You hear a boy talking on his mobile phone. Who is he talking to?
  - A a parent
  - B a friend
  - C a brother or sister
- You hear two friends talking about a book they've both read. What do they agree about?
  - A It is very funny in places.
  - B It is more for readers who are girls.
  - It has some great drawings.
- You hear a local radio item about an unusual school.

What is unusual about the school?

- The Head is trying to help the children break a sporting record. A
- There are more twins than is normal for one year group.
- A large number of pupils in one class share the same birthday.
- You hear two friends talking about some new neighbours.

How does the boy feel about them?

- A pleased to have different people next door
- happy that the daughter shares his interests
- glad that they can help his family

### (P) 03 Questions 9 - 18

You will hear a boy called Ben giving a presentation to his class about a one-day environmental project he took part in. For questions 9 – 18, complete the sentences.

#### BEN'S ENVIRONMENTAL DAY

A company called	9 organ	nised the project.		
Ben worked on the project wi	th two of his	10		
Most of the people in Ben's to	eam came from		11 and were te	enagers,
Many of them were planning t	o study	12 at 1	university.	
Ben's team was working on the	ne	13 coast.		
Ben found the task much mor	е	14 than he e	xpected.	
Ben was surprised to learn the	at rubbish kills more th	nan a million		15 every year.
One problem is that furtles thi	nk that plastic bags a	е	16 , the	eir favourite food.
Ben says he is now keen for e	veryone to	17	all they can.	
Ben says that the January Day	y next year will be dev	oted to cleaning u	up	18
		-		



### (P) 04 Questions 19 - 23

You will hear five children talking about their favourite teacher. For questions 19 - 23, choose from the list (A - F) the reason why the teacher is the speaker's favourite. Use each letter only once. There is one extra letter which you do not need to use.

This teacher makes me work hard.

Speaker 1 19

This teacher makes a difficult subject fun.

Speaker 2 20

This teacher shows us the relevance of our studies.

Speaker 3 21

This teacher helped me when I had a problem with another course.

Speaker 4 22

This teacher focuses us on our learning goals.

23 Speaker 5

This teacher tells us great stories about his experiences working abroad.



# Listening · Part 4

### 05 Questions 24 - 30

You will hear an interview with an archaeologist called Patrick Glasson, who is talking about his work. For questions 24 - 30, choose the best answer (A, B or C).

- 24 Patrick first became interested in archaeology when he
  - A played in a sandpit as a young child.
  - B read a news story about some interesting finds.
  - C found work on an archaeological dig.
- 25 Why is Patrick's hero important to him?
  - A He worked in Patrick's favourite locations.
  - B He changed people's approach towards archaeology.
  - He approached his subject from a broad perspective.
- 26 What does Patrick say he daydreams about?
  - A solving a difficult question
  - B making a major discovery
  - C finding an exciting new site
- 27 What does Patrick say about his working life?
  - A He is often inspired by archaeological literature.
  - B Every day is different for him in some way or another.
  - C He spends part of every day writing journal articles.
- 28 What did Patrick's sons like best about their trip to Peru with him?
  - A learning some Spanish
  - B making new friends
  - C camping in the mountains
- 29 What does Patrick say about his sons and how they feel about his work?
  - A They are both keen to become archaeologists too.
  - B The exotic locations in which he works hold a particular appeal for them.
  - They enjoy the practical aspect of archaeology more than studying it.
- 30 Patrick's favourite discovery is special to him because
  - A it was found in such an unusual place.
  - B it gave him a sense of what the owner's life was like.
  - C it was very well preserved for an object of that type.

# Speaking • Parts 1 and 2

Part 1

3 minutes (5 minutes for groups of three)

Free time

Interlocutor First of all, we'd like to know something about you.

- How do you usually spend your evenings during the week?
- Who do you prefer to spend your free time with family or friends? Why?
- What did you do last weekend?
- Which new sport would you like to take up one day? Why?
- How good is the place where you live as far as leisure facilities for teenagers are concerned? Why?

Part 2

4 minutes (6 minutes for groups of three)

Interlocutor In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs.

> (Candidate A), it's your turn first. Here are your photographs on page C18 of the Speaking appendix. They show students in different lessons at school.

I'd like you to compare the photographs, and say how you think students feel about

	these types of lesson.
	All right?
Candidate A	
1 minute	
Interlocutor	Thank you.
	(Candidate B), which of these lessons would you rather take part in?
Candidate B	
(E) approxima	tely 20 seconds
Interlocutor	Thank you.
	Now, (Candidate B), here are your photographs on page C19 of the Speaking appendix. They show students enjoying music.
	I'd like you to compare the photographs, and say why you think these people are having a good time.
	All right?
Candidate B	
① 1 minute	
Interlocutor	Thank you.
	(Candidate A), which of these situations would you prefer to be in?
Candidate A	
(P) approxima	tely 20 seconds

Interlocutor Thank you.

# Speaking • Parts 3 and 4

Part 3

3 minutes (4 minutes for groups of three)

Interlocutor Now, I'd like you to talk about something together for about three minutes.

Here are some pictures of things that you might do on a trip with your class.

Place pictures from pages C20 and C21 in front of candidates.

First, talk to each other about what you could do and learn at each of these places.

Then decide which would be the best choice for your particular class.

All right?

#### Candidates

3 minutes

Interlocutor Thank you.

Part 4

4 minutes (5 minutes for groups of three)

Interlocutor Select any of the following questions, as appropriate:

- Would you like to go on a trip with your class?
   Where would you like to go?
- Do you think class trips are important for students? Why?
- What do you think teachers need to do with their classes before and after a class trip?
- Do you agree?And you?

What do you think?

Select any of the following

prompts, as appropriate:

- What sorts of places do you think are appropriate for class trips and which are not appropriate?
- What do you think about class trips that involve being away from home for two or more days?

Thank you. That is the end of the test.

#### Questions 1 - 8

You are going to read the first part of a story. For questions 1 – 8, choose the answer (A, B, C or D) which you think fits best according to the text. Mark your answers on the separate answer sheet.

# The Court Painter's Pupil

The innkeeper nodded at the window as he placed a mugnext to the soup. 'A dreadful evening, sit,' he said. 'Certainly,' Hugo replied, taking a mouthful of the soup. It

'Certainly,' Hugo replied, taking a mouthful of the soup. It was good and hearty, full of meat and vegetables. "Thank you."

'You're most welcome. Have you ridden far today, sir?' the innkeeper asked.

'From Bruges,' Hugo replied, happy to pass the time in friendly conversation. 'I have been discussing a new painting at the town hall there.'

The innkeeper nodded thoughtfully, wiping his hands on his apron. 'So, you are an artist?'

'Yes, I have a workshop in Ghent.'

There was a short silence while Hugo relaxed. The place was a travellers' inn, two miles from the nearest village and tonight it was almost deserted. Three men sat together in a corner deep in conversation, pipe smoke obscuring their faces from Hugo's failing sight. As the rain in his face had grown faster, whipping in from the sea across the flat fields, he had sheltered with his horse under a tree and from there he noticed the lights in the windows of a building, half a mile further along the road. Now that he was warm once more and enjoying a good meal and company he had no intention of leaving until the next morning. He was not expected at home until tomorrow evening. Better to stay here tonight and surprise his wife Magdalena by arriving at lunchtime the next day.

As a small child, high up in his father's studio that looked out over the plains of Flanders, long before he started painting, Hugo had stared for hours at a mirror trying his best to see into his soul. Now, fifty years later, sitting in this Flemish Inn with the rain streaming down the windows, he recalled those early days when he first began searching for the true essence of a person. He didn't want just a simple likeness. Nothing annoyed him more than some merchant's wife squealing 'It looks just like him!' No, what Hugo had always longed for, more than anything else, was to know that he had painted a true person; to hear the words: 'It is him.'

Now he was beginning to slow down, painting no more than two hours a day, early in the morning to catch the light. His

eyes grew tired quickly these days, but from time to time he would still hold up the mirror and look into that stranger as if he were still a boy of ten in his father's studio.

Hugo was about to retire to bed when something caught his attention. On a wooden shelf next to his table was a small piece of white paper propped against the wall. Hugo leant forward to focus his eyes better. On the paper was a drawing – probably charcoal and chalk, he thought – of a man's face. He instantly recognized the large, heavy-set features of the innikeeper.

The drawing was magnificent. There was a confidence in the line and shading which made Hugo think that this must be the work of an experienced artist, perhaps someone like himself, passing through the countryside. The skin, even in simple charcoal, had real texture, and the eyes ...! It was a rare achievement to have created the life that sparkled from those eyes with such a simple tool.

He signalled for the innkeeper to come over. The man approached, wiping his hands on his apron, expecting an order for more food or drink.

'Sir, I couldn't help but admire this fine drawing of you. Tell me, who drew it?'

The man stood there, clearly delighted.

'Surely not a self-portrait? I must say, sir, ...'

The innkeeper raised his hand to stop Hugo. 'I'm so pleased you have noticed the portrait, but I didn't draw it.'

"Then who did?"

"lohann!"

A head appeared round the doorframe to the kitchen beyond but where Hugo expected to see an adult was the face of a boy no more than eleven years old.

'And you drew this portrait of your father, Johann? It is a fine likeness. I suppose you have a good teacher?'

'No, sir, I don't go to school. But I can read and write a little.'
'No, no. I mean somebody must have taught you to draw like this. Who was it?'

The innkeeper interrupted. 'He has never been taught, sir, I gave him what little paper I could afford. But no, sir, he has never had a lesson, though he spends hours in his room on practice.'

- 1 Why does the innkeeper nod at the window in the first sentence?
  - A because he can see Hugo's and his reflections in the window
  - B because he intends Hugo to sit at the table next to the window
  - C because he is going to comment on what it is like outside the window
  - D because he can see the vegetables used in the soup through the window
- 2 What do we learn about Hugo's day?
  - A He did not eat anything before arriving at the inn.
  - B He has not had much opportunity for conversation.
  - C He has been on horseback all day.
  - D He has been discussing a work project.
- 3 Why did Hugo go to the inn?
  - A He had stayed there before.
  - B He found it by chance.
  - C He was recommended to go there by another traveller.
  - D He knew he would find company there.
- 4 In what way is Hugo going to surprise his wife?
  - A by taking her to the inn
  - B by giving her some good news
  - C by bringing her an unexpected present
  - D by getting home earlier than she thinks he will
- 5 In his portraits Hugo's aim is to
  - A suggest the true character of his subject.
  - B capture the person's physical features accurately.
  - C make the person look as good as possible.
  - D please his sitter's relatives.
- 6 What problem does Hugo have now that he is older?
  - A He is becoming short-sighted.
  - B He has less energy than he used to have.
  - C He has begun to lose his enthusiasm for his work.
  - D He is full of regret for his lost youth.
- 7 What most struck Hugo about the portrait of the innkeeper?
  - A the professional skill of the work
  - B the handsome appearance of the man
  - C the unusual use of chalk and charcoal
  - D the contrast between the face and the countryside behind it
- 8 Hugo was particularly surprised that Johann
  - A had not been to school.
  - B had spent so much time practising.
  - C had taught himself to draw.
  - D had used such simple materials.

# Reading • Part 2

#### Questions 9 - 15

You are going to read a magazine article about science competitions for US schoolchildren. Seven sentences have been removed from the article. Choose from the sentences A – H the one which fits each gap (9 – 15). There is one extra sentence which you do not need to use.

### Science project competitions for schoolchildren

Every spring, thousands of students in grades 5–12 prepare science fair projects for competitions held by school districts, counties, and states. These fairs are public exhibitions of the students' projects to recognize their work and to stimulate interest in science.

The students' projects are judged by professionals from the scientific community. There are a number of benefits to taking part.

9 Additionally, many college recruiters have a very positive view of science fair project participation when they are considering an application for college admission.

When you participate in a local science fair, you have a chance, if you do well, to move on to a higher level of competition in a state or regional science fair. 10

This is more frequently referred to as Intel ISEF The Intel ISEF is administered by Science Service, Inc., a national, nonprofit group based in Washington, D.C.

In addition to the Intel ISEE Science Service administers the Discovery Channel Young Scientist Challenge (for middle school students) and the Intel Science Talent Search for high school students.

11 Science Service also offers wonderful programs and publications, including the weekly publication Science News.

According to Science Service, the nonprofit organization that has administered this event for over 50 years, the Intel ISEF is the only international science fair project competition for students of this age in the world. The top high school students from each Intel ISEF-affiliated fair are invited to compete at the top-level convention.

12

It welcomes about 1,200 contestants, on average, from nearly 40 different countries.

The Intel ISEF is, in a word, incredible! You would be amazed by the abeer size of this event, which hosts the finest science fair projects in the world, displayed by exhibitors from every part of the globe, many of whom come dressed



in their finest suits or school uniforms. 13 You can see them eagerly taking photos and waving flags at awards ceremonies. Along with the exhibitors, there is an impressive group of Intel ISEF associates and judges who make up a Who's Who list in various scientific fields.

It is a scene like no other, except perhaps the Olympic games, and this is not an exaggeration. The annual event is a week-long affair complete with opening and closing ceremonies, formal parties and awards presentations.

Exhibitors compete for over \$2 million in college scholarships, tuition grants, internships, and ultimately (for the top grand prize winners) a chance to attend the Nobel Prize ceremonies in Stockholm, Sweden.

When you consider the opportunities the Intel ISEF presents-meeting students who will be tomorrow's scientific leadens, networking with the best minds in science, gaining exposure to the scientific community, and possibly winning awards (some of which could pay your entire college trition for four years) – your science fair project is sure to take on a whole new meaning.

15 If this happens, then I am sure you will find it the experience of a lifetime.

- A These exhibitors are often accompanied by an entourage of mentors, teachers, and families.
- B The grand finale of all state and regional science fairs in the United States and elsewhere is the Intel International Science and Engineering Fair.
- C Perhaps someday you too may be invited to attend the Intel ISEF as a contestant.
- D This prestigious event is held annually in a major city, usually in the United States.

- E Science fairs are now being held in an increasing number of countries all over the world.
- F These two events are considered to be the most prestigious competitions in pre-college science.
- G For example, students who participate can earn valuable experience along with educational grants, scholarships, and other prizes.
- H In addition to all this there are workshops, networking meetings, sight-seeing tours, and of course intense judging rounds.

# Reading • Part 3

#### Questions 16 - 30

You are going to read some information teenagers put on a website about their experiences on summer camps (special educational holiday programmes) for teenagers, abroad. For questions 16 - 30, choose from the people (A - D). The people may be chosen more than once. Mark your answers on the separate answer sheet.

# Which person says

they received persuasive advance information?	16
the main thing they enjoyed was being in an international group?	17
it may be difficult at the school at the very beginning?	18
they didn't want to leave at the end of the camp?	19
they appreciated the size of the teaching groups?	20
it is important to accept different ways of living?	21
taking familiar objects with you can be comforting?	22
they enjoyed the food?	23
they had to share a room?	24
they made new friends thanks to someone they were living with?	25
the place where they stayed was very conveniently located?	26
it is important to get into the correct class on the course?	27
they had less contact with someone than they would have liked?	28
It was easy to go online during the course?	29
they enjoyed having a degree of independence?	30

# Summer camp abroad

#### A Kate, 17, Summer camp in Madrid, Spain



Spain was amazing, I'd give anything to be back there right this second. I met the most incredible people from all around the world. The classes weren't stressful at all, the people in charge were really lovely, and

the city and night life alone made Spain worth going to. The only drawback is that you might get attached to the people you meet, not to mention Madrid itself. Going home nearly broke my heart.

The location and atmosphere were really nice. Lessons weren't a burden at all, Just make sure you get placed at the right level. The people you meet in Spain will be some of the most incredible people you meet in your entire life. There isn't any sort of language or country barrier at all; I'd say some of my very best friends in the whole world are now Spanish.

As for sports and activities, we had a pool and a basketball court, took day trips, and also had free days where we could go into the city unaccompanied and sit in a nice café or do anything else we pleased.

My advice? Just ... go. I promise you won't regret it.

#### B Jake, 14, Summer camp in Cap D'Ail, France



I recommend this camp to everyone! I just had the best time of my life there! I met so many new people and made tons of new friends. Everyone is amazingly friendly there and on my first day there at least 30

people had introduced themselves to mel Everyone is very independent but you'll never be alone. There are discos almost every night and the camp is a short bus ride from many nice cities around the area.

There are top-quality rooms which are very nice but very expensive, I was in a medium one which is still not that bad. There were five people in my room and it was big enough and still had lots of extra space. I also had a bathroom and shower in the room, just no wifi connection. The brochures from the company were very helpful and that's what made my mum let me go. Thank you very much to all of you that helped me get there! Thank you!

My advice? Hmm ... just be open to try new things and remember: 'It's not better or worse – it's just different.' I heard that somewhere and I think it's a good quote, ha ha!

#### C Lauren, 15, Summer camp in Montreal, Canada



The entire experience was amazing. My host family was extremely nice, and very helpful. My host sister helped me to feel at home by taking me out with her friends, so I got to meet other kids my age who were outside

the programme. My host mother supplied me with everything I needed and requested. However, it was a bit challenging because she worked nights, so I didn't get to see her that often.

The school location was great, and I loved my professor, except everything got changed around on my last week there. Make sure to bring pictures and little mementos from home. They will become wonderful conversation pieces as well as objects that will make you feel better should you become homesick.

On the first day, face up to your feelings of awkwardness and go around and introduce yourself to almost everyone. You will appreciate it later on as it'll help you develop a varied group of friends to do things with.

#### D Andrea, 17, Summer camp in Barcelona, Spain



The school was beautiful. There were a huge number of classrooms, and I never had more than eight people in my class. The teachers were awesome, and I had really good relationships with all of them. The

school was equipped with computers with internet access, which was very convenient. There was also a nice cafeteria with a terrace outside and a cook, who served excellent Spanish cuisine!

The apartment was great, there was a terrace and nice living room with a television, a small bedroom each for the six of us who were sharing, a couple of bathrooms and a fully equipped kitchen. My housemates were all amazing and made sure I felt completely at home when I arrived. I was able to do the same with the new students. This experience taught me so much.

The environment was very laid-back, and I felt immediately accepted in the Barcelona lifestyle. I can only say positive things about all aspects of the programme – it was truly incredible. The best thing was that there were so many people ranging across all ages, and from all over the world. You'll be having conversations with very diverse people, from all over Europe, Asia, North and South America. It's very exciting!

# Writing • Part 1

You must answer this question. Write your answer in 120 - 150 words in an appropriate style on your answer sheet.

Your English-speaking friend Kim has written to you about his plans to learn a musical instrument. Read part of Kim's letter and the notes you have made. Then write a letter to Kim, using all your notes.

My parents want me to learn a musical instrument and I can't decide whether to go for the piano or the quitar. What do you think?

I can have lessons at school either on my own or with one or two other students.

Do you think I'll be good enough to play in the school concert in three months' time?

I know you've got experience of learning an instrument. What advice Possibly would you give me about how to get better quickly?

I look forward to hearing from you soon.

Write your letter. You must use grammatically correct sentences with accurate spelling and punctuation in a style appropriate for the situation.

# Writing • Part 2

Test 6

Write an answer to one of the questions 2 – 5 in this part. Write your answer in 120 – 180 words in an appropriate style on your answer sheet. Put the question number in the box at the top of the page.

2 You see the following announcement on a computer games website.

# **Reviews wanted!**

Tell us what you think of a computer game you know well. What are its special features? How enjoyable is it to play?

Write a review for the website.

3 An international teenage magazine is asking for articles on the theme of interesting or unusual journeys. Write an article for the magazine describing a journey you have made and explaining what made it interesting or unusual.

Write your article.

4 You have been discussing the topic of the media in class. Your teacher has now asked you to write an essay discussing the following statement.

There are plenty of TV programmes and magazines for children and for adults, but there are not enough programmes or magazines which address the needs and interests of teenagers.

Write an essay for your teacher.

- 5 Answer one of the following two questions based on one of the titles below. Write the letter (a) or (b) as well as the number 5 in the question box on your answer sheet.
  - (a) [author / name of book]

A film company is considering making a film of the book you have read and has asked readers to write a report on whether the book would make a good film. Your report should also explain which scene you feel would be particularly effective on film.

Write your report.

(b) [author / name of book]

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

Tell me about that book you were reading for your English class. I only like stories with good plots – either because they are out of the ordinary or because they are particularly exciting. So do you think I would enjoy reading it?

Write a letter to your friend.

# Use of English • Part 1

For questions 1 – 12, read the text below and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

Mark your answers on the separate answer sheet.

#### Example:

	-		
n		ON PA	im.ou
0	A	- (31.2	0.552
-		15	111700

B bringing

C			-	
	548		en en	Print.
	- 10	жа	i Pul	I IK.

D getting

0	A	В	C	D
	1222	1		See .

### Business is booming at school

Students at Oakfields School in England are working on (0)	5
by learning about business as (1) of their classes. The programme has begun in the Year 8 German class	SS.
where students are learning how to speak German and how to (2) their own business at the same time.	
For the last year the class have been setting (3) a company that sells German toys. In November last ye	mr
they made a respectable (4) of over £250 selling the toys at a local market. One student commented:	
'Previously, I wasn't that (5) on German, but now I realise it's a useful life skill.'	
Business has had an (6) on other lessons too. English students are planning to sell some of their best	
(7) writing as e-books while some design students are starting a mail order plastic crockery business.	
In (8) two 15-year-old students have started a business of their own selling a computer app that helps	
students to (9) their homework.	
The school hopes that learning about business early will give students a better (10) of finding employments	ent
in the future. Teachers at Oakfields say that this is (11) important as the school is located in an area	
where there are relatively few (12)	lis
enjoyable as well as useful.	

1	Α	bit	В	part	С	piece	D	section
2	Α	let	В	deal	С	take	D	run
3	Α	up	В	off	С	out	D	down
4	Α	benefit	В	payment	С	profit	D	winning
5	Α	fond	В	willing	С	keen	D	eager
6	Α	input	В	impact	С	Increase	D	involvement
7	Α	creative	В	imaginary	С	unreal	D	artificial
8	Α	conclusion	В	particular	С	consequence	D	addition
9	Α	control	В	organise	С	fix	D	support
10	Α	likelihood	В	option	С	chance	D	opportunity
11	A	absolutely	В	utterly	С	particularly	D	totally
12	Α	work	В	jobs	С	labour	D	careers

# Use of English • Part 2

For questions 13 - 24, read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on your answer sheet.

	-	And in column 2 is not a second		-	 	
Example:	0	AB	0 1	T		



#### A new games console

The first thing to say (0) the new Cato games console is that it
looks and feels very much like the earlier version that it replaces. It simply
has (13)sleeker design with rounder edges. The new Cato uses
a touch screen but (14) is also a rear touch pad. We weren't sure
at first (15) the point of this was. However, its potential became
obvious (16) we tried out a couple of games that used this new
feature to great effect.

I was particularly struck (17) \_\_\_\_\_\_\_ the fact that the new Cato has an in-built camera. This can (18) \_\_\_\_\_\_ used to take photos which you can then insert into the games you're playing. I also liked the way the machine allows you (19) \_\_\_\_\_\_ use text or voice chat with your mates, even when you're playing offline or playing different games.

One of the games we tested on the new Cato was an amazing racing game which we're sure will blow fans of this type of game (20) \_\_\_\_\_\_ It looks just fantastic, especially when you watch a replay (21) \_\_\_\_\_\_ your slick overtaking moves! Mind (22) \_\_\_\_\_\_ everything that we played looked amazing. This is (23) \_\_\_\_\_\_ of the impressive screen, which is considerably bigger (24) \_\_\_\_\_\_ that of the earlier version of the Cato.

# Use of English • Part 3

For questions 25 – 34, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. There is an example at the beginning (0).

Write your answers IN CAPITAL LETTERS on your answer sheet.

Example: 0 SIGHTS

### Weightlifting

SEE

AWE

ENTHUSE

**ACHIEVE** 

COMPETE

STABLE

STEADY

BORE

STRONG

ADD

LIKELY

# Use of English • Part 4

For questions 35 - 42, complete the second sentence so that it has a similar meaning to the first sentence,

	Committee of the second second		i. Do not change the liven. Here is an exar	e word given. You must use between two and five words, nple (0).					
Еха	imple:								
0	PLACE			end of the summer term.  at the end of the summer term.					
The	gap can	be filled	d by the words 'takes	place*, so you write:					
Example: 0 TAKES PLACE			TAKES PLACE						
Wri	te only th	e missi	ng words IN CAPITA	L LETTERS on your answer sheet.					
35	SOON		o ring me on arrival a	at the airport.					
36	I'm sure	that Ge	eorge will get a leadir	ng role in the film.					
37	REACT	ION	have reacted if you						
38	MIND			th course to do next. which course to do next.					
39	You can	choose R		u like to learn by heart.					
40	ALL			f us give a statement.  Into by the police officer.					
41	TILL		ly return at midnight						
42	TOUCH		ur old English teache	r,' said Sara our old English teacher.					

### (9) 06 Questions 1 - 8

You will hear people talking in eight different situations. For questions 1 – 8, choose the best answer (A, B or C).

- You overhear two friends talking about a computer game. What do they agree about?
  - A The graphics are unusually good.
  - B It is more exciting than the earlier version of the game.
  - C The game is better than the film it is based on.
- You hear a radio reporter talking on a nature programme. Why is he excited about what he saw?
  - A It is unusual to see close-up film of this type of fish.
  - B The fish was demonstrating unexpected skills.
  - C The film gave new information about what fish eat.
- 3 You overhear a teacher talking to a student. What is she talking about?
  - A something the student forgot to do
  - B something the student must bring to school
  - C something the student did that pleased the teacher
- 4 You overhear two friends talking about a survey. What is the boy most surprised about?
  - A other students' lack of knowledge about trees
  - B other students' inability to play a game
  - C other students' lack of enthusiasm for nature
- 5 You hear a boy leaving a voicemail message. Who is he talking to?
  - A a teacher
  - B a store manager
  - C a school friend
- 6 You hear two friends talking about a holiday. Why did the girl spend her holiday in the way she did?
  - A She wanted to try something different.
  - B She was keen to earn some money.
  - C She was persuaded to by her brother.
- 7 You hear a local radio story about a school project. What was the main aim of the project?
  - A to give the children experience in teamwork
  - B to teach the children about healthy living
  - C to develop the children's creative skills
- 8 You hear a boy telling his mother about a football match. How does the boy feel about his friend Ben's performance?
  - A glad that he kept on playing despite a problem
  - B surprised that he did not score a goal
  - C pleased that he did better than others expected

### (9) 07 Questions 9 - 18

You will hear a girl called Sophie giving a presentation to her class about sharks. For questions 9 - 18, complete the sentences.

# Sophie's shark project

Sophie chose the project because her	9 suggested it.
Sophie found most of her information on the website www.	10 com.
Sophie says that sharks have been around for	11 years.
Sophie was surprised to learn that sharks occasionally eat	12
The least dangerous sharks are the	13 ones.
Sophie says her favourite shark is the	14 shark.
Sophie says sharks only attack about	15 times a year.
Sophie also read an article about sharks in a magazine calle	ed 16
The article said that it is now illegal to kill sharks in a large re	egion in the 17
Sharks are in particular danger because they become	18 quite slowly.



### 08 Questions 19 - 23

You will hear five students talking about a music album. For questions 19 – 23, choose from the list (A – F) which of the opinions each speaker expresses. Use each letter only once. There is one extra letter which you do not need to use.

A I enjoy the songs on this album because the singers' voices are so unusual.

Speaker 1 19

B The words of the songs on this album mean more to me than the tunes.

Speaker 2 20

C I prefer the songs on the album which the band itself wrote.

Speaker 3 21

D I love this album because the songs are perfect to dance to.

Speaker 4 22

E The songs on this album come from a show I really enjoyed.

Speaker 5 23

F This album is better than the last one released by these singers.



## Listening • Part 4

## 19 09 Questions 24 - 30

You will hear an interview with an actor called Martin Raleigh, who plays the character of Tigerman in a new superhero film. For questions 24 – 30, choose the best answer (A, B or C).

- 24 What does Martin say about his interest in superhero films as a child?
  - A He was more fascinated by them than others in his family.
  - B He wanted to find out how the effects were created.
  - C He found them less interesting than sport.
- 25 Martin says that the Tigerman character he plays
  - A has different qualities in the book than the movie.
  - B enjoys popularity with audiences of all ages.
  - C is unusually complicated for a movie superhero.
- 26 How does Martin say he helped develop the original script?
  - A He introduced more humour into it.
  - B He heightened the tension in some of the scenes.
  - C He suggested a new character for one scene.
- 27 What does Martin say is the hardest part of playing his superhero character?
  - A adapting to the role as he is not a naturally brave person
  - B learning how to do complex gymnastic tricks
  - C becoming fit enough to play the role
- 28 Martin says that he most enjoyed growing up in Canada because
  - A he had a lot of cousins of a similar age there.
  - B he had contact with children from many other countries.
  - C he had the opportunity to do outdoor pursuits.
- 29 How did Martin say he got into acting?
  - A He was inspired by a couple of films he saw.
  - B He got involved through a job in a theatre company.
  - C He enjoyed acting in plays as a student.
- 30 Martin says that, if he had not become an actor, he
  - A could have worked for his brother's business.
  - B would probably have become a teacher.
  - C might well have gone into the police.

## Speaking • Parts 1 and 2

Part 1

3 minutes (5 minutes for groups of three)

### Home and family

Interlocutor First of all, we'd like to know something about you.

- Tell me about the house or flat that you live in.
- If you could change one thing about the house or flat you live in, what would it be?
- How convenient is your home in terms of public transport and other facilities?
- Who do you think you are most like in your family? In what ways?
- Do you see yourself as doing the same job as anyone else in your family? Why do the jobs done by others in your family appeal - or not appeal - to you?

Part 2

4 minutes (6 minutes for groups of three)

Interlocutor In this part of the test, I'm going to give each of you two photographs. I'd like you to talk about your photographs on your own for about a minute, and also to answer a short question about your partner's photographs.

Manufalata 41 Manuary assume the

	appendix. They show teenagers and animals,
	I'd like you to compare the photographs, and say how you think the teenagers are feelin All right?
Candidate A	
Interlocutor	
Candidate B	
(3) approxima	tely 20 seconds
Interlocutor	Thank you.
	Now, (Candidate B), here are your photographs on page C23 of the Speaking appendix. They show young people making things.
	I'd like you to compare the photographs, and say why you think they are doing these things.
O	All right?
Candidate B	
① 1 minute Interlocutor	Thank you.
	(Candidate A), which of these groups of people do you think is doing a more difficult task?
Candidate A	
(b) approxima	tely 20 seconds

Interlocutor Thank you.

## Speaking • Parts 3 and 4

Part 3

3 minutes (5 minutes for groups of three)

Interlocutor Now, I'd like you to talk about something together for about three minutes.

Here are some pictures of things that you might buy for a teacher who is about to retire after many years teaching at your school .

Place pictures from page C24 in front of candidates.

First, talk to each other about why each of these presents might be a suitable gift for someone who is about to retire. Then decide which would be the best choice for the teacher.

All right?

#### Candidates

② 3 minutes

Interlocutor Thank you.

Part 4

4 minutes (5 minutes for groups of three)

Interlocutor Select any of the following questions, as appropriate:

- What would you say is the best present you personally have ever received? Why?
- Why do you think people like to give each other presents?
- How do you think a teacher might be feeling when they are about to retire? Why?
- It's sometimes said that it's better to give than to receive. Do you agree? Why / Why not?
- When do people usually give each other presents in your country? What sorts of presents are most typical?

Thank you. That is the end of the test.

Select any of the following prompts, as appropriate:

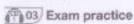
- What do you think?
- Do you agree?
- And you?

## Audioscript

### LISTENING PART 1 Training



My new bike's pretty cool – my dad got it for me so that I could get to school a bit more easily than taking the bus every morning. It's got great gears on it, although they're a bit more complicated than my old bike, and I haven't really got used to them yet. But I can still speed along – and get to school in half the time it used to take me on my old bike! The seat's a bit hard, but I might exchange that for the one on my old bike. I think.



#### Questions 1-8

One

You hear someone introducting a school show that is about so stars.

Who is giving the introduction?

Welcome, everyone, to our annual school performance, and we hope you'll find it as enjoyable as always! A lot of hard work's been going on behind the scenes by both staff and students, and perents have put in a lot of hours, too, so thank you to everyone who helped. We're about ready to start, so prepare to see all our favourite teachers in some very unusual roles – in fact, some of us didn't actually recognise them! And Labould also mention that we have all completed our homework for this evening, for any worried parents in the audience! So – let's get on with the show.

Two

You hear two students talking about a trip they are going on tomorrow. Where are they going?

Boy: All ready for the youth club trip tomorrow, Holly? Don't forget to wear something warm – if it's anything like last year, it'll be freezing.

Girl: Yeah, I remember. All that walking - still, the snow looked lovely, covering all the trees.

Boy: Mm, well, let's hope we don't get that kind of weather this time. But the wind can be really cold when it comes off the sea, and there'll be nowhere to shelter!

Girl: Hmm - maybe a trip to the city museum would have been a better idea, especially at this time of year. But then I wouldn't get such great photos as I'm hoping to take tomorrow.

Boy: That's true.

Three

You hear a girl phoning her older cousin. Why is she phoning?

Girl: Hi, Jack, It's Fions. I know you've heard the result of the writing competition that I entered – as you know, I wasn't really expecting to win, so the result wasn't a great surprise, but I guess I was still a tiny bit disappointed. Anyway, I know you're really good at writing, so I've sent you my piece to have a look at, It'd be great if you could send me some hints on how I could improve, I really want to be a journalist like you when I'm older – although I'll probably never be as good! But you never know ...

Finne

You hear a man presenting a radio programme about a pop band. Where is he now?

Evening, everyone. Tonight I'll be talking to pop sensation Merrick, about their latest album they've just finished recording in their

studio, so look out for that when it's released – it's going to be a massive hit. I've arranged to interview them here straight after they've come off stage, before they leave for their hotel in the centre of town. They've definitely been the highlight of the evening. The crowds have been even bigger this year, with countless numbers of tents out on the field surrounding the main stage, so they should be pleased. Ah, here they come now ...

Five

You hear a girl talking to a friend about her painting that has been in an exhibition. How does she feel about her painting?

Boy: Hi, Maggle, I saw your painting in the end-of-year school art exhibition that all the parents went to. It was fantastic!

Girl: Well, my art teacher wanted to make sure it was displayed as she seemed really pleased with it, but I'm not sure what the parents thought.

Bay: Oh, don't warry - I only heard them saying good things about it.

Girl: Hm, they probably didn't spot that I'd missed out bits, and, hadn't used the right colours.

Boy: I don't think anyone noticed ...

Girl: No, but I did - but it was too late to do anything about it, unfortunately. Oh, well, next time I'll do something better, hopefully!

Six

You hear two friends talking about surfing at a resort. What do they agree about?

Boy: So have you had a good day surfing?

Girt: Great, thanks. I never imagined the weather would be so warm.

Boy: Well, that's what makes the place so crowded during the season. But that's one aspect of it i can't stand, to be honest.

Girl: At least that means there are loads of surfing competitions, though, it really pushes you to improve your own surfing moves. The only thing is, I guess the sea's a bit flat companed with some of the big surfing capitals around the world.

Boy: Ligrow, We're unlikely to go to any of those, though, so we'll have to make do with this place!

Seven

You hear a boy talking about a football match that his favourite team played in. What is his opinion of the way they played?

Boy: Well, it was still a pretty exciting match, as the result could have gone either way, and it was hard to predict what would happen. I mean, the team I support have been playing brilliantly up to now, so I don't know what went wrong tonight. It's hard to say who was stronger, them or their opponents, but in the end the better team won, I think. My team could've got more goals but thay just sfight take the opportunities, So they deserved to lose, really. Never mind... we'll see how they do in the next game!

Eight

You hear a girl talking to her friend about a TV programme they both sun. What was she surprised about?

Girl: Hi Tom, are you airight?

Boy: Yeah, did you see that science programme on TV last night? Girl: I did, yeah, interesting, wasn't it? And it was about exactly the same thing we'd been talking about on the phone.

Boy: I know.

Girl: I couldn't see at first where it'd been made, though, I thought it must be somewhere in another country - but then I recognised the beach in the background. It's only about 10 kilometres from our yilage.

Boy: Hey, you're right, I didn't recognise any of the people in it, though.

Girl: No, but if I'd known a TV onew was there, I'd've definitely gone to the beach that day!

Boy: Me tool

### LISTENING PART 2 Training

(% 04) Ic (See page 49.)



(9) 05 2b (See page 49.)



I was really proud of my performance in one recent tournament. we played. We were playing against other schools, and because we knew there'd be a lot of people coming to watch, our teachers decided not to use the school pitch for the matches, but to hold the tournament at the leisure centre instead. It's right in the centre of town, so everyone could find it easily. So I spent hours before the tournament, practising with friends at the children's playing Selds near the school. But it helped, as I played really well in the toumament!

## ( 07 Exam practice

### Questions 9-18

You will hear a student called Lorna Myers giving a talk to her class about her trip to a seal sanctuary.

Hi, everyone: As you know, my name's Lorna Myers and I want to tell you all about a trip I went on recently. It was to a seal sanctuary on the coast not far from us. The sanctuary's a place where sick or injured seals can stay till they're ready to go back into the wild again. I'd originally planned to go with my youth club, but I was sick on the day of the trip. But my parents didn't want me to miss out. so they took me once I was better. And it was great!

Some of the seals we saw there were grey seals. But there were also quite a few common seals, which are found in many countries. They're also known as harbour seals, in case you want to look them up on the internet.

We naw adult seals, and some bables too. Our guide told us that the baby seals, or pups, can swim when they're only one day old. And they're fed by their mother. But generally after four weeks the pup is left to feed itself. Some pups we saw were only two weeks. old - they were adorable?

The adult seals at the sanctuary are all fed on fish and shellfish, but baby seals can only cope with liquids. So that's what they get for each meel until they're old enough to cope with solid food.

The guide fold us some really interesting facts about seals, with lots of stuff I didn't know. For example, I'd read that adult seals feed on things like actorius, but I had no idea they like salmon - which is also my favourite! I'd also heard that they can catch bigger things like seabirds, which our guide confirmed.

The guide also said that in the wild, adult seals catch their food at sea, or swim along large rivers in search of something to eat. But when they need a rest, they tend to look for somewhere like a sandy beach - which seems a very attractive spot to me - or a rock, which doesn't sound nearly so nice!

Our guide also introduced us to one seel called Sammy, Apparently he'd already been released once, but he'd got so used to living with humans that he'd forgotten how to find his own food. So he used to beg for food from some kind fishermen who looked after him. Eventually he was found by some swimmers who brought him back. to the sanctuary - and he's been there ever since. And he seemed very happy!

Then we began to get a bit hungry, and looked for somewhere to eat. There's a big café at the sanctuary known as Waves but the queue was so big that we looked for somewhere else. We were just heading for the picnic area when we found a smaller place called Underwater. If you're planning a trip to the sanctuary soon, I can really recommend the food at that cafe!

If you're interested in helping the sanctuary there are lots of things. you can do. The sanctuary always needs money, and one thing they do to earn some is organise a party for anyone who wants to book one. So if you go there for your birthday, say, that could really help them. You can also go on what's called a night visit, after the sanctuary closes. You get to see some of the nocturnal creatures. there - but that costs less, so I guess they don't make so much. money out of that.

Talking of other creatures, there are other animals to see apart from the seals. For example, a big new pool for dolphins has just opened, together with a big enclosure for the others. And next year some penguins will be arriving, so I'll definitely return to see those! So, has anyone got any questions?

### LISTENING PART 3 Training



08/ 2a (See page 51.)



Well, the actors in the film were all well known, so I'd expected some great performances, but that just didn't happen, really. My brother had already been to see it, and he'd told me all about it, but the one thing that he cidn't mention was that it did go on a bit. I'd kind of lost interest by the end, although actually that part was a lot better than everyone had said, in my opinion.

## 10 Exam practice

### Ouestions 19-23

You will hear five people salking about family trips to stay in a house by a lake.

#### Speaker 1

I'd imagined before we left that staying by a lake would be like being at the beach, although as it turned out, a lot of the water. sports that my family had planned for us all were out of the question due to the weather. So instead, my cousin, who's older than us. and works as an archaeologist, took us for a walk along the shore. and showed us where to find fossis - we came back with several And because all our rooms were so big, my sisters and I proudly displayed them for the rest of the family to see and talk to us about.

#### Speaker 2

My parents had arranged for me and my brothers and a friend to go to a lakeside house with my uncle and aunt, in a remote location. My dad volunteered to drive us - fine by me as I love long car journeys, but he found it tiring. Anyway, I'd been wondering how. so many of us would fit into the house, I need my own quiet place sometimes so that I can think and read and stuff. But it wasn't

an issue in the end as we had bedrooms to spare. The only real problem was how far we were from the local shop. Getting there turned out to be me and my brother's job - on bicyclest

#### Speaker 3

I'd been desperate to try some water sports, so a stay by a lake was perfect as there was the chance to go windsurfing. My performance was pretty awful, but then I was only a beginner! Anyway, my older brother and sister said they'd come with me. They're away at university a lot, so it gave us the chance to chat, and that really made the trip worthwhile for me, especially after our really long journey to get there. We even drove the car onto a ferry at one point! I missed my friends a bit while I was there, but it wasn't long before I was back with them again.

Our holiday house by the lake was huge, just as my dad had promised, and the views across the take were spectacular. I'd taken my camera so that I could get loads of photos for my school project. Apart from that, though, there wasn't a lot going on. We had to travel 30 minutes by car along a really bumpy road to get to the nearest town - which turned out to be full of restaurants. Murn and Dad were delighted, but it wasn't my idea of a perfect holiday. I did get loads of photography done, though - my friends were really impressed when I got back to school.

#### Speaker 5

The house that my parents had booked seemed in a really good location. But what they hadn't mentioned was that wa'd have to leave our car on one side of the lake and go across by boat. It was windy as we left, so everyone wondered how it'd be on board. But it was fine - and once we'd arrived, it was really quiet, with no cars around. The downside was that we didn't have close neighbours, with teenagers I could have met and hung out with. Anyway, I'd taken loads of books and films with me, so it was OK. My family and I just sat and chatted instead of rushing around,

#### LISTENING PART 4

## (11) Exam practice

### Questions 24-30

You will hear an interview with a boy called Tom Dawson, who is very good at juggling (throwing several objects into the air at the same time and cutching them).

Interviewer: Today I'm with Tom Dawson, who's got an unusual hobby - juggling!

Tom: That's right ....

Interviewer: And you're really good at it, aren't you, Tom? Tell us how you got started.

Tom: Well, my father's skilled at juggling - he performs at children's parties but when I was younger I never really wanted to have a go. We did juggling at school, though, and my games teacher said I was really good, but even then it never attracted me. it wasn't until saw some clowns doing it at a circus with my family that I realised how spectscular it was to watch. So I went straight home and got. practisingl

Interviewer; And I guess you spend lots of time practising, is that difficult?

Tom: Oh, I do it every day - at school, in the garden ... Once I'd mastered throwing and catching three balls at a time, I just kept adding more. I don't find it hard but I do feel a bit discouraged sometimes if it goes wrong! But then I just try even harder to get it. right, I sometimes wish there was an easier way to improve, though -1 get a bit impatient!

Interviewer: And when you're practising, you use small soft objects like been begs, don't you? Why do you prefer those?

Tom: Well, they're great if you're a beginner - they're not hard to use. And you can buy them anywhere - they don't cost much, so that's good for many people. And I find I can essily stick them in my pocket when I go out and then practise whenever I've got a minute. That's the real plus for me.

interviewer; And sometimes you give performances in your school shows. How do you feel then?

Tom: Oh, it's cool to show other people my skills, but then I'm not the only one at my school with an unusual hobby - there are lots of fantastic skateboarders and BMXers and so on, so maybe for the students, my skill's not that impressive! I always worry beforehand about getting it wrong in front of other people, but so far that hasn't happened. And to be honest, I'm thinking so hard about what I'm. doing that I don't really see whether other people think it's great or whether they're mally bored!

Interviewer: So what's been the high point so far?

Tom: Well, let's see - there was the day I was out with my cousins in the park. I'd just managed to teach my cousins some juggling skills. They're only seven and eight, so they were doing well. Anyway, I was just showing them my favourite juggling trick - I'd learnt to do it really fast - and a journalist from a local newspaper happened. to see me, and he took a photo for the paper - it appeared the next day! My cousins thought I'd become famous, so they were as thrilled as I was!

Interviewer: So any advice for people trying to learn juggling?

Tom: Well, if you watch the professionals, you notice their techniques. They make it look really elegant, because they stand in the same position without moving a single step - and that's what you need to do. Sometimes they'll move their bodies around like a dancer, but that's for effect - it's not to help their juggling. And they'll also spread their arms out, and the balls will fly up in a perfect semi-circle. But that's quite hard so you don't have to do that - only if you want to experiment.

Interviewer. So what next for your juggling, Tom? Any plans?

Tom: Well, I've heard about a new class starting soon near where I live, teaching circus skills to young people, so that'd be good. I've met quite a few people in my town who're also into juggling, so we could go together, once it gets started. But my school's just started. a juggling club for people after lessons finish for the day, so I'll be. going there in the meantime.

Interviewer: Thanks, Tom.

### SPEAKING PART 1 Exam practice



- 1 Where are you from?
- 2 What do you like about living there?
- 3 What's your fevourite subject at school? Why?
- 4 What do you enjoy doing after school?
- 5 How did you spend last weekend?
- 6 What countries would you like to visit in the future?

### SPEAKING PART 2 Training



Interlocutor: Cristina, it's your turn first. Here are your photographs. They show people and animals. I'd like you to compare the photographs, and say what might be satisfying about each person's job.

Cristina: OK, both pictures show people who work with animals. The first photo is of a zookeeper, or it could be a zoo vet - I'm not sure which - and he is looking after a lion. In the second picture there's a photographer - probably a professional photographer because she's got lots of equipment. Both these people work outdoors, but the photographer might have more opportunities to travel to different places for her work. And also, the two jobs are similar because working with animals may be dangerous. Being a wildlife photographer could need more patience, though.

In the picture at the top, I would say that the person could be satisfied with his job because he helps to make sick animals better, whereas in the one at the bottom, the photographer would be satisfied if she took some really good pictures, or if she saw some animals that were very special.

Interlocutor: Thank you, Cristins, Now Marco, which of these jobs do you think would be more difficult?

Marco: Well, I don't really know but you have to have a lot of training to look after animals, so I guess the vet's job is more difficult. On the other hand, the photographer's job might be risky sometimes, for example if you're following dangerous animals, and you might not manage to take really good photos.

### SPEAKING PART 3 Training



Interlocutor: Now, I'd like you to talk about something together for about three minutes. Here are some different activities that students do after school. First, talk to each other about why it might be important to do these different activities after school. Then decide which two activities are not important for students to do after school. All right?

Marco: OK, Cristina, shall we start with this picture here?

Cristina: Sure. I think the most important thing to do after school is your homework because when that's done than your parents let you do other things, things you enjoy doing.

Marco: I agree. And also you'll get into trouble with your teachers. If you haven't done your homework. But what about this picture of students going to a café with friends?

Cristina: Well, that's important because students need to relax after school, and it's good to talk about your day with your friends.

Marco: Lionow what you're saying but I think these students - the ones playing volleyball - are doing something better to relax.

Cristina: ['m not so sure about that. Volleyball's not relaxing.

Marco: Isn't sport a good way to de-stress?

Cristina: That's very true. And if you play computer games after school, like this person, then you might feel more excited than relaxed.

Marco: Yes, but that does help people to forget if they've had a bad day at school.

Cristina: Maybe. Why do you think watching TV might be important to students after school?

Marco: Well, It's similar to playing computer games, I suppose - for relaxation, or for entertainment.

Cristina: Yes, good idea. And also, sometimes you can learn new things.

Marco: You're right.

Cristina: Erm, we haven't talked about this one yet, Maroo - the student helping to prepare dinner. Why might that be important?

Marco: Well, maybe if parents work late, then teenagers need to help with things at home.

Cristina: Chores, you mean. But maybe students don't enjoy doing them.

Marco: Absolutely. So shall we say that's something that's not important, then?

Cristina: I don't know. You have to do them.

Marco: OK, so what shall we decide is not important? I think point to a cafe with friends after school isn't important. You spend all day with your friends at school,

Cristina: And it costs you money. And you can do that at the weekend, for example.

Maroo: Right.

Cristina: OK, I think we agree on that one. And what do you think about playing computer games? That isn't important at all.

Marco: I don't agree ... but maybe that's because I probably spend about two hours every evening playing games.

Cristina: OK, so we've agreed on one. Shall we stop there? Interlocutor: Thank you.

### SPEAKING PART 4 Training



Interlocutor: Do students get too much homework, Cristina?

Cristina: I think they do, sometimes, if you get homework from all your teachers then maybe you have to spend all weekend doing it. That's not fair.

Interlocutor: What do you think, Marco?

Maroo: I think that's true. And also, sometimes you can't do homework during the week, if you have clubs, for example.

Interlocutor: Why do teachers say homework is good for students,

Marco: Erm, I guess because it helps to show if students have understood their lessons?

Interlocutor: Do you agree, Cristina?

Oristina: Completely, And sometimes students don't finish their work in class so they need to do it at home.

Interlocutor: Some people say computer games are bad for you. What do you think?

Cristina: Well, I don't really know - I suppose violent ones aren't very good for you. What do you reckon, Marco?

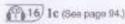
Marco: I reakon there's nothing wrong with playing computer games, as long as you don't play them all day, like some people I know, because that's not very healthy.

Interlocutor: Thank you. That is the end of the test.

Cristina/Marco: Thank you.

## Audioscript

### LISTENING PART 1 Training





Boy: I'm really disappointed with that photography competition I entered?

Girl: The one your art teacher suggested - she chose which photos you should put in, didn't she?

Boy: Mmm, and when I looked at them, I thought I stood a chance of winning.

Girl: Well, to be honest, I thought you'd done better ones than that, but then you didn't know what other people's photos would be like.

Boy: But looking at their work I think I should at least have won something.

Girl: Well, you were up there among the top ones, and there should've been more than one prize. But at least you didn't come

Boy: Not much to be proud of, though, is it?

Girl; I guess not ....

## 18 Exam practice

### Questions 1-8

One

You hear a boy talking about a sporting event. What was the weather like?

When we turned up in the afternoon to play the match, we had no idea whether we'd get to the end without getting wet! We were quite prepared to take a break during the match if it rained. But in fact we managed to get through the whole match without stopping. It looked as though it was going to rain after we'd finished, but it didn't, I certainly didn't need my sunglasses, though, with those grey skies, Anyway, I'm glad the match didn't get postponed because of the weather, because we won!

You hear two friends talking about a science lesson they've just had. What do they both agree?

Boy: Phewl I'm glad our science lesson's over for the day, aren't you? I thought we'd never get to the break - I'm really hungry!

Girl: Well, that's because it was our double lasson today - that always goes on for over two hours, doesn't it? I was disappointed. though - I'd really read lots about volcanoes before I came, so L was sure I'd understand it all better than I did.

Boy: I know what you mean - I might ask my brother to help me. It's a fascinating topic, though - I really liked seeing the model the teacher set up...

Girl: I guess - the DVD in the library's much better, though ...

Boy: Himm - don't know about that ...

Three

You hear a girl leaving a voicemail message for her father. Why is she phoning?

Hi, Dad, It's Flons. Have you finished work yet? As you know, I'm going out with my friends in town later on - thanks for the money for the concert, by the way! So I was wondering if you could do something for me. I've got cookery at school tomorrow, so gould you possibly stop on the way home and get some ingredients?

I'll text you what I need shortly, so let me know what time you're leaving, OK? Bye, Dadi

You hear two friends discussing an online music quiz they've just completed. What did the girl think about it?

Boy: HI, Karin. Did you do that music gulz I sent you?

Girl: Yeah - and I thought I knew loads about bands till I tried answering those questions!

Boy: Really? I thought they were pretty straightforward ... even the ones about photos of bands.

Girl: Well, maybe I just don't know what some bands look like. And some of the other questions looked easy, so I couldn't believe it when I got the answers wrong! Maybe lots of the bands they were talking about are only familiar to real music fans, like you - I mean, you go to loads of concerts. I don't really do that.

Boy: Maybe you're right. Oh well - better luck next time!

You hear two friends talking about a new clothes shop in their town. What problem did the girl have there?

Boy: What did you think of that new clothes shop in the city centre, Army?

Girl: Well, I was really keen to go and have a look, so I went last Saturday. There's a huge variety of styles there, isn't there? Stuff to sult everyone whatever their favourite colour.

Boy: Yeah, but the price tags looked a bit high to me.

Girl: But that's what you'll find in the city centre shops...and it's worth paying a bit more for cool stuff. I might have to go again on a different day, anyway. Everyone does their shopping on Saturdays. so there just weren't any changing rooms free.

Boy: Wall, let me know when - I'll come tool

You hear a boy talking to a friend about his recent family holiday. What made it so enjoyable?

Girl: How was your holiday, Tom?

Boy: OK, We stayed in a cottage on the coast. It was a bit remote no town for miles.

Girl: Sounds a bit boring.

Boy: That's because you love being in town! But we went for walks and things - that was OK till the weather changed and we were stuck inside.

Girl: Even more boring.

Boy: Well, my mum had invited John to come - I know him from my sports club. So that meant we could play computer games all day. It was great having someone to do that with, There wasn't much space where I was sleeping, but it didn't matter - there was enough for my laptop!

Seven.

You hear a boy phoning his friend. What is the hoy doing? HI, Gareth! It's Alex. I'm just ringing about school. Sorry you couldn't be there today - hope you're feeling better. Anyway, I just. need to find out about what we were supposed to be doing for. Mr Armstrong next week, I've written down that we'll be finishing our project in the lesson, but I remember he also said we had to do research at home before we went. So can you let me know what kind of research exactly? I don't want to spend hours on the internet and find out it's wrong. Call me later, OK? Bye, Gareth!

You hear a girl talking about the first time she tried swimming underwater. How did she feel?

I can remember the time at my swimming club when the teacher wanted us to try swimming underwater. I'd only just learnt to swim but I was keen to give it a go. Some older people in the group went first - they'd obviously been doing it for ages, and they got right across the pool. I really didn't think I'd manage that, but off I went. But it wasn't at all how I'd imagined - suddenly you just can't hear anyone any more! But I just kept focused on the wall of the pool on the other side so I knew which way to go - and I made it!

### LISTENING PART 2 Training



I was really looking forward to our trip to the animal park. Our teacher had told us there'd be loads of cool animals to see. aspecially the deer that wandered freely around the park. And apparently there were also some white horses that had their homes right in the centre of the place, in a huge enclosure, and I certainly didn't want to leave without seeing them. But I'd heard that you could only see the tigers if they weren't asleep and came out into their enclosures on the edge of the park, so I wasn't really expecting to see those.



While we were walking round the park, we had to fill in a worksheet. We always get those, but this one wesn't as bad as I'd expected, and I had fun filling it in with my plassmates. Our teacher also gave me a prize for finishing first - some time to spand on the games machines in the cafe in the park, which was pretty cool. After that, though, we had our class picnic, and just as we sat down it started to rain, so we all growded into a shelter in the park where there was barely enough room for all our class. I think that was the low point of the whole day.



- 1 Wednesday 2 museum 3 exercise 4 competition 5 accommodation 8 musician 7 environment 8 technology
- 9 climate 10 February

## (P) 22 Exam practice

#### Ouestions 9-18

You will hear a boy called Harry talking about a guided trip he went on with his school to visit some caves.

Hallo, everyonel My name's Harry Marshall, and I want to tell you about my recent school trip to a place called Markham, which has some ancient caves below the ground. It was the cooleat trip ever! Our teacher, Mr Griffliths, who actually teaches us maths, is also really into geography, so he wanted to take us - and he thought we'd get material for other subjects like art and photography, too.

The caves were guite far from our school, so our teacher had to decide how we'd travel. He thought the train would be the most convenient, but then he realised we'd have to get taxis from the station to the caves, so in the end we all climbed aboard a minibus to set off on our adventure!

When we arrived at the caves, we started to feel a bit nervous, as we thought they might be really small and dark. In fact, though, the caves all had coloured lights and our guide also gave us all torches. to use, which we really liked as they helped us to see into the dark

Inside, the caves were fantastic, and the guide gave us a great talk. He told us the caves had been used by humans for around 50,000 years. They'd found evidence of huts there and some pottery. There were also coins which showed the Romans had lived in the area at one time.

I was surprised to find that the cave we were in was completely dry, apart from a stream that ran right through it, which I wanted to examine a bit more closely, And there was also a waterfall that dropped into a scary black hole at the back of the cave. Needless to say, no one really wanted to explore that part!

The guide also asked us to look at the different rock formations in the cave, and then asked us what different shapes we could see in them. Apparently many people think one rock is shaped like a dinosaur, and several in my group thought they saw a horse in another rock, but I didn't manage to see anything more exciting than a rock that looked a bit like a rabbit's tall, and I was a bit embarrassed when I had to say that!

Then we went into another vast cave which wasn't so well lit. I thought the darkness inside the cave must mean it wasn't used for anything, but then the guide explained that the cave had once been used for storing meat. But nowadays, the cave is actually full. of cheesest The guide explained that the temperature of the cave made it perfect for long-term storage.

After we came out of the caves, we want into a wooden building close by. It was an old mill that had once been powered by water, It was originally used to make corn into flour for breed. Nowadays, it's used to make paper, and we were allowed to have a go at doing. that while we were there.

The final part of our visit was to an exhibition about the history of the caves. We saw videos about how the caves were explored, and photos of the brave divers who first went into the caves. They were fascinating, but I was even more impressed by the machines we. were shown. They'd originally been used to dig out the caves, and really brought the history of the place to life for me,

I'm hoping to go back again for another visit, but in the meantime, I've got a couple of books to remind me of what I saw. The first one is called Hidden World and contains lots of details about the caves, but the other one, Underground, has clearer photos, so i'd say have a look at that one if you're interested ...

### LISTENING PART 3 Training

(P) 23 2a (See page 98.)



Speaker 2

It was a few weeks before my friend's 16th birthday, and everyone wanted it to be special, but no one could decide what we should do to celebrate, or what present to give her. So we decided we'd. invite all her friends to go to her house, but keep it a secret, We also planned to behave as though we'd all forgotten that it was her special day. That was really hard to do - but worth it for the look on her face when she came into her living room, switched on the light. and we all jumped out holding presents for herf

## 25) Exam practice

You will hear five people talking about giving gifts to other people. Speaker 1

My best friend's birthday was coming up, but I still hadn't discovered what she'd like. I'd thought about taiding her to our favourite café and buying her loads of ice cream - then I could have some tool But since we went there every Saturday anyway, there didn't seem much point. Then I hit on the idea of scrolling down. her Facebook page, it took me ages, but I knew she'd mentioned a concert she really wanted to go to, so I got tickets for both of us - a pain for me as it wasn't exactly my favourite band, but it was an OK evening - anyway, more importantly, she loved it!

#### Smeaker 2

It was nearly my mum's birthday and no one in the family knew what to give her. We always buy flowers and chocolates, so we wanted it to be that bit different, something just for her, So I searched through a box of old photos of her family, scanned them into the computer and then stuck the prints into a book. The downside was I realised at the last minute I had nothing to wrap it in, so I drew some patterns on a sheet of printer paper and used that, It looked awful, but mum didn't mind - and she was thrilled with the book, in fact, it brought tears to her eyes.

#### Speaker 3

My sister had been giving hints for ages about a T-shirt she'd seen in her tayourite shop. It had loads of designs on it, and I knew she wanted me to get it. But I had no money, so my only option was to make one just like it. I spent ages on it and was quite proud of the result. But when she undid the wrapping paper, her face fell. She tried to look pleased and thanked me, but I knew then I should've just got the money from Mum and bought her the real thing. So that's what I did next day and just kept the other one myself.

#### Speaker 4

I wanted to get something to celebrate my older brother's graduation. His friends told me he'd become mad keen on sports cars, so a day's driving at a race track seemed perfect. Dad agreed to pay, and if I'm honest I guess my motivation was that I'd get a ride in one of the cars - and be able to tell my friends! Anyway, I checked it all to make sure I hadn't made a mistake and that he was actually old enough, then just stuck the ticket in an envelope. When he opened it and realised what it was, the expression on his face was just amazing!

#### Speaker 5

My younger brother had been going on for weeks about what present I was going to get him to celebrate his birthday. So I finally got round to getting him a remote control model car, which I hoped was what he wanted. But when I got home I thought it just didn't look very exciting, so I decided I'd make him work hard to find his gift! I drew a map with clues and got him to go all around the house searching. He loved that, and the gift - and to my surprise I had a lot of fun driving it round the house, too!

### LISTENING PART 4 Training



When I met my friends, I was feeling a bit nervous, but more excited than anything, as I had no idea what it would be like. I made sure I'd got everything - some money to pay for the trip, and all my photography equipment, although I wasn't sure I'd get any good shots on the trip.



(P) 27 3a (See page 100.)



Interviewer: So how did you feel when you were up there in the plane?

Simon: Well, after we'd flown across the lake, the pilot turned the plane and we climbed a bit higher into the sky until we were a long way from the ground. Occasionally the ride felt a bit bumpy. as it became slightly windy, which made me feel rather nervous. although our pilot wasn't at all concerned! And being in a small plane is completely different to being in a big passenger jet - you really feel as if you're up there flying with the birds, but I never get that impression on a big plane.

## 29 Exam practice

You will hear an interview with a girl called Amy Fisher, who attends an art class on Saturday mornings.

Interviewer: Today on Saturday Students I'm talking to Amy Fisher, who goes to a Saturday art class at a studio in her city. Arry, what made you join the class in the first place?

Amy: Well, my mum enjoys painting, so we've always had paints around the house, but I just wasn't very good at using them mally. and I was keen to get some instruction on the right way to make pictures with them, I didn't feel I'd get good results otherwise. Then someone at my youth club told me about the art class, and it sounded perfect. I tried to get some friends to come with me, so I'd feel better about going, but I didn't manage to persuade them, unfortunately.

Interviewer: And how did you feel when you first got to the class?

Army: Well, to be honest I thought I'd be scared to death, because I knew it'd be a big class, with lots of students, but as soon as I got there, I found there was such a nice atmosphere that I just relaxed. I was probably one of the oldest ones there, but lots of them had got some serious-looking art equipment with them, like big folders to carry their work in, so I was concerned that they'd all be better than me, but when I glanced at their work I could see they weren't - sothat was a relief!

Interviewer; And did the teacher get you to work on anything in particular first?

Arry: Well, basically we could choose whatever we wanted - there were loads of materials, and we were allowed to explore those, with the teacher's help, of course, I knew I wasn't very good at drawing, so I looked for something else I could focus on Instead. There was a big printing press at the studio where you could design things on card and then put them through the press with some ink and make fantastic pictures. That suited me much better than painting with alls, say, which other people were keen to learn.

Interviewer; And then after a few weeks you had to give a presentation of what you'd done to the rest of the group - is that

Arrry: Yes, and I really didn't want to do it! Compared with some other people I didn't feel I'd achieved much, just a couple of pictures - but then when other people showed their pictures I felt much better as quite a few of their pieces hadn't been completed. And I did feel I'd put a lot of imagination into mine, which I thought really shone through.

Interviewer: So have you discovered anything about yourself as an artist by attending the classes?

Amy: Well, one thing I'd never done before was uploading work onto the computer and then using software to edit it - that's been great fun, although I've needed quite a bit of help. I have found, though, that I instinctively know what colours look good together, so that's made my work look great, even though I've chosen some fairly everyday subjects for the images.

Interviewer: And what's your teacher like?

Amy: Great! She knows an awful lot about different artists, and she's siways telling us to read up about them, although I haven't done that so far. But the great thing about her is that people in the class are at all different levels, but she's never once made anyone. feel they can't do it, and we've gained confidence from that. She doesn't look like I'd expected, either - I thought art teachers all wore strange clothes and had weird-coloured hair, but in fact she dresses more like my maths teacher - just plain black most of the

Interviewer. So how do you think you'll use the skills you've learnt?

Amy: Well, I've already started going to the city museum and looking at the paintings there - I wouldn't have done that before. And I'm considering doing some stuff I can give to other people. It'll save me money when birthdays come round, and be really personal. I don't go to the art room in the lunch hour at school, though, like lats of people do - the school day's too short. But I've just really enjoyed what I've done!

Interviewer: That's great, Amyl Thanks for talking to us!

### SPEAKING PART 1 Training



Examiner: First of all, we'd like to know something about you. Where are you from, Cristine?

Cristina: I'm actually from Lisbon but I came to London when I was tian.

Examiner: And you, Marco?

Maroo: My family come from Italy but we've been living here for three years.

Examiner: What do you like about living here, Marco?

Marco: Sorry, I didn't catch that?

Examiner: What do you like about living here?

Marco: Ch, the fact that it's a big city and I can watch football matches most weekends.

Interlocutor: And what about you, Cristine?

Cristina: It's a good place for going shopping and visiting attractions. I've been to lots of museums and other places here.

Examiner: What kind of things do you enjoy reading about in magazines, Cristina?

Cristina: Well, I read about lots of things in magazines but what I enjoy most of all is reading the celebrity gossip pages.

Examiner: What was the last book you read, Marco?

Marco: I've just finished a book called Own Goal, which was a detective story set in the world of football.

Examiner: How much time do you spend using a computer, Marco?

Marco: Probably about an hour a day during the week. That's because we only have one computer at home and I have to share it. with my sister.

Examiner: Which do you prefer, going to the cinema or watching films at home, Cristina?

Cristina: I prefer watching films at the cinema, such as the latest American movies. I can never wait for them to come out on DVD.



### (1) Exam practice

What do you like doing on holiday?

Are you going to play any sports this weekend?

What kinds of magazines do you read? Why?

Do you prefer texting your friends or phoning them? Why?

What was the last film you saw? What did you like or dislike about it?

### SPEAKING PART 2 Training



#### Example

Student 1: In these two pictures I can see people doing outdoor activities - skateboarding and riding a kind of motorbike with four wheels.

#### One

Student 1: In the picture at the top, it looks like friends who are just hanging out together and having fun.

#### Tierr

Student 2: I have the impression that the people in the second picture are doing this activity for the first time as they look guite serious and they're concentrating on what they're doing.

Student 1: Anyone can do this more or less anywhere, though you do need special equipment and it probably costs quite a lot to ride these bikes.

#### Four

Student 2: I'd say it's a risky activity because if you were going uphill and you fell off, you could get crushed by the weight of one of these.

#### Fine

Student 1: I don't think it's a good idea to do this in the street because you might damage cars, or a car might hit you.

### Str

Student 2: Actually, I wouldn't like to do either of these activities, I used to go skateboarding all the time but now I find it boring, and the other activity looks fun but I'd be worried about going too fast. and losing control.

### SPEAKING PART 3 Training



I have one of these in my bedroom on the wall, it's useful for looking at yourself when you're doing your hair.

I used to have this type of giant sack in my room. You can move them around easily and they're comfortable for leaning against or sitting on.

#### Three

I think it's a good idea to have one of these for putting postcards or invitations or other notices on.

#### Four

If your room's quite dark, you sometimes need a small, bright light like this so you can read in bed.

It might be fun to have one of these boards in your room for playing this type of game with your friends.

I reckon everyone needs this type of equipment for playing their music on - especially when there's no one else at home and you can turn the volume up really loud.



Crietina: So, Marco, are you ready to start?

Marco: Sure. What do you think about this idea? A reading light's quite useful if you do a lot of reading at night.

Cristina: I agree. I use mine all the time. But maybe the style of this one isn't so cool for someone our age.

Marco: I think so too. It would be better to have one with, erm, like an arm, so you can move it.

Cristina: Yes, good idea. Erm ... let's look at the next one.

Marco: The dartboard, I think this would be really good to have in a bedroom so you can play darts with your friends when they come round.

Cristina: I'm not so sure about that. If you miss the board, you could end up with lots of holes in your wall. What about the next suggestion? A television.

Marco: Well, everyone wents a TV in their room, don't they? Especially if your brothers or sisters want to watch a different programme to you.

Cristina: I agree completely. But my parents wouldn't let me have one in my room.

Marco: Neither would mine! Shall we move on to this picture? Cristina: Hmm, somewhere to do your homework. Well, that's useful.

Marco: Yas, but you don't really need a desk. I do a lot of homework on my laptop so a desk in my room isn't useful, and it would take up space.

Cristina: OK, we need to make a decision now.

Marco: Well, I think we both agree about the television, but what about ...

### SPEAKING PART 4 Training



Examiner: Does it matter what your friends think about your room? Cristina: Oh yes, definitely. When your friends come round to your house, you don't want them to think your room is horrible.

Marco: I know what Cristina's saying, but I think your room should be a place that you like because you're the one who spends most time in it. Don't you think so, Cristina?

Cristina: That's a good point.

Examiner: Are there any advantages in sharing a bedroom with a brother or sister?

Marco: Erm, well, I share a room with my brother and I can't think of any advantages really. Sometimes I just want my own space, and to play my own music.

Examiner: Do you agree, Cristina?

Cristina; Well, I'm an only child and sometimes I think it might be nice to have someone to chat to. But most of my friends with brothers and sisters say I'm lucky.

Examiner: Should people your age be responsible for cleaning their bedroom?

Cristina: Well, that's something my mum always says. I usually tidy my room but I don't like doing cleaning.

Examiner: What do you think, Merco?

Marco: I don't think most people my age have time to clean their rooms.

Examiner: Thank you. That is the end of the test.

## Test 3

# Audioscript

### PART 1

## (P) 02 Questions 1-8

One

You hear a boy making a phone call. Why is he phoning?

Hi, It's mel I couldn't call you earlier, sorry, because I was in the cinems. Anyway, I'm fine and the film was great – Liust wanted to say I'm in the park next to the cinema with Jerry and the others is that OK? I can't get the bus home because I haven't got any money. So you could pick me up in about an hour if you sike – you pass right by here on your way home from work, don't you? Thanks, Dad, see you then.

Timo

You hear two friends talking at school. How does the girl feel now? Boy: Hi, Jo, how was your dance class?

Girl: Good, thanks! The new teacher is very strict, so I felt a bit scared of her for the first few lessons. Now everyone's used to her and you can tell she's going to teach us loads!

Boy: I bet you're feeling exhausted now, aren't you?

Girl: I used to be worn out after my class. I'm not, though, with this new teacher. Laiways come out feeling crest, and I can't stop smiling, even if I go in feeling tred and a bit miserable.

Three

You hear part of a music programme on the radio. Where is the speaker?

Hi, folks, I don't know about you, but I'm having a fantastic time! I love my job on days like this – and I haven't just been lazing around in the sun all day! Here on the deck of the Southers Belle are two reeling local bands. You may already know them – they've been playing in clubs all over the country this year. And now, salling along with clear blue water all around us and not a cloud in the sky, they're going to play some summer tunes – you'll soon be dancing on the beecheal We'll start with the Anchor Watts ...

Fence

You hear two friends talking about some shoes they see in a shop window. What do they agree about?

Girl 1: I like these ones, do you?

Girl 2: Hmm ... Let's have a look ... Yeah, they're OK. But is that the sort of colour you like? I thought you'd prefer something lighter.

Girl 1; I don't mind, really, that's not so important. It's the shape I care about. They look comfortable, too. I don't like very high heels, they hurt my feet.

Girl 2: Well, the heels are guite high, don't you think?

Girl 1: No, they're not too bad. I'm just not sure I'd ever want to pay, this much for shoes!

Girl 2: Well, I don't think they're worth it.

Five

You hear a girl talking to her brother. Why is she annoyed with him?

Well, I do think you could have remembered a simple thing like that. I don't think it's that complicated, really. All you had to do was let me know you'd picked up the milk and crange juice on the way home. And you did get the milk and juice, thanks. Just a quick text, would have been enough. I know you had to go back to the shop and get your keys – I'm glad they'd found them and kept them for you; that was nice. But I still think you should have remembered!

Sec

You hear two friends talking about a day out. Where are they going?

Boy: I've been looking forward to this for ages!

Girl: So have II I hope the weather's good.

Boy: It'll be great anyway. When my brother went last year, someone took his picture next to one of the players and he looked tiny – my brother, I mean!

Girl: Does your brother play basketball?

Boy: Yeah, but not very well. He got a DVD in that sports museum we went to – it shows you all the different moves and things... He's always trying to copy them.

Girl: Well, I can't play at all, but Liove the matches on TV. I can't believe we're actually going to one!

Boy: Yeah, me too!

Seven

You hear a teacher talking to her class. What does she want them to do?

Now listen carefully, everyone, because I'm going to explain what we're doing for the next couple of weeks. I've invited three different speakers to come and give presentations on topics connected with the environment. There's no need to write anything down during the talks, because the speakers will give you handouts at the end. Then I'd like you to plan one of your own on another topic – also to do with an environmental issue. You'll be able to use information from essays you've already written – and the internet, of course. I hope you'll find this interesting, and enjoy the challenge.

Eight

You hear a brother and sister talking in their kitchen at home. What are they doing?

Boy: Just small that, will you? Cool, isn't it?

Girl: Mmm ... I think it'll be great!

Boy: Better than that popcom we made when we burnt the pani Do you remember, Mum made us promise never to make it at home againt.

Girl: She didn't need to, it was seriously bad! We'll just have to remember to get this cizza out.

Boy: Yeah, fitteen minutes in the oven, then it's ready,

Girt: Yas, it was a good idea. What do you think we should have for dessert? I fancy some cake!

Boy: Yeah, Let's make one!

#### PART 2

## Questions 9-18

You will hear a girl called Maya talking about a student fashion show which was held at her school.

We had a fashion show at my school last week. It was really great! Some of us were talking about it in our art class, and we asked the teachers if they thought it was a good idea. Funnily enough, it was my maths teacher who helped us to plan and run it. Her daughter studies fashion, so she knows quite a lot about it.

We wanted to raise some money for the school. The school library always needs more books, but this show was organised to pay for some lights in the computer area of the library.

We'd never done anything like it before, so we tried the library for inspiration. We looked at fashion magazines, though we didn't find much there, it was all too professional for us. In fact, we found more useful suggestions on fashion websites, because other people our age had done the same sort of thing and written about it. One idea we got that way was to do something fun right at the beginning of the show. So we decided to go for hats - everybody at the show, including members of the audience, was asked to wear one for the first half hour. People decorated them in all sorts of ways, or else they matched them with their jackets or their dresses - it turned out to be a great start to the evening.

We thought it would be difficult to organise the evening, and some things, like food and music, took us ages to agree on – we all have different tested <u>One thing was straightforward</u>, though, and that was choosing a presenter. Them's a girl called Heidi in our class who's a very good actress – so when she volunteered to do it, that was so cool We hadn't thought that choice would be so easy!

If we wanted people from outside the school to come, we had to advertise the show, of course. One good thing we did was to go round giving out ballcons to shoppers in the town. The time and the date of the show and things like that were printed on them. We also put up posters in other schools, and contacted the local radio station to tell them about it.

We decided to charge fifteen pounds for an adult ticket – and to provide food for free – it was donated by our parents and teachers, but you had to buy soft drinks and programmes separately. A student ticket cost three pounds.

We were so excited when the evening of the show finally arrived! Some shops had lent us clothes for the evening. Other people just wore their own, putting them together to create a look that was fashionable or original. Most of the models were students – all shapes and sizes were welcome – and some parents took part too. My mum was one of them, and she had great fun showing off colourful T-shirts from a local market. Libraght she looked cool in a coat that actually belongs to my best friend's mother?

We'd discussed having a competition for the best school band to decide who should play at the show, but that was too complicated, so instead we had a different DJ playing music during each part of the show. This worked really well – they were all students at our school, and were very good. And at the end of the evening, the best one got a prize.

All in all, it was a successful evening. We had a lot of fun and about two hundred people came. We had to clear up afterwards, of course, but it didn't take too long. We had brought loads of food, and it had all disappeared – but there were loads of plastic cups. Iving around after everyone had gone home. We didn't throw them away, though; we washed them and put them all in a cupboard, ready for next year, because we're definitely going to do it again?

#### PART 3

## 04 Questions 19-23

You will hear five people talking about photographs.

Speaker 1

I love looking at photographs, they bring back all sorts of memories and remind me of good times I've had with my triends and family. If I'm on my own, I like to spend time looking through them on the computer. There are loads of pictures of me - I look pretty sitly in some of them! Other people always seem to have a camera with them, don't they, which is a good thing, I suppose. Sometimes, though, I think it would be better if all those photographors out there - including me - concentrated on quality, not quantity. I mean, there really isn't time to look at them all.

#### Speaker 2

I have loads and loads of photos – too many to count – and my friends and I spend a lot of time sending them to each other and loughing at the funny ones. I take lots of them myself, but actually Lidon't really like them as much as ones by really good. photographers. I love going to galleries and seeing what the professionals can do. I really admire the way they capture a perfect moment. Some of the nature photography exhibitions are brilliant. I'd love to be able to do that myself, I think it would be a great job to do, but I know I'm just not good enough.

#### Speaker 3

Sometimes I look at photos of myself and think: "Oh no! I look awfull Why did I let them take a picture of me then?" At the time, though, I was as eager as anyone to be in the photo. And that way I know I was really there. It may sound ridiculous, but when I look at family photos of when I was little, I'm not sure I actually remember. the actual event as it happened, but the picture makes me think I do. Without the photo, I'm pretty sure that what I remember would be different.

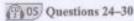
#### Speaker 4

When I look at my friends' pictures - and there are a lot of them. - I'm struck by how often they just miss the best part of what happened - like it's hard to capture the look on someone's face just. as they win a race. Some people seem to be able to do it - but I'm usually so busy watching what's going on that I forget to actually take a picture until it's too late. Then what I remember is better than what you see in the picture. I suppose that's the difference between someone like me and a gifted photographer who could make a career out of it.

#### Speaker 5

So many people hate having their own picture taken! They're quite happy to take loads of other people, but when it comes to themselves, they hide behind everybody else. I can understand how they feel, but I don't actually mind it myself. I think I'm quite good at making my friends look good in a picture, and I love looking at great photographers' works in galleries or books. I want to do what they do when I'm older, too - I can't think of a better way to make a living. Ever since I can remember, I've been looking for 'that perfect moment'l

### PART 4



You will hear an interview with a boy called Richard, who is talking about his life as a ballet dancer.

interviewer: We're delighted to have 17-year-old Richard Clay in our studio today to tell us about his life as a ballet dancer. HI, Richard, thank you for coming to talk to us.

Richard: Hello, it's great to be here.

Interviewer: You've become successful at a very young age, Richard, I know you first started going to ballet classes in your home town when you were six years old. What was that like?

Richard: We had great teachers there, but no facilities, no wellorganised system like there is here in the big city. Here, for example, the kids have ballet classes in the morning and then do their academic classes in the afternoon. Everything's arranged so you can do really well at ballet while also studying. In my home town, school and ballet were completely separate, so it was hard to manage both, and my parents had to help me a lot.

Interviewer: What did your friends think when they found out you did ballet?

Richard: Every afternoon after school I took a bus to my ballet class. I 'd still have my school T-shirt on and I'd only change into ballet gear when I got there. When friends came round I hid my ballet clothes in a drawer. One day my best friend called me at home and my mum answered the phone; she told him I was 'at this ballet thingy' and the friend - he couldn't believe it - kept on asking my mum about it to make sure he'd heard right. And the next morning he confronted me with 'So you're a ballet dancer?!'

Interviewer: Now you're at City Ballet, do you keep in touch with people in your home town?

Richard: I do. Of course I've learned a lot here at City Ballet, but I became a solo dancer in my first school and they did invest a lot in me. So it's good to keep in touch with the people who helped me. at the very beginning, and who taught me so much. It also helps. to make other young dancers feel more confident about what's. possible.

Interviewer: Do you ever go back to your home town to dance?

Richard: It's hard to do that because we're fully booked at City Ballet for pretty much the whole year, but if we do have a break in the schedule this year, then I'll do my best to get back home and perform there, it's been a dream of mine for a few years now.

Interviewer: How different is your life now you're a professional dancer?

Richard: Well, I do 150 performances a year for a start! Ldon't have. to worry about anything except denoing here, whereas back home of course I didn't have much money, and the school there was nowhere near as well equipped and well organised as City Ballet - you know, before a performance I'd be worrying about whether my ballet shoes were good enough, whether I'd practised enough, whether the orchestra would be OK ... but here at City Ballet none of this is a problem. People are focused on what they have to do, everyone does their part.

Interviewer: How hard is it for you to forget you're Richard Clay and pretend to be someone else when you're dancing?

Richard: It would be very difficult to hide your personality completely. I play lots of different roles, and even though I have to become the character in the ballet, part of me will come out, too. That's probably what makes me dance a role differently from the way someone else would do it. It's not that I'm trying to project my own self, it's just what happens.

Interviewer: And what would you like to do in the future?

Richard: Well, I'd like to say I want to be a teacher, but I just don't have the patience. I hope I'll stay at City Ballet for a long time, and become as good as I can possibly be here. And then one dayit's a dream, but dreams can come true - I'd like to start a dance. company myself, and give other kids like me the same sort of chances I've had. It's a fantastic life!

Interviewer: Well, good luck, Richard, and thank you for talking to ust Richard: Thank you!

# Test 4

## Audioscript

## PART 1

06 Questions 1-8

You hear two friends talking, Which sport are they watching on TV?

Boy: Wow, what a great shot! He's such a talented player!

Girl: Yes, he's great, isn't he? I saw him playing tennis at a charity tournament the other day.

Boy: Realty? I didn't know he played that tool For me he's just a. great football player and I can't imagine him doing anything else.

Girl; Well, I know he's good at lots of sports. He plays golf when he's on holiday and he's pretty good at that, apparently.

Boy: I wish I could be good at everything too!

Two

You hear a man talking about a day out.

Who is the speaker?

It was great fun, and of course all the kids asked me loads of questions - it was great that they were so interested in everything. I suppose that's what film stars feel like, they must get used to all the attention. I kept an eye on them, too, of course - made sure everybody behaved well and nobody got hurt. But we have loads of material now for our next class project, and it will make my lessons. more interesting. I hope. And there's a good photograph of us all outside the old police station.

You hear a girl talking about a documentary she's just seen. What was the documentary about?

I think you'd have enjoyed it. It was amazing to see how quickly they grew - from tiny little things to being tall enough to reach the lowest branches and eat the leaves. It's amazing how close they can get and how they film their behaviour without frightening them. Sometimes the cameraman had to hide up in a tree for hours to get the right shot! It's such a good series? You should watch the one next week - it's about a lake and how it changes throughout the year.

Four

You hear a boy talking about his day at school.

How does he feel now?

You know what it's like on the first day back after the summer holidays ... You don't know all your new teachers ... there's a new timetable ... I find all that quite stressful, you know? But it was quite exciting going in this morning and seeing everybody again. I was sorry not to be in the same group for maths as last year, but I'm sure I'll get used to it. Anyway, I'm much more relaxed now because I know what I'm doing - and I think this year will be OK.

Five

You hear a brother and sister talking about the music at a party. What do they agree about?

Girl: Well, did you enjoy the party?

- Boy: Yes, I did. There were too many people there, though. You could hardly hear the music.

Girl: I'm not sure about that - I thought it was a bit too loud at times, actually! But Liked It - did you like what you heard?

Boy: I did, and it wasn't the usual standard party music, was it?

Girl: I didn't think it was particularly different from the usual stuff, but I enjoyed dancing to it anyway!

Boy: You always do, whatever they're playing!

Girl: Yeah ... Well, you should try it some time, instead of just standing around chatting to your mates!

Boy: Hmm ....

Str

You hear a girl talking to her father. What is she doing?

Man: Why don't you go now? Then you'd have more chance of getting good tickets. The queue will be really long later on.

Girl: I just don't want to. It'll be fine, if we can go in half an hour

Man: Well, I know you'll be disappointed if you don't get any tickets. They're one of your favourite bands. And what about your friends? You promised them you'd get some for them tool

Girl: Well, I want to, but that's why I need a lift there - I'll get there guickert

Man: You know I'm busy today. Why don't you cycle?

Girl: Oh Dad, it's raining!

#### Seven.

You hear a woman talking about a cat. Where wax the cat?

It was a beautiful white cat. I hadn't seen it round here before. I was sitting on a bench, reading my book. Then I looked up, and the cat was sitting there, under a little tree - just looking at me. People kept on passing us - the payement's quite narrow there, but the cat didn't move at all, they just had to walk round it! I think it liked the sunny spot it had found. I was a bit worried that it might run into the road, but it didn't. Maybe it's still there!

You hear two friends talking about a website.

What does the girl think about it?

Boy: Yeah, it's a good website. I used it to get information for my geography presentation last week.

Girl: I've never actually found anything I could use on it, but I often check it when I'm a bit bared.

Boy: Do you? I do too!

Girl: Yes, I. like reading the funny articles, and some of the pictures: really make me laugh!

Boy: It's not much good for news, though. I go to other sites if I want to find out what's going on.

Girt: Yes, so do I. But it's still one of my favourities.

### PART 2

## Questions 9-18

You will hear a boy called Dan talking about a cookery course he attended.

I never thought I'd be the type to go on a cookery course! My mum and my sister always used to tease me, because though I love eating, I couldn't make anything myself. Then one day my cousin. decided she wanted to have cooking classes. She didn't want to do them on her own, though. My sister's already quite good, so I agreed to go along. We looked on the Internet and found a college which ran cookery classes guite near where we live. You could do one-day, three-day, one-week or two-week courses. We thought a. week should be enough to get us started, so we enrolled for that during the summer holidays.

When we got there on the first morning, loads of people had already arrived. We were split into groups according to our level. They gave. us each a hat to wear. They were different colours depending on which group you were in. Mine's green and I still wear it sometimes when I'm cooking! I knew it was a popular course, with lots of teenagers like me there, because I'd read reviews of the course on their website. What I hadn't expected was that there'd be so many. teachers - you got plenty of help that way and I certainly needed it!

We learnt how to bake a cake in the first class. And that was a really cool way to get us started. They gave us a talk on kitchen safety, which was necessary. I guess. And all through the course there were short talks on different ingredients. You know, like herbs and spices from different parts of the world. I think all of us were especially fascinated by one on sugar. It was given by someone who'd spent years studying it, I wouldn't mind doing something like that myself one day!

I think everyone on the course learnt a lot. Some people had never cooked before - like me - and even those who had were introduced to new dishes and foods. I'd never realised there were so many different ways of cooking carrotal I still don't like them much, to be honest. But at least I'd already tasted things like cabbage, unlike. some of the people there!

I actually enjoyed most of the things we made. And it was also great to get a chance to learn a bit about different cultures and their recipes. Probably the most delicious dishes were the Indian ones, but I enjoyed the Jamaican and Italian recipes we learned as well,

Another thing we did was go out and visit places - though we didn't go to any restaurants because some of us were too young to be allowed in their kitchens. But there were a few markets nearby, And we visited one of the best ones with a really interesting guide. He showed us how to choose the best ingredients for our dishes. We passed a couple of supermarkets on the way, but he didn't recommend buying any of our fruit and vegetables from them.

Anyway, I now know how to fry, boil, and bake potatoes, and my family say I can roast them as well as a top chef! I've tried out lots of new dishes on them and they've been pretty patient when I've made a meas of things. My cousin and her parents came over a couple of times so we could practise some recipes together. It's been good fun.

When my friends come over, I'll cook for them all. Although they tend to eat pizza and chips and things like that when they're out, I'll give them something different. Lique gooking pancakes for them all - That's a real laugh, and my mum's OK with it as long as we clean up afterwards! I'd like to try something more ambitious soon, like a special meal for my best friend's birthday.

### PART 3

## 08 Questions 19-23

You will hear five different people talking about why they do jobs at the weekend.

#### Speaker 1

My parents didn't want me to work in the café at first, because they thought I wouldn't have time to do a job as well as my homework. But in fact I easily have enough time to do three hours as a waiter on a Saturday afternoon. I was already friends with some of the other kids working there when I started, which was nice. We have a good laugh together and I wouldn't see them much otherwise - I spend the rest of the weekend doing sport, and my homework, of coursel I've learnt a lot, though in future I'd prefer to do something where I can sit down!

#### Speaker 2

I help my uncle in his shop - so it wasn't difficult for me to find a job. He just asked me one day if I'd like to help out on a Saturday afternoon. I said yes - simple as that! A friend has asked me if he can work there too - so if my uncle says yes, then that would be fun. It's OK there, but it's also a bit stressful sometimes, dealing with all the customers when it's busy. It makes my mum and dad happy, which is why I do it really, but I certainly won't be working in a shop when I grow up!

#### Speaker 3

I deliver newspapers in our local area. My parents said it was all right, as long as I only do it at the weekend. It's nice to have a bit of money to spend when I go out with my friends. I started because one of them wanted me to work with him - it's more fun when there are two of you, even though I do one side of the street and he does the other. It saves a bit of time, too, because we race each other to see who can deliver all their papers first!

#### Speaker 4

I help my mum and dad with the housework and things like that on Saturday mornings. They said I didn't need to, they'd give me a bit of pocket money anyway. But I want to buy a new bicycle, and I need to earn the money for it somehow! So I persuaded them to let me do stuff like clean the windows and wash the car. And they pay me for it, which is great. It isn't always easy, because I have

to get up on a Saturday morning, and sometimes I'd rather just be hanging out with my friends. But I know it'll be worth it in the end!

#### Speaker 5

I help my parents' friends with their computers. I helped my dad fix our computer at home, and then one of his friends asked if I could help him with theirs. My dad wasn't sure if it was a good idea, but I wanted to, I think I'd like to do something like that when I leave school - so it's a way of getting some experience. It's quite hard sometimes, as I'm not a professional after all - but I can usually do something to help. It saves them money too, because they don't pay me very much! But it means I can go to the cinema, and that sort of thing.

#### PART 4

## 19 09 Ouestions 24-30

You will hear an interview with a teenager called Mel about her hobby, diving,

Interviewer: I'm on the beach on a windy but sunny day to talk to Mel Flynn, an Australian teenager who spends most of her free time. underwater, Hello, Mell

#### Mei: Hill

Interviewer: So, how did you become interested in diving, Mel?

Met: Well, I grew up near the beach, and I'd spend hours in the shallow water looking at shells and all the little fish. My parents say they always knew I'd work with fish when I got older. They're both biologists, you know, but more interested in land animals. However, as soon as I was old enough, I asked them if I could go diving, so I could take a closer look at all the amazing things living underwater. Interviewer; And how old were you when you started to scuba dive using oxygen?

Mel: I actually learned to swim before I was three. And I used to swim underwater a lot of the time, wearing a mask. But I had to walt over seven years to start using oxygen and dive much deeper. My first lesson was a present for my tenth birthday, in fact. But even then we couldn't go down deeper than twelve metres.

Interviewer: That's still pretty young!

Mel: It is, I suppose, but there were quite a few other kids on the course. They didn't all carry on with it, though. A lot of them were more interested in skateboarding!

Interviewer: Did you ever feel scared?

Mel: Not really. We had to stay close to our instructor all the time. And though there were some dangerous fish, we were told which. ones to ayold. We were also told that as long as we left them alone, we wouldn't be in danger. And the instructors made sure we were never too far from our dive boat.

Interviewer: And did your parents come with you?

Mel: My dad did the diving course too, so he could dive with me when I was old enough to dive with a qualified adult. At first I thought he'd be too protective, but in fact he allowed me quite a lot of freedom - without taking any silly risks, of course, I think he was. quite womed about me at first, and I appreciate the fact that he let. me carry on anyway.

Interviewer: So what do you do now when you go diving, Mel?

Mel: When I could dive well enough, I joined a group of teenagers who work with scientists and help them with their research. We - the teenagers - are all volunteers, but many of us - and that includes me - are planning on becoming marine biologists in the future. And, well, hopefully, we'll be able to do this for a living. We do underwater expariments and count fish, for example. Although I enjoy achool, I can't wait to be able to spend most of my days in the seal ('ve learned so much already by watching the scientists at

Interviewer: That sounds great! Do you have any brothers or sisters, and, if so, are they interested in the same things as you?

Mel: Well, I've got a little brother, and he's one of those skuteboarders i mentioned. He likes surfing too, but he isn't too keen on going under the waves! It's not that he doesn't care about sea life - in fact, he's a member of a group trying to stop. people polluting the seas. It's just he regards the sea as a bit of a playground. And I see it as more of a laboratory, I suppose.

Interviewer: And what do you do to relax when you're not at school or diving?

Mel: I don't have much time for relaxing, really, but it doesn't bother me because I enjoy what I do so much. I can't believe how lucky I am to live where I do, and have these opportunities. I suppose if I didn't live here, I'd be doing something else, and I might be loving that too - it's certainly possible ... But it's as if it's been clear from when I was tiny that this is the right thing for me,

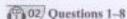
Interviewer: Well, thank you, Mel, and good luck!

Mel: Thank you!

## Test 5

## Audioscript

#### PART 1



You overhear two friends talking about a TV play. What did the girl think about the play?

Boy: What did you think about that play on TV last night?

Girl: Well, I guite liked it. I wasn't sure about the main actor. I expected him to be better. I usually like him a lot. I don't think the role was the best one for him.

Boy: I know what you mean. But the plot was guite good, I thought, It had a great twist at the end.

Girl Ch, I'd guessed what would happen half way through. I loved the clothes, though, I wish we wore things like that - the actors all looked so elegant.

Boy: Do you think so? I can't say that particularly struck ma.

You hear two friends talking about a new bicycle. What is the how's opinion of it?

Girl: Maria's got a new bike. Have you seen it?

Boy: Yes, her sunt gave it to her, it must have cost a fortune!

Girl: I know. But it's worth it. It's a top-of-the-range model and it. goes really well. The saddle looks as if it might be bit small and hard, though.

Boy: It's fine. I know - I tried it out. It feels really good. And the gears are great. I'm not sure about the colour or the shape of the handlebars, though. They're a bit weird!

Girt: Oh, I don't know. You want a bike to look a bit different, I think. Anyway, as long as Maria likes it.

Boy: She's thrilled to bits.

Three

You hear a teacher talking to a class. What is he telling them about?

I've got something important I want to tell you, so can you all please pay attention? The school's considering making some changes next year. We're weighing up the possibility of introducing some weekend activities here - special sports training perhaps, or dramaor music. But before we make any definite decisions we want to get your ideas. What would appeal to you? Would you actually take advantage of these activities? So, the headmaster would like you all to write a paragraph this evening - more if you want - saying what you think. I need to take it in first thing tomorow, please - English is the first lesson on your timetable tomorrow, so I'll take it in then.

#### Four.

You hear a girl telling her uncle about a dance event she's going to take part in. What is she most excited about?

Girt: Have you heard about the dance competition my class is going in for, Uncle Sam? I'm going to be away for a whole week!

Man: Yes, your mum said you were really excited about it. Aren't you just a bit nervous about dancing in front of so many people, though?

Girl: A bit, I suppose. But it'll be an amazing experience. There'll be lots of really good dancers from all over the country there. Our teacher says we'll learn lots just by watching them on stage, It's a fantastic opportunity for us.

Man: Yes, it certainly is, I expect you'll make some good new friends there.

Girl: Mm. That's what I'm looking forward to most of all. Then it won't be so scary performing in front of all those people.

You hear a boy talking on his mobile phane. Who is he talking to? Oh, hi there. It's Matt, I'm still at Ben's house. You know, the friend of mine who lives in North Green. In the same block of flats as that girl Emma you used to play tennis with. Anyway, his dad's going to give me a lift home but he's got delayed at work so I won't be back till later, His murn says I can have dinner at theirs. Hope that's OK. Can you let Mum know? Her mobile must be switched off or something. Leave her a note if she's not back before you leave for your tennis lesson.

You hear two friends talking about a book they've both read. What do they agree about?

Girl: I thought that book Midnight Star was great. Did you enjoy it too? Or is it something that's more for girls?

Boy: Well, I actually liked it a lot too. Some bits of it made me laugh out loud though it was serious a lot of the time too. I really liked the pictures in it as well.

Girl: Not sure I agree with you there. I thought they were a bit childish. But it was really amusing.

Boy: Yes, I'm going to see If I can find anything else by the same writer in the library.

#### Seven

You hear a local radio item about an umusual school.

What is unusual about the school?

Teachers at Longton School in Ashton might be beginning to think they have double vision. There are nine sets of twins in Year 7. Four of the sets were even born in the same month - November. The head teacher says he has never experienced anything like this in over thirty years of teaching. He is currently doing some research to try to find out if this constitutes a record for children in the same school, let alone in the same year group. The Head says that the children are hoping it will help their football team do particularly well in this year's schools championship as it may confuse their opponents

#### Eight

You hear two friends talking about some new neighbours. How does the boy feel about them?

Girl: Have your new neighbours moved in yet, Jason?

Boy: Yes, a week ago. They seem really nice. It's a couple with a daughter about my age.

Girl: So, do you think you'll become friends with her?

M Wall, she's not really into the same sorts of things as me. She's really keen on hip hop, for example. But she seems nice. Just hope they'll be as friendly as the people who used to live there.

Girl: Yee, they were great.

Boy: The new people have a gardening business and they've, offered to do our garden for us for free, Which is really kind of them - my parents are very pleased about that!

#### PART 2

## Questions 9-18

You will hear a boy called Ben giving a presentation to his class about a one-day environmental project he took part in.

Hi, everyone, I'm going to talk to you today about a really interesting project I took part in this summer. It's an event called One-Day Clean-up and its aim is to clear the world's natural environments of rubbish. The event is arranged by a charity which you may have heard of - World Cleaners is its name, it's a really worthwhile organisation.

I heard about its work from my neighbours who used to take part some years ago. I thought it would be fun and persuaded a couple of my cousins to come along with me, But it wouldn't matter if you took part on your own. You'd soon make friends with other people there. There are lots of volunteers and you get divided into teams for the day. Everyone in my team was really friendly.

Most of the people there were tespagers. We were a very international group in my team. Over half of the people them. were from Australia, like me, but there were also people from China, Thailand and the USA. The people from abroad were doing language courses over here and they said it was a great way to get language practice as well as do something useful.

Pretty much everyone on my team is planning to go to uni next year or the year after. One or two people are hoping to study medicine but most of us actually want to do geography. Perhaps we'll end up at the same uni. Oh, and a couple are planning to do zoology.

Most teams were working on the south coast of the country, but mine was working on the east. We had to pick up all the rubbish that we could find on the shore and you'd be arraized at how much there was. In just three hours we collected one thousand and seventy nine point five kilos. Would you believe it? The other teams collected a bit less each - but not that much less.

I must admit I thought it would be quite a disgusting job picking up lots of revolting trash, but it was actually good fun, I'd really recommend anyone to get involved next year. I'll certainly be there

At the and of the day we had a talk about the importance of the work we'd been doing. I was amuzed - and horrified - when they said that <u>rubbish</u> in the seas kills over a hundred thousand marine mammals and over a million seabirds every year. How dreadful is

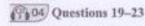
Sometimes creatures like sea turtles get tangled up in trash and die. Other times they may eat things that kill them. Plastic bags, for example, look a bit like jellyfish, which is what turtles particularly love to est. That's a big problem in the sess round here.

Anyway, it's all made me realise how important it is for everyone to be aware of the environment. I'm determined now to get my family. to recycle as much as possible, I hope you'll all do the same. It'll be worth it if we can make our seas safer for all those beautiful

So, if you'd like to join me taking part in this Day next year, it'll be on January 11th, Put it in your disries now. The focus on that day will be on getting rubbish out of rivers. There'll be a day later in the year, in June probably, and that will be devoted to cleaning up woodlands.

So, are there any questions?

### PART 3



You will hear five children talking about their favourite teacher.

Speaker 1

It's hard to say who my favourite teacher is because most of the ones at this school are pretty good. Maths is the subject I've always found hardest, but I think the maths teacher I have this year is my favourite teacher of all time. It's not because he tells lots of jokes like some teachers. It's just that he's really helped me - and all the other students in the class too - to see the point of learning his subject, Before we had him, none of us really felt that we'd ever use maths - apart from simple arithmetic, of course - in the real world.

#### Speaker 2

My favourite teacher teaches us geography. He tells us lots of interesting stuff about places all over the world and really makes me want to visit them and find out more. Oddly enough, he hasn't travelled a huge amount himself, but he still manages to bring other countries to life. I don't find geography a difficult subject. I just find It fun. But my gapgraphy teacher actually also did me a very good turn as far as physics is concerned - that's my absolute worst subject - he recommended a book his son had found useful and it really is brilliant, I started getting much better marks after reading it.

#### Speaker 3

Most people usually like the teachers who tell lots of funny stories and who aren't too strict in class. But I actually prefer someone who keeps me focused on the lesson and who makes me concentrate. on what I'm meant to be doing. I think that's why my history teacher is my favourite. Lessons go very quickly with him because I'm always so involved in what I'm learning. If anyone tries to mess about in class, he soon puts a stop to it and I must admit I'm not sorry about that. I've liked history lessons much more since he started teaching us.

#### Speaker 4

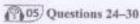
My favourite teacher is my chemistry teacher. He's about fifty, but he only started teaching a couple of years ago. He had a job in a pharmaceutical company before coming to our school and that involved going to lots of different countries. He aften tells us about. what he did there and we all really enjoy that, I've always been quite good at chemistry, but even the students who find it really hard say that they love his lessons. He teaches physics as well, but I'm not in his class for that, unfortunately - the kids who are say his classes. are really good fun.

#### Speaker 5

I have no hesitation at all about who my tavourite teacher is. My goal is to become a language teacher myself and that's all down to my Japanese teacher. He's really inspired me. I like him because his lessons are always so varied and interesting. It's a difficult language. to learn, I think, but we manage to have a great time while still. learning a lot too. I hope I can be as good a teacher one day as he is. Before I start teaching, though, I'd like to work abroad for a bit -

it'd improve my languages and would help me be able to show my future students how relevant language learning is.

#### PART 4



You will hear an interview with an archaeologist called Patrick Glasson, who is talking about his work.

Interviewer: With me in the studio today I have Patrick Glasson, an archaeologist. Patrick, What were you like as a kid?

Patrick: I wasn't actually particularly interested in archaeology. I think most people think that you're almost born to be an archaeologist. And I like to think that anybody who's played in a sandpit is a future archaeologist. But I thought I was going to be an artist. And I was good at it ... and because of this, when I was about fifteen, I was able to get a holiday job on an excavation, drawing the finds. Some of my work actually got published in a local newspaper story about the dig. I guess that's where the archaeology bug bit me. I became really interested in the history behind the objects that'd been found. So slowly I became more interested in them then I was in doing the drawings – but I have to admit, I still do all the drawings on my own digs.

Interviewer: Do you have a hero?

Patrick: I certainly do. Being a central Asian archaeologist, a specialist on ancient trade, my hero is a guy who lived more than 100 years ago. He was actually a geologist of that area. His name was Raphael Pumpelly, and he was interested in sort of the big picture of the world, and world history, how people used the world. That way of looking at things really appeals to me. It always surprises me that he hasn't received more of the fame that I think he deserves.

Interviewer: What do you daydream about doing?

Patricle: Actually, archaeology is a passion, so what we really like, what archaeologists generally like to do is keep thinking about new sites that we could begin to excevate, and what discoveries we might find there. But I guess the main thing for me personally is to imagine how I might one day be able to get to the bottom of one of those mysteries about how people lived in the past, you know find the answer to something that currently puzzles us all.

Interviewer: How would you describe a typical day in your working life?

Patricic I must say that archaeologists don't really have a normal day. Lapend a lot of time studying other people's writings, and many of the people who give me the most interesting ideas are actually archaeologists who might live in different continents, or even have lived at a different period. And when I write, which I try and do every week, I try and write so that people 50 years from now will still be interested in what I'm writing about.

Interviewer: You have two teenage sons. Do they ever go on digs with you?

Patrick: Certainly. Last year, for example, they spent all their summer holiday with me and my wife, who's an archaeologist too. We camped at a dig in Peru for two months and they loved it. They've both learnt some Spanish at school so they were able to get to know some local kids and that was what made it particularly special for them.

Interviewer: Do you think they'll become archaeologists too?

Patrick: Well, I suppose archaeology doesn't seem all that exotic to them as they've grown up with it. They both like helping out on digs, but are less keen on either reading up on finds or recording them carefully, which is essential, of course, if you're going to be a professional archaeologist.

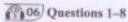
Interviewer: What's your favourite among all the finds you've made?

Patrick: Well, I was excavating a trade site on the coast of Egypt. The reason people built a town at this particular site was that it's a great trading place. It's a place where ships would come in. But it's so dry that everything's preserved. We found the house of a merchant there. He had warehouses where there were remains of many of the things he'd traded. And here was a reed mat in front of the house that was – amazingly – still preserved. I ploked it up, and undemeath was the house key the merchant had left 700 years ago and he'd hidden his key undemeath, thinking he'd return one day. And here we found it, it even had his name written on it. I felt as if I could actually see the man bending down to hids it there, it sent shivers down my spine.

## Test 6

## Audioscript

#### PART 1



One

You overhear two friends talking about a computer game. What do they agree about?

Boy: What do you think of Sam's new computer garne? You know, the one based on that Space Adventure film we saw last year.

Girl: Well, it's vary exciting to play, isn't it?

Boy: Yes, it is. Though I don't think it's as addictive as the original game. I'm not sure why. The graphics are miles before than the earlier ones, though.

Girl: That's right, You almost feel as if you're looking at a film with real people rather than a computer animation.

Boy: I know. I've never seen anything like it.

Tier

You hear a radio reporter talking on a nature programme. Why is he excited about what he saw?

Research biologist Glecomo Bernardi has shot some amazing film recently. He was able to get close-up pictures of an orange spotted tuskfish digging a shelflish out of the sand and then carrying it over to a rock. The tuskfish then repeatedly banged the creature against the rock in an attempt to break its shell and so help itself to a tasty snack. Although this kind of action is basic for humans, it is quite an advanced thing for fish to do, as it requires an element of forward thinking. Such behaviour has previously been reported but it has never before been captured on video.

Three

You overhear a teacher talking to a student.

What is she talking about?

I'm very grateful to you. Tony, for bringing those old coins in to, school lodgy. Don't forget to take them home with you tonight as I think they could be quite valuable and they could assily go missing if you left them here. Anyway, they really helped to bring our history class to life, I thought. And I was very impressed that you'd remembered to bring them along when all the other members of the class who'd said they could bring something in, forgot.

Four

You overhear two friends talking about a survey. What is the boy most surprised about?

Girl: Did you hear that news item this morning about a tree survey?

Boy: Yes, it said that 70% of city schoolchildren can't tell the difference between an ook tree and a willow tree.

Girl: That's right. And almost half don't know that the conkers they use in the conker game they play come from horse chestnut trees. I'm surprised, aren't you? I know loads of different trees.

Boy: Well, we live in the country, so I suppose it's easier for us. What got me was the way most kids seem to feel it's not important to be able to recognise trees and plants and stuff,

Girl: Oh, I'd say we need to know as much as we can about our environment.

#### Five

You hear a boy leaving a voicemail message. Who is he talking to?

Oh, hi there. Two friends from school and I had some juice in the café at your Stone Street branch this afternoon and I think I may have left my history textbook there. I hope you have got it as I need It for a lesson tomorrow and the teacher'll be furious if I don't have it with me. It's got my name inside - that's John Ticknell. My friend Anita lives next door and she's going to pop in first thing tomorrow morning to see if it's there.

#### Six

You hear two friends talking about a holiday. Why did the girl spend her holiday in the way she did?

Boy: Did you and your brother have a good time at the Media Camp?

Girl: Yes, it was great. We could choose what we wanted to do. He went for film-making and I chose poster design.

Boy: What made you decide to go there? Did your brother twist your arm?

Girl: Actually I persuaded him, I read about it in a magazine, I knew he'd be keen because he wants to make a career in the movie industry. I don't, but I was getting a bit fed up with always spending. the summer doing the same old things so I applied as soon as I heard about it.

Boy: I'm not surprised, it sounds fun.

#### Seven

You hear a local rudio story about a school project, What was the main aim of the project?

Children at Grantleigh School have just published a book about how to live healthy lives. The book contains a range of articles on diet and exercise, all of which the children wrote. It is illustrated with cartoons and photographs, and these were all created by the children too. The book is the end product of a project developed by Grantfeigh's headteacher with a view to encouraging the children. to learn through working together as a group. You can see some pages from the book and learn more about it on our website.

#### Eight

You hear a boy telling his mother about a football match. How does the boy feel about his friend Ben's performance?

Mum: How was football today, Charlie?

Boy: Good. We had a match with Swindown School. I scored.

Murr: Well donel is Ben's leg better? Could be play today?

Boy: Yes, he did well. His leg's back to normal. He didn't score but he set up two of our goals.

Mum: Triat's good!

Boy: Yes. Everyone thought he'd be quite slow as he hasn't played for a while, but he wasn't at all,

#### PART 2



Q 07 Questions 9-18

You will hear a girl called Sophie giving a presentation to her class about sharks.

Hi, everyone. For my biology project, I decided to focus on sharks. I was going to do elephants because my brother did that last year. But Mum suggested I should go for something different and my uncle said how about sharks. I've always found them guite Interesting so that's what I decided to research.

I got most of my information from the internet, of course. I tried a site called www.sharks.com, but it just had too much information. So then I Googled sharks and that led me to a great site called www.bigteeth.com. That's a good name for a site about sharks, isn't it? Anyway I got most of what I'm going to tell you about from that.

Sharks are such amazing creatures. They've been around for far longer than human beings. We've been on earth for no more than about 3.6 million years but for them it's 400 million years. They've been such good survivors that they've had little need to evolve in the last 150 million years.

They live on a diet of fish and see mammals like dolphins and seals. I was amazed to read that they sometimes even manage to catch. seggula. They also eat turties for dinner from time to time but I guess that's less surprising.

Actually, not all sharks are dangerous. Some of them are gentle giants. Curiously perhaps, the ones that are least likely to attack are the largest types. These include, for example, the whale shark or the megamouth shark. They actually feed on plankton, a tiny shrimp-like

There are lots of different types - hammerheads, tiger sharks, great whites which are said to be many people's favourites. But bull sherks are the ones I go for, I think they have such an attractive shape.

People often say that sharks are dangerous and are afraid of them. Yet only about ten people a year die from a shark attack and there are only around a hundred of those a year in all. So really we shouldn't fear them as much as we do.

While I was working on the project I read an interesting article about. them in an issue of Nature magazine. The article was called 'The Red List'

The title refers to a list of animals which are endangered and sharks are among them. As a result, an enormous area of the Pacific Ocean - an area eight times the size of Britain, in fact - has been made into a sanctuary for sharks. It's against the law to fish for them there.

After such a long history it would be very sad if they were to become extinct. The problem with sharks, however, is that they take a long time to become adult. This means that they don't have their young until relatively late in life. As a result, many are caught by fishermen before they've had a chance to breed.

So, before I show you some pictures, are there any questions?

#### PART 3



@ 08 Questions 19-23

You will hear five students talking about a music album,

Speaker 1

My favourite album has to be Black Coals by The Specided Band. I love all their work - they have such amazing voices - but this album is really special. The Specided Band write most of their songs themselves and the lyrics relate so much to my own life. One song in particular could have been about what happened to me last summer! That's what makes the album stand out for me, even though the music itself's pretty good too. If they ever do a four that comes anywhere near, here then I'd certainly do anything I could to get tickets for it.

#### Speaker 2

My sister gave me this album by Crocodile Tears. I love it. It's their second album and this one is at least as good as their last. This one is a recording of the show they did when they went on tour in the spring. I so wish I could have seen them then! The songs are mainly covers of other people's work but they sound quite different from the original versions, usually better in my opinion. There's, something about the way they sing - they just sound so haunting. Even my mum says she's never heard anything like it.

#### Speaker 3

Lusually go for the kind of music you can dance to and so my favourite album is this one by The Ferryboat. We played it all evening at my birthday party and everyone loved it. You can't make out the words very easily, but that doesn't matter as the instrumenta's are so strong - really unusual. The drummer in the band wrote some of the tracks himself and I think those are the strongest ones, they've got a fantastic beat. I like those songs more than the ones written by the lead singer, though my sister says she prefers those.

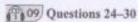
#### Speaker 4

This is an absolutely brilliant album. It's the third one by The Moonbeams and they just go on getting more and more interesting. each time. Their songs all have such great lyrics - they're really unusual and clever - and the words just match their tunes so wall. Some of the songs are great to dance to but I think I actually prefer the ones that you just sit around and listen to. And the cover of the album is just stunning too - such an original idea. It was actually designed by the group themselves - they met at art coilege, in fact.

#### Speaker 5

My favourite album? It has to be this one by The Cobras. It's got such a range of types of songs on it - some from popular shows, some that are good to dance to, instrumentals - they've got such a great drummer - as well as some with very unusual lyrics. Those are probably the ones I like most. They're the most original ones as they were composed by The Cobras themselves. They're thoughtful and have really catchy tunes. It's not a particularly well-known group yet, but I'm sure they're going to be really big. Their next. album is being released next month - I can't wait!

#### PART 4



You will hear an interview with an actor called Martin Raleigh, who plays the character of Tigerman in a new superhero film.

Interviewer: Today on our programme I'm going to talk to Martin Raleigh, star of the popular Tigerman series of films. Martin, you play a fearless superhero. Were you always interested in superhero films when you were a kid?

Martin: Yes, I grew up watching Superman and was fascinated by the way a man could fly. It was the first movie that left a huge Impression on me. But I wasn't the sort of fan with posters all over the walls or anything like that. It was always more about sports in our house - rugby, baseball, swimming. I was the only one of my brothers who was equally interested in the cinema.

Interviewer: The Tigerman books were written twenty years ago. Did you read those as a child too?

Martin: No, I didn't, though I know they were popular with several of my schoolfriends. I did read them while I was preparing to make the first film. I think I appreciated them then a fot more than If I'd read them as a child. They helped me get into the character. who's actually quite a complex person, unlike most of his film counterparts. I hope I've managed to bring some of his rather unusual qualities across in the series.

Interviewer: I read that you actually had quite an impact on the

Martin: Well, when I read the first couple of drafts I was really impressed by how the writing team had built up the tension. But I felt there was one particular character in the comic book who. was actually very funny and that wasn't really coming over in the script. There were a couple of scenes where I was able to help with that and the writers kindly took my suggestions on board but enormously improved on them, of course!

Interviewer: What's the hardest part of playing a superhoro?

Martin: Well, you have to be very fit to play the role, of course, but getting your body in shape isn't the hardest part. It's mastering the stunts that's actually trickiest - all that leaping, falling, turning and rolling you have to do. And I have to keep my brave cool superhero face on all the time. That doesn't always come naturally as some of the stunts are amazingly exciting - we do a lot of retakes!

Interviewer: You grew up in Canada. How was that?

Martin: I had a great childhood there. I grew up in Vancouver and I still go back there a lot as I have a lot of family there. I want to a very international school, which I enjoyed, but the best thing was the most fantastic countryside near our home. My brothers and cousins and I spent most weekends camping in the forest - going fishing and the like, And we had an old row boat we spent hours. messing around in. It was awesome.

Interviewer: So how did you get into acting?

Martin: Well, I'd never considered it, though I always loved going to the movies and the theatre. I studied Renature at university but never got involved in any student drama or anything like that. After graduating I fell into work as an assistant to a producer working on a musical comedy that was travelling round the country at the time. I stood in one night when someone was II and it just went from

Interviewer: What would you have done if you hadn't become a successful actor, do you think?

Martin: If I hadn't been lucky enough to succeed in this profession, I'm not quite sure what I'd have done. My dad was a police officer and he'd have loved me to follow him into that. My mum and all my grandparents are teachers, so that's kind of in the blood. Even so, neither of those jobs really appealed to me. My older brother has an import-export company and he always said that I could have a job with him, so I guess that's what I'd probably have done.

Interviewer: Thank you, Martin Raleigh.

# Test 1 Reading

#### Part 1

#### Task type:

A text followed by eight multiple-choice questions. Each correct answer in Part 1 receives 2 marks.

### Training

- In Get students to read through the text in pairs to get an overall view of what it's about. Then ask them to go through the questions and be prepared to give reasons for their answers.
- b When students have finished, encourage them to turn over their texts and try to summarise what they can remember,

#### Sample answers

I someone travelling, perhaps on holiday

2 near some islands, somewhere warm, (they're planning to go. snorhelling) with their family

3 go snorkelling - swimming underwater with a snorkel (a breathing tube) and mask

4 by boat

5 fine initially, and then windy

6 in fear of being seasick

2a/b Tell students to look carefully at the question - what was unexpected? Get them to talk about why the other three options are wrong.

C is correct. The boat rolled around because of the wind and the big waves. (A is wrong because although the writer began to fear he/she'd be seasick, this didn't actually happen; B is wrong because the group already thought the trip would take an hour, so it wasn't unexpected; D is wrong because it doesn't say in the text where they landed.)

- 3 Ask students to read the next section of text and compare their answers to the check questions.
  - I calm, clear blue water
- 2 onto a glass-sided boat to view some fish
- 3 beautifully coloured fish, all shapes and sizes
- 4a/h Students find the answer to the question, then compare with a partner. Get them to talk about why the other options are wrong

C is correct. The guide gave the fish some bread to encourage them to approach the boat. (A is wrong because although the water was clear, this isn't the reason the writer saw so many fish; B is wrong - it may be true, but it's not actually stated in the text, D is swong - it's true, but it doesn't answer the question.)

5 Ask students to find evidence of the writer's attitude in the text, then compare with a partner.

#### The writer is positive.

If had been worth giving up precious time ...

... we were keen to ...

We were buzzing with excitement ...

... we weren't disappointed ...

... a perfect and to our trip ...

6 Students find the answer to the question, then compare with a

B is correct. ... buzzing with excitement, wondering what kind of wildlife we'd encounter ...

A is wrong. (... it had been worth giving up precious snorkelling time to do the boat trip.)

C is wrong. (... we weren't disappointed - a shoal of tiny flamecoloured fish swam ...)

D is wrong, (... we were keen to get into the water ... but the writer doesn't mention how long they wanted to stay them.)

### Exam practice

Remind students that they should use the strategies suggested in the Tips!. Get them to look at the instructions and the title, so that they are clear what the task involves. Then give them a time limit to read through the text as quickly as possible - say, one minute. Then ask them to look at you when they have finished so that you get an idea of fast finishers and those that need to pick up speed. They can then quickly compare their ideas about the content before they start the

1 D It wasn't long before the rest of us suspected it was going to be pretty dull ...

2 B ... towns ... separated by miles and miles of empty road in between ...

3 A ... I thought longingly of my own house thousands of miles NEWEL

4 C ... feeding off the rather thin grass ... nothing else remained for the poor kangaroos ...

5.B They never knew what would happen from one day to the

6.4 ... they were transformed into fierce, snapping creatures that reminded me of ancient, terrifying dinosaurs ...

7 C ... they ran straight into the water to cool off ...

8 A ... I decided against getting too near and just settled for a photo instead.

#### Part 2

#### Task type:

A text from which seven sentences have been removed and placed in a jumbled order, with an extra sentence that does not need to be used.

Each correct answer in Part 2 receives 2 marks.

#### Training

 Ask students to think about how the different words in the Remember! box are used - what effect do they have? For example, time expressions can tell us about what time the writer is talking about, whether present, past or future. Pronouns can show that the writer is referring back to something already mentioned. Added information can be similar or contrasting, depending on the word used. Get students to explain why they have chosen particular words to fill the gaps, e.e. "He" in the first sentence refers back to "my brother'. This is picked up again in Exercise 3.

1 He, one 2 However / On the other hand 3 At first, then 4 This / It / That 5 currently 6 What's more ... / Besides this 7 Although 8 Next / Then / After that

## Test 1 Reading

2 Ask students to think about the function of the gapped phrases in Exercise 1.

a sentences 3, 5 and 8 b sentences 1 and 4 c sentences 2, 6 and 7

3 Students choose the correct sentence to complete the text. Get them to talk about why the other options are wrong.

C is correct - a contrasting idea is needed because of what follows, that we're now talking about something uncomfortable. (A is wrong because the pronoun after the gap - them - is plural. Aiso, it doesn't make sense - fylng down wouldn't look uncomfortable to us; B is wrong because the previous sentence has already said that pets love to be indoors. It also doesn't fit with what follows - lying down isn't difficult for them, as stated in the text before the gap.)

#### Exam practice

9 E 10 H 11 F 12 A 13 C 14 G 15 B

#### Part 3

Task type:

A text or several short texts preceded by 15 multiple-choice matching questions.

Each correct answer in Part 3 receives 1 mark.

### Training

1 Get students to read quickly through the text and then see if they can answer the questions without referring back to it. This will help them to see what information they have taken in. The more quickly students can retain the general content in their heads, the more quickly they will be able to do the task, as they'll know which of the several texts is the most likely to contain the information they are looking for. Encourage students to underline any key information that helped them to choose a text: this can be useful when returning to it later in the task to check answers. Students can compare line numbers in pairs to see if they have located the same information for each prompt.

1 lines 1-2 it was crowded and Jack queued for ages. 2 line 3 Jack was grateful that his teacher had got tickets beforehand, so they could avoid the queues: But thanks to our teacher we went past that bit ...

3 line 5 He's not a great art expert, or even that much of a fan. 4 lines 5-7 He was impressed by the pictures of people painted hundreds of years ago, and seeing one of the most famous paintings in the world.

2 Ask studenty to choose the correct sentence. Get them to talk about why the other options are wrong.

C is correct. He recognises that the exhibition is crowded and It's difficult to see things, but having said that, ... It was absolutely worth putting up with all that for the experience. (A is wrong although he mentions that there are a lot of people, he doesn't give the impression of being imitated by them; B is wrong - he has to look at the backs of people's heads, so we understand that he's behind them, probably having trouble seeing the art works, but he doesn't say that he dislikes this.)

3 Again, ask students to read through the text and see what they can remember, then answer the questions without looking. back at the text. If students struggle with this, they need to be encouraged to read in English outside the classroom as much as possible, for example simplified texts. Ask them to compare their answers in pairs.

1 line 1 If was the biggest (exhibition) I'd been to. 2 line 4 It got quite tricky to see what the audio guide was describing.

3 lines 5-6 She became so absorbed in listening that she bumped into a couple of people.

4 line 7 I picked up some really useful information, so I'd probably use a guide again.

4 Ask students to choose the correct sentence. Get them to talk about why the other options are wrong.

A is correct. Sophia was pretty surprised by the numbers of people using audio guides. (B is wrong - she doesn't say that she was pleased. The impression she gives is rather that it was difficult for her to see the ones she wanted (if got quite tricky ...): C is wrong - She bumped into a couple of people as she walked around, but luckily they didn't mind. There is no suggestion in the text that she felt embarrassed.)

### Exam practice

16 D Then we overtook everyone and headed immediately for the end of the park, where it was quiet, and worked backwards we missed a few queues that way, too.

17 C And to my relief we were allowed to go off by ourselves for a bit ...

18 B And we weren't disappointed. Once the ride took off, the massive loops and drops just forced us back in our sents ... 19 A ... for once my brothers and I forgot all about the stupid arguments we have with each other over trivial stuff. 20 A ... by the fourth day, we were getting a bit fed up with the constant race to fit in as many attractions as possible.

21 C ... go to the head of the queue for the rides, like celebrities. That was lucky - we could have wasted hours otherwise.

22 D Mum and Dad had even checked the forecast when they arranged the day - amazing.

23 B My family had insisted we sat down at home with the friends who were going with us and discussed who wanted to do what, so that we weren't wasting time fighting when we got

24 D I reckoned our friends were too polite to say what they really wanted, though.

25 A ... in the pouring rain - like we were sometimes on this trip! That was a pity as it meant we missed out on some of the rides. 26 B I still found myself shaking in the queue, but it was definitely from the thrill of what was to come.

27 A ... by the end of the trip we seemed to have acquired half the contents of the souvenir shops!

28 C ... the place was far more extensive than even my wildest dreams ...

29 D But it turned out they were just like us - especially when it came to wenting stuff from the souvenir shops? 30 B The roller coaster alone was worth the high entrance fee -

although my parents might not agree!

## **Test 1 Writing**

#### Part 1

#### Task type:

One compulsory question specified in no more than 70 words. Candidates need to write 120-150 words. Each question on this paper carries equal marks.

### Training

Note: Remind students that the email/letter in Part 1 can sometimes feature attachments such as a photo, timetable/schedule or advertisement. Abbreviations such as N.B., e.g. and etc. may also be included.

- 1 Although it seems obvious, it's important that students are clear that the email is written to them, in the role of the friend/student etc., if they are to 'frame' their answer correctly. Get students to read quickly through the email – perhaps with a time limit – and then discuss their answers in pairs. Encourage students to give reasons for the answers, where practical, e.g. how do we know the reader is going to travel by train?
- 1 The email is from Jo, to the reader.
- 2 It's from a friend. The language used is informal, e.g. It's great / See you soon!, and she uses contractions. 3 The reader is going by train to whit Jo.
- 2 Get students to offer different answers, which you can write up on the board.

#### Suggested answers

- 1 Thank you very much for offering to come and meet me. That's very kind.
- 2 I'd rather go shopping, as you've got some really big and weaknown shops near you.
- 3 Why don't we watch some DVDs? Or you could show me your new iPod and your computer games.
- 4 Should I bring a present for your parents?

#### 3b

- I Sarah thanks Jo and her dad for offering to collect her from the station, and gives them her travel details:
- 2 She'd prefer the harbour trip as she often goes shopping with her friends.
- 3 For the evening, she suggests watching some DVDs, perhaps comedy, or something else if Jo would prefer.
- 4 She asks Jo about what she should wear and what the weather will be like.

#### 4

- 1 Why don't we ... ?, If you want ..., I can ...
  21 think I'd profer to ... (She could also use 1'd rather ... than ...?)
  3 Do you think ..., What do you think?, Why don't we ... ?, Do you like ... ?, Can you tell me ... ?, Could you ... ?
  4 Thanks very much for ... -ing
- 5 Get students to cover the sentences so that only the functions are visible, and then ask them to come up with their own examples before they do the exercise.

2h 3d 4f 5a 5e 7b 8c

#### 6

1 so 2 which 3 so that 4 as

- 7 Using cut-up sentences can be useful for practising indirect questions. Give students the complete direct sentence on a strip of paper, and then supply the prompt, e.g. 'Could you tell use ...', and cut up the rest of the words needed to complete the indirect question (or statement). Ask students to put them in the right order.
  - f it will be cold
  - 2 where we're/we are going
  - 3 if your fown is very crowded
  - 4 how I can get back to the station
- 5 ill/whether you've/you have seen this film before

### Exam practice

#### Sample answer

Dear Loo.

It's great that you're finally coming to my town on Saturday. I'm really looking forward to seeing you too.

Unfortunately I can't come to the station because I'V still be at football practice, but my dad will be there to meet you. Mum's going to pick me up from football, so we'V all get home at about the same time!

We could do some things outside, like swimming or skateboarding, if the weather's OK, and we could also go into the town centre and look round the shops. It might be quite cool in the evenings, so I'd bring leans, T-shirts and sweaters if I were you.

The most interesting place in my town is probably the museum. It's in a lovely old building – and it has a great coffee bar there too! Why don't we go there during your stay?

See you soon!

## Part 2 (report)

#### Task type:

Choose one task from a choice of five questions. This training section focuses on the report, Candidates need to write 120–180 words.

Each question on this paper carries equal marks.

### Training

- After students have read the task, ask questions to check they understand what they have to do.
- 2-5 Get students to work together to make notes for each answer and develop their ideas. Then ask some pairs to share their ideas with the rest of the class.
- 6 Jaime's report is an example of an excellent answer. Students should underline popular, camedies, entertaining, adventure films, keep you on the edge of your seat, In my view, most suitable, social networking websites.

# **Test 1 Writing**

7e

#### Suggested answers

a in my view, football and skateboarding would be the best sports to provide as these would appeal to those who like team sports, and those who prefer individual sports.

b What I think we should do is to start an art club, as many people enjoy art but don't have the space or the materials at home, c it might be advisable to choose a fairly dark colour that won't get dirty too easily. Blue can look good on most people.

d I propose that we hold the party in the school canteen, as it will be easier to prepare food there and the floor can be easily cleaned if we make a mess.

8 Again, ask students to make one or two examples – perhaps about the context of the film club.

1 C 2 | 3 C 4 | 5 C 6 | 7 C

Phrases which Jaime uses in his report: The purpose of this report is to ..., To sum up, ...

### Exam practice

The sample uniwer is a good answer. Remind students they should try to keep within the word limit – the more they write, the greater the chance of errors. It's better to use the time to check what they've already written.

#### Sample answer

AFTER-SCHOOL CLUB

Introduction

Our school is hoping to start an after-school chili for everyone to do a sport. The purpose of this report is to make suggestions about a suitable sport.

Which sport?

in my view, football would be the most suitable sport for both boys and girls after school. There is already a foam that meets on Saturdays, but there are very few places available.

Where we could play

There is an excellent sports centre in town that the club could use because everyone could get to it easily. It has a football pitch in good condition. At the moment it isn't used an Wednesday evenings; so we could make enquiries.

How aften the club should meet

It is hard to know how after students will be free to play, so what I think we should do is to ask them.

Conclusion

On the whole I would say that if a football club is set up, it will be very popular.

### Part 2 (essay)

#### Task type:

Choose one task from a choice of five questions. This training section focuses on the essay. Candidates need to write 120-180 words.

Each question on this paper carries equal marks.

#### Training

In Ask students to quickly read through the task and then summarise what they have to do. Put as many of the students' suggestions as possible on the board.

#### Suggested answers

Question 1: living by the sea

Question 2: fun in summer, you can go swimming/sailing Question 3: not many people around in winter, back weather

 Note: Ralph's essay is an excellent answer. He has chosen to give his essay a title, but this is not obligatory.

T

1 many people 2 personally 3 what's more, in addition 4 on the other hand, although, but 5 so 6 for instance 7 all in all

4 Ask students to give their answers and as a class consider any alternatives they suggest.

1 Although 2 On the other hand 3 All in all / Personally 4 so / and 5 What's more / in addition 6 for instance

5 Again, if students suggest unusual answers ask them to justify their answer. Also, ask them to suggest different positive and negative contexts for any words in the 'it depends' box.

Suggested answers (other answers are also possible): Positive

sunny, healthy, lively, bright lights, peaceful, popular, within walking distance, perturesque, mild, stunning, superb It depends

amusia sould an exten

remote, wild, modern, vast, encient

Negative

freezing cold, crowded, polluted, stormy

6 Students could be asked to write a few lines from their discussion on each one.

# **Test 1 Writing**

### Exam practice

#### Sample answer

It's true that many people think a city is the lest place they'd like to live in. They much prefer the quiet peace of the countryside. However, the city has a lot to offer. There's piersty of entertainment, for instance – great shops and cafés everywhere, and clinemas and theatres to choose from. What's more, there are usually museums and galleries to spend an afternoon in.

On the other hand, the city can seem extremely noisy and poliuted, and at weekends it's so crowded you can't move.

I can understand why people might want to live far away in the middle of the countryside, but all in all, I'm afraid it's the oright lights of the city for me every time!

### Part 2 (article)

#### Task type:

Choose one task from a choice of five questions. This training section focuses on the article. Candidates need to write 120–180 words.

Each question on this paper carries equal marks.

### Training

- 1a/b Ask students to cover the notes in 1b and then make their own in pairs, based on the task in 1a. When they look at 1b, ask them how their notes compare with those on the page. Are there any additional ideas there that they could use?
- 2–3 Elicit student responses. You could put them in a spider diagram on the board; this can be a useful example to students of how to quickly plan their own answer before they start writing.
- 4 Get students to match the puragraphs in Anna's article with the questions in the task.
- 5 Students find the sentences containing the expressions in Anna's email, then complete the sentences which follow.

1 not saying 2 Believe it 3 seemed 4 used to hate I heted 5 no idea 6 make me 7 makes 8 can say

6 Remind students about the use of which to link sentences together when they want to add more detail.

1 cheered her up 2 made me cross 3 was quite scary 4 I found difficult to do 5 upset her

6 was very interesting

### Exam practice

#### Sample answer

#### People who've helped

There are many people who've helped me a lot in my life , so I think I'm very lucky.

For example, my parents have always given me lots of good achies - even though I haven't always taken iti

But there's one person who's always been there whenever I had a problem and that's my best friend, Marta. I met her on the first day we both started school, and we've been friends over since.

She's been there for me when I've had difficulties at school and in my personal life, on, as I know I can talk to her about anything. What's more, she always makes me foel great when I've been successful. When I won first prize in a competition, she bought me a huge ice cream!

Of course, I have other friends who help me too, but not like Marta.

All I can say is, life would be very different without her!

206 | Teacher's Notes Test 1

# Test 1 Use of English

### Part 1

#### Task type:

A modified cloze test containing 12 gaps and followed by 12 multiple-choice items.

Each correct answer in Part 1 receives 1 mark.

### Training

Verbs and/or the prepositions they take are often tested in Part 1. Exam candidates often make mistakes with these.

1 Ask students to complete Exercise 1, undurline the verbs which go with more than one preposition and then check their answers with a purtner.

1 manage, object, apologise, care, belong, apply

2 Insist, depend

3 combine

4 believe, succeed, result

5 approve, think

6 apologise, care, apply

Point out the difference in meaning between care to / care for and give an example of each, e.g. Would you care to come with us? and Vets care for sick animals (= look after). Ask students to try to do the same for apply to / apply for and apologise to / apologise for.

#### Extension

Ask students to write sentences using some of the verbs from Exercise 1.

2 Students complete the text with the correct verbs.

1 believe 2 objects 3 approve 4 results 5 apply 6 belong 7 succeeded 8 managed 9 combine 10 depend

#### Extension

Write the verbs from Exercise 2 on the board. Get students to close their books and ask them what they can remember from the text. Encourage them to use the verbs on the board, e.g. The writer's mother doesn't approve of what's in fashion.

3 Ask students to complete the exercise with a partner. Demonstrate that students should cross out the wrong preposition in each sentence. The key shows the correct word.

1 for 2 in 3 to 4 of 5 to 6 in

4 Students complete the exercise on their own, then check their answers with a partner.

1 to 2 with 3 on 4 at 5 to 6 on

#### Extension

After completing Exercise 4, ask students to make more sentences using these verbs + prepositions.

5 Ask students to do this exercise with a partner.

make: friends, progress, fun of someone, a noise, sense, notes, a mistake, a difference, your bed, a face at someone do: homework, a job, sports, the washing-up, your best, your hain! make-up

#### Extension

After completing Exercise 5, ask students to add more examples of their own.

Get them to start two lists in their vocabulary notebooks, and add to them every time they see an example of make and do.

The nouns in Exercise 5 can be written on flashcards and used to reinforce these collocations. Drill students by holding up one card at a time and getting them to say make or do.

6 Students complete the exercise on their own and then check their answers with a partner. When they have finished, ask students to add more nouns to the lists.

1 go 2 have 3 take 4 play 5 spend 6 pass

If students have difficulty adding more nouns, write these examples on the board and ask students to add them to the correct verbs:

go: swimming, sailing, riding, home have: a good time, a laugh, a break/rest, a word/chat/ conversation, a headache take: a chance, control/charge (of), an interest/pride in, sugar in your coffee, a deep breath, care, advantage (of) play: a part/role in

spend: your childhood/life pass: a new law

7 Students complete the exercise on their own, then compare their answers with a partner.

Suggested answers catch: a bail, a cold, a bus keep: a promise, a secret, a clary hold: hands with someone, your head up, the world record miss: the bus, your friends, a phone call save: money, time, a penalty

8 Demonstrate that in this exercise students have to fill in the correct verb (as in the first example) or the correct preposition (as in the second example).

1 up 2 look 3 take 4 in 5 out 6 up 7 fill 8 give 9 look 10 in

9 O Point out to students that the mistakes in these seatences are either that the wrong verb collocation has been used, or that the preposition after the verb is wrong.

1 made → fook 2 in → to 3 do → make 4 making → going 5 stayed → spent 5 have → go 7 to → in 8 practise → do 9 of → on 10 made → done

## Test 1 Use of English

10 Do the first question together as a class. Ask students the difference in meaning between stop, cancel and postpone. Ask students which preposition can be added to put to create a phrasal verb that means the same as portpone.

1 a cancel ib postpone ic stop id put
2 a associated ib appeared ic accompanied id attended
3 a continue ib remain in extend id repeat

### Exam practice

Part I tests mainly vocabulary, but knowledge of grammar will also help. The questions in this particular text all focus on verbs (as in the Training pages), but in the real test some questions are likely to contain nours, adjectives, adverbs, linking words or common phrases.

1 C (only result and lead are followed by prepositions, and lead is followed by to, not in)

2 D jornly place and part can follow directly after take, and although both can be followed by in, take place + happen, and so cannot be correct here.

3 A (only A and C contain the idea of delaying a time, but put would need to be followed by off to have this meaning) 4 D (only filled can be followed by in to have this meaning) 5 B (succeed is followed in +ing and arrive is followed by at:

a listing of the second of the

6.8 (we can say set up a project, deal with a problem, base something on an idea, but we say carry out a study) 7.0 (we say that we spend four hours doing something, but that

To the say that we spend rour hours down something, but that something takes four hours to do and something lasts four hours. It is possible to use pass intransitively (without an object), e.g. time passes slowly or the holidays passed quickly, but when pass moons spend, it is only used in the expression to pass the time (doing something).)

8.4 (we say that something enables someone to do something, but we fet someone do something (without the preposition fc). We ensure (that) someone does something, and we say that someone means to do something)

9.D (only concentrate is followed by the preposition on (think is followed by of or about). We say remember to do and consider something to be)

10 A (only attend means go to an event and needs no preposition to follow it. We say attend feasons but someone appears to be ( + seems) or someone appears (with no object). We say associated with and accompanied by)

11 C (only make collocates with progress)

128 (anly continue follows the structure verb + to + infinitive)

#### Extension

- 2 CIL Ask students to carry out a class survey of people's alceping habits. The following questions can be used, or students can compile their own list of questions:
- · How many hours a night do you sleep?
- Some people say the more sleep you get, the more you need.
   Is that true?
- Does the weather or the season affect how much sleep you need?
- Would you like to start the school day later? Why? / Why not?
- Do you dream when you're asleep?

 Why do you think dreaming could be an important part of sleep?

Students then write up the results of the survey for homework.

### Part 2

### Task type:

A modified open cloze test containing 12 gaps. Each correct answer in Part 2 receives 1 mark.

### Training

1 Work through the exercise with the whole class, drawing students' attention to that as an alternative for who/which and explaining how it can be omitted when it refers to the object of a sentence: the car which Joe built, the car that Joe built or the car Joe built.

f where 2 who 3 which 4 whose 5 why 6 when (defining relative clauses; that can be used for both people and things)

2 Students read the text carefully and then fill in the missing pronouns. Where two pronouns are possible, ask them to write both alternatives.

1 who/that 2 whose 3 where 4 When 5 which 6 who/that 7 why 8 which/that

 Check students understand the meaning of each linking expression before they complete the exercise.

1 due to 2 as well as 3 in apile of the fact that 4 so as to 5 as long as 6 whereas

4 Students complete the exercise with a partner.

1 together with 2 because 3 unless 4 despite 5 so that 6 Owing to

5 Students complete the exercise on their own and then check their answers with a partner.

Despite / In spite of
 din order to / so as to
 dowing to / due to / because of 5 as long as
 das well as / in addition to / 6 unless
 together with

6 Again, point out to students that if they read the text carefully first (without trying to fill in the gaps), it will make it easier to answer the questions. Building up an understanding of a text is a useful skill for this part of the test. Exam candidates often fill in Part 2 gaps with words that may fit grammatically but that are not correct because they do not fit with the meaning of the text.

1 BOTH 2 ONE 3 THE 4 MANY 5 A 6 SOME 7 MOST 8 THE 9 NONE 10 A 11 ALL 12 EVERY 13 MUCH 14 THE 15 AN 16 ANY

# Test 1 Use of English

#### Extension

Give students the task of designing a poster to promote a holiday to India. Their poster should include 1) comments from others who have already been on this holiday (like those of the girls in the text) and 2) language to persuade people to go on this holiday, e.g.

India – an exciting place to visit
A wonderful experience for all the family
See some of the most amazing sights in the world
Don't like Indian food very much? Think again!

7 Students read the sentences and identify the correct form in each question.

f some 2 is 3 a 4 who 5 year 6 any 7 whose 8 comptain

### Exam practice

13 WHO/THAT (this is a defining relative clause, so who and that are both possible for referring to a person)

14 IN (the purpose of using the wood was to build different parts) 15 MANY (refers to the number of parts - as many as possible) 16 WELL (linking expression which adds an idea to the end of a list) 17 NOT/NEVER (the next sentence explains what his real aims are, so persuading people that cars should be made of wood was not his aim. Never is also possible as if means not ever)

18 WERE (the sentence needs a main verb)

18 AN/ONE (an article or quantifier both fit here). 20 SO (a linking expression is needed here – the purpose of

20 St (a warms) expression is reacted received the propose of sponsorahilp is to enable companies to use his ideas).
21 A (an indefinite article – we don't know exactly how long).
22 OF (contrast between the material and the length of time if

could last)
23 ALL (describes how much of the day (all day) and collocates
with long (all day long))

24 MORE (comparison between damage to a normal car and damage to this car, if there was a fire)

#### Extension

Ask students to write a paragraph of their own (e.g. about a business they would like to start, or a review of a holiday they have been on) and ask them to remove one of the grammar words from each line. Students exchange texts with a partner and try to fill in the gaps.

### Part 3

#### Task type:

A text containing 10 gaps. Each gap corresponds to a word. The stems of the missing words are given beside the text and must be changed to form the missing word.

Each correct answer in Part 3 receives 1 mark.

#### Training

Students complete the exercise in pairs.

1 impatient 2 immature 3 irresponsible 4 incomplete 5 unable 6 incorrect 7 untidy 8 irrelevant

#### Extension

Get students to produce more examples of adjectives that take the prefixes -un, -ir, -im and -in. Remind them that -ir often precedes adjectives beginning with the letter 'r', and -im often precedes those that begin with the letter 'm'.

2 Students complete the exercise on their own and then check their answers with a partner.

1 undo 2 disapprove 3 misbehava 4 misunderstand 5 distilies 6 uninstall

3 Students complete the exercise on their own or in pairs.

1 drinkable 2 wanted 3 obviously 4 moody 5 hopeful 6 original 7 excitament 8 selfish 9 friendship 10 nationality

#### Extension

Write more words (in rundom order) on the board that take these suffixes, and ask students to work in pairs to group them under the correct suffix.

4 Ask students to complete as many of the questions as possible on their own, then ask them to use a dictionary to find any answers they don't know.

1 trendy 2 children 3 relationship 4 cheerful 5 actually 6 logical

5 Check that students have identified the correct part of speech before they form the missing word. For question 4, point out that the verb form are means that a plural noun is required here.

1 mount childhood 2 nount skiing 3 adverb; widely 4 plural nount artists 5 nount weight

#### Extension

Bring students' attention to other words that can be formed with the suffix -hood, e.g. parenthood, motherhood, fatherhood, neighbourhood.

6 Draw students' attention to the Advice box regarding spelling changes.

1 happiness 2 beautiful 3 tidily 4 natural 5 sensible 6 sensitive 7 comparison 8 tunny 9 sunny 10 fitting

7 Students can use a dictionary to help them complete Exercises 7 and 8.

1 d 2 a 3 a 4 c

8

1 employer 2 employee 3 employment 4 unemployment 5 employed 6 unemployed

#### Extension

Ask half the class to write sentences using the words formed from compete in Exercise 7, and the other half of the class to write sentences using the words formed from *employ* in Exercise 8.

# Test 1 Use of English

9 Students should be encouraged to record new words with their parts of speech to build up a bigger picture of how words change with affixiation.

#### Suggested answers

act: acting, actor/actress, action, active, inactive, actively attract: attraction, attractive, unattractive, attractively, unattractively

help: helper, helpful, unhelpful, helpfully, unhelpfully, helpfulness courage: courageous, courageously, encourage, encouraging, discourage, discouraging

succeed: success, successful, unsuccessful, successfully, unsuccessfully

bore: boring, bored, boredom.

### Exam practice

25 appearances (noun, suffix -ance; note that several indicates a plural is needed here)

26 achievements (noun, suffix -ment; note the expression a growing list of indicates more than one, therefore a plural is required)

27 modelling/modeling (nown, suffix -ing for the type of work or activity; note that in UK English there is often an extra " added, but the US English spelling modeling would also be acceptable. Another example of this is programmer/programer)

28 successful (adjective, suffix -full; note that -full (double "") is only used in adveros (successfully) and the expression full of samething)

29 agency (noun, suffix -y; note 't' in agent changes to 'c')

30 unlikely (negative adjective, prefix -un)

31 professionally (advert), suffix -ally; note there are two changes required here - profession - professional - professionally) 32 surprising (adjective, suffix -ing, drops 'e' in surprise)

33 height (noun, an informal spelling change is required, i.e. high -height)

34 expensive (the answer describes schools, so is an adjective: suffix -ive, drops 'e' in expense)

### Part 4

#### Task type:

Eight separate questions, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key word'.

Each correct enswer in Part 4 receives up to 2 marks.

### Training

Exam candidates often make mistakes with -log and to + infinitive forms. Encourage students to record in their vocabulary notebooks examples of verbs that take -log and verbs that take to + infinitive. These verb forms can be reinforced by asking students to produce sestences (either in class or as a homework exercise) showing their use.

Students complete the exercise in pairs.

Verbs + -ing: enjoy, involve, mind, disilles, deny, suggest, avoid, finish, consider, risk, delay, practise

Verbs + to + infinitive: decide, hope, plan, tend, refuse, promise, pretend, afford, offer, fall

Verbs + -ing and to + infinitive (no change in meaning): intend, start, like, prefer, continue

2 Go through the example with the whole class, checking that students understand the difference in meaning between remember to do and remember doing. In pairs, students then try to work out the differences in meaning in each pair of

I a I tried to open the window but I couldn't open it. (= to attempt to do something)

 b I opened the window (because it's hot in here) but it didn't make a difference. (= to do something in order to see if it is an effective or helpful solution)

2 a First they had a training session and after that they had a proper match: (= to do one thing and then to do something different)

b The team were playing, then the referee blew his whistle, and three of the team continued to play. (= to do something and to carry on doing the same thing)

3 a I'm sorry to give you the news that the concert is cancelled. (= I'm giving you had news now and I'm sorry for that)

b I'm sorry that I gave you the news that the concert is cancelled because this has upset you, (= I'm sorry about something that I did before)

4 a He worked for an hour, then he stopped work and had a break. (= to stop doing something in order to do something else) b He takes too many breaks during the day; this is a bad habit and he needs to stop doing it. (= to stop doing something you are siready doing, or are in the habit of doing)

5 a It's important that you take your phone with you. (= I'm telling you to do this.)

b Someone needs to charge your phone (= I'm felling you that something should be done but I'm not saying that you have to do it).

#### Extension

The verb forms in Exercises 1 and 2 can be reinforced by giving students a choice of writing task, e.g. write the first part of a story or write the introduction to an article, using as many of these verbs as possible.

3 Ask students to rend each sentence carefully before selecting the correct verb form.

1 waiting 2 to walk 3 sitting 4 caring 5 to go 6 looking 7 phoning 8 to be 9 lending 10 thinking 11 doing

#### Extension

Write further sentences that contain -log / to + infinitive errors and put them on the board or on photocopied sheets. Divide the class into teams and ask them to correct the errors. The first team to correct all the errors appropriately is the winner.

## Test 1 Use of English

4 Revise the basic rules for comparatives and superlatives;

adjective + -er more + adjective the + adjective + -est the most + adjective less + adjective + than the least + adjective

Point out how far, much and not nearly can be used to stress a greater difference between two things. Students then complete the exercise on their own and check their answers with a partner.

1 more slowly than 2 the most enjoyable 3 the older 4 far more difficult than 5 much better than 6 not nearly as funny as 7 less worried than 8 as expensive as

5 Students complete the exercise in pairs. They should use a dictionary to help them if necessary.

1 g 2 b 3 f 4 k 5 j 5 h 7 a 8 d 8 i 10 e

#### Extension

1 Ask students to write a sentence for each of the phrasal verbs in Exercise 5, either in class or for homework. Give them an example to start them off, e.g. When I grow up. I want to be rich and famous. Ask them to repeat the sentence opening, and then complete the sentence with their own ideas.

#### Exam practice

Remind students to:

- think about which grammar point they are being tested on (e.g. plurasal verbs, the -ing form, comparatives)
- · decide what kind of word the key word is (e.g. a verb, noun, adjective) and what should follow it (e.g. a preposition, an -ing form) or what should come before it (e.g. the to + infinitive
- look out for any vocabulary changes necessary (e.g. always remember - never forger). Other changes could be a verb to a phrasal verb (e.g. leave → set off) or a linking expression (e.g. as well as  $\rightarrow$  in addition to).

Note: "I" shows where the answer is split into two parts for marking.

35 does not (or doesn't) intend | to join (intend is followed by the to + infinitive form.)

36 nearly as (or so) | expensive (this is the comparative form as ... as. The negative not indicates a need for the opposite of cheap. NB Synonyms for expensive would also be allowed, e.g. dear,

37 take care | of hersalf (this is the phrasal verb to take care of someone. The lead-in sentence is direct speech, so myself has to be changed to herself in the second sentence. NB care for | herself would also be acceptable).

38 of | going to (instead is followed by of + -ing form; going is followed by to in order to be a synonym for visiting. NB of | going to visit would also be acceptable)

39 faster runner | than (this is a simple comparative, but the verb run has to change to a noun)

40 can't afford | to buy (or get or give) (can't often precedes afford, and the to + infinitive form follows afford. The word her after the gap indicates that it isn't enough to write can't afford on (Its own.)

41 is responsible | for motivating (this is the expression to be responsible for something/doing something)

42 no point (in) asking (this is the expression no point doing something. The negative not (don't) in the lead-in sentence becomes no before the noun point. The use of in is optional, but point or point in most both be followed by the -ing form)

# **Test 1 Listening**

#### Part 1

#### Task type:

Eight short unrelated extracts from monologues or exchanges between interacting speakers.

Each correct answer in Part 1 receives 1 mark.

### Training

Encourage students to listen to as much spoken English as they can—on the internet, or using simplified stories with CDs, for example. Ask students to read and summarise each text in pairs. Then ask one student in the pair to read the text while the other one listens, and looks at the options. How much harder is it to actually listen than to just read the texts?
Remind students to mark in the text where they found the

1 B (My boss is very nice. I'm just doing a few hours here on Saturdays to earn myself some money ...)

2 A (I'm on my way there now - I've just got on the bus)

3 B (I really appreciated all your help)

4 C (... at least I won't be having another party for a while now - I was really nervous before everyone arrived, to be honest!)
5 B (You were right about the rock band that played in the film, though. They looked as if they were straight out of the 70s - just didn't go with the film at all)

2 Students answer the question, then compare with a partner.

AI

B (1)

3 Make sure students have read the question and the three options before they listen to the recording. Get them to discuss their answers in pairs.

B (A is wrong because the new blke is actually more complicated to ride, not easier, because of the gears which he hasn't got used to yet. C is wrong because the seat is a bit hard – so it's not more comfortable.)

### Exam practice

Remind students to read quickly through all the questions and options before the recording starts, to give them time to consider what it is they're about to listen to.

1.4

2 C (The snow covered the trees last year, so they went to somewhere like a forest. But this time they're going to the sea (= coast), where there'll be nowhere to sheller.)

3 8

4 C

5 A

6 4

7 B (A is wrong because he says his team 'deserved to lose.' C is wrong because 'in the end the better learn won', i.e. not his team,)  $\theta$  C

#### Part 2

#### Task type:

A monologue or text involving interacting speakers with 10 sentences to complete.

Each correct answer in Part 2 receives 1 mark.

#### Training

Ia/b In pairs, encourage students to look at other sports mentioned in the text and to explain why they are not correct. Then ask for one person in each pair to read the text aloud while the other one listens to where the key comes in the text.

The key is basketball, James also mentions rugby and fennis: he also plays those, but not as much as basketball at the moment (I'm playing that (basketball) more than anything else right now ...).

2a Get students to speculate on the word that could fill the gap. His friends? Family? Classmates? What other possibilities are there? Get them to discuss their answers in pairs.

The key is brother, James monitions that his mother always goes, with his sister, but that his father always works late, so he can't attend (in the evening).

b Students listen and complete the information about James's family members.

his father; at work; his sister; at the match; his mother, at the match; his brother; away at university.

The word which introduces contrasting information about Jan

The word which introduces contrasting information about James's brother is 'but'.

3a—e Get students to think about what kind of word is needed, and what the meaning of it might be. The word has to be a noun, and the kind of place where sport is played. Then ask them to listen and compute their answers, and discuss any other possibilities they came up with.

leisure centre (The school pitch couldn't be used as a lot of spectators were expected, and the children's playing field was where he practised before the tournament.)

### Exam practice

9 parents (A youth club trip is also mentioned, but Lorna was sick and unable to go.)

10 harbour / harbor

11 four / 4 weeks

12 liquid(s) / liquid food

13 salmon

14 (sandy) beach (the rock doesn't sound so nice to Lorna)

15 (kind) fishermen

16 Underwater / Under Water (Lorna says she can recommend the food there, but didn't get to try the food at Waves due to the queue.)

17 (birthday) party

18 penguins

## Test 1 Listening

### Part 3

#### Task type:

Five short unrelated manologues, with five multiple matching questions.

Each correct answer in Part 3 receives 1 marks

### Training

1 Check that students understand the meaning of all the words in the box. Then ask them to choose a word from the box, and without saying what the word is, give an example to their partner of when someone might feel this way. Their partner has to guess the word.

1 surprised 2 embarrassed 3 disappointed 4 annoyed 5 confident 5 relieved

2a/b Ask students to cover the text and listen. Get them to note down at which point in the text they got the answer, and then compare with a partner. Did they both get the answer from the same part of the recording script? Now ask them to read the recording script to see if they were correct.

E She was surprised at the storyline, as it wasn't what she'd expected. (A is mentioned, but is wrong - she wasn't bored by the length. She says it was a 'bit long, but great'; B is mentioned, but is arong - she wasn't disappointed by the ending as it turned out (wappily.)

A He was bored because of the length of it - he actually says, "It did go on a bit. I'd kind of lost interest by the end." (B is wrong - he says the ending was a lot better then everyone said; C is wrong he'd expected great performances, but that aidn't happen.)

#### Exam practice

19 E She'd imagined there'd be water sports, but they were out of the question because of the weather. (D is wrong - she wasn't disappointed with the activities; A is wrong - she enjoyed spending time with her cousin, but finding fessils, not catching up on news.) 20 C He was wondering how they'd all fit into the house, but they had bedrooms to spare. IF is wrong - he was worried about getting to the shap, not the house; B is wrong -they took a friend, so he didn't mention making new ones.)

21 A Being away with her older brother and sister gave [them] the chance to chat, so she was able to catch up on their news. (B is wrong - she missed her friends, but she didn't make new ones: D is wrong - she enjoyed the sports on offer. If was her performance that was awful, not the activities.)

22 D He'd taken a camera to get photos, but apart from that ... there wasn't a lot going on. (C is wrong - the house was huge, but that was just as ... Dad had promised, so it wasn't a surprise; B is wrong - his friends were impressed by his photos when he got back to school, but he didn't make new friends on holiday.) 23 F They had to travel across the lake by boat, and it was windy as they left, so everyone wondered how it'd be on board. (B is wrong - there were no feenagers to hang out with, so no chance to make new friends; A is wrong - afte sat and chatted with her family. but she doesn't say she caught up on their news.)

#### Part 4

#### Task type:

A monologue or text involving interacting speakers, with seven multiple choice questions.

Each correct answer in Part 4 receives 1 mark.

#### Training

 Get students to check any new words in their dictionaries, and record any new ones.

To practise the words, they could each give examples without revealing the word, which their partner then has to guess.

#### Suggested answers

1 complain/criticise (expansive ... the strap's fallen apart).

2 criticise (predictable)

3 persuada/convince (Go on - you'll love it...)

4 admire (fantastic)

5 prefer (I'm not sure I want ... this one's much nicer.)

6 deny (It ... wasn't me ...)

7 insist (You must come ...)

8 advise (If I were you ...)

2a/b Check students understand the menning of 'give up' before they do the tank. Which word does it match in the recording (stopped)?

B is wrong because Maria says 'It wasn't as though my teachers were unhappy' /i.e. with her progress).

C is wrong because although Maria's coach was worried at first, he then realised she was fine and let her continue playing.

#### Exam practice

25 B (A is wrong because Tom says that although he gets discouraged if things go wrong, he just tries even harder - he doesn't give up; C is wrong because Tom admits he's impetient to improve and wishes there was an easier way.)

26 A Tom mentions the benefits that are in both B and C, but the real plus for him is that he can take them in his pocket to practise whenever I've got a minute (i.e. they're convenient to carry).

27 C

28 A

29 B

30 C

## Test 1 Speaking

#### Part 1

#### Task type:

A conversation between the interlocutor and each candidate. Candidates are assessed on their performance throughout the 14-minute test.

### Training

Make sure students understand they will be taking the speaking test in pairs (or in a group of three if there is an uneven number of candidates), and that there will be two people in the room – the interfocutor, who asks the questions, and the assessor, who writes down their marks.

 Students fill in the missing words in the sentences below the pictures.

1 marksheet 2 name 3 two 4 morning 5 takes 6 won't

2 Tell students that the examiners want to bear them use plenty of English. One- or two-word answers are therefore not enough. Students work in pairs to decide which are the best answers to the three questions.

1 / 2 x 3 / 4 x (not a full enswer) 5 / 6 / 7 / 8 / 9 x (lacks grammatical structures and linking of ideas) 10 /

3 Tell students they do not lose marks if they ask the examiner to repeat a question.
Students fill in the missing words and check their answers with

1 Sorry, again 2 catch 3 mind

4 Students complete the exercise in pairs.

f because, and also 2 but, such as/like

a partner.

3 The reason is, so

4 but often. As well as that

#### Extension

Pairwork: Give students topic headings (e.g. television, music, family, holidays). Ask pairs to write three or four questions they might be asked on each of these topics. Remind them to write questions using present, past and future tenses.

Students then work with a different partner to ask and answer questions.

Groupwork: Students role play meeting new people at a party. Their objective is to find out as much as possible about the other people they meet.

Whole-class activity: Monitor students during the pairwork (and) or groupwork) activity. Write the most appropriate questions on the board and discuss the best answers.

#### Part 2

#### Task type:

An individual 'long turn' for each candidate, with a brief response from the second candidate.

Candidates are assessed on their performance throughout the 14-minute test.

### Training

1 Students fill in the gaps in the sentences below the photos.

1 two 2 one 3 differences 4 question 5 listens 6 interrupt

2 Make sure students understand they mustn't describe every detail in the photos. They need to compare the photos by talking about what's similar and what's different.

1 while/whereas/but 2 could/might 3 perhaps/maybe 4 look/seem

Students fill in the gaps and check their answers with a partner.

1 i'd I prefer to/I'd rather 2 it would be 3 more enjoyable 4 would choose

4

a Carelidate A has to compare the photos and say what might be enjoyable about being a zoo ver and being a wildfife photographer. b Candidate B has to say which of these jobs he/she thinks would be more difficult.

5

The expressions which Cristina and Marco use are underlined in the transcript on page 187.

6 Write on the board those expressions which students have noted down, then add any which they have missed.

I'm not sure, probably, because, And also, are similar because, may be, though, I'd say that, I don't really know but, On the other hand, for example

### Exam practice

#### Task A: Candidate A's photos

Both photos involve young people practising instruments, but one is a formal situation with someone having a piano lesson with a private teacher and the other is a group of friends playing in a band in someone's garage; the kinds of music they're playing is probably different – the girl is playing classical music, whereas the friends are on guitars and drums so you imagine they're playing rock music; the girl's teacher looks quite serious and she's probably finding it difficult to play the piano well, whereas the friends are probably just playing for fun.

# Test 1 Speaking

#### Candidate A's question

The band members look as if they're enjoying themselves, whereas the girl is probably concentrating and she might be feeling stressed because her teacher is watching her and she doesn't want to make mistakes.

#### Candidate B's question

Name an instrument and give a reason why it would be good to start learning it (e.g. you could play it in an orchestru/band; listening to music is enjoyable but playing it is better). Or, give a reason why you wouldn't like to learn to play this instrument (e.g. you have to practise a lot in order to become very good; I'm already learning the piano and that takes up a lot of my time).

#### Task B: Candidate B's photos

They both show teenagers on holiday with friends, but one is a winter holiday in a ski resort and the other is a camping holiday; in both pictures they look as if they're having a great time, but the group skiing are probably having a much more energetic holiday than the campers; the campers are probably spending their time fishing, sitting round the campfire, playing music and maybe even singing whereas the other group are in the mountains spending their time doing winter sports and they might be having lessons; the skiers look like they're staying in a cosy chalet or hotel so they can get warm at the end of the day and also sleep comfortably, while the campers have to sleep on the ground which might be uncomfortable and maybe it's cold at night, too.

#### Candidate B's question

They all look like they're enjoying having a holiday with friends doing what they want to do and spending time outdoors.

#### Candidate A's question

Identify one of the photos and give a reason why you would prefer to visit this place (e.g. I'll prefer to go camping because it's fun to spend time outdoors and sleep in a tent). Or give a reason why you wouldn't like the other place (e.g. I've been skilng before and I didn't enjoy it because I kept falling over and I got cold and wet).

#### Extension

Give each pair of students a colour magazine and ask them to make two task sheets. For each task sheet, they should select and cut out two pictures which are related by theme. (Or task sheets could be prepared by the teacher before the lesson.)

Ask students to name the flome and write an accompanying question, e.g.

What are the advantages and disadvantages of (...)? What might the people find interesting about (...)? Why is (learning to play an instrument) important to young people?

Students then work with a different partner, taking turns to try out their partner's task sheet. The listener writes down any good vocabulary/phrases that their partner uses when comparing the pictures.

The task sheets can be collected in and used again in later lessons.

### Part 3

#### Task type:

A two-way conversation between the candidates. Candidates are assessed on their performance throughout the 14-minute test.

### Training

1 Students fill in the gaps in the sentences below the photos.

1 bookfat 2 ideas 3 listen 4 partner 5 decision 6 politely 7 same

2 Students work in pairs and put the expressions under the correct beadings.

Starting the discussion: Are you ready? / Shall I go first? / Do you want to begin? / Shall we start with this one? Making suggestions: What about ...? / What do you think about ...? / So, let's ... / Why don't we ...?

#### Extension

Ask students to add other expressions to the lists in Exercise 2.

#### Suggested answers

Starting the discussion: Do you want to start, or shall 17 / is it OK if I start? / Let's begin with this one, shall we? Making suggestions: How about ...? / Maybe we should ... / Shall we ...?

3 Students work in pairs and put the expressions under the correct headings.

Disagreeing politely: I know what you're saying but ... / I'm not so sure about that, / I think it might be better to ... / Yes, but ... Agreeing: I think you're right. / I feel the same. / That's very true. / Good Idea.

#### Extension

Ask students to add other expressions to the lists in Exercise 3.

#### Suggested answers

Disagreeing politely: I know what you mean but ... / I don't really agree. / Another way of looking at it is that ... Agreeing: I agree (completely), / That's right, / Absolutely.

1 make 2 come 3 shall

a things students do after school

b say why these activities may be important for students and which two activities you think are not important

## Test 1 Speaking

6

If You 2 Yes 3 Yes 4 No (not the teenager texting)
Note: students won't automatically lose marks if they don't discuss
every single picture, as long as they speak for 3 minutes.
5 Yes 6 No. They only agree on one activity (going to a cafe) and
they disagree on the second (Marco chooses helping with tasks
at home and Cristins chooses playing computer games). Note for
teacher: it is not assential for candidates to reach a decision, or to
agree on their choices. It is more important for them to discuss the
picture prompts fully.

7 Write on the board those expressions which students have noted down, then add any which they have missed.

Expressions similar to or the same as those in Exercises 2, 3 and 4 are underlined in the transcript on page 187.

### Exam practice

Students do the exam practice task in pairs or groups of three. Before they do the task, make sure they understand the tips on pages 59 and 60.

### Part 4

#### Task type:

A discussion on topics related to Part 3.

Candidates are assessed on their performance throughout the 14-minute test.

### Training

1 Students fill in the gaps in the sentences below the photos.

1 written 2 six 3 three 4 first 5 answered 6 agree 7 prodict

2 Students should be aware that the examiner is looking for a variety of function words to express opinions. They should be discouraged from overusing 'I think'. Students complete the exercise, then check their answers with a

1 think/feet/guess/reckon/bellove 2 say 3 seems 4 opinion 5 way

3 Exam condidates often fail to extend their answers by justifying their opinions.

Do the first item together in class. Students then complete the exercise by reading the questions and opinions and then matching them with the correct reasons from the right-hand column.

1 c 2 / 3 e 4 a 5 d 6 b

5

#### Suggested answers

4 Should every student have to do sport? I think exercise is important throughout your life so in my view sport should be on the school timetable. I in my opinion, you can do sport in your free time. School is for learning more important subjects.

5 Should the school day be longer to give students more holiday?

That might be a good idea. After all, everyone loves the holidays. I I'm not sure that would be a good idea. Most people love school holidays, but it might be boring to have longer holidays. And it would be harder to go back to school after a long break. 6 Why is it a problem if students don't have anything to do after school?

If they've got nothing to keep them busy then they might do stupid things. I Actually I don't think it is a problem really, because there's always nomething to do even if it's only wetching TV.

### Exam practice

Students do the exam practice task in pairs (or groups of three). Hefore they do the task, make sure they understand the tips on page 62.

#### Suggested answers

If No, they're not really interested in reading about school life, I Yes, they'd like to need about their friends and what's happening at school. I Yes, we already have one and it's popular with students. 2 Students, because they know what their friends are interested in reading about and it's good to feel involved in school life. 3 Someone has to be in charge and check the magazine because people might write things that aren't true or aren't very nice. Also people might quit so there might not be enough people to help. 4 Yes, it's a good way to communicate with students in a big school. Teachers can set us homework unline, or send us important messages. I No, because not everybody has access to a computer apart from in lessons. Also, you might forget to check it and then you might man important information.

not everyone gives the letters to their parents; and sometimes they post things.
If Joining sports teams is a good thing to do, You get the chance to represent your school in sports competitions, and you keep lif at the same time.

alerts, and sometimes they send letters home with students (but

216 Teacher's Notes Test 1 Speaking Part 4

# Test 2 Reading

## Part 1

### Task type:

A text followed by eight multiple-choice questions. Each correct answer in Part 1 receives 2 marks.

## Training

1 Get students to compare their answers. Ask them what information they might expect to find in each text. For example, A Lucky Escape could be part of a novel (fiction) or hiography (fact), with information about how someone got away from a dangerous situation.

The Life of a Butterfly could be part of a textbook or a magazine article. It's likely to be factual, with information about where butterflies live, food, eggs and caterpillars, colours, dangers to survival. You could introduce habitat and caterpillars if

The Marinda Ski Resort could be a review or a novel. It could be fact or fiction, with information about facilities, location, or sports available.

2a Get students to read through the text and discuss their answers, Ask a few pairs to suggest a title and write some good examples.

it could be either fact or fiction, and might be found in e.g. a school magazine, a novel.

b Encourage students to read the options carefully first. Which ones are true, according to the text? Now ask them to read the stem - the incomplete sentence. Which ones are still correct? Reading the stem carefully is important, because all the options muy appear to be true. In this case only C is what Jake was disappointed about.

## C

3a Get students to compare their sentences.

b Write up options A-D (below) for students to read, and ask them which one is closest to what they have written. Again, all the options mention things at the exhibition, but Jake liked the ride the best.

A going on one of the rides there; B visiting a magic show; C tasting different food; D seeing the displays lit up

A I was far more interested in a giant wheel ... and it lived up to its promise.

4 Ask students to compare and explain their answers.

## Exam practice

1 C 2 D 3 B 4 A 5 B 6 A 7 C 8 D

## Part 2

#### Tank type:

A text from which seven sentences have been removed and placed in a jumbled order, with an extra sentence that does not need to be used.

Each correct answer in Part 2 receives 2 marks...

## Training

- 1 Encourage students to look up the words in an English-English dictionary if necessary. To speed up the process, you could give each pair of students a few words to check, and then put the pairs into small groups and ask each pair to explain their words. Suggest that they record any new words in their vocabulary record book. Tell them they will meet some of the new words in the following exercise and exam text.
- 2 Ask students to discuss in pairs why the other two options are wrong.

Santonce & is correct. The links are:

height - the previous sentence mentions being way beyond the cloudy skies of Earth.

arriving in space - the previous sentence mentions this, and B follows up with the fact that you can see something special from

something very few people have seen - the following sentence mentions that you get a unique view.

A is wrong because it doesn't fit with the sentence that follows the gap - this wouldn't be thrilling, and gravity is mentioned later. Also, the emphasis is on looking at stars and planets, not down at where you live.

C is wrong because That's because ... doesn't refer back to anything. A reason isn't required here. A also focuses on the journey through the Earth's atmosphere rather than space beyond it.

## Exam practice

9 C 10 E 11 G 12 H 13 B 14 F 15 A

# Test 2 Reading

## Part 3

### Task type:

A text or several short texts preceded by 15 multiple-choice. matching questions. Each correct answer in Part 3 receives 1 mark.

## Training

1b Encourage students to try not to look at the text to answer the questions. This allows them to test their own comprehension of the text, and to see exactly how much they have taken in. It also shows them where they may need to read more carefully. They will find the task much easier to complete if they can quickly become familiar with what is in the texts. Ask students to compare their answers to the questions.

a It was a family picnic.

b They went to the beach.

c /t was windy.

d They are (squashed) sandwiches and (Grandma's) cake.

2 Get students to explain why the other options are incorrect.

B But we were all just happy to be together, out in the fresh air, ... and even my sister and I postponed our arguments for the afternoon. (A is wrong - he describes the food as tasty and delicious; C is wrong - they'd forgotten to bring anything to sit on, and everything was sandy, but no one cared.)

3a/b Again get students to try to answer the questions without referring to the text - what can they recall?

a Saskia's family have skiing holidays.

b They take at least two of everything - they always have spares.

c They travel by car.

d Saskia likes the fact that they bring absolutely everything she needs, but doesn't know if she would prepare so carefully hersalf,

4 Get students to paraphrase each part of the text, and then work in pairs to identify which part each one has paraphrased. Write up one or two examples to share with the class.

... we always set off with a car so full that there's barely room for any of us to sit ...

## Exam practice

16 8 17 C 18 D 19 C 20 A 21 C 22 8 23 D 24 A 25 C 26 B 27 D 28 A 29 B 30 D

# Test 2 Writing

## Part 1

#### Task type:

One compulsory question specified in no more than 70 words. Candidates need to write 120-150 words.

Each question on this paper carries equal marks.

## Training

In In Part 1, remind students to read the question at the top of the page carefully, rather than going straight into the task. It gives them important information about who the letter or email is from and what the context is. They need to be clear about these before they begin constructing their answer.

1 The student (you)

2 someone you know: Yes; someone at your school: Yes; a friend: No; a teacher: Yes

b Give students some examples of the differences between formal and informal language. When they are writing, they need to remember who they are writing to, and consider whether the language they are using is suitable.

The language you use to your teacher will be more formal than the language you might use to a friend, especially the beginning and ending of your letter or evnail.

- 2n Get students to read the task and then summarise what it is about and what they have to do.
- b Once students have filled in both boxes, check the answers to Box A with them and then ask for suggestions around the class for Box B. Write some examples on the board.

#### Suggested answers

Box A

2 You have to suggest places to take her photo, particularly any that have changed since she was at the school.

3 You have to choose whether to watch a video or listen to a talk.

4 You have to give a reason why you can't come to the meeting.

3 Make sure pairs work together to come up with ideas to develop. the points as fully as they can.

#### Suggested answers

Box B

2 the gym, as we've had new equipment put in there recently; the swimming pool - it wasn't there when she was at school, but now it's a really modern facility; the library – students can use the latest computers whenever they have free time, and there's also a video room where they can watched films related to their studies 3 Students would probably prefer to watch the video of her concert, because the talk would only be interesting for people who onjoy writing their own songs

4 I'm going away for the weekend I we're having a family meal that evening / I've got football practice.

For questions 4-7, there are suggested answers below, but students may produce different answers. Write up any suitable ones on the board. Check that they are making use of the phrases in the Remember/ box.

#### Suggested answers

1 Congretulational That's absolutely fantastic!

2 I know - and I'm really looking forward to corning to see you. 3 I'd love to - thanks.

4 I think that's a great idea. It's going to be very exciting!

#### Suggested answers

1 Why don't we go to the cinema? There are lots of good films out at the moment.

2 I think we should wear something warm because it's going to be putside.

3 How about playing music that's easy to dance to?

#### Suggested answers

1 I'd prefer to swim in a heated swimming pool rather than a lake because it's warmer and safer.

2 I'd enjoy a family meal at home more than in a restaurant as it's more personal.

3 I think it'd be better to go by plane because I'd arrive at my destination sooner.

## Suggested answers

f Unfortunately, I won't be able to come to your party because I'm going on holiday on Friday.

2 I'm really sorry, but I can't come shopping as I have a tennis

3 I'm afraid it won't be possible for me to come because I have to go to homework club on Monday.

## Exam practice

The candidate has produced an answer that is within the word limit, and has addressed all the points in the question, with good development. The key points are underlined in the text.

#### Sample answer

Dear Mr Davidson,

I think it's great that we're having a day at the city sports centre soon, and all the students are looking forward to it. Personally, Limitally like playing badminton, I've had lessons after

school for two years, and I'm in a local youth team. Laiso like tunning, I'm not very good at it, but I'd enjoy taking part in some races.

The two activities you suggest sound good fun. I think most. students would like to have the chance to go windsurfing if possible, but perhaps it depends on the weather.

I would like to come on Thursday as I'd like to hear more about the arrangements, but unfortunately I have a dentist's appointment. then.

With best wishes.

# **Test 2 Writing**

## Part 2 (review)

### Task type:

Choose one task from a choice of five questions. This training section focuses on the review. Candidates need to write 120–160 words.

Each question on this paper carries equal marks.

## Training

 Get students to check through the words and make sure they understand the meanings. Elicit explanations from students of any words which are unclear.

Ask students to do the sorting exercise and then compare their answers. Get them to explain their reasons if they disagree on where they have put a word.

#### Suggested answers

computer game: the graphics, the story, the speed, the cost, the level of difficulty, the most suitable age group, the music, the special effects

film: the story, the ending, the location, the music, the special effects, the actors, the most suitable age group book: the story, the ending, the location, the cover, the cost, the most suitable age group.

restaurant: the menu, the prices, the food, the staff, the service, the music, the location, the cost

2 Check that students know what the words mean, using an English-English dictionary if necessary. In pairs, get them to each describe one of the words, or give an example of it. Partners must guess the word.

#### Suggested answers

Positive: sturning, ourstanding, absorbing, thriting, striking, entertaining, superb, fast-moving, memorable, moving, dramatic, fascinating, impressive

Negative: dull, violent, outrageous, confusing, dreadful, homble Both: challenging, predictable, terrifying, complex, scary, weird, fast-moving

- 3a/h Check that students have made use of the vocabulary available to them in the exercises above. Write up any examples of good language on the board. When they have finished, they should apend some time checking their answers. If students know each other well enough, pairs of students could read each other's work – but only if they feel comfortable doing this, and each person in the pair agrees.
- 4b Elicit some answers from the class to put on the board as examples.

#### Suggested answers

I the pool wasn't vary big 2 it was clean 3 they were very crowded 4 they were cheap to buy

Sb Get students to do the exercise on their own, then compare with a partner. Ask them to discuss any differences and check whether they have made any mistakes or overlooked something.

#### Suggested answers

Opinions: like me ... you'd love; we weren't disappointed – it's absolutely brittant!; there is a down side; i'd really recommend it; it's the coolest park i've ever been to

Describing words: brilliant; accessible; really challenging high drop; terrifying; popular; coalest

Linking words: so; First of all; What's more; which means that; However, which is that; All in all

## Exam practice

The candidate's answer is within the word limit and covers all the points. It has a good introduction that would catch the attention of magazine readers, and includes several 'for' and 'against' points. There is also a clear recommendation and a good conclusion.

#### Sample answer

My Arvounte website

Could you go for more than a week without looking at your favourite website? No? Neither could If

My favourite is the website of a clothes shop I often go to. First of all, it's easy to find things on it, and using the site means that I don't always have to go to the town centre to see what the latest clothes are there. What's more, the website often has special offers which they don't have in the shop.

On the other hand, I do spend a lot of time on the website when I should really be doing my homework, so it does have its disadvantages. But all in all, I'd really recommend it, especially for anyone who doesn't like shopping in crowded stores. This is the best website I've ever used!

# **Test 2 Writing**

## Part 2 (story)

## Task type:

Choose one task from a choice of five questions. This training section focuses on the story. Candidates need to write 120–180 words.

Each question on this paper carries equal marks.

## Training

- Ib There is no right or wrong unswer as to who Tom and Harry are, but it helps the students to imagine the story if they can 'see' the people in it. It may also remind them that the story is about two other people, not just one, and not about themselves, so they shouldn't accidentally slip into first person 'I' halfway through the story. The people they are referring to should be consistent throughout their story.
- e Ensure students know the meanings of all the words before they start. Encourage them to record any new ones in their vocabulary notebook. Discuss any words that students have catagorised differently from the suggestions below.

the bridge: ancient, wooden, shiny, broken, solid, steel the weather: chilly, breezy, humid, suviny, damp, bright, cloudy your feelings: astoniened, thrilled, puzzled, nervous, furious, petrified

2 Get students to do the exercise on their own, then check with a partner. Can they retell the story to each other in their own words?

2 got 3 had 4 arrived 5 had arranged 6 made 7 were sitting and chatting 8 walked 9 noticed 10 were all looking 11 asked 12 was 13 had been placed 14 was going 15 started 16 shouted

3 Once students have completed the exercise, ask them if they can come up with alternative answers, e.g. finally for question 2.

1 during 2 eventually 3 for a few moments, Meanwhile 4 By the time

4 Discuss any alternative answers that students have put in. Check that they fully understand what the adverbs mean. Can they suggest another context when they might speak or behave in these ways?

Suggested answers

1 peacefully

2 calmly

3 desperately/nervously/anxiously/excitedly

4 confidently/enthusiastically

5 jealously/miserably/crossly

6 crossly

5 Ask students to compare answers and discuss differences.

Descriptive adjectives: beautiful, warm, surany, dark, heavy Time words: By the time, until, gradually

Adverbs that describe the way people did or said things: miseral crossly, cheerfully

Verbs in past simple: crossed, shivered, began, sheltered, sloppmuttered, took off, set off, felt, looked, saw, approached, did the see, cried, thought

Verbs in past continuous: were beginning, were ... falling Verbs in past perfect; had been, ... 'd reached

## Exam practice

Sample answer

When Elena saw the house for the first time, she couldn't believe her eyes!

Her father suddenly stopped the car right in front of the gets. Ele looked up – it was a beautiful old house, with trees in the front garden and a long path up to the front door. 'Who lives have, Dae asked Elena. Her father was smiling, but clidn't answer. He got or of the car, opened the gate and walked up the path. He carefully opened the front door and walked inside. Elena followed him, briside was a gold box with a red ribbon on it – and her name on the labelt Elena opened the box and looked inside. There was a b – and a note, in her mather's handwriting. It said simply, 'Welcon to our new home, Elena. We think we're all going to be very haps here.'

# **Test 2 Writing**

## Part 2 (letter)

#### Tizsk type:

Choose one task from a choice of five questions. This training section focuses on the letter. Candidates need to write 120-180

Each question on this paper carries equal marks.

## Training

Begin by asking students how often they write letters. Before they look at the exercise, elicit the ways of opening and closing a letter that they're familiar with, put them on the board and discuss what kind of letter they might be suitable for.

## 10 20 30 40 50 60 70 80 90 100 110 12 C

- 2b Get students to discuss their answers. What would they do in Sam's situation? Encourage them to also see the situation from the parents' point of view. Try and suggest ways that Sam and his parents could compromise.
- 3a Make sure students understand what the words mean. Before they begin, can they give a definition or an example of each function? Students should tick the functions below. The examples from the text are shown in brackets.

justifying something (On the other hand, I suppose they're worried about what Ben's parents will think, Maybe they just want you to get home safety.)

being sympathetic (I'm sorry to hear you and your parents can't agree)

agreeing (They're being quite strict, aren't they?)

saying thanks (Thanks for your last letter, it was lovely to hear from you again.)

giving advice (If I were you, I'd tell them - I think you should; why don't you ask your parents to pick you up ...?; If you do that, they won't warry)

3b Elicit from students the reasons why new paragraphs are needed (a new topic/time frame, a change of speaker when using direct speech).

Lewis has included three paragraphs, as well as opening and closing sentences.

4b Write up a few of the students' unswers on the board.

#### Suggested answers

I ask your grandmother, she'll give you same.

2 ask the teacher to give you some extra time?

3 look in all my pockets.

4 ask your dad to drive you there.

#### 5b

1 doesn't it? 2 didn't we? 3 weren't there? 4 don't you? 5 shouldn't you? 6 lan't it?

f if they are brothers

2 If there's any homework for the weekend

3 if your parents are happy about the party

4 If teenagers in your country offen go to parties

5 time the party starts

6 why my parents don't want me to go

## Exam practice

#### Sample answer

Hi Conner,

It's good to hear from you again, but I'm sorry you've been having problems about getting a laptop to use.

Like you, I share a laptop with my older brother, although luckly he doesn't take it out with him, and he's also quite generous about letting me use it. The only difficulty is that I can be in the middle of doing my homework or playing a game, and then he comes home and needs to use it urgently. So that's inconvenient.

My parents have said that if I save up some of the cost of a laptop from my birthday money and things, they'll pay the rest for me. Why don't you suggest that to your parents? And if they know that you need it for your schoolwork, I'm sure they'll agree! What do you think?

Write soon and let me know how you get on? Best wishes.

# Test 2 Use of English

## Part 1

#### Task type:

A modified cloze test containing 12 gaps and followed by 12 multipla-choice items.

Each correct answer in Part 1 receives 1 mark.

## Training

1 Part 1 often tests collocations, expecially those that contain prepositions - exam candidates often make mistakes with these. Ask students to circle the correct alternatives and then check their answers with a partner. Point out that in questions 5, 6 and 7, both alternatives fit grammatically, but only one is correct because they are collocations. We say: draw attention to; win (or gain) someone's approval; move house (but change address and either move school or change school).

## 1 time 2 owing to 3 in 4 for 5 draw 6 win 7 moved 8 but then

Remind students that in the real test, some answers are correct because they are the only option that fits with the meaning of the text. Reading the text carefully is therefore very important. Students complete the exercise and then check their answers with a partner.

1 a Whenever b however c Wherever d whatever 2 a general b familiar c medium d average 3 a media ib broadcast is publicity id advertisement 4 a no way b No matter ic no need id No wonder

### Extension

Divide the class into four groups and give each group one of the sets of four words from Exercise 2. Groups write four new gapped sentences using the words in the box. The new sentences can be circulated around the class for the other students to try to answer.

3 This exercise introduces the topic of the exam practice task. Ask students if they have heard of Houdini (and what they know about him). Check they understand escape artist. The questions will also help students to think about which options are right or wrong (and why) when they come to do the exam practice task. To extend the task, you could ask students to write sentences using the three wrong options from each sentence.

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

## Exam practice

1 C (but then or but then again are used when we mean but if you think about it more before we introduce a contrast. The text refers to what normal kids would not like, before saying that Harry Houdini was different from normal kids)

2 B (average is another way of saying normal or usual) 3 D (we can say to change your name, but to move house, to replace something with something else, and to turn into something different)

4 A (only A and D contain the idea of 'what people said', D is wrong because we say Many people stated or it was stated by many people)

5 A (only A collocates with of all to form an expression meaning ever or forever!

6 D (we can say he was raised (by his parents) in the USA, and he grew up in the USA, and he came from Hungary, but he was brought up)

7 ft (only interest is followed by In. We can say a love of and a fascination for, and his hobby was magic)

8 C (only attention collocates with draw. We can say he attracted the public (to his shows) and he won the approval of the public) 9 B (this is another way of saying It didn't matter how he was tied up, he could still escape.

10 C (this means he was always able to escape. We can say he has already escaped, he hasn't escaped yet, and he clidn't quite (=fully) escape)

11 D (publicity is the only option that can follow to get): 12 A (the text means every time he arrived in a new town - only Whenever life with this meaning. We can say whatever he did. whoever he met, and whichever trick he did)

### CLIL Extension

Ask students either to research a modern-day magician/escape artist. (e.g. David Blaine) or to use the information in the Exam skills and Exam practice tasks about Harry Houdini, Using their own words as far as possible, they should write about basic biographical details about the person, the kinds of tricks the person performs/ performed, their own opinions about this person and their kind of magic.

#### Part 2

#### Task type:

A modified open cloze test containing 12 gaps. Each correct answer in Part 2 receives 1 mark.

## Training

 Use the example to remind students of the basic rules for constructing passive sentences: to be + past participle (+ by someone). Do the first two questions all together with the class, or write a few examples of active sentences on the board and ask students to convert them into passives, using the rule. Students then complete the exercise with a partner.

1 I was sent a funny text message (by someone).

2 The school heating is being repaired today.

3 it has been said that it's going to snow.

4 My tooth is going to be taken out (by the dentist).

5 Don't worry, your bag will be found.

6 How has he been affected by the accident?

7 When I got home, my new bed had been delivered.

8 The thiaf must have been seen!

Tell students they need to correct these sentences by adding, deleting or changing a word. Students then check their answers with a partner.

# Test 2 Use of English

1 / bought

2 looking like a witch

3 what would you do (or if you go on holiday to Italy ...)

4 it was delayed by

5 which is being held

6 on many occasions

7 have you brought

8 I was piven a

9 If it is possible

10 whose name

3 Exam candidates sometimes choose the correct word but still lose a mark for a question because of a spelling error. The exercise contains some common misspellings. Students correct the word which is incorrectly spelt in each sentence.

I which 2 because 3 read 4 their 5 too 6 its 7 together 8 where

### Extension

Note down common spelling errors in students' work. Write sentences using these words and ask students to correct them.

## Exam practice

13 WOULD (This is the 2nd conditional: If you asked people, they would say ...)

14 LIKE (We say it sounds strange but it sounds like a strange thing (that is, when the verb is followed by a nown, look, feel, taste and smell also work in the same way.

15 BEEN (This is the present perfect in a passive structure: has/ have been + past participie)

16 WHOSE (We say The dolphin, who has red eyes, is a bottlenose but The dolphin, whose eyes are red, is a bottlenose.) 17 HAVE (This is a past modal structure must have + past participle)

18 WHICH (This is relative prondum which and it is being used to introduce a clause to add information about afbino)

19 WAS (simple past passive: was + past participle)

20 IT (It is used as the impersonal subject of a sentence, because the real subject of the sentence is a clause, i.e. the dolphin starting to appear almost every day (is something very recent.))

21 ON (as in the expression on many occasions)

22 HAD (past perfect)

23 BEING (present continuous passive)

24 BY (introduces who could chase the dolphin away)

### Part 3

#### Task type:

A text containing 10 gaps. Each gap corresponds to a word. The sterns of the minsing words are given beside the text and must be changed to form the missing word.

Each correct answer in Part 3 receives 1 mark

#### Training

1 Students work with a partner to write the correct nouns.

1 engineer 2 historian 3 sallor 4 scientist 5 adviser/advisor 6 sconomist 7 politicium 8 biologist

### Extension

In pairs, ask students to write a list of five words to describe people who do a certain job or activity. Ask them to write the root words of their five words (e.g.  $painter \rightarrow paint$ ). They then exchange their five root words with another pair, who have to form the correct noun. If students choose the same spelling patterns each time, you could supply some other examples (e.g. runner, musician, physicist, decorator, electrician, instructor).

2 Go through the sentences and get students to identify if the gap needs a noun or an adjective. Students then fill in the gaps on their own and check their answers with a partner. If neither partner knows an answer, they should look up the word in a dictionary.

1 Chinese 2 attention 3 reliable 4 careless 5 patience 6 athletic 7 Impressive 8 performance 9 certainty 10 ambitious

#### Extension

Get students to form more words from RELY, CARE, PATIENT, IMPRESS, PERFORM and CERTAIN.

#### Suggested answers

RELY: unreliable, reliably, reliability
CARE: careful, carefully, carelessly, caring, uncaring
PATIENT: patiently, impatiently, impatience
IMPRESS: impressed, unimpressed, unimpressively
PERFORM: performeds), performed
CERTANE uncertain, certainty

3 Students write nouns from the root words and check their asswers with a partner.

1 length 2 heat 3 explanation 4 description 5 strength 6 generosity 7 receipt 8 truth 9 solution 10 pronunciation

4 Exam candidates sometimes choose the correct part of speech but still lose a mark for a question because of a spelling error. The exercise contains some common misspellings. Students correct the word which is incorrectly spelt in each sentence.

1 advertisement 2 embarrassing 3 accommodation 4 environment 5 beautiful 6 wonderful 7 bicycle 8 recessary

5 Students should practise thinking about which part of speech fits best in each gap. This will help discourage them from writing the first word they think of when they see the root word.

1 noun (the ... is)
2 adverb (describing the adjective enormous)
3 edjective (describing the noun picture)

4 noun that been and much indicate the noun is singular) 5 noun (think indicates the noun relates to a person and is plural) 6 adjective (this is the expression to find something + adjective

and means I think it is + adjective)

Then give students the following root words and ask them to fill in the gaps with the correct word form.

# Test 2 Use of English

- 1 locate
- 2 simple
- 3 favour
- 4 agree
- 5 archieology
- 6 believe
  - 1 location (NB the final 'e' is deleted)
  - 2 simply (again, the final 'e' is deleted)
  - 3 favourite / favorite
  - 4 disagreement (the context talls us a negative prefix is needed the lines were discovered a long time ago but for decades exports couldn't agree why they'd been created)
  - 5 archaeologists
  - 6 unbollevable (two changes required here: verb → adjective → negative adjective)

## Exam practice

25 length (this is the suffix -th to form a noun (as in warmth, growth); note also the internal spelling change o - e)

26 mysterious (this is the suffix -ous to form an adjective; note also -y -- -()

- 27 worldwide (compound adjective)
- 28 truth (this is the nown suffix -th; note -e is dropped)
- 29 extraordinary (compound adjective)
- 30 scientists (plural noun; -ce is replaced by -t and -ist is added)
- 31 impressive (suffix -ive)
- 32 ensure (prefix -en)
- 33 considerably (two changes required; consider -- considerable
- considerably to form the adverb)
- 34 solution (irregular spelling: -ve is replaced by -u and the noun suffix -tion is added)

### Part 4

#### Task type:

Eight separate questions, each with a lead-in sentence and a gapped second sentence to be completed in two to five words, one of which is a given 'key word'.

Each correct enswer in Part 4 receives up to 2 merks:

## Training

1 'I wish' and the other expressions in this exercise are sometimes. tested in Part 4. Go though the first question with the whole class and revise the rules for tenses that follow 'I wish': present (simple or continuous)  $\rightarrow I$  with + past (simple or continuous)

past (simple or continuous)  $\rightarrow I$  wish + past perfect (simple or

Students complete questions 2-4 with a partner.

## 1 5 2 8 3 8 4 5

2 Students complete the sentences with a positive or negative verb, then check their answers with a partner.

1 wasn't/weren't 2 had 3 would 4 would 5 could 6 didn't

3 Students read the sentences and identify the correct form. in each question.

1 had been 2 must 3 might have been 4 couldn't 5 should 6 can't have finished 7 have gone 8 dign't need to

#### Extension

You could do the following exercise to practise the structure to have something done with your students.

Check students understand the difference in meaning between these two sentences:

Have you cut your hair? = Did you cut your hair yourself? Have you had your hair cut? = Did someone cut your hair for you? Then go through the basic rules for for forming this structure, using the example Someone stole my bike. I had my bike stolen. stole = past simple tense, so we use the past simple of to have (= had) + the past particle of the main verb to stead. Students then rewrite the following sentences and check their answers with a partner.

- 1 The dentist took out Emily's tooth. Emily ...... (by the dentist).
- 2 Would you like someone to polour your hair for you? Would you like ......?
- 3 Will you ever ask someone to do a tattoo for you? Will you ever ......?
- 4 Someone is painting my aunt's portrait.
- My aunt is..... 5 Has somebody redecerated your room?
- .....? 6 I'm going to ask the hospital to x-ray my arm.

I Emily had afher tooth taken out (by the dentist).

2 Would you like to have your hair coloured?

3 Will you ever have a tattoo done?

4 My aunt is having her portrait painted (at the moment).

5 Have you had your room redecorated?

6 I'm going to have my arm x-rayed (at the hospital).

4 Exam candidates may focus on the grammatical structures being tested in Part 4, but forget that vocabulary changes may also be needed. This exercise will help students to identify the vocabulary changes that are needed in the exam practice task.

1 borrow, from 2 by 3 gives, lift 4 am, to 5 There

#### Exam practice

Remind students that contractions (apart from can ?) count as two words.

Note: "I' indicates where the answer is split into two parts for marking.

# Test 2 Use of English

35 hadn't (or had not) gone | shopping on (this tests I wish for describing a regret about a past action or event. I want shopping (and now I regret that I did that) - I wish I hadn't gone shapping. NB I wish I hadn't gone to the shops on my own would be marked ewrong because this answer contains seven words.) 36 is having | a pool built (it would also be possible to say is getting a pool built. This is the verb structure to have something done. The lead-in sentance contains present continuous is building, which becomes is having + past participle of build.) 37 I wouldn't (or would not) | have missed (this is the 3rd conditional would have done. The verb falled is a cive that a negative is needed in the second sentence.) 38 have been Juble to (both sentences contain if clauses, so this is not testing a 3rd conditional as in question 37, could in the lead-in sentence and may in the second sentence show that a past modal is needed with the wirb to be able to.) 39 hadn't (or had not) lent ] it to (NB hadn't lent | my bike to is grammatically correct but would not be allowed as it is six words long: contractions count as two words, except for can't (cannot). This tests if only + past perfect, I regret = I wish I hadn't. Note also the preposition to after lent It.) 40 must have | given him a (this is the past model must have done to express certainty. This also tests the vocabulary change take someone by car -- give someone a lift.) 41 there | had been ithis is the 3rd conditional of the structure there is.) 42 it if I you didn't (or did not) (this is the expression prefer it if + past tense, used when we want to say what we would prefer another person did.)

# **Test 2 Listening**

### Part 1

#### Task type:

Eight short unrelated extracts from monologues or exchanges between interacting speakers,

Each correct answer in Part 1 receives 1 mark.

## Training

In Get students to think about what the girl says about the sweater's colour, size and style. Is she being positive or negative about them?

C (it's not really the kind of sweater that young people wear nowadays)

2a/b Remind students that they have to listen to both speakers to get the answer.

The question is: What do they both agree about? (Answer: Option A - I should at least have won something / you were up there among the top ones, and there should've been more than one prize.)

## Exam practice

1 C (... it didn't [rain]. I cortainly didn't need my sunglasses, though, with those grey skies ...)

3 C (... could you possibly stop on the way home and get some ingredients?)

48

5 A (Everyone does their shopping on Saturdays, so there weren't any changing rooms free ...)

6 C (my mum had invited John to come ... we could play computer games ... it was great having someone to do that with)

74 8.8

## Part 2

### Tank type:

A monologue or text involving interacting speakers with 10 sentences to complete.

Each correct answer in Part 2 receives 1 mark.

## Training

Encourage students to read through the information at the beginning of Part 2, and then all the sentences before the recording begins, so that they know what kind of word they are listening for. Try this as a short exercise with the two examples given in the training section.

2a/b Elicit from students the kind of word needed to fit the gap before they listen (a noun; probably an animal).

while horses (they live in the middle of the park, and Ben didn't want to leave without seeing them). Deer is wrong because they don't live in the middle of the park, they wander around freely, and tigers is wrong because they live on the edge of the park, and he wasn't expecting to see them.

Before they listen, ask students whether they are looking for something Ben liked or disliked.

shelter (there wasn't enough room in the shelter to sit and have their lunch. It was the low point of the day = the loast enjoyable). The worksheet is wrong because he enjoyed filling it in, and the prize is wrong because it was cool. The café is wrong because Ben enjoyed going there.

4 Suggest to students that they keep a record book to put their spellings in. It could be a separate book from their vocabulary book, which they can keep with them and practise, say, five spellings a day. It's particularly important for this productive part of the test.

1 Wednesday 2 museum 3 exercise 4 competition 5 accommodation 6 musician 7 environment 8 technology 9 climate 10 February

## Exam practice

9 geography (Harry's teacher teaches maths, but he's also really into (= interested in) geography. Art and photography are also mentioned, but only about getting material for them.)

10 minibus (Trains are mentioned, but they would then have to get taxis from the station.)

11 torches (The caves had coloured lights, but they were given forches to use,)

12 coins (There was evidence of huts and pottery, but it was the coins that showed the Romans had been there.)

13 stream (Harry wanted to examine the stream a bit more closely. but he didn't really want to go near the waterfall as it dropped into a scary black hole.)

14 rabbit's tall (Harry's classmates thought they saw the shape of a horse in the rocks, and other people have apparently seen a dinosaur, but Hurry was embarrassed to admit that he'd only seen a rabbit's tall.

15 cheese(s) (The cave was once used for storing meat, but not

16 paper (Farmers used to bring corn to the mill, to make bread, but Harry had a go at (a tried) making paper.)

17 (digging) machines (Harry likes the videos and photos he saw, but he was even more impressed by the machines.)

18 'Underground' (The book 'Hidden World' has lots of details, but he recommends 'Underground' as it has clearer photos.)

## Part 3

#### Task type:

Five short unrelated monologues, with five multiple matching questions.

Each correct answer in Part 3 receives 1 mark.

#### Training

1 Encourage students to talk about briefly about what examples the speakers might give when talking about options A-F, to get them to think about the context.

# **Test 2 Listening**

- 2a Get students to summarise to each other what Speaker 1 says. before they discuss the options. Which words or phrases give them the answer? As they listen, ask them to think about which of the other options also seem attractive from what the speaker says. What makes them wrong?
- b Ask students to compare their answers.

E (by chance / happened to [accidentally] / gave away [revealed] / mystery (secret)

Words and phrases similar to key words in other options: make my mum's birthday special (choosing special clothes-

it would be a lovely surprise (planning a surprise birthday party -Option CI

As students listen, ask them to make a note of the words and phrases that give them the answer. Also ask them if they heard any words or phrases that made them consider other options.

C (special / we decided to invite all her friends to go to her house, but keep it a secret / living room ... switched on the light) Other possible options to consider:

A: forgetting - they planned to behave as though [they'd] all forgotten, but in fact they hadn't.

E) a secret - if was the party that was secret, not the present

Allow students some time to choose a situation and write notes about it, then get them, in pairs, to read their notes for their partner to guess the situation.

## Exam practice

19 B (The speaker mentions buying some ice cream so that the speaker could have some, too - as in E - but she didn't actually do that, she only thought about it. She also falls about getting concert lickets for both of them, although the band wean't exactly my favourite, so E is wrong.)

20 C (There is a mention of wrapping the gift, as in D, but not carefully - it looked awful.)

21 F (The speaker worked hard at creating a gift, as in C, but only because she had no money to buy what her sister really wanted. not to make it personal.)

22 E (The speaker mentions making a mistake, as in F, but he was checking to make sure he hadn't made one, so F is wrong.) 23 A (The speaker mentions working hard, as in B, but she says she made her brother work hard to find his giff. She didn't work hard herself to find out what giff to give, so B is wrong.)

### Part 4

A monologue or text involving interacting speakers, with seven multiple-choice questions.

Each correct answer in Part 4 receives 1 mark.

### Training

Before students look at the key words in the box, ask them to imagine what situations 1-4 would be like. What would they be able to see? How would they feel? Have they ever actually experienced any of these things?

Make sure students know what the words mean. Once they have sorted the words, get them to give examples or explain their choices of category for some of the words.

Remind them to put any new woods into their vocabulary record. Ask students to add some key words of their own.

Suggested answers (other answers are possible)

1 palice, discover, panio, money, nervous, pocket, take off (e.g. a

2 instrument, stage, nervous, music, curtains, wings (of a stage). audience

3 rough, race, weather, boats

4 pilot, weather, take off, wings

2 Before they listen, ask students to note down the words/phrases that gave them the answers, then compare with a partner.

C (A is wrong - he felt a bit nervous, but he was more excited. He wasn't worried that he wouldn't like it as he had no idea what if would be like; B is wrong - he wasn't worried he'd forgotten something, as he made sure he'd got everything.)

3a Ask students to note down the answer to the question based on what they hear.

Suggested answer (other answers are possible) He was surprised by the spectacular views.

b Now get students to look at the options. Which one matches their answer? Ask them to note any language differences between what they heard and the option they chose.

R the views across the water and far into the distance were absolutely spectacular (A is wrong - it reminded him of playing the sarophone, but it's not what surprised him; C is wrong - the wing of the plane oldn't block his wew, he could see the windsurfers.)

4 Get students to compare answers and then retell Simon's story in their own words.

C - he was nervous when the ride became bumpy as it got windy. (A is wrong - he knew they were a long way from the ground, but he wasn't concerned; B is wrong - he notices the birds, but doesn't say he was pleased.)

## Exam practice

24 C (A is wrong - she tried to get friends to join her, but she didn't manage to; B is wrong - Amy's mother likes painting but it doesn't say that she was keen for Amy to learn.)

26 A /B is wrong - she knew she wasn't good at drawing, so looked for something else to do; C is wrong - she says that printmaking suited her much better than painting with oils.)

28 8

29 C (A is wrong - her teacher dresses more like Arry's maths teacher, not in strange clothes as Amy expected; B is wrong - her teacher has tried to get Amy reading about artists, but she hasn't done that so far.)

30 A

# Test 2 Speaking

### Part 1

#### Tank type:

A conversation between the interlocutor and each candidate. Candidates are assessed on their performance throughout the 14-minute test.

## Training

- Students time the recording and listen to check if the candidates get the same questions or different ones. They also note down the topics the examiner asks about.
  - 1 T minute, 41 seconds
- 2 Basic questions are the same, e.g. Where are you from?, other questions are different.
- 3 where you are from; what you like about living there; leisure time: what you read, computing; watching films
- 2 Before playing the recording again, ask students to look through. the list (1-5) and then suggest what expressions they might hear. Write these on the board.
- 1 Sorry, I didn't catch that.
- 2 what I enjoy most of all is; I prefer
- 3 That's because
- 4 the fact that; such as
- 5 but; and; That's because; such as

Look again at the expressions you wrote on the board. How many of the predictions were right?

## Exam practice

Students take turns to ask and answer the exam practice questions. Monitor students while they are doing the task, and note down a few examples of good language and/or suggestions for improvements, and discuss these with the whole class at the end. Play the recording and ask the students who gave 'model' answers in the exam practice tasks to answer these questions.

#### Part 2

#### Task type:

An individual 'long turn' for each candidate, with a brief response from the second candidate.

Candidates are assessed on their performance throughout the 14-minute test.

#### Training

Remind students that they should not describe every detail they see in the pictures. They are required to talk about similarities and differences, and answer the question printed above the pictures.

1 Revise the expressions seen in the Guided Test 1 Part 2 training pages. Students complete the exercise with a partner.

7 both

2 top/first 3 perhaps/maybe

4 second/bottom/other

6 whereas/while/but

7 could/might/may

8 rather/orefer to/like to

2 Students complete the sentences with the expressions from the box, then check their answers with a partner.

1 seems to me 2 looks like 3 appear to be 4 have the impression 6 looks/seems 6 seem to

3 Play the example on the recording and check that students. understand why the answer is A and B, before playing questions 1-6.

1 Picture A 2 Picture B 3 Pictures A and B 4 Picture B 5 Picture A 6 Pictures A and B

## Exam practice

Students do the exam practice task in pairs or groups of three.

## Part 3

#### Task type:

A two-way conversation between the candidates. Candidates are assessed on their performance throughout the 14-minute test.

## Training

During the Speaking test, students shouldn't worry if they don't know or can't remember a particular word. It's better for them to use other words to describe what they want to say, rather than waste time hesitating while searching for vocabulary. Students listen to the recording and number the pictures according to the order in which they hear them.

1 mirror 2 been bay 3 notice board 4 reading tamp 5 dartboard 6 iPod and docking station

2 It is important for pairs of students to have practice in developing a conversation. They need to work together as a team to keep the conversation moving, and to take turns to speak.

Students listen to the recording and put the expressions in the order in which they hear them.

1 What do you think about this idea?

2 Let's look at the next one?

3 What about the next suggestion?

4 Shall we move on to this picture?

3 Students listen again and note down the expressions.

agreeing with your partner: Sure; I agree; I think so too; Yes, good idea; I agree completely

disagreeing politely with your partner: I'm not so sure about that; Yes, but ....

You could play the recording again and ask them to listen a further time, this time noting down expressions used for starting the discussion (So ... are you ready to start?), trying to make a decision (OK, we need to make a decision now) and making a suggestion (It would be better; What about ...).

# Test 2 Speaking

- 4 Get students to discuss the four questions, then get feedback from the class.
- I You have to imagine that a magazine wants to know what you think it's important to have in your bedroom.
- 2 The pictures show: study desk, chairs, computer and printer, bookshelves, pictures, dart board, noticeboard, mirror, 3 Student's own answers.
- 4 You have to talk about how useful each of these flyings are and then decide which two are the most important to you.

## Exam practice

Students do the exam practice task in pairs or groups of three. Before they do the task, make sure they understand the tips at the top of the Exam practice page and on page 59.

## Part 4

### Task type:

A discussion on topics related to Part 3, Candidates are assessed on their performance throughout the 14-minute test.

## Training

Although it is often difficult for this age group to be truly interactive and keep a lively discussion going, students (and teachers) need to be aware of the importance of interactive communication — this is 25% of the total marks given by the assessor in the exam — and that if a candidate turns to their partner and asks them what they think, it may be rewarded.

- Students work together and try to predict two or three questions they think they might be asked on the topic of the Part 3 task. Possible ideas for questions could be other things young people have in their room, how important it is to like your room, how important it is to have your own space at home, whether parents should make you tidy your room, etc.
- 2 Students listen to the recording and note down the three questions the examiner asks.
- † Does it matter what your friends think about your room?

  2 Are there are any advantages in sharing a bedroom with a brother or sistur?
- 3 Should people your age be responsible for cleaning their bedroom?

Note: Usually the questions in Part 4 would start to widen out, for example from the starting point of teenage bedrooms it might move on to home life in general, and possibly free time / relaxation as this is the room where most teenagers will do some leisure activities such as computer games, listening to music, etc.

#### Extension

Play the recording again and ask students to listen to the answers given. Ask them to say if they agree or disagree with the opinions expressed, and why.

## Exam practice

Students do the exam practice task in groups of three, with one student playing the part of the Examiner. Before they do the task, make sure they understand the tips on pages 62 and 107.

230 | Teacher's Notes Test 2

# Test 3

## Paper 1 Reading

Part I

5 B 6 C 1 B 2 D 4 D

Part 2

11 A 12 E 13 G 14 C 9 H

Distractor: B

Part 3

20 D 22 D 16 D 17 C 18 B 19 A

28 B 23 A 26 A 27 C 24 C 25 D

30 A

## Paper 2 Writing

Part 1

Email

Dear Mr Drake.

Thank you for your email. I'm very excited about getting involved with this project, as it's such a good idea to communicate with people who have different lives and cultures.

As fur as the topic is concerned, I personally would prefer to know about the students' family life, because I'm interested in how people in other countries spend their time at home. I'll probably find out a bit about their free-time activities as well!

Regarding the photo, I think it would be great to put a picture of our town on the website, so that people can see where we live. I know I'd like to see where the other students are.

Unfortunately, I have football training after school on Tuesdays, so I can't come to the meeting at 5 o'clock. It there any chance you could change the day?

Regards.

Part 2

Story

When Tom saw who was in the car, he smiled and walked quickly towards it. He recognised the kind old face, and as always, he was pleased to see his grandmother. He opened the door for her, and she got out of the car and walked towards the house with him and his mother.

She visited them about once a month, but Tom never knew exactly when she was coming. She would call his mother on the phone, and his mother would go und fesch her from her little flar. This time, she had some news: she was going to stay with them for a week while some repairs were done to her flat.

Although Tom was happy to see her, he was a bit worried that he would miss his favourite TV programmes and have to go straight home after school instead of skateboarding with his friends, which was

what he usually did. In fact, his routine hardly changed, and although she never watched him skareboarding, she didn't mind watching the TV programmes he liked, even though she sometimes fell asleep!

### Letter

Dear Phil.

Thanks for your letter, it was good to hear from you. You know I don't always agree with my parents either, so I know how it feels! Some of my friends don't have to do anything to help in the house at all. But my parents are like yours, and they expect me to help a bit, like put the rubbish out and do the washing up. I think that's fair enough, really.

As long as your parents aren't asking you to do so much that you don't have any free time at all, then you can't really complain. I do, of course, but my parents just ignore me! It may seem mean not to let you watch TV if you don't help, but I'm sure you'll find that doing a little bir ian't that difficult, and you never know, you might even start to enjoy it! A family is a bit like a team, I think, so it's good if everyone does something to help.

Anyway, good luck and let me know how you get on.

Cheers

#### Review

My Life, My Music

My Life, My Music is the name of a music programme on TV in my country, and in my opinion it is one of the best TV shows ever. Every week, a different teenager is filmed for a day, and the best parts, which are often the funniest, are shown during the hour-long programme. The soundtrack consists of the music the person listens to during that

Although the people are never famous, it's still interesting to see what they do and where they go. I also like laughing at the silly things they do with their friends. What I like best, however, is the music. It's great to hear good tracks I already know, and even better when I hear fantastic new songs.

It's true that some of the people like music I hate, and then it can be a bit boring. Despite that, My Life, My Music is my favourite TV show. I would strongly recommend it to any teenager who likes to find out about new music, or just likes to watch different people having fun!

# Paper 3 Use of English

Part 1

2 A 3 C 4 D 5 B 6 A 7 B 8 D 9 C 10 A 11 D 12 B

Part 2

18 few 15 by 16 before 17 me 13 what 14 to 24 Since 23 ln 19 have 20 worth 21 no 22. so.

Part 3

28 growth 27 activity 25 accidentally 26 creation 51 ensure 30 protective

29 presence 34 fascinating 33 belief 32 incredibly

Part 4

35 wish | I knew

36 far as our couch is

37 if he | doesn't/does not hurry

38 do you mind | if

39 accused Gretz | of eating.

40 in spite of

41 comes up | with

42 is less libeen on

## Paper 4 Listening

Part J

1 C 2 B 3 B 4 A 5 C 6 B 7 C 8 A

Part 2

9 maths 10 lights 11 websites 12 bats 13 presenter 14 balloons 15 food 16 coar 17 DJ 18 plastic cups

Part 3

19 D 20 F 21 B 22 E 23 A

Part d

24 C 25 A 26 C 27 A 28 B 29 A 30

# Test 4

## Paper 1 Reading

Pars 1

1 C 2 B 3 D 4 D 5 A 6 C 7 A 8 B

Part 2

9 D 10 H 11 E 12 A 13 F 14 G 15 C

Part 3

16 C 17 B 18 D 19 A 20 D 21 B 22 C 23 B 24 A 25 C 26 D 27 A 28 B 29 A 30 C

# Paper 2 Writing

Pars I

Dear Mr Grey,

Thank you so much for agreeing to come and speak to our English club.

As you requested, I will give you some information about the students who will attend the talk. There are about thirty members of the club, agod from twelve to sixteen years old. We have seen a few of your films in English, and stally enjoyed them! As far as the topic of your talk is concerned, I think we would all enjoy hearing about your life as an actor. Having seen some of your films, we would now like to find our more about you and your work.

The easiest way to get here from the town centre is by bus. Numbers 12 and 52 stop right outside our school. You can also take a taxi, of course.

We are all very excited about meeting you next month.

Yours sincerely,

Part 2

## Report

Report on our trip to the City Museum

Last week our class went to the City Museum with a group of English students from London.

### Transport

There were 56 students and four teachers, so we travelled by coach. The journey to the museum took 30 minutes and was comfortable. On the way home, however, we got stuck in a traffic jam, so arrived back at achool 45 minutes late. Perhaps we should have left the museum earlier, in order to avoid the rush hour.

#### Food

We brought our own packed lunches and ate them in a special area inside the museum. There was also a shop where we could buy sweets and fruit if we were still hungry.

### The City Museum

The City Museum is an interesting place to visit and was a good choice for this trip. The English students were able to learn about the history of our city, and we saw a temporary exhibition of photographs of what the city looked like 70 years ago. We played a game where we could much old photographs with modern-day views of the same places, which was good fun.

Overall, this was a successful trip, and most of us enjoyed it.

#### Essay

What we should be doing with our spare time is something we often argue about with our parents. Personally, I believe that spending all our free time studying is not the best way to use it.

First of all, I should say that I agree that students do have to do some work after school and at the weekends. Researching topics for essays and projects, as well as other homework, is definitely important. Some people believe that if we spend all our leisure time working hard, then we will be successful and happy in the future.

Nevertheless, there are other activities which are also vital for our well-being, and not a waste of time. One of these might not even be considered an activity: it's doing nothing at all, or just spending time relaxing with friends. Sport is something else which many people feel is essential, and music often plays a major part in teenagers' lives.

In conclusion, we all need to devote some time to other aspects of life which help us to develop and contribute to our happiness.

### Review

Pelends

Friendel We need them! Whether it's only one, or a whole group of them, a real person or an imaginary friend in our head, most of us want someone to talk to. I'm going to dral with real people in this article, and we all know that they can be difficult at times.

One of the things they can do is disagree with us, and that can be so annoying! I actually enjoy it, though, and I think it's good for me to discuss decisions and opinions with people who don't have the same point of view as me.

My friends are similar to me in some ways, because they come from the same town and are around my age. But they don't always like the same kind of music as me, or the same TV peogrammes. If they did, we wouldn't have so much to talk about!

I get on well with some members of my family, but there are some things I prefer to talk about with my friends. They are all important to one, in different ways.

## Paper 3 Use of English

1	В	2 C	3 A	4	C	5 B	6 D	7 B	8 B
9	A	10 C	11 B		12	D			

#### Plere 2

13 who / that	14 over	15 bc	16 have
17 those	18 of	19 00	20 n
21 what	22 not / never	23 least	24 away

#### Part 3

CHIT 3				
25 addition	26	defence/defense	27	enable
28 varieties	29	belief	30	decorative
31 occasionally	32	height	33	nurvival
34 produces				

#### Part 4

- 35 haven't / have not | been swimming for / in
- 36 If she / Maria was | interested in
- 37 only | does/can Adam write
- 38 it reminds | me
- 39 may have | seen your keys
- 40 there's / there is | no point
- 41 didn't / did not | num up until
- 42 let her | stay out

## Paper 4 Listening

## Box 1

Part 2			
9 cousin	10 one week	II bar	12 teachers
13 nugar	14 cabbage	15 Indian	16 markets
17 roust	18 pancakes		

1 C 2 A 3 C 4 B 5 A 6 C 7 A 8 B

### Pare 3

D	20	В	21 F	22 A	23 E

## 19 D Part 4

24 B 25 B 26 C 27 C 28 A 29 B 30 A

# Test 5

## Paper 1 Reading

	ż		

0.1110.00						
1 B	2 C	3 D 4	B 5	4 6 D	7 A	8 D
Part 2						
9 C	10 H	11 A	12 G	13 E	14 D	15 B
Pier 3						
					21 C	
23 A	24 D	25 C	26 B	27 A	28 D	29 B

## Paper 2 Writing

#### Part I

To:	Sam
Subject	Class part

Hi Sam

Great to hear from you. A class party sounds really fun and I'd love to help.

I think you should make it just for the class because then everyone knows each other and you have a good atmosphere. It can be more difficult if people bring along friends who don't know anyone else.

I think it's usually fun to have some games. I like that tram game where you have to pass a balloon or an neange along the tram without using your hands at all — that cao be really funny.

It's much better if people come in casual clothes, I think, as everyone usually feels more relaxed in jeans.

Anyway, it'd be good to talk about it some more on the computer this weekend. Any time on Saturday morning would be best for me.

Speak to you soon.

## Part 2

#### Story

Armanda mole a deep breath and nervously knocked on the door. She was about to meet Danny Blue, lead singer of her favourite pop group. He'd agreed to give an interview to her school magazine as he'd spent a year at the school when he was twelve! Amanda had been given the armaning opportunity to interview Danny but now she was feeling nervous.

How Amanda wished she'd been a student at the school when Danny was there but it was ten years ago now. Of course, some of the teachers remembered him and used to say what a nice, clever boy he was, always did his homework carefully and turned up to lessons on time looking next and tidy and never forgetting his books. Amanda sometimes wondered if they were telling the whole truth and she decided to aid that to her list of questions to ask the singer.

'Come in,' said a deep voice. As she entered the room, she was struck by his friendly smile. Her nerves vanished and that was the moment she decided to become a journalist.

#### Report

Teenagers and Music

Where, when and how reenagers listen to music

In Scotland as in most other countries teenagers love listening to music. Most teenagers listen to music whenever they can. They often listen to music when they are doing something else as well. For example, they listen when they are getting dressed, on their way to achool and when they are doing their homework. They usually listen on an iPod or phone although many of them also listen to music channels on the radio. Many teenagers love hearing music live and go to gigs and, if their parents allow them, to the occasional music festival as well.

## What kind of music they like and why

Tecnagers enjoy all some of different kinds of music. Some like hip hop, some jazz, some folk. But most teenagers in my country listen to whatever is currently in the pop music charts. They like to keep up-to-date with new bunds and singers. I think this is because music is a common topic of conversation among their friends.

#### Letter

Dear Sarah.

Thank you for your letter. It's great to hear that you're thinking of learning Russian.

I think you might find the grammar quite hard at first. All the nouns and adjectives have five different cases, for example. The verbs also have a more complicated system of endings than English verbs do but at least we don't have so many different tense forms.

Although you might think it would be difficult to get used to a new alphabet I don't think you will find this hard in practice. And spelling and pronunciation are much easier than English, in my opinion. You know exactly how something is pronounced from the way it is spelt, which is much more sensible, I think.

As for advice based on my experience, I think I'd suggest you try listening to Russian radio, You can easily tune in on your computer and if you keep it on while you're working at your computer then you'll get lots of useful extra listening practice. I do that every day with English radio and it's helped me lots.

So good luck and let me know how it goes.

## Paper 3 Use of English

£	70	na.	ĸ.

1 C 2 D 3 A 4 D 5 C 6 A 7 D 8 B 9 A 10 B 11 C 12 D

### Part 2

13 have	14 which	15 be	16 is
17 whether / if	18 the	19 to/outo	20 where
21 with	22 most	23 for	24 how

## Part 3

25 neighbourhood	26 unusually	27 considerably
28 significance	29 survival	30 development
31 unfortunately	32 worrying	33 invaluable
3.4 minimage		

## Part 4

35 won't/will not help | James unless

36 is likely | to have/be

37 would be/have been | better than

38 can't possibly | get

39 giving | me a hand with

40 don't they | let us

41 had difficulty | understanding

42 might not | have caught

## Paper 4 Listening

## Part 1

1 C 2 B 3 B 4 A 5 C 6 A 7 C 8 C

#### Part 2

9 World Cleaners	10 cousins	11 Australia
12 geography	13 east	14 fun
15 ses(-)birds / sea birds	16 jellyfish	17 recycle
18 rivers		100000000000000000000000000000000000000

## Part 3

19 C 20 D 21 A 22 F 23 B

#### Part 4

24 C 25 C 26 A 27 A 28 B 29 C 30 B

## Test 6

## Paper 1 Reading

#### Part 1

1 C	2 D	3 B 4	D 5	A 61	3 7 A	8 C
Part 2		11 F				
Part 3		18 C				

24 B 25 C 26 B 27 A 28 C

## Paper 2 Writing

#### Part 1

30 A

Dear Kim.

Thanks for your letter. It was lovely to hear your news.

I think you should go for the guitar. It's a great instrument because you can carry it with you and play it anywhere – on the beach, in a park, on a main. You can't do that with a piano!

If I were you, I'd choose to have lessons with other people. It'd be more fun and you can also help each other learn between your lessons.

You'd have to work hard but you might be good enough to perform at the concert in three months' time. You could choose something simple to play, after all. I'm afraid the only way to get good quickly is to practise a lot every day. But practising is not too bad once you get into the habit of it.

Do write soon and let me know how you're getting on.

Love,

#### Part 2

#### Review

For me, the simplest computer games are the best. A game called Boggle, for example, has become one of my favourities.

Boggle is a word game. You are given sixteen letters at random arranged in a four-by-four grid. You have to form as many words of three or more letters as you can. You can start with any letter on the grid but the next letter in the word must be touching that first letter – horizonstally, vertically or diagonally – and so on. There is a time limit as the computer stops you after three minutes.

Your score depends on how many words you make but you also get extra points for longer words. When your time is up, the computer shows you a list of all the words you could have had, always far more rhan you actually found. It's a game you want to play again and again, trying to get a higher score.

I enjoy word games played with pen and paper too but playing a game like Boggle on the computer is even more fun. Do try it if you don't know it already.

#### Article

Travelling is always eaciting and interesting. Even on your ordinary journey to school there will be interesting conversations to overhear and scenes to witness. However, it will tend to be the more unusual journeys you make that stand out in your mind.

I remember vividly, for example, the first time I went abroad when I was eight years old and travelled to Iceland with my parents. We went by ship, which I found very exciting. It took three days to get there and I loved sleeping in a small cabin and feeling the movement of the sea as I fell asleep.

Because it was the beginning of July, it was light on deck even at midnight and I found that very exciting. I and the other children on board all stayed up later than we normally would and had great fun playing deck quoits and other games.

Iceland was a very exciting place to visit with its volcanors, geysers, and boiling mud pools but even so I think that the journey there was the best part of the holiday for me.

#### Essuy

It is true to say that the vast majority of TV programmes are made and magazines are published with an adult audience in mind. However, when you go into a newsagent's there is usually a shelf filled with magazines aimed at children. There are also several TV channels dedicated to children.

But is it eight to claim that there are not enough programmes or magazines produced for reenagess? I certainly do not think that that is a fair criticism as far as relevision programmes are concerned. My friends and I never have any difficulty finding something to watch on TV. We are interested in all some of things — wildlife, music, drama, sitenms, reality shows, competitions, stand-up consedy — and there are always plenty of these on offer.

But it is a different matter as far as magazines go. The magazines aimed at the teenage market tend to be very dull. They assume that teenage girls, for example, are only interested in make-up, fashion and pop stars and that is certainly not the case. I would love there to be a wider choice of magazines appealing to our age groups

## Paper 3 Use of English

#### Pare 1

1 B 2 D 3 A 4 C 5 C 6 B 7 A 8 D 9 B 10 C 11 C 12 B

#### Pare 2

13 a	14 there	15 what	16 as / when
17 by	18 be	19 to	20 away
21 of	22 you	23 because	24 than

#### Part 3

25 awesom	e 26	enthusiasm	27	achlevement
28 compet	itor 29	unstable	30	steadily
31 boring	32	strengthen	33	additional

## 34 likelihood

#### Part 4

35 as soon as | she arrives

36 is bound | to get

37 would your reaction | have been

38 making | up her mind (about)

39 doesn't matter | which/what poem

40 were all made | to give

41 won't be hack/come back/return | till midnight

42 getting | in touch with

## Paper 4 Listening

#### Part I

1 A 2 B 3 C 4 C 5 B 6 A 7 A 8 C

#### Pare 2

9 unde	10 bigteeth / big teeth
11 400 million / 400,000,000	12 sea guills / seagulls
13 largest	14 bull
15 a hundred / 100	16 Nature
17 Pacific (Ocean)	18 adults

### Part 3

19 B 20 A 21 D 22 F 23 C

#### Flore 4

24 A 25 C 26 A 27 B 28 C 29 B 30 A

First for Schools Trainer is the perfect exam preparation companion for Cambridge English: First for Schools, also known as First Certificate in English (FCE) for Schools. As well as six full practice tests, it offers easy-to-follow expert guidance and exam tips designed to guarantee exam success.

The first two tests are fully guided with tips and advice on how to tackle each paper. Extra practice activities, informed by a bank of real candidates' exam papers, focus on areas where students typically need most help.

- Six complete practice tests
- ▶ Detailed information on the Cambridge English: First for Schools exam
- Additional grammar, vocabulary and writing practice to help students avoid typical exam mistakes
- ► Answer key with clear explanations and teacher's notes, including model answers for the Writing paper
- Audio CDs featuring all the listening activities from the tests

A 'without answers' version and separate Audio CDs are also available.

CEFR level	Cambridge ESOL exams:
CZ	Cambridge English: Proficiency (CPE)
C1	Cambridge English: Advanced (CAE)
82	Cambridge English: First (FCE) Cambridge English: First (FCE) for Schools
81	Cambridge English: Preliminary (PET)  Cambridge English: Preliminary (PET) for Schools
AZ	Cambridge English: Key (KET) Cambridge English: Key (KET) for Schools

#### CAMBRIDGE ENGLISH CORPUS

The Cambridge English Corpus is a multi-billion word collection of written and spoken English. It includes the Cambridge Learner Corpus, a unique bank of exem candidate papers.

Our authors study the Corpus to see how English is really used, and to identify typical learner mistakes. This means that Cambridge materials help students to avoid mistakes, and you can be confident the language taught is useful, natural and fully up to date.

www.cambridge.org/corpus

CAMBRIDGE QUALITY GUARANTEE

### Also available:









