



CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English



First for Schools TRAINER

SIX PRACTICE TESTS WITH ANSWERS
AND TEACHER'S NOTES



2

Cambridge English



First for Schools TRAINER

**SIX PRACTICE TESTS WITH ANSWERS
AND TEACHER'S NOTES**

2

Cambridge University Press

www.cambridge.org/elt

Cambridge Assessment English

www.cambridgeenglish.org

Information on this title: www.cambridge.org/9781108380911

© Cambridge University Press and UCLES 2018

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 2018

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

Printed in Dubai by Oriental Press

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

ISBN 978-1-108-38091-1 Student's Book with answers with audio

ISBN 978-1-108-38090-4 Student's Book without answers with audio

The publishers have no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and do 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 the publishers do 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 that carry the wording '© UCLES 2018 Photocopiable' may be copied.

Contents

Introduction	4
Training and Exam Practice	
Test 1	
Reading and Use of English	10
Writing	35
Listening	46
Speaking	55
Test 2	
Reading and Use of English	65
Writing	85
Listening	94
Speaking	102
Practice Tests	
Test 3	
Reading and Use of English	109
Writing	119
Listening	121
Speaking	125
Test 4	
Reading and Use of English	127
Writing	137
Listening	139
Speaking	143
Test 5	
Reading and Use of English	145
Writing	155
Listening	157
Speaking	161
Test 6	
Reading and Use of English	163
Writing	173
Listening	175
Speaking	179
Audioscripts	181
Teacher's notes & keys	200
Practice test keys Tests 3–6	228
Sample answer sheets	235
Acknowledgements	239
Speaking visuals	C1

Introduction



Who is this book for?

If you are aged between 12 and 16 and want to take *Cambridge English: First for Schools* (FCE), this book is for you!

Why is this book called 'Trainer'?



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



How do I use this book?

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

On Training pages you will find:



Cambridge Learner Corpus

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

The authors used the Corpus to see how English is really used and to identify typical learner mistakes.

Tip!

These are ideas to help you do well in the exam. For example: *You may find that Listening Part 3 options include adjectives to describe the speaker's feelings, which you then have to match carefully to what the speaker says.*

Remember!

These are quick hints 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 *Cambridge English: 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 *Cambridge English: First for Schools* **practice tests**.

Tests 3, 4, 5 and 6 are just like real *Cambridge English: First for Schools* Reading and Use of English, Writing, 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 Listening

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

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–C24 will help you practise and become familiar with the type of photographs and written questions you will see in the test and help you increase your confidence.

- **Answer sheets**

Look at these to see what the *Cambridge English: 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.

- **Downloadable audio online**

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

- **Audioscripts**

Audioscripts to support the Audio online.

- **Teacher's Notes for Tests 1 and 2**

These contain step-by-step guidance for the Training exercises and accompanying Exam practice tests, together with extension activities and answer keys.

- **Keys for Tests 3–4**

Cambridge English: First for Schools

Contents

Cambridge English: First for Schools has four papers:

Reading and Use of English: 1 hour 15 minutes

The paper contains seven parts. For Parts 1 to 3, the test contains texts with grammar and vocabulary tasks. Part 4 has separate items with a grammar and vocabulary focus. For Parts 5 to 7, the test contains a range of texts and reading comprehension tasks.

Writing: 1 hour 20 minutes

The paper contains two parts. You will have to complete two tasks: a compulsory one in Part 1 and one from a choice of four in Part 2. Each question on this paper carries equal marks. One question in Part 2 relates to a set text. Candidates should only answer if they have read the set text. Details are here: www.cambridgeenglish.org/exams-and-tests/first-for-schools/exam-format/

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). For each correct answer you will receive one mark.

Speaking: 14 minutes

The Speaking test contains four parts: short conversations with one examiner and another student; a one-minute 'long turn' on your own; a task where you speak with the other student; and a discussion. Usually you will take the Speaking test with just one other student, but sometimes students take the Speaking test in groups of three (only when there's an odd number at the end of the session – it isn't an option normally). You will be marked on your performance throughout the test.



Frequently asked questions:



What level is *Cambridge English: First for Schools*?

At this level you should be able to:

- use the main structures of the language with some confidence
- demonstrate knowledge of a wide range of vocabulary
- use appropriate strategies to communicate in a variety of social situations
- pick out facts from spoken language and written text
- understand the difference between main points and other points
- understand the difference between the main idea of a text and specific detail
- produce written texts of various types showing that you can develop an argument as well as describe or retell events.

What grade do I need to pass
Cambridge English: First for Schools?



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

Basic user		Independent user		Proficient user	
A1	A2	B1	B2	C1	C2
	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?

You do not have to get a certain mark to pass each paper in the test. The final mark for *Cambridge English: First for Schools* is the total number of marks from all four papers: Reading and Use of English, Writing, Listening, and Speaking. The Reading and Use of English paper carries 40% of the marks, while Writing, Listening, and Speaking each carry 20% of the marks. You will receive a graph showing the results and a score for each paper out of 100. This means that the mark you need to pass the test will always be 60.

Grade A = 80–100 Grade B = 75–79 Grade C = 60–74

How can I find out about how I did in each paper of *Cambridge English: First for Schools*?



Before you get a certificate you will get the Statement of Results telling you how well you did in *Cambridge English: 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 well you did on all the papers of the test compared to all the other students 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 and use of English, writing, listening or speaking) you did well in and which you need to improve.



Is *Cambridge English: First for Schools* appropriate for students of any age?

Cambridge English: First for Schools is more appropriate for students who are at school and aged from 12–16 but it is generally suited to students who are still at school who want to start working in an English-speaking environment or study at an upper-intermediate level. To make sure that the material is interesting for your age group and not too difficult or too easy for the B2 level, all the parts of the 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 results of the pre-test show that it is appropriate for students who want to take *Cambridge English: First for Schools*.

Can I use pens and pencils in the exam?



In *Cambridge English: First for Schools* students must use **pencil** in all the papers. It's useful for you if you want to change one of your answers on the answer sheet.



What happens if I don't have enough time to finish writing?

You can only be given marks for what you write on your answer sheet, so if you do not complete this then you will miss the chance to show the examiner what you can do and how good your English is. Watch the clock and plan your time carefully. Do not waste time writing your answers on other pieces of paper. However, in the Listening test it is a good idea to write your answers on the question paper first. You will have time at the end to move your answers from the question paper to your answer sheet.

If I write in capital letters, will it affect my score?



No. You do not lose marks for writing in capital letters in *Cambridge English: First for Schools*. Whether you choose to use capital letters or not, you should always make sure that your handwriting is clear and easy to read. Remember that the examiners can't mark a piece of writing that they can't read!

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 *Cambridge English: First for Schools* candidates should generally be able to do at this level.

For more information on 'Can Do' statements go to:

<http://www.cambridgeesol.org/images/28906-alte-can-do-document.pdf>

Test 1 Training

Reading and Use of English Part 1

In this part you:

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

Useful language Prepositional phrases

1 Which prepositions – *in, on, at* or *under* – can be used to complete the underlined phrases?

- 1 the current rules you are not allowed to wear shorts to school, although that will change from next year.
- 2 Are you sure the deadline is next week? I was the impression it was today.
- 3 We need to be the road by 7 a.m. or we'll never get to the train station on time.
- 4 The football stadium is the north of the city, near the train station.
- 5 Exam candidates must remain in their seats all times.
- 6 The number of lions in the wild has been decline for many years.
- 7 the end of the day, it makes no difference whether you pass your driving test or not because you can't afford to buy a car!
- 8 Maria is pressure because her grades for last term were poor.
- 9 Noel couldn't believe it when he arrived at school and saw the science lab was fire.
- 10 first, Luisa thought everyone had forgotten about her birthday, but then she saw the big cake on the table.

Tip! Prepositions are often tested in the Use of English test. Make sure you learn different patterns of use, such as phrasal verbs, prepositions after adjectives or after nouns.

2 Complete the text with *in, on, at* or *under*.

What to do if ...

Welcome to the blog where I give you advice on how to approach changes and issues (1) your everyday life. The topic of this week's blog is: **What to do if you move to a new school.**

There are many things you should do (2) the first day and (3) the first week and during the first term. But there are things to do even before you start your new school.

First, you should visit the school. Go with your parents and have a look around. Find out where your classroom is going to be, where the canteen is and how to get to the toilets. If you know all this, you won't find yourself (4) a difficult situation where you need to ask for help.

When you are visiting your new school, try to speak to your teachers (5) the same time. It will help you get to know them, but perhaps more importantly, it will help them to find out a bit about you.

Nowadays, most schools have a handbook (6) the internet. Make sure you read it to find out about uniforms, what to do if you are sick or when exams are scheduled.

Follow these tips and it will help you feel that everything is (7) control when you start your first day. Find more help and advice for your first term by clicking on the links below.



Useful language Verb collocations

3 Choose the correct verb in *italics* that goes with each underlined phrase.

- 1 I usually *go / come* for a swim early in the morning before school.
- 2 If you forget to bring your project to school tomorrow, your history teacher will *go / get* annoyed.
- 3 The house *got / caught* fire early in the morning.
- 4 I love the colours of your clothes! Those colours really *go / get* well together.
- 5 The burglar was *caught / got* in the act. The police saw him coming out of the house with the TV at 4 a.m.
- 6 I *gave / got* my geography teacher a good answer, but it wasn't the answer he was looking for.
- 7 After a long discussion, Martha and her parents *got / came* to a compromise about what time she would come home after the party.
- 8 We're *getting / being* together after school to work on the history project. Do you want to join us?
- 9 My dream of playing in a band *went / came* to life when I started to write songs with some school friends.
- 10 Hannah is *giving / catching* a party to celebrate her 15th birthday next week.

4 Complete the sentences with the verb (A, B, C or D) which best fits each gap.

- 1 The school is trying to participation in extra-curricular activities like the chess team.
A gain B increase C put up D access
- 2 Would anyone else like to their opinion?
A make B take C tell D give
- 3 Did you manage to sight of the new sports car at the motor exhibition over the weekend?
A catch B find C see D discover
- 4 Jo was very upset to last in the 400 metres race despite all the hard training.
A come B end C go D become
- 5 Alexis his plans to leave the club at a team meeting.
A called B proposed C announced D told
- 6 After her bus for the third time that week, Elena knew she was going to be in trouble.
A missing B losing C failing D forgetting
- 7 Hayley was excited because she had just one more week before she could on holiday.
A get B become C go D catch
- 8 Kerim a table for four at his favourite restaurant online.
A commanded B asked C demanded D booked

- 5** Complete each gap with a verb from Exercise 4 in the correct form. More than one answer is possible.

It took me a long time to (1) to terms with the break-up of Fearnley Gold. They were my favourite band from about the age of 12 until 16. I knew everything about them and I went to see them play live half a dozen times. I remember when the lead singer (2) their intentions to break up and I just cried for days. To (3) them credit, I understand why they had to split up. They all wanted to do different things, like acting in movies, and the lead singer (4) married. But I (5) such a shock when I heard they would no longer be such a large part of my life.



Useful language Adjectives + prepositions

- 6** Which prepositions usually follow the adjectives below? Write *of*, *about*, *to* or *for* next to each adjective.

- | | | |
|------------------|-------------------|----------------------|
| 1 addicted | 2 afraid | 3 allergic |
| 4 anxious | 5 ashamed | 6 enthusiastic |
| 7 excited | 8 famous | 9 good |
| 10 guilty | 11 married | 12 proud |
| 13 similar | 14 suitable | 15 worried |

Remember!

Remember that some words can be followed by more than one preposition, depending on the context.

- 7** Complete each sentence with a suitable adjective and preposition from Exercise 6.

- When I was a kid I was the dark so I always slept with a light on in my room.
- Everyone knows that smoking is not your health.
- This area of the country is its amazing views.
- My sister has to be very careful when we eat at restaurants because she is nuts of any kind.
- I think I must be my phone. I can't go five minutes without checking it.
- I'm our chances in the final. If we play our best, I think we could win.
- You ought to be your attitude. That's not a kind thing to say.
- Your group's project was very one I received from a different group last year. Did you copy it?

Useful language Meanings of words

8 Complete the sentences in each group using the correct words from the box. Use each word once only.

hope estimate forecast predict

- 1 I the cost for all the work to be about £1,000.
- 2 If you had to the winner of the race, who would it be?
- 3 We to deliver the results tomorrow morning.
- 4 The for tomorrow is heavy rain and high winds.

advise display indicate recommend

- 5 Can you a private teacher to help me improve my maths?
- 6 The school likes to all of its awards in reception for visitors to see.
- 7 I'd you to think hard before you decide what you want to study at university.
- 8 The research seems to that fewer people are driving today than in the past.

look scene sight view

- 9 The from the hotel was amazing!
- 10 You should have seen the on his face when he found out he was on the team. He couldn't believe it!
- 11 I love the way the author sets the in the first chapter.
- 12 Dani laughed out loud at the of her friend falling off her chair in class.

concert music rhythm song

- 13 When I am running, I love to listen to rock because it gives me more energy.
- 14 I have no sense of, so I am a terrible dancer.
- 15 Angelina ran to the dance floor when the DJ played her favourite
- 16 After the Trevor and his friends had a pizza and talked about how great the evening was.

actually generally mostly normally

- 17 Trevor didn't want to go to the party, but all his friends persuaded him to go.
- 18 I wouldn't do this, but because you've finished your work, I'll let you leave early.
- 19 The doctor said my health is good, but I could improve it by doing more exercise.
- 20 After finishing school, Nina spent a year travelling, in Asia but also for a short while in Europe.



Test 1 Exam practice

Reading and Use of English • Part 1

For questions 1–8, 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 knowledgeable B aware C familiar D awake

0	A	B	C	D
	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

England National Girls' Football Week

by Amy King, 16

As most people are probably (0) , there is little doubt that football is England's most popular sport. However, most people don't realise that the number of boys and men playing the game is currently in (1) But I'm proud to say that the same is not (2) of the girls' and women's game – in fact, far from it. In April 2015, Girls' Football Week (3) no less than 22,000 girl players. Over 200 schools across England took part in the (4)



At the following Girls' Football Week in October 2016, the focus was more about (5) participation in women's football across the country's colleges and universities. Again, the event seems to have been a (6) success. At the last (7) , nearly three million girls and women were registered as football players, which is fantastic to hear. But what is the best news of all? My school has just (8) plans to set up a girls' football team next term. I will definitely be signing up!

- | | | | | |
|---|--------------|-------------|--------------|---------------|
| 1 | A fall | B decline | C decrease | D reduction |
| 2 | A real | B right | C actual | D true |
| 3 | A attracted | B pulled | C engaged | D brought |
| 4 | A experience | B act | C event | D development |
| 5 | A stretching | B adding | C increasing | D enhancing |
| 6 | A great | B good | C high | D strong |
| 7 | A statistic | B number | C quantity | D count |
| 8 | A said | B announced | C told | D advised |

Test 1 Training

Reading and Use of English Part 2

In this part you:

- **read** a text with eight gaps
- **think** of a word that fills each gap correctly

Tip! This part of the test is mainly about grammar, e.g. tenses, pronouns and prepositions. There are usually a few questions on vocabulary, e.g. linking expressions, phrasal verbs and fixed phrases or expressions.

Useful language Comparative and superlative phrases

1 Complete the sentences with the words from the box.

as fewer least many most much not the

- 1 earlier we leave, the sooner we'll get home.
- 2 There were not as people at the show as I had expected.
- 3 Nobody can cook well as my grandmother.
- 4 Unfortunately, your results recently have been as impressive as last year.
- 5 Well done, Sebastian! You had the number of absences in the last year.
- 6 The phone in the shop was more expensive than the one online.
- 7 According to my history teacher, Ireland is unique in Europe because there are people living there than in the 1840s.
- 8 I had one of the incredible days of my life when I went on holiday last year!

2 Choose the correct word in each of the sentences.

- 1 Are you sure you studied *as* / *so* hard as possible?
- 2 I've waited far too long already. I refuse to wait *not* / *any* longer.
- 3 I took so *many* / *much* risks because I was desperate to win the game.
- 4 Obafemi had moved away from his home village when he was only five, but ten years later it looked exactly the same *as* / *like* before.
- 5 Welcome to your final, and *most* / *more* important, year of school.
- 6 Antonia was disappointed to have *fewer* / *less* money than she thought and so couldn't afford to go to the cinema.



Useful language Countable and uncountable nouns

- 3** Are the quantifiers in the box used with countable or uncountable nouns? Write the quantifiers in the appropriate columns of the table.

a large amount of a good deal of a lot of much many
plenty of several (a) few (a) little a small number of

Tip! Your understanding of countable and uncountable nouns is often tested by asking you to think of an appropriate article (*a/an, the*), quantifier (e.g. *many, few*) or determiner (e.g. *both, every*).

plural countables	uncountables	plural countables and uncountables

- 4** Choose the correct words in the sentences.

- How *much* / *many* of the children came to school today?
- Because of the computer virus, *little* / *few* of the work we did yesterday has been saved.
- There will be *a lot of* / *a good deal of* people in the crowd today for the football match.
- Several* / *a large amount of* restaurants have opened up in my area recently, and some of them are very good.
- My aunt gave me *many* / *plenty of* good advice about what to do at university.
- The *amount of* / *number of* free software I can find for my tablet is incredible! I never need to pay for anything.
- There is *a good deal of* / *a large number of* work that still needs to be done on this project.
- I have *a little* / *a few* coins from my holiday that the bank will not exchange for me. I suppose I'll have to keep them as souvenirs.

- 5** Correct these sentences.

- Little people don't have mobile phones nowadays.
- These new planes are so small that little luggages can be carried on them.
- Much governments are trying to increase investment in schools.
- In my opinion, pollution are going to be the biggest problem we face in the future.
- The lifeguard gave us good advices about where we could and could not surf.
- A large number of traffic is on the roads nowadays causing lots of congestion.
- Many candidates fail the exam because they do not realise they have a few time.
- I just don't understand why a large number of rainforest is being destroyed.

Useful language *enough, so, such, too, very*

- 6 Complete the sentences with the words from the box. (You do not need to use one of the words.)

enough so such too very

- 1 If you want to get into a top university, it is not that you have excellent grades, you must also show you have a good attitude.
- 2 I'm sorry, but you are late to join this year's language course.
- 3 Kieran was happy to get a new games console for his birthday that he spent the whole day setting it up and playing on it.
- 4 It was a good film I want to go and see it again.
- 5 The room just isn't big for so many students.
- 6 Electronic devices as phones and computers are not allowed in the examination room.
- 7 It's hot for me today so I'm going to a shopping centre where they have air conditioning.
- 8 There was a lot of snow that all the schools in the district were closed.

Remember!

Remember that *too* and *very* are not synonyms. The word *too* is usually negative and suggests an excess of something.



Useful language Prepositions

- 7 Complete the sentences with the appropriate prepositions.

- 1 Jo was so disappointed that she'd had to leave the dance contest due an injury.
- 2 When I go holiday, I like to just sit on the beach and do nothing.
- 3 It isn't safe to swim the water here. You should move up the river to where it is cleaner.
- 4 Kim hated having to be the person who always took the rubbish.
- 5 I can hardly hear the programme. Can you turn the volume, please?
- 6 Harriet was excited about going to a new school, but the same time, she was worried about missing her old friends.
- 7 Miguel put his birthday party for a week because he had an exam the following day.
- 8 I know you haven't been playing the guitar for long, but you shouldn't give just because something is hard.

Test 1 Exam practice

Reading and Use of English • Part 2

For questions 9–16, 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 answer **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0

H	A	D																	
---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Manatees

I have to admit that until I went to Florida in the USA, I don't think I (0) ever heard of manatees. They are large mammals which live in sea water and are also known (9) 'sea cows'. This is partly due (10) their cow-like appearance, and also because of their diet. They are vegetarians who live (11) weeds and grass that they find under water. In fact, they can eat as (12) as 50 kg of this in a day. The adult manatees weigh up to 590 kg.

Manatee populations have been suffering recently; in fact conservationists were (13) concerned that they have declared the manatee an endangered species. When I went to see these animals in the wild, (14) amazed me was their appearance. Their lips have left and right sides, which can move independently of (15) another. Manatees are slow and graceful in the water, which, (16) me, was an incredible sight to see.



Test 1 Training

Reading and Use of English Part 3

In this part you:

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

Useful language Suffixes

- 1** Which kind of word (adjective, adverb, noun or verb) is needed to fill in the gaps in these sentences?

- 1 Wow! That has to be the most delicious I have ever eaten in my life.
- 2 That was such an difficult test!
- 3 I suddenly that I was going to have a few problems getting out of the stadium.
- 4 The key to a relationship is being open and honest with each other.

- 2** Add suffixes from the box to the words below to make other nouns. You may need to make some spelling changes.

-al -ing -ion/-tion -ism -ity -ment -ness -ship

- | | | | |
|----------|-------------|-----------|------------|
| 1 lazy | 2 pay | 3 race | 4 similar |
| 5 greet | 6 decorate | 7 partner | 8 able |
| 9 govern | 10 relation | 11 argue | 12 approve |

Tip! For Part 3, it is essential to be able to identify the type of word that is missing.

- 3** Add suffixes from the box to the words below to make verbs. You may need to make some spelling changes.

-ate -en -ify -ise

- | | | | |
|------------|---------|------------|----------|
| 1 hard | 2 clear | 3 economy | 4 active |
| 5 sympathy | 6 short | 7 identity | 8 final |

Tip! American English usually uses the spelling -ize, while -ise is generally preferred in British English.

- 4** Add suffixes from the box to the words below to make adjectives. You may need to make some spelling changes.

-able -al -ful -ing -ive -ous -y

- | | | | |
|------------|------------|------------|------------|
| 1 fun | 2 memory | 3 peace | 4 accident |
| 5 consider | 6 disaster | 7 distinct | 8 promise |
| 9 extend | 10 expense | 11 addict | 12 magic |

5 Write the adverb form(s) for each of these words.

- | | | | |
|----------|-----------|---------|------------|
| 1 hard | 2 regular | 3 peace | 4 terrible |
| 5 hungry | 6 good | 7 easy | 8 increase |

6 Change these words to nouns.

- | | | | |
|-----------|---------|---------|---------|
| 1 choose | 2 true | 3 weigh | 4 live |
| 5 fly | 6 hot | 7 long | 8 prove |
| 9 succeed | 10 grow | 11 high | 12 die |

Tip! Not all word changes are simply formed by adding a suffix.

7 Complete the sentences with the correct forms of the words from the box.

calm cruel real fame homeless short surprise amaze

- against animals must be one of the worst things humans are capable of.
- The issue of seems to be on the increase. The government should prioritise finding these people a place to live.
- There were few people at the game. Considering it was the final, I would have expected more to turn up.
- They had to the film because originally it was nearly four hours long.
- I went to a music festival last year and there were people everywhere. There were actors, singers and even some politicians.
- I was quite nervous, to be honest, but to everyone's the food that Sylvie cooked was very tasty!
- It's lovely to see you! I didn't that you had been invited to this party as well.
- In case of a fire, walk to your nearest exit.

Tip! Begin by trying to identify the type of word that is missing.



Test 1 Exam practice

Reading and Use of English • Part 3

For questions 17–24, 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 answer **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0

I	N	I	T	I	A	L	L	Y											
---	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--

My 16th birthday

I turned 16 last week. And I have to say that (0), I didn't enjoy my birthday much. I usually get some birthday (17) from my friends on social media. But nobody wished me a happy birthday, which was a bit (18)

INITIAL

GREET

DEPRESS

After school, I noticed that the friends I usually walk home with had all (19), so I walked back alone. But then when I got back to my house, there were lots of (20) and balloons on the outside. 'OK,' I thought, 'this looks more (21)'. So I went inside, and there, waiting in the sitting room, were all of my school friends! Seeing them there was so (22)! Together with my parents, they'd arranged this surprise party. And they'd done it all without my (23)! In fact, it was probably the most special and (24) party ever!

APPEAR

DECORATE

PROMISE

EXPECT

KNOW

MEMORY



Test 1 Training

Reading and Use of English Part 4

In this part you:

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

Useful language Three-part phrasal verbs

1 Match the phrasal verbs 1–8 with the definitions a–h. Use a dictionary if necessary.

- | | |
|-------------------|--|
| 1 look forward to | a accept a difficult situation or person |
| 2 look up to | b feel excited about something that is going to happen |
| 3 get away with | c finish or use all of something |
| 4 come up with | d think of an idea or plan |
| 5 cut down on | e admire and respect someone |
| 6 run out of | f defend or support a person or idea |
| 7 stand up for | g succeed in avoiding punishment |
| 8 put up with | h do or use less of something |

2 Read the email below about holiday plans. Complete the text with the correct forms of the phrasal verbs from Exercise 1.

Hi Eric,

I'm really (1) you staying at my place for the holiday. It's going to be great and I'm sure you'll love my new friends. Tell me what time your train arrives and I'll get Dad to meet you.

I've (2) a few ideas for things we can do while you're here. There's a great new water park outside town that I know you are going to love. I think you're also going to like the new cinema near me. There are loads of other things to do, but you'll have time to decide what you want to do when you get here.

Unfortunately, we'll have to look after my younger sister while my mum and dad are at work. She can be a bit annoying at times, but it's only for the afternoons so we'll just have to (3) her.

Let me know if there's anything you need. Last time we met you were trying to (4) how much meat you eat. Are you still doing that? I'll have to tell my mum to get some vegetarian food for you if you are.

Speak soon!

Omar



Useful language Modal verbs

- 3 Look at the sentences about the information in the email in Exercise 2. Complete with phrases from the box.

might have become must live can't have seen may be studying can choose can't be

- 1 Eric and Omar in different places.
 - 2 Eric film at college.
 - 3 Eric what he wants to do when he visits Omar.
 - 4 Omar the youngest child in the family.
 - 5 Eric vegetarian.
 - 6 Eric and Omar each other for some time because Omar doesn't know what Eric likes to eat.
- 4 Which sentence in Exercise 3 talks about something that:
- 1 was impossible?
 - 2 is possible?
 - 3 is almost certain?
 - 4 is impossible?
 - 5 was possible?
 - 6 is allowed?

Useful language -ing and to + infinitive

- 5 Choose the correct word in each sentence.
- 1 After six months of intensive study, Fadela's maths grades finally appeared *being* / *to be* improving.
 - 2 I don't appreciate *having* / *to have* my younger brother sleeping in my room.
 - 3 Dad's car needs *fixing* / *to fix* so I have to walk to school this week.
 - 4 Thomas learnt *speaking* / *to speak* Japanese when he was a child because he lived in Japan for two years.
 - 5 Louisa really didn't feel like *doing* / *to do* her homework, but she knew she had to.
 - 6 I avoid *shopping* / *to shop* on Saturdays because everything is just so busy.
 - 7 Do you agree *telling* / *to tell* the truth?
 - 8 Haruki's aunt offered *give* / *to give* him her old games console.

Test 1 Exam practice

Reading and Use of English • Part 4

For questions 25–30, 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).

Example:

0 I haven't seen you for ages!

TIME

It has I saw you!

The gap can be filled by the words 'been a long time since', so you write:

Example:

0	BEEN A LONG TIME SINCE
---	------------------------

Write **only** the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 Jane thought of a name for her new band.

CAME

Jane a name for her new band.

26 It took me ages to get to sleep.

ASLEEP

I didn't ages.

27 Perhaps Alessio missed his bus.

HAVE

Alessio caught his bus.

28 I have to charge my phone each day.

CHARGING

My phone a day.

29 I went to bed late because it took me ages to do my homework.

TIME

I spent so my homework that I went to bed late.

30 Dan and his brother are both wearing identical shirts.

ON

Dan has the his brother.

Test 1 Training

Reading and Use of English Part 5

In this part you:

- **read** a long text
- **answer** six multiple-choice questions
- **choose** your answer from four options (A, B, C and D)

- 1** Read quickly through the text about a teenager competing in a high jump competition. Then cover your text and in pairs see how much you can remember about the text.

Tip! There will probably be some words in the text that you don't know. It's possible to complete this task without understanding every word.



Flying through the air

Hisanori was on his own now. He was standing on the side of the track waiting for his first jump of the competition. Indeed, it would be his first competitive jump in over six months. As he stood waiting, he reflected on his life over the past half year and how it had changed so much. When he had won the under-16s national championships he had been so happy and excited. All those long hours of training after school and at weekends had paid off.

And then, just a couple of weeks after the greatest day of his life it had happened. He had been riding home on his bike after training when he crashed and broke his leg. The pain in his leg was not as bad as the agony of not being able to train and compete. He had been able to catch up on his school work, which his school appreciated, but it was not something he was especially proud of. He missed the physical activity of training and the adrenaline rush of competing. His friends and family had rallied around and tried to keep the negative feelings away, but they could not really understand.

But all of that was over. All the hard work in getting back to fitness would soon be rewarded. The opportunity to fly through the air made everything worthwhile.

- 2** Read through the text again. How does Hisanori feel?
- 3** Read the four options below. Which one is closest to your answer in Exercise 2?
- A Sad because of the training he has missed due to his injury.
 - B Happy that he was able to do more school work.
 - C Satisfied that, despite the problems he has faced, he is ready to jump again.
 - D Nervous to be competing again.

Tip! There is often a question that tests your understanding of the whole text. There isn't one word or sentence in the text that will give you the answer.

4 Look at the underlined words in the text in Exercise 1 and choose the correct options in the following questions.

Tip! Pronouns such as *it*, *this*, *one* and *their* refer to other words and phrases. Usually they refer to information which comes earlier in the text, but they can also refer to information which is still to come, as in question 2.

- 1 In the first paragraph, *it* refers to
 - A Hisanori's life
 - B the past six months
 - C the competition
- 2 In the first sentence of the second paragraph, *it* refers to
 - A the school
 - B the accident
 - C catching up on school work
- 3 At the end of the second paragraph, *they* refers to
 - A negative feelings
 - B friends and family
 - C weights
- 4 In the final paragraph, *that* refers to
 - A his friends and family not understanding
 - B doing his homework
 - C the problems associated with breaking his leg

5 Read the final paragraph of the text. How does Hisanori feel about the jump? Underline the parts of the text which reveal his feelings.

And then, as quick as a flash it was all over. Initially, relief flooded through him as he realised his first jump was a successful one. He punched the air in delight and was almost as happy as the time he won the national championships. He ran back to his coach with a large smile on his face. But even before he got back, he started thinking about the next jump and how he could improve. He knew he could get better and jump higher. He tried to ignore the fact that he was so happy and focus on how to improve, how to get better. He realised his sport was the search for perfection and it was this search that he had missed so much when he had been recovering from injury.

6 Which sentence best summarises Hisanori's true feelings towards his sport?

- A Hisanori is relieved that he can jump again.
- B Hisanori enjoys trying to get better and better.
- C Hisanori feels that his next jump will always be a better jump.
- D Hisanori is worried he might get injured again.

Test 1 Exam practice

Reading and Use of English • Part 5

You are going to read an article about a list of books for teenage readers. For questions 31–36, 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.

World Book Day – the best teen reads

by Genny Haslett, 24, English literature teacher at Bathampton Secondary School

It is often suggested that teachers and librarians aren't pushing secondary school readers towards titles that challenge them enough, and so the organisers of World Book Day have announced a list which might provide some inspiration for anyone who's stuck for ideas. This list of popular books for young adults, voted for by 10,000 people across the UK, features a top 10 to 'shape and inspire' teenagers, and handle some of the challenges of adolescence.

All but one of the books have already been made into films, demonstrating that when a book makes it to the big screen, it often then acquires more readers thanks to the film's success. Of course, this isn't always the case, as with George Orwell's *1984*, where the rather mediocre film does not compare so favourably with the book's ability to conjure up a dark vision of life in a police state.

James Bowen's *A Streetcat Named Bob*, published in 2012, is one of the few relatively contemporary books here. It's also certainly for me the least predictable member of the list, but its extended stay on the bestseller list earned it – and its author – a devoted following. It is the touching story of Bob, the cat who helped a homeless man called James get his life back on track. Bob sits on James's shoulder and sleeps at his feet while he plays the guitar on the street, and soon becomes the centre of attention. What makes the story particularly powerful is that it is based on author James Bowen's real life.

Also on the list are J. K. Rowling's *Harry Potter* books. In this case it's actually the whole series rather than one particular title that makes the shortlist. Perhaps the judges struggled to agree which one book to pick. For me, the books are rather more pre-teen than the rest of the books on the list, which are aimed at a more mature readership.

But Harry Potter is a special case: as Harry gets older in each successive book in the series, the stories do become more complex and darker.

In a way, readers themselves grow up with Harry and his friends. Rowling asks some tough questions about standing up to authority, challenging 'normal' views and many other subjects close to teenage readers' hearts. This should get rid of the idea that the whole series is just for young kids. In actual fact, half of all *Harry Potter* readers are over the age of 35, but that's another story.

The list goes right back to the nineteenth century with Charlotte Brontë's great romance *Jane Eyre*, showing that some books never grow old, though the majority are twentieth-century works such as Anne Frank's heartbreaking wartime memoir *The Diary of a Young Girl*, which even now I find hard to get through without shedding tears. Personally, I would have swapped J. R. R. Tolkien's *The Lord of the Rings* for one of the many classics that didn't make the final selection, *Lord of the Flies* perhaps, William Golding's nightmare vision of schoolboys stuck on an island.

Of course there'll always be some choices we don't agree with, but that's what I think makes a list like this so fascinating. I've been using it with my class of 16-year-olds, and I got them to evaluate it and make other suggestions for what to include or how it could be changed. But what I hope can really make a lasting difference is if it stimulates them to try out writers on the list, perhaps ones they haven't come across before, and be introduced to new styles of writing.



- 31 What criticism does the writer make in the first paragraph?
- A World Book Day has been poorly organised.
 - B School librarians aren't working hard enough.
 - C Teenagers are reading books that are too easy.
 - D Teachers don't encourage pupils to read enough.
- 32 What point is made about books which are made into films?
- A The best books tend to be made into films.
 - B The film of a book makes more people read the book.
 - C Many people prefer to watch a film than read the book.
 - D It is useful to be able to compare the book and the film.
- 33 What does the writer suggest about *A Streetcat Named Bob*?
- A She is surprised that it is on the list.
 - B The book did not sell as well as it deserved to.
 - C It is the most recently published book on the list.
 - D It is the only autobiography on the list.
- 34 How does the writer justify the presence of the *Harry Potter* books on the list?
- A The books' fame can help the list get more attention.
 - B The later books in the series are more suitable for teenagers.
 - C Teenagers should read books that they will also enjoy as adults.
 - D It makes sense to have a whole series as well as individual books.
- 35 Which book does the writer feel shouldn't be on the list?
- A *Jane Eyre*
 - B *The Diary of a Young Girl*
 - C *The Lord of the Rings*
 - D *Lord of the Flies*
- 36 What does the writer intend to do?
- A be more fully developed in future
 - B prompt pupils to read more widely
 - C enable pupils to write more effectively
 - D provide a useful topic for discussion in class

Test 1 Training

Reading and Use of English Part 6

In this part you:

- **read** a text with six sentences missing
- **choose** the correct sentence to fit each gap

Useful language Synonyms

- 1** Find two synonyms from the box for each of these words. Write the synonyms on the lines.

allow	approve	attentive	dependable
dusk	infant	nightfall	thoughtful
trustworthy	youngster		

- 1 agree ,
 2 child
 3 considerate
 4 evening
 5 reliable

Tip! Synonyms are often used in the same sentence or paragraph and can help you identify the correct answer.

Useful language Purpose, reason and result

- 2** Look at the underlined phrases in the sentences below. Decide whether each phrase introduces a purpose, a reason or a result.

- 1 I was checking my results online just in case I had to do any of the exams again. **REASON**
 2 Gustavo forgot his keys so he had to get his brother to let me in the house.
 3 I was told that because the computers weren't working, I would have to come back the following day.
 4 I save half my pocket money every month so as to have some extra for my holidays.
 5 Since the end-of-year concert is coming up, I am having extra piano lessons.
 6 Amy had to wear headphones so that she wouldn't wake the baby.

- 3** Join the sentences using the words in brackets and making any other changes that are necessary.

- 1 Many schools want their students to wear school uniform. They want their students to feel part of a community. (**so that**)
 2 It's a good idea to do homework as soon as you get it. You might have a problem later and not be able to finish your homework in time. (**just in case**)
 3 Gina chose to wear make-up. She wanted to look older. (**so as to**)
 4 You have to wake up early tomorrow. You should go to bed now. (**since**)
 5 Super A can charge a lot of money for its phones. Many people believe Super A produces the best phones. (**so**)
 6 I think you're going to be very successful. You've done a lot of hard work to prepare for the exam. (**because**)



Test 1 Exam practice

Reading and Use of English • Part 6

You are going to read an article about an unusual school in Germany, where the pupils have a great deal of freedom. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet**.

Open-air teaching In Germany

A bold experiment in education that aims to help young students become independent thinkers

In 2013, Wolfgang Schwarz became Assistant Headteacher at a Hamburg school. It was a conventional school: teachers taught lessons that pupils had to attend, and set compulsory homework for pupils. The school taught all the usual subjects from English to maths. The Senior Management team told the teachers what to do, and the teachers told the pupils what to do.

Shortly after this, Schwarz read an article about open-air schools, whose aim is to encourage children to be more independent and develop important life skills in a natural setting. **37** This is in contrast to more traditional schools like where Schwarz was working, where (according to critics) the focus is too much on the teaching and learning of factual information, and where children aren't given enough opportunity to learn how to think for themselves. They maintain the physical limitations of the classroom stop students learning naturally. Learning outside, in a forest or on a beach encourages students to think more about the world around them.

However, there were only a small number of outdoor schools across Germany. **38** In 2014, that is exactly what he did, and the Hamburg Outdoor School was born. With four teachers and 42 children aged between 4 and 18, Schwarz's school had a small building set in large grounds near a beach and private forest. Now they use the areas outside the school more than the old classrooms. Most lessons take place outside.

What actually makes it an 'outdoor' school? How does it work in practice? **39** There are no tests and no homework you have to do, although some parents have, additionally, set their children academic tasks to complete away from school.

The curriculum is certainly not conventional.

40 Last year, the students sampled more than 80 different subjects, learning some maths, history and physics in the process.

And some of the teaching is done by the students themselves, such as a course on geology, taught by 13-year-old Dieter Altmann, which has become one of the most popular at the school. Other subjects range from juggling to fishing techniques.

However, student independence isn't just limited as to how the children actually do their learning. **41** At these sessions, anything can be discussed, ranging from discipline issues to deciding who should be allowed to start at the school. Everyone, from the youngest child to the school Headteacher, has an equal vote in all this. All decisions are made democratically, so the teachers can be outvoted by the children theoretically; this is something which does happen from time to time. The key question is this: does a school with optional lessons and student-led courses on juggling really provide students with the best start in life? **42** Accepting that students in normal schools may become better at certain skills, he maintains that children can learn facts much better in a natural environment through experimentation and observation. 'If you learn out of the classroom in the natural world, it makes learning more meaningful and memorable'.



- A** Schwarz is convinced that it can.
- B** But Schwarz never saw this as a problem.
- C** These include critical thinking and the ability to socialise.
- D** Simple: the children make the rules, choose their classes and where to work.
- E** They basically run the school too, through their weekly discussion meetings.
- F** So this got Schwarz thinking: why not open one himself?
- G** The pupils study rare crafts like soap-making, and Mr Schwarz has even taught classes in cheese-tasting.

Test 1 Training

Reading and Use of English Part 7

In this part you:

- **read** through one long text divided into sections, or up to six shorter texts
- **find** information in the text that matches ten short questions

1 Read through the text quickly and answer the questions.

- 1 What is the text about?
- 2 Where might you see it?
- 3 Is it positive or negative?

Tip! You don't have to read the text in detail to find the answers to these questions. Skimming is a reading strategy that will help you in the exam.

Zhang Woo ★★★★★

I liked this game because it was something I could do to pass the time and it's fun if you want something cute. I enjoyed it, but after playing for a long period of time it can become a bit boring. I would give it five stars if it had more variety in the challenges. The graphics are pretty good and the music is nice too. All in all, though, for a free game it is very good.

2 Read the two texts quickly and answer the questions below.

Karima Abdulaziz ★★★★★

I love all games of this type, but this is the best one around. It's really challenging and you have to think very hard to complete all of the levels. I always play on silent so I don't know what the music is like, but the visual effects are amazing. I like the social aspect as well as I can invite my friends to help me when I have a problem. The only thing I would add is an option to pay for the game so that I could avoid the adverts.

Pawel Kiminski ★★★

It's an interesting game, but it quickly becomes repetitive. Once you have learnt how to complete the first few levels, it is easy to do the rest of them. The artwork is very well done, but the music is annoying – I had it on silent all of the time. The adverts are a bit frustrating and not exactly appropriate if children are playing. However, there were no bugs and the gameplay is very good and, at the end of the day, it is free so I can't complain too much!

Which writer (Zhang, Karima or Pawel)

- 1 would like to pay for the game?
- 2 doesn't like the music?
- 3 makes a recommendation for change?
- 4 thinks it can be difficult at times?
- 5 believes there might be a problem for younger people?



Test 1 Exam practice

Reading and Use of English • Part 7

You are going to read an article about four teenagers who have started their own business. For questions 43–52, choose from the teenagers (A–D). The teenagers may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Which teenager

says they are highly motivated?

43	
----	--

has started to feel more confident?

44	
----	--

is planning to open another business?

45	
----	--

says that managing time can be hard?

46	
----	--

says they learn from their mistakes?

47	
----	--

says that their age surprises some people?

48	
----	--

tends not to tell people how old they are?

49	
----	--

wanted to improve an experience for customers?

50	
----	--

says their work involves something they find easy?

51	
----	--

realised what they wanted to do while helping someone else?

52	
----	--



Four teenage business stars

A Rebecca Dundee, 16

I suppose it was obvious I had a head for business when I was about six. I used to make my parents cups of tea in the morning – and charge them 20p for each one. And it was another 20p if it needed reheating. And then about a year ago I was in a chain coffee shop waiting in line to get my drink, and I just realised how dreadful the whole experience was – dirty tables, rubbish WiFi and grumpy staff. And I thought 'I bet I could do better than that'. So a friend and I launched an app enabling people to access menus, order and interact with each other. Since then I haven't looked back. I was concerned that I wasn't doing too well at school, which was a bit depressing, but with the business going so well, it feels great to be where I am now.

B Jimbo, 15

When people ask what I do, I tell them I advise people about their brand on social media. They can't believe I'm doing this while I'm so young. But I love it. The tricky bit is getting everything done that I need to; sometimes there aren't enough hours in the day! I've been doing the job about six months, and it took quite a lot of effort at the start to persuade my mum and dad that it wasn't just a waste of time. But now they're confident I'm doing OK. Which is just as well, because now that I've launched an online magazine, I should have several more projects on the way, as long as I can get the money together. One's going to be setting up a firm with my best mate – it should start to do quite well after about a year. So watch this space!

C Sarah McFinny, 18

Using social media comes naturally to me, and it's not something I've ever had to try to get my head around. I'm in my first year at uni, and I was lending a hand to someone who wanted to organise a social media campaign for a university sports club. I did lots of work for her, setting it up and publicising it, and she couldn't believe the results I got. It was amazing! So I thought, 'You know what – I could make some money out of doing this sort of thing'. When I'm talking to clients, obviously I don't shout about my age, I mean you want to be taken seriously. When I graduate, I want to help my parents run their business, or at least do that part-time. I'm excited about the future.

D Duncan Jackson, 15

Well, I've never liked spending money, even at a really young age. But now that I've worked out how to make money, I'm really driven to get out of bed every morning and make as much as I can. I basically run an online shop, and I've had over 100 customers so far. It's always nice when a customer visits the store and buys from you again – you know you're doing something right. I don't always get things right though. In fact, there are lots of things I've got very wrong, like setting my prices too high – or too low! But that can be useful, because when something doesn't go as planned, you can always adapt and hope you do it better next time.

Test 1 Training

Writing Part 1 (essay)

In this part you:

- **read** the instructions and the essay question carefully
- **read** the notes that you must include in your essay
- **write** a formal essay that gives your opinion
- **include** the points you need to cover, and add another point of your own
- **write** between 140 and 190 words

1a Read the instructions for a Part 1 essay task. Underline the key words in the instructions.

In your English class you have been talking about the importance of physical exercise and sport for young people. Now your English teacher has asked you to write an essay.

b How much exercise do you get? Discuss in pairs. Think about the following situations:

- at school
- on the way to school
- sports and hobbies
- physical work, (e.g. cleaning, carrying things)

2 The phrases in the box can be used for talking about the benefits of physical exercise and sport. Find phrases from the box that match the definitions. Write them on the lines.

energy	leadership skills	physical strength
posture	risk of heart disease	risk of obesity
self-confidence	stamina	strength of character
stress level	teamwork skills	well-being

Tip! As part of your essay planning, brainstorm a list of high-level words about the topic. You can then choose which words from your list you want to include in your writing.

- 1 how long you can continue exercise before getting tired
- 2 the way you sit or stand
- 3 a positive feeling about your own abilities
- 4 the danger of becoming dangerously overweight

Useful language Verbs

3a Look at the verbs in the box. Check any new words in a dictionary.

boost	build up	develop	improve	increase
lower	raise	reduce	strengthen	weaken

b Group the verbs according to meaning. Some verbs can go in more than one group.

- 1 make better / stronger
- 2 make bigger / higher
- 3 make smaller / weaker

c Write sentences about physical exercise. Use the verbs and phrases from this page to help you.

Example Physical exercise can boost your self-confidence.

- 4a** Look again at the instructions for the Part 1 essay task in Exercise 1.
Now read the essay question and the notes below.

<p>'School students spend too much time on sports. They should spend more time studying instead.' Do you agree?</p> <p>Notes Write about:</p> <ol style="list-style-type: none">1. health benefits and risks of doing sport2. how sports affect the way you study3. (your own idea) <p>Write an essay using all the notes and giving reasons for your point of view.</p>
--

- b** Before you decide whether you agree with the statement, complete the list below with some points that you could make in your essay.

- health **benefits** of sports
- health **risks** of sports
- How do sports **help** you to study?
- How do sports **make it harder** to study?

- c** As well as the two points provided in the essay question, you must also write about a third point. Look at five ideas for the third point and answer questions 1–3 below.

- a Physical exercise is fun and rewarding.
- b Students need to simply relax after school, e.g. watch TV, chat with friends, listen to music.
- c Sports teach useful skills and habits for life.
- d More time studying means better test results and grades.
- e Sports are not fair: students who are good at sports always win.

- 1 Which points support the statement in the essay question?
- 2 Which points challenge the statement?
- 3 Which points are not relevant to this essay task?

- 5** Decide whether you will agree or disagree with the statement in the question. Which of the points in Exercise 4 would you include in your essay? Would you include any different points?

Tip! The essay doesn't have to reflect your own personal opinion. It's usually possible to think of good arguments from each side. You can choose the opinion that allows you to display your knowledge of grammar and vocabulary best.

- 6** Now read what a student called Martin wrote in answer to the essay task. Does he agree or disagree with the statement?

Some people argue that schools should focus only on academic subjects, like mathematics and history. But I believe that physical exercise is just as important as any other subject.

The health benefits of physical exercise are clear. It improves our posture, boosts our physical strength and lowers our risk of heart disease and obesity. For some students, PE lessons are the only physical exercise that they get each week, so every lesson makes a big difference to their health.

Physical exercise actually helps us to study. It reduces our stress levels and increases our energy. After doing physical exercise, we feel fresh and ready to return to our studies.

In addition, sports teach us important skills that we can use in the real world. They encourage teamwork and leadership skills and also give us the stamina and strength of character to keep going when we want to give up. It makes sense for schools to develop these essential skills.

I strongly believe that physical exercise at school is not a waste of time. It definitely deserves its place in the school timetable.

Useful language Paragraphs

- 7a** Look at Martin's essay in Exercise 6. What is the purpose of each paragraph? How many sentences are in each paragraph?

Tip! You shouldn't write more than 190 words. That means you'll probably need only two or three sentences in each paragraph.

- b** Look at Martin's second paragraph. The first sentence makes a point. The second sentence provides examples and/or explanations. The third sentence shows how this information is linked to the essay question. Now look at Martin's third and fourth paragraphs. Do they follow the same pattern?

- 8a** Another student, Helena, has written an essay on the same topic. Read her essay plan.

- Paragraph 1: Introduction: agree with statement
- Paragraph 2: Health issues
- Paragraph 3: How sports affect the way you study
- Paragraph 4: Time: more time studying means better test results and grades
- Paragraph 5: Conclusion

- b** Now put these sentences from Helena's second, third and fourth paragraphs in the best order.

- | | |
|--|----------|
| a Too much physical activity can be bad for our health. | <u>1</u> |
| b As I have no intention of becoming a professional athlete, every hour that I spend in a PE lesson is one hour less that I can spend on more important subjects. | — |
| c To make it easier to pay attention during lessons, schools should reduce the amount of physical activity that students are expected to do. | — |
| d For all these reasons, we should cut sports lessons to no more than one hour per week. | — |
| e For example, school students often suffer from broken bones or other injuries. | — |
| f For me, the whole point of school is to study academic subjects that will help me in my future education and career. | <u>7</u> |
| g Because they are so physically and mentally tiring, we have less energy to concentrate during lessons. | — |
| h As a result, they may miss school for weeks or even months. | — |
| i Sports may also make it harder for students to focus on important subjects like maths and history. | <u>4</u> |

Test 1 Exam practice

Writing • Part 1

You **must** answer this question. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

In your English class you have been talking about different kinds of sport. Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.


<p>'It is better for young people to take part in team sports at school than to practise individual sports (e.g. tennis, gymnastics).' Do you agree?</p>
<p>Notes</p> <p>Write about:</p> <ol style="list-style-type: none">1. enjoying the activity2. learning to be responsible3. (your own idea) (<i>different abilities</i>)

Check! Have you:

- ☐ included everything in the notes?
- ☐ written about your own idea?
- ☐ given reasons for your point of view?
- ☐ written 140–190 words?

Test 1 Training

Writing Part 2 (letter / email)

In Part 2, you can choose what to write from a set of four options: a letter or email, a story, an article or a review.

In a letter or email, you need to:

- **read** part of a letter or email from a friend
- **think** about what advice or information your friend needs
- **imagine** that you are writing to a real person, not just answering an exam question
- **write** between 140 and 190 words

1 You will often need to give opinions or advice as part of the letter / email task. Look at the extracts from emails below. Underline the parts of each extract where the writer justifies an opinion or piece of advice.

- 1 I think it's much better to read a book before you watch a film because you'll understand a lot more of the story. If you watch a film first and then read the book, you might get bored.
- 2 You shouldn't spend so much time playing computer games. It's bad for your health to spend so much time sitting inside. Why don't you take up a new hobby?
- 3 We have six 60-minute lessons every day, with a 5-minute break between each lesson and a break of 30 minutes for lunch. I think the breaks are too short – we don't have enough time to get from one lesson to the next.
- 4 If I were you, I wouldn't invite too many people to the party. I think it'll feel more personal if you invite only a few of your best friends, because you'll have more time to talk to each of them.

Tip! In your letter or email, you may need to do any of the following things:

- give advice
- make a comparison
- describe something
- explain something
- express your opinion
- make a recommendation

2a Look at the exam task below.

You have received this email from your English-speaking friend, Paula.

Hi!

I like living in our new house and my new school's fine. But I don't really have any good friends. All the other people in my class already know each other well, so it's hard for me to make friends. My parents say I should join a club or something, but I'm not sure I want to.

What do you think?

Paula

Tip! In the writing tasks, always justify your opinions and any advice which you give.

Write your **email**.

b Work with a partner. Discuss what advice you would give Paula. How could you justify your advice?

3a Read the email that a student wrote to Paula.

Hi Paula

It's great to hear from you. I'm pleased you like your new home. Sorry I haven't replied sooner, but I've been really busy. It must be really difficult to make new friends. But it'll get easier over the next few months. Maybe you should invite some classmates to your house after school. That's a great way of getting to know people better.

I think your parents are right about joining a club. It's really important to spend time with people who aren't in your class. I know you don't like sports, but there are lots of other clubs you can join. I remember you love painting, so why don't you join an art class? That way, you can make friends while learning a useful skill. Or what about a dance class? It's a great way to meet new friends and keep fit at the same time. It'll feel strange at first, going to a class by yourself, but it'll be worth it.

Anyway, let me know what you decide. I'm sure you'll be fine!

Good luck!

Antonio

b Discuss with a partner. What is the purpose of the four main paragraphs?

4a Look at this sentence from Antonio's letter. Why do you think Antonio included it?

Sorry I haven't replied sooner, but I've been really busy.

b Find a sentence in the third paragraph where Antonio invents information to make the email feel more real.

5 Match the sentences from Antonio's email with the advice.

- 1 It's great to hear from you.
 - 2 It must be really difficult.
 - 3 Anyway, let me know what you decide.
 - 4 I'm sure you'll be fine!
- a A positive prediction is a great way to end your email.
 - b Don't forget to invite the other person to reply.
 - c Always acknowledge the other person's email at the beginning.
 - d Show that you understand the other person's problem.

Tip! Always start your letter or email with a friendly introduction and finish with a friendly ending. There's very little difference between a letter and an email. You can write them both in exactly the same way.

6a Read this extract from an email from a student called Marek.

We've finally finished school for the summer, which is great. It was a very hard year. But now I've got a new problem: how to fill six weeks of holiday without spending loads of money. Any ideas?

b Work in pairs. Use these phrases to give advice to Marek.

- | | |
|----------------------------------|---------------------------|
| ● I'm pleased to hear ... | ● Why don't you ...? |
| ● I know what you mean about ... | ● That way, you can ... |
| ● Maybe you should ... | ● What about ...? |
| ● That's a great way of ... | ● It's a great way to ... |
| ● It's really important to ... | |

Useful language Dummy subjects (*it* and *there*)

7a Find sentences in Antonio's email that mean the same as sentences a and b. Why are Antonio's versions better?

- a Spending time with people who aren't in your class is really important.
- b I know you don't like sports, but you can join lots of other clubs.

b A dummy subject is a grammatical word that functions as the subject of a sentence. There are two dummy subjects in English, *it* and *there*. Rewrite the following sentences using either *it* or *there* to start the sentence.

Tip! The dummy subject doesn't mean anything by itself, but it allows us to move important information away from the beginning of a sentence.

- 1 Making friends in a new school can be very difficult.
It
- 2 You can do lots of different things to keep busy over the summer.
There
- 3 Two ways of solving this problem exist.
.....
- 4 Inviting some friends round after school is a good idea.
.....
- 5 Some people you'll really like might be in your dance class.
.....

Test 1 Exam practice Writing • Part 2 (letter / email)

Write your answer in **140–190** words in an appropriate style on the separate answer sheet.

You have received this email from your English-speaking friend, Jo.

Hi!

I have to do my homework every day as soon as I get home. I want to do things like see my friends and relax straight after school – then do my homework later. But my parents don't let me do anything else until I've finished my homework. How can I persuade my parents to change their minds?

Hope you can help!

Check! Have you:

- ☐ responded to Jo's request?
- ☐ justified your opinions or advice?
- ☐ opened and closed the letter in a suitable way?
- ☐ written 140–190 words?

Tip! You don't need to answer Jo's question. If you agree with Jo's parents, and don't think they should change their minds, you can explain why in your email.

Test 1 Training

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
- **include** the words or ideas you are given in the prompts
- **show** that you can use a good range of past tenses
- **use** a wide range of vocabulary to describe people, things and events
- **write** between 140 and 190 words

1a Read the exam task below carefully.

Your teacher has asked you to write a story for a class story competition.

Your story must **begin** with this sentence:

When Angela saw the message on her phone, she ran out of the room.

Your story must include:

- an animal
- a mistake

Write your story

b Use your imagination to plan the story. Think about these questions.

- 1 Who is Angela? What sort of room was Angela in? Why was she there?
- 2 Who was the message from? What did it say? How did it make her feel?
- 3 Was the message about an animal? What sort of animal?
- 4 Did the mistake happen before Angela read the message or after?

Tip! It's useful to think about lots of details while you're planning. This will help your story to feel realistic. You can always leave out some details when you're writing.

2a Read part of a story that a student called Erik wrote for this task.

Which questions from Exercise 1b has he answered?

SNAKES IN THE KITCHEN

When Angela saw the message on her phone, she ran out of the room. She had been watching a film at her friend's house.

'I've just had a message from my dad,' she explained to her friend. 'He said there are snakes in the kitchen. I need to help him!'

When she opened the door, she saw her dad lying on the sofa.

'Are you OK, Dad?' she called.

'Yes, absolutely fine,' replied her dad.

'But what happened to the snakes in the kitchen?' asked Angela.

'Snakes!' exclaimed her dad. 'I meant snacks! My phone must have changed my spelling!'

2b The story has only 98 words. Look at the extra information that Erik added to his story later. Where did he put the sentences in the story?

- 1 She knew she needed to get home as quickly as possible.
- 2 He told me to come home immediately.
- 3 As she was running home, she wondered where the snakes could have come from.
- 4 She remembered that her neighbour, Mr Jones, kept some dangerous snakes in his house.
- 5 Maybe they had escaped from their tanks.
- 6 He wasn't moving and his eyes were closed.
- 7 'I was just having a nap before lunch.'

Tip! Add extra information to make your story more interesting. You're allowed up to 190 words, so try to use them!

Useful language Reported speech

3a Look at the examples of direct speech from Erik's story (a-g). Answer questions 1-5 below.

- a 'I've just had a message from my dad,' Angela explained. 'He said there are snakes in the kitchen.'
- b 'Are you OK, Dad?' she called.
- c 'Yes, absolutely fine,' replied her dad.
- d 'I was just having a nap before lunch.'
- e 'But what happened to the snakes in the kitchen?' asked Angela.
- f 'Snakes!' he exclaimed.
- g 'I meant snacks! My phone must have changed my spelling!'

- 1 Which reporting verbs did Erik use?
- 2 Do we always need to use a reporting verb?

b Look at these examples from Erik's story (a-f). Answer the questions below.

- a He said there are snakes in the kitchen.
- b He told me to come home immediately.
- c She knew she needed to get home as quickly as possible.
- d As she was running home, she wondered where the snakes could have come from.
- e She remembered that her neighbour, Mr Jones, kept some dangerous snakes in his house.
- f Maybe they had escaped from their tanks.

- 1 Which examples are reported speech? Which are reported thoughts?
- 2 What did the person actually say/think in each case?
- 3 Which example is a reported question? Which is a reported instruction?
- 4 Find three examples of backshifting (= a change in the choice of tense, e.g. from present tense to past tense).
- 5 Why is there no backshifting in example a? What about example d?
- 6 What is unusual about example f?

c Change the examples in 3a from direct speech to reported speech.

4 Look at these reporting verbs. Choose one of the reporting verbs to report the direct speech below. Invent any extra details you need.

add	admit	agree	announce	argue	believe
boast	claim	complain	confirm	decide	deny
doubt	enquire	guess	hope	imagine	explain
inform	insist	mention	order	persuade	predict
promise	regret	remark	remind	repeat	reply
report	state	suggest	suppose	warn	wonder

- 1 'I'm much better at this game than you.'

Example Robert boasted that he was much better at the game than Helen.

- 2 'I don't think your plan will work.'
- 3 'Don't forget to call me when you arrive.'
- 4 'How about starting again from the beginning?'
- 5 'How much longer will this journey take?'
- 6 'I didn't tell anyone your secret.'
- 7 'There must be over a thousand people here, I'd say.'

Tip! It's best to include a mixture of direct and reported speech in your story. If you just use one or the other, it can be boring. And don't forget to report people's thoughts too! It can be very powerful in a story.

Useful language Modals of probability in the past

5a Look at these sentences. In which sentences is the speaker sure of what he or she is saying?

- 1 'She must have had an accident,' suggested Luke.
- 2 'The snakes might have escaped,' warned Vicky.
- 3 'It can't have been David – he's on holiday this week!' insisted Diane.
- 4 'You may have heard this story before,' explained Thomas.
- 5 'Could it all have been a misunderstanding?' wondered Annie.

b Underline the past forms of the modal verbs in each sentence.

c Rewrite the underlined sentences using some of the past forms of modal verbs in Exercise 5a.

- 1 The door was wide open and the parrot was missing. Maybe it had escaped or maybe somebody had stolen it.
- 2 There were dirty footprints all over the house. It was clear that somebody had broken in.
- 3 Jacob heard a loud growling sound. Is it possible that it was a lion?
- 4 'There's no way they've finished yet,' insisted Phil. 'They've only just started.'

6a Read this story that a student called Tanya wrote for the writing task on page 42. Choose a suitable title for the story.

When Angela saw the message on her phone, she ran out of the room. 'You're in the wrong room,' the message said. 'The exam is in room 1742.'

Angela was already stressed about her English exam, which was due to start in six minutes, but now she felt a hundred times worse. Where on earth was room 1742? And who could have sent that message?

Just then, she noticed a small black cat sitting at the foot of a flight of stairs. The cat was staring at her intensely. Suddenly, the cat turned away and ran up the stairs. Angela followed nervously.

At the top of the stairs, Angela saw the cat again. It was at the far end of the corridor. It stood by a large wooden door and then it disappeared. Had it tried to tell her something? She must have imagined it. Nevertheless, Angela hurried along the corridor. She gasped as she saw the sign on the door: 'Room 1742: English exam today.' She was there just in time. And she knew exactly what she would write about for her story.



b Find examples of the following things in Tanya's story.

- a an animal
- a mistake
- speech marks
- reported speech or thoughts
- past forms of modal verbs

c Do you prefer Erik's or Tanya's story? Why?

Test 1 Exam practice

Writing • Part 2 (story)

Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

Your teacher has asked you to write a story for a class story competition.

Story competition

Your story must **begin** with this sentence:

When Leo saw the box in the shop window, he knew he had to buy it.

Your story must include:

- a friend
- a surprise

The winning story will be published in the school magazine.

Write your **story**.

Tip! Don't forget to include all the information in the question!

Check! Have you:


- ☐ used direct and reported speech and thoughts?
- ☐ used descriptive adjectives and adverbs?
- ☐ added extra information to show how the people felt?
- ☐ given your story an interesting title?
- ☐ written between 140 and 190 words?

Test 1 Training

Listening Part 1

In Part 1 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 extracts from the recording. For each question, choose the correct answer from the three options. Underline the words in the text that give you the answer.

Tip! Before you listen, read the sentence which introduces the recording. Think about the topic and what you know about it. This will help you to follow for his friend the conversation.

- 1 You hear two teenagers talking about what to do on their friend's birthday. Why do they choose to go to the city-centre cinema?

Boy: It's Daisy's birthday soon, isn't it? What are we going to do for her?

Girl: Hmm, I don't know, she's hard to please. How about the new multiplex? There's that new film she wanted to see.

Boy: Yes, but it's really hard to get there. If we want to invite lots of people, I think it'd be better to go to the cinema in the city centre. What do you think?

Girl: I guess so. It's not as nice, but you're right, it's bigger, lots of buses go there and I'm sure loads of people will want to come!

- A it has the best choice of films.
- B the location is convenient.
- C Their friend likes it there.

- 2 You hear a boy leaving a voicemail message for his friend. He wants to know what time his friend will ...

Hi Ali, hope you're doing OK. I guess you're busy. I just wanted to drop by your place later to give you the new science books we need. When you get this message can you let me know what time you'll be back from football training? Just text me if I don't answer – I've got a guitar lesson this afternoon so I might not pick up. See you later. Cheers!

- A be at football training
- B be able to come to his house
- C be at home

- 3 You hear a woman talking about how to prepare for a marathon. What does she say about eating on the day of the race?

The first thing to remember is to drink enough water – at least one litre before you start the race and one litre per hour afterwards. You don't want to get dehydrated. Carbohydrates are vital too, so have a good breakfast, with some eggs for protein. Don't go overboard 'cos you'll refuel during the run. You don't have to stretch too much beforehand, but do a light warm-up to get your muscles ready. Some people like to do yoga, but I think you should do whatever gets you ready. The most important thing is to visualise the end of the race, and enjoy it! Good luck!

- A Drink less than a litre of water before you start.
- B Eat a lot on the morning of the race.
- C Have a clear goal about how you want to finish the race.

- 4 You hear two friends talking about going fishing.

What does the boy offer to do for the girl?

Boy: Have you ever tried fishing?

Girl: No, but I'm up for it. What do I need to get started?

Boy: Well, the first thing is a good rod and some sharp hooks. It's a good idea to bring a little stool too, 'cos you'll be sitting for a while.

Girl: Hmm, OK. Do I need to buy all of that?

Boy: No, I've got some spares you can borrow. You'll need to buy a special fishing licence too. You can pick that up on the way.

Girl: OK. What else?

Boy: Lots of patience! It's great for relaxation, though.

Girl: Sounds good.

- A lend her some equipment
- B get her a licence
- C teach her how to do it

- 5 You hear a boy talking to a shop assistant.

What does he have a problem with?

Shop assistant: Hi there, can I help you?

Boy: Yeah, I was in here last week and picked this up, but it's stopped working.

Shop assistant: OK, let me take a look. OK. Let's see ... um... Let me just try and see if it is working. I'll plug it in over here. It seems to be working fine. Did you try another socket?

Boy: Yes, but it still wouldn't work with my phone.

Shop assistant: Can I see your phone

Boy: Sure, here you go.

Shop assistant: I see the port is a bit blocked. I'll just clean it up ... There you go!

Boy: That's great, thanks!

- A a phone
- B a charger
- C a phone case

- 2 Look at the options below. Two teenagers are discussing a television programme they have both watched. Which of the phrases are used to agree with the other speaker? Which are used to disagree? Write A or D.

- a Hmm, I don't know
- b 100%.
- c Yes, but
- d Don't you think that
- e But if
- f Exactly.
- g OK, yes.
- h Yes, of course!

Tip! It is often easier to hear when people are agreeing than when they are disagreeing. While listening, try to identify the specific items people are agreeing and disagreeing about.

- 3  2 Now listen to the recording and answer the question below.

You hear two students discussing a television programme they both watched.

What do they disagree about?

- A how difficult the living conditions shown in the programme were.
- B how the people shown in the programme must have felt about their living conditions.
- C how much living conditions have changed since the time shown in the programme.

Test 1 Exam practice

Listening • Part 1



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

- 1 You hear two students talking about their first geography class of the year. How do they both feel?
A optimistic about how the classes will develop over the term
B concerned that it was more difficult than they'd expected
C satisfied that they'd learnt some valuable information
- 2 You hear a boy telling a friend about buying some food for wild birds. What is he aiming to do?
A attract one particular species of bird
B keep the local birds alive during the winter
C monitor the range of wild birds that visit his garden
- 3 You hear a girl telling a friend about a spelling competition she won. What does she say about it?
A She took some time to find a strategy that worked for her.
B She found that her good visual memory helped her the most.
C She wasn't concerned by the level of level of the other competitors.
- 4 You hear a technology teacher telling her students about the model cars they are going to make. What does she warn them about?
A being inaccurate as they develop their model
B choosing a car that's too complicated for them to make
C finding they need tools that the school doesn't currently have
- 5 You hear a boy talking to his sister about a sweatshirt he bought recently. Why is he unhappy with it?
A He's worried it may already have gone out of fashion.
B He feels it's poor quality for the price he paid.
C He thinks the colour doesn't suit him at all.
- 6 You hear a school football coach talking to his team about avoiding injuries. What does he propose for this season?
A checking players drink enough fluids before training and matches
B improving the exercises at the start of their training sessions.
C making a specific type of training a regular event
- 7 You hear a girl talking to her friend about a building she's just visited. Why is she telling her about it?
A to recommend it as somewhere worth visiting
B to confirm that his opinion about it was correct
C to explain why she decided to go there
- 8 You hear a boy leaving a phone message for a friend about a family camping holiday. What does he say about the holiday?
A They feel inspired to repeat the experience.
B They managed to make the best of a bad situation.
C They were disappointed after all their preparation.

Tip! Remember that you can listen twice to each recording. Use the second listening to confirm your answer. If you're still not sure, then have a guess – don't leave any questions unanswered.

Advice

1 Remember you are looking for something that **both** speakers feel. What do they say about the class? Has each of them learnt something from it? Was it useful?

5 What item of clothing are the speakers talking about? Why did the boy want to return it to the shop? What does he mean by 'charge'?

Test 1 Training

Listening Part 2

In Part 2 you:

- **listen** to a recording with one speaker
- **write down** words from the recording to complete the sentences
- **hear** the answers in the same order as the recording

1a Read exam question 9 below. What words might fit in the gap, which could describe a house?

You will hear a girl talking about vacations in her country.

She says that the house is (9)

Tip! You know the context, so try to guess what type of information could fit each gap. This will help you to hear the correct answer when you listen to the recording.

b Read the extract from the audioscript below. Which is the answer to question 9? Underline the part of the audioscript that contains the correct answer. Which other adjectives appear in the script? What do they describe?

The most important part is that all the family's together. So people take time off work and travel to all parts of the country, depending on where their relatives are. All the adults have time off work and we're on school holidays as well so there's a real holiday atmosphere! We usually go to my uncle's house on the north coast, which is a beautiful and traditional part of the country. I love going there to his place 'cos it's absolutely massive.

c 4 Listen to the recording and check your answer.

2a Look at question 10. What possibilities could fit in the gap?

The girl says that her (10) do something which she finds surprising during the holiday.

Tip! Identify what kind of word goes in the gap. Is it singular or plural? Looking at the words immediately before and after the gap can help you to do this.

b 5 Listen to the recording. How many different family members are mentioned? What do we learn about them?

Everyone stays over and me and my brothers love seeing our cousins. We have a big family so there's always loads of people there. Everyone sleeps on sofas in the living room – even my parents don't sleep in a bedroom! The day after we get there, we have a huge breakfast with fresh juice, eggs, and special cakes and pastries my grandma makes, before we head for the beach. I always look forward to that!

3a Read the sentences and think of ONE word which fits each gap.


- 1 Of all the people in my family, my are the funniest.
- 2 When we're on holiday, there's so much in the house!
- 3 On the beach it gets really hot, so you have to be of the sun.

3b Choose the correct option to complete the information about the sentences in Exercise 3a.

- 1 In sentence 1, the word in the gap is followed by a *plural / singular* verb form, which means that it must be a *plural / singular* noun.
- 2 In sentence 2 the word in the gap comes after *so much*, which means that it must be a *countable / an uncountable* noun.
- 3 In sentence 3, the word in the gap follows 'be' and in this context it must be an *adjective / adverb*.

Test 1 Exam practice

Listening • Part 2

 6 You will hear a girl called Anna giving a presentation about the fashion blog that she's created. For questions 9–18, complete the sentences with a word or short phrase.

Tip! Use the time before the recording starts to read the rubric and find out who will be talking and the topic. Read quickly through the sentences. What type of information are you listening for?

Anna – fashion blogger

After Anna was featured in a (9), she had more people visiting her blog.

Anna now has a (10) to help her develop the blog.

When choosing clothes for her blog, the (11) of Anna's readers is the most important point she considers.

Anna thinks teenagers are likely to spend more on (12) than on other items of clothing.

Anna prefers buying her own clothes from (13) rather than other places.

The historical period that's given Anna the greatest inspiration for her blog is the (14)

Clothes with (15) on them recently attracted attention to Anna's blog.

Anna mainly promotes clothes made of materials such as (16) on her blog.

Among the things Anna has made herself, people have showed most interest in her (17)

Anna was pleased that visitors to the blog have described it as being (18)

Advice

12 Can you predict an answer here? Read the whole sentence. What type of word will the answer be?

16 Anna is going to give an example of materials. Think of some names of common materials used to make clothes. Listen carefully – which is the answer and which are the distractors?

Test 1 Training

Listening Part 3

In Part 3 you:


- **hear** five different people talking about related things
- **match** what they say with one of eight options

1a Imagine a new fast-food restaurant has opened in your town. How might you feel about it? Here are some examples:

- A pleased with the value for money
- B impressed with how it looks
- C disappointed with the food
- D excited about going there with friends
- E surprised by the choice of location

Tip! The options for Part 3 might include feelings or opinions, which have to be matched to with what the speakers say in the recordings.

b How would you express these feelings? Think about the words and phrases you might use.

2a  **7** Now read what Speakers 1–5 are saying about a fast-food restaurant in their town. Which of the options A–E matches what each speaker says? Underline parts of the audioscript that give you the answers, then listen.

1 I honestly think it's exactly what our town needs. What struck me was there's a real demand for reasonably priced food like this. It's the 21st century and we want the same things that you can find in other towns. Tourists who come to our area will definitely go to this place, too, so it'll have a knock-on effect to the local economy. I honestly can't see anything wrong with it. I've already been there a couple of times and can't wait to go again!

2 Well I don't have a real problem with it, but I just don't see why it's been opened up here. We've got loads of options already. What we really need is more places to spend our free time, more activities, that sort of thing. But if people want to spend their money there, then that's up to them.

3 I'm not really bothered to be honest with you. I don't go in for fancy eating and posh service anyway. Give me a sandwich and I'll be happy. And have you seen what they charge there? What a rip-off!

4 Well I went there and it was really put off. I had high hopes but I just wasn't that impressed. The burgers weren't up to much and even the chips were cold! It was OK, but certainly not worth all the hype. I won't be rushing back.

5 The food was great, the staff were really friendly and I loved it. Honestly, I just think that people around here need to stop complaining and try something different. Yes, it's more expensive than other places, but you have to pay for quality, don't you? I think it's great and hope that other places of the same quality open up here soon as well.

b Compare your answers with a partner. Which of the speakers talks about each of the ideas mentioned in the options A–E. How did you know which was the correct match for each one?

Test 1 Exam practice

Listening • Part 3



You will hear five short extracts in which teenagers are talking about finding a valuable object by chance. For questions 19–23, choose from the list (A–H) what each speaker says about the experience.

Use the letters only once. There are three extra letters which you do not need to use.

Tip!

Remember that you will hear five different speakers, but you have eight options to choose from. Read carefully through the options before you start listening, so that you know what information you're listening for when the recording starts.

A It led to a new interest for me.

B I managed to return it to its owner.

Speaker 1

 19

C I made a disappointing discovery about it.

Speaker 2

 20

D I helped to prevent it from getting lost again.

Speaker 3

 21

E I was tempted to keep it.

Speaker 4

 22

F It helped me to achieve what I'd always wanted.

Speaker 5

 23

H I was given a cash reward.

Advice

21 The speaker mentions an *idea*. Whose idea was it? What was it for?

23 The speaker mentions a *collection*. What has she started to collect? Why?

Test 1 Training

Listening Part 4

In Part 4 you:

- **listen** to a recording of two people speaking
- **answer** seven multiple-choice questions, each with three options

1 Work with a partner. Discuss the questions below.

- 1 Have you ever volunteered for something? 2 What kind of voluntary work might people choose to do?

2 Listen to an interview with a girl called Sophia, who's talking about a volunteer project at her school. Then answer this question:

How did the students initially feel about volunteering?

- A They were nervous about it.
- B They had lots of ideas of how to start.
- C They didn't think they had any relevant skills.

3a Now cover options A-C and the extract from the audioscript below, and just read the question. Listen to the next part of the interview and write down the answer as you listen.

So what did the students get out of the project?

b Now look at the three options below. Which one matches your answer the most closely? Compare your answers with a partner. Then look at the audioscript and underline the part that gives you the answer.

- A They practised new skills.
- B They learnt how to use social media.
- C They taught other people how to use social media.

Interviewer: So what did the students get out of the project?

Sophia: There were two charities and one community association that took us up on that offer. Basically they loved it because it was a way for them to connect with a new audience, which would've been very difficult and time-consuming for them to set up themselves. But it was also a way of using our skills. It allowed my classmates running the accounts to be creative in using social media. It forced them to leave their comfort zone and try something different.

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

Interviewer: That's amazing. And what about the future of this project?

Sophia: Well, I am worried about it. We're all finishing school this year and most of us are going off to university in the city, so we won't be in the local area any more. However, we're talking to a number of charities and organisations to see if we can find a way to continue doing what we've started, as it would be a real shame if everything just stopped when we leave. Hopefully we'll find a way to do this, and carry on with what we started.


Interviewer: Thanks for talking to us today Sophia, and good luck for the future – we look forward to hearing more about your volunteer project.

What is Sophia worried about?

- A Going to university
- B Leaving the local area
- C The possibility of the project ending

Test 1 Exam practice

Listening • Part 4

 12 You will hear an interview with a student called John Benton, who's just completed a 25-kilometre running race. For questions 24–30, choose the best answer (A, B or C).

Tip! The questions follow the order of the recording. The interviewer's questions will signal when you need to move to the next question.

- 24 Why did John decide to enter the race?
- A He was encouraged by his father to take part.
 - B He wanted to prove his friends wrong.
 - C He was inspired by a celebrity's achievements.
- 25 One feature of John's training before the event was to
- A get some rest between training sessions.
 - B leave himself enough time to build up his fitness.
 - C set targets that he felt were realistic.
- 26 John says that once he started training, he had difficulties
- A fitting it in around his usual school schedule.
 - B finding time for leisure activities after school.
 - C making himself run in cold weather before school.
- 27 What does John say about his diet before the race?
- A decided not to follow a very strict diet.
 - B left it almost too late to adopt a suitable diet.
 - C was unwilling to give up his favourite foods.
- 28 What particularly encouraged John on the day of the race?
- A The atmosphere was much more positive than he'd expected.
 - B People he'd never met before were wishing him well.
 - C Some people in the crowd were there to support him personally.
- 29 One strategy John used to keep himself going was to
- A maintain a fairly even running speed throughout the race.
 - B ignore any negative thoughts about failure.
 - C keep in mind the finishing time he wanted to achieve.
- 30 Immediately after John finished the race, he
- A was almost too tired to notice people congratulating him.
 - B promised himself he would never attempt another one.
 - C celebrated his achievements with friends.

Advice

24 Whose attitude made John want to compete?

25 Listen for another word that means the same as **targets**.

Test 1 Training

Speaking Part 1

In Part 1 you:

- **talk** to the examiner, not your partner
- **answer** questions about yourself and your life, e.g. your name, free-time activities, family, future plans

Tip!

There are always two examiners in the exam room. One will conduct the Speaking test with you. The other will only listen and make notes. Don't panic when you see the second examiner writing notes – it doesn't mean you're making lots of mistakes!

Focus Before you begin

1 Read the advice for the Speaking test. Match each piece of advice with a reason.

- | | |
|---|---|
| 1 Wear smart but comfortable clothes. | a The examiner will not mind you taking a moment to calm down. |
| 2 Come to the exam centre in good time for the exam. | b It'll make it easier to talk to him/her during the exam. |
| 3 If you feel yourself getting stressed, breathe deeply and slowly. | c This will get you into 'English-speaking mode' – ready for the test. |
| 4 Make friends with your partner. | d It's good to make a good impression, but you also need to feel relaxed. |
| 5 Speak with your partner in English while you're waiting. | e It's better to wait half an hour than to get stressed about being late or lost. |

Focus Understanding the task

2a Read the information about Part 1 of the Speaking test.

Tip!

When you arrive at the exam centre, you'll be given your answer sheet. Look after this while you're waiting, and give it to the examiner at the start of your Speaking test.

- You'll take the Speaking test in pairs. If there's an odd number of candidates, there will be one group of three. The total time for the Speaking test is 14 minutes (20 minutes for a group of three). The time for the test is fixed, so the examiners may have to stop you in the middle of an answer.
- Part 1 takes about 2 minutes (3 minutes for a group of three).
- At the start of the test, the examiner will welcome you and ask for your answer sheet. The examiner will introduce himself/herself and his/her colleague and ask your name and where you're from.
- The examiner will ask you and your partner questions about yourselves for two minutes.
- Part 1 is your chance to make a good first impression. Avoid one-word answers, but also don't expect to give long, detailed answers. There's only two minutes for your questions and answers, plus your partner's questions and answers. A good answer is usually about two sentences long.
- The examiner may smile and nod his/her head, but he/she won't comment on your answers. The examiner can't help you if you get stuck, but can repeat the question if necessary.

b Look at these statements about Part 1 of the Speaking test. Are the statements true or false?

- 1 You can take the Speaking test in pairs or threes. It's not good to take the test in a group of three because you don't have as much time to speak.
- 2 If the examiner tells you to stop talking, it's because he/she thinks your answer is boring.
- 3 You should give detailed answers to each question.
- 4 When you are speaking, the examiner might say things like 'Really? That's interesting.'
- 5 The examiner is allowed to repeat questions.

Useful language Interview

3a Where are you from? Read three good answers to this question. Underline words and phrases you could use in your own answer.

- 1 I'm from Puerto Varas, which is about a thousand kilometres south of here. It's in the mountains, and it's really popular with tourists.
- 2 I live right in the heart of the city, not far from the university. It's really handy for my studies but it can get quite noisy at times.
- 3 Well, I grew up in the middle of nowhere, in a small village in the Lake District. But now I live on the outskirts of the capital.



b How would you answer the question?

4a What do you do in your free time? Complete these good answers with prepositions from the box.

by for into of on

- 1 I'm really keen painting, so I tend to spend most of my free time doing that.
- 2 I don't really have time hobbies because I have three younger brothers and sisters and I'm always really busy looking after them.
- 3 I've been football since I was a child. I play regularly, and I also love watching live matches.
- 4 I'm a big fan jazz, so I spend a lot of time listening to jazz CDs and trying to develop my skills as a pianist.
- 5 When I'm not studying, I relax reading books or playing computer games, for example.

b How would you answer the question?

Tip! Link your ideas together with words like 'because' and 'so'.

Test 1 Exam practice

Speaking • Part 1 (interview)

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

Tip! Look at the tenses / verb forms in the questions. Your answer will usually start with the same tense or verb form as in the question. For example: *Would you like to ...?* Yes, I would. *Has the kind of music you like changed ...?* No, it hasn't. I still like to ...

Part 1

2 minutes [3 minutes for groups of three]

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

Music

- What kind of music do you listen to in your free time? (Why?)
- Has the kind of music you like changed in the last few years? (Why? / Why not?)
- Do you listen to the same kind of music as your friends?
- Would you like to be able to play a musical instrument? (Why? / Why not?)
- Have you ever been to a live concert? (Why? / Why not?)

2 13 Now listen to the recording and answer the questions you hear.

Test 1 Training

Speaking Part 2

In Part 2 you:

- **talk** about two photos by yourself
- **compare** your photos and answer a question about them
- **listen** while your partner is talking about his/her photos
- **answer** one short question about your partner's photos

Focus Understanding the task

1a Read about Part 2 of the Speaking test.

- Part 2 takes about 4 minutes (6 minutes for a group of three).
- The examiner will give you a sheet of paper with two photos on it. A question is printed at the top of the page.
- He/She will ask you to compare the two photos and answer the question. You have a minute to speak about the photos by yourself.
- You aren't given any time to plan your answer, so you should start speaking straight away, giving your first impressions of the photos.
- At the end, the examiner will ask your partner a question about your photos.
- The examiner will give your partner some photos too. While your partner is describing his/her own photos, listen carefully and be ready to answer a short follow-up question about them.

b Are these statements true or false?

- 1 You and your partner both talk for a minute about the same photos.
- 2 You need to describe everything you can see in the photos.
- 3 If you can't remember the question, you need to ask the examiner to repeat it.
- 4 The examiner will allow you to keep talking until you have answered the question.
- 5 You should spend about 20–30 seconds answering the follow-up question.

Tip! Don't spend too much time describing the people and objects you can see in the photos. Focus more on the stories behind the photos, e.g. how the people are feeling, what is happening.

2a 14 Look at photos A and B on page C1. Listen to the examiner's instructions and two candidates, Kevin and Salwa, discussing the photos.

b Discuss in pairs.

- 1 Why did the examiner stop Kevin in the middle of his answer?
- 2 Do you think he will lose marks because of this?
- 3 What was the follow-up question?



Focus Comparing photos

3a Match the techniques with the examples from Kevin's answer.

- 1 Use *both* to show what the two photos have in common.
- 2 Use words like *while* or *whereas* to show a contrast between two things in the same sentence.
- 3 Use phrases like *on the other hand* or *in contrast* to show a contrast between two longer sentences.
- 4 Use phrases like *One key difference is ...* and *The biggest difference is ...* to introduce key contrasts.
- 5 Use comparative adjectives or adverbs.

- a The first one looks like ... The second picture, in contrast, shows ...
- b The second photo shows a much busier scene.
- c Probably the biggest difference, though, is where the light is coming from.
- d In the first picture, there's just the sun, the moon and ... one star, while in the second picture, it's all artificial light.
- e They both show beautiful night-time scenes.

Tip! Make sure you use linking words and phrases. The examiner will be listening for the way you connect your ideas together.

b Look at the photos on page C2. Make notes of the similarities and differences between them.

c Use the techniques from Exercise 3a to make sentences to compare the photos.

Tip! It's usually easier to compare the photos first (for 30–40 seconds) and then answer the question (for 20–30 seconds). But if you answer the question while you're comparing, that's fine too.

Useful language Answering the questions

4a Which of these questions did Kevin answer for the long turn? Which was the follow-up question for Salwa?

- Which of these situations would you prefer to be in?
- Why are the people outside at night?

b Here are some useful phrases for answering Part 2 questions. Decide whether they would be more useful for answering Kevin's long-turn question or for answering Salwa's short follow-up question. Write *Long* or *Short* next to each phrase.

- 1 As for why the people... ..
- 2 I definitely prefer the first situation because
- 3 I can imagine they're
- 4 It appears to be some kind of
- 5 As my partner said,
- 6 They seem to be waiting
- 7 It looks as if they've probably
- 8 I'd much rather be in the second situation
- 9 As far as I can tell, they're
- 10 My partner mentioned ..., and yes, I'd certainly agree that
- 11 The people might be on their way to
- 12 The second situation looks a lot more appealing to me because
- 13 I think I'd choose the second situation because

Tip! The long-turn question is usually about the people in the photos, e.g. you might be asked why the people have chosen to do something, or what they are enjoying about it. The follow-up question is usually about you, e.g. you might be asked which of the two situations you prefer and why.

5 Work with a partner. Take turns to answer this question about the pictures on page C2.

Which of the two situations would you prefer to be in? Why?

Tip! For the follow-up question, don't think too hard about which situation you'd prefer. Just make a quick decision and justify it.

Test 1 Exam practice

Speaking • Part 2

Look at the exam instructions below and photos on pages C3 and C4. Then do this exam task in pairs.

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 question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs on page C3 of the Speaking appendix. They show **friends on a day out**.

I'd like you to compare the photographs, and say **what you think the friends are enjoying about their day out**.

All right?

Candidate A

⌚ 1 minute

Interlocutor Thank you.

(Candidate B), **which of these things would you prefer to do with friends? (Why?)**

Candidate B

⌚ Approximately 30 seconds

Interlocutor Thank you.

Now (Candidate B), here are your photographs on page C4 of the Speaking appendix. They show **people doing exercise in different ways**.

I'd like you to compare the photographs, and say **why you think the people have decided to do exercise in these ways**.

All right?

Candidate B

⌚ 1 minute

Interlocutor Thank you.

(Candidate A), **which of these things would you prefer to do with friends? (Why?)**

Candidate A

⌚ Approximately 30 seconds

Interlocutor Thank you.

Test 1 Training

Speaking Part 3

In Part 3 you:

- **talk** with a partner
- **discuss** some written ideas
- **try** to reach a decision together with your partner

Focus Understanding the task

1a Read about Part 3 of the Speaking test.

Tip! It's good to start with a summary of the situation and the five ideas.

- Part 3 takes about 4 minutes (5 minutes for a group of three).
- The examiner will show you and your partner a page with a discussion question and five ideas to help in your discussion.
- You have fifteen seconds to read the information and start thinking.
- You then spend 2 minutes (3 minutes for a group of three) discussing the question and ideas together with your partner. You don't need to discuss all the ideas.
- The examiner will then ask a follow-up question where you need to choose the best ideas from the ones on the page.
- You have 1 minute to try to reach a decision.
- There is no correct answer, and you won't lose marks if you fail to reach a decision. But you must show that you're trying to work together.

b Are these statements true or false?

- 1 This part of the test focuses on your ability to communicate well with other people in English.
- 2 You need to start speaking as soon as you see the question.
- 3 You need to discuss all five ideas on the page.
- 4 Groups of three can spend longer on the follow-up question.
- 5 You will lose marks if you don't reach a decision in time.



2a Look at the Part 3 task on page C5. Try to think of one or two points you could make about each of the five ideas.


b 15 Listen to two teenagers, Kevin and Salwa, discussing the question. Which of your ideas did they mention?

Focus Inviting your partner to speak

3a When you invite your partner to speak, you demonstrate that you can work collaboratively. Complete these extracts from Kevin and Salwa's discussion.

Tip! Always respond to your partner's ideas and answer his/her questions. This shows that you are listening to your partner and considering his/her ideas.

- 1 What think, Salwa?
- 2 Really? What makes that?
- 3 What mean?
- 4 OK, so education?
- 5 Our school system expects us to learn foreign languages ?

b  **15** Question tags allow you to express your opinion and then invite your partner to speak. Complete these question tags from Kevin and Salwa's discussion. Then listen again to check.

- 1 ... it makes foreign travel much easier if you speak the local language, *doesn't it* ?
- 2 That'd just be impossible, ?
- 3 ... translation software is getting better all the time, ?
- 4 Most of us don't have friends or family who speak a different language, ?
- 5 You'll certainly need to understand the local language if you want to do that, ?
- 6 I suppose we can forget about technology straight away, ?
- 7 We talked about travel, , so let's say that's one of our main reasons, ?

Focus Disagreeing politely

4a You don't need to agree with everything your partner says, but if you disagree, you need to be polite. Look at these extracts from Kevin and Salwa's discussion. Choose the best way of disagreeing politely.

Tip! If you can't think of a way of disagreeing politely, you can always respond with a question, e.g. *Really? What makes you say that?*

- 1 Well, obviously it makes foreign travel much easier if you speak the local language, doesn't it?
 - a That's true, but we can't expect to learn the language of every country we visit.
 - b Not really. We can't expect to learn the language of every country we visit, can we?
- 2 In my experience, all you really need is English. What do you think?
 - a Well, no, there are lots of places where English won't help.
 - b Well, it depends where you want to go.
- 3 So it'll still be worth learning languages so we can have proper conversations.
 - a Hmm, maybe you're right. But I'd say that affects only a small percentage of people.
 - b Are you serious? Surely that affects only a small percentage of people.
- 4 Well, the obvious answer is: yes, because our school system expects us to learn foreign languages, doesn't it?
 - a I disagree. That's not a reason for learning something.
 - b Yes. But that's not really a good reason for learning something.
- 5 You'll certainly need to understand the local language if you want to study abroad, won't you?
 - a Well, I understand what you're saying, but I'm not sure it's worth studying several languages at school.
 - b Possibly, but surely it's not worth studying several languages at school.

b Work in pairs. Do you agree or disagree with these statements? Say if you agree and add your own point. If you disagree, try to do it politely.

- 1 If you want a good job, you really need to speak another language fluently.
- 2 I think the best reason for learning a language is that it's so much fun.
- 3 I don't think I'd want to learn a language just to make friends.

c Work with a partner. Discuss the question on page C6. Respond to your partner's comments by agreeing or disagreeing politely.

Test 1 Exam practice

Speaking • Part 3

Look at the exam instructions below and the question and ideas on page C7, then do this task in pairs.

Tip! Listen carefully for the decision you need to make, because this is not written down. If you don't hear it properly, or if you forget, you can ask the examiner to repeat it.

Part 3

4 minutes [5 minutes for groups of three]

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

Some people think it's necessary to keep up-to-date with the latest world news, and other people disagree. Here are some reasons why it might or might not be useful to keep up-to-date and a question for you to discuss.

First you have some time to look at the task on page C7 of the Speaking appendix.

Now talk to each other about **whether it's necessary for everyone to keep up-to-date with world news.**

Candidates

⌚ 2 minutes (3 minutes for groups of three)

Interlocutor Thank you. Now you have about a minute to decide **which is the most important reason for keeping up-to-date with world news.**

Candidates

⌚ 1 minute (for pairs and groups of three)

Interlocutor Thank you.

Test 1 Training

Speaking Part 4

In Part 4 you:

- **speak** with the examiner and the other candidate(s)
- **answer** questions that are related to the topic in Part 3

Focus Understanding the task

1a Read the information about Part 4 of the Speaking test.

- Part 4 takes about 4 minutes (6 minutes for a group of three).
- The examiner will ask a series of questions related to the topic in Part 3.
- The examiner will ask some questions to you, some to your partner(s), and some for you to discuss together.
- After your partner has finished speaking, the examiner may ask your opinion on the same question.
- This section is similar to Part 1: both parts involve questions and answers without any visual prompts. However, the questions in Part 1 ask mainly for information; the questions in Part 4 ask mainly for evaluation.



b Are these statements true or false?

- 1 Part 4 is longer for groups of three.
- 2 There will be one question for you and one for your partner.
- 3 The questions mainly ask you for personal information.

2a Look at some examples of Part 4 questions. These are on the same topic as Kevin and Salwa's discussion from Part 3. Which questions would you find easier to answer?

- 1 Would you like to be able to speak lots of languages?
- 2 Do you think some people are naturally better at languages than others?
- 3 Some people say they feel like a different person when they're speaking a different language. What do you think?
- 4 How long does it take to learn a foreign language?
- 5 If you decided to study in a country where the first language is different from your own, what challenges might you face?
- 6 Some people say the best way to learn a language is to make friends with people who speak that language. What do you think?


b 16 Listen to Kevin and Salwa discussing some of these questions. Which question do they answer together? Which one do they answer separately? Which question does only one person answer?

c How did Salwa help Kevin during Part 4?

Tip! Part 4 is the examiner's chance to make a final decision. If one candidate has spoken a lot more than the other for Parts 1–3, the examiner may use Part 4 to focus attention on the quieter candidate. So don't worry if you aren't asked the same number of questions.

Tip! You can use phrases like *I'm not really sure, I've never really thought about it like that* and *Wow ... that's a difficult question* to give yourself time to think. But if you use one of these phrases, you still need to answer the question afterwards!

Useful language Conditionals

3a  **16** Match the beginnings and endings of these extracts from Kevin and Salwa's conversation. Then listen to the conversation again to check.

- | | |
|--|---|
| <p>1 If you just want to survive in a different country, and you're living there,</p> <p>2 I think if you studied hard during that time,</p> <p>3 If you only have a few lessons each week,</p> <p>4 I feel a lot more comfortable</p> <p>5 But if they knew how hard I've had to work to get to this level,</p> <p>6 It's just a question of hard work, and anybody can do it</p> | <p>a if I'm climbing an indoor climbing wall, rather than a rock face I've never seen before.</p> <p>b they wouldn't be so jealous!</p> <p>c you'd be able to buy the basics, like food and clothes.</p> <p>d if they're prepared to work hard.</p> <p>e then I guess you could make a lot of progress in just a month.</p> <p>f it might take five years or more before you start to feel confident.</p> |
|--|---|

b Second conditionals are especially useful for answering questions where you don't have much to say. Complete these extracts from Part 4 discussions by putting the verbs in the correct form.

- Which language would you like to learn?
Well, I don't really want to learn another language, but if I (have) to choose one, I think it (be) Japanese.
- What is the best way of keeping fit?
Well, I've hurt my knee, which means I can't do very much physical exercise. It's quite frustrating. But if I (not / have) this injury, (I / love) to go cycling.
- What kind of films do you enjoy watching?
I don't actually watch many films – I don't have time! But if there (be) a really good action movie on at the cinema, (I / probably / go) to see it.

Test 1 Exam practice

Speaking • Part 4 (discussion)

Work in groups of three. Ask and answer these questions.

Tip! The examiner can ask simple follow-up questions like *Why?* or *What do you think?* However, don't expect the examiner to join in the discussion or comment on your answers.

Part 4

4 minutes [6 minutes for groups of three]

Interlocutor

- Should schools encourage students to find out about the news? (Why? / Why not?)
- Do you think 24-hour news channels on television are useful? (Why? / Why not?)
- In your opinion, are people more interested in good news or bad news? (Why?)
- Some people say there is too much information available in today's world. Do you agree? (Why? / Why not?)
- Do you believe everything you read on the internet? (Why? / Why not?)
- Do you think people are too interested in finding out about the lives of celebrities? (Why? / Why not?)

Thank you. That is the end of the test.

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

Test 2 Training

Reading and Use of English Part 1

- How many questions are in this part of the test?
- How many options do you have to choose from in each question?

Useful language Collocations

- 1 Choose the correct words or phrases that are used together with the underlined phrases.

Tip! Organise your vocabulary records in sets like these as it will help you to remember them.

Education and exams

- 1 I can't believe I got *first / top* marks in the physics exam!
- 2 It is important that you never *lose / skip* lessons if you want to do well in this subject.
- 3 Give yourself plenty of time to *review / revise* for the exam. Don't leave it until the night before.
- 4 The thing I hate the most about school is all the exams we have to *do / make*.

Money

- 5 Education costs an *awful / awesome* lot of money, but it is definitely worth it.
- 6 The school *raised / lifted* over £1,000 in donations for the local hospital.
- 7 My grandad *made / did* a small fortune investing in computer technology in the early days.
- 8 I always shop online because I get better *value / worth* for money.

Crime

- 9 Police have *made / done* five arrests in connection with the football riot over the weekend.
- 10 The defendant was *found / discovered* guilty of burglary and sentenced to two years in prison.
- 11 Did you see on the news that somebody *robbed / stole* the bank that we use?
- 12 I've never *committed / done* a crime in my life.

Computer technology

- 13 *Shift / Click* on the link for more information.
- 14 *Compress / Combine* the file before you send it by email if it is very large.
- 15 You will need to *restart / begin* the program after you have updated it.
- 16 I've *put away / saved* the updated files on a memory stick.

Useful language Confusing words

- 2 Match the words with their definitions.

steal rob

- 1 The focus of this verb is on the person or place that was the victim.
- 2 The focus of this verb is on the thing that was taken, for example, money.

borrow lend

- 3 This verb means to take something, but with the promise of returning it later.
- 4 This verb means to give something, but with the expectation that it will be returned later.



advise advice

5 a noun

6 a verb

affect effect

7 a noun

8 a verb

already yet

9 An adverb used to talk about something that happened before now or before a particular time. Usually used in positive statements e.g. I've seen that film.

10 An adverb used to talk about something that is expected to happen. Usually used in negative statements or questions e.g. I haven't you seen that film ?

take bring

11 This verb suggests movement towards the speaker.

12 This verb suggests movement away from the speaker.

funny fun

13 This is used to describe something that is enjoyable.

14 This is used to describe something that makes you laugh.

sympathetic kind

15 This describes a person who cares about somebody and understands their problems.

16 This describes a person who tries to help people and make them happy.

remind remember

17 This verb is the opposite of 'forget'.

18 This verb can be used to talk about something that makes you think of an event in the past.

3 Complete the sentences with a suitable word from Exercise 2.

1 Whenever I hear this song it me of that great holiday we had two years ago.

2 I'm so glad you could join us for this session. Did you anything to show us?

3 I'd like your on this question in my homework.

4 The principal was very to my problem, but he said there was nothing he could do.

5 I was while walking home after college. They took my wallet and my phone.

6 I don't believe you've done your homework. It only took you 20 minutes!

Test 2 Exam practice

Reading and Use of English • Part 1

For questions 1–8, 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.

Tip! If you don't know the answer to a question, look carefully at the options and cross out the ones that you know are wrong, then make a guess. Never leave an answer blank – you may guess correctly!

Example:

0 A vast B wide C far D high

0	A	B	C	D
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Why you should read fiction

At school, the (0) majority of what we learn is factual. In history lessons we memorise names and dates; in science we have to cope (1) chemical formulas and complex equations; in maths it's all numbers and signs. It's only in language lessons where we may (2) fiction. Some people would argue that there's (3) point in reading something which is 'made up'. If this is the (4) , why do language teachers encourage their students to look at anything (5) from dictionaries and reference materials?

It is because they are (6) of the benefits that reading brings. It isn't simply because reading fiction helps us (7) reality for a while and switch off from our everyday routines. Reading fiction also teaches us to see the world through other people's eyes. It (8) us to understand the feelings of others, making us more empathetic. Fiction, in other words, helps us be better friends.



- | | | | |
|-------------|---------------|--------------|-------------|
| 1 A for | B on | C by | D with |
| 2 A come up | B come across | C come about | D come over |
| 3 A little | B slight | C minimal | D hardly |
| 4 A issue | B matter | C case | D point |
| 5 A except | B apart | C other | D beside |
| 6 A aware | B wise | C familiar | D sensitive |
| 7 A depart | B miss | C escape | D break |
| 8 A lets | B authorises | C makes | D enables |

Test 2 Training

Reading and 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 Linking expressions

- 1** Which linking words or conjunctions describe a contrast, a purpose or a time relationship? Write C, P or T next to each item. One of these items can be used in two ways.

- | | |
|---------------------|---------------------|
| 1 although | 7 in spite of |
| 2 as soon as | 8 meanwhile |
| 3 despite | 9 so that |
| 4 even though | 10 whereas |
| 5 however | 11 while |
| 6 in order to | 12 Due to |

- 2** The underlined linking expressions from Exercise 1 have all been used incorrectly. Write the correct linking expressions on the lines.

- Even though being a top student throughout the year, he failed all his end-of-year exams.
- I am going to play football every week while I can get fit and healthy.
- Meanwhile Shelly was waiting in the car park, her sister was already walking home.
- So that play on these tennis courts, you must be a member of the club.
- This is my favourite video game ever. Although, I didn't buy the second one in the series as it was too expensive.
- Whereas the fact that Damien usually stays at home in the evenings, they invited him to come to the cinema.

Tip! Pay attention to the structure of the sentence after the conjunction. Is it followed by a verb, noun or pronoun?

Useful language Prepositions of time

- 3** Complete the sentences with a preposition from the box. You will need to use some prepositions more than once.

at by for from in on since to until

- I was born 7 a.m. Friday 23 December 2004.
- My eight-year-old cousin hates going to bed night the summer when it is still light outside.
- You have Monday morning to hand in your essay.
- I can't wait until I can go holiday the end of the month. I really deserve it!
- The exhibition is open 7.30 10 p.m.
- I've been coming to this club three years.
- He's been doing his homework he got home.
- I hope to have graduated the end of the year.



Useful language More prepositions

4 Complete the sentences with a suitable preposition.

- 1 There are a lot of birds nesting the tree in the garden this year.
- 2 Johan spent a lovely day walking town, looking at all the shops and cafés.
- 3 My grandma gave me toast for breakfast today instead cereal because we didn't have any milk in the house.
- 4 The quickest way to the other side of the mountain is to walk the tunnel.
- 5 This weekend I am just going to relax home and do nothing!
- 6 Imran, with all the other passengers, breathed a sigh of relief when the plane finally landed safely.
- 7 Monica was not happy with her tutor's comments her latest assignment.
- 8 The coach has asked me to go and see her after practice to talk my recent performance.

5 Complete the text with either a preposition or a linking expression from Exercises 1–4.

For my careers class at school we had to find some information about a job we might like to do when we leave school. I might like to be a personal shopper, so I did some research (1) the internet about the job and what you have to do.

A personal shopper helps people find exactly what they are looking for. Some people often don't have the time to walk (2) a huge shop, so they tell the personal shopper to find it for them.

(3) some people think being a personal shopper is an easy job, I'm sure it definitely isn't. They often work under a lot of stress to find the perfect gift or item of clothing very quickly. This means they have to know what is available and where to find it.

Personal shoppers require excellent communication skills. They need to be able to talk to their clients very efficiently (4) their expectations. They also need to motivate other shop assistants to help them.

Staying fit and healthy is also important (5) keep up with a busy schedule.

I think being a personal shopper would be great for me as I love shopping and so I could combine work and pleasure.



Test 2 Exam practice

Reading and Use of English • Part 2

For questions 9–16, 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	A	R	E																
---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Join the Young Green Group!

If you take an interest in the environment and (0) keen to learn more about how you can (9) a real difference, the Young Green Group is for you. We are a club (10) meets in towns and cities around the country and is open to anyone (11) the ages of 11 and 16, who wants to (12) involved in raising awareness of 'green' issues.

We know you've heard it all before: turn taps off (13) you're cleaning your teeth; take the bus instead of asking for a lift; recycle, recycle, recycle! That is why this group offers (14) a little different at our weekly meetings. You'll learn about the direct impact our lifestyles have (15) our wildlife and environment through a series of fun yet challenging activities. We'll also put you in touch with other young people around the globe (16) that you can find out what's happening where they live. You may even be able to visit them!



Test 2 Training

Reading and Use of English Part 3

- How long should you spend on Part 3?
- Why do you need to read the text around each question carefully?

Useful language Prefixes

- 1** Add a negative prefix from the box to each of the words below.
You can use each prefix more than once.

d's- *il-* *im-* *in-* *ir-* *un-*

- | | | | |
|------------|------------|-------------|------------|
| 1 relevant | 2 complete | 3 realistic | 4 literate |
| 5 precise | 6 respect | 7 lucky | 8 logical |
| 9 regular | 10 agree | 11 mortal | 12 secure |

Tip! We often use *il-* before words that start with *l*, *ir-* before words that start with *r*, and *im-* before words that start with *p*.

- 2** Add a prefix from the box to each of the words below.

anti- *fore-* *inter-* *non-* *re-* *sub-* *tri-* *under-*

- | | | | |
|-----------|----------|----------|----------|
| 1 sense | 2 cooked | 3 marine | 4 train |
| 5 mediate | 6 angle | 7 cast | 8 social |

Tip! In Part 3 of the test, there is at least one word that needs to be transformed by adding a prefix, and sometimes a suffix as well.

- 3** Match the prefixes from Exercise 2 with the meanings.

- | | |
|----------------------------|-------------|
| 1 nothing | <i>non-</i> |
| 2 under | |
| 3 do something again | |
| 4 between | |
| 5 not enough | |
| 6 against | |
| 7 three | |
| 8 before | |

- 4** Complete the sentences with the word in brackets and a prefix from Exercise 2.
You may need to add a suffix as well.

- The United Nations is an organisation based in New York. (*nation*)
- In most countries, it is to drive without a licence. (*legal*)
- I am sorry to you, but unfortunately there are no more vacancies for this year's marathon. (*appoint*)
- Unfortunately, my attempt to be the youngest person to climb Mount Everest was (*success*)
- I find it highly that he managed to win the race. He didn't go training once last month. (*probable*)
- This revolutionary medical procedure is able to cells that had previously died. (*generate*)

Useful language Comparative and superlative adjectives

5 Complete the sentences using a comparative form of the word in brackets.

- 1 You've got a great phone, but it's far (**expensive**) than mine.
- 2 Can you play it any? (**loud**) I can't hear it from here.
- 3 I thought the piano was much (**easy**) to learn than the guitar.
- 4 For me, swimming is much (**interesting**) than football.
- 5 Now that he's got a part-time job, Thiago wears clothes that are a lot (**smart**)
- 6 My younger sister can programme a computer much (**good**) than I can. It's a bit embarrassing, really.



6 Complete the sentences using a superlative form of the word in brackets.

- 1 This is (**far**) I have ever travelled from home.
- 2 The first time I saw the sea was by far (**happy**) day of my life.
- 3 What's the (**peaceful**) place you have visited?
- 4 With 451 people, the Vatican City is (**populated**) country in the world.
- 5 I hate my laptop! It has to be (**slow**) computer in the world!
- 6 I tried to read *Ulysses* by James Joyce but I had to give up. It must be (**complicated**) book ever written.

Test 2 Exam practice

Reading and Use of English • Part 3

For questions 17–24, 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:

0 U N L I M I T E D

Tip! Depending on the context, you may have to make only one change to the word, or more changes.

Don't spend too long thinking about answers you're not sure of. Complete as many answers as you can, then return to the ones that you haven't done. You may have a better idea of those answers as you become more familiar with the text.

Tetris: the most popular video game ever

There is an almost (0) number of video games on the market today and you could be forgiven for being under the (17) that the best ones are those packed with special effects, requiring great technique. Nothing could be further from the (18) The favourite game of all time is also one of the oldest and most basic: Tetris. The player has to fit a (19) of shapes together on the screen. When a whole row is made without gaps between the blocks, the line vanishes. Should a line remain (20), however, new blocks will build up on top of it. Once the screen's full, the game's over.

Part of the (21) is that anyone can play Tetris. Scientists also believe that the game's (22) is due to the fact that it makes our brains work with greater (23) The more we play, the easier it becomes, so we carry on, (24) trying to beat our last high score.

LIMITED

IMPRESS

TRUE

VARY

COMPLETE

APPEALING

POPULAR

EFFICIENT

CONTINUE



Test 2 Training

Reading and Use of English Part 4

- How many sentences do you have to rewrite in Part 4?
- After you have done each question, you should read the first sentence again and the sentence you have just written. What do you need to check?

Useful language Passives

1 Complete these passive sentences with either *by* or *with*.

- 1 My faulty computer was replaced a new one in the shop almost immediately.
- 2 One of my favourite songs is 'Jackie' which was recorded last year my sister's band.
- 3 This teddy bear was given to me my favourite aunt when I was only three years old.
- 4 The front of the museum is being rebuilt a new type of concrete.
- 5 The fire is said to have been started someone who broke into the college.
- 6 As you can see, the new work of art has been selected local schoolchildren.

2 Complete the second sentence using the passive so that it has a similar meaning to the first sentence, using the word given in capitals. Use between two and five words, including the word given.

- 1 Has anyone taken the dog for a walk yet?
Has the dog yet? **BEEN**
- 2 John Ferrel won the game for the Lions with a penalty in the last minute.
The game for the Lions with a penalty in the last minute. **WAS**
- 3 This company launched a new app last year and it completely changed the way we communicate with customers.
A new app last year and it completely changed the way we communicate with customers. **WAS**
- 4 They were still preparing the birthday cake two minutes before the party started.
The cake two minutes before the party started. **WAS**
- 5 The judge is going to inform us of the decision tomorrow.
We of the decision tomorrow. **BE**
- 6 The students wrote this report on the problems in the canteen.
This report on the problems in the canteen. **BY**



Test 2 Exam practice

Reading and Use of English • Part 4

For questions 25–30, 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).

Example:

0 I haven't seen you for ages!

TIME

It has I saw you!

The gap can be filled by the words 'been a long time since', so you write:

Example:

0	BEEN A LONG TIME SINCE
---	------------------------

Write **only** the missing words **IN CAPITAL LETTERS** on your answer sheet.

25 We are sorry to say that all trains have been cancelled due to the bad weather.

APOLOGISE

We would like the cancellation of all trains due to the bad weather.

26 I'm sure it wasn't Julie you saw at the cinema because she's on holiday.

HAVE

It Julie you saw at the cinema because she's on holiday.

27 I should reduce the amount of junk food I'm eating.

CUT

I need the amount of junk food I'm eating.

28 'It was me that ate the last piece of cake,' Sam said.

ADMITTED

Sam the last piece of cake.

29 I only went to Dan's party because you were going.

NOT

I to Dan's party if you hadn't been going.

30 We decided to go for a walk on the beach despite it being really cold.

EVEN

We decided to go for a walk on the beach really cold.

Test 2 Training

Reading and Use of English Part 5

- How many questions do you have to answer in Part 5?
- What kind of questions are they?
- How many options do you have to choose from?

- 1** Read quickly through the text below by a girl called Maria. Who do you think Maria is writing about? Check your ideas with a partner.

I'm told to like him and I know I should like him, but the truth is that I don't. Not really. I could quite happily live without him, although at the same time I don't want anything bad to happen to him. I just want him to disappear.

I know that sounds terrible, but what can I do? He is always begging me to do things for him that I would rather not do. But he goes on and on so much that I eventually give in and do what he wants.

His powers of directing attention to himself are unparalleled. If nobody looks at him or says anything to him for more than five minutes, he'll do something to make sure he is the centre of attention once again.

And don't get me started on his unpredictable nature. One minute he wants to go for a walk, the next he wants to sit on the sofa and eat. It is all but impossible to please him.

Despite his irritating features, though, he is one of the family, I guess. And if anyone from outside the family says something bad about our four-legged friend, I would defend him to the end!

- 2** You will often be asked to guess the meaning of a difficult word. Look at the word 'begging' in the second paragraph and answer as many of the following questions as you can. You won't be able to answer all the questions about this word, but this is a useful process to help you find the meaning of many words.

- 1 What part of speech is it (noun, verb, adjective, adverb)?
- 2 Is the context positive or negative?
- 3 What's the root of the word? Are there any prefixes or suffixes?
- 4 Does another word or phrase nearby help you to work out the meaning?
- 5 If you're still not sure, can you guess and move on to the next question?

- 3** Answer the following items, using the questions in Exercise 2 to help you.

- 1 What does *begging* mean?

a physically attacking someone	b asking for something urgently
c shouting	d annoying someone
- 2 What does *unparalleled* mean?

a exceptional	b the worst	c competitive	d afraid
---------------	-------------	---------------	----------
- 3 What does *unpredictable* mean?

a demanding	b changeable	c constant	d boring
-------------	--------------	------------	----------
- 4 What does *exasperating* mean?

a generous	b loyal	c persuasive	d annoying
------------	---------	--------------	------------

Tip! For this type of question, all the options will be the same part of speech as the unknown word.

You are going to read a magazine article about a girl who took part in a TV cooking competition. For questions 31–36, 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.

A MEMORABLE EXPERIENCE

Sara Adelardi, 17, tells us about taking part in a TV cooking competition.

Since I was a child who stood in my grandmother's kitchen sniffing the delicious smell of freshly baked bread and homemade soups, I've known there is only one thing I want to do in life: cook. So, when I spotted an advert on a website inviting young people to apply for a TV cooking competition, there was little doubt I'd be first in line to take part. I thought 'This could be the beginning of my cooking career!'

The application process was far from straightforward, as I soon discovered. First, I had to fill in a lengthy form, detailing everything from how I became interested in cooking (that was the easy part), to things like what I hoped to get out of being part of the show (these were much trickier!). Once I'd got through that stage of the process, the next step was to cook a test dish for the show's judges: scary but exciting, too. If that was good enough, I'd be invited to take part in the four-week televised competition. One person, selected by the judges, would be voted out of the competition in each programme, until the winner was announced during the final.

Until I had to create a test dish, I'd been pretty positive about my cooking ability; I often cooked big meals for my family at the weekends, and my friends loved the little snacks I took into school for break times. But suddenly I found myself up against 11 other young people who'd been cooking for longer. Some of them – I'd known this might be the case – had even had part-time jobs as waiters, surrounded by top-class food prepared by professional chefs. Would I really be able to compete? As I stood at my counter in the test kitchen, ready to start cooking, I remembered my grandmother's advice: 'Stick to what you know best'.

The judges tasted each test dish, made a few notes, and sent us all home. Then the wait began. Had I made it to the televised competition? Eventually, the phone call came. I'd be in the first live programme of the series the following week! Our first challenge would be to make a meal with a selection of ingredients chosen by the judges.

It was impossible to know what they'd pick in advance, and I knew I'd just have to use my creativity on the day, but I was still desperate to do some preparation, and rushed straight to my parents' kitchen, pulling everything from the cupboards in a panic. All day I experimented with new flavour combinations, testing them out on my parents and sister. Most things they liked, some they didn't. What if the judges weren't keen on my dishes?

The day of the first programme dawned and suddenly there I was with the other competitors, waiting to be given our instructions. The lights were hot in the TV studio, but although I'd expected to be nervous about being filmed for a TV show, my excitement soon took over. I recognised all the ingredients spread out on the table in front of me and I was eager to get to work. I knew exactly what I was going to cook! My grandmother's words rang in my ears again. 'Keep it simple,' I thought, as I started chopping.

I didn't make it any further in the competition. The judges liked my dish and said I showed promise as a cook, but the other competitors were better on the day. I'd learnt a lot from seeing how they worked, and how imaginative their dishes were compared to mine, so I wasn't too disappointed. It had been a memorable experience, and confirmed in my mind that cooking was the career for me. Years of learning still lie ahead of me, but one day I'd love to own my own restaurant – and help other young people fulfil their dreams too!



- 31 What is the writer's purpose in the first paragraph?
- A to highlight the writer's relationship with her grandmother
 - B to describe the kinds of meals that the writer enjoyed cooking
 - C to help readers identify with the writer's ambitious character
 - D to explain why the competition appealed to the writer
- 32 What does the writer say about applying for the competition in the second paragraph?
- A It took much longer than she had hoped it would.
 - B She found it challenging to answer some of the questions.
 - C The process was as complicated as she had expected it to be.
 - D She discovered details about the competition which she did not like.
- 33 How did the writer feel after she met the other competitors for the first time?
- A confident that she had the necessary skills to do so
 - B determined to use the advice that she had been given
 - C concerned that they would be better at cooking than she was
 - D surprised by how much experience some of them had
- 34 When it was confirmed that the writer would be taking part in the televised competition, she
- A decided to practise making some of her favourite recipes.
 - B knew there was little point trying to guess what she'd have to do.
 - C asked her family to make suggestions about what she should cook.
 - D felt she ought to find out about ingredients she didn't ordinarily use.
- 35 On the first day of the competition, the writer says she felt
- A keen to get on with the task before her.
 - B anxious about appearing on camera.
 - C relieved to have ideas about what to cook.
 - D grateful for the family support she had received.
- 36 What does *it* refer to in line 70?
- A the judges' feedback
 - B her time at the studio
 - C other competitors' food
 - D a feeling of disappointment

Test 2 Training

Reading and Use of English Part 6

- What do you have to do in each paragraph of the Part 6 text?
- What are some examples of things to look out for when trying to find sentences that fit the gaps?

1 Read through the text below and decide which title is the best.

- a What actors want
- b The future of Hollywood
- c The dawn of a golden age of TV

Tip! Remember to look for synonyms, pronouns and other referencing devices to help you choose the right sentence for the gap.

It used to be that the biggest stars, and the big money, were drawn to the cinema. The best actors were attracted to Hollywood by the glamour and the fame, and the opportunity to work with other legendary figures. Many were also keen on the lifestyle that was associated with life as a Hollywood star. **1** However, there has recently been a major change with the biggest names in acting being as likely to appear on a TV show as in the cinema. There are many reasons for this, including a growth of cable TV companies eager to produce their own content, a reduction in costs associated with producing quality TV and a move away from Hollywood and California. Whatever the reasons, both critics and audiences agree that TV is enjoying its best time ever.



2 Look at the underlined words in the text in Exercise 1 and answer the questions.

- 1 *Many* refers to
 - a legendary figures.
 - b best actors.
- 2 *However* is used to show
 - a a contrast.
 - b a reason.
- 3 *This* refers to
 - a the growth of cable TV companies.
 - b a big change.
- 4 *Both* refers to
 - a TV and Hollywood.
 - b critics and audiences.

3 Which sentence best fits the gap in the text? Why do the other two sentences not fit?

- A The endless parties, the fashionable clothes and the constant sunshine appealed to them.
- B I know that I would like to live like that as well if I had the chance.
- C They don't seem to be so interested in showing off their wealth nowadays.

You are going to read a newspaper article about a teenage boy who writes a blog about films. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet**.

How to write a good blog

Joey Benson started writing a blog at the age of thirteen. Here, he tells us about his own experiences of blog writing and offers tips for other young bloggers starting out.

'I never expected to get many followers when I started writing my blog,' says Joey Benson, now 15. 'I just wrote down my thoughts about films I'd seen at the cinema. I didn't think anyone would take my opinions seriously or even be particularly interested in them.'

Since he started blogging two years ago, however, Joey's attracted tens of thousands of readers, some of them professional film critics, who are interested in his fresh approach to reviewing films. **37** This attention has led to him tripling the number of hits his blog receives, and he now gets sent free tickets for screenings of new films for his age group.

Joey's style is informal and chatty, and he presents an interesting angle on the films he sees. Instead of simply commenting on how amazing the special effects are, or how effective the sound track is, Joey delves into psychological subject matter like what it was that made the bad guy turn bad or whether the heroes of the story have hidden motives. **38** Why did they choose that camera angle to shoot that scene from? Why was that particular animation process selected?

Joey has certainly made an impact on the teenage and film critic blogging scenes. His ideas are far from predictable, and he never fails to surprise readers with a new take on old themes. **39** It's definitely something he manages, though.

With so many talented bloggers out there, how does Joey stand out from the crowd? He says it's crucial to either

find something no one's written about before or a new way of approaching a subject, like he does. You don't have to present a

balanced opinion of an issue. **40** They probably won't come back again, either.

If you're hoping to reach a wide range of readers with your blog, following advice from experienced bloggers like Joey is a wise move. You may be truly passionate about a subject close to your heart, and may even consider yourself a bit of an expert on it. This makes it tempting to use jargon and technical words that people familiar with the field will know. **41** This means you automatically limit the number of hits you receive on your blog.

'Remember the expression "first impressions count"?' asks Joey. 'Well, that doesn't just stand for meeting people but when aiming to make an impact with your blog-writing too. **42** Then keep their interest by addressing them personally, asking questions and making them think.'

One last word from Joey: 'Don't try too hard to use big fancy words or get too hung up on things like grammar. It's important to check your work afterwards for things like spelling errors, though, and make sure it flows well and is relevant to your target readers. Oh, and make sure you check your facts! You don't want to get into trouble about what you've written. Good luck!'



- A** Draw the reader in by writing a funny or surprising title.
- B** He makes it seem easy, but not all young, or indeed older, bloggers hit the right tone.
- C** A national newspaper recently picked up on his unique style and he's since appeared in an article about teenage bloggers.
- D** Age doesn't matter when you're writing about something you feel strongly about.
- E** He isn't only interested in considering this kind of thing, but in the technicalities of film-making, too.
- F** However, simply repeating the same thing over again without backing up your ideas with actual examples is unlikely to make readers stick around for long.
- G** Be aware, though, that a general audience may not, and you may put them off by doing so.

Test 2 Training

Reading and Use of English Part 7

- What kind of text do you need to read in Part 7?
- How many questions do you need to answer?
- What do you need to do in order to answer the questions?

- 1** Read quickly through the text about moving house, written by a boy called Amil. Then cover the text and see how much of the information you can remember.

It was all really exciting: looking at different houses, preparing to move out and finally unpacking everything in our new home. We had to move because my mum got a new job on the other side of the city and she was spending about two or three hours a day commuting. The new house is about the same size as our old one, but it has a much bigger garden, so I persuaded my dad to get us a cat. I chose my bedroom and said I wanted it to be painted blue and white with pictures of my favourite rock bands on the walls. I miss my friends from my old school. I still see them occasionally, but not every day like I used to. I have started to make new friends, but it isn't the same.



- 2** Look at the text again. Underline the parts that show you the answers to the following questions.

Tip! Identify and underline key words in the text to help you match them with the questions.

- 1 Why did the family move house?
- 2 What was the result of having a larger garden?
- 3 What decorations does Amil have in his room?
- 4 What problem does he face?

- 3** Now read quickly through this second text about moving house, written by a girl called Sarah. Underline the parts that show you the answers to the following questions.

I wasn't fond of the idea of moving to a new flat. I loved the old one and didn't see why we had to move at all. It was a lot of stress for my parents, but my sister and I only needed to organise our new rooms, so it wasn't a problem for us. The day of the move itself was during the week, so we went to school from one place and went home to another one. We still go to the same school and we see the same people every day, which is good because I would have missed all my friends. My bedroom is smaller, but it has a view over a park which is nice and relaxing when I do my homework.

- 1 Did Sarah want to move?
- 2 What did she have to do?
- 3 Did she have to make new friends?
- 4 What's her new bedroom like?

- 4** Answer these questions about both texts.

Which person (Amil or Sarah)

- 1 talks about why they moved?
- 2 moved a long way from their school?
- 3 wasn't involved with the move?
- 4 wanted their bedroom decorated?

Test 2 Exam practice

Reading and Use of English • Part 7

You are going to read an article about four teenagers who have learnt a useful life lesson. For questions 43–52, choose from the teenagers (A–D). The teenagers may be chosen more than once.

Mark your answers on the separate answer sheet.

Which teenager

explains how admiring another person led to him accepting his own personality?

43

mentions how acquiring a new skill has made him approach other things in a similar way?

44

shared their hopes with someone else?

45

has had a positive impact on other people's lives?

46

admits to still having the same wishes for the future?

47

felt frustrated that he hadn't done something he felt he should have done?

48

made efforts to fit in with his classmates?

49

took note of someone else's experiences of life?

50

admits to struggling with something that is expected of him?

51

acted on some advice he was given?

52

Lessons for life

A Ben

Making mistakes is something I've always tried to avoid. I used to feel pretty terrible if I thought I'd offended someone by saying the wrong thing, or if I messed up some schoolwork because I'd rushed it. If you do something wrong, you know you're meant to acknowledge it, and I do, even though I find that tough! Anyway, last month I started going to a Chinese class in the village where I live. I don't find Chinese easy to learn quickly; for a start, there's a whole new writing system to memorise, as well as unfamiliar pronunciation and grammar. If I'd sat in the classes and not said anything because I was afraid to make mistakes, I wouldn't have learnt anything. I've also realised I can apply that to other parts of my life, too, and I do.

B Ali

I've always been ambitious – I want to be top of every class, captain of the football team, get a great job and earn loads of money when I finish school. I told my grandma about my plans one day and she said, 'What if that doesn't happen? Does that mean you'll never be happy?' That made me think. My grandparents don't live in a big house and they don't have a car. They don't have a ton of money either. Yet, they love life. I asked Grandma her secret. 'Well, I'm not interested in material things,' she said. 'Look around you. Smell those beautiful flowers, feel that sunshine on your back, laugh at Grandad's silly jokes. Don't let go of your dreams,' she advised me, 'but don't be disappointed if things don't quite work out the way you want them to.' I'm still just as ambitious and tough on myself. My character hasn't changed, but now I appreciate the smaller things in life too.

C Nathan

Being shy, like I was as a little kid, isn't great. You see the confident kids at school happy to speak up in class, taking all the best roles in school plays and just generally not being too worried by what other people think of them. I used to think being shy meant I was boring, or didn't have anything very interesting to say. I wished I could be different and tried so hard to be more outgoing or think of stuff to talk about, that I'd come home from school feeling exhausted every day. Then a new boy joined our class. He was quiet and didn't contribute much to conversations, but when he did speak, he was full of amazing ideas and didn't seem bothered by anyone disagreeing with him. That was great. He wasn't in the least concerned about whether people liked him or not either, and I learnt an important life lesson from him: just be yourself.

D Jan

The greatest lesson I've learnt is not to be afraid to ask for help. If you're struggling with something at school and everyone else seems to get it, it can be hard to ask the teacher to explain it again. I used to worry everyone would tease me about it. Then I got a bad mark for a project I did and I knew that if I'd just asked for clarification on what we were supposed to do, I could've done well. Next time there was something I didn't understand, I waited till the end of the class and asked the teacher about it. He said he wished I'd ask in class and then he could explain things better if necessary. He said maybe other students got confused too. So, next time, I spoke up. No one laughed and afterwards one or two people even thanked me – they'd been worried about asking too.

Test 2 Training

Writing Part 1 (essay)

You have to answer the question in Part 1 of the writing paper. Unlike in Writing Part 2, there is no choice here. What do you have to write in Part 1?

- Who are you writing the essay for?
- What do you have to include?
- How many words do you have to write?

1 Read the instructions for a Part 1 question below. What is the general topic of the essay?

In your English class you have been talking about smartphones and social networking. Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.

2 Work with a partner. The phrases in the box can be used for talking about digital technology. Match the phrases from the box with their definitions.

big data	cyberbullying	hacking	identity theft
location tracking	peer pressure	personalised adverts	privacy settings

- 1 Using information, such as phone signals, to know where a person is all the time.
- 2 Ways to control who can see particular information about you.
- 3 Advertising that is different for each person, e.g. it contains your name.
- 4 Very large amounts of information that can be analysed by computers to reveal patterns and trends.
- 5 A crime where somebody pretends to be you.
- 6 Breaking into a computer network, e.g. by stealing somebody's password.
- 7 Using the internet to hurt or frighten another person.
- 8 The feeling that you have to do something because your friends do.

3a Now read the essay question and the notes below.

Our smartphones have increasing amounts of personal information about us. What are the advantages and disadvantages for teenagers?

Notes

Write about:

1. social networking
2. advertising
3. (your own idea)

Tip! Most Part 1 tasks provide a statement and ask if you agree with it. But other question types are also possible. For example, you might be asked about advantages and disadvantages, as in this task.

b Make notes of some advantages and disadvantages of the first two ideas.

c What could you use for the third idea? Use the phrases in Exercise 2 to help you.

Focus Discussing advantages and disadvantages

4 Read the essay that a student called Vicky wrote for her answer.

Our phones learn more and more about us from the information we provide. But what are the hidden risks of smarter smartphones?

Most people use social networking sites and messaging apps to share personal information and photos. This helps us to enjoy positive relationships with friends. However, it also exposes us to dangers like identity theft and cyberbullying.

Websites and apps need to make money, so we generally accept adverts as the price you pay for of a free app. One advantage of big data is that our phones only show us personalised adverts for things we're interested in. On the other hand, it is worrying that our phones encourage us to spend money.

Our phones track our location all the time. Apps use this information to send notifications based on where we are. While these are often helpful, such as a map showing us how to find the nearest lift, they may also be manipulative, for example an advert for a product in the shop where we are.

Overall, smartphones have some serious disadvantages. However, I believe that the benefits outweigh the drawbacks. We can always turn off tracking and notifications, and ignore adverts.



5a Did Vicky mention advantages and disadvantages for all three points? How did she do it?

b Complete the table with words and phrases that Vicky used to show advantages and disadvantages.

	Advantages	Disadvantages
Nouns:		the hidden <u>risks</u>
Verbs:	this <u>helps</u> us to <u>enjoy</u> ...	
Adjectives:	<u>positive</u> relationships	

c Look at the last paragraph. What verb did Vicky use to show that there are more advantages than disadvantages?

6a Look at the essay question in Exercise 3a again. Did Vicky include all the information? What did she miss?

Tip!

Always read the question again after you finish writing to make sure you haven't missed anything important!

b How could Vicky make some simple changes to her essay to include the missing information?

Test 2 Exam practice

Writing • Part 1 (essay)

You **must** answer this question. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

Tip! Don't waste time in the exam counting every word. Instead, practise writing within the word limit before the exam.

In your English class you have been talking about robots and computers. Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and giving reasons for your point of view.

<p>In the future, robots and computers may be able to do most things that humans do now.</p> <p>What would the advantages and disadvantages be for teenagers?</p>
<p>Notes</p> <p>Write about:</p> <ol style="list-style-type: none">1. school2. home3. (your own idea) (entertainment / transport)

Check! Have you:

- ☐ included everything in the notes?
- ☐ written about your own idea?
- ☐ given reasons for your point of view?
- ☐ written 140–190 words?

Test 2 Training

Writing Part 2 (review)

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

In a review, you:

- **describe** the thing you are reviewing
- **present** your positive and negative opinions about it
- **state** whether you would recommend it to other people
- **justify** your opinions by providing evidence
- **write** between 140 and 190 words

Tip! Your review doesn't have to be about something you love or hate – it could simply be about something you've experienced.

1 Look at this list of things you might write a review for. For each review topic in the list, think of an example you could write a review about.

- | | |
|---|--|
| • an app on your phone | • a music concert you've attended |
| • a book you enjoyed | • a place to eat out |
| • a film you've seen recently | • a place where you can relax |
| • an electronic device you've used | • a programme you saw on TV |
| • an exhibition or event you've been to | • a product that helps you with schoolwork |
| • a holiday you've had | • a shop where you buy clothes |
| • an interesting place to visit | • a sports event you've seen |
| • a magazine article you've read | • a trip you've been on |
| • a meal you've had | • a website you often use |

2a Read the introductions to three reviews. Which topic from Exercise 1 is each review about?

- 1 One of the most popular tourist attractions in my town is the Museum of Chocolate. Recently, I was delighted to have the opportunity to visit this museum as part of a school trip. Unfortunately, it failed to live up to my expectations.
- 2 If you are looking for a place to eat good, simple Italian food at a reasonable price, I can strongly recommend Luigi's Trattoria. I have been eating here regularly with my family since I was a child, and have never been disappointed with the food or the service.
- 3 I recently attended the Future Tech event in my city, where customers have the chance to try the latest technological innovations before they become available in shops. I saw many amazing devices while I was there, but by far the most memorable was a next-generation headset.

b Do you expect these reviews to be generally positive or negative? What do you think the writers of each review will say next?

Focus Sentence frames

3a A sentence frame is a model sentence, where you can change different parts to suit your needs. Look at these sentence frames from the examples above.

- 1 One of [my/the + superlative adjective] is [place/thing].
- 2 Recently, I was [adjective] to have the opportunity to [verb].
- 3 If you are looking for a place to [verb], I can strongly recommend [place].
- 4 I recently attended [event], where [something happens].
- 5 I saw many [things] while I was there, but by far the [superlative adjective] was a [thing].

Tip! Get into the habit of looking for and writing down useful sentence frames that you read. Then you can use these sentence frames in your own writing.

b Think of at least two other ways of completing each sentence frame for some of the ideas you thought of in Exercise 1.

4a A review should focus on three or four aspects of the thing you are reviewing. For example, a film review might focus on the following:

- the plot
- the special effects
- the quality of acting

Tip! Most reviews end with a recommendation. It is important to remember who you are making a recommendation for. For example, a wonderful restaurant for families might not be suitable for businesspeople! Remember to justify your recommendation.

b Match these aspects of reviews with the example questions.

- | | |
|----------------------|---|
| 1 convenience | a Do the staff treat you well? |
| 2 location | b Does it look beautiful? |
| 3 customer service | c How useful is it? |
| 4 practical value | d Could a disabled person use it? |
| 5 enjoyment | e Is it worth the money you have to pay? |
| 6 quality | f Can you use it at a time/place that suits you? |
| 7 user experience | g Is it in a nice place? Is it easy to get there? |
| 8 accessibility | h How much fun is it? |
| 9 value of money | i Is it well-made? |
| 10 attractive design | j Is it easy to use? |

c Choose four possible review topics from Exercise 1. For each topic, think of three aspects to focus on.

5 Use the table to make a recommendation for each of the review topics you have chosen.

I would strongly recommend this [what?]	for	families with small children	because	it has a good mix of [what?] and [what?].
I would not recommend this [what?]		young people		there isn't enough [what?].
This [what?] is suitable / unsuitable / appropriate / inappropriate / perfect / ideal		people who are looking for [what?]		of the [adjective + noun].
Overall, I think this [what?] is too / very [adjective]		people who love [what?]		it is the best [what?] in the city.
Unfortunately, this [what?] isn't [adjective] enough		fans of [what?]		[what?] is simply too [adjective].

Example: Overall, I think this film is unsuitable for families with small children because there isn't enough humour.

6a Read the exam task below.

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

Have you read a book that changed the way you think? Write a review telling us about the book and what effect it had on you. Would you recommend this book to other people your age? We will post the best reviews on the website!

Write your **review**.

b Now read the review that a student called Adam wrote for his answer and find:

- 1 Adam's recommendation
- 2 two sentence frames that you could use in your writing
- 3 three aspects that Adam focuses on

SOPHIE'S WORLD

One of the most thought-provoking books I have read is *Sophie's World*, by Jostein Gaarder. It uses the story of a 14-year-old girl called Sophie to explore 3,000 years of philosophical thought.

The story starts with Sophie finding some mysterious messages and trying to work out what they mean and where they are coming from. As the book progresses, it sometimes feels less like a story and more like a philosophy course. I found this frustrating at first, but by the end I really appreciated the deep understanding of philosophy that I acquired.

The book is written in an accessible and engaging style for teenagers. Although it covers some complicated ideas, the story helps us to understand them. The characters feel believable, and most teenagers will find it easy to identify with Sophie.

I can honestly say that this book has changed the way I think. I strongly recommend it for older teenagers who are interested in deep questions about life. However, if you are looking for a light story to entertain you, this isn't the book for you.

Test 2 Exam practice

Writing • Part 2 (review)

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

Film reviews wanted!

Have you seen a film that taught you something new? Write a review telling us about the film and what you learnt from it. Would you recommend this film to other people your age?

We will post the best reviews on the website.

Write your **review**.

Check! Have you:

- | | |
|--|--|
| <input type="checkbox"/> given your review a title? | <input type="checkbox"/> included your own opinions? |
| <input type="checkbox"/> included points which will interest your readers? | <input type="checkbox"/> made your recommendation? |
| | <input type="checkbox"/> written between 140 and 190 words |

Test 2 Training

Writing Part 2 (article)

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

In an article you:

- **present** your opinions, experiences and ideas
- **engage** your readers with a lively, interesting style
- **write** between 140 and 190 words

1 Are these statements about articles or essays? Choose the options which are about articles.

- 1 You are writing to a teacher / the readers of a magazine or website.
- 2 You can use a standard paragraph-by-paragraph pattern / paragraphs more creatively.
- 3 You should use a friendly and informal / an academic or neutral style.
- 4 You should focus on keeping the readers interested / building strong arguments.
- 5 You want your readers to say 'Yes, that makes sense!' / 'Wow!'.

Tip! Always think about your target reader. In most cases, you'll be writing an article for people of your own age and with similar interests. But read the instructions carefully to make sure.

2 Read the exam task carefully and answer questions 1–3 below.

You see this notice in an English-language magazine for teenagers.

Tip! Try to think of a real person who would want to read your article. For example, maybe you have a friend who is disorganised. Imagine having a conversation with that friend. This will help you make your article more natural and engaging.

We are looking for articles to help our readers to be better organised. How do you make sure you never forget what you need to do? How do you avoid losing important things? Do you use technology to help you?

Write an article telling us about your experiences and your tips!

The best articles will appear in our magazine.

Write your **article**.

- 1 Who are you writing the article for?
- 2 Why would somebody want to read your article?
- 3 What three things do you need to mention in your article?

3 Read an article that a student called Olivia wrote for this task. Has she included all three points from the question?

I used to be one of the least organised people in the world. I was constantly forgetting homework and losing worksheets.

The worst time was when I forgot about an important test, and turned up completely unprepared. That was when I realised I needed to change.

So I bought a small diary to write down homework tasks. It's tied to my schoolbag, so I never leave it at home.

Now I know what you're thinking: why not just make a note on your phone? Well, we're not allowed to use phones during lessons. Also, whenever I look at my phone, I tend to get distracted by messages. So a pen and paper works better for me.

Next, I set up a 'to-do' folder on my laptop, where I save new worksheets each day. At the end of each week, I always move my old worksheets into a 'done' folder, so I know what work is completed. It's a five-minute job, but it saves time and stress later.

Being organised doesn't need much time or special skills. You just need to get some good habits. And stick to them!

Useful language Past and present habits

4a Read the advice about past and present habits. Find examples of each in Olivia's article.

- 1 We use the structure *tend to* + infinitive for present habits. It has a similar meaning to 'usually'.
- 2 We use the structure *used to* + infinitive for past habits and long-term past states. It usually means that the habit/state has finished now.
- 3 We can use *whenever* instead of *when*. It means 'every time when'.
- 4 We use words like *always*, *usually* and *never* with the past simple or present simple to describe past and present habits.
- 5 We can use words like *always* or *constantly* with the past continuous or present continuous to describe bad habits that we want/wanted to stop.

Tip!

In your article, you often have to give advice based on your experiences. Don't worry if you're not an expert or a perfect student! In fact, it's much more interesting if you show that you're a normal person who has learnt from past mistakes.

b Rewrite these sentences using the word in brackets. Make any other necessary changes to the sentences.

Tip!

It's good to use a mixture of structures in your writing. If you over-use one structure, it doesn't sound natural.

- 1 I used to leave my pens at home, which was annoying. (*leaving*)
Example: *I was always leaving my pens at home.*
- 2 Now my pen is tied to my bag, so I always have it with me. (*never*)
- 3 Every time I get some writing back, I save it in my 'done' folder. (*whenever*)
- 4 I don't get stressed very often these days. (*tend*)
- 5 I always got bad marks in tests. (*used*)
- 6 But now I tend to get better marks. (*usually*)
- 7 My friends always ask me what the homework is, which is a little annoying. (*constantly*)

5a Look back at Olivia's article. What technique has Olivia used to create the impression that she is having a conversation with a friend?

b Match these techniques with the examples from Olivia's article.

- | | |
|--|--|
| 1 Exaggerate: pretend something is more extreme than it really is. | a That was when I realised I needed to change. |
| 2 Tell a story: start by describing a bad situation. | b So I bought a small diary to write down homework tasks. |
| 3 Tell a story: describe a big decision. | c Why not just make a note on your phone? |
| 4 Tell a story: what action did you take? | d Well, we're not allowed to use phones during lessons. |
| 5 Talk to the reader: imagine what your reader is thinking. | e I used to be one of the least organised people in the world. |
| 6 Talk to the reader: imagine a question that your reader might ask. | f You just need to get some good habits. |
| 7 Talk to the reader: use conversational words like <i>now</i> , <i>well</i> and <i>anyway</i> . | g The worst time was when I forgot about an Important test ... |
| 8 Talk to the reader: give advice using 'you'. | h Now I know what you're thinking ... |

Test 2 Exam practice

Writing • Part 2 (article)

Follow the instructions below.

Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

Tip! Underline the key information that you need to include in your answer. Think of examples for each point.

You see this notice in an English-language magazine for teenagers.

Helping the environment

Many young people try to protect the environment by recycling. How important is it to do this? Are there other things that people and their families should do to help the environment?

Write an article giving us your opinions!

The best articles will appear in our magazine.

Write your **article**.

Check! Have you:

- ☐ included all the points from the question?
- ☐ tried to engage your target reader?
- ☐ used a range of structures to describe past and present habits?
- ☐ written 140–190 words?

Test 2 Training

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?

1a Look at the list of adjectives below. When was the last time you felt this way? Discuss with a partner.

disappointed frustrated surprised

b Can you think of a synonym and antonym for each adjective?

2a You hear two students talking about a language learning app. Read their conversation.

Boy: How did you get on with the app you downloaded?

Girl: Oh it was great for learning some short words and phrases. It also helped with pronunciation because I could hear clearly what I was supposed to sound like.

Boy: Yeah, that's really important.


Girl: The only issue was that it didn't have enough different things to do. It was OK for learning phrases, but not for much else.

Boy: That must've been hard enough, though.

Girl: Not really. I wrote them on little notes and put them up all over the house. That way I felt like I was always practising.

b Now look at the options. How did the girl feel about the app she downloaded?

- A** She was delighted with it.
- B** She was slightly disappointed with it.
- C** She thought it wasn't very helpful.

c  **17** Listen to the recording and check your answer.

Tip! In Part 1 tasks, you will often be asked to recognise how people feel. Listen for adjectives and phrases which express feeling and think of some synonyms and antonyms for them.

Test 2 Exam practice

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).

- 1 You hear a girl phoning her friend.
What is the girl doing?
A apologising for something that she's lost
B suggesting a change in arrangements for something
C making an excuse for having to cancel something
- 2 You hear a boy talking about a football match he has just played in.
How did he feel about the match?
A The result wasn't what he'd expected.
B The opposing team was better than he'd anticipated.
C The support of the crowd came as a surprise.
- 3 You hear two students talking about a presentation by a famous author they attended.
What do they agree?
A They have a new understanding of the author's books.
B The author's broad experience gives his stories their appeal.
C The author's interest in his audience was impressive.
- 4 You hear a girl and her father talking about a restaurant menu.
What do they agree about it?
A The range of dishes is limited in some respects.
B There are the kind of dishes they expected to find.
C It includes some dishes they've never tried before.
- 5 You hear an architect talking about a recent project he worked on.
How did he feel during the project?
A inspired by the design possibilities that were available to him
B proud to be involved in creating a city of the future
C disappointed at the loss of some historical buildings
- 6 You hear a girl talking about her cousin, Jake.
She describes him as someone who
A has always supported her when she's had problems.
B gave her the confidence to attempt what she's achieved.
C is able to give her practical help when she needs it.
- 7 You hear a maths teacher telling his students about a new book.
He is recommending it because he believes it will
A be visually beautiful enough to maintain interest.
B inspire even people who aren't very interested in maths.
C encourage some of them to think more deeply about maths.
- 8 You hear a girl telling a friend about a family boating trip on the river.
What did she see as a problem?
A Some of the participants wouldn't cooperate.
B Important supplies got left behind.
C They managed to get lost.

Tip! You will hear the context sentence, but **not** the question that follows. Read the question and the options quickly before you listen to the recording.

Advice


2 The boy says he **hadn't realised** something. What was it?

6 The girl says she **wouldn't have tackled** something. What is she talking about?

Test 2 Training

Listening Part 2

- How many people will you hear speaking in this part of the test?
- How many words might you need to write in each gap?
- How many questions will you need to answer?

1a  **19** You will hear a boy called Adam talking about a period of work experience he did in his school holidays.

We found out halfway through the school year that we needed to do two weeks' work experience during the summer. Our teachers said that it would be an ideal way for us to find out more about the world of work, to see what it was like to have a job and to get an idea of what we wanted to study at university.

At first some of my friends were annoyed when they found out that they'd be working for free! However, our teachers explained that because it was a school project, the companies wouldn't be allowed to pay wages – the important thing was what we'd get out of the experience. So, I decided that I'd try to find something I really wanted to do. A friend of my dad's works for a TV and film production studio, which I thought would be a great place to work, so I gave him a call and asked if there was any chance of doing my work experience there. I was shocked when he said yes! There was a new movie which was being filmed at a studio not far from me, and they were happy to have some help.

So there I was, all set up for my first day. My initial thoughts were that it was the total opposite of what I imagined. It was more like a warehouse than a glamorous movie studio. It was full of builders rather than actors or camera crew. Everyone seemed to be busy. I started to think that maybe working in films wasn't what I thought it would be!

b Now find the exact word or phrase to complete the sentences below.

Some of Adam's friends were disappointed not to get any
(1) during their period of work experience.

At the studio Adam was surprised to see so many (2)
working there.

Tip! Read the sentence with the gap to identify if you need to put one word or a phrase in it. When you're listening, listen for the exact word or phrase which fits in the gap.

2a Match these adjectives with nouns to make collocations which were used in the recording.

- | | |
|-------------|----------------|
| 1 ideal | a thoughts |
| 2 initial | b way |
| 3 total | c movie studio |
| 4 glamorous | d opposite |

b Now talk with your partner and take it in turns to use these collocations in a sentence.

Example: 'Visiting Turkey is an **ideal way** to learn Turkish.'

Test 2 Exam practice

Listening • Part 2



You will hear a girl called Julie talking about a special trip she went on for her birthday. For questions 9–18, complete the sentences with a word or short phrase.

Tip!

Read the sentences carefully. Remember – your answer must fit with what comes before and after the gap.

A birthday trip

Julie was hoping that her birthday surprise would be a ride in a (9)

From the air, Julie managed to catch sight of the (10) in her town when she went up in a plane.

Once they were out over the water, Julie was thrilled to look down on the (11) around the coast.

Julie and her dad went from the island's airport to the nearest (12)

Julie describes the town she visited as very (13)

Julie was pleased to get some bargains at the (14) they visited.

Julie and her dad bought a type of (15) that she hadn't tried before.

After their lunch, Julie was keen to see some (16) on display on a beach.

Julie regretted turning down the chance to do some (17) at the beach.

Julie presented her dad with a (18) to show she appreciated her day out.

Advice

11 What might Julie see on the coast below her?

14 Think about where you might find bargains.

Test 2 Training


Listening Part 3

Understanding the task

- How many short extracts do you listen to in Part 3 of the listening test?
- Will they be talking about the same topic or a different one?
- How many options do you have to choose from?

1 Work with a partner and look at the list of options below. Talk about situations in which teenagers might feel like this.

- A relieved when it had ended
- B underprepared before it started
- C disappointed with the result
- D surprised at my reaction
- E terrified at the beginning
- F excited during the activity
- G unimpressed by the overall activity
- H keen to try it again

2a  **21** Read what Speaker 1 says about a sport he tried for the first time. Which of the options, A–H above is he talking about? Underline the words that give you the answer, and then listen to the recording.


I've always been sporty – I've been playing football for ages and I started going to the gym last year, but when a friend of mine suggested something different – a yoga class! At first I couldn't believe what she was saying, I'd always just assumed that yoga was only for girls. But she persuaded me to try it. I didn't need to prepare anything or bring any equipment, and fortunately I wasn't the only guy in the class. Once we started, I felt so relaxed, but it was amazingly physical too. At the end I was sweating, but felt really flexible, fresh and much better. I can't wait to go again!

b Compare your answer with a partner. Which words and phrases in the recording that express similar ideas to the key words in the options?

3 Tell your partner about how you felt when you tried something new for the first time. Choose one of the options in Exercise 1a, but express it using different words when you talk. Try to speak for at least 30 seconds. Your partner will try to guess which of the options you chose. Now swap roles with your partner.

Test 2 Exam practice

Listening • Part 3

 22 You will hear five short extracts in which teenagers are talking about performing in a school play. For questions 19–23, choose from the list (A–H) what each speaker says about their experience of taking part. Use the letters only once. There are three extra letters which you do not need to use.

Tip! You may find that two or three options appear to match with what you have heard, but only one answer will be correct. Does your answer completely match what the speaker says?

A I became amazingly confident in my costume.

B I was praised for my acting ability.

Speaker 1 19

C I had problems speaking loudly enough.

Speaker 2 20

D I was desperate to impress the audience.

Speaker 3 21

E I became discouraged during an early rehearsal.

Speaker 4 22

F I was determined not to be nervous.

Speaker 5 23

G I loved working with other people.

H I found it hard to remember what I had to say.

Advice

19 The speaker says something was **damaged**. What was it?

21 What did other actors say about the speaker?

Test 2 Training

Listening Part 4


- How many speakers are there in Part 4?
- How many questions do you have to answer? What kind of questions?

Look at the questions below and the options.

Tip! In Part 4 you will need to answer seven multiple-choice questions. The recording is quite long so you will need to listen for the specific details to answer each question.

1 What does Adam say about capybaras as pets?

- A More people own them than he expected.
- B They have a suitable temperament.
- C It is complicated to buy one online.

 **23** Now listen to the first part of the interview and decide which option is correct. Why are the other options not correct?


You will hear an interview with a boy who has an unusual pet.

Interviewer: Today I'm talking to Adam, who's recently become very well known because he has an unusual pet. Tell us more Adam.

Adam: Well, basically, it's a capybara – sort of like a large hamster. It's actually the largest rodent in the world, originally from South America. They make great pets, but you don't see that many of them.

Interviewer: And how did you come to own such a capybara as a pet?

Adam: My dad works as a journalist, and a few years ago we went on a trip to Venezuela. We spent a weekend with a guide checking out the local wildlife. I got the chance to hold a baby capybara. It was so calm, cute and sweet, that we started wondering if a capybara might make a good pet. Back home, we did some research online, and came across the website of a regulated supplier of exotic pets not too far away, who had some experience with capybaras. So we bought a young capybara, and called him Hugo.

 **24** Now listen to the second part of the interview and choose the correct option. Are the other options contradicted or not mentioned?

2 What does Adam say about his pet's behaviour?


- A Hugo has a very similar character to a dog.
- B Hugo isn't as intelligent as he seems.
- C Hugo remembers people he's seen before.

Interviewer: So what is Hugo like as a pet?

Adam: Our Venezuelan friends claimed that capybaras the stupidest animals on the planet, but mine's quite the opposite. Hugo is as intelligent as a dog, but he won't do anything if there is nothing in it for him. He seems to recognise everyone he's ever met and behaves differently depending on how he feels about them. He's an extremely calm animal who loves affection and attention. He's always waiting for me at the door when I get back from school, ready to go out for his walk.

Test 2 Exam practice

Listening • Part 4

 25 You will hear an interview with a girl called Laura Rogers, who's talking about a trip to the beach to look for signs that dinosaurs once lived there. For questions 24–30, choose the best answer (A, B or C).

Tip! Some questions may ask you about the speaker's feelings about something.

- 24 What made Laura decide to go on the beach trip with her uncle?
- A She recently visited an exhibition about the area.
 - B She became interested in archaeology through internet research.
 - C She realised it was the best way to prepare for some schoolwork.
- 25 When Laura's uncle showed her some real dinosaur bones, she
- A found it hard to imagine how big the creature had been.
 - B was disappointed to hear they hadn't been discovered locally.
 - C began to hope they'd find something similar during their beach trip.
- 26 Laura describes the beach they went to as somewhere that
- A attracts some unusual wildlife.
 - B is known for its good weather.
 - C is popular only with walkers.
- 27 When Laura discovered a black stone during their search for dinosaurs, her uncle
- A advised her to keep it and turn it into jewellery.
 - B told her it was rare to find one of that size.
 - C suggested that it might be worth some money.
- 28 How did Laura respond when she finally saw a dinosaur footprint?
- A She didn't immediately understand what she was looking at.
 - B She regretted not knowing more about animals.
 - C She couldn't imagine that an animal had once walked on the beach.
- 29 During their exploration of an old ship further along the coast, Laura and her uncle
- A made sure they avoided doing any damage to it.
 - B tried hard not to disturb the seals in the area.
 - C were aware the ground was dangerous to walk on.
- 30 As a result of her trip to the beach, Laura
- A thinks she has discovered a new career path.
 - B is proud that she can guide others around the area.
 - C wants to learn how to observe more during her walks there.

Advice


24 What does Laura say about creative writing?

25 Where did her uncle find the dinosaur bones?

Test 2 Training

Speaking Part 1

- What are the questions about in Part 1 of the Speaking test?
- Who do you speak to?
- How long does this part of the test take?
- How long should you spend answering each question?

- 1  26 Listen to an extract from Part 1 of a Speaking test. What two topics were the main questions about?

Focus Coping strategies

- 2 Complete these phrases.

another blank catch forgotten repeat tongue word

- 1 Sorry, my mind's gone
- 2 Sorry, I've the word.
- 3 It's on the tip of my
- 4 Sorry, can you the question?
- 5 Sorry, I didn't the word in the middle.
- 6 We're very ... er ... what's the? OK, let me put it way.

Tip! It's normal to be a little stressed and nervous in the test. The key is to show that you can cope with this. These phrases may help you if things don't go as planned.

Test 2 Exam practice

Speaking • Part 1

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


Tip! Remember to aim for about 20–30 seconds per answer. If your answer is very short, the examiner might ask *Why?* or *Why not?* to encourage you to say a little more.

Part 1 2 minutes [3 minutes for groups of three]

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

Holidays

- What's an interesting place in your country for tourists to visit?
- Have you had any interesting holidays with your family recently?
- Do you prefer holidays in cities or in the country?
- Which do you like best, having one long holiday or several short ones?
- Is there anywhere you'd really like to visit on holiday?

- 2  27 Now listen to the examiner on the recording and answer the questions. (In the real exam you may also be asked *Why?* / *Why not?*)

Test 2 Training

Speaking Part 2

- How many photos do you have to talk about in Part 2 of the Speaking test?
- What two tasks are you asked to complete during your long turn?
- Why is it important to listen carefully during your partner's long turn?
- How long does this part of the test take?

1a Look at the pictures and the question on page C8. Make notes of some similarities and differences between them.

b Plan how you could link your ideas from Exercise 1a together using phrases like *while*, *whereas* and *in contrast*.

Remember!


Remember to use the present continuous to describe what's happening in the photos, for example whether it's snowing or not, what the people are wearing, and how they're feeling.

Useful language Describing feelings

2a Here are some adjectives for describing people's feelings. Use a dictionary to check any new words. Which adjectives could you use to describe how the people in the photos on page C8 are feeling?

annoyed	ashamed	cheerful	confident
delighted	depressed	disappointed	embarrassed
enthusiastic	excited	fed up	frustrated
furious	impressed	nervous	proud
relieved	shocked	shy	stressed
terrified	thrilled		

b Choose the best adjectives to complete the sentences.

- 1 The people in the photo seem to be very *depressed* / *enthusiastic* / *stressed* about the concert – they're definitely enjoying themselves.
 - 2 It looks like they've had some kind of accident, but as far as I can tell, nobody's injured, so they must be feeling *annoyed* / *nervous* / *relieved*.
 - 3 The girl in the picture has just received some kind of present, but actually she looks *delighted* / *disappointed* / *enthusiastic* with it.
 - 4 They've just won a sports competition, and they're wearing their medals. They all look very *frustrated* / *furious* / *proud*.
 - 5 The picture shows a teenager and his parents. There's a broken vase on the floor. The teenager looks *excited* / *embarrassed* / *impressed*, perhaps it was him that broke it.
 - 6 These people are waiting for a train, but it looks like they've been waiting a long time because they all look totally *ashamed* / *fed up* / *thrilled*.
 - 7 The boy in the picture is trying to read a book, but he's *confident* / *frustrated* / *shy* because the other boys are talking really loudly, so he can't concentrate.
 - 8 It's strange because it's clearly cold and windy in the picture, but the people aren't sad at all. In fact, they all look really *cheerful* / *shocked* / *terrified*.
- 3**  **28** Listen to two teenagers, Rosie and Lukas, talking about the photos on page C8. Which adjectives from Exercise 2a did they use?

Useful language Indirect questions

4a Look at these indirect questions from Rosie's long turn. What are the equivalent direct questions?

Tip! You can use indirect questions to make your long turn feel more like conversational.

1 It's hard to tell whether these two people on the right know each other or not.

Example: *Do these two people on the right know each other or not?*

2 I don't know if they're on a mountain or something.

Are

3 It's hard to tell how the people in the bottom picture are feeling.

How

4 I wonder if these people are feeling frustrated because they want to get home.

Are

b Change these direct questions into indirect questions.

1 How many people are there in the group?

It's hard to make out

2 How are the people in the picture feeling?

I can't tell

3 Are they excited or scared?

It's hard to see

4 Where have the people come from?

I don't know

5 Do the people want to be there?

I'm not sure

6 Why isn't this person sitting with the others?

I wonder

7 What kind of game are they playing?

It's not clear

8 Do the people have big bags because they are camping?

I have no idea

Test 2 Exam practice

Speaking • Part 2

Look at the exam instructions below and photos on pages C9 and C10. Then do this exam task in pairs.

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 question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs on page C9 of the Speaking appendix. They show **people using mobile phones in different situations**.

I'd like you to compare the photographs, and say **why you think the people are using mobile phones in these situations**.

All right?

Candidate A

🕒 1 minute

Interlocutor Thank you.

(Candidate B), **do you use your mobile phone a lot? (Why? / Why not?)**

Candidate B

🕒 Approximately 30 seconds

Interlocutor Thank you.

Now, (Candidate B), here are your photographs on page C10 of the Speaking appendix. They show **people reading in different places**.

I'd like you to compare the photographs, and say **why you think the people have chosen to read in these places**.

All right?

Candidate B

🕒 1 minute

Interlocutor Thank you.

(Candidate A), **which of these places would you prefer to read in? (Why?)**

Candidate A

🕒 Approximately 30 seconds

Interlocutor Thank you.

Test 2 Training

Speaking Part 3

- Who do you speak to in Part 3 of the Speaking test?
- What are you asked to look at?
- Do you have to start speaking immediately?
- Which question **don't** you see?
- How long does this part of the test take?

Focus Understanding the task

1a Read about how the Speaking test is assessed.

There are four criteria for assessment of the Speaking test. They are equally important in your total mark.

- **Grammar and Vocabulary:** Do you use a good range of grammar structures and vocabulary? Do you use grammar and vocabulary accurately and appropriately?
- **Discourse Management:** Can you speak fluently, without too much hesitation? Do you organise and present your ideas in a logical way that makes your arguments easy to follow?
- **Pronunciation:** Do you pronounce sounds, words and sentences clearly and accurately? Is it easy to understand the way you speak?
- **Interactive Communication:** Do you work well with a partner, e.g. inviting your partner to speak and responding appropriately to what he/she says?

b Are these statements true or false?

- 1 Grammatical accuracy is the most important assessment criterion.
- 2 It's better to use simple language accurately than to take risks with more advanced language.
- 3 It is important to link your ideas together clearly.
- 4 Pronunciation is not as important as vocabulary.
- 5 It doesn't matter if you don't work well with your partner.

Tip! Many candidates worry too much about making grammar mistakes. In fact, grammatical accuracy is just a small part of the assessment criteria. Interactive communication is probably the easiest criterion to improve, and Part 3 is your first opportunity to show your interactive skills. Don't waste your chance to make a good impression!

Focus Interactive communication

2a What can you do if you find yourself in one of these situations?

- 1 Your partner speaks too much and doesn't give you a chance to talk.
- 2 Your partner has nothing to say.

b 29 Listen to two extracts from different Speaking tests. What is the problem? What does the girl do well in each extract?

Tip! Don't panic if you find your partner difficult to work with. You won't lose marks for this. Stay calm and patient. Do your best to make the conversation as interactive as possible.

3 Match this advice with examples from the extracts.

- 1 It's always good to invite your partner to start the discussion.
- 2 If you haven't had a chance to say anything about a point, ask to go back.
- 3 If you haven't finished what you were saying, ask to go back.
- 4 If your partner is struggling to think of something to say, give him/her a few seconds to think, and then make your point.
- 5 When you make your point, use a question tag and your partner's name to encourage him/her to speak.
- 6 Ask extra questions that your partner will find it easier to answer.
- 7 Respond positively to what your partner says.

- a What's the air like where you live, Zak?
- b Before we talk about books, can we talk about the internet a bit more?
- c Obviously, that's really important for our health, isn't it, Zak?
- d Sorry, Zak, can I just say something about the first point?
- e **Zak:** It's OK. It's ... er ... clean.
Alice: Oh, that's good.
- f What do you think, Zak?
- g **Zak:** I ... er ... well, ...
Alice: Shall we start with the first point, fresh air?

Test 2 Exam practice

Speaking • Part 3

Look at the exam instructions below and the question and ideas on page C11, then do this task in pairs.

Part 1

4 minutes [5 minutes for groups of three]

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

Some people think it's easy to have a healthy lifestyle, and other people disagree. Here are some reasons they give and a question for you to discuss.

Imagine Here are some things which influence how healthy your lifestyle is and a question for you to discuss.

First you have some time to look at the task on page C11 of the Speaking appendix.

Now talk to each other about **whether it's easy to have a healthy lifestyle**.

Candidates

⌚ 2 minutes (3 minutes for groups of three)

Interlocutor Thank you. Now you have about a minute to decide **which is the most difficult thing about having a healthy lifestyle**.


Candidates

⌚ 1 minute (for pairs and groups of three)


Interlocutor Thank you.

Test 2 Training Speaking Part 4

- What are the questions in Part 4 of the Speaking test about?
- Do you see the questions written down?
- Do you answer the same questions as your partner?
- How long does this part of the test take?

- 1  30 Listen to two candidates, Ines and Will being asked questions in Part 4. What topics did they discuss? Did the examiner tell the candidates who should answer each question?

Focus Responding enthusiastically

- 2  30 Complete these sentences from the discussion with words from the box. Then listen to the discussion again to check.

absolutely brilliant exactly excellent incredibly really totally

- 1 That's a idea.
- 2 You're right.
- 3 Yes, that's a good point.
- 4 Absolutely, I agree.
- 5 Yes, that's important.
- 6 Hmm ... that's an question.
- 7 Yes,

Remember!

Remember to acknowledge your partner's point of view after they have spoken, e.g. *That's a great idea!* or *That's true, but ...*

Test 2 Exam practice Speaking • Part 4

Work in pairs. Ask and answer these questions.

Part 4

4 minutes [6 minutes for groups of three]

Interlocutor

- How can people be encouraged to take exercise?
- Some people say it's the government's responsibility to help people understand how to be healthy. What do you think?
- Do you think it's important for everyone to be able to cook for themselves? (Why? / Why not?)
- Is it a good idea for families to eat at least one meal together every day? (Why? / Why not?)
- Is it important to read labels on food before you buy it? (Why? / Why not?)
- Do you think people lead healthier lifestyles now than in the past? (Why? / Why not?)

Thank you. That is the end of the test.

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

Test 3**Reading and Use of English • Part 1**

For questions 1–8, 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 change B difference C variation D contrast

0	A	B	C	D
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Child's play?

Imagine a restaurant, but with a (0) The restaurant is run (1) by children aged under 11; they cook and serve the food, and then wash up. The children even bring the bill at the end of the meal, all with a little help from the (2) staff of course. There are always four adults on hand to (3) the youngsters. There's a set menu with a main course and dessert, and everything is made from fresh (4) The food is healthy and prices are (5) and so, not surprisingly, the restaurant is very popular. This means that a reservation is usually necessary to be (6) of getting a table. The (7) idea is to help parents by providing childcare, and to help children learn to be responsible. This is done by giving them independence in a fun and child-friendly (8) Is this the stuff of dreams? No, it's the new reality of the 21st century.

- | | | | | |
|---|------------|-----------------|-----------------|--------------|
| 1 | A entirely | B all | C substantially | D thoroughly |
| 2 | A rising | B increased | C grown-up | D expanding |
| 3 | A command | B order | C demand | D supervise |
| 4 | A flavours | B ingredients | C courses | D components |
| 5 | A low | B small | C little | D minor |
| 6 | A sure | B definite | C truthful | D known |
| 7 | A easy | B elementary | C introductory | D basic |
| 8 | A position | B neighbourhood | C environment | D region |

Test 3**Reading and Use of English • Part 2**

For questions 9–16, read the text below and think of the word which best fits the gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answer **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	S	I	N	C	E														
---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--

My uncle the skateboarder

I'm 14 now, and like my mates, I really love skateboarding. I've been into it (0) I was 11. So my family have got (9) to me talking about it all the time! I knew that my dad and his brother also spent a lot of (10) teenage years riding around on skateboards, so I guess it's a family thing. My dad had to give it up when he injured his back in a fall. But (11) surprised me was finding out recently that my uncle still does it. We met at our annual family reunion and I couldn't believe what he was saying, especially as he's no less (12) 52 years old. He says his skateboard is his favourite (13) of getting to his office every day. He uses it in (14) to save time, which makes sense, as walking takes much longer. Plus it must be easily the (15) enjoyable form of transport. I hope I'm still doing it (16) I'm 52!



Test 3**Reading and Use of English • Part 3**

For questions **17–24**, 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 answer **IN CAPITAL LETTERS** on the separate answer sheet.

Example:

0	A	L	L	O	W	E	D										
---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--

Smartphones at school

Some of the schools in my home town are really strict and students are not **(0)** to use their smartphones at school. Mine is different – there's a much more **(17)** policy. In break times, it's **(18)** to use our smartphones. But in lessons, it's the individual teacher's **(19)** whether we can use them or not. For some pieces of work, like a timed writing task, they're completely **(20)** Of course it's our **(21)** to follow the rules, which we do. In some lessons, the teachers actively encourage us to use our phones when they think it'll be **(22)** to us. There are lots of really good ways to use smartphones in class, and I'm in favour of these. One example is games, where we choose multiple-choice answers on our phones. I'm really **(23)** , so love doing those. Although it can be a bit **(24)** , when everyone just uses their phone instead of talking.

ALLOW
RELAX
ACCEPT
DECIDE

FORBID
RESPONSIBLE

BENEFIT

COMPETE
SOCIAL

For questions **25–30**, 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).

Example:

0 I haven't seen you for ages!

TIME

It has I saw you!

The gap can be filled by the words 'been a long time since', so you write:

Example:

0	BEEN A LONG TIME SINCE
---	------------------------

Write only the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

25 It's a shame I arrived late at the party.

TURNED

I wish late to the party.

26 Provided that you help me with my project, you can borrow my book.

LONG

I'll lend as you help me with my project.

27 You need to do your homework now.

TIME

It homework done.

28 I must get a haircut this week.

NEEDS

My this week.

29 It's possible that I didn't bring my books with me this morning.

MIGHT

I behind this morning.

30 During the lesson, I tried as hard as I could.

BEST

I during the lesson.

You are going to read a blog post in which a teenage boy describes his relationship with his parents. For questions 31–36, 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.

Teenagers and parents – it's the same old story...

Many readers have described the ups and downs of living with teenage children.

This week, we hear from Barry Davros, 15.

OK, I'll admit it. Things haven't been so easy at home in the last couple of years. I'd like to think I'm old enough and wise enough to know that it's almost certainly because I'm a teenager now. Teenagers complain to their friends about their parents. And I think we can be pretty certain that the parents do the same about their kids. I argue with mine. We don't talk as much as we did when I was a kid. It's not that this is the way I want it – I'd prefer it if we never argued, but found a way to talk about what was bothering us. That would be so much better, not just for me and my mum and dad, but for any teenager and their family. So I've been reading a lot – books like *The Teenage Brain*, and lots of online stuff. And I'm sure that if people understood more about what goes on inside a teenager's mind, half of the arguments over the dinner table wouldn't even start in the first place. So I'd like to share what I've learnt.

There are so many things that parents have a go at their teenagers for that it's almost impossible to know where to start. So let's just pick mornings. Mornings are for sleeping. For as long as you need to, or at least as long as you can. Every teenager knows that. But not parents – they think that we should get up at 7.30, just because they get up at 7.30, ready for another busy day. So who's right? Well, the science says that an adolescent's body clock isn't programmed in the same way, and is on a schedule about three hours behind that of older adults (that means both going to bed and getting up).

Another 'issue' that parents make a big deal about is tidiness. Clothes dumped on the bathroom floor, an old plate of food under the bed, house keys lost. OK, I admit, I've been guilty of all of these things recently (but at least

I owned up!). Sorting stuff like this takes planning, and the way the teenage brain develops means that it's just not our strong point. Sorry! The brain develops a chemical called myelin, and it's created over time. Until it's fully developed in all parts of the brain, it does unfortunately mean that even very bright teens can do really stupid things. So just bear with us guys!

Because as already mentioned, the teenage brain goes through all sorts of changes, sometimes teenagers can get angry. This usually makes parents angry. Which makes us angrier, which... OK, you get the picture. But parents need to understand more about what's going on inside our heads. Like, there might be a perfectly understandable (to us) reason why we don't want to do that maths homework this instant. So, listen parents out there, try and understand! Don't always respond to us by getting angry. Just don't! Calm down, count to ten and think twice. line 49

Communication. That's a big one. Sure, teens and parents need to hang out together too, not live in separate worlds. But I'm 15, so the topics of conversation I was into when I was 11 don't work for me now. Same for all kids my age. The sooner parents realise that, the better. It's not that we stop loving them just because we're in our teens, it's just that we need more space. To grow up and find out who we are. line 54

Here's a tip – if there's something that needs to be discussed, do it on a car journey. Whether it's the whole family together or just two of you, the fact that you're in a car means that you're gazing ahead, rather than staring at each other. For me, it just makes it easier to talk somehow, because I sometimes feel they're judging me or something if they're observing me. Try it. It works. And you heard it from me.

- 31 Why shouldn't parents be surprised if their teenagers sleep late?
- A Many teenagers find their busy schedule tiring.
 - B Some teenagers need more hours of sleep than adults.
 - C Teenagers prefer not to see their parents in the mornings.
 - D It's natural for teenagers to have different sleep patterns from adults.
- 32 In the third paragraph, the writer admits that teenagers tend not to be very
- A honest.
 - B organised.
 - C confident.
 - D intelligent.
- 33 What does the writer mean when he advises parents to 'count to ten' in line 49?
- A don't react too quickly
 - B repeat what you have said
 - C find ten reasons for the behaviour
 - D don't tell teenagers things they already know
- 34 What does 'that' refer to in line 54?
- A Teenagers need to spend time away from their parents.
 - B Teenagers love their parents less than they did as children.
 - C Teenagers want to talk about different things as they mature.
 - D Teenagers need to spend more time talking to their parents.
- 35 Car journeys are a good opportunity to speak because
- A the speakers don't need to look at each other.
 - B the vehicle provides more privacy.
 - C families can travel somewhere nice together.
 - D teenagers cannot avoid their parents when they are in the same car.
- 36 Why has Barry written this blog post?
- A to help families get along better
 - B to explain why his parents annoy him
 - C to encourage parents, doctors and teachers to read more about teenagers
 - D to suggest that it is important for teenagers to be responsible

You are going to read an article about sports shoes. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet**.

Sneakers

Sneakers, or shoes designed mainly for sports and other outdoor activities, are worn in almost every country in the world. Arguably they have become a symbol of globalisation itself.

Yet there are some variations, not least in what they are called. In the US, they have always been 'sneakers', at least ever since the *Boston Journal* explained it to its readers as being 'the name boys give to tennis shoes' back in 1887. **37** However, in Britain, the word 'trainers' is much more common. Other names include 'daps' and 'plimsolls', which itself dates back to the 1870s. They are also known as 'rubber shoes' in the Philippines, 'tennies' in South Africa, 'running shoes' in Australia and 'canvas shoes' in Nigeria.

During the late 19th century, sneakers were worn by holidaymakers, as well as by sports players on the tennis court. The main advantage of wearing these shoes was that they enabled the wearer to move around quickly. **38** Later designs for sports players made this even more effective by also adding metal spikes which would dig into the ground.

British company JW Foster and Sons produced the first shoes made specifically for running in 1895, and the spikes allowed for greater acceleration and speed. **39** There, runners Harold Abrahams and Eric Liddell won their 100 metre and 400 metre running races while wearing these shoes. Doubtless Foster and Sons were delighted. The fortunes of Abrahams and Liddell were memorably portrayed in the Oscar-winning 1981 film *Chariots of Fire*.

During the 1920s and 1930s, sports became associated with building moral character and raising national pride. Demand for sneakers rose as a result, so manufacturers

could afford to make the designs more varied. **40**

All around the world, different shoes were also being produced

for different sports. In France, a brand called Spring Court marketed the first canvas tennis shoe, complete with eight little holes for ventilation on the side of their rubber soles.

During the 1950s, people in America and Europe began to have more free time, more leisure opportunities, and often more money to spend. There were great changes in the attitudes and habits of the new generation. **41**

Previously, they had simply worn the same things as adults, but in smaller sizes. Dress codes relaxed, and fashion items from sneakers to jeans became more and more popular.

Many were interested in what people such as US pop singer Elvis Presley and sporting heroes were wearing, and then wanted the same for themselves. Now it is common for sports stars to endorse (be seen to recommend) and advertise a particular brand of sneaker: recent examples include tennis ace Roger Federer and basketball star LeBron James. But did you know that this is a long-standing tradition, and that perhaps the bestselling sports shoe ever, the Converse All-Star was endorsed by basketball player Chuck Taylor as long ago as 1923?

Sneakers continued to become more and more popular. **42** This made sneakers the cheaper option, which in turn made young people even more likely to buy them instead of an alternative which seemed old-fashioned and was more expensive.



A This was one of the main problems with wearing sneakers.

B This was achieved by the use of an engraved piece of rubber on the underside of the shoe, which improved grip.

C For example, men's sneakers now became distinct from women's.

D In fact, sales grew so much that they negatively affected sales of traditional leather footwear.

E For perhaps the first time, children and teenagers everywhere were choosing for themselves what to wear.

F They became very popular with athletes, including at the 1924 Olympics.

G The term is also the standard name in Canada.

Test 3**Reading and Use of English • Part 7**

You are going to read an article about four people who achieved great things when they were teenagers. For questions **43–52**, choose from the people (**A–D**). The people may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Which person

wrote a book?

43	
----	--

found a way to enable people to do something more quickly?

44	
----	--

looked older than he was?

45	
----	--

now visits other countries?

46	
----	--

chose an unexpected career?

47	
----	--

broke a record for raising money?

48	
----	--

was surprised by his own popularity?

49	
----	--

inspired other teenagers to succeed?

50	
----	--

was looked after by a well-known person?

51	
----	--

used feedback to improve an idea?

52	
----	--

Teenage success stories

A Balamurali Ambati, doctor

Balamurali Ambati was clearly very talented as a boy, studied hard at school and did well. Along with his older brother, he co-authored a medical manual aged just 11 aimed at would-be doctors. It was already obvious what he wanted to become – a doctor, and so he worked hard to achieve his dream. He graduated from New York University when he was 13, began medical school when he was 14, attending the Mount Sinai School of Medicine, also in New York. Being very tall (over 1 metre 80 centimetres), he didn't stand out as being different, and so people assumed he was the same age as the other students on his course. He graduated aged just 17, becoming the world's youngest doctor, a record which he still holds. These days, Ambati is now Professor of Neurobiology at the University of Utah, and works as a volunteer with the ORBIS Flying Eye Hospital, practising and teaching in developing nations across the globe.

B Nick D'Aloisio, computer programmer

Aged just 15, Nick D'Aloisio made headlines with the app he created, Trimit, which reduced news content into short summaries that could be processed in much less time than would be needed to process the original text. When his app received funds from Hong Kong, Nick became the youngest person ever to have received investment of this kind. This helped Nick used to identify criticisms of Trimit's using user comments, and then to redesign the app as Sumly, which was released to much praise in December 2011. Since then, he has published academic articles, studied for an Oxford University degree, and continues to develop his business.

C Luka Sabbat, model

When you look at the Instagram feed of model, influencer and internet sensation Luka Sabbat, it's easy to see why he's been called 'the internet's coolest teenager'. When he started using social media, his name spread very quickly. 'For some reason, people were really into me. I don't know why' he says modestly. Even as a toddler, Luka was well connected – his babysitter was high-profile model Lara Stone. For Luka and his career, it seems that the only way is up. He models for top brands and it's not unusual for a picture of him just sitting on a chair to get over 30,000 likes in a matter of minutes. When Luka has something to say, the online world sits up and takes notice.

D Boris Becker, tennis player

The German tennis player came to world attention as an unknown 17-year-old when he became Wimbledon champion in London in 1985. His powerful serve, strength and speed on the court enabled him to beat the South African Kevin Curren, then ranked the world's fifth best men's player. The tennis world had never experienced such an extraordinary result. When Becker was a young teenager, becoming a sporting superstar wasn't really on the cards. 'The plan from my parents for me was to finish school, go to university, get a proper degree and learn something respectable. The last thing on everyone's mind was me becoming a tennis professional.' But he turned professional at the age of 16, and the rest is history. Becker's success prompted adolescents all over the world to take up the game, hit the ball hard and try to do their very best. Becker now lives in Switzerland.

Test 3

Writing • Part 1

You must answer this question. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

- 1** In your English class you have been talking about school holidays. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.

Some people say that school holidays are too long, and school students should only have a three-week break in the summer. What do you think?

Notes

Write about:

1. how much students need to learn
2. whether having a routine is important
3. (your own idea) (*parents working / boredom during the holidays*)

Test 3

Writing • Part 2

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

- 2 Your English teacher has asked you to write a story for the school website.

Your story must begin with this sentence:

Karen didn't wake up until ten o'clock.

Your story must include:

- a problem
- a journey
- Write your **story**.

- 3 You have seen this announcement in an English-language magazine for teenagers.

Reviews wanted!

We want to know about the technology that young people use every day. Tell us about one device that is really important to you in your daily life. What do you like about it? How could it be better? Would you recommend it to other teenagers?

We will publish the best reviews next month!

Write your **review**.

- 4 You see this announcement on an English-language website for teenagers.

We want to know what sports you really love. Write an article telling us what sports you enjoy watching. What's the best way to watch them?

Do you think that some professional players are paid too much? Why? / Why not?

The best articles will appear on our website!

Write your **article**.

- 5 Answer the following question based on the set text.

This is part of an email you have received from an English-speaking friend about the set text.



[Reply](#)


[Forward](#)

I enjoyed most of the book, but I thought the ending was disappointing. What did you think about the ending? If you could change the ending, how would it be different?

Write your **email**.

Test 3


Listening • Part 1

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

- 1 You hear a girl telling a friend about a charity walk she went on.
What does she say about the walk?
A There was an unexpected change in the weather.
B Some people had to give up due to injury.
C The route was more difficult than usual.
- 2 You hear a teacher talking to his class about a play they are going to see at the theatre.
What does he want them to do?
A compare their impressions of the play before and after their visit
B carefully consider the motives of one of the characters
C think about whether the stage scenery is appropriate
- 3 You hear a girl talking about her brother's new job.
Why did he decide to apply for it?
A to have a complete change from his former position
B to be offered the opportunity to travel
C to improve his promotion prospects
- 4 You hear a boy talking to his sister about the meal she's cooking.
How does she respond to what he says?
A She objects to his criticism.
B She's grateful for his suggestion.
C She improves on his idea.
- 5 You hear a boy telling a friend about a toy he played with as a child.
What does he say about it?
A He always felt dissatisfied with it.
B He made more friends because of it.
C His dad felt sad once he stopped playing with it.
- 6 You hear a girl getting advice from a friend about some creative writing homework.
Which advice does she decide to follow?
A finding an alternative way of getting inspired
B seeking help from a reliable source
C taking some time out before continuing
- 7 You hear a teacher telling her class about an exhibition on their city's architecture.
What does she want them to do there?
A consider what has influenced changes in the city's architecture
B decide to what extent the city has been improved
C come up with ideas for further changes to benefit other cities.
- 8 You hear a boy telling his cousin about a skiing trip he went on.
After hearing his story, his cousin
A admits that he would have felt the same as him.
B agrees that he took the right course of action.
C suggests that it isn't entirely true.

Test 3

Listening • Part 2

 32 You will hear a boy called Jamie giving a talk about a family road trip he went on in the United States. For questions 9–18, complete the sentences with a word or short phrase.

Colorado road trip

Jamie says his parents wanted to visit somewhere with a variety of (9)

At the first small town they stayed in, they had a view of a (10)
from their hotel room.

Some towns they passed through had developed as a result of the (11)
that had once been there.

In one town, Jamie bought some (12), which were vintage ones.

Jamie particularly remembers some (13) that he ate on his trip.

The family were interested to see how the landscape slowly changed to
(14) as they drove along.

Jamie was disappointed not to spot any (15) while they were driving.


As Jamie's mum drove them to Aspen, she was concerned about a (16)
that was forecast.

In Aspen, Jamie's parents thought they should try (17) while they
were there.

While swimming in their hotel pool in Aspen, the family were surprised to see a
(18)

Test 3

Listening • Part 3

 33 You will hear five teenage writers talking about the process of creative writing. For questions 19–23, choose from the list (A–H) the advice each speaker gives. Use the letters only once. There are three extra letters which you do not need to use.

A Ask friends to read and comment on your writing.

B Add new characters to make your writing more lively.

Speaker 1 19

C Don't plan your ending too soon.

Speaker 2 20

D Write at speed and then go back and improve your writing.

Speaker 3 21

E Don't become discouraged when you're stuck for ideas.

Speaker 4 22

F Experiment with how your writing sounds.

G Don't get distracted while you're writing.

Speaker 5 23

H Read the work of great writers for inspiration.

Test 3

Listening • Part 4



34 You will hear an interview with a young guitarist called Tom, whose band has just won a national music competition. For questions 24–30, choose the best answer (A, B or C).

- 24 Tom started playing the electric guitar because
- A he was encouraged to do so by his parents.
 - B he found certain pieces of guitar music appealing.
 - C he failed to make progress on other instruments.
- 25 What did Tom love about his new electric guitar?
- A It filled him with confidence when he performed in public.
 - B It helped him make friends because he could play so well.
 - C It made him look like a rock star in his photos.
- 26 What did Tom realise when he started looking for a personal guitar tutor?
- A He would prefer to be taught by a tutor online.
 - B Progress would depend on his relationship with his tutor.
 - C It would be possible for him to improve quickly without a tutor's help.
- 27 How did Tom feel when he discovered he'd lost his guitar?
- A furious with himself for having been so careless
 - B pessimistic about his chances of getting it back
 - C determined to replace it as quickly as possible
- 28 Once Tom was reunited with his electric guitar, he found
- A the instrument looked more sophisticated than he'd remembered
 - B it was easier than he'd thought to instantly start playing.
 - C the discomfort of playing was far less than he'd expected.
- 29 Tom thinks that in comparison with other instruments, the electric guitar
- A can produce a greater volume.
 - B is easier to transport and practise on.
 - C is more suited to being played in a group.
- 30 What did Tom feel about the response of an audience member during the competition?
- A put off by the way he copied Tom's actions.
 - B flattered that he was so impressed by Tom's playing.
 - C embarrassed that he valued Tom's talent so highly.

Test 3

Speaking • Parts 1 and 2

Part 1

2 minutes [3 minutes for groups of three]

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

Everyday life

- How do you travel to school every day? (Why?)
- How much time do you spend with friends every week? (Where do you meet your friends?)
- What kind of food do you like to eat? (Why?)
- What would your perfect weekend be like?
- Have you always lived in the same house or flat as you do now? (Why? / Why not?)

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 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 relaxing in different situations**.

I'd like you to compare the photographs, and say **what you think the people are enjoying about relaxing in these situations**.

All right?

Candidate A

🕒 1 minute

Interlocutor Thank you.

(Candidate B), **do you enjoy spending time outside? (Why? / Why not?)**

Candidate B

🕒 Approximately 30 seconds

Interlocutor Thank you.

Now (Candidate B), here are your photographs on page C13 of the Speaking appendix. They show **people taking photographs in different situations**.

I'd like you to compare the photographs, and say **why you think the people are taking photographs exercise in these situations**.

All right?

Candidate B

🕒 1 minute

Interlocutor Thank you.

(Candidate A), **do you take a lot of photographs? (Why? / Why not?)**

Candidate A

🕒 Approximately 30 seconds

Interlocutor Thank you.

Test 3

Speaking • Parts 3 and 4

Part 3

4 minutes [5 minutes for groups of three]

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

I'd like you to imagine that a school is deciding whether to organise a trip for students to visit another country. Here are some ideas and a question for you to discuss.

First you have some time to look at the task on page C14 of the Speaking appendix.

Now talk to each other about **what the advantages and disadvantages of a trip to another country might be.**

Candidates

⌚ 2 minutes (3 minutes for groups of three)

Interlocutor Thank you. Now you have about a minute to decide **which is the most important reason for organising a school trip to another country.**

Candidates

⌚ 1 minute (for pairs and groups of three)

Interlocutor Thank you.

Part 4

4 minutes [6 minutes for groups of three]

Interlocutor

- Is it possible to have a good holiday without spending a lot of money?
- Some people say we should not travel so much because of the effect on the natural environment. Do you agree?
- Do you think there are too many school holidays or not enough? (Why?)
- Some people prefer to stay at home and not go away on holiday. What do you think? (Why?)
- In some places there are a lot of tourists. Is this a good thing for people who live there? (Why? / Why not?)
- If you could go on holiday anywhere in the world, where would you choose? (Why?)

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

Thank you. That is the end of the test.

Test 4**Reading and Use of English • Part 1**

For questions 1–8, 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 recent B current C latest D present

0	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
---	---------------------------------------	----------------------------	----------------------------	----------------------------

A very unusual house

As part of an architectural project in 2010 in which people constructed egg-shaped, movable homes, Dai Haifei who was a (0) graduate, decided to build his own portable house in Beijing. (1) for his house to be environmentally-friendly, Haifei (2) use of sustainable materials, including a bamboo frame and a grass-seeded covering. The tiny house also used a solar panel for its energy (3) to a handful of electrical gadgets, and it had wood chips for insulation.

Just two metres tall at its highest point, there was only enough space for a bed, water tank, and table. For three months Haifei (4) in the 'egg house', which had no bathroom or kitchen to cook in. (5), he ate out and showered at the local pool where he paid for an annual membership.

Although Haifei only (6) his egg house for a short period of time, he enjoyed the experience. He (7) that rather than it being a serious project, he had 'just wanted to play,' demonstrating his positive attitude (8) life!

- | | | | |
|----------------|---------------|-------------|--------------|
| 1 A keen | B glad | C hopeful | D interested |
| 2 A took | B made | C got | D did |
| 3 A stock | B bank | C store | D supply |
| 4 A occupied | B lived | C remained | D stayed |
| 5 A Beyond | B Furthermore | C Otherwise | D Besides |
| 6 A settled | B lived | C visited | D occupied |
| 7 A challenged | B argued | C presented | D defended |
| 8 A towards | B over | C by | D around |

Test 4**Reading and Use of English • Part 2**

For questions 9–16, 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 answer sheet.

Example: 0

A	S																
---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

The world's smallest frogs

Indian scientists have discovered seven new species of the tiny creatures known (0) night frogs. Some of these are (9) small that they can easily fit onto a coin or fingernail. Indeed, the smallest of the new species is just 12 millimetres long, only a little bigger than the world's smallest identified frog (10) measures an incredibly tiny 7.7 millimetres.

Many of the previously-identified 28 species of night frog have only been discovered in the last few years because locating them (11) be very difficult. (12) is not only because of their size, (13) because they hide away under leaves and other vegetation. They also make calls which sound (14) insects' calls and when scientists draw near, they stop calling altogether.

At the moment, the frogs are fairly widespread in certain regions of India, but they will soon need protecting due (15) an increased human presence near their habitats. Whole populations of the frogs could quickly become extinct (16) these habitats were to suddenly change.



Test 4**Reading and Use of English • Part 3**

For questions 17–24, 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: 0 A V A I L A B I L I T Y

--	--	--	--	--	--	--	--	--	--

The future of food

With the world population rising and (0) of food sources decreasing, what will we be eating in the future? Food science (17) say that by 2050, we will be consuming less meat and more fish. And with food prices rising, another likely result is that more of us will reach the (18) that becoming vegetarian is a good idea. Then there is the (19) that we will eat more seaweed and insects, and perhaps even 'superfood' bars, which would be (20) to the kinds of things astronauts eat in space.

Today's technology could (21) manufacturers to produce what may become known as 'functional' foods. These are foods that are (22) designed for different sectors of (23) This means that there will be foods adapted not only for babies, which we already see in supermarkets, but for teens, women, men and elderly people, too. Because the food will be (24) engineered, we will also be healthier!

AVAILABLE**SPECIAL****CONCLUDE****POSSIBLE****SAME****ABLE****INDIVIDUAL****SOCIAL****SCIENCE**

Test 4**Reading and Use of English • Part 4**

For questions **25–30**, 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).

Example:

- 0 I haven't seen you for ages!

TIME

It has I saw you!

The gap can be filled by the words 'been a long time since', so you write:

Example:

0	BEEN A LONG TIME SINCE
---	------------------------

Write only the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 25 Without all your help, I wouldn't have been able to skate.

HELPED

I wouldn't have been able to skate if so much.

- 26 People say it is hard to say goodbye.

THAT

It is is hard.

- 27 They are going to deliver my new bike tomorrow.

BE

My new bike tomorrow.

- 28 Jen always misses the bus – I'm sure she has again today, too.

HAVE

Jen the bus again today – she always does!

- 29 Joseph admitted kicking the football through the window.

WHO

'It was the ball through the window,' said Joseph.

- 30 'You should come swimming with me after school,' Tracy said to me.

TO

Tracy said that swimming with her after school.

You are going to read a text about a survival adventure trip for young people in the mountains. For questions 1–6, 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**.

Survival adventure camp

Last summer, I took part in a survival adventure camp in the mountains. It was run by Survive! Adventure Club, and the idea behind it was to give teenagers like me a taste of what it's like to survive in the wild. There were no luxuries such as showers or shops which you find on other adventure camps. That might have bothered some people – not me, though. Our guides were experienced and reassured us they'd be with us every step of the way. They provided tips to help us make informed decisions about things like where to camp, how to make meals from food we'd find ourselves, and how to get around without maps.

The experience began at the Survive! Adventure Club headquarters at the base of the mountains. There, we were divided into teams for the camp. The teams weren't based on age and experience but on our performance in a number of team-building tasks, which was a way for the leaders to put us together based on individual skills and personalities, to ensure a good mix in each team. We were led through a series of fun activities, such as making a raft which floated on water and taking part in a quiz. The activities were aimed at helping us make the most of our strengths, in addition to building confidence before the real survival adventure began.

Once we'd decided that we still wanted to take part after the day's activities, our first night was spent in the cabins at the club's headquarters. We had a proper bed for the night but the evening meal was down to us – I knew there'd be some kind of challenge for us! Our survival expert, Hans, gave us a lesson on finding food, such as plants, in the wild. He warned us that not everything that looks good is safe to eat, and explained that it's vital to identify what you're looking at. Hans not only pointed out what was edible or should be left alone, but also taught us to build a campfire and provided cooking tips. He told us we should use our imaginations, as cooking in the wild was different to cooking at home.

Next morning the real survival adventure began. We'd been advised to take well-fitting hiking boots, warm clothing and waterproofs.



I appreciated the advice because as we soon found out, the weather in mountainous regions can be highly unpredictable. After an initial steep climb, we spent the rest of the morning identifying wildlife and learning to navigate using nature alone. We learned to determine where we were heading and what time it was. We put our cooking skills to the test at lunchtime, which was trickier than we'd imagined, though we eventually came up with something we could all eat! When evening fell, we had to locate a spot to put up our tents in. Although we'd been told there was nothing dangerous in the nearby forest, we still kept away from the edges, which put us at ease.

Over the next two days, we made a shelter, learned to treat minor injuries and built a bridge. I was put in charge of the latter and although I hadn't done anything like it previously and wasn't particularly keen to be given the responsibility, I discovered a new skill in engineering, which I never thought I'd be good at. The tasks were all fascinating and I'd like to do more of that kind of thing.

It was a wonderful adventure. I had no idea what to expect when I signed up and I wasn't an outdoors kind of person, so why I thought it was a good idea, I'm not sure! I don't regret it, though and I'm pleased I didn't quit, even when things got tougher than I ever thought they would. I always knew I was in the capable hands of the leaders and we had such good fun. I hope to be back again at some point in the future!

- 31 What is the writer doing in the first paragraph?
- A describing the kinds of accommodation available on the trip
 - B explaining why she had some concerns about going on the trip
 - C highlighting that the adventure camp she went on was unlike others
 - D offering advice to other teenagers about how to cope with conditions on the trip
- 32 The writer says that the team-building tasks were carried out in order to
- A enable participants to get to know each other.
 - B ensure each group was balanced in terms of ability.
 - C provide some fun before the challenges of the trip started.
 - D select those who would take part in the actual survival adventure.
- 33 What does the writer suggest about the first night's activity?
- A It didn't require too much creativity on the part of participants.
 - B It helped participants decide whether they wanted to carry on.
 - C It equipped participants with some useful knowledge.
 - D It wasn't as relaxing as she had expected it to be.
- 34 How does the writer say she felt when the survival adventure started?
- A proud that she quickly acquired knowledge about getting around
 - B grateful that she had the appropriate gear with her
 - C nervous about the location she chose to camp in
 - D disappointed in her cooking skills
- 35 What does the writer say about the activities they did on the following two days?
- A She found she was good at something she hadn't tried before.
 - B She didn't enjoy some of them as much as she had hoped to.
 - C She liked being put in a position of leadership for one activity.
 - D She felt that experience of doing similar activities helped her.
- 36 How does the writer feel about having taken part in the survival adventure?
- A excited about returning as soon as she can
 - B sorry that she hadn't thought of doing it before
 - C surprised by how much she learned from the leaders
 - D proud of herself for dealing with unexpected difficulties

You are going to read a magazine article about giving advice. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet**.

Giving advice

Journalist Nicola Hargreaves discusses whether it's worth giving advice, and if so, how?

'What do you think I should do?' asks your friend, as she sits down on your bed, eagerly awaiting your advice. This is no easy situation. Say something your friend disagrees with and you might feel you've disappointed her. Tell her what to do and you risk your friend feeling let down if things don't turn out as you hoped.

It's human nature to want to offer solutions when someone comes to you with a problem. It's also easy to fall into the trap of giving advice which you wouldn't take yourself, or simply reassure your friend that 'everything will be OK.' This is not particularly useful for your friend, and may leave you feeling a bit helpless, too.

37 This is because we're pleased that our friend has come to us for help, even if we don't really think we're qualified to give it. So, is it a good idea to try to give advice at all? The answer is yes... if it's done in the right way.

In fact, friends often really only want someone to listen to them. It's important, therefore, to try to work out whether they're actually seeking advice, or simply wanting to talk over whatever it is that's going round and round in their head. Doing this can, in fact, make people feel better all by themselves. There's no harm in asking whether they'd like you to suggest a solution or two, even so.

38

It's also important to be honest. **39** Your friend won't be offended, and you can still listen carefully

and try to put yourself in their shoes. Then you can go away and think about things. What might you do if you were to experience the same thing? You can go back to your friend later with a few suggestions if you think of something that might be helpful.

40

There's nothing worse than hearing 'What I would have said is ...' or 'What you *should* have tried to do is ...' What's done is done and the only thing to do now is look ahead. Judging never helps anyone! If your friend keeps saying 'If only I'd ...', bring them back to the present and encourage them to think about what they can do to sort things out.

Sometimes a problem doesn't go away overnight.

41

They will definitely appreciate it if you just allow them to 'talk it out', though. Maybe they're building up courage to take action, and need to convince themselves they're doing the right thing. Just being there for them whenever they need you may be all you have to do to make things better.

Remember that you don't have to have all the answers, and your friend probably doesn't expect you to. If you're stuck, try reminding your friend of all the great things that are happening in their lives. **42** We often resolve problems when we're engaged in other activities and not directly thinking about them at all!

- A** If you're unable to think of a way to resolve the situation your friend finds themselves in, just say so.
- B** Why not plan some fun things to do together to help them forget what's going on for a while?
- C** Often we say this kind of thing because we believe we ought to say *something*.
- D** This is the first thing many of us do when we have a problem ourselves.
- E** Then it's up to them to say that they want to hear your ideas (or not, as the case may be).
- F** Can you remember a time when you weren't sure what to do, or thought you'd acted in the wrong way?
- G** It can be hard to listen to your friend going over and over the same thing without being able to help them.

Test 4**Reading and Use of English • Part 7**

You are going to read an article where four students talk about their dream jobs. For questions 43–52, choose from the people (A–D). The people may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Which student

has done a lot of research into something closely connected to a job?

43	
----	--

wants to do the same thing that someone she is close to does?

44	
----	--

does not know how to get into her chosen profession?

45	
----	--

understands that she is unlikely to be widely recognised for work she might do?

46	
----	--

likes expressing her feelings through what she does?

47	
----	--

enjoys researching details related to the job?

48	
----	--

hopes to encourage others to take an interest in her subject?

49	
----	--

became interested in a subject when she was taught about it?

50	
----	--

enjoys sharing her knowledge of a subject with other people?

51	
----	--

says the reason she would like to do a job is not what people might expect?

52	
----	--

Dream jobs

We asked four young people what their dream job would be and why. Here are their answers.

A Ava

'A pilot. That would be my absolute dream job. It isn't because I want to see the world, which everyone immediately thinks when I say what I want to do, though it would be a bonus if I got to spend time on the ground somewhere exotic. I don't think that happens much in reality, though. I don't even like flying that much when I'm stuck in a passenger seat staring out of a tiny window at the clouds. I'd rather be up front taking charge! One of my hobbies is making model aeroplanes with my dad. I know they can't fly, and I know they're nothing like the real thing, but every time we bring a new one home to build, I go online and look up everything I can about it. I've not only built hundreds of models but I've built up my knowledge about planes, too. I'm also really into physics at school and I just think flying is really interesting.'

B Emily

'I've had hearing difficulties since I was really young, and I often just zone out and stop trying to keep up with things when there's a lot of background noise – it can be tricky trying to keep up with my friends' conversations. My parents are both deaf, so I've been able to use sign language for as long as I can remember. I'm teaching my friends now, so we can communicate more easily if we're somewhere noisy. They love it and I've discovered how much I love teaching them. We have a laugh when one of them gets it wrong and signs something funny by mistake. So my aim is to be a sign language teacher. I'm unsure about how to go about it yet and it's still a pretty new idea but I'm determined to find out what I can about it and make sure I get the right qualifications.'

C Sophia

'I want to be a poet. I've been writing my own poems for a couple of years. The kind of stuff I do is called 'slam' poetry. It's where you reflect on life experiences. It's emotional and passionate and comes straight from the heart. I got interested in it when a poet came to school and gave us a workshop on it. He taught us about how to make the words flow and how to say it aloud. Slam poetry's performed in competitions and I've won two now. I was so nervous the first time I stood up but then I focussed on the message I wanted to get across to the audience and then it just seemed easy. I'd love to get my poems published and carry on giving performances. People overlook poetry a bit but this is the kind of style that gets noticed!'

D Mia

'My mum's a research scientist and I hope to follow in her footsteps. I'm pretty good at science at school and I love biology. I think I'd like to work on developing medicines. That's something that can really change the world, make a big difference to people's lives. I'm fairly realistic about it, though. I know I'll have to do years of study and groundwork before I get to any of the really exciting stuff. Even then, I'm probably not going to be a world-famous scientist, like Einstein. I know I'll just be a tiny part of the whole process but I still think it would be amazing to work on the next big discovery, the next big cure. Imagine that! I also want to get more girls into science. A lot of the girls in my class want to be actors or singers but that's not very practical, is it?'


Test 4

Writing • Part 1

You **must** answer this question. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

- 1 In your English class you have been talking about shopping. Now your English teacher has asked you to write an essay for homework.

Write your essay using **all** the notes and giving reasons for your point of view.


<p>'Shops are no longer necessary because people can buy everything they want on the internet.'</p> <p>Do you agree?</p>
<p>Notes</p> <p>Write about:</p> <ol style="list-style-type: none">1. the time it takes to buy things2. how easy it is to choose what to buy3. (your own idea) (<i>enjoyment, price</i>)

Test 4

Writing • Part 2

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

- 2 You see this announcement in an English-language magazine for teenagers.

Articles wanted

Photographs

Why do people take so many photographs? Are photographs the best way of remembering people and events? What do you take photographs of and why?

Tell us what you think. The best article will win a prize!

Write your **article**.

- 3 Your English teacher has asked you to write a story for the school magazine.

Your story must begin with this sentence:

Harry looked up when he heard the noise and smiled.

Your story must include:

- a visitor
- a present

Write your **story**.

- 4 You have received this email from your English-speaking friend, Sam.

Hi!

I live quite near my school and want to walk there every day with my friends. My mum says I have to go in the car with her instead. I get on well with my mum and don't want her to be upset, but I don't want her to take me to school anymore. What should I do?

Write your **email**.

- 5 Answer the following question based on the set text.

In your English class, you have been discussing the characters in the set text. Now your teacher wants you to write an essay answering the following question:

'The book would be better if the writer had included and described more characters.' Do you agree?

Write your **essay**.

Test 4

Listening • Part 1




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

- 1 You hear two friends talking about going to a new chess club at their school. They both hope that playing chess will
 - A encourage them to reduce their screen time.
 - B improve their problem-solving skills.
 - C help to increase their self-confidence.
- 2 You hear a teacher telling her class about a shelter they are going to build in the woods. What is she doing?
 - A warning them not to make their design too sophisticated
 - B advising them of the best way to approach the task
 - C encouraging them to be as creative as possible
- 3 You hear a boy talking to a friend about seeing his painting displayed in a competition. How does he feel about the competition now?
 - A concerned that the message he tried to put across is too difficult
 - B astonished at the level of entries he's competing against
 - C confident that his work is up to the standard of other entrants
- 4 You hear a student telling his class about a special boat race he took part in. What does he think contributed to his team's success?
 - A the level of their knowledge of engineering
 - B a chance event near the end of their race
 - C their determination to row as hard as possible
- 5 You hear a girl phoning her father. Why is she phoning him?
 - A to ask him to do her a favour
 - B to remind him about what they'd agreed
 - C to give him more information about a plan
- 6 You hear two friends talking about a summer reading project they're involved in. What does the girl say about her progress?
 - A She is further behind schedule than their classmates.
 - B She has struggled to find a book that she's really enjoyed.
 - C She has had too many recommendations to get through.
- 7 You hear a teacher telling her class about a tour of a film studio she has organised for them. What does she think the students will gain from the trip?
 - A a better understanding of the director's influence on the film
 - B a unique insight into where one particular film was made
 - C more appreciation for what happens behind the scenes in a film
- 8 You hear a boy telling a friend about a book he's reading. How does the book compare with his expectations?
 - A The subject matter is more serious.
 - B The quality of the images is better.
 - C The storyline is more complex.

Test 4

Listening • Part 2

 36 You will hear a girl called Katie giving a class presentation about a bat-watching trip she went on recently. For questions 9–18, complete the sentences with a word or short phrase.

Bat-watching trip

Katie and her dad were joined on their trip by a family friend, whose job involves

(9)

Katie describes the boat they went on as not feeling (10) initially.

Their guide said that one reason bats are important is for helping to spread (11)

Katie learnt that a shortage of insects can quickly cause (12) in bats out hunting.

Katie used a machine called a (13) to hear the sounds the bats made.

Katie compares the sounds of bats calling to a strange kind of (14)

Katie was grateful for the (15) that had been supplied for the trip.

A number of bats appeared on part of the river with a long (16) on the bank.

Their friend managed to spot some (17) above them during their trip.

Katie was pleased that the money from their tickets was going to a (18)

Test 4

Listening • Part 3



You will hear five teenagers talking about listening to music while studying. For questions 19–23, choose from the list (A–H) each speaker's opinion about how effective it is for them. Use the letters only once. There are three extra letters which you do not need to use.

A It depends on the kind of studying I'm doing.

B It only works well with certain types of music.

Speaker 1 19

C I've had to accept it doesn't work for me.

Speaker 2 20

D It makes even boring subjects more appealing.

Speaker 3 21

E I do it when I really want to concentrate.

Speaker 4 22

F It's helped me to remember certain things.


G It's easier for me than studying in complete silence.

Speaker 5 23

H It's only really useful during study breaks.

Test 4

Listening • Part 4

 38 You will hear an interview with a student called Ella about the work experience she is currently doing as a lighting technician. For questions 24–30, choose the best answer (A, B or C).

- 24 Ella suggests that her interest in lighting started with
- A the lights she once saw at a theatre show.
 - B an outstanding light show at a rock concert.
 - C the effects of a fireworks display.
- 25 Ella says that the work of theatre lighting technicians
- A can vary according to the director they're working with.
 - B can be more complex than she'd initially realised.
 - C can be important for people's understanding of a play.
- 26 Ella thinks that members of a theatre audience
- A only really notice the lighting when something goes wrong.
 - B generally appreciate what good lighting adds to a performance.
 - C rarely react to lighting effects.
- 27 Ella mentions an early lighting plan she made at school that
- A relied on technology that the school didn't have.
 - B was too difficult for anyone to follow.
 - C overlooked a key point about the play it was intended for.
- 28 During her research into theatre lighting, Ella
- A felt disappointed to find that she knew so little about it.
 - B was impressed at what theatres achieved before using electricity.
 - C wondered whether modern lighting has spoilt the atmosphere in theatres.
- 29 After seeing the technology available for modern theatre lighting, Ella
- A is excited by the creative possibilities it offers.
 - B thinks it has made a technician's job easier than it used to be.
 - C has realised it's important not to use it unnecessarily.
- 30 What does Ella feel might be a disadvantage of the job?
- A It will probably always involve long hours.
 - B She may never become famous for what she does.
 - C It could take her years to reach the top of her profession.

Test 4

Speaking • Parts 1 and 2

Part 1

2 minutes [3 minutes for groups of three]

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

Future plans

- What are you going to do next weekend? (Why?)
- What plans do you have for next year? (Why?)
- What would you like to do when you leave school? (Why?)
- Do you think you might live and work in another country in the future? (Why? / Why not?)

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 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 studying in different places**.

I'd like you to compare the photographs, and say **why you think the people have decided to study in these places**.

All right?

Candidate A

🕒 1 minute

Interlocutor Thank you.

(Candidate B), **do you enjoy studying outside? (Why? / Why not?)**

Candidate B

🕒 Approximately 30 seconds

Interlocutor Thank you.

Now (Candidate B), here are your photographs on page C16 of the Speaking appendix. They show **people travelling in cities in different ways**.

I'd like you to compare the photographs, and say **why you think the people have chosen to travel in the city in these ways**.

All right?

Candidate B

🕒 1 minute

Interlocutor Thank you.

(Candidate A), **which of these ways would you prefer to travel in a city? (Why?)**

Candidate A

🕒 Approximately 30 seconds

Interlocutor Thank you.

Test 4

Speaking • Parts 3 and 4

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

I'd like you to imagine that a school wants to encourage students to use their free time well and has asked for ideas of activities. Here are some ideas and a question for you to discuss.

First you have some time to look at the task on page C17 of the Speaking appendix.

Now talk to each other about **whether these are useful ways for young people to spend their free time.**

Candidates

⌚ 2 minutes (3 minutes for groups of three)

Interlocutor Thank you. Now you have about a minute to decide **which is the least useful way for young people to spend their free time.**

Candidates

⌚ 1 minute (for pairs and groups of three)

Interlocutor Thank you.

Part 4

4 minutes [6 minutes for groups of three]

Interlocutor

- Do you think young people have enough free time nowadays or too much? (Why?)
- Some people say the school day is too long. What do you think? (Why?)
- Do you think young people get enough sleep? (Why? / Why not?)
- Some people say everyone is too busy to enjoy free time nowadays. Do you agree? (Why? / Why not?)
- Is it better to watch sport or take part in it? (Why?)
- Do you think everyone should carry on learning new things even after they've left school? (Why? / Why not?)

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

Thank you. That is the end of the test.

Test 5**Reading and Use of English • Part 1**

For questions 1–8, 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 established B located C placed D positioned

0	<input type="radio"/> A	<input checked="" type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
---	-------------------------	------------------------------------	-------------------------	-------------------------

The world's quietest railway station

Some of the world's most heavily used railway stations are (0) in Japan. According to (1), 45 out of the 51 busiest in the world are in the country. Some 3.6 million passengers travel through the busiest railway station, Shinjuku Station in Tokyo, every (2) day.

But surprisingly, this small but (3) populated country also has some stations which are hardly used at all. Kyu-Shirataki Station, on the island of Hokkaido is in such a (4) place that it was only used by one person for a few years. High school student Kana Harada was a (5) passenger before it closed in 2016. The train stopped every morning to take high school student Kana Harada to school, and every afternoon to drop her back at Kyu-Shirataki. But keeping the station open for just one passenger simply was not (6) Therefore the operator of the line, Hokkaido Railway Company, planned to close the station (7) But when they found out that this would leave Kana with no (8), they agreed to keep the line open until she graduated from school. Although trains still use the line, the station itself is now completely abandoned.

- | | | | | |
|---|----------------|--------------|--------------|---------------|
| 1 | A measurements | B numbers | C sizes | D statistics |
| 2 | A individual | B one | C particular | D single |
| 3 | A considerably | B densely | C largely | D mainly |
| 4 | A far | B homeless | C remote | D separated |
| 5 | A common | B regular | C usual | D typical |
| 6 | A commercial | B profitable | C successful | D valuable |
| 7 | A always | B constantly | C lastly | D permanently |
| 8 | A transport | B journey | C travel | D vehicle |

Test 5**Reading and Use of English • Part 2**

For questions 9–16, read the text below and think of the word which best fits the gap. Use only **one** word in each gap. There is an example at the beginning (0).

Write your answer **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0

O	N																		
---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

A possible solution to a major health problem

by Andrew Kerr, Health Correspondent

New research shows that an unhealthy diet can actually have a damaging effect (0) the brains and the behaviour of secondary school pupils. Some teenagers virtually live on junk food, (9) instance burgers and chocolate. These are often widely available, and can (10) bought on the way to or from school. For some teenagers, junk food makes up as (11) as 30 percent of their diet. 'What's more, fewer than one in ten teenagers eats the recommended five daily portions (12) fruit and vegetables. Experts are warning of a nutrition crisis in (13) teenagers are deprived of essential dairy products and proteins.



But (14) to new research by Oxford University, giving teenagers a health supplement pill can really help. The vast majority of teenagers in the UK eat absolutely (15) fish at all, and the pill contains fish oil that is essential for the teenage brain. Researchers found that this led to a reduction (16) poor concentration and improved academic performance.

Test 5

Reading and Use of English • Part 3

For questions 17–24, 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 answer **IN CAPITAL LETTERS** on the separate answer sheet.

Example: 0 P O W E R F U L

Hope in a Ballet Shoe – a dancer's life story

Hope in a Ballet Shoe is the (0) autobiography of ballet dancer Michaela DePrince.

POWER

Michaela had a strict (17) in Sierra Leone. There are several (18) of her early days there which are particularly well-written. A turning point in her life was her (19) by an American couple at the age of four, and her move with them to the USA. At first, she found that all the cultural (20) were hard to get used to. But she grew to love her new home, and the book shows how love and (21) can overcome these difficulties – and help people to achieve their goals. Michaela was absolutely (22) to become a ballet dancer and practised for hours on end. Her family were there for her all the time, supporting her and eventually (23) her to succeed. Michaela is now a world-famous ballerina with the Dutch National Ballet.

BRING

DESCRIBE

ADOPT

DIFFERENT

PATIENT

DETERMINE

I would certainly recommend *Hope in a Ballet Shoe* to anyone from the age of eleven upwards. It truly is a (24) story.

ABLE

MOVE



Test 5**Reading and Use of English • Part 4**

For questions **25–30**, 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).

Example:

- 0 I haven't seen you for ages!

TIME

It has I saw you!

The gap can be filled by the words 'been a long time since', so you write:

Example:

0	BEEN A LONG TIME SINCE
---	------------------------

Write only the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 25 Tina's grandparents raised her.

BROUGHT

Tina her grandparents.

- 26 I'm surprised she declined my invitation to the party.

CAN'T

I down my invitation to the party.

- 27 When John told me what had happened, I believed him.

WORD

When John told me what had happened, I it.

- 28 I often cycle by myself at the weekend.

FOR

I often go my own at the weekend.

- 29 She only bought the book because the teacher said it was good.

HAVE

She wouldn't the teacher hadn't said it was good.

- 30 I want someone to cut my hair.

GET

I'd cut.

You are going to read a magazine article about a new type of hotel. For questions **31–36**, 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**.

Hotels of the future

Our Travel correspondent Joanna Richards reports about a new trend in hotels.

I recently visited a hotel in France which has no visible human staff. This is just one of several hotels in Europe and Asia which runs with apparently no human contact. Most of the services are provided by robots and machines. The concept is to provide an environmentally friendly hotel where staff and running costs kept to a minimum. Personally, I've spent my life away from robots and machines, and so kept having to remind myself that in many parts of the world, it's not unusual for jobs and household tasks to be automated these days.

So I lost no time in booking myself a room at one of these hotels and going to see it for myself. And sure enough, there at the reception desk instead of a friendly receptionist wearing a uniform was a machine.

'I'd like to check in please, I shouted, wondering if the machine would respond to my voice, and feeling thrilled that I was about to have my first ever conversation with a check-in machine. Nothing. I said it again but there was silence. I was hoping the machine would say something like 'If you want to check in, press 1. But then I noticed a written message in the machine's screen. 'Please insert your credit card and key in your booking reference, then follow the instructions.' No conversation. How disappointing.

Staying at the hotel costs from €35 (more if you want a bigger room). That's a bargain for Paris, where a stay in a more conventional hotel can easily cost two or three times that much. And if you did stay there, it wouldn't necessarily be any nicer, and certainly wouldn't be any more memorable. The hotel is located near to the amusement park, Disneyland Paris, which was created as a visitor attraction on the east of the city with lots of amusement rides. In fact, many of the guests book the hotel purely in order to be close to the park.

Back in the hotel, as well as machines to check in, there are vending machines to serve drinks and snacks and vacuum cleaners that work without a human, using sensors

to navigate around the rooms. According to the owners, the laundry has robots which do all the washing unaided. Another innovation is the use of face recognition instead of keys to get into your room. A photograph of the guest's face is taken at the reception desk by the check in machines.

With 60 rooms in the building, there is a lot of coming and going. Guests are actively encouraged to stop and get a coffee from one of the machines in the guest lounge with other guests, so there is at least some social interaction. One area where humans are absolutely essential for the hotel is security. There are scanners and CCTV cameras everywhere, and the footage from these is watched by human security guards, no matter whether or not the hotel is full. It is their job to make sure that the guests are safe – and that no-one causes any damage to hotel property, including of course making off with a costly robot.

Critics say that businesses like these automated hotels will mean that people lose their jobs, as more and more roles can be performed by robots and machines. But there are many who see them as a vision of the future and argue that robots can make our lives easier. But this can only happen if higher manufacturing and operating standards are achieved, and if guests are prepared to put their trust in machines and don't mind the lack of personal contact. Only then will this type of hotel be a success. Time will tell if this is the case.



- 31 The aim of this hotel is to be very
- A efficient.
 - B friendly.
 - C profitable.
 - D unusual.
- 32 What aspect of the writer's experience at reception was 'disappointing' (line X)?
- A the appearance of the reception
 - B the time she wasted checking in
 - C the lack of verbal interaction with the machine
 - D the rudeness of the other guests
- 33 What does the writer say about the price of the rooms in the hotel?
- A The hotel is good value.
 - B The prices are likely to rise.
 - C Other hotels provide better accommodation.
 - D It is not always clear how much a room will cost.
- 34 What is the writer's main point in the fourth paragraph?
- A There are limits to what robots and machines can do.
 - B Robots and machines can learn a wide range of skills.
 - C Different robots and machines are used for different tasks.
 - D Humans make mistakes that robots and machines do not make.
- 35 What risk is mentioned in the fifth paragraph?
- A robots being stolen
 - B security guards being ineffective
 - C the hotel not doing enough business
 - D areas of the hotel becoming too crowded
- 36 What does 'this can only happen' in line X refer to?
- A more roles being performed by robots and machines
 - B many seeing the hotel as a vision of the future
 - C robots and machines making our lives easier
 - D reduction in social human contact

You are going to read an article about a young mountaineer called George Atkinson. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet**.

Making mountaineering history

At the beginning of April, just a few weeks before his 17th birthday, George Atkinson arrived in Kathmandu in Nepal. The schoolboy from London was about to begin the final stage of his quest to become the youngest person to climb the highest peak on each of the world's seven continents. **37** It was just Mount Everest to go – the mightiest of the lot.

As an 11-year-old, George had been with his father on an organised trip up Mount Kilimanjaro, Africa's highest mountain. But George's dad got a stomach bug before the final ascent to the peak. 'I felt very weak and dehydrated', he said, and had to go back down.

38 And as George continued to the top with the rest of the group, his father endured an anxious wait. 'Seeing him coming back down again was indescribable.'

The next few years saw George build up his mountaineering skills and his fitness to prepare for his epic challenge. He spent his weekends carrying a heavily laden 80-litre backpack and walking from the family home to Richmond Park in London, which he'd then complete two full circuits of, making a round trip of 30 kilometres.

At 29,029 feet, Everest is over 6,500 feet higher than any of the other mountains on George's list. He knew it would be a challenge and was aware of the risks that being at such high altitudes carries, but he wanted to stand on top of the world. On checking in to the Hotel Everest View, at 12,729 feet, he got a glimpse of Mount Everest, and imagined looking back down to the hotel from the peak. He phoned his mother, Penny, and spoke to her.

39 And she knew just how much this climb meant to him.



But as they got closer to the summit, the weather turned bad. There were nervous moments for George and his group as they waited to see if the weather would improve and the wind would drop to a safer speed of below 30 miles an hour. George didn't know how long he might have to wait for another opportunity. **40** An American climber, Jordan Romero, who was two months younger than George, only needed to scale Vinson Massif in Antarctica to complete his set of seven.

But eventually they made it, and George achieved his dream. But there was hardly time to celebrate on the peak. **41** By the time they got back down to the bottom, George and the rest of his group were all exhausted.

George intends to keep climbing and carry on with his studies. He says he is looking forward to life getting back to normal. And he's planning another mountaineering trip with his dad, this time up Mont Blanc in France. But the question is, will the elder Atkinson make it all the way up to the top this time? **42**

- | | |
|---|---|
| A 'I've seen it,' he said, 'and it's huge.' | E But George knew what he wanted: he was going to carry on. |
| B He had already conquered all but one. | F And by then, someone else might have snatched the record. |
| C But he knew he still needed more practice. | G Almost immediately, they had to begin an exhausting, non-stop 20-hour descent. |
| D 'I hope so,' he says, 'George is going to carry my stuff.' | |

Test 5**Reading and Use of English • Part 7**

You are going to read four reviews of autobiographies in which the writers described their lives as teenagers. For questions 43–52, choose from the writers (A–D). The writers may be chosen more than once.

Which writer

knew at an early age what career he would choose?

1

did not enjoy his education?

2

was not brought up by his parents?

3

was very critical of one person?

4

invented some details in his book?

5

worked on the book with another author?

6

described other people very well?

7

told of the good and bad times of his early career?

8

was confused about what he had to learn?

9

described how the place where he lived changed over time?

10

Reviews of famous autobiographers who wrote about being teenagers

A Winston Churchill – politician

Churchill wrote the first volume of his autobiography in 1930, nine years before becoming Prime Minister of the UK. Called *My Early Life*, it covered the time from his birth in 1870, when he grew up in a very grand house as the neglected son of a wealthy aristocratic who were too busy to spend much time with him. Instead, he spent his days – and developed his strongest bond – with the nanny who looked after him. Although he went on to become an excellent writer and perhaps the outstanding European politician of his day, the boy Churchill detested being made to study, and wrote entertainingly about his schoolmaster's attempts to teach him Latin. When instructed that 'mensa' meant 'oh, table' and informed that this was what you would say if you were talking to a table, young Churchill did not see why he needed to know this, and replied that he couldn't see the point. 'But I never do,' he said. His teacher didn't see the funny side, which, fortunately for us, makes the book all the more entertaining.

B Laurie Lee – poet

Laurie Lee's classic memoir *Cider With Rosie* tells of his childhood in a remote valley in England's Cotswold Hills in the early years of the twentieth century. At the start of the book, the valley seemed to have developed little in hundreds of years; by the end, a bus service and electricity have arrived; Lee's village was no longer so remote, but was now fully connected to the modern world. Much of the book shows what a remarkable woman Laurie's mother was, raising him and his brothers and sisters with little help from anyone else. As he grows older, he senses a feeling that he was born to be a poet. He was right of course, and besides his poetry, Lee

also produced plays, short stories and travel books, as well as this autobiographical masterpiece, which is as alive now as the day it was written.

C Robbie Williams – singer

The former singer of the British boy band Take That released his autobiography *You Know Me* after two decades being one of the most famous musicians on the planet. Starting with his childhood in Stoke-on-Trent, it tells of the successes and hard times Robbie experienced after becoming a superstar. *You Know Me* was clearly aimed at his fans, many of whom would probably already have bought *Feel*, the 2004 biography of Williams written by journalist Chris Heath, who also collaborated on this publication. So how is *You Know Me* different? Well, there are plenty of anecdotes, gathered from informal interviews Heath conducted with Williams, which provide insight not just into the man himself, but into the music industry as a whole.

D Gerald Durrell – wildlife writer

British naturalist Gerald Durrell wrote this account of the years he spent aged 10 to 15 living on the island of Corfu. His eccentric family and the inhabitants of Corfu are portrayed brilliantly. Gerald's brother Lawrence in particular emerges as a bad-tempered, mean and unreasonable young man. It's tempting to think that Lawrence (who also became a writer) must have been outraged by the book's publication. But apparently he both liked it, and praised its accuracy. Although it is an autobiography, not all the 'facts' in the book are actually correct: for example, some of the family actually lived in a different part of the island, rather than all in the same home as the book claimed.


Test 5

Writing • Part 1

You **must** answer this question. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

- 1 In your English class you have been talking about free time. Now your English teacher has asked you to write an essay.

Write your essay using **all** the notes and giving reasons for your point of view.


<p>Should teenagers spend their free time doing lots of activities, or is it better for teenagers to spend most of their free time relaxing?</p>
<p>Notes</p> <p>Write about:</p> <ol style="list-style-type: none">1. learning new things2. time with friends3. (your own idea) (<i>pressure of school work / sleeping</i>)

Test 5

Writing • Part 2

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

- 2 You see this announcement on an English-language website for teenagers.

Reviews wanted!

Tell us about a museum that you have visited. Describe the museum. What can you see there? What do you like about the museum? What didn't you like? Who would you recommend the museum to?

We will post the most interesting reviews on the website.

Write your **review**.

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

I'm not very fit and I'd like to take up a sport, but I don't know what sport I should do. Have you got any ideas? What else could I do to be more healthy?

Write your **letter**.

- 4 Your English teacher has asked you to write a story for the class website.

Your story must begin with this sentence:

Anna was surprised to see so many people in the room.

Your story must include:

- a competition
- a happy ending
- Write your **story**.

- 5 Answer the following question based on the set text.

You see this notice in an English-language magazine for teenagers.

Places in books


Tell us about a place described in a book you have read. Was this place important to the story? What effect did the place have on the characters in the story?

The best articles will appear on our website!

Write your **article**.

Test 5

Listening • Part 1

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

- 1 You hear a boy telling his class about a music workshop he attended with other students from his school. What does he say about the workshop?
 - A It inspired them to attempt things they hadn't tried before.
 - B It confirmed their confidence in their ability to compose.
 - C It gave them a great opportunity to work with professional musicians.
- 2 You hear a girl telling her friend about a long train trip she went on. What does she say about it?
 - A It took longer than she'd expected.
 - B It felt more uncomfortable than usual.
 - C It was too noisy for her to do her homework.
- 3 You hear a theatre actor giving a talk to some drama students. What does he emphasise about his work?
 - A the advantages of always being asked to play the same kind of character
 - B the difficulties of playing someone who is very different from him
 - C the energy required to repeat the same role over many performances
- 4 You hear a girl talking to her teacher about her homework. What is her problem?
 - A She's taken on something that's too extensive in scale.
 - B She's found it difficult to identify reliable sources of information.
 - C She's struggled to find a topic that's really inspired her.
- 5 You hear a girl phoning her mother about a friend she was supposed to meet. How does she feel now about the meeting?
 - A concerned about her friend's excuse for cancelling
 - B cross that her friend failed to contact her in advance
 - C embarrassed that she gave her friend the wrong information
- 6 You hear a science teacher talking to his class about an experiment they are going to do. What does he tell them?
 - A that the reaction they are hoping for may happen very suddenly
 - B that only following his instructions carefully can guarantee success
 - C that they should be prepared to observe minor changes
- 7 You hear two friends talking about a carnival that has just taken place in their town. What do they agree about it?
 - A It was more exciting in previous years.
 - B It had more to attract teenagers than other local events.
 - C It provided young people with a great chance to perform.
- 8 You hear a teacher talking to her student about a story he's written. What is she doing?
 - A explaining which parts particularly impressed her
 - B giving hints as to how he could develop his writing skills
 - C trying to establish where his ideas came from

Test 5

Listening • Part 2



40 You will hear a boy called Harry telling his class about an art event he took part in recently. For questions 9–18, complete the sentences with a word or short phrase.

Art Day

Fiona, the person running the art day, had once worked as a (9)

Harry uses the word (10) to describe his feelings when he first arrived.

Harry was inspired by the variety of (11) paper in the drawing book he was given.

Harry put a (12) on the cover of his drawing book.

Harry first painting was a (13)

Harry was particularly impressed by the (14) that another student had done.

With Fiona's help, Harry attempted a more (15) style of drawing than he'd tried when he started.


After lunch, the group chose the theme of (16) for the sculpture they intended to make together.

Harry found a collection of (17) to include in the sculpture.

The (18) of the art group was what made Harry decide to sign up for the next session.

Test 5

Listening • Part 3

 41 You will hear five teenagers talking about playing tennis. For questions **19–23**, choose from the list (**A–H**) the reason each speaker gives for enjoying the game. Use the letters only once. There are three extra letters which you do not need to use.

A It helps me to relax.

B I'm learning to cope with pressure.

Speaker 1 **19**

C It's a great mental challenge.

Speaker 2 **20**

D I like the chance to be competitive.

Speaker 3 **21**

E It's a good way to make friends.

Speaker 4 **22**

F It's more fun than other forms of exercise.


G It's taught me how to accept losing.

Speaker 5 **23**

H I've improved a lot through working hard.

Test 5

Listening • Part 4

 42 You will hear an interview with a girl called Lucy Hughes, who is talking about her love of maths. For questions 24–30, choose the best answer (A, B or C).

- 24 What first made Lucy excited about maths?
- A taking part in a maths activity at school
 - B being able to use the basic maths skills she'd learnt
 - C recognising a link between maths and the natural world
- 25 What does Lucy's dad suggest about some people attending his training sessions?
- A They don't realise that maths is easier than they think.
 - B A lack of confidence discourages them from using maths.
 - C Having to remember so much has put them off maths.
- 26 How have Lucy's parents helped her with maths?
- A by giving her practical maths problems to solve
 - B by taking her to local events connected with maths
 - C by working through difficult maths homework with her
- 27 Lucy suggests the appeal of maths for her is that
- A there is a limitless number of areas to explore.
 - B there is always a single clear and definite answer.
 - C there is more than one method for working out the same solution.
- 28 When Lucy entered a maths competition recently, she
- A was worried by the level of the other competitors.
 - B felt confident once it was her turn to perform.
 - C only realised close to the end that she could actually win it.
- 29 What did Lucy discover during the competition?
- A that people from a range of cultures have similar attitudes to maths
 - B that people in different countries solve maths problems in the same way
 - C that people with no shared languages can understand the same maths problems
- 30 Lucy thinks that in the future
- A she will need maths to study science at a high level.
 - B she wants to train to become a maths teacher.
 - C she would like to just enjoy maths purely as a hobby.

Test 5

Speaking • Parts 1 and 2

Part 1

2 minutes [3 minutes for groups of three]

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

Entertainment

- Do you prefer to watch films at home or in the cinema? (Why?)
- Tell us about a film you've really enjoyed.
- Do you prefer going out with your friends or with your family? (Why?)
- How much time do you spend online every day? (Why?)
- What kind of TV programmes or videos do you enjoy most? (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 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 **people playing different games**.

I'd like you to compare the photographs, and say **what you think the people are enjoying about playing these games**.

All right?

Candidate A

⌚ 1 minute

Interlocutor Thank you.

(Candidate B), **which of these games would you prefer to play? (Why?)**

Candidate B

⌚ Approximately 30 seconds

Interlocutor Thank you.

Now (Candidate B), here are your photographs on page C19 of the Speaking appendix. They show **people who are concentrating on tasks in different situations**.

I'd like you to compare the photographs, and say **why you think the people need to concentrate in these situations**.

All right?

Candidate B

⌚ 1 minute

Interlocutor Thank you.

(Candidate A), **do you find it easy to concentrate? (Why? / Why not?)**

Candidate A

⌚ Approximately 30 seconds

Interlocutor Thank you.

Test 5

Speaking • Parts 3 and 4

Part 3

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

Here are some things which many people spend a lot of time doing every day and a question for you to discuss.

First you have some time to look at the task on page C20 of the Speaking appendix.

Now talk to each other about **whether it's important to spend a lot of time doing these things every day**.

Candidates

⌚ 2 minutes (3 minutes for groups of three)

Interlocutor Thank you. Now you have about a minute to decide **which thing everyone should spend some time doing every day**.

Candidates

⌚ 1 minute (for pairs and groups of three)

Interlocutor Thank you.

Part 4

4 minutes [6 minutes for groups of three]

Interlocutor

- Do you think it's a good idea to have a daily routine? (Why? / Why not?)
- Should people try to read news stories every day? (Why? / Why not?)
- Is it boring to do the same things all the time? (Why? / Why not?)
- If you want to be good at something like music, how important is it to practise regularly? (Why?)
- Do you prefer to meet friends face-to-face or communicate with them online?
- Do you think it's possible to be good friends with someone if you don't see them every day? (Why? / Why not?)

Thank you. That is the end of the test.

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

Test 6**Reading and Use of English • Part 1**

For questions 1–8, 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 definite B specific C fixed D particular

0	<input checked="" type="checkbox"/> A	<input type="checkbox"/> B	<input type="checkbox"/> C	<input type="checkbox"/> D
---	---------------------------------------	----------------------------	----------------------------	----------------------------

Chickens are smarter than you think

Ask people whether they think chickens are intelligent and most of them will answer a (0) 'no'. This is because we (1) to think of mammals, such as cats, dogs or horses, as being smarter than birds. We also believe that birds like chickens do not feel emotions in the same way other animals do.

Research has (2), however, that this is not necessarily the (3), Chickens do observe each other's (4), which means they can not only learn from each other but are able to notice how other chickens are feeling too.

The research proves that chickens have minds: they have memory, thinking ability and emotions, and are (5) of others and their surroundings. Chickens also (6) that they have complex social structures, often thought to be a unique (7) of mammals. Chickens, then, are just as sensitive as we are, and it is important for us to recognise this in our (8) of them.



- | | | | |
|------------------------|---------------|-----------------|-----------------|
| 1 A regard | B consider | C tend | D assess |
| 2 A indicated | B expressed | C advised | D displayed |
| 3 A matter | B point | C case | D fact |
| 4 A action | B behaviour | C manner | D practice |
| 5 A familiar | B wise | C clear | D aware |
| 6 A declare | B confirm | C demonstrate | D expose |
| 7 A characteristic | B nature | C style | D personality |
| 8 A management | B approach | C dealings | D treatment |

Test 6

Reading and Use of English • Part 2

For questions 9–16, 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

I	F																		
---	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

What is futsal?

(0) you're into football, there's no doubt you'll like futsal, too. You may already have heard of this exciting, fast-paced sport, (9) how is it played? Recognised around the world (10) official football associations, futsal is similar to football, though it is different in significant ways. (11) than being played on a large outdoor pitch, futsal is usually played on hard indoor courts, (12) much smaller goals than football and never more than five players. The ball is smaller and less bouncy than an ordinary football. Games last just 40 minutes. There is a half-time break and (13) side can take one 'time-out' per half. This is (14) the clock is stopped for one minute, similar to (15) happens in a basketball match. The game is particularly good for young people, (16) it encourages them to be creative and develop technique in a small space, all of which is helpful in eleven-a-side football, which many futsal players go on to play.



Test 6

Reading and Use of English • Part 3

For questions 17–24, 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: 0

E	X	A	C	T	L	Y													
---	---	---	---	---	---	---	--	--	--	--	--	--	--	--	--	--	--	--	--

Peanut butter is good for you!

With 'peanuts' and 'butter' in its name, peanut butter doesn't (0) sound good for us. Common sense tells us that neither food is a particularly healthy (17) given their high fat content. The product's (18) , however, has led to research, and it's good news to learn that many food science (19) say it isn't as bad for us as we might have thought.

Peanut butter is (20) versatile – it can be eaten with everything from raw vegetable sticks to toast – but the fat it contains is also monounsaturated (the 'right' kind of fat), which is believed to be good for the heart. Peanut butter also contains a (21) amount of protein, which contains important nutrients for growing kids. (22) , it contains iron, B vitamins and fibre, all of which are necessary for the (23) of a healthy body. So, next time you're told to put the top back on the jar, you'll be able to offer an (24) as to why just one more spoonful is good for you!

EXACT

CHOOSE

POPULAR

SPECIAL

DOUBT

SUBSTANCE

ADD

MAINTAIN

EXPLAIN



Test 6**Reading and Use of English • Part 4**

For questions 25–30, 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).

Example:

- 0 I haven't seen you for ages!

TIME

It has I saw you!

The gap can be filled by the words 'been a long time since', so you write:

Example:

0	BEEN A LONG TIME SINCE
---	------------------------

Write only the missing words **IN CAPITAL LETTERS** on the separate answer sheet.

- 25 I meant to call you when I arrived at the hotel but I forgot.

GOING

I you a call when I arrived at the hotel but I forgot.

- 26 'What do you think of the amount footballers get paid?' Tim asked me.

THOUGHT

Tim about the amount footballers get paid..

- 27 It'll be dark soon, so we mustn't stay out any longer.

LEAVE

We'd gets dark.

- 28 We hadn't expected the party to be very good but in the end it was!

TURNED

The party than we had expected.

- 29 We won't be going on holiday this year because we haven't got enough money.

LACK

Our that we won't be going on holiday this year.

- 30 The team won the match even though they hadn't practised much.

IN

The team won the match practised much.

You are going to read a magazine article written by a boy who went to a festival called La Mercè in Spain. For questions 31–36, 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**.

La Mercè Festival

by Adrian Jacobs

Last September, I attended the La Mercè festival in the city of Barcelona, Spain, with my family. I'd never been to the city before and was looking forward to spending a few days there. After checking in to our hotel, we wandered into the centre for our first look around the city I'd heard so much about. With the festival already in full swing, the footpaths were crowded, making it challenging to move with any speed around the sights. It was nothing I hadn't been warned about and we were in no rush. I could barely take my eyes off the beautiful old buildings as we walked along. All that fascinating history: I imagined all the stories the buildings would be able to tell if they had a voice. Traffic buzzed round us, filling the air with sounds of beeping horns, adding to the atmosphere.

The first event we attended was the building of 'human towers'. Different teams competed to create the tallest tower of people by standing on each others' shoulders. Then the youngest member of each group climbed up the outside to the very top. I gazed in awe at the height of the towers. They made it look easy but what an incredible amount of practice and teamwork the activity must need. Now and then, a tower would collapse to the gasps of the onlookers. The teams had clearly prepared for this eventuality, though, and caught each other easily. We stood and watched for ages, transfixed.

Next was the parade of the 'giants', where huge brightly painted figures were carried through the streets representing different neighbourhoods of the city. Kings and queens dressed in historical costumes hovered over the crowds, spinning and dancing in pairs to the tunes played on ancient instruments by bands of musicians. Children stared in wonder, their faces lighting up when they spotted a favourite character – that was a magical thing. I soon abandoned any attempt at filming the procession; it was far better just to store the images away in my memory instead.



That evening we saw what, for me, was the highlight of our whole trip: the 'fire run'. Another parade, but this one was a procession of huge fire-breathing beasts – again, brightly painted – which were carried along the road, showering the spectators with sparks from fireworks attached to them. Spectators are advised to cover up as protection, but there's no real danger. Even so, I decided to stand well back away from it! It was an incredible sight and must have been great fun to participate in. The fire lit up the spectators in the darkness and I recognised my own feelings of happiness on their faces. I snapped away with my camera, but when I looked at my pictures the next day, I'd just recorded a blur of movement.

Over the next couple of days we saw everything from a kite flying competition at the beach to an aerobatic show, sampled local specialities in seaside cafés and sang and danced in the city's numerous squares. All too soon it was the last night of the festival. Together with thousands of other people, we stood ready to watch the final event: the closing of the festival with a magnificent fireworks display. It was as fantastic as all the other events had been and I knew that even if I never came back again, I'd go home having made the most of the celebrations I'd so longed to see, and having gained an insight into another culture.

line 52

- 31 How did Adrian feel when he saw the city of Barcelona for the first time?
- A amazed at the number of visitors there
 - B excited by the interesting architecture
 - C annoyed by how noisy the city was
 - D pleased about how easy it was to get around
- 32 What does Adrian say about the 'human towers' event in the second paragraph?
- A It made him feel nervous at certain moments.
 - B It continued for longer than he would have liked.
 - C It required a lot of skill on the part of the participants.
 - D It was not as impressive as he had expected it to be.
- 33 When Adrian saw the parade of giants in the third paragraph, he particularly liked
- A trying to capture the figures on video.
 - B seeing other people's enjoyment of it.
 - C learning about the history of the activity.
 - D listening to the music which accompanied it.
- 34 During the 'fire run' in the fourth paragraph, Adrian
- A thought it wise to keep at a distance from the parade.
 - B wished he was able to take part in the procession.
 - C managed to take some atmospheric photos.
 - D saw someone he knew in the crowds.
- 35 What does *sampled* in line 52 mean?
- A checked
 - B experimented
 - C observed
 - D tried
- 36 How did Adrian feel at the end of the festival?
- A hopeful that he would return in the future
 - B regretful that the experience was over
 - C satisfied to have fulfilled an ambition
 - D happy to be heading home

You are going to read a newspaper article about a girl called Carly, who has taken part in a scheme called the Young Businessperson at school. Six sentences have been removed from the article. Choose from the sentences **A–G** the one which fits each gap (37–42). There is one extra sentence which you do not need to use.

Mark your answers **on the separate answer sheet**.

Taking part in the Young Businessperson scheme

14-year-old Carly Smithson reports on taking part in the Young Businessperson scheme at school

The aim of the Young Businessperson scheme was to give young people like my classmates and I a taste of what it's like running a business, providing an insight into the world of work, and raising awareness of the skills needed in the real world that can't be learnt in academic lessons, such as handling money and keeping records.

We were going to work in teams to set up and run small, and hopefully profitable, businesses from school. The first thing we did was attend a workshop with the scheme's leader, Matt. He encouraged us to think about businesses we might be able to create and manage with limited resources. **37** Take shoelaces. They stop your shoes slipping off, but also allow people to fasten their shoes comfortably, regardless of how big their feet are. It's a simple idea, but imagine how many pairs of laces there are, and how much money must be made from sales!

We spent the first half of the workshop coming up with problems we encounter in our daily lives. I find it annoying when food packets tear in the wrong place when you open them, so the food inside spills out or goes off more quickly than if it would if the packet could be re-sealed. **38** Matt then split us into smaller groups to choose one of the problems and consider a possible solution for it. My group worked on what I'd mentioned, and our suggestion was to create snack packets which could be re-fastened.

39 'But think about how much more expensive it would be than producing current kinds of packet,' he said. 'More resources would be needed so

manufacturing costs would be higher. They'd take longer to make, too. Then there are existing products on the market, such as boxes with lids, which people can use and re-use for this purpose.' He wasn't being unkind, I realised, but pointing out considerations businesses have to make in order to make a profit.

It was a useful exercise aimed at developing our 'business heads'. Plus, we could never have made the packets at school without specialist machinery and equipment.

40 In the end, our group came up with a glove for washing dishes which would not only protect hands from hot water, but prevent the inconvenience of having to search around in the water to find a dropped cloth. Matt approved it, and our group was given a small amount of money with which to buy essential materials.

In addition to making the gloves, each person was assigned a specific role. **41** This would be used for promotional purposes, and to make sure every member of the group could explain things consistently to customers. We had a few minor disagreements along the way, but even those were no bad thing as we learnt to compromise and resolve conflict.

It was when we came to selling our products that we came up against our first real problem: not many of our classmates wanted a washing-up glove! We sold more to teachers than other students. **42** Matt was positive about that, though. He said we'd learnt a good lesson: we hadn't thought about the needs of our target market. He praised us on our teamwork, though, and said he'd recommend any of us for jobs in the future!

- | | |
|---|--|
| A He was pleased we'd tried to be more ambitious than other groups. | E When we fed back our ideas, Matt wasn't as enthusiastic as we'd hoped. |
| B We should have chosen something more straightforward, and that's what we decided to do next. | F Other students shared their experiences and mentioned other minor but frustrating issues. |
| C Although we covered our costs, we made very little profit, which was disappointing. | G I was responsible for creating an accurate description of our product. |
| D Successful organisations often offer a solution to a problem, we learnt. | |

Test 6**Reading and Use of English • Part 7**

You are going to read four reviews by teenagers of documentaries they have watched. For questions 43–52, choose from the reviewers (A–D). The reviewers may be chosen more than once.

Mark your answers **on the separate answer sheet**.

Which reviewer

managed to gain some of the knowledge they had hoped/expected to?

43

was pleased with the outcome of someone's efforts shown in the programme?

44

says they were inspired to take action after watching the programme?

45

believes that certain facts about a subject will never be revealed?

46

realised something they had been doing wrong before seeing the programme?

47

says they admired the way a programme presented its special effects?

48

was initially unwilling to watch the programme?

49

was disappointed with one aspect of the programme they saw?

50

corrects something they have said earlier in their review?

51

says they regret not having taken more notice of a subject when they had the chance?

52

TV documentaries

A Dan Parker reviews *Polar bear*

I saw *Polar bear* with my whole family and I was impressed by how it managed to get across some quite complicated information in a way that even my sister, who's a few years younger than me, could understand. I didn't feel talked down to, either, like I sometimes do: some documentaries provide only the most basic facts about an issue and you're often left with lots of unanswered questions. *Polar bear* approached the subject of global warming in a fascinating way. A polar bear was tracked for a year and we saw its habitat through its own eyes, observing how it tried to adapt to new challenges and seeing first-hand the impact on its life that melting ice is having. I felt more determined than ever to get involved in raising awareness about these issues, and I signed up to a local environmental group for young people straightaway.

B Nelly Jones reviews *Practice makes perfect*

I love playing basketball but I never seem to get any better, no matter how hard I'm working. Maybe that should be no matter how hard I *think* I'm working. That was the point of *Practice makes perfect*. It documented a percussionist called Rob, who wanted to get a place in an orchestra but just wasn't making it, even though he'd been to a ton of auditions and was an amazing player. An expert observed him practising one day and noticed that Rob was playing rhythms he was so familiar with that he wasn't really thinking about them. He was advised to do something called 'purposeful practice' – concentrating on what he was doing and trying to do it better. It was a real eye-opener for me and I understood why I hadn't improved my game for ages. Oh, and after spending time with the expert, Rob got his dream job! That was the coolest bit.

C Lucas Martin reviews *Dinosaurs*

I've never really been into dinosaurs and I wasn't in the least interested in watching another documentary about them. My family wanted to see it so I just thought, 'Well, I've got nothing to lose'. I was instantly hooked! The special effects were incredible as they often are in those kinds of programme, but I started thinking about how much the film-makers actually knew, and how much was simply guesswork on their part. How did they know what colour dinosaurs were? Is that really how the creatures moved? These are all things that to my knowledge are too late to discover. I thought I'd learnt everything there was to know about the different kinds of dinosaur but when the presenter mentioned that there'd been hundreds of kinds I was pretty shocked. How come I hadn't known that? Perhaps I hadn't paid enough attention at school. I definitely should have.

D Hayley Vickers reviews *Making changes*

The minute I saw this programme advertised, I knew I had to watch it. I'm really into making films about issues which affect young people, and I'm always looking for ways to improve my skills or present stuff in an attention-grabbing kind of way. The subject matter of *Making changes* was already appealing (it was about the power of advertising and how it can be used for the greater good), but it also focused on new media and I thought I could pick up a few tips about getting messages across so that young people like me can get their ideas heard in an adult world. The programme was interesting, but although I did learn one or two things about improving my filming, I felt the content was a bit repetitive. It was still worth watching, though.


Test 6

Writing • Part 1

You **must** answer this question. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**.

- 1 In your English class you have been talking about fashion. Now your English teacher has asked you to write an essay.

Write your essay using **all** the notes and giving reasons for your point of view.

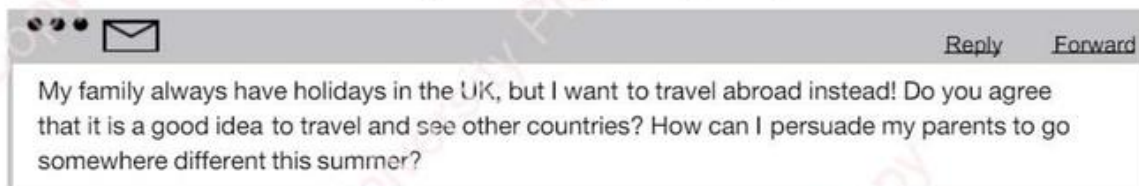
	
Some teenagers make a big effort to be fashionable. Is this a good thing?	
Notes	
Write about:	
1. feeling confident	
2. effect of advertisements	
3. (your own idea) (cost / fun)	

Test 6

Writing • Part 2

Write an answer to **one** of the questions **2–5** in this part. Write your answer in **140–190** words in an appropriate style **on the separate answer sheet**. Put the question number in the box at the top of the answer sheet.

- 2 You have received this email from your English-speaking friend, Ella.



Write your **email**.

- 3 You have seen see this announcement in an English-language magazine for teenagers.

Articles wanted!

An amazing person

Tell us about someone amazing. It could be someone famous, or someone you know. Why do you think this person is so wonderful? What have you learnt from this person?

The best articles will appear on our website!

Write your **article**.

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

Reviews wanted!

Favourite games

We want to know about a game you play. It could be a computer game, a board game or another kind of game. Describe the game briefly. Who do you play it with? Why do you enjoy playing it? Would you recommend it to other people your age?

The best reviews will win a game!

Write your **review**.

- 5 Answer the following question based on the set text.

You have been talking about the set text in your English class. Now your teacher has given you this essay for homework:

What did you think was the most surprising event in the book? Why was it so surprising? What were the results of this event?

Write your **essay**.

Test 6

Listening • Part 1



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

- 1 You hear two friends talking about some changes at their school.
What do they agree?
A Certain rules haven't changed in the way they'd hoped.
B The changes will make part of their daily routine easier.
C More interesting activities will be on offer as a result.
- 2 You hear a girl talking to a friend about the library in their town.
During the conversation, she
A criticises the range of books in the library.
B suggests how the library could be improved.
C describes a library book she's read recently.
- 3 You hear two friends discussing a concert they've just been to.
What do they agree about it?
A The band didn't play enough well-known songs.
B One player's performance wasn't what they'd expected.
C The venue wasn't ideal for the event.
- 4 You hear a teacher telling her class about a design task they are going to work on.
What is she doing?
A advising them which kind of designs will work best
B reminding them of the possible risks of using the machines
C suggesting key steps for achieving their goal
- 5 You hear a girl leaving a voicemail message for her friend.
Why is she calling her?
A to apologise for not ringing her as arranged
B to propose ways of helping her while she's off sick
C to try and find out the details of her injury
- 6 You hear a boy talking to a friend about a meal he cooked for his family last night.
What does he admit about the meal?
A He hadn't realised how little food the recipe would make.
B He should have checked that his family would like the meal.
C He was too ambitious in his choice of recipe.
- 7 You hear a girl talking about her first piano lesson.
How did she feel about it?
A confident that she'd pick it up quickly
B concerned at the extent of the task ahead
C surprised at how unfamiliar the instrument was
- 8 You hear two friends talking about a new music shop in their town.
What do they think is unusual about the shop?
A It offers huge reductions on some items.
B It stocks music from their parents' era.
C It has regular visits from famous musicians.

Test 6

Listening • Part 2



You will hear a boy called Jack giving a talk about his visit to a castle in the summer holidays. For questions 9–18, complete the sentences with a word or short phrase.

A castle visit

Jack's route to the castle involved a path near the edge of a (9)

Jack uses the word (10) to describe his first impression of the castle.

Jack discovered that the remains of an earlier castle made of (11) could still be seen.

Jack was surprised by the (12) of the castle walls as they walked along the top of them.

Jack was amazed at the view from the part of the castle called the (13) that he visited.

Jack learnt that many improvements to the castle had been made by the (14) of a previous owner.

Jack's father most enjoyed seeing the restored (15) inside the castle.


Jack decided he didn't believe the guide's story about (16) in one area of the castle.

Jack and his family were impressed by the (17) display that they saw.

Jack felt the (18) in one of the gardens created a peaceful atmosphere.

Test 6

Listening • Part 3

 45 You will hear five teenagers talking about their favourite wildlife programmes. For questions 19–23, choose from the list (A–H) what each speaker particularly likes about the programme. Use the letters only once. There are three extra letters which you do not need to use.

A It's made me aware of threats to our environment.

B It's presented by wildlife experts.

Speaker 1 19

C It has beautiful photography.

Speaker 2 20

D It's taught me about some unusual species.

Speaker 3 21

E It's inspired me to get involved with nature.

Speaker 4 22

F It helps me with my schoolwork.


G It promotes research into conservation.

Speaker 5 23

H It features wildlife from my area.

Test 6

Listening • Part 4

 46 You will hear an interview with a student called Katie Cross, who is talking about her hobby of kitesurfing. For questions 24–30, choose the best answer (A, B or C).

- 24 Katie says that for her, kitesurfing
- A is something she wishes she could do more of.
 - B is great motivation for completing her school work.
 - C is a better alternative for keeping fit than running.
- 25 What advantage of the sport does Katie point out?
- A It's relatively low-cost at the beginning.
 - B It's easy to find somewhere to do it.
 - C It's possible to transport the kit yourself.
- 26 What surprised Katie about the sport the first time she tried it?
- A It didn't require as much strength as she'd expected.
 - B It wasn't only a sport for young people.
 - C It didn't seem as tiring as people had told her.
- 27 What does Katie suggest about her rapid progress in kitesurfing?
- A She thinks she was naturally talented at it.
 - B Her rate of improvement wasn't unusual.
 - C She succeeded due to her determination.
- 28 What does Katie particularly appreciate about kitesurfers she's met?
- A They encourage her to improve by being so competitive.
 - B They're all very friendly towards each other.
 - C They tend to have a lot of experience in watersports.
- 29 Katie recommends that people who want to try kitesurfing should
- A learn how to deal with different sea conditions.
 - B learn to control the kite they're using properly.
 - C learn from a professional instructor.
- 30 Katie is currently preparing to
- A take part in some competitions.
 - B go abroad on a kitesurfing holiday.
 - C train to teach others how to kitesurf.

Test 6

Speaking • Parts 1 and 2

Part 1

2 minutes [3 minutes for groups of three]

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

Travelling around

- Do you prefer to travel by bus or by car? (Why?)
- What do you like to do on a long journey? (Why?)
- Tell us about the most interesting journey you've ever taken.
- What's the best way to travel around the place where you live? (Why?)
- Do you often go cycling? (Why? / Why not?)

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 question about your partner's photographs.

(Candidate A), it's your turn first. Here are your photographs on page C21 of the Speaking appendix. They show **people learning to do different things**.

I'd like you to compare the photographs, and say **why you think the people are learning to do these things**.

All right?

Candidate A

🕒 1 minute

Interlocutor Thank you.

(Candidate B), **which of these things would you prefer to learn? (Why?)**

Candidate B

🕒 Approximately 30 seconds

Interlocutor Thank you.

Now, (Candidate B), here are your photographs on page C22 of the Speaking appendix. They show **people doing different outdoor activities**.

I'd like you to compare the photographs, and say **what you think the people are enjoying about doing these outdoor activities**. All right?

Candidate B

🕒 1 minute

Interlocutor Thank you.

(Candidate A), **which of these activities would you prefer to do? (Why?)**

Candidate A

🕒 Approximately 30 seconds

Interlocutor Thank you.

Test 6

Speaking • Parts 3 and 4

Part 3

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

Some people think it's better to do everything with friends, and other people disagree. Here are some ideas of activities and a question for you to discuss.

First you have some time to look at the task on page C23 of the Speaking appendix.

Now talk to each other about **whether it's better to do these activities with friends or alone.**

Candidates

⌚ 2 minutes (3 minutes for groups of three)

Interlocutor Thank you. Now you have about a minute to decide **which is the most difficult thing to do alone.**

Candidates

⌚ 1 minute (for pairs and groups of three)

Interlocutor Thank you.

Part 4

4 minutes [6 minutes for groups of three]

Interlocutor

- Do you think it's easier to do something difficult if you're part of a team? (Why? / Why not?)
- Is it a good idea for schools to take students on school trips? (Why? / Why not?)
- If you want to be good friends with someone, is it necessary to share their interests? (Why? / Why not?)
- Some people say it's always better to make your own decisions about everything. Do you agree? (Why? / Why not?)
- Do you think it's better to get advice from friends or family? (Why?)
- Some people think it's important to spend some time on your own every day. What do you think? (Why?)

Thank you. That is the end of the test.

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

Test 1

Audioscript

LISTENING PART 1

1 Training 1

One

You hear two teenagers talking about what to do on their friend's birthday.

Why do they choose to go to the city-centre cinema?

Boy: It's Daisy's birthday soon, isn't it? What are we going to do for her?

Girl: Hmm, I don't know, she's hard to please. How about the new multiplex? There's that new film she wanted to see.

Boy: Yes, but it's really hard to get there. If we want to invite lots of people I think it'd be better to go to the cinema in the city centre. What do you think?

Girl: I guess so. It's not as nice, but you're right, it's bigger, lots of buses go there and I'm sure loads of people will want to come!

Two

You hear a boy leaving a voicemail message for his friend.

He wants to know what time his friend will ...

Hi Ali, hope you're doing OK – I guess you're busy. I just wanted to drop by your place later to give you the new science books we need. When you get this message, can you let me know what time you'll be back from football training? Just text me if I don't answer – I've got a guitar lesson this afternoon, so I might not pick up. See you later. Cheers!

Three

You hear a woman talking about how to prepare for a marathon.

What does she say does she say about eating on the day of the race?

Female 1: The first thing to remember is to drink enough water – at least one litre before you start the race and one litre per hour afterwards. You don't want to get dehydrated. Carbohydrates are vital too, so have a good breakfast, with some eggs for protein. Don't go overboard 'cos you'll refuel during the run. You don't have to stretch too much beforehand, but do a light warm up to get your muscles ready. Some people like to do yoga, but I think you should do whatever gets you ready. The most important thing is to visualise the end of the race, and enjoy it! Good luck!

Four

You hear two friends talking about going fishing.

What does the boy offer to do for the girl?

Boy: Have you ever tried fishing?

Girl: No, but I'm up for it. What do I need to get started?

Boy: Well, the first thing is a good rod and some sharp hooks. It's a good idea to bring a little stool 'cos you'll be sitting for a while.

Girl: Hmm, OK. Do I need to buy all of that?

Boy: No, I've got some spares you can borrow. You'll need to buy a special fishing licence too. We can pick that up on the way.

Girl: OK. What else?

Boy: Lots of patience! It's great for relaxation, though.

Girl: Sounds good.

Five

You hear a boy talking to a shop assistant.

What does he have a problem with?

Shop assistant: Hi there, can I help you?

Boy: Yeah, I was in here last week and picked this up, but it's stopped working.

Shop assistant: OK, let me take a look. OK, let's see ... Hmm, let me just try and see if it's working. I'll plug it in over here ... it seems to be working fine. Did you try another socket?

Boy: Yes, but it still wouldn't work with my phone.

Shop assistant: Can I see your phone?

Boy: Sure, here you go.

Shop assistant: I see, the port is a bit blocked. I'll just clean it up ... there you go!

Boy: That's great, thanks!

2 3

You hear two students discussing a television programme they both watched. What do they disagree about? Choose A, B or C.

Jade: Did you see that documentary last night, the one showing people's daily lives a hundred years ago?

Lewis: Yeah, wasn't it amazing? I can't believe that people used to live like that. One room had three families living in it.

Jade: It must have been horrible. Can you imagine? How did they put up with it?

Lewis: Hmm, I don't know. If they were used to it, they wouldn't know anything different, would they?

Jade: No, it can't have been easy. They said on the programme that there were lots of diseases which spread because there were so many people living in cramped conditions as well.

Lewis: I'm glad things have changed!

3

Exam practice

One

You hear two students talking about their first geography class of the year.

Mark: Did you enjoy today's geography class about Canada? It really made me want to go there!

Zoe: It's a great place – I've been a few times.

Mark: Really? Wow! Well, I certainly discovered loads of useful stuff I wasn't aware of before. I was struggling to keep up sometimes, though. Doing some background reading will help, I think.

Zoe: Mm, well, even though I've been there, I can't say I knew that much. What we did should really help with our next assignment. I wonder if we'll get to find out about the animals in Canada. They're really interesting.

Mark: That'd be great, but I've no idea if geography includes those.

Zoe: Mm, maybe not ...

Two

You hear a boy telling a friend about buying some food for wild birds.

Millie: Where are you off to with that bag of birdseed, Jake?

Jake: I'm going to put some in the garden and then wait till the birds come. I've fed them every morning this winter – I've had an amazing number come and feed so far, and recently one really unusual-coloured bird's been visiting. It might come back again.

Millie: Really?

Jake: Yeah. Anyway, it's all for a conservation organisation I'm involved with. There's been such a decline in some species, they've asked people to identify the birds they see over a certain period.

Millie: Sounds brilliant. Can I take part too?

Jake: Sure. You can help me if there's one I don't recognise!

Three

You hear a girl telling a friend about a spelling competition she won.

Tom: Congratulations on winning the national spelling test, Hayley!

Hayley: Thanks. I thought it'd be scary, as the other students were brilliant, but I refused to be put off by them!

Tom: Great! Loads of the words were really difficult, though. How on earth did you learn to spell them all?

Hayley: Well, I just got used to remembering them. My dad taught me different strategies, like using rhymes to remember unusual spellings. Actually, just seeing the words constantly was what did it – it really helped get them into my head. I had lots of them all stuck on the walls in my room. I always remember stuff that way.

Tom: Wow! Wish that worked for me!

Four

You hear a technology teacher telling her students about the model cars they are going to make.

Right, last term we made some great model cars from ready-made kits, didn't we? This term you've got a new challenge – building a model car using parts you've made yourself! Now we've got pretty much all the tools you'll require here in school, but if you need anything else, I'll see what I can do. The key to this project is that you are precise about the component parts you make. If you are careless, the car probably won't work! But first, look online for the kind of car you'd like to build. Even if it's something quite advanced, you can get help to simplify it. Right, let's get started!

Five

You hear a boy talking to his sister about a sweatshirt he bought recently.

Nicole: Ben, could I borrow your new sweatshirt? I'm going skateboarding, and it's really cold.

Ben: Sure – in fact, you can keep it if you want.

Nicole: What? But it was really expensive! And I love the bright red – it's not a colour you usually buy, is it? But it looks good on you.

Ben: Mmm – Maybe you're right! To be honest, though, I've been tempted to return it to the shop. It's quite thin, considering how much they charged for it. You might feel quite chilly in it today.

Nicole: It's what everyone's wearing, though – not like you to be so fashionable!

Ben: Well, thanks! I'll take that as a compliment!

Six

You hear a school football coach talking to his team about avoiding injuries.

Right everyone, it's the start of the football season soon, and I want to make sure you're all well prepared, so we can avoid unnecessary injuries on the pitch. We did pretty well last year, so let's keep that up. Now we did some strength-building sessions last year, but I want to ensure we do that weekly this season – that'll really help. I know you're all aware of the importance of keeping hydrated, keeping up fluid levels, so I won't go on about that. And those warm-up exercises we've always done for your muscles will be just as important this year, so don't go treating those as a waste of time!

Seven

You hear a girl talking to her friend about a building she's just visited.

Beth: I finally went to visit Curzon Palace yesterday, Sam.

Sam: Really? I'm not sure that place would be for me.

Beth: Well, like you, I'm not really into old houses and paintings and all that stuff, so I just skipped those. I was told the gardens weren't that great, but actually they were amazing – you could just wander through them and believe you were the only person there. I reckon there'd be enough stuff there to keep you interested. I mean, I even got really into the exhibition of vintage cars they've got there, and they're not normally my thing at all.

Sam: Well ... we'll see, maybe I'll go ...

Eight

You hear a boy leaving a phone message for a friend about a family camping holiday.

Hi Jack, we're back from our family camping trip! As you know, we'd spent weeks beforehand getting ready – Mum and Dad packed so much stuff! Anyway, by the time we arrived at the coast, bad weather had already set in and we could see we weren't in for the sunshine we were hoping for. It could've wrecked the whole trip, but our tent was really dry, so we just got on with it and decided not to let it spoil things. It was a beautiful place, overlooking the sea – you'd love it! Whether we'd be tempted to go again, though, I'm not entirely sure. Anyway, see you next week!

LISTENING PART 2

4 Training 1c

The most important part is that all the family's together. So people take time off work and travel to all parts of the country, depending on where their relatives are. All the adults have time off work and we're on school holidays as well, so there's a real holiday atmosphere! We usually go to my uncle's house on the north coast, which is a beautiful and traditional part of the country. I love going there to his place 'cos it's absolutely massive.

5 2b

Everyone stays over, and me and my brothers love seeing our cousins. We have a big family so there's always loads of people there. Everyone sleeps on sofas in the living room – even my parents don't sleep in a bedroom! The day after we get there, we have a huge breakfast with fresh juice, eggs, and special cakes and pastries my grandma makes, before we head for the beach. I always look forward to that!

6 Exam practice

You will hear a girl called Anna giving a presentation about the fashion blog that she created.

Anna: Hi! I'm Anna, and I'm a fashion blogger. I've always loved fashion and creative writing, so a fashion blog combines both interests!

My blog's about clothes for teenagers, which my brother and I model. When I first started, I didn't get many hits, but I did get mentioned in a well-known magazine, so I was pleased. Then one newspaper wrote something about me, and loads more people started to look at the blog. After that, a local TV channel came and interviewed me for a programme – that was great!

Since then, the blog has really started to develop, so I'm no longer working alone. I recently met a photographer at my college – who agreed to take some shots for the site, in return for publicity. And I considered asking a hairdresser to help but I can't afford to pay anyone yet. I'd like to hire a make-up artist too, one day, but we'll see.

There are some beautiful clothes available for teenagers now, so I feature those in my blog, while bearing in mind what my readers' lifestyles may be like. They're probably all students, so that's really the deciding factor when thinking about what to include. But they all have different tastes, so I make sure I feature clothes to suit a range of tastes. I try and think about their budgets, too, of course – so choosing clothes is quite a task!

Having said that, I've discovered teenagers are prepared to pay more for certain things if they're good quality. I asked readers about their most expensive purchases, expecting they'd say trainers, which can cost a fortune. However, jeans seemed to be their biggest purchase in terms of how much cash they'd part with. That didn't surprise me, 'cos well-fitting ones aren't cheap. As for other essential items like jackets, their parents seemed to be the ones to buy those.

Most of the clothes I talk about are readily available, so you can go into department stores and find them there, and local clothes shops will stock them too. To mix things up though, I also feature clothes I've found in second-hand shops. They're my personal favourites – I shop in them a lot, you can find really original things. Markets are quite good for that too.

As well as showing the latest styles, I also include vintage clothes from other periods. Believe it or not, the 1920s is the richest source of ideas for my most recent blogposts, although other periods I've featured have been interesting too. People enjoyed the clothes from the 1970s that I showed last year. I got lots of positive comments about stuff from the 1980s too!

Because I'm trying to show clothes for both sexes on my blog, I include a range of colours and patterns in the items I choose. Clothes that have no pattern on them are always popular, but people also like checks, especially in bright colours. A little while ago there were suddenly far more hits on anything that had stripes. Anyway, clothes with flowers on them are my personal choice, so they'll always appear somewhere!

I try to avoid materials that are artificial if I can. I focus largely on items made from cotton, say, which I like better than anything made from plastic! And you don't have to spend a lot on them. Wool sometimes features too, especially in winter.

I've also begun experimenting with putting things on the blog that I've made myself. I attempted a few hats, although people didn't seem to like them that much. But the bags I made got a better response. Then I started putting together earrings, and when those appeared people asked to buy them! So that's something for the future.

I'm proud of how the blog's grown. I think even at the beginning it was fairly sophisticated, and recently some readers commented that it looked professional, which I took as a compliment. I didn't start out feeling skilled at it, so it shows what you can achieve once you become more experienced!

LISTENING PART 3

7 Training 2

1 I honestly think it's exactly what our town needs. What struck me was there's a real demand for reasonably priced food like this. It's the 21st century and we want the same things that you can find in other towns. Tourists who come to our area will definitely go to this place, too, so it'll have a knock-on effect to the local economy. I honestly can't see anything wrong with it. I've already been there a couple of times and can't wait to go again!

2 Well I don't have a real problem with it, but I just don't see why it's been opened here. We've got loads of options already. What we really need is more places to spend our free time, more activities, that sort of thing. But if people want to spend their money there, then that's up to them.

3 I'm not really bothered to be honest with you. I don't go in for fancy eating and posh service anyway. Give me a sandwich and I'll be happy. And have you seen what they charge there? What a rip-off!

4 Well I went there and I was really put off. I had high hopes, but I just wasn't that impressed. The burgers weren't up to much and even the chips were cold. It was OK, but certainly not worth all the hype. I won't be rushing back.

5 The food was great, the staff were really friendly and I loved it. Honestly, I just think that people around here need to stop complaining and try something different. Yes, it's more expensive than other places, but you have to pay for quality, don't you? I think it's great and hope that other places of the same quality open up here soon as well.

8 Exam practice

You will hear five short extracts in which teenagers are talking about finding a valuable object by chance. For questions 19–23, choose from the list (A–H) what each speaker says about the experience.

Speaker 1

My family owns a 300-year-old farm, and we're always finding ancient things in the soil, like bits of pottery. It's great for me, because I'm interested in archaeology. Then one day I discovered a valuable gold ring! I was thrilled, and imagined showing it to my friends! I must admit, I wanted to hang on to it, 'cos I knew we'd never find the owner. But then I felt guilty, so I told Dad. He took it to the museum, where the staff put it on display – with an alarm, to stop it going missing! So it wasn't quite the ending I'd hoped for, but I guess visitors to the museum can see it now.

Speaker 2

I love music, but knew my parents couldn't afford to buy a piano. Anyway, the school had an old one, left by its owners when they went abroad. So I'd practise on that, all the time imagining I was playing a very expensive modern one. One day, I happened to look inside the piano to see how it worked – and discovered a bag tucked into one corner with lots of old coins inside it. I never imagined they'd be anything special, but the city museum said they were really valuable – and the school got some money as a reward! So my dream came true, as we got a brand-new school piano to play!

Speaker 3

My whole family was checking in for a flight to Canada when I noticed another passenger had left a tablet by the desk – similar to one I was hoping to buy. The check-in staff said they'd try to find the owner, in the hope of returning it before the flight left. Anyway, back at school again, I mentioned what had happened to my IT teacher, who soon came up with an idea for a phone app that would help people to locate their device if they lost it on a journey. So with his support, our class worked on a design – I hope it's now being used by the owner of that tablet!

Speaker 4

There're always loads of people flying kites on the beach near my house. One day Mum noticed an expensive-looking kite flying across the beach – with no-one holding the string. Then the wind suddenly dropped, so when the kite landed, I went over and picked it up. It was beautiful, and I wanted to fly it, I love kites. But then we spotted where it'd come from. A bit further away, a young guy was running up and down the beach, looking worried. That kite was obviously precious to him. Anyway, he offered me some money as a reward, but Mum thanked him politely and said it wasn't necessary – sadly!

Speaker 5

I like browsing through second-hand bookshops. It's amazing what people leave inside books – letters, foreign banknotes, you name it. Anyway, a recent find has probably become the most valuable to me – a very old photo of the house we live in now, showing the family that lived there at the time! My dad agreed there was virtually no way of finding the original owner – so I just kept the photo, not really knowing what to do with it. Since then, I've found myself searching antique shops for similar old photos, and I've got quite a collection now! I don't think any of them are worth much money, but that doesn't matter.

LISTENING PART 4

9 Training 2

Listen to an interview with a girl called Sophia who's talking about a volunteer project at her school. Then answer this question:

How did the students initially feel about volunteering?

Interviewer: I'm here today with Sophia, who's just finished managing a group of schoolfriends who decided to donate their skills to their local community, with amazing results. Sophia, tell us a bit about this volunteer project.

Sophia: Well, it all started with a teacher at school who was telling us about volunteering and the concept of service. He was talking

about how there were a number of people in our neighbourhood who needed help – some constantly, some occasionally – and that everyone had a skill, no matter how small to be able to do this.

Interviewer: And where did it go from this discussion?

Sophia: Our teacher encouraged us to turn this into a class project, so we brainstormed our skills and divided them into categories. The majority of people had technical skills, especially in using social media and other areas of IT, but also in sports and music. At first we thought this meant we had nothing to offer, but our teacher made us think about it a bit more. When we investigated charities and other community associations based in our town, loads of them had no social media account, so we thought that we could volunteer to set one up and run it for them, to increase their visibility. They loved the idea.



10 3b

Interviewer: So what did the students get out of the project?

Sophia: There were two charities and one community association that took us up on that offer. Basically they loved it because it was a way for them to connect with a new audience, which would've been very difficult and time-consuming for them to set up themselves. But it was also a way of using our skills. It allowed my classmates running the accounts to be creative in using social media. It forced them to leave their comfort zone and try something different.



11 4

Interviewer: That's amazing. And what about the future of this project?

Sophia: Well, I'm worried about it. We're all finishing school this year and most of us are going off to university in the city, so we won't be in the local area any more. However, we're talking to a number of charities and organisations to see if we can find a way to continue doing what we've started, as it would be a real shame if everything just stopped when we leave. Hopefully we'll find a way to do this, and carry on with what we started.

Interviewer: Thanks for talking to us today, Sophia, we look forward to hearing more about the project.



12 Exam practice

You will hear an interview with a student called John Benton, who's just completed a 25-kilometre running race.

Interviewer: Today I'm with John Benton, who's just taken part in a 25-kilometre running race. John, you'd never run that distance before, what made you decide to enter the race?

John: Well, a few famous people have recently taken up running – one in particular ran twice the distance I did. That really impressed me – but what finally made me get my running shoes out was my mates' attitude. They reckoned I was far too lazy to complete any race at all, so I was determined to show them I could do it! Anyway, my dad's a keen runner – and once I'd decided to enter, he came along during my training runs as my 'running buddy', which was great.

Interviewer: So how much training did you do beforehand?

John: Well, I was pretty organised! First of all, I drew up a 12-week training plan, and built in goals I thought would be manageable. Dad wondered if I was being over-ambitious time-wise, 'cos I hadn't run for a while – but then I do play football, so I knew I was in reasonable shape. And I was told I shouldn't push myself too hard without resting and recovering between training sessions, but I admit I didn't really listen to that advice!

Interviewer: And I imagine the training was tough. Were there any problems?

John: Well, of course there were school mornings when the alarm went off really early, and it was freezing outside, but I'd still look forward to getting myself out there. Getting back home again in

time for the school bus caused problems though – and when I got home from school, after 4 p.m., it was really too dark to run, but I still went. Anyway, at least after my training, I could still play computer games on the sofa as usual!

Interviewer: And did you follow a special diet?

John: Well, some runners do things like eat high-protein, high-carbohydrate diets, but I just tried to eat what I usually do, pretty healthily – apart from chocolate and chips, which I cut out, and I didn't miss them. Then about a week before the race, I started eating more carbohydrates, like pizza and pasta, to build up my energy levels, and that worked fine especially on the day of the race itself. I knew I had to start all that well before the race, though – it's too late to experiment on the day.

Interviewer: And what was the day of the race like?

John: Pretty exciting. There were loads of people there when we arrived, and even complete strangers were wishing me luck. Anyway, once we'd all set off, everyone was cheering us along the route, and calling out the names of their friends – I actually spotted my mates holding up a sign with my name on! That really made me determined to finish the race.

Interviewer: So did you have any strategies to help you keep going?

John: I had a finishing time in mind that I was aiming for. But once I'd started, the aim just became 'keep going and cross the finish line'! Since I'd never done a race like that before, I didn't have a 'personal best' to beat. I'd been told, too, that starting too fast is a mistake, that I should just relax and enjoy it, then speed up before the end – which did work. It's blocking out the voice in your head, telling you that you can't do it that's hardest. But I'd learnt to manage that by dealing with the race in stages, and remembering my training.

Interviewer: So how did you feel when you finally crossed the line?

John: Well, I'd assumed my first thought would be that I'd never attempt anything so tough again! But I had such a feeling of achievement that I'd finished, and my dad looked so proud, waiting there with my friends – although I was so exhausted I barely registered it. But we did celebrate later! And I've already signed up for my next run!

Interviewer: I'm sure! Congratulations, John!

SPEAKING PART 1



13 Exam practice 2

- 1 Where are you from?
- 2 What do you like about the place where you live?
- 3 Do you have any plans for next weekend?
- 4 Where do you usually choose to do your homework?
- 5 Do you enjoy reading books in your free time, or do you prefer watching films?
- 6 Tell us about a film you've seen recently that you really enjoyed.

SPEAKING PART 2



14 Training

Interlocutor: Kevin, it's your turn first. Here are your photographs. They show people outside at night. I'd like you to compare the photographs and say why you think the people are outside at night.

Kevin: Well, they both show beautiful night-time scenes. The first one looks like some friends were driving along a road and decided to stop to admire the spectacular sunset. The second picture, in contrast, shows a much busier scene. Lots of people are out, doing their shopping or just enjoying themselves. I can imagine it's a lot noisier. Probably the biggest difference, though, is the light. In the first picture, there's just the sun, the moon and ... yes, I can just make out one star, while in the second picture, it's all artificial light. I don't imagine the people in that photo would be able to see any stars.

As for why the people are outside at night, well, as I said, I think these guys at the top are on their way somewhere. Maybe they're heading home after a long journey. In the second picture, I guess ...

Interlocutor: OK, thank you, Kevin. Now Salwa, which of these situations would you prefer to be in?

Salwa: Oh, definitely the first. I love looking at the sunset, and especially being a long way from the lights of the big city. Kevin mentioned the stars, and yes, I'm sure once the sun has set, the view of the stars would be amazing.

Interlocutor: Thank you.

SPEAKING PART 3

15 Training

Interlocutor: Now I'd like you to talk about something together for about two minutes.

Here are some reasons why teenagers might or might not need to learn several foreign languages and a question for you to discuss. First you have some time to look at the task.

Now talk to each other about whether teenagers need to learn several foreign languages.

Kevin: What do you think, Salwa? Do teenagers need to learn lots of languages?

Salwa: Well, maybe not lots of languages, but I'd say it's good to know at least two, as well as your own.

Kevin: Really? What makes you say that?

Salwa: Well, obviously it makes foreign travel much easier if you speak the local language, doesn't it?

Kevin: That's true, but we can't expect to learn the language of every country we visit. That'd just be impossible, wouldn't it? In my experience, all you really need is English. What do you think?

Salwa: Well, it depends where you want to go. But I think if you also learn an international language like Spanish or Arabic, it'll make life a lot easier.

Kevin: Yes, I see your point. What about technology? Do we need to understand several languages to use technology?

Salwa: No, not at all. Again English is very useful for this. In fact, I'd say technology is a good reason why we don't really need several foreign languages.

Kevin: What do you mean?

Salwa: Well, for example, translation software is getting better all the time, isn't it? It won't be long before we'll have reliable instant translators on our phones. So we'll be able to speak in our own languages and our phones will translate everything for us.

Kevin: Yes, that's a really good point. So we'll be able to use technology for things like shopping. But I don't think technology will ever replace real face-to-face communication with friends and family. So it'll still be worth learning languages so we can have proper conversations.

Salwa: Hmm, maybe you're right. But I'd say that affects only a small percentage of people. Most of us don't have friends or family who speak a different language, do we?

Kevin: No, you're right. OK, so what about education? Do we need to learn several languages?

Salwa: Well, the obvious answer is yes, because our school system expects us to learn foreign languages, doesn't it?

Kevin: Yes. But that's not really a good reason for learning something. Surely it's about more than just learning languages for passing tests. Is there any practical educational value in learning several languages?

Salwa: Well, what about people who want to study abroad? You'll certainly need to understand the local language if you want to do that, won't you?

Kevin: Well, I understand what you're saying, but I'm not sure it's worth studying several languages at school just because there's a chance you might study one day in a country where they speak one of those languages.

Interlocutor: Thank you. Now you have about a minute to decide which two are the best reasons for learning several foreign languages?

Salwa: Er ... well, I suppose we can forget about technology straight away, can't we?

Kevin: Absolutely. We said it was a reason not to learn several languages. And we can probably forget about education too. What do you think?

Salwa: Yes, I agree. So that leaves travel, friends and family, and future career. Er ... we talked about travel, didn't we, so let's say that's one of our main reasons, shall we?

Kevin: Yes, I'm happy with that. So we just need to decide on our second choice. Future career or friends and family.

Salwa: Well, we didn't have time to talk about the importance of learning languages for your future career, but I'd say it's definitely one of the main reasons for learning languages at school.

Kevin: Exactly. If you have friends and family who speak a different language, you can learn from them, so you don't really need to learn at school.

Salwa: Good point. So our two choices are travel and future career.

Interlocutor: Thank you.

SPEAKING PART 4

16 Training

Interlocutor: How long does it take to learn a foreign language, Salwa?

Salwa: Wow ... that's a tricky question. I suppose it all depends what you're trying to achieve. If you just want to get by in a different country, and you're living there, then I guess you could make a lot of progress in just a month. Of course, you would still be a beginner ... after that month, but I think if you studied hard during that time you'd be able to buy the basics ... like food and clothes in shops and so on.

Interlocutor: What do you think, Kevin?

Kevin: Yes, I agree with Salwa. But of course it's totally different for people in our situation, learning languages in school, ... along with lots of different topics. If you only have a few lessons each week, it might take five years or more before you start to feel confident.

Interlocutor: Some people say they feel like a different person when they're speaking a different language. What do you think?

Kevin: Er ... I guess I've never really thought about it like that. But no, I don't feel like a different person!

Interlocutor: Why not?

Kevin: Well, of course I feel less fluent and confident when I'm speaking English. But it's the same in lots of situations where I'm out of my ... er ... you know, where I feel most comfortable.

Salwa: Your comfort zone?

Kevin: Exactly. When I'm out of my comfort zone. So for example, my hobby is rock climbing. And I feel a lot more comfortable if I'm climbing an indoor climbing wall, rather than a rock face I've never seen before. But that's all part of the challenge – pushing yourself to the limit and seeing what happens. And it's the same with speaking a different language. I suppose that challenging situations can show us who we really are.

Interlocutor: Do you think some people are naturally better at languages than others?

Salwa: I'm not really sure. Of course, some people think they're better ... or worse, than others. But sometimes I think that's all in their minds.

Kevin: What do you mean?

Salwa: Well, people often say to me, 'Oh you're so lucky! You're so good at English.' But if they knew how hard I've had to work to get to this level, they wouldn't be so jealous! I don't think it's luck or something you're born with. It's just hard work, and anybody can do it if they're prepared to work hard.

Kevin: That's true, but I still think it's easier for some people than others. I mean, some people are naturally more outgoing or self-confident, aren't they? And that really helps them to learn a foreign language.

Salwa: Yes, up to a point. But quieter people are often more careful and accurate. So I don't think you can say that confident people have a natural advantage.

Interlocutor: Thank you. That is the end of the test.

Test 2

Audioscript

LISTENING PART 1

17 Training 2

You hear two students talking about a language learning app.

Boy: How did you get on with the app you downloaded?

Girl: Oh it was great for learning some short words and phrases. It also helped with pronunciation because I could hear clearly what I was supposed to sound like.

Boy: Yeah, that's really important.

Girl: The only issue was that it didn't have enough different things to do. It was OK for learning phrases, but not for much else.

Boy: That must've been hard enough, though.

Girl: Not really. I wrote them on little notes and put them up all over the house. That way I felt like I was always practising.

18 Exam practice

One

You hear a girl phoning her friend.

Hi Jasmine! It's Alice. I've just been to buy a new T-shirt from that shop near the library, but when I went to return my books afterwards, I discovered I didn't have my student ID. I must have left it in the shop, and I needed it to get a student discount. I'm really sorry, but I was wondering if we could meet a bit later than we planned, so I can go back to the shop? We could go to that café we always stop at on our way home, if you want. I'll buy the drinks! It's the least I can do. Let me know!

Two

You hear a boy talking about a football match he has just played in.

We've just played the final match of the season, against Wilton School. They'd gone through the qualifying rounds beating their opponents really easily, so we guessed they'd be tough to play. So imagine how we felt when our players scored twice in the first half! What I hadn't realised until then was that loads of people from school had come to cheer us on – and at that point they went wild! That motivated us to keep fighting, although the game slipped away from us in the second half, and Wilton scored three times – so the result was much as people had predicted. Still, I was really proud of our performance!

Three

You hear two students talking about a presentation by a famous author they attended.

Ollie: It was great to actually meet the person that wrote the books I've enjoyed so much. And he asked us a lot about our opinions of his work.

Amy: I found that as he talked, it made all the references in his stories much clearer. He's certainly had varied experiences – becoming a doctor, going climbing in the Andes ...

Ollie: You're right. For me, that's the attraction of the stories – they've got such a wide range of settings, you never get bored.

Amy: I don't know, There have been a couple I couldn't get into.

Ollie: Well, they all make more sense to me after what he said. Maybe you should go back to those books again ...

Amy: Maybe.

Four

You hear a girl and her father talking about a restaurant menu.

Dad: What would you like to eat, Lauren?

Lauren: I don't know, Dad. I really love fish, so let's have a look ...

Dad: Hmm, I can't see anything like that on the menu. There's plenty of other things like steak, chicken, all the usual stuff ...

Lauren: There are one or two things here that are a bit different, though – aubergine curry, that's a new one on us, isn't it? I'll have that. Sounds delicious.

Dad: True. Hmm, it's good to experiment – I'll give that a go. Shame there aren't any fish dishes, though. I know you like those.

Lauren: Oh, there are lots of other things to make up for it.

Five

You hear an architect talking about a recent project he worked on.

As you know, there's recently been a huge project to modernise and develop our city centre. In the process, of course, we needed to demolish a number of buildings put up in the last century, which many people wanted to preserve. However, they'd become structurally unsafe, so nothing could be done to save them. In their place, we've built a centre that addresses all our needs, and will impress generations to come – and being part of that was a real honour. It provided an opportunity to use some interesting design ideas, too – they've received mixed reviews, but I'm confident they really add to the city's architectural appeal.

Six

You hear a girl talking about her cousin, Jake.

I get on well with my older cousin Jake. Until recently I didn't see him much, 'cos he lived miles away, but now he's moved closer. So while he wasn't around for some of the big events in my life, he was the one who told me I was good enough to take up competitive running and apply to study Maths at university. I've been successful in both, and I probably wouldn't have tackled them if it hadn't been for him. I wouldn't say stuff like fixing my bike or sorting out my IT problems are really his strength – but I'm grateful for all the support he's given me.

Seven

You hear a maths teacher telling his students about a new book.

Now before we start, I've recently come across a book you might enjoy taking a look at. It's basically a colouring book – well, more precisely, it's a gallery of beautiful pictures containing different mathematical concepts, to get people thinking more about maths. The pictures are all based on maths topics such as geometry, number theory and so on. Now you might feel anxious at the mention of those, as they're pretty difficult concepts. But I think if you're keen on maths, you'll really find yourself engaging with some of the fantastic images, especially as there are notes to talk you through each one. Do have a look, anyway – it's on my desk.

Eight

You hear a girl telling a friend about a family boating trip on the river.

Joe: How was your boating trip?

Florence: Well, we set off along the river, with my two brothers rowing the boat – that was fine. Then we suddenly discovered that our picnic was still in the car. Shortly after that, my brothers decided

they were too tired to row, so Dad and I had to do it. Not having any food didn't bother me, but the rowing was exhausting, so I was really cross with them. We'd been exploring the little streams joining the river, and at one point I thought we were lost, but Dad knows the river well, so he got us safely back to the car at the end.

Joe: Right

LISTENING PART 2

19 Training 1a

We found out halfway through the school year that we needed to do two weeks' work experience during the summer. Our teachers said that it'd be an ideal way for us to find out more about the world of work, to see what it was like to have a job and to get an idea of what we wanted to study at university.

At first some of my friends were annoyed when they found out that they'd be working for free! However, our teachers explained that because that was a school project, the companies wouldn't be allowed to pay wages. The important thing was what we'd get out of the experience. So, I decided that I'd try to find something I really wanted to do. A friend of my dad's works for a TV and film production studio, which I thought would be a great place to work, so I gave him a call and asked if there was any chance of doing my work experience there. I was shocked when he said yes! There was a new movie which was being filmed at a studio not far from me, and they were happy to have some help.

So there I was, all set up for my first day. My initial thoughts were that it was the total opposite of what I imagined. It was more like a warehouse than a glamorous movie studio. It was full of builders rather than actors or camera crew. Everyone seemed to be busy fixing things. I started to think that maybe working in films wasn't what I thought it would be!

20 Exam practice

You will hear a girl called Julie talking about a special trip she went on for her birthday.

Hi! I'm Julie, and I'd like to tell you about my birthday which I celebrated last week. My dad promised me a treat for the day – a special trip! He refused to tell me anything about it, though – so imagine my surprise when we drove to the small airport near our home! I'd heard you could get a ride in a hot-air balloon from there, although I wasn't sure that'd be my thing. But when I spotted a helicopter in one corner of the airport, I became very excited, 'cos that's just the sort of thing he'd plan. It turned out, that he'd actually booked a trip in a private plane, piloted by a friend of his. Our destination? An island across the bay from where we live. Even though it's not far away, we'd never actually been there before.

So off we went! As we rose into the air above the town, the sun was really bright, so I couldn't see our house, which was a bit of a let-down. The one thing in view was the castle – a reminder that we were leaving the town, and the rest of the family, behind for a day.

As we flew out over the sea, the sky around the coast was brilliant blue, with some impressive-looking clouds in the distance. I could clearly see the waves on the sea below, but they were nothing compared with the sight of all the seabirds which were flying around beneath us – a great experience.

Soon, we landed at the island's airport, and started thinking about how we'd get into the nearest town from there. Apparently there was a bus, but it wasn't due for another hour, so we decided to rent bicycles and go on those. As it turned out, it was quite a long way to go on foot, so we'd made the right choice!

Now I'd always been under the impression that the town we were heading for was pretty quiet and actually very boring. Dad assured me that absolutely wasn't the case, though, and that I'd find it was really fashionable – which turned out to be true! The clothes and shoes there were amazing. And after going into a big department

store, the next thing we came across was a market, which I dived straight into – and bought some great clothes at low prices, so I was really pleased! And a nearby clothes store had stuff that was pretty cool, too.

The food in the shops was great. We found some wonderful chocolate, which I got through a lot of, and then we got a kind of honey that was new to me, although Dad said it was delicious. And I found an unusual type of cheese that's actually one of my favourites, so we bought that too.

After lunch we walked down to the beach. There was a sign showing the way to a number of sand sculptures that some artists had done there, which I wanted to see. Dad was more keen to visit an exhibition of local paintings close by, but as it was my birthday, he agreed to do what I wanted!

At the beach there were also people doing watersports. Some were waterskiing, which I'd tried at home, and then we watched some others windsurfing. Dad asked me if I wanted to have a go at that, but I thought we didn't have time, so I said no. Later I wished I'd accepted his offer, but we did have a go at diving. We hired some kit at the beach, so that was fun!

Soon it was time to leave. I'd had a great day out, so I wanted to give Dad something to thank him. I guessed he'd be coming back to visit the island again soon, 'cos he'd clearly enjoyed it, so I managed to find a guidebook for him. He really liked that! I got a great photo of the two of us, too!

LISTENING PART 3

21 Training 2a

I've always been sporty – I've been playing football for ages and I started going to the gym last year. But when a friend suggested something different – a yoga class! At first I couldn't believe what she was saying; I'd always assumed that yoga was only for girls. But she persuaded me to try it. I didn't need to prepare anything or bring any equipment, and fortunately I wasn't the only guy in the class. Once we started, I felt so relaxed, but it was amazingly physical too. At the end, I was sweating, but felt really flexible, fresh and much better. I can't wait to go again!

22 Exam practice

You will hear five short extracts in which teenagers are talking about performing in a school play.

Speaker 1

I was keen to be in the play, even though I knew I'd be nervous. But I'd always felt I had a real talent for acting, if only someone would recognise it, and thought that this might be my chance. That feeling faded slightly after what happened in our first preparation session for the play. As a warm-up exercise, our drama teacher asked us to work together in groups and act out a scene. I thought I'd done brilliantly, but one look at her face told a different story. That damaged my confidence for a while, although in some ways it helped, 'cos I put in more effort when I finally performed on stage!

Speaker 2

When the idea of a school play was suggested, I wasn't sure how I felt about taking part, but I soon got swept up in all the preparations – making costumes and learning my lines. I was given quite a big part to play because my teacher said I had a really good memory and a loud voice! So I just hoped she was right about both of those, and as it turned out, she was! I think the whole process brought the school together, and I ended up collaborating with students I barely knew – that was fantastic. The audience were clearly impressed by the end of the performance too!

Speaker 3

Our school was putting on a historical play, and I was given a big speaking part – probably because I've got a powerful voice!

I immediately assumed, though, I'd be too nervous to say anything once I got on the stage! We had loads of rehearsals, and soon everyone could remember their words perfectly. The nearer we got to performing to an audience, the more excited we became! Then finally, we all got to see what we were going to wear – and my outfit was magnificent. As soon as I put it on, I just turned into the person I was going to play, and all my thoughts of nervousness disappeared!

Speaker 4

I thought being in a play would be exciting, although I'd never performed on stage, so had no idea whether I'd be any good. Anyway, the teacher gave out the parts, but for some reason, she assumed I wouldn't want a leading role. I wasn't too disappointed, though. Anyway, I worked hard at learning my words, then we had a rehearsal – and it turned out I was a natural. The other actors in the play said I was pretty impressive. Then just before we performed in front of an audience, our star actor went off sick – so I played the leading role after all!

Speaker 5

Our teacher had chosen a classical play to perform to our parents. We really enjoyed reading through it together in class, as the story was great, even though some words in it were quite old-fashioned and unfamiliar. Anyway, I was thrilled to get a longish part to play. So imagine how I felt when I just couldn't get the words into my head – even though I'd got the hang of saying them loudly enough for people to hear. Anyway, I was determined I wouldn't be defeated and practised loads, and by the time I went on stage, in my wonderful costume, I was word perfect – and super confident. And the audience loved it!

LISTENING PART 4

23 Training 1

You will hear an interview with a boy who has an unusual pet.

Interviewer: Today I'm talking to Adam, who's recently become very well known because he has an unusual pet. Tell us more, Adam.

Adam: Well, basically, it's a capybara – sort of like a large hamster. It's actually the largest rodent in the world, originally from South America. They make great pets, but you don't see that many of them.

Interviewer: And how did you come to own a capybara as a pet?

Adam: My dad works as a journalist, and a few years ago we went on a trip to Venezuela. We spent a weekend with a guide checking out the local wildlife. I got the chance to hold a baby capybara. It was so calm, cute and sweet, that we started wondering if a capybara might make a good pet. Back home, we did some research online, and came across the website of a regulated supplier of exotic pets not too far away who had some experience with capybaras. So we bought a young capybara and called him Hugo.

24

Interviewer: So what is Hugo like as a pet?

Adam: Our Venezuelan friends call capybaras the stupidest animals on the planet, but mine's quite the opposite. Hugo's as intelligent as a dog, but he won't do anything if there is nothing in it for him. He seems to recognise everyone he's ever met and behaves differently depending on how he feels about them. He's an extremely calm animal who loves affection and attention. He's always waiting for me at the door when I get back from school, ready to go out for his walk.

25 Exam practice

You will hear an interview with a girl called Laura Rogers, who's talking about a trip to the beach to look for signs that dinosaurs once lived there.

Interviewer: I'm with Laura Rogers, who's recently been on a trip with her uncle to the coast near her home, to look for signs that dinosaurs may have once lived there. Laura, why did you go on the trip?

Laura: Well, my uncle's an archaeologist, and he's learnt a lot about dinosaurs in his work – and I'd begun to get into archaeology through some books I'd got from school. I'd also been to an exhibition about dinosaurs found locally. Anyway, my English teacher asked us to do some creative writing about where we live, and dinosaurs seemed the perfect subject. But to write convincingly about them I knew I'd have to go and find out more for myself – and my uncle was the ideal person to help me with this!

Interviewer: So did he tell you more about dinosaurs before you went?

Laura: Oh, he brought along some dinosaur bones he'd found during an excavation! It was amazing, thinking I was looking at something that'd lived in my area millions of years ago. But then he said he'd actually found them in the USA, so that was a bit of a let-down, and I realised we almost certainly wouldn't find any on our trip. He said that the original creature would've been as big as a bus, though, so that really fired my imagination!!

Interviewer: So you went to a beach near where you live. What was it like?

Laura: Well, it's quite a wild place, with high cliffs and lots of rocks on the beach. It's bitterly cold for parts of the year because of the strong wind, though you still see walkers and people doing watersports there. Some species of seabird live there in really impressive numbers, apparently. I guess it's because there's plenty for them to feed on among the rocks.

Interviewer: And when you started exploring, did you find anything interesting?

Laura: Well, no immediate signs of any dinosaurs! But as we were looking among the rocks on the beach, I happened to pick up a big black stone lying there. My uncle said it was called jet, and it was once used for making jewellery. It's become quite expensive to buy in antique shops, apparently, and he also said that it was unusual to come across a piece as large as that, so I was quite proud of myself!

Interviewer: And then you spotted signs that a dinosaur had once been there?

Laura: Absolutely! My uncle said the rocks there would've once been mud, which dinosaurs could've walked across, before it gradually turned into rock over millions of years. Then he suddenly pointed out a stone footprint of three toes half-buried by sand. As we uncovered it, it took me a while to realise what it was – a perfect footprint of a small dinosaur! It was amazing to think that a baby dinosaur had once been exactly where we were standing. Thanks to my uncle's description, I also had a good image of what the landscape must've looked like then.

Interviewer: Fantastic! And you ended the day by exploring an old ship?

Laura: Yes! We walked further down the coast to the remains of an old wooden ship, abandoned many years before. My uncle said we had to walk slowly, because the sand surrounding the ship was soft in places, and you could easily sink in to it! But he led me safely across. As we got closer, we noticed some seals turn and go back into the sea. That was a pity – we hadn't meant to frighten them away. The ship was more like a skeleton, really, and looked almost ready to break, but we still climbed aboard to take a look.

Interviewer: So after your trip, do you want to study dinosaurs?

Laura: Well, it's certainly made me notice a lot more when I'm walking on the beach! I've been back several times with friends to show them what we found and I feel really pleased that I'm able to point out the natural features my uncle showed me. But whether it'll turn into a career one day – who knows?

SPEAKING PART 1

26 Training 1

Interlocutor: Good morning. My name is Rebecca and this is my colleague, Chris. And your names are?

Nina: Hi. I'm Nina.

Felipe: My name's Felipe.

Interlocutor: Can I have your answer sheets, please? Thank you. Where are you from, Nina?

Nina: I'm from Ulm. It's a medium-sized city in the south of Germany.

Interlocutor: And you, Felipe?

Felipe: I'm originally from Puerto Rico, but I live here now. My family moved here when I was ten years old.

Interlocutor: First we'd like to know something about you. What's your favourite school subject, Nina?

Nina: Er ... probably drama. I just love ... er ... sorry, my mind's gone blank. I love ... er ... performing on the stage. I think I'd love to be an actor when I leave school.

Interlocutor: Felipe, do you have a lot of lessons every day?

Felipe: Well, yes, quite a lot. We have a really busy, er ... Sorry, I've forgotten the word ... it's on the tip of my tongue. A busy ... er ... timetable, especially on Wednesdays, when we have eight lessons, one after the other.

Interlocutor: Felipe, who in your family do you spend most time with?

Felipe: Who in my ...? Sorry, can you repeat the question?

Interlocutor: Who in your family do you spend most time with?

Felipe: Aha. Probably my dad, actually. He works in the hospital. Anyway, we often play sports together, and he also helps me sometimes with my homework. But I also spend a lot of time with my brother, Pedro.

Interlocutor: Nina, do all of your relatives live near you?

Nina: Sorry, I didn't catch that. Who are you asking about?

Interlocutor: Your relatives. Do all of your relatives live near you?

Nina: No, not at all. My mum's side of the family comes from Iran, so a lot of my relatives live there. And on my dad's side, I have some cousins in the United States. So we don't see them very often, but we try to stay in touch over the internet. We're very ... er ... what's the word? OK, let me put it another way. We get on really well together.

Interlocutor: Thank you.

SPEAKING PART 1

27 Exam practice

Interlocutor:

- 1 How do you travel to school every day?
- 2 What kind of sport do you do at school?
- 3 Do you generally prefer to take part in sport, or watch it?
- 4 What's your favourite subject at school?
- 5 Do you listen to music very often?
- 6 Do you have a favourite singer or musician?
- 7 Tell us about a family celebration that you've enjoyed recently.

SPEAKING PART 2

28 Training 3

Interlocutor: Rosie, it's your turn first. Here are your photographs. They show people in the snow. I'd like you to compare the photographs and say how you think the people are feeling.

Rosie: OK, so in both photos we can see people outside in the snow. In the first photo, there are five people, and it looks like they're a group of friends having fun, whereas in the second photo, there are three people, and they're certainly not having a good time. Actually, they look like they are feeling very cold. They might be on their way home.

In both photos, the ground is covered in snow, which makes it look very pretty. But while it's quite deep in this picture, in this picture the snow isn't very deep, but the air is full of snow because the people are throwing it at each other.

Another difference is that this top picture has been taken in the countryside. I don't know if they're on a mountain or something. But the second picture was probably taken in a town or city, because I can see some buildings in the background.

These people at the top certainly seem to be enjoying themselves. They look really excited Maybe they've just been skiing or something, and they're relaxing at the end of the day.

It's hard to tell how the people in the bottom picture are feeling, because we can't see their faces. But they might be feeling a bit fed up. In my town, during a snowstorm, the buses are sometimes cancelled, and it's really annoying because you have to walk everywhere. I really hate ... er ... struggling through the snow. So I wonder if these people are feeling frustrated because they want to get home as quickly as possible but they can't.

Interlocutor: OK, thank you, Rosie. Now Lukas, which of these situations would you prefer to be in?

Lukas: Well, you're probably expecting me to say the situation in the top photo. But actually, I love a good snowstorm! As long as I've got good walking shoes and a warm coat, I really don't mind walking in the snow. I find it quite energising to be outside in extreme weather. And, as Rosie said, it's incredibly pretty, with all the snow in the air.

Interlocutor: Thank you.

SPEAKING PART 3

29 Training 2b

Interlocutor: Now talk to each other about how teenagers can learn about the world.

Alice: What do you think, Zak?

Zak: Well, the main way we can learn about the world is by searching the internet. I get a lot of really useful information from websites. And then the second way is by watching the news on TV, which ...

Alice: Sorry, Zak, can I just say something about the first point?

Zak: Er ... OK.

Alice: I just wanted to say that the information on the internet isn't always reliable. For example, ...?

Zak: Yeah, but that's why it's good to check information using other sources, like the library. So I spend a lot of time in the library. I love reading books about ...

Alice: Before we talk about books, can we talk about the internet a bit more?

Zak: Er ... OK.

Interlocutor: Now talk to each other about why it's important to spend time outside.

Alice: What do you think, Zak?

Zak: I ... erm ... well, ...

Alice: Shall we start with the first point, fresh air? Obviously, that's really important for our health, isn't it, Zak?

Zak: Yes, I ... Yes.

Alice: I live in the city centre, where the air isn't very fresh. So sometimes it's actually healthier to stay indoors. Or go to the countryside. What's the air like where you live, Zak?

Zak: It's OK. It's ... er ... clean.

Alice: Oh, that's good. Shall we move on to the next idea?

SPEAKING PART 4

30 Training 1/2

Interlocutor: How could we encourage people to spend more time outside?

Ines: Well, I think part of the reason why teenagers spend so much time inside is that at school we're taught almost to fear bad weather. For example, when it's windy or rainy, we never have PE lessons outdoors. So I think PE lessons should actually be outside whatever the weather.

Will: That's a brilliant idea. I love being outside in the rain, but a lot of my classmates only ever go outside when it's warm and sunny. But I think it's just a bad habit.

Ines: You're absolutely right. And I think it could be really easy to break that habit.

Interlocutor: What are some dangers of spending too much time outside?

Will: Obviously you wouldn't want to be outside for too long when it's extremely cold. I think below a certain temperature, like minus 30 or something, our bodies stop working properly, so we need to be extremely careful.

Ines: Yes, that's a really good point. But it's also dangerous to be outside in extreme heat. Too much direct sunshine can be very harmful.

Will: Absolutely. I totally agree.

Interlocutor: How can architects give us the benefits of being outside without exposing us to the dangers?

Ines: Well, the main thing they can do is design really big windows that let in plenty of natural sunlight.

Will: Yes, that's incredibly important. But what about fresh air? How can architects design windows that allow fresh air in, without wasting too much heat?

Ines: Hmm ... that's an excellent question. I suppose the key is to use fans to circulate fresh air around the building, rather than relying on air conditioning systems. What do you think, Will?

Will: Yes, exactly.

Interlocutor: Thank you. That is the end of the test.

Test 3

Audioscript

LISTENING PART 1

31 Exam practice

One

You hear a girl telling a friend about a charity walk she went on.

Tim: How was your charity walk, Megan?

Megan: Brilliant! Yeah, everyone enjoyed it. We do it every year, but it's always a struggle for me to get to the end – it's 25km, which is further than I ever walk usually! I think everyone's feet were really sore by the end, and a couple of people hurt their ankles – the path goes up over some quite rough ground by the lake – but they made it over the finish line.

Tim: I guess the rain halfway around didn't help.

Megan: No, that was a pain, especially as it hadn't been forecast. But it actually cleared up before the end, so that made crossing the finish line even better!

Two

You hear a teacher talking to his class about a play they are going to see at the theatre.

Now as you know, we've booked to see the play *Cumberdown* on Thursday. We've done a lot of work on it in class, but you may well

change your opinions about it once you see it performed! As we've noticed, the storyline revolves around the actions of the hero's brother, so as you're watching, ask yourselves why he behaved as he did – and be prepared to share your answers next week. The art students among you will definitely get some inspiration for your next project from the scenery the designers have come up with, although personally I feel it's too decorative for the play. Right, let's move on to today's lesson ...

Three

You hear a girl talking about her brother's new job.

Darren: So how's your brother's new job going, Kirstie?

Kirstie: Fine, thanks – he seems to be settling in OK.

Darren: Good. I was surprised he'd looked for another job. I thought he was happy in his old one.

Kirstie: Well, he was, and he enjoyed the work, but he just felt he wouldn't move up and get to take on more responsibility if he stayed there. There are some similarities between that job and what he's doing now, though – you know, going abroad and stuff. He's been asked to go to the United States on business next month, which he hadn't expected so soon, so he's pleased about that.

Darren: I'm sure – lucky him!

Four

You hear a boy talking to his sister about the meal she's cooking.

Andrew: What are you making, Jackie?

Jackie: Oh, a pie for supper – it's Dad's favourite. I wanted to surprise him.

Andrew: Hmm ... are you sure it's supposed to look like that? It's a strange shape.

Jackie: Oh, don't worry – that's only because I added more meat and vegetables before I put the pastry on top. There wouldn't have been enough for all of us otherwise.

Andrew: Right. Maybe you could put some decoration or something on top, just to make it look nicer?

Jackie: Yeah, I've already made some shapes to put on. Look. I think I'll brush the top with some egg, too – then it'll be nice and golden once it's cooked!

Andrew: Sounds good!

Five

You hear a boy telling a friend about a toy he played with as a child.

Saskia: Who's that boy in the photo, Sam?

Sam: Oh, that's me when I was eight or nine – holding a model train engine. It used to belong to my dad.

Saskia: Was it part of that train set you've still got in your room?

Sam: Yeah, my dad and I built all that together – my mates used to come round and we'd spend hours playing with it. That engine was Dad's favourite, but it didn't go as fast as some of the others I'd got, so I finally just put it in a box in my room. He was quite upset, I think, but we did manage to find a replacement.

Saskia: Right.

Six

You hear a girl getting advice from a friend about some creative writing homework.

Nadim: What's up, Yasmin?

Yasmin: Oh, it's that story we've got to write for our English class. Usually I've got loads of ideas, but nothing's coming this time. I'm unwilling to ask Mrs Watson for help until I'm really desperate ...

Nadim: Well, she'd be the best person to ask. And your dad's a writer – if anyone'd know how to tackle it, he would! Or how about flicking through some story books? That could spark some ideas.

Yasmin: Honestly, I can't think of anything. I'll have to admit defeat and speak to someone who knows more about it.

Nadim: Maybe you could have a break from it and come back to it later?

Yasmin: Yeah, I could – if it wasn't due in two days!

Nadim: Right.

Seven

You hear a teacher telling her class about an exhibition on their city's architecture.

OK, let's talk about next Tuesday's trip to the city architecture exhibition. Over the last century, the city's experienced a lot of reconstruction, and as we discussed last week, it's largely down to that that our environment has improved. As you'll see at the exhibition, many artists and designers got involved in the city's regeneration, but just how far did they contribute to the buildings we have today and what other factors were involved as well? That's something you should give some thought to. And if any potential architects among you can think of ways to make the city even better, do share them when we get back!

Eight

You hear a boy telling his cousin about a skiing trip he went on.

Alexis: So, how was your skiing trip?

Dan: Well, I'd never skied before, so I wasn't whizzing down the slopes immediately. But our instructor was brilliant – I improved quickly.

Alexis: Great.

Dan: Anyway, he finally took us down a really steep slope. I was pretty confident and managing to keep control, but then I started heading for a tree ...

Alexis: Oh, no.

Dan: I know. The only way I could stop was to fall over in the snow.

Alexis: You could've been badly hurt, doing that. I mean, it's hard to believe that the instructor would've let you loose like that, knowing you'd only just started to learn to ski. In your position, I'd have refused to even try it.

Dan: Yeah, well ...

LISTENING PART 2

32 Exam practice

You will hear a boy called Jamie giving a talk about a family road trip he went on in the United States.

Jamie: My name's Jamie and I'd like to tell you about a trip I went on with my family last month. We travelled by car around the state of Colorado, in America. Mum and Dad had already visited loads of big cities across the US, but this time they felt they'd prefer to go to a place that offered constantly changing scenery – and Colorado certainly does that. There's everything there, from a range of high mountains to deserts.

We set off from the city of Denver and stopped first of all in a small town, where we booked into a hotel. The manager showed us a room at the front of the hotel, from which you could only see a busy street below, so Mum and Dad opted for a room at the back instead. It was much nicer and had a balcony overlooking a lake where we spent the evening.

The next day we drove on, and passed through several towns, bigger than the one we'd left behind – some even had small factories in them. We discovered these towns had originally grown up around the gold mines that'd been established there decades ago, which were now abandoned. I became interested in the history of these towns, so I started looking for books I could buy about them – I was really hoping to find some old posters for my room

at home too. Anyway, I didn't have any luck until in one bookshop I came across some postcards that Dad reckoned had probably been there since the 1950s. They showed what the town would've looked like then, so I bought them.

We ate in lots of different places along the way – cafés, hotels, you name it. Sometimes the food was quite plain – steak and potatoes, which I liked, but not every day! Or sometimes we had fried chicken, which was good. The food that stuck in my mind, though, is some pancakes we ate at a roadside diner. They were absolutely delicious!

As we travelled across Colorado, it was fascinating to watch the landscape rolling past through our car windows. For some time we were looking at grey mountains, but as we drove on, those gradually transformed into red rock. We were certainly a long way from the green fields that we see on our journeys at home. And the wildlife was amazing – there were wild rabbits all over the place, and herds of magnificent deer. We'd been assured that we'd see eagles too, although none appeared, sadly.

It wasn't long before we were heading for the town of Aspen, where we planned to spend a few days before returning home. But first, we had to navigate our way across the mountains. Mum was driving at this stage, and we'd heard on the radio that a storm was on its way, so she was a bit nervous. In fact, a thick mist did come down and there were strong winds, which made driving along the rough mountain road more difficult, but we finally got to our hotel in Aspen without incident.

Aspen is popular for all kinds of outdoor activities such as skiing. That wasn't for us, as we didn't have any kit, but I was keen to try cycling around the area. Mum and Dad finally decided we'd have a go at hiking, so off we went – and the views along the trail were fantastic.

On our last evening in Aspen, we had a swim in the hotel's outdoor pool. The manager had given us a plastic crocodile to use in the pool, which was fun. Imagine our feelings, though, when we suddenly spotted a bear heading straight for us! Luckily, it changed course and headed for the rubbish bin. Apparently it was a frequent visitor, but we certainly won't forget that moment – and neither will the hotel cat, probably, hiding up in a tree!

LISTENING PART 3

33 Exam practice

You will hear five teenage writers talking about the process of creative writing.

Speaker 1

If you've ever tried any creative writing, then you'll know there often comes a point where you feel you simply can't go any further. Whatever you write down looks awful and unskilled, the characters you've created don't work – and you certainly don't want anyone else to read and give their opinions on it. But that's just a stage, something you have to get over – remember, even famous authors will have experienced it at some point, so keep going. After all, you've already written so much – what's to stop you from writing a brilliant ending and producing that best-selling novel you've been aiming for?

Speaker 2

If you've got a story in your head, then getting it down on paper is comparatively easy. The hard part is making it good enough for other people to want to read it, too, especially if you've written it quickly. You might well get halfway through, read what you've written back to yourself and find it's actually a bit boring. If that's the case, why not introduce something different into the next bit of your story? A stranger suddenly appearing on the scene can set you off on another creative route. You might have to adjust your ideas for the ending of your story – but then that's the nature of creative writing, isn't it?

Speaker 3

I love the process of producing stories, then reading them aloud to check if they work. Creating characters and getting them to think and behave how I want is a real delight! I'm always making notes of my ideas for how the story will develop, and what the ending will be – it's very motivating. Ideas can come from anywhere – when I'm messing about on the internet or watching a movie on TV, say. However, I've found that the best thing is to put the story to one side and pick a book by a classic author, someone with amazing talent. This really works – it's usually not long afterwards that an idea comes to me and I start writing again.

Speaker 4

I've found since I started writing that it's easy to write pages and pages very quickly when you're inspired. But you must never assume then that you've then finished, and can't possibly improve on the work. I've discovered that if you look carefully over what you've done, you'll always find bits that strike you as really good. The trick is to bring the rest of it up to that level. Some great modern writers have commented that they listen to music or browse the internet or something while they're being creative, but that just doesn't work for me, I'm afraid.

Speaker 5

Writing a great story sounds simple, doesn't it? Especially if you're in the habit of reading the work of great authors, which always seems perfect. But don't forget – just like you, they worked long and hard to get their writing to that point! I've found the best way to polish a piece of writing to a state where others might actually want to read it is to make sure there are no interruptions while you're working on it – and in my case that means switching off the internet. Then the ideas can flow freely – I just have to make sure I can write quickly enough to get them all down on paper!

LISTENING PART 4

34 Exam practice

You will hear an interview with a young guitarist called Tom, whose band has just won a national music competition.

Interviewer: I'm with guitarist, Tom Barker, whose band has won a national music competition. Congratulations, Tom!

Tom: Thanks!

Interviewer: So tell us why you first took up the electric guitar.

Tom: Well, my brother's always been a fan of rock guitarists like Jimi Hendrix and Chuck Berry, so I grew up hearing their music. There were a few of their guitar pieces I really loved, so I tried playing them myself, on the violin, would you believe, which my parents preferred me to learn – that and the piano. They wouldn't let me have a guitar as they hoped I'd get into classical music. Anyway, after paying for loads of lessons, they finally realised I wasn't really into it, so they let me learn the guitar instead.

Interviewer: So you saved up and eventually bought your own guitar?

Tom: Yes, and I loved it! To be honest, though, when friends showed me photos they'd taken of me playing at school concerts, I was always disappointed. I'd imagined I looked like my rock heroes – but I definitely didn't! Anyway, just having that guitar round my neck made me feel I could play absolutely anything when I got on stage, despite the fact I was normally a bit shy.

Interviewer: And then having taught yourself to play, you decided to find a local guitar tutor.

Tom: I did – I'd used online tutorials till then. There are loads of them on the internet, and some are great. But I could see that although I'd come quite far that way, I now needed to spend time with an individual tutor, preferably someone local, to speed things up a bit. I didn't get on well with the first one I went to for lessons, though, and I could see that would affect how much I'd improve.

Interviewer: And then disaster struck – coming home from school one day, you lost your guitar. How did you feel?

Tom: Well, at first I couldn't believe what I'd done! I didn't often take my guitar into school, so I wasn't used to carrying it around. I was chatting to a friend on the phone when I got off the bus that day – I just got distracted, and left the guitar behind. I became convinced I'd never see it again. And as it had taken me ages to save the money for it, I knew I wouldn't manage to get another one any time soon.

Interviewer: But a month later, someone called and said they'd found it!

Tom: Yes – word had got around on social media, and this girl got in touch. Amazing! When I got the guitar back, I immediately put the strap over my shoulder, and started practising chords. That took me a while to get used to, as I'd forgotten the pain that the strap and the guitar strings always caused me! It was weird, though – I'd always thought of it as quite a basic instrument, but having played on really old guitars at school since I'd lost it, it suddenly seemed really cool and advanced, so I was thrilled to play it again!

Interviewer: So what's made you stay with the electric guitar?

Tom: Well, I think of all the instruments I've played, it's the one that feels it needs other musicians performing alongside it, rather than being played solo. I love playing as part of a group and I wouldn't have met my band without it! So I wouldn't swap it now. It's a bit boring having to carry it round to practise with other people though, as it's quite heavy. And you usually have to keep the sound turned down when you play, too, unless you're at a concert, of course!

Interviewer: And then you and your band entered a national competition – and won!

Tom: Yes! We've really come together as a group now, and I'm proud of our music, although I wasn't convinced we'd win. Then during the competition, I spotted a guy in the front row, playing exactly like me, but on an 'air guitar', totally lost in the music! He clearly thought my playing was good, and that really inspired me – I gave my best performance ever! So I think we won thanks to that guy!

Test 4

Audioscript

LISTENING PART 1

35 Exam practice

One

You hear two friends talking about going to a new chess club at their school.

Carla: I'd love to learn chess at the new after-school club.

Rick: Me too. My dad's a good chess player – I've played a bit with him. He's always telling me about the skills it teaches you, working out solutions and stuff. It would be good to improve my game. I might even beat him!

Carla: I thought it might be a good alternative to always being on my laptop. I also think if I was successful at it, it would make me feel better about my thinking skills.

Rick: Really? You're not lacking in confidence, are you? You're really good at school. But developing another interest away from video games – that would be a result, I admit ...

Carla: So let's go then!

Two

You hear a teacher telling her class about a shelter they are going to build in the woods.

As you know, we're having a day in the woods next week, supervised by some forest skills experts. The aim of the day will

be to construct a tough survival shelter. So before we go, we need some ideas for designs. I've passed around some photos of different shelters to give you inspiration – they range from simple to quite complicated, all made of natural materials. But the design you come up with is your choice ultimately. Don't forget, the shelter can also be decorated in any way you choose – some can have art work inside them. So free up your imagination and see where it takes you. We'll come together shortly to compare ideas ...

Three

You hear a boy talking to a friend about seeing his painting displayed in a competition.

Amelia: I saw your artwork on display at the competition today, Matt. It looked amazing – I'm sure the judges will give you a prize.

Matt: Do you think so? Thanks, Amelia ... it's tricky to tell with your own work whether what you've done is any better than other people's. I'm just wondering now if they'll get what I'm trying to say – I could have gone for something much more straightforward.

Amelia: Well, it's hard to be objective about your own stuff, so you never know. Anyway, there were some amazing pictures there. You'd never guess they were done by people our age.

Matt: I know. It was the same last year, so I was prepared for that. Still, we'll see ...

Four

You hear a student telling his class about a special boat race he took part in.

As you know, we entered a race on Saturday for boats built by students, and our school team won! We were pleased – and surprised, as some other boats had clearly been built with the help of advanced engineering! We had some advice for the technical side too, though, and that kept us floating after most of the other boats had sunk. However, things might have turned out differently if our main rivals hadn't also sunk just before the finishing line! People watching all said we should have rowed faster, and we put all our energy into it, but the boat was just slower than we'd expected. It still came first, though!

Five

You hear a girl phoning her father.

Hi Dad – it's Maisie! I'm just in town with Tessa, and we're about to go into the cinema to see the film, so thought I'd just ring and check the arrangements we made for later. We said you'd pick us up in the street outside the cinema at 8 p.m., didn't we, but it turns out the road's being fixed, and you won't be able to stop the car there. So Tessa's suggested a road around the back of the cinema – much easier to get to, apparently. Could you fetch us from there? Just text me when you have a minute, to let me know you've got this. Thanks, Dad!

Six

You hear two friends talking about a summer reading project they're involved in.

Mike: How are you getting on with the summer reading challenge, Holly?

Holly: Hmm, well, I can't say I've tackled as many books as I was intending to by this stage, but from what other people are saying, they're pretty much in the same position.

Mike: So what have you read so far?

Holly: Well, I have to admit, I've tried a couple of titles that I've just put to one side again, just not my thing at all. Having said that, other friends have suggested quite a few titles they thought I'd take to. I guess those were better than the others, but I still gave up after a few chapters.

Mike: I know what you mean. I'm not doing very well either!

Seven

You hear a teacher talking about a tour of a film studio she has organised for her class.

So we've got our tour of Grand Film Studios booked for Wednesday, which I know we're all looking forward to. You'll come away with a completely new understanding of the work that goes into producing even a few seconds of a film, and what influences how much gets edited out. When you next watch a film after the visit, you'll read the list of credits at the end and think about all those people you don't see on screen, from the director right down to the assistants. And you'll be able to imagine how the classic sci-fi film 'Spacetrak' was produced. For those of you who haven't seen it, I'll bring it in next week.

Eight

You hear a boy telling a friend about a book he's reading.

Anita: What's that you're reading, Jake? A comic book?

Jake: No, it's a graphic novel – a story that's told with pictures. And it's brilliant!

Anita: I always thought those books were just full of superheroes and stuff.

Jake: I must admit, I kind of thought the same, but this one's really not at all like that. I mean, the plot's fairly straightforward, unlike some I've read, but it's a proper historical novel, based on facts, rather than some fictional superhero character, so I'm learning a lot. I always spend ages looking at the pictures in these novels, too, as they're done by extremely talented artists. Look!

Anita: Mmm, they're beautiful.

LISTENING PART 2

36 Exam practice

You will hear a girl called Katie giving a class presentation about a bat-watching trip she went on recently.

Hi! I'm Katie and I want to tell you about a trip I went on recently along the river in my town, to watch bats! Have you ever seen bats flying around on a summer's evening? I have – and they're pretty amazing, so I was excited about this trip! My dad organised it, and he'd also invited a family friend, who trained as a biology teacher but now works in animal conservation. Dad probably thought he'd tell us all about the bats, but it turned out we also had a bat expert on board as our guide!

The boat we went on was quite narrow and flat, and it moved a bit when we got in, so I wasn't convinced it was secure. But luckily we had a chauffeur, who was like a driver, who took us smoothly along the river. I found the boat was actually very comfortable. And it didn't disturb the wildlife, as it was almost completely silent.

As we went along, the guide gave us some information about bats. Apparently, they're essential to nature all over the world, because not only do they eat insects that damage crops, but they also drop seeds over a wide area, which gives plants the chance to grow over larger areas.

The main diet of bats is insects, and scientists believe some need to eat as many 3,000 a night in order to survive. In cool summers when there aren't many insects, bats can soon become exhausted if they're flying around hunting but not catching anything. At that point they may need help from a bat rescue group, to feed them and prevent them from also becoming very thirsty.

Now bats make lots of sounds while they're flying around in the dark. These sounds bounce off objects and tell the bats about their location. But a human ear can't hear these sounds, so we were each given a device known as a bat detector so we could listen to them! It looked like a radio, but all that came out were the noises of different bats flying around us. It reminded me a bit of, not a

choir exactly, but a weird sort of orchestra! And this one definitely hadn't practised! Anyway, our bat expert was able to distinguish between the different sounds the animals were making, and in all, we identified three different species!

During the day, the weather had been warm, but in the evening, a wind started blowing, and the temperature dropped. We'd expected that, so we'd brought along sweaters to keep us warm, but even so it was great to have some warm blankets that the company had in the boat. I noticed there were some umbrellas, too, which would have been useful if the weather had changed.

As the wind blew across more the open parts of the river, there were fewer bats to spot. We were constantly passing under trees with branches that hung down into the water, and beneath bridges where I thought some bats might be keeping out of the wind. But it wasn't until we got to a long sheltered stretch of river with a hedge along it that several bats decided to come out again and catch insects.

We were lucky to see other wild creatures too. It was too dark to spot any ducks by then, but Dad's friend pointed out some owls that appeared over our heads during the trip. They were amazing to watch! Then a couple of swans swam alongside us and made angry noises – we may have been too close to their nest.

It was a wonderful trip, and as a result I'm now planning to train with the bat rescue group, and to raise money to help them. It was also good to know that what we paid for our tickets was contributing to helping the bats. So not only was the trip fun, there were lots of benefits for the charity too. I can really recommend the experience!

LISTENING PART 3

37 Exam practice

You will hear five teenage writers talking about listening to music while studying.

Speaker 1

When I started high school, I began getting lots more homework, so I had to find ways to tackle it all. I wasn't sure whether listening to music would help me, even though my friends were doing it – or so they claimed! So I tried studying while listening to pop songs, using headphones so I didn't disturb anyone. The problem was, I'd just start singing along, trying to remember the lyrics. I was getting really distracted so it definitely wasn't working. Then I switched to some calmer classical stuff – and quickly became more focused. It has to be stuff I'm familiar with, though. I just listen to pop when I'm not studying now.

Speaker 2

My mum was really against the idea of me listening to music while I was studying. She thought that background noise would really disturb my concentration. In fact, I've found ways of using music to boost my learning. For instance, I make associations between new words in another language, say, and a piece of music – classical, pop, whatever, so whenever I hear the music, the words come to my mind. I'm going to try it out on some maths problems next – I find it hard to get those into my head. I reckon it will help, even though I'll probably find them just as uninteresting as ever!

Speaker 3

I'm really keen on music, and am usually either playing or listening to it when I'm not at school. My parents have never really minded, as long as I also keep up with schoolwork. However, they did object recently when they found me listening to rock music on headphones while I was writing an essay. They said I'd go deaf if I carried on doing it! I thought it was helping my concentration, but after what they said, I was forced to admit they'd probably got a point. So now my room is always completely quiet, and my results have never been better. In fact, I even complain sometimes about the noise from the TV downstairs!

Speaker 4

I guess there aren't many people my age who don't like listening to music. I play in an orchestra, so although I listen to lots of rock music, classical is my favourite when I want music for a specific purpose, like going running. Some people in the orchestra reckon they can study better with Mozart playing, especially when they're trying to memorise historical dates or something. They say it makes dull tasks that bit more interesting. Nevertheless, I've always known it's not my thing, so I've never been tempted to even give it a try. But I have found it's good to relax and unwind with music in between homework sessions.

Speaker 5

All my family are really into music – to the extent that it's playing all day, every day, or so it seems! But I don't mind that. I come from a big family, so I don't expect to have periods of absolute quiet when I have to get on with something at home. I often take myself off to the city library when I really want to concentrate on something. And that's where my headphones come in. If I've got some music playing softly through those, it doesn't matter what else is going on around me because I just won't notice!

LISTENING PART 4

38 Exam practice

You will hear an interview with a student called Ella about the work experience she is currently doing as a lighting technician.

Interviewer: I'm with Ella Fletcher, who's currently doing work experience as a lighting technician at a theatre. Ella, welcome. What attracted you to this job?

Ella: Well, I've always been interested in brightly-coloured light shows, like the ones you see at rock concerts. I've always been keen on fireworks displays too. But I think a play I went to ages ago was the original inspiration – the memory of the amazing, constantly changing lighting they used at that theatre has stayed with me. I just know I'll be happy in this area of work.

Interviewer: So what do theatre lighting technicians do, exactly?

Ella: Well, our theatre director once said some people think we just turn the lights on and off at the beginning and end of a performance – which really underestimates what we do! Not everyone thinks like that, though! In fact, lighting technicians really help the audience to get what's happening on the stage during a play. Depending on the action, you can make a scene beautiful one minute and miserable the next – all with lights!

Interviewer: And do audiences ever comment on theatre lighting?

Ella: Well, they might do if they think it's been particularly impressive during the performance, but not really. I just like the idea that you can create different moods with lighting – which the audience will always respond to, even though they won't always realise how it's being done. Of course, if the lighting completely failed for some reason, I guess people would comment on that!

Interviewer: You started getting involved with stage lighting at school, didn't you?

Ella: I did. For the first production I helped with, I drew up a really detailed plan for the play lighting – you know, total darkness at one point, one big light at another. We had some sophisticated lighting equipment in the school hall, which I was keen to experiment with. My teacher was impressed – but then politely pointed out the play was actually set during the day, so no darkness was required! Now I make sure I've read any play I want to work on very carefully before I share my ideas with anyone!

Interviewer: And you've also started researching the history of theatre lighting.

Ella: Yes, I was asked to do it for the play we're producing at the moment, and I got really into it! There was a lot I didn't know, like the fact that electric lighting wasn't used in theatres until the late 19th century. So before that, they just used candles, and then

gaslights – which would have created a really special atmosphere, I think. It's awesome to think about all the great performances that went on in the past despite the lack of modern lighting.

Interviewer: So how do you think technology has changed the job?

Ella: Well, it's hard for me to tell, as I've grown up with technology, but my boss says it's changed things enormously. In the theatre I'm in, for example, there's now a digital desk that can store loads of different lighting combinations. This means technicians on big productions can now create thousands of fantastic changes in lighting during one performance, although they probably have to be programmed in, which is quite complicated. But my boss says that even though we now have all these options, he still believes 'less is more' and that we shouldn't use absolutely everything if the overall effect isn't as good as simple lighting. That's been an important lesson for me.

Interviewer: You're obviously enjoying your work experience, Ella. But is there anything you might not enjoy about the job as a career?

Ella: Well, there are long hours, for sure, but I can cope with that! I have realised that unlike actors or theatre directors, my name may never be recognised by the public, though. Still, lighting technicians do win awards, so that's something I might hope to achieve one day! But I'm right at the beginning of my career at the moment, so I'm not in a hurry.

Interviewer: Right! Thanks, Ella!

Test 5

Audioscript

LISTENING PART 1

39 Exam practice

One

You hear a boy telling his class about a music workshop he attended with other students from his school.

So, as you may know, some of us went to a music composition workshop last weekend – and it was brilliant! We took part in a range of musical activities, such as composing short pieces in groups inspired by poems the organisers had brought along. They were all musicians in big orchestras, and trying out our ideas with their guidance was such a great experience for us. Their input was amazing. If we'd never tried music composition before, we might have struggled though, as it was still quite hard to pull our ideas together and capture them in music. But our results were good – and it was a great weekend!

Two

You hear a girl telling her friend about a long train trip she went on.

Kemal: How was your trip to your grandparents' place? It's about four hours away by train, isn't it?

Lucy: Well, I'd prepared for it – I had some reading to do for our history project with me!

Kemal: And it was a really hot day ...

Lucy: Yeah, I was expecting to feel boiling hot, but luckily the windows were all open, so it was bearable. The train left the station late, though, and it crawled along slowly in places, so the journey really dragged.

Kemal: Right.

Lucy: Anyway, while I was doing my reading I was also listening to music, and at one point my earphones came out of my phone and the music played really loudly in the carriage! Luckily, no-one complained about the noise!

Kemal: Great!

Three

You hear a theatre actor giving a talk to some drama students.

As you may know, audiences sometimes think actors turn up to a theatre night after night, perform exactly the same play, everyone

claps and they go home, and that's that! Well, if that was true about the job, most actors would give up! We prefer our work to be interesting and take on a wide range of roles to test our skills, rather than doing the same old stuff all the time. I'm currently performing as a character who's my opposite in every sense and that creates lots of challenges for me. It's a difficult part of the job as I have to think and behave in a completely unfamiliar way. But it's absolutely worth it when it all comes together on stage!

Four

You hear a girl talking to her teacher about her homework.

Mr James: So what's this about your homework, Karen?

Karen: Well, it took me a while to decide what to write about, but I decided on ancient castles in our country, as they're fascinating. I've been looking up lots of stuff on the internet and in encyclopaedias, and have made loads of notes, but now I've just got so much information I don't know how to get it all in order and start writing my essay.

Mr James: Sounds to me like you've been overambitious. You need to limit the topic you're looking at. Could you do that, do you think?

Karen: OK, I'll try. Thanks, Mr James.

Five

You hear a girl phoning her mother about a friend she was supposed to meet.

Martha: Hi Mum. Just ringing to say that I didn't manage to meet up with Katie after all. I waited for ages, and I was beginning to feel really annoyed that she was so late. Anyway, I decided to phone her to see if she was on her way – and it turns out I'd actually suggested tomorrow to meet rather than today! So that was really silly. She was at the doctor's when I got through – she's hurt her foot, but hopefully she'll be OK, so we've rescheduled for next week instead. Let's hope we manage to meet up this time!

Six

You hear a science teacher talking to his class about an experiment they are going to do.

Now listen everyone. As you know, we're going to try and create some mini-volcanoes here on the sports field today! Now you've got your clay volcano shapes that you've made, and each one has got a glass container inside, hasn't it? So now I want you to mix the vinegar I gave you with a large spoonful of soap – you don't need to be too precise about measuring it – and pour that into the container. Then wrap the baking powder you've got in some paper, and put that into the container too. Watch what comes next carefully, but stand back, as the volcano could erupt without much warning. OK, let's get started.

Seven

You hear two friends talking about a carnival that has just taken place in their town.

Paul: Did you enjoy the carnival?

Keeley: I guess so – although my mum kept saying that it wasn't like it used to be years ago. But as I can't really remember, I couldn't say! It was great to see all those live bands performing – you don't get that much around here.

Paul: Yeah, I've seen a few of them. And I noticed there were some people playing that used to go to our school. What a brilliant opportunity for them!

Keeley: Really? I didn't notice that. But the bands certainly meant lots of people our age attended.

Paul: It's quite rare to see them turn up to anything held around here, isn't it?

Keeley: That proves the carnival was a success then!

Eight

You hear a teacher talking to her student about a story he's written.

Miss Carter: Michael, the story you submitted for your homework was fantastic! You've always written some really imaginative stuff, but you must have been very inspired when you sat down to write this latest one.

Michael: Thanks, Miss. It just seemed to flow through my fingers onto the keyboard, somehow. I almost found it hard to know when to stop!

Miss Carter: Well, professionals read their work again after a few days, then go back and edit it. That might be something to consider to improve it even more?

Michael: I know what you mean, but then I sometimes seem to end up questioning my original ideas.

Miss Carter: Well, you do have to approach writing in a way that suits you ...

LISTENING PART 2

40 Exam practice

You will hear a boy called Harry telling his class about an art event he took part in recently.

Hello, everyone. I want to tell you about an event I attended at the art centre near our town recently – an art day for teenagers! It was fantastic! The whole day was run by a woman called Fiona, who's well-known as a filmmaker in our town. But she'd also worked previously as a fashion designer, and is a painter in her spare time, so she knew a lot about art.

Usually when I'm faced with new situations, I'm quite self-confident, and find it easy to chat to people. This time, for some reason, I was aware of being anxious as I got to the centre – I guess in case everyone was brilliant at art, and I wasn't! In fact, though, all the people there were really friendly!

To begin the session, Fiona gave us all a drawing book, so we could record our ideas and do initial drawings. I'd expected it to contain instructions about what we were going to do – and sort of hoped it might have pictures for us to copy! Instead, it turned out the book had lots of different types of recycled paper in it, which I really approved of, as I'm always trying to help look after the environment. It also made me want to get creative!

First, Fiona asked us to decorate the cover of the drawing book. I tried to create something using a photo of myself I'd brought along, but then decided it looked boring, so I ended up decorating it with a dragon – which everyone liked!

Then after we'd done a few drawings in our books, we moved on to doing some painting – but I couldn't really think what to paint. Fiona saw I needed help, and suggested doing a portrait of the girl next to me. That sounded hard – so, as the centre was out in the country, I decided to do a landscape instead, as it wouldn't matter so much if it wasn't very good!

After a while, Fiona suggested we have a break and look at what other people had done. One person had done some animal drawings, which were quite good, and someone else had produced some cartoons, which I thought were the best in the group. I was a bit discouraged after that, but some people said my stuff was good, too, so I kept going!

I soon decided that my painting was looking a bit traditional, and as there were some amazing colourful paints available, I used them to make my work more abstract. With Fiona's help, I focused on creating something in that style, and the result was fantastic – much better than when I'd started!

After lunch, Fiona proposed a new activity – working together to make a big sculpture from wire and cardboard based on a theme chosen by the group. Fiona had brought along some objects from

home, and suggested those as a theme – but we thought it might be too limited. The theme of the sea was also rejected, as we were far from the coast and ideally we wanted our sculpture to reflect our local area. Finally we decided that as we were near the forest, we'd look for objects for the project there. We all agreed this was a task we could tackle.

Anyway, we made an enormous tree sculpture, and then went off to search for objects to decorate it with. I wondered about bringing things like wild flowers to hang in the tree, but Fiona reminded me we weren't allowed to pick them. Then I noticed people seemed to be collecting leaves, so I started picking up feathers I saw on the ground, which were a great contribution to the sculpture!

It was a wonderful day – and Fiona filmed our work as a souvenir for us! All the people there had real talent, and showed a great commitment to producing art. They were also fun and had loads of enthusiasm, which was the key thing for me. I've already booked for the next art day – just being with them was really inspirational!

LISTENING PART 3

41 Exam practice

You will hear five teenagers talking about playing tennis.

Speaker 1

I haven't been playing tennis for long, but when I'm on court, I love every minute of it. I always play against my friends, although they're more experienced than me, so I know I probably won't win!! That's never bothered me, though – it's just the nature of the game. Anyway, I've definitely got better since I started, even without putting in much effort! I've become a lot sharper at working out strategies in my head, a bit like in a game of chess, when you're trying to decide what your opponent might do next, or thinking several moves ahead. That's what keeps me going back for more.

Speaker 2

Tennis is like lots of other sports – if you want to get anywhere, you have to practise. I thought I'd hate that kind of tough discipline, but there's nothing like the feeling I get when I hit a perfect shot! I've already started to achieve that regularly through my training, which is really rewarding, so for me that's the appeal. I was hoping I'd meet people my age through my tennis club, although they're mainly older. But I've told my friends about it, so hopefully some of them will join up! It can be tricky to fit my training in sometimes, as I go cycling and swim a lot, too – but at least it's all keeping me fit!

Speaker 3

I've always done lots of sport, although I've never really gone in for competitions, as I hate the pressure of feeling I've got to win. I only really like doing sports for fun! Luckily, my tennis club doesn't have that atmosphere, so I can just go along after school with a few people and wind down a bit before I go home and start my homework. It's become a really important part of my day. I sometimes go along to the local gym with my dad, too, to build up my strength – it's hard work, but there's a real feeling of satisfaction about that, somehow.

Speaker 4

I love doing individual activities like going to the gym and climbing. What they don't give me is the opportunity to try and beat an opponent in some way, which I find really motivates me about tennis. If I don't win a match, I just try and tell myself I wasn't prepared enough or whatever. I'm not really there with that yet, though, as I still feel really disappointed. Tennis still makes me pretty stressed, too, as it's hard to keep up my energy levels right to the end of a match. I'm usually exhausted afterwards and go straight to bed! It's still good fun, though!

Speaker 5

I wasn't very keen to play tennis when my dad first suggested taking me along to his club. I thought I'd have to practise hard and

perform really well, because my friends would all be watching and hoping I'd win, and for me, that's never really been a reason for doing sport. But since I've taken up tennis, it's occupied a lot of my spare time, to the point where I've almost abandoned all the other physical activities I used to do. Mainly this is because I've realised they just don't keep me entertained in the same way as this game does, and I'm sure that feeling will continue!

LISTENING PART 4

42 Exam practice

You will hear an interview with a girl called Lucy Hughes, who is talking about her love of maths.

Interviewer: I'm with student Lucy Hughes, talking about her favourite subject – maths! Lucy, some people don't really enjoy maths, so what first interested you in it?

Lucy: Well, I didn't like it much either, at first! I thought doing things like learning multiplication tables were boring, like everyone else. But then my teacher introduced us to something called Fibonacci numbers – a mathematical formula where you add the previous two numbers together to get the next number. And he showed us how the seeds in sunflowers are arranged according to these numbers. I realised then that what we were learning was relevant to things like plants and wildlife. My 'maths brain' suddenly woke up – and I was hooked on numbers! I don't know why it took so long, though – our teachers were always organising maths activity days and things, so I'd been involved in exciting stuff before.

Interviewer: And your parents like maths, too ...

Lucy: Yes, Mum's a maths teacher, and Dad does advanced maths training for business people. He believes some people he meets are much better at maths than they claim they are, they just don't feel very sure of their abilities. They've all learnt lots of maths by heart at school, but he thinks they're just not keen to try and apply it in case they make a mistake.

Interviewer: So have your parents always helped you with maths?

Lucy: Yes, and they've made it fun, too – even my homework! Usually, though, they try to leave me to get on with that by myself, however hard it is! I've learnt a lot that way. But often when we go shopping, for example, they'll ask me to calculate the change we'll get – that's really improved my mental maths. And sometimes Dad organises evening events to promote maths to adults, which I'm hoping to attend when I'm a bit older.

Interviewer: So can you explain why you love maths?

Lucy: Well, in my English class recently, we all had to write a poem about a tree. And when we compared them, everyone had written something completely different – but all of us had got the task right. But that's not the case with a maths problem. You have to find the one correct solution – and that's what really interests me. I mean, there might be lots of ways of working it out, but it doesn't matter as long as your answer's right. And that applies to all the different areas of maths.

Interviewer: And you recently took part in an international maths competition?

Lucy: Yes, in my city. I wasn't at all sure of myself when I arrived, but my teacher told me I had an excellent chance of doing well. So that helped, and by the time I went onto the stage to answer questions, my nerves had disappeared! The other people were really good, though! By the end, I'd actually got quite a high score, but I knew all along I wouldn't win.

Interviewer: So what do you think you learnt from the competition?

Lucy: Well, I was looking forward to being with people who all loved maths, no matter which country they came from – and I wasn't disappointed! I realised it really didn't matter if we couldn't all understand each other perfectly when we were chatting, because when you wrote a maths sum on the board, everyone knew exactly what it meant! It was also fascinating to see how other competitors

worked out solutions to maths questions – there were a number of different methods, just as my teacher had told me there'd be.

Interviewer: And how do you think maths will feature in your life in the future?

Lucy: Well, at the moment, I just like playing around with it, doing maths puzzles online for example. But eventually I'm hoping to do a physics degree, and I can't really do that without advanced maths. My mum's asked if I'd like to become a teacher like her, and I think I'd probably enjoy it, at least initially. I might find just doing maths all day a bit of a narrow focus, though.

Interviewer: Thanks, Lucy!

Test 6

Audioscript

LISTENING PART 1

43 Exam practice

One

You hear two friends talking about some changes at their school.

Simon: That school discussion about changes the teachers have made was interesting, wasn't it?

Vikki: I suppose, although I was hoping they'd say we don't have to wear school uniform any more.

Simon: Me too, but that was never likely, was it? The new after-school clubs sound great, though. I'd like to join one.

Vikki: What I like is that there'll now be hot food at lunchtimes, so we don't have to take packed lunches every day.

Simon: Well, I'll probably still take mine – I always get hungry before lunch! I was hoping they'd change the rule about arriving late. Sometimes I miss the bus, and get into trouble ...

Vikki: Well, maybe you should start getting up earlier instead!

Two

You hear a girl talking to a friend about the library in their town.

Frank: Where are you off to, Gemma?

Gemma: Just taking these books back to the library. I've read most of them, but there's one I didn't even start.

Frank: Why? Not your thing?

Gemma: Oh no, I just took out too many and I've got lots of homework now, so I haven't got time to read it. But judging by the cover, it looks OK.

Frank: That's the kind of thing I read! What's the library like? I thought it was just full of boring stuff.

Gemma: It hasn't got as many books as ours at school and it could do with some teenage magazines and things – but there's a lot there, considering it's small.

Frank: Cool! I'd like to see it for myself sometime!

Three

You hear two friends discussing a concert they've just been to.

Rosie: So, what did you think?

Oscar: Well, it's the first time I've been to an open-air concert, and they certainly had us all dancing at the beginning, so that was cool.

Rosie: Yeah, the city concert hall would've been hopeless for that, with all the seats. I thought the lead guitarist was pretty skilful too.

Oscar: He was on good form tonight – I've seen him playing less than brilliantly at other events.

Rosie: Right. Having said that, I did think the second half was a let-down – they were just playing stuff that no-one had heard before.

Oscar: The dance floor cleared pretty quickly then, didn't it? That should've told them it wasn't what people wanted to hear!

Four

You hear a teacher telling her class about a design task they are going to work on.

So listen everyone – we're going to have a go at using the equipment we looked at last week. You'll use computer-aided design techniques to produce the designs you've brought with you. If you get far enough during the session, you'll be able to create them in metal on our new 3D printer. But don't work too fast – accuracy and precision are the important things here, so check every stage of what you do, otherwise you'll be disappointed by the result. I'm happy to see you've all brought your laptops and have remembered to put on protective clothing, so – let's go!

Five

You hear a girl leaving a voicemail message for her friend.

Danielle: Hi Tanya, it's Danielle. Just heard about your football injury. I wasn't at the match on Saturday, so I had no idea what had happened until the coach told us this morning. Poor you! I was going to call you last night, but I was out at a family do. I didn't know football could be so risky! Anyway, as it's your leg that you've hurt, I guess you may be finding it pretty difficult to get around. If I were you, I'd be taking it easy! I'm happy to drop by and bring you stuff – including homework – if that helps! We need you to be completely fit again for the final next month!

Six

You hear a boy talking to a friend about a meal he cooked for his family last night.

Alysha: So, was everyone impressed with your cooking, then Sean?

Sean: I think so. I probably should have made something different, though. I couldn't get all the ingredients, and the cooking method was tricky – it was obviously for people who know how to cook really well. I did consult everyone before I started, and they all seemed keen to try it – and it tasted good in the end. But I won't make it again – it was stressful!

Alysha: But it still turned out OK! It's not easy cooking for six people who all like different things.

Sean: Yeah – especially when the recipe was only supposed to be for two! But I multiplied the amounts by three and that seemed to work!

Seven

You hear a girl talking about her first piano lesson.

I went for my first piano lesson yesterday! I'd been pretty excited about going, and because I can play the guitar, I guess I thought the piano would be easy to learn. However, it took me ages to find my way around the keyboard, although I did somehow play a tune by the end. I'd thought it would take me a while to get good at it, but I was prepared for that – after all, I've been playing the guitar for two years, and I'm not perfect on that yet! But I still get a lot out of doing it.

Eight

You hear two friends talking about a new music shop in their town.

Heidi: That new music shop called Music World is interesting, isn't it? Their stuff's so affordable compared with bigger stores.

Rob: Yes, and the bigger stores don't cut their prices massively like Music World. You don't see that very often, do you?

Heidi: No, you're right. I actually ran into the guitarist Jon Wyvern in there. He was just browsing and I said hello to him.

Rob: Really? My dad used to listen to his stuff when he was young!

Heidi: Yeah, my mum was a fan too. It's pretty rare to see anyone that well known in our small town.

Rob: That's true, sadly. I wonder what he was doing here?

LISTENING PART 2



44 Exam practice

You will hear a boy called Jack giving a talk about his visit to a castle in the summer holidays.

Hi everyone! I want to tell you about a castle I visited with my family during our holiday this summer. My parents are interested in history, so they were keen to have a look at this place.

To get to the castle, we had to leave our car in a car park some distance away and walk, first through a wood, and then on a rough path that crossed a field full of sheep! It then followed the line of a cliff, just metres from its edge, although a strong fence along it made us feel safe! The castle stood at the end of this path.

We arrived early in the morning, and the castle was still surrounded by mist, so we couldn't see it immediately. The whole scene looked rather weird, but as we got closer, the view got better. I hadn't been sure what to expect, as in some photos the castle looked depressing against a grey sky. As we got nearer, though, it came into view – and it was stunning. I couldn't wait to explore it!

In the castle, we got a leaflet about its history. I was interested in the age of the place, which dated back to the 14th century. The first building on the site, made of wood, had disappeared a long time ago, but the ruins of the building that had replaced it were still visible, constructed out of stone. It had been built slightly further away from the existing castle and stood on a rock.

Once inside, we climbed up some steps to explore the castle walls. They were in good condition considering how old they were, and were 16 metres tall in places, I guess to keep out enemies! But it was the width of them that was just incredible. Several people could walk along the top of them at once, side by side!

After this, we climbed up a square tower in the castle, where we had a good view over the surrounding countryside. However, when we climbed up what is known as the Lion Tower, which is even higher, we got the best view ever. We could see as far as some islands several kilometres off the coast.

Then we wanted to see inside the main castle building, so we joined a tour. First, the guide told us about the many people who had owned the castle. He said at one stage, it had been sold by the King to a local wealthy farmer. But when this man later lost all his money, his daughter, who had married into a rich family, carried out much-needed repairs. Without those, apparently, it might not have survived!

Then we went into the restored parts of the castle. Dad and I both thought the dining room was impressive, and I loved the Queen's bedroom – very luxurious! But those were nothing compared to the library. Dad took lots of photos of that, as he'd never seen anything as beautiful before.

Then the guide took us through many other rooms, and told us all about the famous people who'd stayed there, although I had no idea if the information he gave us was correct. He mentioned that one room was supposed to have ghosts in it, which was a story I definitely thought wasn't true, though I guess you could easily imagine it!

After that, we went outside and walked towards a huge pond in the grounds. There were lots of ducks there, and a number of swans, which people were feeding. Everyone had gathered to watch an eagle show, and they were amazing – the people looking after them let them fly round the castle. I really wanted to try it too!

Finally, we wandered through the castle gardens. One was full of statues, and you could hear the sound of water running in a pond. Another was full of roses, with classical music playing in the background, which made it feel very quiet and calm.

Eventually it was time to leave – but we'd had a lovely day!

LISTENING PART 3

45 Exam practice

You will hear five teenagers talking about their favourite wildlife programmes.

Speaker 1

There's a weekly nature programme I really look forward to on TV – it's one that my teacher recommended, as she knows I'm keen on wildlife. The presenters are very interesting, and the programme tells you about animals and birds in countries all around the world. It really shows you the amazing beauty and diversity of what's on our planet – I love it! It also made me want to go out and do something connected with wildlife, so I've joined an organisation that's taught me a lot more about animals near where I live, and what I can do to help protect them.

Speaker 2

My dad's a keen birdwatcher and he often takes me with him, so I know a bit about local wildlife. Going out with him has made me try to do what I can to conserve animals in my area, but this TV programme also taught me lots about wildlife all over the country, such as common types of birds and animals. That's because the two guys who present the show know so much about their subject, which isn't the case with every wildlife programme. I think it raises awareness for people who don't know anything about the environment or how creatures are becoming endangered too, and that's really important.

Speaker 3

I've always loved watching nature programmes – there are loads of them on TV. There's one that I'm really keen on that shows loads of different animals and how they live in their natural environment. It's absolutely fascinating. Whenever I've got a project to do, I get some great ideas from it – even for things that you might not expect, such as paintings for my art classes. My teachers are always very impressed! The presenters on the show are so entertaining as well – they know so many amazing things about wildlife, you couldn't possibly get bored watching them.

Speaker 4

My parents have always belonged to an organisation that helps protect wildlife, so as soon as I was old enough, I joined too. I've always been interested in wildlife conservation, and how many creatures around the world are now endangered. However, the appeal of my favourite nature programme is that the presenters and film crew are actually based on a farm not that far from where we live. They do things like setting up cameras to watch baby birds hatching, or to show how the seals that live off the coast survive. It's so informative – and it's made me think about a career in that field as well.

Speaker 5

I love watching wildlife programmes, either on TV or online, and I've learnt a lot about nature and what we're doing to the planet from them, I mean, how we put our wildlife in danger. My favourite programme has a different focus, though. It's about the kind of creatures you'd never see near where you live, or even on a safari somewhere exotic. It shows you much less well-known creatures, ones you don't see on an average wildlife programme or website, or even hear about unless you really research them, for example, white rhinos. I've learnt a lot about really rare creatures that I'd never have known about otherwise, from this show.

LISTENING PART 4

46 Exam practice

You will hear an interview with a student called Katie Cross, who is talking about her hobby of kitesurfing.

Interviewer: I'm with Katie Cross, who's going to tell us about her favourite sport, kitesurfing. Katie, what is kitesurfing, exactly?

Katie: It's just what the name suggests – you stand on a surfboard in the sea, and a kite above you catches the wind and pulls you along as you surf the waves. It's great fun!

Interviewer: So what appeals to you about it?

Katie: Well, let's see. I'm interested in keeping fit. I go running every evening, and I enjoy that – in fact, it's built up my strength for kitesurfing. And luckily I live by the sea, so I'm able to kitesurf several times a week if I wish. But I've discovered it's also had a really positive effect on my studies, which is strange, but great! If I know I'm going kitesurfing, I try doubly hard to get stuff done – this means I'm keeping up my fitness and not sitting too long at my desk.

Interviewer: But it's not a sport that would suit everyone, is it?

Katie: Well, I don't know – most people do enjoy it once they try it. I mean, you need to be somewhere with good access to water to do it and obviously that's not straightforward for everyone. And even if you are, not everywhere offers kitesurfing facilities. I have to admit, the equipment you have to get initially isn't exactly cheap – but once you've bought it, you're all set! And if you travel a lot to kitesurf, for example by plane, it's possible to carry what you need with you if you get a kitebag with wheels and take your board apart.

Interviewer: Did you love kitesurfing the first time you tried it?

Katie: Oh, my first day was great. I knew my instructor was trying to get older people to try it, so even though I wasn't the youngest person, there were a number of people who were considerably older than me. Out on the water, it wasn't as difficult as I thought it would be. I mean, it looked like hard work to hold on to the kite from the shore, and I didn't have great muscle power in my arms at that stage, but actually I was perfectly strong enough to do it. I was pretty exhausted after that first session, though!

Interviewer: And you learnt really quickly after that, didn't you?

Katie: Yeah, I was up on my board and kitesurfing along the water after a week or so, although I was told most people do take longer than that. But it was such great fun, and I was just so keen to get going that I definitely wasn't prepared to fail! And I don't think I was particularly gifted at it, either – it was just a question of hard work to improve!

Interviewer: And is kitesurfing a very sociable sport?

Katie: Oh, yes! I've met great people while I've been doing it. I mean, unlike what you'd perhaps expect, they're not all great watersports fans who've been doing it for years. But because they have a shared passion for the sport, they just get along. The people in my group don't compete against each other, either, and will soon help you get launched if you're having problems. It's a real community!

Interviewer: So do you have any advice for people taking up the sport?

Katie: Well, I actually took some additional swimming lessons with a certified instructor at the beginning, because I realised I wasn't confident about handling things like currents and tides in the water. That's really important for your safety, so if you have a similar problem, I'd say try that. Once you've got over that, and learnt some techniques to stay on the board behind your kite, you'll soon be away.

Interviewer: So tell us more about your plans!

Katie: Well, I've decided my future lies with kitesurfing, so I'm considering becoming a qualified instructor. But first, to build up my skills a bit more, some friends and I are busy preparing for a visit to some South American countries, where the beaches are supposed to be fantastic for the sport. I hear there will be plenty of competitions there if we want to take part, although I may just wait till I get there to decide!

Interviewer: Thanks, Katie!

Teacher's Notes & Keys

Test 1

Reading and Use of English

Part 1

Task type:

Multiple-choice cloze containing eight gaps.
There are four multiple-choice options for each gap.

Training



Cambridge English: First for Schools candidates often have problems using the correct prepositions.

Prepositions are an integral part of the Use of English test. This task highlights how they can be used in phrases.

- 1 Ask students to complete the sentences individually and then check in pairs before checking as a class. Alternatively, write the expressions with the prepositions on the board and ask students in pairs to work on the answers. Invite students to the board to complete the phrases. Use the sentences in the book to provide a context and ask students about the meanings of each phrase.

1 Under 2 under 3 on 4 in 5 at 6 in
7 At 8 under 9 on 10 At

- 2 Brainstorm ideas for what to do if students need to move school. Write these ideas on the board and then ask students to quickly read the text, ignoring the gaps, and check if their ideas were included. Then ask students to complete the gaps with a preposition from Exercise 1.

1 in 2 on 3 in 4 in 5 at 6 on 7 under

Extension

Encourage students to keep a record of any phrases that include prepositions. A good way of doing this is by asking your students to start a lexical notebook as this will help them organise and revise their vocabulary.

Lead-in

Explain what collocations are: a combination of two or more words that are often found together. There is often no grammatical reason why these words are used, but they sound 'right' to a native speaker. If you have a monolingual class, ask students to suggest some collocations from your students' own language to highlight their importance.

- 3 Students work individually to decide on the correct verb. Check in pairs and then as a class.

1 go 2 get 3 caught 4 go 5 caught 6 gave
7 came 8 getting 9 came 10 giving

Extension

Ask students to use a good dictionary, either online or in book format, to find out which of the collocations are mentioned. If your class has access to more than one dictionary, you could run an evaluation to find out which one offers the most information.

- 4 Students complete the exercise in pairs and then check together as a class. If you have used a dictionary in the previous extension exercise, you could encourage further use in this exercise.

1 B 2 D 3 A 4 A 5 C 6 A 7 C 8 D

- 5 Ask students to quickly read the text and see if anyone else has had a similar experience. Ask students to try to complete the text without initially looking back at the verbs. Check answers as a class.

1 come 2 announced 3 give 4 got 5 got

- 6 Just as with the prepositions from Exercise 1, encourage students to record these prepositions in a lexical notebook. Alternatively, you could use a class blog to organise prepositions or a wall display that you can add to over time. Students complete the exercise in pairs and then check together as a class. Encourage the use of dictionaries if you have access to them.

1 addicted to	2 afraid of	3 allergic to
4 anxious about	5 ashamed of	6 enthusiastic about
7 excited for/to/about	8 famous for	9 good for
10 guilty of	11 married to	12 proud of
13 similar to	14 suitable for	15 worried about

- 7 Students complete the exercise in pairs and then check together as a class.

1 afraid of 2 good for 3 famous for 4 allergic to
5 addicted to 6 excited / enthusiastic about 7 ashamed of
8 similar to

Lead-in

This exercise highlights the differences between words which are quite similar. Put students into small groups and ask them to look at each group of words before looking at the questions. Students should try to identify the differences between the words. The differences might be meaning, grammar, collocation or usage.

- 8 Students work in pairs or small groups to answer the questions. Check as a class. Make sure students are aware of the differences between the words.

1 estimate	2 predict	3 aim	4 forecast
5 recommend	6 display	7 advise	8 indicate
9 view	10 look	11 scene	12 sight
13 music	14 rhythm	15 song	16 concert
17 actually	18 normally	19 generally	20 mostly

Exam practice

Ask students to time themselves as they do the exercise. Explain that it is not a competition, but it is useful to know how quickly they do each task so they can be better prepared for the exam. You or your students should keep a record of their results and their timings for each part to show progression and to identify any areas that need more work.

1 B 2 D 3 A 4 C 5 C 6 A 7 D 8 B

Part 2

Task type:

An open cloze test containing eight gaps.

Training

Lead-in



Cambridge English: First for Schools candidates often have problems using comparatives and superlatives.

Although students at this level have been exposed to comparatives and superlatives many times, they often have problems with accuracy. Quickly revise how comparatives and superlatives are formed, focusing on aspects such as long/short adjectives, spelling and comparisons of equality, for example *as good as*.

- 1 Ask students to work individually to complete the sentences before checking in pairs and then as a class.

1 The 2 many 3 as 4 not 5 least 6 much
7 fewer 8 most

- 2 Students complete the exercise in pairs and then check together as a class. During feedback, explore why the alternative answer was incorrect and see if students can reformulate the sentence using the other option.

1 as 2 any 3 many 4 as 5 most 6 less

Extension

Provide a number of sentences about studying English and/or about the *Cambridge English: First for Schools* exam that use a comparative or a superlative. For example *The exam is not as hard as I thought it would be*. *Part 2 of the Reading and Use of English is the most difficult*. *The Speaking paper is easier than the Reading paper*. Ask students if they agree or disagree. If students disagree, ask them to rewrite the sentences. Students then compare their ideas. This can be a useful exercise for you to identify any problems your students might feel they have with a particular part of the exam.



Cambridge English: First for Schools candidates often have problems using countables/uncountables

- 3 As with comparatives and superlatives, countables and uncountables are concepts that students have come across many times, but often struggle with using accurately. Students work in pairs to organise the words and phrases into the columns. During feedback, give some example sentences to help identify differences.

plural countables	uncountables	plural countables or uncountables
many (a) few a small number of several	much (a) little a large amount of a good deal of	plenty of a lot of

- 4 Students complete the exercise in pairs and then check together as a class. During feedback, explicitly ask if the sentences use a countable or uncountable phrase.

1 many 2 little 3 a lot of 4 Several 5 plenty of 6 amount of
7 a good deal of 8 a few

- 5 Ask students to find the mistake in each sentence. Encourage students to check back with the table in Exercise 3 if they are not sure. Check as a class and again be explicit about whether something is countable or uncountable.

- 1 Few people don't have mobile phones nowadays.
- 2 These new planes are so small that little **luggage** can be carried on.
- 3 Many governments are trying to increase investment in schools.
- 4 In my opinion, pollution **is** going to be the biggest problem we face in the future.
- 5 The lifeguard gave us good **advice** about where we could and could not surf.
- 6 A large **amount** of traffic is on the roads nowadays causing lots of congestion.
- 7 Many candidates for the exam fail because they do not realise they have **little** time.
- 8 I just don't understand why a large **amount** of rainforest is being destroyed.

Lead-in

Write the words from the box on the board. Ask students for example sentences and write them on the board too. Explore with the class the differences between the words and how they can be used, focusing on the differences between *so* and *such*, and *too* and *very*.

- 6 Students work individually to complete the sentences. Check in pairs and then as a class.

1 enough 2 too 3 so 4 such 5 enough 6 such
7 too 8 such

- 7 If you have started a project to record prepositions in the exercises from Part 1, use this exercise to add some more. During feedback, explore why the preposition has been used; for example, is it part of a phrasal verb? Does it follow a noun?

1 to 2 on 3 in 4 out 5 up 6 at 7 off 8 up

Exam practice

Encourage students to quickly read the whole text before they start to identify the missing word. Time how long they take to do the activity and their results.

9 as 10 to 11 on 12 much 13 so 14 what 15 one 16 for

Part 3

Task type:

Word formation in a text containing eight gaps.

Each gap corresponds to a word.

The stem of each word is given beside the text and must be changed to form the missing word.

Training

Part 3 tests how well students can manipulate word families to make verbs into nouns or adjectives into adverbs, for example. Students need to be aware of prefixes, suffixes, spelling changes and other irregular ways to change words. The examples given in the following activities are not exhaustive as there are many possibilities. Encourage students to find their own examples of word families and use them in their writing practice.

- 1 This is a review activity just to check everyone knows the grammatical language being used. If students have any problems, discuss the different types of words and what roles they perform.

1 noun 2 adverb 3 verb 4 adjective

- 2 Write the suffixes on the board and elicit one or two examples of words with each of them. Students work in pairs to complete

the word transformations before checking as a class. During feedback, write the words on the board to make it easier to check for spelling changes.

1 laziness	2 payment	3 racism / racing
4 similarity	5 greeting	6 decorating/decoration
7 partnership	8 ability	9 government
10 relationship	11 argument	12 approval

- 3 After students have completed the exercise, put them into small groups and give them two minutes to think of as many other examples as possible using these suffixes.

1 harder	2 clarify	3 economise	4 lessen
5 sympathise	6 shorten	7 identify	8 finalise

- 4 Put the suffixes on the board and elicit some examples before students do the exercise in pairs.

1 funny	2 fashionable	3 peaceful	4 accidental
5 considerable	6 disastrous	7 distinctive	8 promising
9 extendable	10 expensive	11 addictive	12 magical

- 5 Elicit the fact that the most common way of forming an adverb from an adjective is to add *-ly*, but stress that there are some exceptions. During feedback, focus on the spelling changes of words like *hungrily* and elicit the rule that if a word ends in *-y* it changes to *-i* before adding *-ly*. Check students understand the difference in meaning between *hard* and *hardly*.

1 hardly / hard	2 fast	3 peacefully	4 terribly
5 hungrily	6 well	7 easily	8 increasingly

- 6 This exercise looks at words that are changed without the use of suffixes or prefixes.

1 choice	2 truth	3 weight	4 life
5 flight	6 heat	7 length	8 proof
9 success	10 growth	11 height	12 death

- 7 Encourage students to identify the word type – noun, verb, adjective or adverb – before they fill in each sentence. Check the answers as a class.

1 Cruelty	2 homelessness	3 surprisingly	4 shorten	5 famous
6 surprise	7 wedding	8 calmly		

Extension

Go back over some of the words covered in Exercises 1–7 and develop word family lists. For example, in Exercise 2, students know *lazy* is the adjective and *laziness* is the noun, but encourage them to find out the verb (*laze*) and the adverb (*lazily*).

Exam practice

Encourage students to read the text quickly to get an idea about what it is about. Before they start to fill in the gaps, ask them to decide if each gap needs a verb, noun, adjective or adverb.

17 greetings	18 depressing	19 disappeared	20 decorations
21 promising	22 unexpected	23 knowledge	24 memorable

Part 4

Task type:

Key word transformation of six separate items, each with a lead-in sentence.

Training

- 1 Ask students to cover the definitions and just look at the phrasal verbs. *Do they recognise any of them? Can they provide a definition or an example sentence?* Students can then check their ideas by doing the exercise.

1 b 2 e 3 g 4 d 5 h 6 c 7 f 8 a

Extension

Provide some examples of open questions using the phrasal verbs, for example *What are you looking forward to? Who do you look up to at school?* Ask students, individually, to write similar questions for the rest of the phrasal verbs. Students then work in pairs to ask and answer the questions. During feedback, find out if there were any surprising answers.

- 2 Encourage students to read the email quickly and not worry about the gaps. Ask students if they think the holiday ideas are good ones. Ask students to fill in the gaps initially without referring to the list of phrasal verbs in Exercise 1. Check as a class.

1 looking forward to 2 come up with 3 put up with 4 cut down on

Extension

This email is an example of what students might need to produce in Part 1 of the Writing paper. Ask students to write a reply to Omar as writing practice.

- 3 Students use the email from Omar as the context to answer the questions. During feedback, check the pronunciation of the past modals, especially the weak form of *have* / əv /.

1 must live 2 may be studying 3 can choose 4 can't be
5 might have become 6 can't have seen

- 4 Students look at the use of the modal verbs in each sentence to answer the questions.

16 22 31 44 55 63

- 5 This exercise focuses on verb patterns which can be difficult for students to remember but are very important for this part of the exam. Encourage students to make a list of verbs that are followed by *-ing* or *to* + infinitive, and verbs that can be followed by either pattern.

1 to be 2 doing 3 shopping 4 to tell 5 to give

Extension

After you have worked through any of the texts from the Practice Tests in this book, ask students to read them again and analyse them for the verb patterns.

Exam practice

Stress to students that each question in Part 4 is worth two marks, so even if they make one mistake they can still get a mark. Before giving feedback to the class, ask students to check each other's work. This will help them develop error correction skills which are important for this question.

25 came up with
26 fall asleep for
27 might / may not have
28 needs charging once
29 so much time doing
30 same shirt on as

Part 5

Task type:

A text followed by six four-option multiple-choice questions.

Training

Lead-in

Discuss with students the different approaches people can take to reading different texts. Provide different scenarios such as: 1 You have an exam the following day and a folder of notes. 2 You are online looking for the time a film starts at your local cinema. 3 You are reading the rules to a game so that you can explain them to your friends. 4 You are looking for the football results in a newspaper. Make students aware that we read in different ways depending on what the text is and what information we want to find. Discuss which strategies might be useful for exams.

- 1 Ask students to quickly skim the text to get an idea of what it is about. Then ask students to work in pairs to tell each other what they can remember. If students ask you the meaning of certain words, instead of telling them, encourage them to either guess from the context or wait until the end of the exercise.
- 2 Students work in pairs to discuss their ideas to this question. There is more than one possible answer for each of these questions, so during feedback encourage students to justify their ideas with evidence from the text. The process of interpreting a text in this manner is important for answering the questions in Part 5 of the exam.

Hansori experiences a mixture of feelings including relief at being back in competition, perhaps slightly nervous about being on his own at the side of the track, although this isn't explicitly mentioned, disappointed to have broken his leg and missed so much time, but excited about being able to 'fly through the air'.

- 3 Give students time to examine the sentences and relate them to the text. Encourage them to underline the part of the text that gives them the answer. Stress that the answer must come from the text and not what we might imagine the person is feeling. Students should underline: *All the hard work in getting back to fitness would soon be rewarded. The opportunity to fly through the air made everything worthwhile.*

C

- 4 This exercise practises reference devices which act as scaffolding for a text and are often tested in this question. Students work in pairs and then check as a class.

1 A 2 B 3 B 4 C

- 5 Ask students to read the final paragraph again quickly. Give them time to analyse the questions and underline the parts of the text that provide the answer. Check as a class.

relief flooded through him; He punched the air in delight and was almost as happy as the time when he won the national championships; He tried to ignore the fact that he was so happy and focus on how to improve, how to get better.

- 6 Ask students to answer the question and compare their answers in pairs.

B

Extension

Ask students to work in pairs and talk about a time they took part in a sporting event: *How did they feel? How did they perform? Have they ever had a serious injury? What happened?* If students are not very sporty, encourage them to talk about some other performance, for example, a musical or theatrical performance.

Exam practice

Lead-in

Give students a maximum of two minutes to read through the text. Explain that this is important to help them get the general sense of the article and understand what type of text they are reading. Ask some comprehension questions of the whole class: *Where might you read this text? Who wrote it? What is the oldest book mentioned? Which book would the writer remove from the list? Why?*

Students go through the questions individually. Remind students to underline the part of the text that provides the answers. Check answers as a class and encourage students to justify their opinions before you confirm the right answers. Remember to time how long they spend on the question and keep a record of their results.

31 C 32 B 33 A 34 B 35 C 36 B

Part 6

Task type:

A text from which six sentences have been removed and placed in a jumbled order after it.

Training



Cambridge English: First for Schools candidates often have problems using synonyms. At this level they should be expanding their knowledge of synonyms and which are used in specific contexts.

- 1 Synonyms are often used by writers to link ideas in a text without repeating the same word. Write the words in the box on the board and ask students to think of any synonyms for them. Then ask them to check if the words they suggested are in the exercise. Check answers as a class.

- 1 agree: allow, approve
- 2 child: infant, youngster
- 3 considerate: attentive, thoughtful
- 4 evening: dusk, nightfall
- 5 reliable: dependable, trustworthy

Extension

Put students into small groups and provide more words for them to find synonyms for. You could let them use dictionaries. Add an element of competition by awarding one point for each appropriate synonym and five points for a synonym that no other group can suggest.

- 2 Understanding linking expressions such as the ones in this exercise can help students identify the appropriate order of items in a text, which is one of the main things tested in this question. Check that students are comfortable with the differences between *purpose*, *reason* and *result*. Students then work in pairs to categorise the linking expressions. Check as a class.

- 1 reason 2 result 3 reason
- 4 purpose 5 reason 6 purpose

- 3 Students work individually to join the sentences before checking with a partner and then the class.

- 1 Many schools want their students to wear school uniform so that they feel part of a community.
- 2 It's a good idea to do homework as soon as you get it just in case you have a problem later and are not able to finish your homework in time.
- 3 Gina chose to wear make-up so as to look older. / So as to look older, Gina chose to wear make-up.
- 4 Since you have to wake up early tomorrow, you should go to bed early. / You should go to bed early since you have to wake up early tomorrow.
- 5 Many people believe SuperA produces the best phones so it can charge a lot of money for its phones.
- 6 I think you are going to be very successful because you have done a lot of hard work to prepare for the exam. / Because you have done a lot of hard work to prepare for the exam, I think you are going to be very successful.

Exam practice

Lead-in

Give students two minutes to read through the text with the gaps and then ask some general comprehension questions, for example *What are some of the main differences between an outdoor school and a traditional school?* Try not to answer any vocabulary questions until after students have finished the task as dealing with unknown vocabulary is part of the test.

Do the first question with the class as an example. Encourage students to look at the sentences before and after each gap, and then look at the options. If they find one that is obviously the answer, move on to the next gap. If they are not sure, come back to it later when there will be fewer options left.

37 C 38 F 39 D 40 G 41 E 42 A

Extension



Cambridge English: First for Schools candidates often have problems using time phrases correctly.

Look again at the answers and ask students to identify the clues that could help them. The main things students should be looking for are: names and pronouns (*he, his*), chronology (*then... finally ...*), contrast words (*however... but...*), cause and effect (*as a result ... Therefore...*), repetition and synonyms. Ask students to identify which ones were used in the exam practice reading.

Once you have finished analysing the text, ask students if they would like to study in a place like the Hamburg Outdoor School. What advantages and disadvantages would there be for them? Ask students to go online and find the school's website. They should then come back to class with one or two interesting facts about the school.

Part 7

Task type:

A text or several short texts, preceded by ten multiple-matching questions.
Candidates must match a prompt to elements in the text.

Training

- 1 Ask students to quickly read the first text and answer the questions. They should underline the parts of the texts that show them the answers.

- 1 a review of a game
- 2 online, maybe a shopping site
- 3 positive

- 2 Ask students to read the next two texts and answer the questions about all three online reviews. Again, encourage students to underline the parts of the texts that provide the answers. Students check in pairs and then as a whole class.

1 Karima 2 Pawel 3 Zhang, Karima 4 Karima 5 Pawel

Extension

Ask students if they have ever written an online review for a game, restaurant, product or anything else. Ask them if they pay attention to other people's reviews when thinking about buying or downloading something. Put students into pairs or small groups and ask them to talk about a particularly positive or negative experience they have had when buying something. Once they have talked about their experience, ask them to write their own reviews.

Exam practice

Lead-in

Discuss exam strategies with your students for this type of question. There are basically two strategies that could be used: read the questions first or read the text first. The questions come first in the exam because reading them is the most common strategy. If students wish to follow this strategy, they should read the questions and underline the key words and then read the text to match the questions. However, some people claim that there is just too much information to handle by following this strategy and so prefer to read one text, or one part of a large text, and then check which questions match it. There is no 'correct' strategy, so encourage your students to experiment now rather than in the test.

Before looking at the texts, ask students if they, or anybody they know, have ever run a business. It doesn't have to be anything big and formal and could include running a charity drive or a club at school. Ask students to brainstorm the characteristics needed in a teenage businessperson.

Give students two minutes to quickly skim through the four texts so they know what each one is about. In pairs, ask students to briefly talk about the similarities and differences between each person. Students then, individually, match the questions to the answers.

43 D 44 A 45 B 46 B 47 D 48 B 49 C 50 A 51 C 52 C

Extension

Ask students to do some research on real-life teenage businesspeople. They could look for examples from their own country or from around the world. Students should prepare a short informal presentation based on the information that they find and then write a paragraph or two using this information.

Test 1

Writing

Part 1 (essay)

Task type:

An essay of 140–190 words giving an opinion and providing reasons for the opinion.

Training

- 1a This exercise is aimed at helping students to develop strategies for tackling a Part 1 question. In particular, it focuses on understanding the instructions. Ask students to read the instructions in the box carefully. Then get the students to underline the key words. The first section of the exam question tells them what the general topic is.

In your English class, you have been talking about the importance of physical exercise and sport for young people. Now your English teacher has asked you to write an essay.

- 1b Ask students to discuss in pairs how much exercise they get in different situations.
- 2 Ask students to look at the phrases in the box which relate to physical exercise. Then get students to work individually to match the definitions with words or phrases from the box, and then compare their answers in pairs.

1 stamina 2 posture 3 self-confidence 4 risk of obesity

Extension

Students spend a few minutes in pairs writing definitions of the words and phrases not already used and then swap with another pair to see if they can find the answers.

- 3a Ask students to look at the verbs in the box. Refer them to an English-English dictionary, but be prepared to help them with any further questions.
- 3b Ask students to group the words according to meaning. Some words can go in more than one group.

1 boost	build up	develop	improve	increase	strengthen
2 boost	build up	increase	raise		
3 lower	reduce	weaken			

- 3c Ask students to write a few sentences about physical exercise using the verbs and phrases from the earlier exercises.
- 4a Students look again at the instructions for the Part 1 essay task in Exercise 1, before looking at the rest of the essay task and the notes accompanying it.
- 4b Students should decide if they agree with the essay statement. Before doing so they need to consider the notes and complete a list of possible points they can make in their essay.
- 4c Students need to include a third point in addition to the two points given to them. Students should look at the five ideas given and decide which to use as their third point. They should answer the three questions to help them make their choice.

1 d b 2 c a 3 e

- 5 Ask students if they agree or disagree with the statement in the essay task. They should decide which of the points in Exercise 4 they would include in their essay. They should also consider if there are any alternative points they want to make.
- 6 Students read the sample answer and decide if Martin, the writer, agrees or disagrees with the statement.



Cambridge English: First for Schools candidates often have problems using the correct paragraph structure in their writing.

- 7a Students look at Martin's essay and decide the purpose is of each paragraph and count the sentences in each paragraph.

Paragraph 1 Introduction to the topic and a statement of opinion

Paragraph 2 Explaining general health benefits of sport

Paragraph 3 Additional health benefit of sport: sport actually helps students to study

Paragraph 4 Additional benefit of encouraging essential life-long skills

Paragraph 5 Conclusion and statement of opinion

There are three sentences in each main paragraph and two in the introduction and in the conclusion.

- 7b Students look at Martin's paragraph and decide if paragraph 3 and 4 follow a pattern.

Yes, they do follow the same pattern.

- 8a Students look at the essay plan of another student (Helena). Encourage them to think about how they can write their own similar essay plans writing a topic sentence or idea for each paragraph.
- 8b Students should put the sentences from Helena's essay in the best order.

Possible answer

a 1 b 8 c 6 d 9 e 2 f 7 g 5 h 3 i 4

Extension

Students could write their own answer either in class or for homework. If they do it in class, consider these two approaches: 1. They write their answer and check it, say within a 30-minute time limit 2. They could be put in pairs or small groups to produce part of the essay each. This could be done on flip charts or computers. Display the results to the whole class, and get everyone to look at the work and suggest corrections. Remember to emphasise the positive aspects of the work and remind students to do the same. This can work well—provided classmates trust each other, but don't attempt it unless they are likely to handle it well.

Exam practice

Lead-in

Ask students to work in pairs to produce three arguments in favour of the statement and three against it. Write the students' ideas on the board. Discuss which of the ideas cover the points in the notes, and which could be used as extra 'own ideas'. Then ask students (in pairs) to plan the essay together, using some of the ideas on the board as discussed, and making sure that their essay will cover the points in the notes, as well as incorporating their own idea.

The students write their essays individually, in about 30 minutes.

Sample answer

School students generally participate in team sports, like football or hockey, and individual sports, like running or swimming. But are the former more worthwhile than the latter?

In my opinion, it is more fun to take part in team sports at school, because you spend time with your classmates doing something apart from studying, and learn new skills together outside the classroom. Individual sports are enjoyable, too, but lack the element of co-operation that makes being in a team such a special experience. Indeed, playing with others in a team means having to do your best, even when you may not feel like it, so as not to let your team-mates down. People have to turn up to practice sessions on time, or the performance of the whole team can suffer. If you are doing sport as an individual, nobody relies on you in this way.

Of course, not all students are good at sport, but being in a team gives everyone an opportunity to join in, whatever their individual ability. All in all, I believe that team sports are better for school students than individual sports.

(187 words)

Part 2 (letter / email)

Task type:

Writing a contextualised writing task in 140–190 words

Training

- 1 Remind students they should always justify their opinions in the exam. Ask them to read the four extracts and to underline where the writer justifies an opinion or piece of advice.

1 because you'll understand a lot more of the story. If you watch a film first and then read the book, you might get bored.
2 It's bad for your health
3 we don't have enough time to get from one lesson to the next.
4 it'll feel more personal if you invite only a few of your best friends, because you'll have more time to talk to each of them.

- 2a Students read Paula's email and think about what is being asked in the exam task. They underline the key words in the email.
2b Ask students to work in pairs to discuss what advice they would give and how they would justify it.
3a Ask students to read Antonio's reply to Paula. They compare Antonio's ideas with their own ideas from Exercise 2b.
3b Students should work in pairs to discuss what the purpose is for each paragraph in Antonio's email.

Paragraph 1 Friendly introduction to the topic and apology
Paragraph 2 Acknowledgement of problem and offering a solution / advice
Paragraph 3 Offering further examples of other solutions/advice
Paragraph 4 Friendly ending with reassurance

- 4a Students discuss in pairs why Antonio included the sentence:
Sorry I haven't replied sooner, but I've been really busy.

Antonio is apologising and being polite. It is also a good way for Antonio to show the examiner a wide range of vocabulary and grammar.

- 4b Antonio invented the reason for not replying sooner to Paula. Ask students to look for another sentence in the third paragraph where Antonio invents information to make the email feel more real.

I remember you love painting

- 5 Ask students to match the sentences from Antonio's email with the advice.

1 c 2 d 3 b 4 a

- 6a Ask students to read the extract from Marek's email and identify what the problem is.

Finding things to do on a six-week holiday without spending too much money.

- 6b In pairs students take it in turns to give advice to Marek, using as many of the phrases as they can.



Cambridge English: First for Schools candidates often have problems using dummy subjects *it* and *there* correctly.

- 7a Ask students to find examples of sentences which mean the same as sentences a and b. Antonio's sentences use the dummy subject, which means the important information comes at the end of the sentence and is more prominent.

- a It's really important to spend time with people who aren't in your class.
b I know you don't like sports, but there are lots of other clubs you can join.

- 7b Ask students to rewrite the four sentences using the dummy subjects *it* or *there*.

- 1 It can be difficult making friends in a new school.
2 There are lots of different things to do to keep busy over the summer.
3 There are two ways to solve this problem.
4 It is a good idea to invite some friends around after school.
5 There might be some people you'll really like in your dance class.

Extension

Students write a reply to Marek's email.

Exam practice

Ask students to discuss Jo's problem in pairs. Ask: *Do you sympathise with Jo, or do you think Jo's parents are right? What do you do when you get home? What advice would you give Jo?*

Now ask students to write their reply to Jo in about 30 minutes.

Sample answer

Hi Jo,
Good to hear from you! Sorry you're having a problem with your parents, though. I know what you mean about wanting to just do nothing after school, and I certainly don't always feel like getting my homework done as soon as I've finished school for the day. But I can also understand their point of view. I mean, once you're with your friends, if you're anything like me, then you'll probably get absorbed in some fantastic video game, and before you know it, it's dinner time. And if, like me, you have two or three hours' homework to do every evening, then you can end up going to bed feeling really tired! So perhaps you could suggest something like this to them: how about them letting you have an hour to relax, after which you absolutely promise to do all your homework? And if you don't keep that promise, then you'll have to do your homework first the following day. That way, they'll learn to trust that you really can manage. It's just an idea, but it might work.
All the best,
Ricardo
(188 words)

Part 2 (story)

Task type:

Writing a contextualised writing task in 140–190 words

Training

- 1a Students read the exam task carefully. Ask students to see who they have to write a story for. In this case it is for the readers of a class story competition or people roughly their own age.

- 1b Students discuss the answers to the questions. There is no right or wrong answer as to who Angela is, but it helps the student to imagine the story if they can visualise a person or people in it. It is also a useful reminder that the story is not about themselves, but another person, so they shouldn't accidentally slip into the first person halfway through their answer. It is also important they refer consistently to the character(s) in the story with no accidental name or gender changes. The questions should get them to start thinking about what their storyline will be. This is important, as in the exam they will need to have a general idea and plan of how the story will progress to the end, so they don't run out of ideas halfway through.

- 2a Students read part of Erik's story and identify which questions in Exercise 1b it answers.

Why was Angela in the room? Who was the message from? What did it say? Was the message about an animal? What sort of animal? Did the mistake happen before Angela read the message or after?

- 2b Before doing the task, ask students to suggest extra information that could be added to the story. Adding extra information will help make a story more interesting and ensure that students write enough. Students look back at the story and suggest where the additional sentences could be put.

When Angela saw the message on her phone [1], she ran out of the room. She had been watching a film at her friend's house. 'I've just had a message from my dad,' she explained to her friend. [2] He said there are snakes in the kitchen. I need to help him! [3][4] [5] When she opened the door, she saw her dad lying on the sofa. [6] 'Are you OK, Dad?' she called. 'Yes, absolutely fine,' replied her dad. [7] 'But what happened to the snakes in the kitchen?' asked Angela. 'Snakes!' exclaimed her dad. 'I meant snacks! My phone must have changed my spelling!'

- 3a In pairs, students to look at the examples of direct speech from Erik's story and answer questions 1 and 2.

- 1 explained, called, replied, asked, exclaimed
2 No



Cambridge English: First for Schools candidates often have problems using reported speech.

- 3b Ask students to look at the examples of reported speech from Erik's story and answer the questions 1–6. Students could try doing this exercise on their own, and then compare their answers with a partner.

- 1 reported speech: a b reported thoughts: c d e f
2 'There are snakes in the kitchen.'
'Come home immediately.'
I need to get home as quickly as possible!
Where could the snakes have come from?
Mr Jones keeps some dangerous snakes in his house! Maybe they have escaped from their tanks.
3 reported question: d reported instruction: b
4 c (she knew she needed) e (she remembered Mr Jones kept) f (Maybe they had escaped)
5 a is in the present tense, because it is still true at the time that Angela is speaking. However, *He said there were snakes in the kitchen* would also be acceptable. In d, modal verbs are usually unchanged in reported speech.
6 There is no reporting verb in this sentence but there is still a change in the tense. This sentence follows on from the reporting verb in sentence e.

- 3c Students work in pairs to change the examples in 3a to reported speech.

- a Angela explained (that) she'd had a message from her dad.
b She called to ask her dad if he was OK.
c Her dad replied that he was absolutely fine.
d (He said that) He was just having a nap before lunch.
e Angela asked what had happened to the snakes in the kitchen.
f He expressed surprise about the snakes.
g He explained that he had meant snacks and that his phone must have changed the spelling.

- 4 Students choose one of the reporting verbs from the box to report each of the sentences.

Possible answers

- 2 Ron warned that he didn't think my plan would work.
3 Stella reminded me to call.
4 Millie suggested starting again from the beginning.
5 The child enquired how much longer the journey would take.
6 He promised he hadn't told anyone my secret.
7 She guessed there were over a thousand people there.

- 5a Ask students to look at the sentences and decide in which one the speaker is sure or certain

3

- 5b Ask students to underline the past forms of the modal verbs.

- 1 must have had 2 might have escaped 3 can't have been
4 may have heard 5 could have been

- 5c Students rewrite the underlined sentences using the modal verbs from Exercise 5a.

- 1 It might/may/could have escaped or someone might/may/could have stolen it.
2 Someone must have broken in.
3 Could it have been a lion?
4 They can't have finished yet.

- 6a Ask students to read Tanya's story. Brainstorm possible titles for the story. The class votes on the title they prefer.

- 6b In pairs, students read the story again and to find examples of the things a–e.

- a an animal: black cat
b a mistake: wrong room
c speech marks: 'You're in the wrong room; the exam is in room 1742.'
d reported speech or thoughts: Where on Earth was room 1742?
And who could have sent that message? Had it tried to tell her something?
e past forms of modal verbs: could have sent, must have imagined

- 6c Ask students which story they prefer. Encourage them to explain why.

Exam practice

Lead-in

Ask the students to read the question carefully. Then ask them to imagine what the box looks like. Ask: *Is it large or small? What is it made of?* Ask students to write down three words describing the box. Then ask them to decide how a friend will feature in their story, and what the surprise might be. Can students think of a title for their story?

Remind students that their story must start with the sentence given, and ask them to copy the sentence down, to start the story. Then give them 30 minutes to write the rest of the story.

Sample answer

The birthday present
When Leo saw the box in the shop window, he knew he had to buy it. It was his friend Sarah's birthday party in less than a week, and he'd been wondering what to take as a present. The small wooden box in the window seemed perfect!
The shopkeeper looked pleased when Leo asked to look at the box and told her why he wanted to buy it. All round the sides, there were tiny paintings of people dancing, and when Leo opened it, there was a small key inside.

'What's that for?' asked Leo.
The shopkeeper smiled. 'Wait and see,' she said. 'Shall I wrap the box up for your friend now?'
On the day of the party, Leo couldn't wait for Sarah to open her present. When she saw the little box, she was delighted.
'Have a look inside!' said Leo.
Sarah lifted the lid and took out the key. She put it into a small hole in the side of the box, and turned it carefully. To everyone's amazement, out of the box came the most beautiful music they had ever heard! (188 words)

Test 1

Listening

Part 1

Task type:
Multiple-choice
One multiple-choice question per short monologue or exchange, each with three options.

Training

- This activity is aimed at encouraging students to look carefully at the context sentence and the focus question before they listen; to think about what they are going to hear, and to focus on the aspect of the recording that is being tested, e.g. the feelings, attitudes and opinions of speakers or the main message behind what is said.

Question 1

Ask students to read the context sentence in the rubric and then ask: *Who is talking? What are they talking about? Look at the question and the three options. What are they going to do on their friend's birthday? What reasons might they have for going to one cinema rather than another? Whose opinion are we listening for?* Ask students to read the audioscript and underline the sections that tell us the answer. They can work individually on this and then compare with a partner.

B

Question 2

Ask students to read the context sentence in the rubric and then ask: *How many people are you going to hear? What are you listening to? Look at the question and the three options. What are you listening for?* Ask students to underline the most important words in the question (*What time*). Students then look at the audioscript and find the same two words in the question. Ask *What is going to happen at this time? How do we know? So which is the correct answer?*

C

Question 3

Ask students to read the context sentence in the rubric and then ask: *How many people are you going to hear? What are you listening to? Ask: what sort of language they expect to hear when somebody is giving advice? What sort of advice are you likely to hear in relation to a marathon race?* Ask students to look at the audioscript and, without looking at the options A, B or C, find the answer to the question. Then they look at the options and choose the correct answer. Ask students to explain why the other two options are not correct.

C

Question 4

Ask students to read the context sentence in the rubric and then ask: *How many people are you going to hear? What topic will you hear about? Have you ever been fishing? Do they know any vocabulary connected to fishing? Can anyone go fishing anywhere?* (Pre-teach *licence* if this concept is unfamiliar to them). Look at the question. *Underline the three words that tell you the type of language and information you're listening for.* Ask students to look at the audioscript and, without looking at the options A, B or C, to find an example of somebody making an offer. Then look at the options and choose the correct answer. Students compare in pairs and explain why the other two options are not correct.

A

Question 5

Ask students to read the context sentence in the rubric and then ask: *How many people are you going to hear? Where are they?* Ask students about their own shopping habits – ask them what they do if they have a problem with something they've bought. Then ask the students to look at the question and the three options A, B or C. Ask them to make a list of the sort of problems the boy might have with the three products mentioned in the options. They can work individually on this and then compare with a partner. Ask students to look at the audioscript and underline all the words and phrases that give you a clue to which product he bought at the shop. Then ask them to listen to the recording.

B

- Students now have some practice in how to tackle Part 1 questions. Some Part 1 questions (like Question 1 above) require students to listen for the opinions of both speakers. This sometimes involves identifying whether speakers agree or disagree.

a D b A c D d D e D f A g A h A

- 3a/b** Having studied the training questions, students are ready to tackle the recordings in Part 1 as they would in the exam itself. Treat this question as if it were an exam recording. Encourage them to read the context sentence and question, and to think about who is speaking, the topic and the specific question they are being asked. Draw their attention to the word *disagree* in the question.

B

The woman says *it must have been horrible*, but the boy responds by saying: *I don't know* and adds they that were probably used to it. Options A and C are wrong because both speakers agree about these things.

Exam practice

Remind students they will hear eight unrelated recordings, so they need to tune in quickly to what each recording is about. Encourage them to read the context-setting sentence, as this will give them valuable information about what they are going to hear. Make sure, too, that they read the question or stem carefully, as this will be important in selecting the correct option. Suggest they read quickly through the options before the recording begins, if possible.

For the first one or two recordings, it might be useful to stop and give the students time to carefully consider their answers, and then compare with a partner, to give them the confidence to try the rest of the questions.

Remind them that they must move on as soon as it starts, even if they have not answered the previous question. However, they should never leave a multiple-choice question unanswered. If they are not absolutely certain of the answer, they should make a sensible guess.

It may also be useful to pre-teach any vocabulary which is likely to be new to your class, such as *optimistic, monitor, a strategy, visual memory, inaccurate* and *inspired*. Tell students that if they see a word they do not know, they should look for clues to help them. For example, in Question 3, item B can students work out what a *visual memory* is, from words they already know? Why would it be helpful in a spelling competition?

1 C 2 C 3 B 4 A 5 B 6 C 7 A 8 B

Extension

Give students the opportunity to listen to short extracts of dialogues or monologues at this level, to allow them to tune in to what the speakers are talking about.

Part 2

Task Type:

Sentence completion

Complete 10 sentences with information heard on the recording.

Training

Point out to students that most answers are single words or noun groups such as adjective and noun combinations. Remind them that the answers are likely to be concrete pieces of information and that they will hear the actual words they need to write – in the same form – on the recording. They don't need to make grammatical changes.

- 1a/b** The aim of this exercise is to help students recognise the type of words needed to fill each gap. Ask the students to look carefully at the sentence and think about the type of information that is needed to fill the gap. Ask: *What type of word is 'attractive'?* Then get them to write down a list of adjectives with a very similar meaning to 'attractive'. Draw their attention to the phrase *'as well as'*. Ask them to discuss in pairs: *What does this phrase mean? What does it tell us about the relationship between the missing word and the word 'attractive'? Are the words on your list likely to be the answer? Why (not)?* Ask students to make a list of other words we could use to describe a house. Then ask them to look at the audioscript and find the word which correctly fills the gap.

Massive

Finally draw their attention to the words *beautiful* and *traditional*. *Why are these words the wrong answer?* (Because they describe the area not the house.)

- 2a** Ask the students to look at the sentence and discuss in pairs: *What type of information are you listening for? What does the pronoun 'her' before the gap tell you about the answer?* (It's a noun – it's something that belongs to her or is someone related to her) *What does the word 'do' after the gap tell you about the answer?* (It is plural; it probably relates to people) Ask students to give you some ideas. Establish that the answer is a plural noun – that it refers to people who are related to the speaker.
- 2b** Play the recording and ask students to write down words they hear that will fit the gap (*brothers, cousins, parents*) Finally, get them to look at the audioscript to find which of these words is the correct answer and why. *Why are the other words wrong?*

Listening Parts 1–4

Parents

- 3a** This task gives students practice in predicting the type of information they are listening for. In pairs ask them to think of as many different words as possible that could sensibly fill the gap. They can do this individually and then compare in pairs. Ask for some examples from the pairs.
- 3b** This helps students to focus on the type of word that is missing in each gap.

1 plural/plural 2 uncountable 3 adjective

Exam practice

Encourage students to read the rubric very carefully. Ask them some questions to check they have understood the context, for example *Who is talking? What about? What is a fashion blog? What kind of things might appear in it? Who might the blog be for?*

Now ask students to read quickly through the sentences and think about what the missing word or words might be in each one. What might they predict?

Encourage students to ask about any unfamiliar words before they start listening.

Remind students that they should write between one and three words for the answers. Use the first question as an example. Play the first section of the recording, and then let students compare their answers before giving them the correct answer. Then play the rest of the recording for students to complete the whole task. Allow time for students to compare answers before supplying the key.

Ask students to also compare their spelling. Do they agree? If not, get them to check the answers they are not sure of in a dictionary. Answers should be spelt correctly.

9 magazine 10 blog 11 reader's lifestyles 12 jeans
13 second-hand shops 14 1920's 15 stripes
16 cotton and wool 17 bags and earrings 18 professional

Extension

Ask students whether they ever look at fashion blogs. Find some English-speaking teenage fashion bloggers on the internet for students to look at. Ask students to give their opinions about the fashions in them. *Would you wear them yourselves? Do the clothes take into account teenagers' lifestyles – and budgets? How would you describe the blog?*

Part 3

Task Type:

Multiple-matching

Five questions which require the selection of the correct answer from a list of eight.

Training

Lead-in

This section looks at feelings, a possible focus of the Part 3 task. Write *exciting/excited* on the board and ask students what the difference is. Then ask them to make a list of adjectives in groups that express people's feelings about something. Give each group a topic, for example *a film, a computer game, a concert*, etc. and ask them to list positive or negative adjectives.

- 1a** Ask the students to imagine that a new fast-food restaurant has opened in their town, and to imagine possible feelings that

people going there for the first time might have. Then give each group one of the options A–E. Each option describes how somebody felt. Ask the students to think of different phrases the person may have used to express the idea. Tell them not to use the same adjective. Give an example, e.g. *shocked by the price* and *I was horrified by how much we had to pay*. (uses another adjective) *I couldn't believe how expensive it was*. (uses another type of phrase)

Rotate people to form new groups, so each person shares the phrases their group came up with, OR elicit the phrases from the class and write up on the board. Point out that the phrase in the exam task summarises the feeling using the adjective. In the recording in the exam, students don't hear the adjective, just the words and phrases people use to express that feeling.

- 2a Ask students to listen to the recording and decide whether the first speaker has positive or negative feelings about the new restaurant.

positive

Then ask students to look at the audioscript and decide which of the phrases A–E best matches the speaker's feelings and why.

A *There's a real demand for 'reasonably priced food' like this.*

Finally ask them why options B and D are wrong [B because the appearance of the place is not really mentioned; C because she doesn't talk about her friends – she wants to go back, but we don't know who she'll go with.]

- 2b Then play Speakers 2–5. The first time, students simply identify if the speaker feels positively or negatively about the restaurant. They listen again to decide which phrase in the task (B–E) matches that speaker. Finally ask them to underline the phrases in the audioscript that give them the answer, and how they knew the other options were wrong.

- 2 E negative. *I just don't see why it's been opened here*
 3 D negative. *Have you seen what they charge there? What a rip off!*
 4 C negative. *The burgers weren't up to much and even the chips were cold.*
 5 B positive. *The food was great the staff were really lovely and I loved it.*

Remind students that in the exam there are eight options, so even the last question, has three possible options.

Exam practice

Lead-in

Ask students to talk in pairs about whether they have ever found anything *valuable*, and what they did as a result. If they have not, ask them what they would do if they found something, such as money, a phone or a piece of jewellery. *Do any of them have something valuable, or at least precious to them, that they would hate to lose?*

Ask students to read through the rubric and then ask who will be talking, and what they will be talking about. Remind them that they will hear five different speakers talking about the same topic here.

Check through the options before beginning the recording to make sure students understand the sense of them, together with any unfamiliar words such as *tempted*. Depending on the level of the students, you could spend a few minutes asking them to speculate in pairs on how some of the options might link to the topic. For example, how might finding something valuable lead to *a new interest*? Or why might the discovery be *disappointing*? Why might there be *a cash reward*?

Play the recordings and at the end of the task, give students time to compare their answers.

19 E 20 F 21 G 22 B 23 A

Extension

Ask students to look on the internet for stories of interesting discoveries in their area. For example, there might be an archaeological dig, or stories about people finding valuable items such as coins or jewellery on farmland, for example. Also, check at a local museum to see if there are valuable historical objects on display that were found locally.

Part 4

Task Type:

Multiple-choice

Seven three-option multiple-choice questions

Training

This section is aimed at helping students to predict the likely content of the recording from the information given in the context sentence and the questions.

- 1 Ask students *Have you ever volunteered for something?* Then ask *What kind of voluntary work might people choose to do?* and get them thinking about both local and national projects they know about. Remind students that thinking about the topic before they listen helps to prepare for what they're going to hear – both in terms of the topic vocabulary and the type of issues that are likely to be discussed.

- 2 Remind students that the context sentence is read out on the recording, and they should use the pause to read the questions and options, underlining the key words and ideas.

Ask them to look at the context sentence in Question 2. What information does it give us?

Ask them to think about the following questions: *How many speakers will you hear? Who are the speakers? What role will each speaker have? Who will say most? Why? Which speaker is likely to give us the information that answers the questions? Why?*

- 3a/b Tell the students that the volunteers helped the charities to run their social-media accounts. Ask them why this would be good for a) the charities and b) the student volunteers. Then ask them to look at the question stem: *What did the students gain from volunteering?* Tell them to cover up the three options. Ask them to read the audioscript and underline the section of text where the question is answered. Can they answer the question in their own words?

Then ask them to look at the three options. *Which of them is most similar to their own answer?*

A

Ask students to discuss why options B and C are wrong.

- 4 Ask the students to look at the final multiple-choice question in the set. They should underline the key words in the question and options. Ask them *Is the question talking about the past, the present or the future?*

future

Play the recording and ask them to choose the correct answer

C

Get them to look at the audioscript and underline the section that gives the answer. Ask them why options A and B are wrong.

Extension

Ask the students to write a short report about a local charity project that they either a) have been involved with or b) know something about. Tell them to focus on the aims of the project, what volunteers do for it and what it has achieved.

Exam practice

Ask students which of them have taken part in a race, such as running or cycling. *How far was the race? What training did you do beforehand? What was the hardest thing about the race? How did you feel when you crossed the finish line?*

Then ask students to read through the rubric to check *who* they will hear, and *what* the speaker will be talking *about*. Then tell them they have 45 seconds (as in the exam) to read through the questions and options, to familiarise themselves with the task. Then play the recording twice. Depending on the level of the students, you may wish to give them the chance after the first two items, or halfway through, to check their answers with a partner. Encourage them to listen particularly carefully on the second listening for any answers they are still not sure of. Remind them that a guess is better than not answering at all.

24 B 25 C 26 A 27 A 28 C 29 B 30 A

Extension

Ask students if they would ever consider taking part in a marathon race when they are older. (Why/why not?) Then get students to do some research on the internet into e.g. marathon runners in their country, (or other sportspeople doing sports that the students are interested in.) *Who are the most famous? What did they achieve, for example in the last Olympic Games? What additional information can you find out about these sports people, for example how they got to the top of their sport?*

Test 1

Speaking

Part 1

Task type:

A conversation between one examiner and each candidate. In Part 1, candidates are asked questions on a variety of topics related to their everyday life. Candidates are assessed on their performance throughout the 14-minute test.

Training

Lead-in

Discuss these questions with the class. If they don't know the answers, encourage them to guess.

- 1 How many parts are there in the Speaking test?
- 2 What are those parts?
- 3 How many candidates take the Speaking test together?

4 How many examiners will there be?

5 What will the examiners do during the Speaking test?

1 Four

2 Part 1 (Interview); Part 2 (long turn); Part 3 (collaborative task); Part 4 (discussion)

3 Usually two, but there may be three in some groups.

4 Two

5 One conducts the interview; the other just makes notes. They both assess your speaking skills.

Then tell students to read the bullet points (*In Part 1 you ...*) and the Tip box to check some of the answers. Elicit why the second examiner might take notes (**Possible answer:** Examples of good vocabulary and grammar structures; examples of mistakes; examples of skills (e.g. how well the two candidates work together).

- 1 Discuss with the class whether they have ever taken a Speaking test (e.g. for a different language or a different school subject) and how it felt. Students offer any advice they might have for the day of the Speaking test. Students then work alone to complete the matching task. They check in pairs and feed back to the class. Go through the advice with the class to discuss why each tip is important.

1 d 2 e 3 a 4 b 5 c

- 2a Tell students to read the information quickly. Check that everybody understands all the words and phrases before completing the task.
- 2b In pairs, students read the information about Part 1 in the box and check their answers. Go through the answers carefully with the class. Discuss why the false statements are false.

1 False (You get more time in total, so the amount of time for each candidate is about the same.)

2 False (He/she is just managing the limited time.)

3 False (There are two minutes for the two candidates, so about a minute each. That includes two or three questions and answers, so each answer should be around 20 seconds.)

4 False (He/she isn't allowed to comment on your answers.)

5 True (But he/she can't explain or rephrase the questions.)

- 3a Students work in pairs to discuss what's good about the answers. When you discuss with the class, draw attention to the prepositions in the useful phrases and the length of the answers (i.e. two sentences long). Elicit some more useful words and phrases for describing where you're from.

1 ... kilometres south (north/east/west) of here; it's popular with ...

2 (right) in the heart of ...; not far from ...; it's handy for ...; it can get quite ... at times

3 in the middle of nowhere; on the outskirts of ...

- 3b Give students time to plan their answers, using the useful phrases from Exercise 3a and their own ideas. Students then work in pairs to ask and answer the question. Ask volunteers to share their ideas with the class.

- 4a Students work alone to complete the sentences. When you check with the class, draw attention to the useful phrases in each sentence (e.g. *to be keen on something*; *to have time for something*). Draw attention to the Tip, and ask students to check which sentences in Exercise 4a use *because* or *so* (1, 2 and 4).

1 on 2 for 3 into 4 of 5 by

- 4b Give students time to plan their answers, using the useful phrases from Exercise 4a and their own ideas. Students then work in pairs to ask and answer the question. Ask volunteers to share their ideas with the class.

Exam practice

- 1 Remind students to spend around 20 seconds on each answer, or say two sentences. You could encourage them to time each other's answers. Point out that the follow-up question (e.g. *Why?*) is normally only needed if the student's answer is too short.
Students work in pairs to ask and answer the questions. Monitor carefully. When you give feedback, pay particular attention to the length of the answers you heard, who needs to say more and who needs to say less.
- 2 Play the recording and pause it for students to answer the questions. You could do this as a whole class (where you choose which student will answer each question) or in pairs (where students answer alternate questions from the recording).

Extension

Group work: Students work in small groups to plan their answers to the questions from Exercises 1 and 2. Encourage them to experiment with a range of vocabulary and grammar. When they are ready, ask volunteers from each group to share their best ideas with the class.

Pair work: Students work in pairs to ask and answer the questions without a time limit, i.e. as a genuine conversation, not as exam practice.

Part 2

Task type:

An individual one-minute 'long-turn' for each candidate, with a brief response from the second candidate lasting about 30 seconds. Candidates are assessed on their performance throughout the 14-minute test.

If the second candidate's response is too short, the examiner will ask a back-up question.

Training

- 1a Tell students to read the information quickly.
- 1b Students work alone to complete the task. After they have checked in pairs, go through the answers carefully with the class. Discuss why the false statements are false. Go through the Tip with the class.

- 1 False (The candidates speak for a minute about different photos.)
- 2 False (The task isn't to describe the photos but to compare them and answer the question about them.)
- 3 False (It's printed on the top of the page, so there's no need to ask for it to be repeated.)
- 4 False (He/she will stop you at the end of your minute. You may be allowed to finish your sentence, but not much more than that.)
- 5 True (The whole of Part 2 takes 4 minutes, including two one-minute long turns, all the examiner's instructions, and the two follow-up questions and answers.)

- 2a Give students a few seconds to look at the photos. Then play the recording.
- 2b Students discuss the questions in pairs. Check with the class. Draw attention to the Tip box.

Possible answers:

- 1 Because he reached the end of his minute.
- 2 Probably not. His answers were good and he partially answered the question while he was comparing the photos.
- 3 Which of these situations would you prefer to be in?

- 3a Students work alone to complete the matching task. Check with the class and draw attention to the Tip box.

1e 2d 3a 4c 5b

- 3b Students work alone or in pairs to make notes. You could elicit some similarities and differences from the class.

Possible answers:

Similarities: Young people are busy / helping others / smiling.
Differences: Outdoors vs. indoors; working together vs. alone; picking up litter vs. doing household chores / ironing

- 3c Students work in pairs to make sentences to compare the two photos. Discuss a range of ideas from the class.

Possible answers:

Both photos show teenagers who are busy.
In both photos, the teenagers look happy to be helping.
The biggest difference between the photos is that these teenagers are working outside, while this girl is indoors.
In this photo, they're working together as a team. In the other photo, in contrast, she's working alone to help an elderly lady.

- 4a Tell students to read the two questions. Elicit how the two types of question are different.

The follow-up question is usually personalised.

- 4b Students work alone or in pairs to complete the exercise. Check carefully with the class. Point out that the phrases are all useful for the Speaking test. Go through the Tip with the class.

Long: 1, 3, 4, 6, 7, 9, 11

Short: 2, 5, 8, 10, 12, 13

- 5 Go through the instructions and the Tip. Remind students that they should spend about 20–30 seconds on this question. Students then take turns to answer the question. Encourage them to use the useful language from Exercise 4b.

Possible answer:

I definitely prefer the first situation because I like working in a team and I like working outside.

Exam practice

Candidate A's photos

Both photos show a group of teenagers enjoying themselves outside. In both photos the teenagers look like they're having fun together. The weather looks good in the first photo. I can't see the sun, but they're all wearing light clothes, so I guess it must be quite warm. In the second photo, on the other hand, it looks much colder and the girls are wearing warm hats and coats. The biggest difference is that the first photo looks like it's in the middle of nowhere. They all have rucksacks, so they seem to have been walking through the countryside and they've just stopped to have some lunch. The second photo, in contrast, is somewhere in a town or city – I can see some buildings in the background – and the girls are looking for directions to a shop or place to visit.

Candidate A's question

As for the question of what they're enjoying, I'd say these teenagers at the top are enjoying the experience of walking, the

beautiful views, and each other's company. Plus, of course, it's nice to stop walking, take off those heavy rucksacks, and relax for a few minutes. In the second photo, the girls seem to be enjoying exploring somewhere new.

Candidate B's question

I think I'd definitely prefer to be in the first situation with my friends. I mean, sightseeing is lovely, but ... going for a long walk together is much more satisfying and rewarding, and it's a great way of getting to know your friends much better than usual. Plus it's an experience that you'll never forget.

Candidate B's photos

They both show people doing sport together outside. Everyone in both photos looks happy and relaxed – in fact, nobody looks tired at all! I wonder if they've just started exercising, which would explain why they're not hot and tired yet! The difference, of course, is that football is a team sport, so they're playing together as a team. Cycling is something you can do by yourself, although these people have chosen to go cycling together. Another thing that the photos have in common is that we can see trees in the background of both photos. However, at the top, it's clearly autumn: there are lots of orange and brown leaves on the ground. The bottom picture looks more like spring or summer, with beautiful green trees and grass.

Candidate B's question

I think the people at the top are cycling because it's something they can do together – it's a nice way to spend time with a friend. I can see they're chatting and smiling while they're cycling. Plus, of course, it's a good way of keeping fit. But the second picture appears to be a proper organised football match – they're all wearing the same clothes, so they look like a real team. So they're not just playing for fun, but because it's their responsibility towards the team. That said, it looks like they're having fun too.

Candidate A's question

I think I'd prefer to go cycling. I'm not very good at team sports, and I always feel guilty if I make a stupid mistake. I think it'd really help to go cycling with a friend, because you can motivate each other if you get tired, plus it feels a lot safer if you're with another person. But it can't be somebody who's too sporty and competitive! That would take away all the fun!

Extension

Group work: Students work in groups of four. Each student finds two interesting photos on their phone (e.g. of their friends or family). If they don't have phone in class, they could print photos as a homework task.

Student A and Student B both show one photo each, and ask Student C to spend a minute comparing the photos and answering a question about them. At the end of the minute, they ask Student D a follow-up question about the two photos. They then swap roles, so that Students B and C show photos, Student D talks about them, and Student A answers a follow-up question. Repeat the process until everyone has had a chance to talk about a pair of photos.

Part 3

Task type:

A two-way conversation between the candidates. Candidates receive spoken instructions and written stimuli. There is a two-minute discussion followed by a one-minute decision-making task. Candidates are assessed on their performance throughout the 14-minute test.

Training

- 1a** Tell students to read the information quickly.
1b Students work alone to complete the task. After they have checked in pairs, go through the answers carefully with the class. Discuss why the false statements are false.

- 1 True (But of course that's not the only thing that's being tested!)
- 2 False (You have fifteen seconds to read and think first.)
- 3 False (There's no need to discuss all five, but it's good if you discuss at least two or three.)
- 4 False (The discussion takes one minute longer in a group of three, but the total time for Part 3 is only one minute longer, so there's no extra time for the follow-up question.)
- 5 False (But you need to try!)

- 2a** Students discuss the five ideas in pairs. When they are ready, student share their points with the class.

Possible answers:

Travel: buying tickets in other countries; making friends while travelling
 Technology: using translation apps on your phone; making friends online
 Future career: getting a job in another country; working in an international company
 Friends and family: making friends with people from other countries; having an international family (e.g. someone in your family marries somebody from a different country)
 Education: passing exams and getting qualifications; studying in a different country

- 2b** Play the recording for students to listen. Compare Kevin and Salwa's ideas with the class list.

- 3a** Students complete the extracts. Go through the answers with the class, and draw attention to the Tip.

- 1 do you 2 you say 3 do you 4 what about 5 doesn't it?

Lead-in



Cambridge English: First for Schools candidates often have problems using question tags.

Elicit the meaning of question tags and why they are especially useful for Part 3. You could elicit how they work (i.e. they start with an auxiliary verb (e.g. *is, do, have, can*, etc.), followed by a subject pronoun (e.g. *you, it*, etc.). When the statement is positive, the question tag is usually negative, and vice versa.)

- 3b** Students then work alone to complete the question tags. Play the recording to check, and then go through the answers carefully with the class. You could draw attention to the pronunciation of question tags in this situation (i.e. with falling intonation, so they sound more like statements than questions).

- 2 wouldn't it 3 isn't it 4 do we 5 won't you 6 can't we
 7 didn't we, shall we

- 4a** Students work in pairs to discuss which answer is better in each case and why. Go through the answers carefully with the class.

Possible answers:

- 1 a (It's more polite to agree at first and then add *but ...*.)
- 2 b (*It depends* is more polite than *no*.)
- 3 a (Phrases like *Hmmm* and *But I'd say* are much more polite than *Are you serious?* and *Surely ...*.)
- 4 b (Don't say someone's idea is terrible! It's nicer to say *it's not really a good idea*.)

5 a (The phrase *I understand what you're saying, but ...* is a great way of disagreeing politely. Also, instead of making a negative statement (e.g. *it's not worth studying ...*), you can use the phrase *I'm not sure* plus a positive statement. It means the same but it's much more polite.

- 4b Students work alone to plan their answers. Encourage them to disagree politely with at least some of the statements. When they are ready, they compare their ideas in pairs. Finally, ask volunteers to share their ideas with the class.

Possible answers:

- 1 Hmm, I think it depends what sort of job you want. There are lots of jobs where you don't need two languages.
- 2 Well, I understand what you're saying, but not everybody finds it as much fun as you do!
- 3 Really? What makes you say that?

- 4c Students work in pairs to discuss the question. You could do this without a time limit to give students a chance to speak freely and in a more relaxed way. Encourage them to use the phrases and grammar from this section. When they are ready, you could open up the discussion to include the whole class.

Exam practice

Remind students of the time limits for the discussion (2 minutes) and the follow-up question (1 minute). Divide the class into pairs. Students then do the exam practice exercise in their pairs. Monitor carefully to listen for use of language and techniques. Stop the students at the end of the time limit. When you give feedback, focus on what they did well first and then where they need to improve. Pay particular attention to how well they worked together: did they collaborate effectively, or did they tend to speak by themselves too much? You could also discuss how they felt about working within a time limit: did they struggle to think of enough to say, or did they have too much to say?

Part 4

Task type:

A discussion on topics related to the Part 3 collaborative task. Candidates are assessed on their performance throughout the 14-minute test.

Training

- 1a Tell students to read the information quickly. Check that they understand the difference between asking for information (e.g. *What is this?*) and asking for evaluation (e.g. *How do you feel about this?*).
- 1b Students work alone to complete the task. Go through the answers carefully with the class. Discuss why the false statements are false.

- 1 True (It's six minutes instead of four minutes.)
- 2 False (There may be one or more questions for you, for your partner, or for both of you together.)
- 3 False (They ask for evaluation.)

- 2a Students discuss the task in pairs. Note that there will be an opportunity to discuss the questions themselves later. When they are ready, open up the discussion to include the whole class.
- 2b Play the recording for students to complete the task.

They answer together: Do you think some people are naturally better at languages than others?

They answer separately: How long does it take to learn a foreign language?

Only Kevin answers: Some people say they feel like a different person when they're speaking a different language. What do you think?

- 2c Discuss this with the whole class. Discuss with the class how important it is to help your partner. In Parts 3 and 4 of the test, students work together. Helping each other can make the experience less stressful for both students and also shows they can work collaboratively.

She helps him when he can't remember a phrase:

Kevin: ... situations where I'm out of my ... er ... you know, where I feel most comfortable.

Salwa: Your comfort zone?

- 3a Students work alone to match the beginnings and endings. When you go through the answers with the class, make sure everyone understands all the sentences. You could use this opportunity to review the conditional structures used in each sentence.

1 e 2 c 3 f 4 a 5 b 6 d

- 3b Check that everyone understands the meaning of second conditionals (= sentences with *if* (or a similar word) that use the past tense and *would* to talk about unreal present situations or unlikely future events). Students work in pairs to complete the extracts. Check carefully with the class.

1 had, would be 2 didn't have, I'd love 3 were, I'd probably go

Extension

Whole class: Students suggest some topics that they would find especially difficult to answer (e.g. because they've never tried something, they don't have something, or they don't often do something). Discuss how they could use second conditionals to answer those difficult questions.

Pairwork: Students ask and answer the questions from Exercise 2a. Encourage them to use second conditionals in their answers. When they are ready, ask volunteers to share their ideas (and examples of second conditionals) with the class.

Exam practice

Divide the class into groups of three. For each question, one student should play the examiner. He/She should decide whether to ask the question to the other two candidates separately or together, or to ask only one candidate. Point out that the examiner can use the follow-up questions from the box to manage the discussion. At the end of each discussion, a different student takes over the role of examiner. You could allow more than the normal four minutes to give them a chance to discuss all the questions, but discourage them from spending more than about a minute on each question. Monitor carefully and be ready to provide feedback on use of language and techniques. Afterwards, find out from the class how easy/difficult they found it to answer the questions in a test situation.

Extension

Students work in pairs to plan model answers for each question, using the most advanced vocabulary and grammar they can. When they are ready, ask volunteers to share their ideas with the class.

Test 2

Reading and Use of English

Part 1

Task type:

Multiple-choice cloze containing eight gaps. There are four multiple-choice options for each gap.

Training

- You should spend no more than ten minutes on this part of the test.
- You have to choose from four options in each question.

This section focuses on collocations arranged in lexical sets.

Recording vocabulary in sets like this can be useful as it helps to create connections in the brain which should make it easier to remember words.

- Do the section on education as a class so that students know what to do. Write the answers on the board. Students work in pairs to do the next section. Give feedback on each section before moving on to the next one.

1 top	2 skip	3 revise	4 do	5 awful	6 raised
7 made	8 value	9 made	10 found	11 robbed	
12 commit	13 click	14 compress	15 restart	16 saved	



Cambridge English: First for Schools candidates often have problems using collocations.

Extension

Ask students to find other collocations associated with each lexical set. Students can either use dictionaries, collocation dictionaries or the internet. Once they have found some examples, encourage them to write sentences similar to the ones in this exercise. They should then give their questions to another pair to find the answers.

- This exercise looks at words that are similar in meaning but often easily confused. Do the first question with the class as an example. Students then work in pairs to find the answers to the rest of the questions. Encourage students to use dictionaries if they do not know an answer.

1 rob	2 steal	3 borrow	4 lend	5 advice
6 advise	7 effect	8 affect	9 already	10 yet
11 bring	12 take	13 fun	14 funny	15 sympathetic
16 kind	17 remember	18 remind		

- Ask students to try to complete the sentences without looking back at the vocabulary from Exercise 2.

1 reminds	2 bring	3 advice	4 sympathetic
5 robbed	6 already		

Extension

Ask students to write one example sentence for each of the pairs of confusing words, but with a gap where the word should go. They then test their partners or other groups.

Exam practice

Ask students to read the title of the text. Point out that the title gives a lot of information and that people often forget to read it and just go straight into the text. Put students into pairs and ask them to brainstorm reasons why we should read fiction. Give

students a minute to quickly read through the text to see if their ideas were included. Ask a couple of comprehension questions, for example *How is reading different to other subjects? What can we learn from reading?* Give students a ten-minute time limit to complete the task, but be prepared to extend this if necessary. Students check in pairs and then as a class. While students are checking in pairs, encourage them to examine any differences. For feedback, instead of asking *What is the correct answer?* ask *What is an incorrect answer and why?* This will help students work on the strategy of eliminating obviously wrong answers for questions where they are not sure and encourage weaker students to get involved in feedback.

1 D 2 B 3 A 4 C 5 B 6 A 7 C 8 D

Extension

Find out which students read in English. Conduct a class discussion about the advantages of reading fiction in a foreign language and offer suggestions and advice about how they could get started. If students are already reading in English, ask them to report on their favourite books, characters or authors.

Part 2

Task type:

An open cloze test containing eight gaps.

Training

- You are not given any words to choose from in Part 2.
- You should read the text before you start so that you know the context which will help with selecting the right words, for example linking words.

This section focuses on conjunctions and linking expressions that are often tested in the Reading and Use of English test and are also useful for the Writing test.

- Write the words from the box on the board and elicit how they can be used or example sentences that include them. Students then work in pairs to complete the exercise before checking as a class. Once checking has finished, see if students can suggest other words or phrases that could be added to each category.

1 although C	2 as soon as T	3 despite C
4 even though C	5 however C	6 in order to P
7 in spite of C	8 meanwhile T	9 so that P
10 whereas C	11 while C/T	

- Students work in pairs to correct the sentences. During feedback, explore how the wrong linking phrases could be retained if the rest of the sentence is rewritten. For example, Question 1 would have to read *Even though he was a top student throughout the year, he failed all his end-of-year exams.*

1 Despite / In spite of	2 so that	3 While
4 In order to	5 However	6 Despite / In spite of



Cambridge English: First for Schools candidates often have problems using prepositions of time.

- This exercise focuses on prepositions of time which, while seemingly simple, can continue to cause problems. Some students might be able to finish this very quickly, but others will appreciate the chance to clear up any doubts they might have.

1 at, on, in	2 at, in	3 until	4 on, at
5 from, to / until	6 for	7 since	8 by

Extension

Write some sentences about yourself on the board with prepositions of time missing and invite students to complete the sentences. Students are often curious about their teachers and will enjoy finding out information about you. Ask them to then write about themselves in the same way and then give the sentences to another student to complete.

Lead-in

If you and your class have been developing a record of prepositions, use this opportunity to look at the ones you have found. Encourage students to look over the prepositions by asking them questions or getting them to ask other students questions.

- Students work in pairs to choose the best preposition and then check in class.

1 in	2 in / around / round	3 of	4 through / along
5 at	6 along	7 on / about	8 about / over

Lead-in

Ask students what jobs they might like to do in the future. Encourage them to think about the different skills, qualifications and characteristics that might be useful in their chosen jobs. If students are not sure about what they might like to do, ask them about jobs they definitely do not want to do. Ask them to list the reasons why they would not want to do those jobs and also think about what skills might be needed for those jobs.

- Ask students to read through the text quickly, ignoring the gaps, to get an idea of what it is about. Find out if there is anybody in the class who would like to be a personal shopper. Ask some comprehension questions, for example *What skills does a personal shopper need? Why are communication skills important?* Ask students if they can complete the gaps without looking back at the previous exercises. Check in pairs and then as a class.

1 on	2 around / round	3 While / Whereas / Although
4 about	5 (in order) to	

Exam practice

Lead-in

Write the title of the text on the board and ask students to suggest what the text might be about. Tell students it is about joining an environmental group. Elicit some reasons why it might be a good idea to join such a group. Give students a minute to quickly read through the text to check their ideas. Ask some comprehension questions, for example *What are some of the activities the Young Green Group does?* Before students start the task, ask them to tell you what strategies they are going to follow. Give students a maximum of ten minutes to complete the text.

9 make	10 which / that	11 between	12 get / be / become
13 while / whilst / when	14 something	15 on / upon	16 so

Extension

Ask students to find out about any environmental groups in their area: *What are they called? How can you get in touch with them? What do they do?* Alternatively, ask them to find information about

local groups that are involved in areas such as sport, theatre or political issues.

Part 3

Task type:

Word formation in a text containing eight gaps.

Each gap corresponds to a word.

The stem of each word is given beside the text and must be changed to form the missing word.

Training

- You should spend no more than ten minutes on this part of the exam.
- You need to look carefully to decide what kind of word is needed, and whether it is positive or negative, singular or plural, depending on the context.



Cambridge English: First for Schools candidates often have problems using prefixes and suffixes correctly.

In Test 1, we looked at how suffixes can be used to change words. In these exercises, the focus is on prefixes that students need to know. Point out to students that they are not only useful for Reading and Use of English test, but will also help with the rest of the exam.

- Write the prefixes on the board and ask students to give some examples of how they can be used. Students then work in pairs to match the prefixes to the words. Identify some general rules, but stress that there are a lot of exceptions.

1 irrelevant	2 incomplete	3 unrealistic	4 illiterate
5 imprecise	6 disrespect	7 unlucky	8 illogical
9 irregular	10 disagree	11 immortal	12 insecure

- Read each prefix aloud and elicit words that could begin with them. Write them on the board and then ask students to complete the exercise. Add the words from the exercise to the board and see if students can think of more. Point out that the prefixes may have slightly different meanings in different contexts, e.g. *under-* can mean 'below', e.g. *underground*

1 nonsense	2 undercooked	3 submarine	4 retrain
5 intermediates	6 triangle	7 forecast	8 antisocial

- With all of the prefixes and the examples on the board from Exercise 2, ask students to try to predict what each prefix might mean. Students complete the exercise to check their ideas.

1 nothing – non	2 below – sub	3 do something again – re
4 between – inter	5 not enough – under	6 opposed to – anti
7 three – tri	8 before – fore	

- Write the words in brackets on the board. Encourage students to think of as many different forms of each word as possible, using both prefixes and suffixes. Before completing the sentences, ask students to decide if each gap needs a verb, noun, adjective or adverb and whether it should be negative or not. Check answers as a class.

1 international	2 illegal	3 disappoint	4 unsuccessful
5 improbable	6 regenerate		

- Quickly review the rules for forming comparatives. Students then work in pairs to complete the sentences.

1 more expensive	2 louder	3 easier	4 more interesting
5 smarter	6 better		

- 6 Now review the rules for forming superlatives. Students then work in pairs to complete the sentences.

1 the farthest the furthest	2 the happiest	3 most peaceful
4 the least populated	5 the slowest	6 the most complicated

Exam practice

Lead-in

Look at the title of the text. If students have heard about Tetris, or played it, ask them to explain how it works. If they have never played it, either show them some screen shots of the game, show them how to play it if you have access to a computer or explain it yourself. Give students a moment to read through the text and ask some general comprehension questions, for example *What do most people think is important in a video game? Why do scientists think the game is so popular?* Stress to students that it is extremely important they read the whole text in order to know which gaps should be filled with the negative form of a word. Before students complete the text, have them predict the type of word needed for each gap and if it should be positive or negative. Set a time limit of about ten minutes to complete the task. Ask students to check in pairs and encourage them to discuss any differences they might have in their answers.

17 impression	18 truth	19 variety	20 incomplete
21 appeal	22 popularity	23 efficiency	24 continually

Extension

There are a number of possible follow-up activities you could use after this exercise:

- Ask students to write a description of their favourite video games.
- Prepare a questionnaire for students to discover what is the most popular video game in their class. Students can give a mini-presentation to describe their findings.
- The history of Tetris is quite interesting. Ask students to go online to research the history of the game and present their findings.

Part 4

Task type:

Key word transformation of six separate items, each with a lead-in sentence.

Training

- There are six sentences to rewrite in Part 4.
 - You should check that both sentences have a similar meaning.
- 1 These exercises focus on the passive which is often tested in this part of the exam. Students work in pairs to complete the sentences. Once they have finished, ask them to formulate a rule for when to use *by* and *with*. The word *by* is used to show the agent, or the person or thing that did the action. The word *with* is used to show an instrument or material that was used by the agent to do something.

1 with 2 by 3 by 4 with 5 by 6 by

- 2 All of the transformations in this exercise practise the passive in various forms. As students do this question, monitor them carefully to make sure they understand the mechanics of the question type. When students check in pairs, encourage them to experiment with different ways of manipulating the sentences.

- 1 been taken for a walk
- 3 was launched
- 5 are going to be informed

- 2 was won by John Ferrel
- 4 was still being prepared
- 6 was written by the students

Extension

Do a type of dictation exercise with your students where you read out some simple sentences using the active voice and students have to write the same thing but using the passive voice. For example, you say *I woke up this morning when the alarm rang* and students should write *I was woken up this morning by the alarm*. There will be more than one possible answer, but this is fine and can be checked in feedback.

Exam practice

Lead-in

Remind students of some key points for doing this question. Students must not change the given word in any way. Students should use two, three, four or five words – any more or less and they will not receive any marks. Contractions count as two words. Spelling is very important. Make sure there is agreement between nouns and verbs. The second sentence should mean the same as the first sentence.

Write the example question and do it together with the class to make sure they know what to do. Students then complete the rest of the sentences individually before checking in pairs and as a class.

- 25 to apologise | for
- 26 can't | have been
- 27 to | cut down (on)
- 28 admitted eating/admitted (that) he had / he'd eaten
- 29 would not | have gone
- 30 even though | it was

Part 5

Task type:

A text followed by six four-option multiple-choice questions.

Training

- There are six questions to answer in Part 5.
 - They are multiple-choice questions – either with a question to answer or a sentence to complete.
 - There are four options to choose from.
- 1 Give students a minute to read through the text and answer the question, encouraging them not to worry about any words they do not understand. Students will need to read until the last sentence to find the term 'four-legged friend' to get an idea the writer is talking about a pet, probably a dog.
 - 2 This question looks at a process students can go through to help them deal with any unknown vocabulary, which is an important skill for this part of the test and for language learners in general. Look at the word *begging* in the text and then at the first question. Elicit the fact that it is a verb because of the *-ing* ending and the use of the verb *to be* and phrases like *always* and *rather not do*. Look at the second question and identify the fact that the context is probably negative due to the use of *always* with the present progressive. For the third question, we know that the root of the word is *beg*. The fourth question does not really apply for this word, but sometimes there will be another word that acts a synonym or a definition. If, after going through this process, students still cannot guess what the word means encourage them just to guess and move on. If they have thought about this question for a minute and still do not know the

answer, another two or three minutes are probably not going to help and this would be time better spent on a different question.

- 1 verb
- 2 probably negative because the end of the sentence reads 'things I would rather not do'
- 3 beg is the root of the word; -ing is the suffix
- 4 the rest of the sentence and the paragraph help provide context
- 5 Yes don't leave any questions blank

- 3 Give students time to work in pairs and look at the other underlined words in the text and go through the questions in Exercise 2 again. The important point to emphasise here is the process might not give you the answer 100 percent of the time, but it will improve the students' chances. When you give feedback, check the ideas students had for each part of the process.

1 b 2 a 3 b 4 d

Extension

Put students into groups according to their preference for dogs, cats or no pets. In their groups, ask them to draw up a list of advantages for their preference and disadvantages for the others. Form new groups of three, with one person from each of group. Ask them to compare their lists and see if they can persuade the other people in their groups to change preferences.

Exam practice

Lead-in

Ask students if they like to cook. If they do, find out what their favourite recipes are. If students do not cook, ask them who cooks at home and who makes their favourite food. Set a time limit of two minutes to read through the text and then ask some comprehension questions, for example *Why did the writer want to enter the competition? What was the writer's experience of cooking before the competition? Why wasn't the writer nervous on the day?* You could also ask questions about the text itself, for example *Where might you read this text? Who is the writer? Who is the audience? Is the text formal or informal?* Do not answer any questions about vocabulary at this point.

Give students about ten minutes to read the text individually and answer the questions. Remind students that the questions are in chronological order and that it is a good idea to underline the parts of the text that provide the answers. Students check their answers in pairs before checking as a class.

31 D 32 B 33 C 34 B 35 A 36 B

Extension

Ask students about a competition they have been involved with: *How did you feel? Why did you take part? What was the process? Did you win? How did you feel after the competition?* Students then write about their experiences for homework.

Part 6

Task type:

A text from which six sentences have been removed and placed in a jumbled order after it.

Training

- You have to fill a gap with a sentence that you choose from seven different options. There is one sentence that is the distractor – it won't fit in any of the gaps.

- Look carefully at any vocabulary that might link a sentence to the general theme of the paragraph. Then look at any linking words, pronouns, tenses and other references in both the sentence and in the text on either side of the gap.

- 1 Ask students if they prefer going to the cinema or watching TV at home and why. Ask: *What did you last see at the cinema? How often do you go to see a film? What are your TV watching habits? Do you watch TV with your family? Do you watch TV on your own? Do you watch terrestrial or cable TV or do you prefer to download or stream programmes?*

Ask students to read the three possible titles and check they have understood what they mean. Ask students to predict what might be in the text for the three different titles. Give students a minute to read the text and select the most appropriate title. Check in pairs and then as a class. Encourage students to prove their answers with evidence from the text and ask why the other options are not correct. Once they have decided on the best answer, ask whether they agree with the opinions in the text.

1 c



Cambridge English: First for Schools candidates often have problems using correct pronouns.

- 2 Remind students that one of the things they need to look for in this question is how different parts of the text are referenced (with words like *he/she, him/her, it, its*), linking words and synonyms. Ask students to find the words in the text and then answer the questions. Check in pairs and then as a class. During feedback, it is as important to check why the wrong options are not correct.

1 b 2 a 3 b 4 b

- 3 Ask students to examine the sentences before and after the gap and the options A to C. Remind them that the answer must fit both before and after the gap. Discuss the wrong answers with the class. Once you have finished, ask students if there is any vocabulary they are unsure of. Encourage them to use the process introduced on page 76.

1 A

Extension

Ask students to talk about their favourite TV programmes. Help with vocabulary associated with genre, where and when the programme is set, and language such as *series, episode, director*. On the board, write a checklist including *When, Where, Who, Plot, Genre*. Put students into small groups and ask them to tell each other about their TV programme. The students who are listening should make notes according to the categories on the board. When students have finished, invite one or two to talk about one of their classmates' TV programmes. Ask students to write a review of their favourite programmes for homework.

Exam practice

Ask students if they read or write blogs. Ask students to contribute ideas for what makes a good blog and write them on the board. Give students two minutes to read the text and check to see if their ideas were included. Ask: *What does Joey blog about? Why has he been successful? What impact has Joey had on other bloggers?* Ask students what their strategy for this question is and make sure it includes reading the text in full and

examining closely the sentences before and after the gaps paying particular attention to names, pronouns, chronology (*then, next...*), contrast, cause and effect, repetition and synonyms. Remind students that they do not need to answer the questions in order as they can start with ones that seem easier, but if they skip a question they must remember to go back to it later. Give students ten minutes to complete the questions and get them to check in pairs before checking as a class. Remember to look at why the wrong answers are inappropriate as well as the correct answers.

37 C 38 E 39 B 40 F 41 G 42 A

Extension

Ask students to go online and do some research into bloggers. Students can choose any subject they like, but they should choose one blogger and evaluate him or her. Encourage students to use the ideas for a good blog from the exam practice text they have just read. They should prepare an informal presentation to talk about the blogger they researched.

Part 7

Task type:

A text or several short texts, preceded by ten multiple-matching questions.

Candidates must match a prompt to elements in the text.

Training

- You could be asked to read a number of different texts all on the same theme, or one text that has been split into sections.
- You need to answer ten questions in this part.
- For each question, you have to look through the texts to see which section provides the relevant information.

- Ask students if they have ever moved house. *Where did you move from/to? Why did you move? Were you happy to move?* If students have never moved house, ask them if they would like to live in a different place and why. Give students a minute to read through the first text and then tell a partner everything they can remember.

- Give students a couple of minutes to identify and underline the parts of the text that provide the answers to the questions. Check in pairs and then as a class.

1 my mum got a new job on the other side of the city

2 I persuaded my dad to get us a cat

3 pictures of my favourite rock bands

4 I miss my friends from my old school

- Give students a minute to read the second text and find the parts of the text to answer the questions. Ask students to compare the people from the two texts and their experiences.

1 I didn't see why we had to move

2 my sister and I only needed to organise our new rooms

3 We still go to the same school and we see the same people every day

4 My bedroom is smaller, but it has a view over a park

- Give students a few minutes to decide which person each question refers to. Check in pairs and then as a class.

1 Amil 2 Amil 3 Sarah 4 Amil

Exam practice

Lead-in

Ask students to read the rubric to discover what they are going to read about. Ask a few questions about where we learn lessons, for example, in school, playing a sport or with family and friends. Ask students about the strategy they are going to follow which is either reading the questions first and then reading a text to match the questions before moving on to the next one, or reading one text and then going through the questions.

Give students ten minutes to answer the questions. Check in pairs and then as a class. Once you have finished, ask students to summarise one of the texts and say which one they empathise with the most.

43 C 44 A 45 B 46 D 47 B 48 D 49 C 50 B 51 A 52 B

Test 2

Writing

Part 1 (essay)

Task type:

Writing an essay of 140–190 words giving an opinion and providing reasons for the opinion.

Training

- You are writing the essay for your teacher.
- You have to include the ideas given in the notes and add another idea of your own.
- You have to write between 140 and 190 words.

Ask students to read the instructions and identify what the general topic of the essay is.

smartphones and social networking

- Ask students to look at the words in the box. Ask if there are any words they recognise. Ask students to give you a definition of any words they know. In pairs, students match the words in the box with the definitions.

1 location tracking

2 privacy settings

3 personalised adverts

4 big data

5 identity theft

6 hacking

7 cyberbullying

8 peer pressure

- Ask students to look at the question and then make notes on the advantages and disadvantages based on the first two ideas. Encourage students to think about what they could include for the third idea, using the phrases in Exercise 2 to help them.

- Ask students to read the essay written by Vicky. Encourage them to underline any words or phrases they don't know and to try to guess the meaning from context. If they still don't understand, they can refer to an English–English dictionary to check the meaning.

- Ask students to look back at Exercise 4 and decide if Vicky has shown the advantages and disadvantages for three points.

Possible answer

Yes. In all three paragraphs, she started with a topic sentence. She then outlined one or two advantages, contrasting them with one or two disadvantages. She linked the advantages and disadvantages in each paragraph using the linking expressions *however*, *on the other hand* and *while*.

- 5b Students complete the table with words and phrases that Vicky used to show advantages and disadvantages.

	Advantages	Disadvantages
Nouns:	<ul style="list-style-type: none">• One <u>advantage</u> ... is that ...• the <u>benefits</u>	<ul style="list-style-type: none">• the <u>hidden risks</u>• <u>dangers</u> like identity theft and cyberbullying• ... some serious <u>disadvantages</u>• the <u>drawbacks</u>
Verbs:	<ul style="list-style-type: none">• this <u>helps</u> us to <u>enjoy</u> ...• our phones <u>show</u> us• the benefits <u>outweigh</u> the drawbacks• We <u>can</u> always ...	<ul style="list-style-type: none">• it also <u>exposes</u> us to ...• <u>encourage</u> us to <u>spend</u>• <u>have</u> some serious disadvantages
Adjectives:	<ul style="list-style-type: none">• <u>positive</u> relationships• these are often <u>helpful</u>	<ul style="list-style-type: none">• the <u>hidden</u> risks• ... it is <u>worrying</u> that ...• they may also be <u>manipulative</u>

- 5c Students look at the last paragraph and decide which verb Vicky used to show that there are more advantages than disadvantages.

outweigh

- 6a Ask students to look at the essay question again. They should consider if Vicky included all the information and if she missed anything.

Vicky included a lot of good information in her essay, but she didn't specifically mention the risks for teenagers.

- 6b Ask students to think about how Vicky could make some simple changes to her essay to include the missing information.

Possible answer

The simplest way is to replace words like *people*, *we* and *us* with *teenagers*, *young people*, *they* and *them*. A more advanced solution is to include some points that relate specifically to teenagers, e.g. *On the other hand, it is worrying that our phones encourage us to spend money, especially because teenagers generally don't have much money of their own.*

Exam practice

Lead-in

Ask the students, in groups of three, to list the tasks that robots may do instead of humans in the future. Then ask them to choose two that are connected to school, two to home life, and two that fit together in another category, e.g. work, entertainment, transport.

Ask the groups to think of some potential advantages and disadvantages for teenagers of robots doing these activities.

The students can then plan and write their essays individually. The writing should take about 30 minutes.

Sample answer

Robots and computers are doing more and more things that humans have traditionally done. In the future, this may bring benefits for teenagers, but there may also be disadvantages.

Take school, for example. Human teachers may no longer be necessary, and teenagers might simply stay at home and learn everything online. In my opinion, it would be a shame not to interact with our friends and with our teachers face to face, in the same room. In the home, household chores may soon all be done by robots. Not having to cook meals or clean the house would leave parents with more time to spend with their children, and few teenagers would miss doing their share of the housework.

As regards transport, cars may soon not need human drivers, so the roads would be safer. However, relying entirely on robots and computers could be a problem if there were power cuts or if the software were attacked by a virus.

Nowadays, most adults know how to drive and cook. If teenagers never had to learn these and other skills, they would be helpless in the future if anything went wrong.

(190 words)

Part 2 (review)

Task type:

Writing a contextualised writing task in 140–190 words.

Training

- 1 Ask students: *Do you ever read reviews? Why/Why not? Where do we tend to find reviews? What different things can they be about?*

Students look at the list of things which might have a review and compare the list with their own ideas. For each item on the list, students think of an example they could write a review about.

- 2a Ask students to read the introductions to three reviews. Ask them to identify the topic of each from the list in Exercise 1.

- 1 an interesting place to visit / a trip you've been on
- 2 a place to eat out
- 3 an exhibition you've been to / an electronic device you've used

- 2b Ask students if they expect these reviews to be generally positive or negative. Students suggest what they think the writers will say next.

Possible answer

Review 1 will probably be negative because the reviewer uses the phrase 'failed to live up to my expectations'. Reviews 2 and 3 will be more positive.

- 3a Students look at the example sentence frames for model sentences. These should help students structure their reviews. Remind students that the different types of sentence frames can be used for lots of different topics. They should also look out for other sentence frames when they are reading reviews, which they can use in their own writing.

- 3b Ask students to use the model sentences to write some sentences with additional information replacing the words in brackets. They compare and correct their sentences in pairs.

- 4a/b Students need to think about three or four points they want to make in their review. Encourage them to think about what they want to say, not just how to say it in English. Ask students to match the questions with the aspects. These are common aspects and qualities which can be considered in most types of reviews and provides a useful checklist to refer to.

1 i 2 g 3 a 4 c 5 h 6 i 7 j 8 d 9 e 10 b

- 4c Ask students to choose four more review topics from Exercise 1 and for each topic to think about three aspects to write about. They can refer to the aspects given in Exercise 4b.
- 5 Reviews usually include a final recommendation. Using the table to help them, ask students to think of a recommendation they could include for each of their review topics.
- 6a Ask students how often they read books and if they ever read book reviews to help them choose. Ask them to think about what they would write in a review for a book they have read. Encourage them to make a draft of their ideas before they write the final review.
- 6b Ask students to read Adam's review and answer the questions.

Extension

Encourage students to bring into class some real book reviews they have found online or in a magazine. Students explain why they found the reviews useful or not.

Exam practice

Ask the class to tell you what different types of film they watch, e.g. *adventure films*, *documentaries*, and where they watch them (*at the cinema*, *on TV*, *online*). List the types of film on the board. Find out what some of the students have learned from some of these films.

Now ask the students to choose a particular film that they have learned something new from and, in pairs, tell each other what they learned from that film.

Remind the students to cover all the points in the question, then give them 30 minutes to write their review.

Sample answer

Cousin Ralph's Band is one of my favourite films. It's about a group of teenagers who form a band. The lead guitarist is called Ralph, and he has a younger cousin, Lisa, who desperately wants to join the band and play the drums.

At first, Ralph and his friends think that Lisa isn't good enough, and tell her that girls can't play the drums. Lisa isn't put off, and with the help of a music teacher at school, becomes an extremely good drummer. Lisa's teacher also tells her about some famous female drummers, which encourages her when she feels like giving up. In the end, she joins the band, and begins a successful career as a musician. Before I saw this film, I knew nothing about girls and women who played the drums. I didn't know there had been so many. I enrolled for drumming classes after that, something I had always been too shy to do before then.

I would recommend this film to all teenagers, especially ones like me who love music. I hope it will also inspire other people to follow their dreams!

(186 words)

Part 2 (article)

Task type:

Writing a contextualised writing task in 140–190 words.

Training

- 1 Ask students to decide which of the options in the statements is appropriate to articles. Encourage students to think about who the audience is and what the purpose of the writing is.

- 1 the readers of a magazine or website
- 2 paragraphs more creatively
- 3 a friendly and informal
- 4 keeping the readers interested
- 5 'Wow!'

- 2 Students read the exam task. Ask them to identify the audience for their article and why somebody would want to read the article. They underline in the task the three things they need to mention in their article.

- 1 teenagers (readers of an English-language magazine)
- 2 Because it will give them useful advice to help them
- 3 provide answers to the following three questions: How do you make sure you never forget what you need to do? How do you avoid losing important things? Do you use technology to help you?

- 3 Ask student to read the sample article. Students should be able to see that she answered the question very well.
- 4a Students read the rules about past and present habits and find examples of each rule in Olivia's article in Exercise 3.

- 1 I tend to get distracted by messages and notifications.
- 2 I used to be one of the least organised people in the world.
- 3 ... whenever I look at my phone, ...
- 4 I never leave it at home: I always move my old worksheets ...
- 5 I was constantly forgetting homework and losing worksheets.

- b Ask students to rewrite the sentences using the word in brackets. They may need to make other changes to the sentences (shown in bold).

Possible answers

- 2 Now my pen is tied to my bag, so I **never leave it at home**.
- 3 **Whenever** I get some writing back, I save it in my 'done' folder.
- 4 I don't **tend to** / I **tend not to** get stressed very often these days.
- 5 I **(always) used to get** bad marks in tests.
- 6 But now I **usually get** really good marks.
- 7 My friends **are constantly asking** me what the homework is.

- 5a Students should look back at Olivia's review in Exercise 3 and think about how she has created the impression she is having a conversation with a friend. They can look at the techniques which are in Exercise 5b.

- b Ask students to match the techniques and examples sentences from Olivia's review in Exercise 3.

- 1 e 2 g 3 a 4 b 5 h 6 c 7 d 8 f

Exam practice

Ask students whether they think it is important to protect the environment. Point out that they can agree or disagree with the statement, and express any relevant point of view in their article. Students make some suggestions for other ways in which people can try and protect the environment (e.g. *using less plastic*, *using less electricity*, *choosing to use public transport*, *eating food produced locally*) and briefly discuss how useful and practical students think these suggestions are.

Then ask students to write their article in about 30 minutes.

Sample answer

Go green!

It's crucial that we teenagers try to live in a more environmentally friendly way. I believe we have a responsibility to do what we can, and to persuade our families and friends to do so too. Sometimes, the problems facing our planet may feel so enormous that we feel powerless. You may feel that any action you take on your own is unlikely to make any real difference. But the thing is, you're not alone!

There are some practical steps we can all take, and although recycling everything we can is helpful, using less in the first place is even better. Take plastic, for example. Try to get your parents to buy less food that is wrapped in plastic. Try not to buy water in small plastic bottles, or hot drinks in disposable cups. Save energy too. Always remember to turn off the lights when you leave a room! If you can, walk or take a bus to school with your friends. And if you can't, can you share lifts with another family? If we all do what we can, it will eventually change things for the better! (189 words)

Test 2

Listening

Part 1

Task type:

Multiple-choice

One multiple-choice question per short monologue or exchange, each with three options.

Training

These exercises are aimed at encouraging students to look carefully at the context and the question before they listen. They need to think about what they are going to hear, and to focus on the aspect of the recording that is being tested, e.g. the feelings, attitudes and opinions of speakers or the main message behind what they are saying.

- You will hear eight short recordings.
- You will hear each recording twice.
- The question is normally about what the speaker feels or thinks.

1a/b Tell the students to look at the adjectives. In pairs, ask them to discuss the questions *When was the last time you felt this way? Can you think of a synonym and antonym for each adjective?* Elicit a few examples from the class and then ask them to think of some adjectives to ask another pair about. Examples could be *angry, frightened, thrilled, bored* etc. Then put students into groups of four. Each pair then asks the questions using the words on their list: *When was the last time you felt this way? Can you think of a synonym and antonym for each adjective?* Elicit a few examples from each group.

B

2a Ask students to read the context sentence in the rubric and then ask *Who is talking? What are they talking about?* Ask the students if they have had any experience of using a language learning app. In pairs they can discuss the following questions: *Is it a good idea? What type of things could one be useful for? What advantages or disadvantages might an app have compared to other ways of learning or practising a language?* Ask the students to read the audioscript and discuss the following question in pairs: *Which of the speakers has experience of using an app? Are the opinions expressed about the app mostly positive or negative?*

2b Look at the question and the three options. Ask students to listen to the recording and decide which option is correct. As they listen, they should underline the section of the audioscript that gives them the answer.

A

To consolidate, ask them to look at the audioscript and listen and say why the options B and C are wrong.

Extension

It is useful for students to listen to all kinds of short conversations and then identify what's happening – who is speaking, what they are talking about, their attitudes and opinions, and to consider whether they agree. Students need to learn to understand not just what is stated in a conversation, but what is implied or indirectly stated too. Small snippets of native-speaker English from online sources can help students tune in quickly to such conversations.

Exam practice

Remind students that they are going to hear eight *different* recordings, and that they need to read through the questions and options as quickly as possible before the recording starts. Check the meanings of any unknown words with them.

If necessary, you could use the first two items as 'practice' items, to check students' progress. Stop the recording after the first listening and tell students to compare answers with a partner. Can they say *why* they think their chosen options are correct? Then let the students listen again, and if they are still having difficulty, read out the audioscript. Can they identify where the answer came from?

Then play the remaining recordings. Remind students that they must try to be ready to move on to the next question each time the new recording starts, and to read through the questions and options during the gaps between recordings.

1 B 2 C 3 A 4 C 5 A 6 B 7 C 8 B

Extension

Try using short recordings in English from the radio or the internet, for example hourly news broadcasts, which often have short stories about a wide range of topics. See if students can understand what they are about, and a few details, even if they can't understand every word. Put students in pairs to listen and take notes, and then compare what they've understood. Some broadcasts may also have audioscripts, which you can give out or read out to students after they have discussed their answers.

Part 2

Task Type:

Sentence completion

Complete 10 sentences with information heard on the recording.

Training

- You will hear one person.
- You will write one or two words.
- You will answer ten questions.

1a Ask the students to read the context sentence in the rubric carefully, then ask *How many speakers are you going to hear? Who is speaking? What is he speaking about?* Ask students to discuss the following questions in pairs or groups: *What is a period of work experience? Why might it be useful for teenagers to take part in a work experience scheme? Why do you think the period of work experience takes place during the summer holidays?*

Students share some of their answers from the class, and check that everyone fully understands what the work experience

scheme entails. It may be necessary to explain that, in the UK, such schemes are often organised by secondary schools for their students. Ask the students to discuss in pairs *If you could take part in a work-experience scheme, what type of work would you choose to do?* Discuss their responses and keep a record of which were the most popular sectors to work in: *entertainment, travel, finance, fashion*. Discuss why some types of work experience might be more popular than others.

Play the recording and ask the students to listen for the answers to three simple questions (write these on the board):

- *How long was the period of work experience?*
- *Who helped Adam to find a place to do the work experience?*
- *Where did Adam do his period of work experience?*

2 weeks
His Dad's friend
a TV/film production studio

Ask the students to look at the audioscript and check their own answers. Then ask them to mark the section of the audioscript in which Adam talks about:

- his teachers
- his friends
- the place where he worked.

1b Ask the students *Which section of text will you listen to for each question? How do you know?*

Question 1 the section that mentions *friends* because the word is in the sentence.

Question 2 the section about the *studio* because the word is in the sentence.

Remind them that the sentence usually includes a *cue* – a word, a name or an idea that is heard before the relevant section of text when you listen.

Play the recording again. As the students listen, they should write the missing words in the gaps. Check their answers.

1 wages 2 builders

Finally ask them to look at the audioscript again, and underline the answers. Ask them *What other words from the section of text could fit in the gap? How do you know that these would be wrong answers?*

2a This task is for language consolidation. See if the students can do this task without looking back at the audioscript. They can then look back to check.

ideal way, initial thoughts, total opposite, glamorous movie studio

2b Ask students to talk in pairs, using examples of the collocations from 2a.

Exam practice

Ask students to talk about the best day trip they've ever been on. *Where did you go? What did you do? What made it such a great trip?*

Then ask students what they can remember about Part 2 of the exam. *How many speakers will you hear? Where can you find out about the topic of the talk? What will you have to do while they are listening? How many words do you have to write?*

Look at the rubric for Part 2, and read through the questions. Ask students to predict some possible answers before they listen e.g.

Question 9 – *what sort of things can you have a ride in?* Question 14 *Where might you get some bargains?* Question 17 *What does regret mean? What kind of sports and activities might be available to Julie at the beach?* Explain to students that by doing this before they start listening, they are better prepared for identifying the correct answer when they hear it.

9 hot-air balloon, 10 castle, 11 seabirds, 12 town, 13 fashionable, 14 market, 15 honey, 16 sand sculptures, 17 windsurfing, 18 guidebook

Extension

Ask students to spend a short time planning their ideal day trip to a favourite place. Then working in pairs, Student A should try to persuade Student B to go with them. They should explain how they will get there, what they'll do while they're there, what they can buy there, and why it's such a good place to go. The students then change roles. Remind them they have to be persuasive! Which place will each pair decide to visit and why? If students need some ideas to get started, try handing out some pictures from magazines, such as beaches, mountains, city scenes, goods to buy and sports and other activities to do.

Part 3

Task Type:

Multiple-matching

Five questions which require the selection of the correct answer from a list of eight.

Training

- You listen to five short extracts.
- The speakers talk about the same topic.
- There are eight options.

1 This section is aimed at getting students to look carefully at the list of options they will see in the Part 3 task. Remind them that the speakers in Part 3 are usually all teenagers. Ask them to work in pairs to look at the list of options A–H and ask *In what kind of situations might teenagers feel the way described in each option. What do you think 'it' refers to in the options? Elicit some of their answers. Then ask them to choose one of the options. Tell your partner about a time when you felt this way about something. What was the activity? What made you feel this way?*

2a Then ask students in pairs to look at the context sentence in the rubric for the task, and answer these questions: *What general topic are the teenagers all talking about?*

Then get them to listen to Speaker One. As they listen, they should answer these three simple questions. *Which sports does he mention? Which one does he talk about trying for the first time? Was the experience generally positive or negative?*

football, going to gym, yoga
yoga
positive.

Then ask them to look again at the options A–H and ask them to decide in pairs *Which describe positive experiences and which describe negative experiences?*

Then get them to look at the audioscript and underline words and phrases that express similar ideas to some of the key words in the options A–H. Elicit some examples. *preparation, beginning, amazingly, can't wait*

Ask them which of the options best matches the feeling of the teenager.

H

In pairs ask them to discuss why options B, E and F are not the correct answer. B is ruled out by *I didn't need to prepare anything*, isn't correct because he wasn't 'terrified' – nothing he says matches the strength of this emotion. F is ruled out by *I felt so relaxed – I had a really good workout*.

2b Ask students to compare their answers with a partner. Then ask them to think about the words and phrases in the recording that are similar to the ideas in the options.

Exam practice

Lead-in

Ask students to read through the rubric and then ask them what kind of performance the speakers will be talking about. Ask students to look through the options, and check any unknown words e.g. *discouraged*, *rehearsal*. Then check with students that they understand what the speaker is saying in each one. For example in C, why would *speaking loudly enough* be a problem?

Depending on the level of the group, you could get students to compare their answers after the first listening, and if possible give reasons for their choices. This will allow you to see how they are coping with it.

19 E 20 G 21 A 22 B 23 H

Extension

Briefly ask around the class whether anyone has taken part in a public performance, either at school or elsewhere, and what their experiences were. *What did they do – act, sing, play music, dance?* *How did they feel about the experience?* *What do they think they learnt from it?* Students could give short presentations in groups about their experiences.

Students could also be asked to find out what performances are taking place at the moment in the town or city nearest to where they live. Which would they choose to go to, and why?

Part 4

Task Type:

Multiple-choice

There are seven three-option multiple-choice questions

Training

These exercises are intended to help students identify the correct answer from the multiple-choice question options when they listen, but also how to listen for the information that makes the distracter options incorrect.

- There are two speakers.
- There are seven multiple-choice questions.

Lead-in

Ask the students if any of them has ever had an unusual pet. If so, ask them *What was it like?* *Did it cause any problems?* *What was the best part?* *Would you do it again?* If nobody has, the class could discuss this in groups. Each group should choose an unusual pet and imagine the answers to these questions.

Ask students to listen to the introduction to the interview and answer these simple questions – you can write them on the board

What type of animal is a capybara? What size is it? Where does it come from? Play the first two exchanges in the recording.

a rodent like a hamster large South America

Then ask the students to look at Q1. Ask them to read the question and the three options and underline the most important words. Check that they all understand the word *temperament*. Then ask them to look at the audioscript. Tell them to mark the parts of the script that talk about the ideas in options A, B and C. Elicit their answers.

Adam talks about the number of capybaras seen as pets in his first turn.
He talks about the capybara's temperament in the middle of his second turn.
He talks about a website at the end of his second turn.

Then play the recording and ask the students to listen for the correct option. Elicit their answers.

B

Then ask them to look at the audioscript again and decide why options A and C are incorrect.

A is contradicted by the phrase *you don't see many of them*
C isn't really mentioned.
We hear about a website where they bought the capybara, but it doesn't say it was complicated.

Then ask the students to look at Question 2. Ask them to read the question and the three options and underline the most important words. Play the recording twice and ask them to choose the correct option. **Answer: C.** Then ask them to look at the audioscript and find the section of text that supports the answer, and the pieces of text that contradict the other two options.

C = He seems to recognise everyone he's ever encountered
A is contradicted by Hugo's *as intelligent as a dog*, but he won't do anything if there is nothing in it for him. Venezuelan friends claimed that capybaras are the stupidest animals on the planet, but what I've found is quite the opposite.

Remind students that the questions they are asked in the task are likely to be very similar to the questions the interviewer asks the main speaker. For example in Q2 the interviewer says *How does he behave?* and the question has the word *behaviour*. Cues like this help students to know when one question has finished and it is time to look at the next one.

Exam practice

Lead-in

How much do students know about dinosaurs? Which common types can they name?

Ask students what they need to do before they listen to this exam task. (Read the rubric, find out who's talking, and what they're talking about. Then read quickly through the questions and options). Check any words that might be unfamiliar, such as *footprint*, *exploration*, *disturb*, *seals*.

Depending on the level of the class, play the recording for the first two questions, and then ask students to compare their answers before confirming the key. Students need practice in keeping their place in the recording in this part of the test, so play the recording for the next five items without stopping. Tell students to compare answers at the end of the test.

24 C 25 B 26 A 27 B 28 A

Extension

Ask *Have you ever found a fossil. Where did you find it? Have you identified it? Have you been to any exhibitions about dinosaurs? What did you see there?*

Students could also do some research into the kind of dinosaurs that once lived in their part of the world, from fossils that have been found there. They could make a wall display with a map of their country, with major place names marked in, and images of some of the dinosaurs that have been found there. A local museum may be able to provide help with this project.

Test 2 Speaking

Part 1

A conversation between one examiner and each candidate. In Part 1, candidates are asked questions on a variety of topics related to their everyday life. Candidates are assessed on their performance throughout the 14-minute test.

Training

Students discuss the four questions in pairs. When they are ready, open up the discussion to include the whole class.

- The questions are about your everyday life (e.g. where you live, your hobbies, etc.)
- You speak to the examiner, not your partner.
- It takes two minutes, or three for a group of three.
- It's a good idea to spend about 20–30 seconds on each question.

- 1 Play the recording for students to answer the question. When you check with the class, elicit which questions were asked about each topic. You could also elicit what went wrong during the extract, and how well the candidates dealt with the problems.

School subjects: What's your favourite school subject? Do you have a lot of lessons every day?

Family: Who in your family do you spend most time with? Do all of your relatives live near you?

(There were also the usual questions about the candidates' names and where they live.)

- 2 Students work alone to complete the phrases. You could play the recording again for students to check. When you check with the class, draw attention to the Tip.

1 blank 2 forgotten 3 tongue 4 repeat
5 catch 6 word, another

Extension

Write the four questions from the recording on the board. Students then work in pairs to ask and answer the questions. Encourage them to use the phrases for dealing with problems.

Exam practice

- 1 Students work in pairs to ask and answer the questions. Monitor carefully for use of language and techniques. When you give feedback, pay particular attention to the way they dealt with problems. You could find out what problems they had and what they did about them.

- 2 Play the recording and pause it for students to answer the questions. You could do this as a whole class (where you choose which student will answer each question) or in pairs (where students answer alternate questions from the recording). As a follow-up, discuss the questions with the class, including good answers for each question.

Part 2

Task type:

An individual one-minute 'long-turn' for each candidate, with a brief response from the second candidate lasting about 30 seconds. Candidates are assessed on their performance throughout the 14-minute test.

Training

- You'll talk about two photos, plus you'll have a question about your partner's two photos, so four in total.
- You have to compare the photos and answer a question.
- You need to listen carefully because you'll have to answer a question about your partner's photos, and it's good to show you've been listening!
- It takes about four minutes, or six minutes for a group of three.

Students discuss the four questions in pairs. When they are ready, open up the discussion to include the whole class.

- 1a Students work in pairs to find some similarities and differences. Brainstorm a list of ideas from the class.

Possible answers:

Similarities: snow on the ground; outdoors; people wearing winter clothes.

Differences: countryside / mountaintop vs. city; having fun vs. walking home

- 1b Draw attention to the Tip. Students then work in pairs to make sentences to compare the photos. When they are ready, ask volunteers to share their ideas with the class.

Possible answers:

In both pictures, there's snow on the ground and it's freezing cold. Both pictures show people who are wearing winter clothes. The first picture shows people in the countryside, perhaps on top of a mountain. The second, in contrast, shows people in a town or city. The biggest difference is that the people in the first picture are having fun, while / whereas the people in the bottom picture are just walking home, and it doesn't look like much fun.

- 2a Students work in pairs to check that they know all the adjectives and to use them to describe the people in the photos. If they have access to dictionaries (including online dictionaries on their phones), encourage them to check any new words. When they are ready, go through the answers very carefully with the class, paying particular attention to any new or difficult words.

Possible answers:

Picture 1: cheerful; delighted; enthusiastic; exhilarated; playful; thrilled

Picture 2: annoyed; depressed; fed up; frustrated; stressed

Extension

Pairwork: Students work in pairs to discuss situations where people might feel each of the adjectives from Exercise 2a, or when they last felt that way themselves. When they are ready, ask volunteers to share their best ideas for each adjective with the class.

Whole class: Check pronunciation of the words of two or more syllables in the box. Tell students to underline the stressed syllable in each long word. Students then practise pronouncing the words. (annoyed; ashamed; cheerful; confident; delighted; depressed; disappointed; embarrassed; enthusiastic; excited; fed up; frustrated; furious; impressed; nervous; relieved; terrified)

2b Students work alone to complete the sentences. They check in pairs and feed back to the class.

- 1 enthusiastic 2 relieved 3 disappointed 4 proud
5 embarrassed 6 fed up 7 frustrated 8 cheerful

3 Play the recording for students to identify the adjectives.

excited; fed up; frustrated (Rosie also uses 'annoying' to talk about travelling in the snow.)

4a Go through the Tip with the class. Elicit an example of a direct question (e.g. *Where are they?*) and an indirect question (e.g. *I don't know where they are.*). Students then work alone or in pairs to write the direct questions. When you go through the answers with the class, use the examples to check everyone knows the rules about indirect questions (i.e. the subject comes before the verb, as in normal sentences).

- 2 Are they on a mountain or something?
3 How are the people in the bottom picture feeling?
4 Are these people feeling frustrated because they want to get home?

4b Students work in pairs to make indirect questions. When you check with the class, pay particular attention to any misunderstandings about how to form indirect questions.

- 1 It's hard to make out how many people there are in the group.
2 I can't tell how the people in the picture are feeling.
3 It's hard to see if/whether they're excited or scared.
4 I don't know where the people have come from.
5 I'm not sure if/whether the people want to be there.
6 I wonder why this person isn't sitting with the others.
7 It's not clear what kind of game they're playing.
8 I have no idea why the people have such big bags.

Exam practice

Students work in pairs or groups of three to complete the task. Make sure they stick to the time limit for each stage. Monitor carefully for use of language and techniques. When you give feedback, pay particular attention to any indirect questions that they used.

Extension

Students work in pairs to make indirect questions about the people in the pictures, and to decide which adjectives they could use to describe them. When they are ready, ask volunteers to share their best ideas with the class.

Part 3

Task type:

A two-way conversation between the candidates. Candidates receive spoken instructions and written stimuli. There is a two-minute discussion followed by a one-minute decision-making task. Candidates are assessed on their performance throughout the 14-minute test.

Training

Students discuss the five questions in pairs. When they are ready, open up the discussion to include the whole class.

- You speak to your partner.
 - You see a question and a set of five ideas.
 - No. You have fifteen seconds to read and think first.
 - You don't see the follow-up question. The examiner asks it at the end of your discussion.
 - It takes about four minutes, or five minutes for a group of three.
- 1a** Find out from the class how they think the Speaking Test is assessed (i.e. what are the examiners listening for; what will earn them better marks; and what might lose them marks). Then tell students to read the information in the box to check. Discuss whether they are surprised by any of the criteria.
- 1b** Students discuss the statements in pairs. When you check with the class, again discuss anything that students found surprising. Draw attention to the Tip.

- 1 False. Grammatical accuracy is just a small part of one criterion. The same criterion also includes vocabulary, and it covers range (= whether you use basic or advanced language) and appropriacy (= whether you use the right language for the right situation) as well as accuracy.
2 False (Both accuracy and range are important.)
3 True (This is a major part of Discourse Management, which is one of the big four criteria.)
4 False (Pronunciation is one of the four criteria.)
5 False (Interactive Communication is one of the four criteria.)

- 2a** Students discuss the situations and potential solutions in pairs. When they are ready, discuss with the class.
- 2b** Play the recording for students to answer the questions. They discuss in pairs and give feedback to the class. Draw attention to the Tip. Point out that the situations in the recording are both rather extreme – the real speaking test probably won't be so bad! But it's still worth being prepared for difficult situations.

First extract: The girl starts by inviting her partner to speak. When she notices he is discussing the second point before she has said anything about the first point, she interrupts him politely. When he interrupts her before she's finished speaking, she interrupts him politely again to ask him to allow her to finish.

Second extract: The girl starts by inviting her partner to speak. She gives him a chance to speak, but when she realises he's struggling, she makes a short point and invites her partner to agree or disagree. Later, when she notices she's talking too much, she asks her partner a question to try to get him involved.

- 3** Students match the advice with the useful language. Check carefully with the class. Elicit whether they have any similar advice.

1 f 2 d 3 b 4 g 5 c 6 a 7 e

Extension

Students work in pairs or groups of three to discuss with the class which of the four criteria from Exercise 1a are easiest to improve and which are the hardest.

Possible answer:

- The easiest is probably *Interactive Communication*, which you can improve by listening carefully to your partner, inviting him/her to speak, etc. Of course, there's more to this criterion than learning a few phrases and techniques, but a few simple steps (as recommended in this book) can make a big difference.
- Discourse Management* is fairly easy to improve, by making sure you use linking words like *while/whereas*, and phrases like *on the other hand*, etc. However, a big part of this criterion is fluency, which you can only improve with experience (and by expanding your vocabulary).

- *Pronunciation* is harder to improve, although there's a difference between sound-level pronunciation, word-level pronunciation and sentence-level pronunciation. There are only around 40 sounds in English, so it should be possible to learn how to pronounce most of those accurately. Word-level pronunciation isn't too difficult as long as you learn the correct pronunciation every time you learn new words and phrases. But sentence-level pronunciation (e.g. intonation) is harder to improve, the best way to improve is through practice.
- *Grammar and Vocabulary* are big areas but there is lots students can do to improve in these.

Exam practice

Students work in pairs or groups of three to complete the task. Make sure they stick to the time limit for each stage. Monitor carefully for use of language and techniques. When you give feedback, pay particular attention to how well they managed interactive communication.

Part 4

Task type:

A discussion on topics related to the Part 3 collaborative task. Candidates are assessed on their performance throughout the 14-minute test.

Training

Students discuss the four questions in pairs. When they are ready, open up the discussion to include the whole class.

- The questions are related to the Part 3 topic.
- No. You only hear them.

- You may answer the same questions, or you may have different questions. For some questions, you may be asked to discuss the answer together.
 - It takes about four minutes, or six minutes for a group of three.
- 1 Play the recording for students to answer the questions. Check with the class. Draw attention to the Tip.

Topic: Spending time outside

Questions: How could we encourage people to spend more time outside?

What are some dangers of spending too much time outside? How can architects give us the benefits of being outside without exposing us to the dangers?

Examiner's instructions: The examiner didn't tell them who should answer each question, so they worked out that they should discuss them together.

- 2 Students work alone to complete the sentences. Play the recording again for them to check. Draw attention to the Tip.

1 brilliant 2 absolutely 3 really 4 totally 5 incredibly
6 excellent 7 exactly

Exam practice

Students work in pairs or groups of three to complete the task. Encourage them to respond enthusiastically to their partners' points. Make sure they stick to the time limit for each stage. Monitor carefully for use of language and techniques. When you give feedback, pay particular attention to their interactive communication skills.

Key

Test 3

Reading and Use of English

Part 1

1 A 2 C 3 D 4 B 5 A 6 A 7 D 8 C

Part 2

9 used / accustomed 10 their 11 what 12 than
13 way 14 order 15 most 16 when

Part 3

17 relaxed 18 acceptable 19 decision
20 forbidden 21 responsibility 22 beneficial
23 competitive 24 anti-social

Part 4

25 I hadn't turned up
26 my book, as long
27 is/s time you got your | is/s time to get your
28 hair needs cutting
29 might have left my books
30 did my best | tried my best

Part 5

31 D 32 B 33 A 34 C 35 A 36 A

Part 6

37 G 38 B 39 F 40 C 41 E 42 D

Part 7

43 A 44 B 45 A 46 A 47 D 48 B 49 C
50 D 51 C 52 B

Writing

Part 1

Sample answer

Some people recommend that school students have a shorter, three-week break in the summer. There are some good arguments both for and against this idea.

Nobody can deny that we have a lot to learn and shorter holidays would give us more time to study important topics. However, most students would probably be horrified at the thought of shorter summer holidays. That's because after months of hard work, we all need a holiday. People are said to learn better when they have good breaks too.

It is true, though, that the summer break may not need to be as long as six weeks, as it is in my country. When both parents work, it can be difficult to find childcare for their younger children. It can also be difficult to get back into the routine of school after such a long break. If we had more time off in the winter, then students might get ill less often.

On balance, I think it might be a good idea to have a shorter summer holiday, as long as we could have the other two or three weeks at another time of year.

(190 words)

Part 2

Sample answers

Question 2

Karen didn't wake up until ten o'clock. It was Saturday morning, and she'd slept right through her alarm at seven. When she saw the time, she leapt out of bed in a panic. What a disaster! She was in her school chess team, and she had to get to the city centre for a national tournament by eleven!

Her parents had both left for work at six. They ran a restaurant, and weekends were incredibly busy. There weren't many buses at the weekend, and they were really slow, anyway. What could she do?

Then she had an idea. Her cousin had finally passed his driving test the week before. Perhaps he could help? She messaged him, but there was no reply. She called her aunt.

'Oh, Sasha lost his phone yesterday,' said her aunt, 'But he's here! You can talk to him.'

What a relief! Twenty minutes later, after the quickest breakfast Karen had ever had, they were in her aunt's car with Sasha at the wheel. They made it to the tournament just in time, and although Karen's team only came fourth, she'll never forget that day!

(188 words)

Question 3

I couldn't live without my headphones. Basically, they're fantastic. I love listening to music, and when I'm on my way to school or on my way home, my music makes me feel OK, even if I'm not having such a great day.

And it's really important for me to hear that music clearly. I used to have in-ear headphones, but they weren't very good and they often broke. Then I got these really good quality over-ear headphones for my birthday. They look so cool, and all my music sounds completely different. My family like them too! If I'm listening to my music in the living room, they don't get irritated by the noise from my headphones. In fact, they can't hear a thing ... but I can hear everything!

The only thing that could be better about them is the range of colours available. At the moment, you can only choose between black, red and blue. I'd prefer a different colour, to be honest, like bright green. Apart from that, I'd recommend these headphones to all other teenagers who like me, are 'slaves to the rhythm'!

(186 words)

Question 4

I quite like playing sport, but I'm not crazy about it. Maybe I'm just a bit lazy. What I do love, though, is watching my favourite basketball team. My brothers and sisters all support them too, and we watch every match we can on TV or online. If we miss the live match, we often see it later, even if we already know the final score!

I may not be great at sport myself, but it's still amazing to watch top players display their skills. I like listening to the commentators too. They give all sorts of fascinating background information about the players on both sides, and interesting statistics as well.

Some professional sportsmen and women make a huge amount of money. It's true that compared to doctors and firefighters,

who save people's lives every day, they probably earn too much. It's also fair to say, though, that they entertain large numbers of people nearly every week, and they have to train really hard every day. They are also heavily criticised and risk losing their place on the team when they don't perform well. So I think they deserve it!

(190 words)

Question 5

Answers for this question are dependent on your interpretation of the set text. Here are some sample phrases which you may like to use:

- I would like to have seen ...
- It would have been better if
- I would change the ending by ...

Listening

Part 1

1 A 2 B 3 C 4 C 5 C 6 B 7 A 8 C

Part 2

9 scenery 10 lake 11 gold mines
12 postcards 13 pancakes 14 red rock 15 eagles
16 storm 17 hiking 18 bear

Part 3

19 E 20 B 21 H 22 D 23 G

Part 4

24 B 25 A 26 B 27 B 28 A 29 C 30 B

Test 4

Reading and Use of English

Part 1

1 A 2 B 3 D 4 A 5 C 6 B 7 B 8 A

Part 2

9 so 10 which 11 can 12 This / That 13 but
14 like 15 to 16 if

Part 3

17 specialists 18 conclusion 19 possibility 20 similar
21 enable 22 individually 23 society
24 scientifically

Part 4

25 you hadn't/had not helped
26 said that saying goodbye
27 will be delivered / is going to be delivered
28 must have missed
29 me who kicked
30 I ought to go / should go

Part 5

31 D 32 B 33 C 34 B 35 A 36 B

Part 6

37 C 38 E 39 A 40 F 41 G 42 B

Part 7

43 A 44 D 45 B 46 D 47 C 48 A 49 D
50 C 51 B 52 A

Writing

Part 1

Sample answer

Some people say that in the internet age, we no longer need shops. They certainly have a point, but there are also reasons why people still want to use shops.

First of all, people enjoy going out shopping. It's a pleasure, and for many, a really good way to socialise with their friends and family. They walk around malls or high streets, looking at things without necessarily buying anything, and often stop for a snack in a café. You can't do all that online.

Shopping on the internet does have its advantages. It's extremely convenient – you can buy what you want in a matter of minutes, and there's a wide range of goods to choose from. Nevertheless, seeing the actual products in a shop is sometimes preferable. In my view, trying on clothes in a shop is much easier and you don't have to send things back. You can ask someone else to choose and deliver your fruit and vegetables. However, if you select them yourself, you know they're fresh.

On balance, therefore, I think that people will still want 'real' shops for many years to come, perhaps even forever.

(190 words)

Part 2

Sample answers

Question 2

My friends and I all take photographs, all the time, mostly on our mobiles. Loads of people, and I'm one of them, have thousands of pictures saved online, and there are many we may only ever glance at once. So why do we take so many?

One main reason is communication. A picture can sometimes convey more than words, more rapidly and effectively. And if we're doing something special, and want to keep the memory alive, photos are one way of doing it. Maybe, in the future, when we look at all the pictures we ignore now, they'll help us remember all sorts of things we've forgotten.

Like most of my friends, I take pictures of happy times with them and with my family. Also, when I go somewhere new, I always take a few pictures which show my first impressions. Those things can seem familiar surprisingly quickly, and soon not feel as if they're really worth taking. They are, though, and I'm sure I'll value those photos a lot in the future.

(173 words)

Question 3

Harry looked up when he heard the noise and smiled. It was the doorbell. His best friend, Karl, had been away for a year because his dad had got a job abroad, and now he was back at last. He'd promised to come round to Harry's as soon as he could.

When Harry opened the door, he couldn't believe how much Karl had changed. He was as tall as Harry now, and his hair was much longer. He was carrying his guitar.

'Hey,' Harry said. 'It's been a while!'

'Yeah,' said Karl. 'I've brought this for you!'

'What do you mean?'

'Well, I know you always liked it better than your own guitar, and I've taken up the saxophone now.'

'Wow,' said Harry. 'I thought you might bring me something – like a souvenir – but this is awesome! Thanks! Where's your saxophone, then?'

Karl picked something up from behind the door. He came in, and Harry discovered that Karl had learnt to play all the old tunes they used to play together on their guitars. Listening to Karl, Harry realised just how much he'd been missing his friend.

(187 words)

Question 4

Hi Sam!

I'm glad you and your family are well. I see what you mean: it's embarrassing at our age to be taken to school by our parents. I'm lucky, because I've been able to walk to school with my big sister since I was ten years old. You're the eldest, so you're the one who has to push the boundaries. By the time your little brother is your age, he'll be allowed to walk to school, I reckon.

If I were you, I'd explain how you feel to your mum. As you say, you care about her a lot, and you've always had a good relationship. So I'm sure she'll understand. She may not even have considered the fact that you want to be a bit more independent – she probably believes she's doing you a favour.

Does she know the friends you want to walk to school with? If not, perhaps you should introduce them to her so she can see they're nice people – I'm sure they are, if they're your friends!

Let me know how it goes, and good luck!

Nora

(182 words)

Question 5

Answers for this question are dependent on your interpretation of the set text. Here are some sample phrases which you may like to use:

- The main characters are ...
- In my opinion, it would have been more interesting to have included ...
- In my opinion, no more characters are needed because ...

Listening

Part 1

1 B 2 C 3 A 4 B 5 C 6 B 7 C 8 A

Part 2

9 animal conservation 10 secure 11 seeds/plant(s) seeds
12 exhaustion 13 (bat) detector 14 orchestra
15 blankets 16 hedge 17 owls 18 charity

Part 3

19 B 20 F 21 C 22 H 23 E

Part 4

24 A 25 C 26 A 27 C 28 B 29 C 30 B

Test 5

Reading and Use of English

Part 1

1 D 2 D 3 B 4 C 5 B 6 B 7 D 8 A

Part 2

9 for 10 be

11 much (*little* would be grammatical, but not consistent with text)

12 of 13 which 14 according 15 no 16 in

Part 3

17 upbringing 18 descriptions 19 adaption

20 differences 21 patience 22 determined

23 enabled / enabling 24 moving

Part 4

25 was brought up by

26 can't believe (that) she turned

27 took his word for

28 for a bike ride / on / for a cycle (ride) on / for a ride on / cycling on

29 have bought the book if

30 like to get my hair / love to / get my hair

Part 5

31 A 32 C 33 A 34 A 35 B 36 C

Part 6

37 B 38 E 39 A 40 F 41 G 42 D

Part 7

43 B 44 A 45 A 46 D 47 D 48 C 49 D

50 C 51 A 52 B

Writing

Part 1

Sample answer

Some parents try to make sure their children do lots of activities when they are not at school – after school, at the weekend or during the holidays. They believe they are doing the best for their children, but are they really?

It is said that it is important for everyone to have the chance to learn new things, and there are definitely benefits to that. Moreover, there are many things that teenagers cannot do at school, such as some sports and some arts activities.

One thing that should also be taken into consideration, in my opinion, is that teenagers love spending time with their friends. They can enjoy doing sports together, or take part in drama productions, for example.

Even though there are many advantages to free-time activities, I would argue that teenagers also need time to relax. This could be in the company of their friends, or on their own. There are a lot of pressures on teenagers at school, and they are always kept busy. In my opinion, some time doing nothing is very important for a happy and healthy life, and adults should understand this.

(188 words)

Part 2

Sample answers

Question 2

The Story Museum

The Story Museum is a place that's all about ... stories.

It's in a big airy modern building with three floors. On the first floor, there's a large gallery with hundreds of exhibits connected with children's stories. There are paintings and drawings of the characters and scenes from the books, and some pages from the original manuscripts, as well as costumes for young children to dress up in.

On the second floor, the focus is on books for teenagers and adults. Apart from looking at more photos and paintings, you can watch videos of the writers talking about their work.

On the third floor, there's a really cool café, and lots of places to sit and read, or write your own stories. There are also computers you can use to contribute to a shared story written by hundreds of people. Everyone can add a few lines or more if they feel like it.

The only thing wrong with it, is that you have to pay to go in, so I can't visit it as often as I'd like. Otherwise, it's a perfect place for anyone who loves books.

(188 words)

Question 3

Hi Paula,

Thanks for your letter. I may not be the best person to ask for advice about fitness, but I do have a few ideas.

First of all, you asked me what sport you could do. Personally, I enjoy swimming, but I know you don't live near the sea, and I don't know whether there's a pool near where you live. If there is, though, I'd definitely recommend it, because it's an easy way to keep fit.

If swimming's not for you, then you could go jogging, or join a gym. If a gym's too expensive, then running would be better – you just need a pair of trainers. Otherwise, contact clubs for different sports in your area, and ask whether you can do a trial beginner's session, so you can find out what you enjoy.

Doing a sport is not the only way to get healthier, as I'm sure you know. You also need to review your diet, and make sure you eat plenty of protein, as well as lots of fruit and vegetables. And get plenty of sleep, too.

Write back soon and tell me how it goes!

Jana

(187 words)

Question 4

Anna was surprised to see so many people in the room. She wasn't expecting it at all and she suddenly felt nervous. Anna was a teenage poet. She was quite well-known in her school, but this was the first time she'd ever taken part in the National Poetry Competition.

She had to be record one of her poems at the local radio station. She'd thought it would be just her and the producer, and maybe a couple of other people. Instead, there appeared to be an audience of about a hundred people.

Anna stood in front of the microphone and opened her mouth, but no words came out. She went bright red and closed her eyes. She remembered her favourite teacher telling her to pretend she was just talking to her, to forget about everyone else who might be there.

She opened her eyes, and in the middle of the front row, there was her teacher! Suddenly, Anna wasn't scared at all. She recited her poem without even looking at the words, and when she'd finished, everyone clapped and clapped. Whatever happened next, this was a good start!

(188 words)

Question 5

Answers for this question are dependent on your interpretation of the set text. Here are some sample phrases which you may like to use:

- The place was important to the plot because ...
- I believe the characters were influenced by the place. You can see this ...
- You can tell the place had an effect on the characters because ...

Listening

Part 1

1 C 2 A 3 B 4 A 5 C 6 A 7 B 8 B

Part 2

9 (fashion) designer 10 anxious 11 recycled
12 dragon 13 landscape 14 cartoons 15 abstract
16 nature 17 feathers 18 enthusiasm

Part 3

19 C 20 H 21 A 22 D 23 F

Part 4

24 C 25 B 26 A 27 B 28 B 29 C 30 A

Test 6

Reading and Use of English

Part 1

1 C 2 A 3 C 4 B 5 D 6 C 7 A 8 D

Part 2

9 but 10 by 11 Rather 12 with 13 each
14 when/where 15 what 16 as/because/since

Part 3

17 choice 18 popularity 19 specialists 20 undoubtedly
21 substantial 22 Additionally 23 maintenance
24 explanation

Part 4

25 was going to give
26 asked me what I thought
27 better leave before it
28 turned out to be better
29 lack of money means
30 in spite of not having

Part 5

31 B 32 C 33 B 34 A 35 D 36 C

Part 6

37 D 38 F 39 E 40 B 41 G 42 C

Key

Part 7

43 D 44 B 45 A 46 C 47 B 48 A
49 C 50 D 51 B 52 C

Writing

Part 1

Sample answer

Fashion plays an important role in the lives of many teenagers, and some say it plays too great a role. It is certainly true that many teenagers spend a lot of time making sure they look fashionable or following the latest trends in technology and music.

Being fashionable can make teenagers feel more confident. They believe that if they wear the same clothes, play the same computer games or listen to the same music as everyone else, then they won't stand out. On the other hand, the most confident teenagers are often those who dare to be different.

Advertising influences most people, and teenagers are no exception. Seeing particular products and brands on billboards, online, or on TV can certainly make them seem more desirable. As a result, teenagers can end up spending all their pocket money on things they don't really need, just because their friends have them. Not all kids can afford the most up-to-date gadgets or clothes, and that can make them feel left out.

Personally, I think teenagers should care a bit less about fashion, and believe in themselves, rather than simply follow the crowd.

(189 words)

Part 2

Sample answers

Question 2

Hi Lucy,

It was lovely to hear from you again. I've been thinking about your question, and to be honest, I'm not sure I totally agree with you. I hope you don't mind!

Of course it's great to have holidays abroad and see other countries. But it's also fantastic to visit your own country. As you know, Spain is quite big, and my parents love taking my brothers and me to different places every year. We go to the mountains, to the coast, all over. It's always fun, and really interesting to explore new cities and see different landscapes. We've actually never had a holiday in another country, but I don't mind at all!

I'd like to travel abroad when I'm older, and if my parents said we were going to do that next summer, I'd be delighted. It's just that I think you can learn a lot in your own country too.

Anyway, if you want to travel abroad, why not ask your parents if you can come and visit me here in Spain? It would be great to see you!

All the best,

Maria

(186 words)

Question 3

An amazing friend!

The most amazing person I know is my friend Hannah. When you first meet her, you may well think that she's just like

everybody else, and that's because she never behaves as if she's special. But she is.

Hannah tries never to throw anything away. Yes really, nothing at all. She's persuaded her family to buy only food that isn't wrapped in plastic or in disposable containers.

She buys her clothes second-hand and only buys something new when it's absolutely necessary. Some people may think that this is a bit crazy, but I disagree. Hannah has taught me the importance of looking after our environment. I'm trying to live more like she does, and I hope that in a few years' time, everybody will be doing the same.

The other reason why Hannah is fantastic is because she spends a lot of her free time as a volunteer for an environmental group, cleaning up our area and trying to persuade people, including local businesses, to cut down on the waste they produce.

If only there were more people like Hannah!

(180 words)

Question 4

The Memory Game

The Memory Game is a game for two or more players. You play it with a set of around twenty pairs of pictures on small cards. The pictures are mixed up, and all the cards placed face down. The backs of the cards are all the same, so none of the players know what is on the cards. Each player turns over two cards and everyone tries to memorise them before they are turned back over. The aim is to collect as many pairs of pictures as possible, by remembering where each card is.

I love this game because you can play it with any number of players of any age. My three-year-old cousin loves it, and so does my grandmother. She says it keeps her memory sharp, and my cousin often beats us both. The rules are easy to understand, and it doesn't take too long to play, so no-one gets bored.

I'd definitely recommend it to other people my age. Don't think you're too cool to play it, just try it and see!

(172 words)

Question 5

Answers for this question are dependent on your interpretation of the set text. Here are some sample phrases which you may like to use:

- In my opinion, the most surprising event in the book was ...
- It was surprising because ...
- As a result of this ...

Listening

Part 1

1 A 2 B 3 A 4 C 5 B 6 C 7 C 8 A

Part 2

9 cliff 10 stunning 11 stone 12 width 13 Lion Tower
14 daughter 15 library 16 ghosts 17 eagle
18 (classical) music

Part 3

19 E 20 B 21 F 22 H 23 D

Part 4

24 B 25 C 26 A 27 C 28 B 29 A 30 B

Review Copy - Cambridge University Press - Review Copy
Review Copy - Cambridge University Press - Review Copy
Review Copy - Cambridge University Press - Review Copy
Review Copy - Cambridge University Press - Review Copy
Review Copy - Cambridge University Press - Review Copy

Review Copy - Cambridge University Press

Review Copy - Cambridge University Press

Review Copy - Cambridge University Press

Review Copy - Cambridge University Press



17927

Page 1 of 2



Language Assessment

Partial Effects on the Correlation

--	--	--	--

--	--

Page 10

--	--

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ☐

FCE for Schools Reading and Use of English Candidate Answer Sheet

Use a PENCIL (B or HB).

Rub out any answer you want to change using an eraser.

Parts 1, 5, 6 and 7:
Mark ONE letter for each question.

Parts 2, 3 and 4: Write your answer clearly in CAPITAL LETTERS.

For parts 2 and 3, write one letter in each box.



For example, if you think A is the right answer to the question, mark your answer sheet like this:



Part 1

1	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
2	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
3	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
4	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
5	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
6	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
7	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
8	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

Part 2

Do not write
below here

9											9	1	0	<input type="radio"/>	<input type="radio"/>
10											10	1	0	<input type="radio"/>	<input type="radio"/>
11											11	1	0	<input type="radio"/>	<input type="radio"/>
12											12	1	0	<input type="radio"/>	<input type="radio"/>
13											13	1	0	<input type="radio"/>	<input type="radio"/>
14											14	1	0	<input type="radio"/>	<input type="radio"/>
15											15	1	0	<input type="radio"/>	<input type="radio"/>
16											16	1	0	<input type="radio"/>	<input type="radio"/>

Continues over



Page 1 of 2

17927



17927

Page 2 of 2

Do not write
below here

17																17	1	0	<input type="radio"/>	<input type="radio"/>
18																18	1	0	<input type="radio"/>	<input type="radio"/>
19																19	1	0	<input type="radio"/>	<input type="radio"/>
20																20	1	0	<input type="radio"/>	<input type="radio"/>
21																21	1	0	<input type="radio"/>	<input type="radio"/>
22																22	1	0	<input type="radio"/>	<input type="radio"/>
23																23	1	0	<input type="radio"/>	<input type="radio"/>
24																24	1	0	<input type="radio"/>	<input type="radio"/>

Do not write
below here

25		25 2 1 0 ○○○
26		26 2 1 0 ○○○
27		27 2 1 0 ○○○
28		28 2 1 0 ○○○
29		29 2 1 0 ○○○
30		30 2 1 0 ○○○

Part 7

31	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
32	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
33	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
34	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
35	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D
36	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input type="radio"/> D

37	A	B	C	D	E	F	G
38	A	B	C	D	E	F	G
39	A	B	C	D	E	F	G
40	A	B	C	D	E	F	G
41	A	B	C	D	E	F	G
42	A	B	C	D	E	F	G

43	A ○	B ○	C ○	D ○	E ○	F ○
44	A ○	B ○	C ○	D ○	E ○	F ○
45	A ○	B ○	C ○	D ○	E ○	F ○
46	A ○	B ○	C ○	D ○	E ○	F ○
47	A ○	B ○	C ○	D ○	E ○	F ○
48	A ○	B ○	C ○	D ○	E ○	F ○
49	A ○	B ○	C ○	D ○	E ○	F ○
50	A ○	B ○	C ○	D ○	E ○	F ○
51	A ○	B ○	C ○	D ○	E ○	F ○
52	A ○	B ○	C ○	D ○	E ○	F ○

Page 2 of 2

17927



18745

Page 2 of 2

1	A ○	B ○	C ○
2	A ○	B ○	C ○
3	A ○	B ○	C ○
4	A ○	B ○	C ○

5	A ○	B ○	C ○
6	A ○	B ○	C ○
7	A ○	B ○	C ○
8	A ○	B ○	C ○

Do not write
below here

9																		9	1	0	<input type="radio"/>	<input type="radio"/>
10																		10	1	0	<input type="radio"/>	<input type="radio"/>
11																		11	1	0	<input type="radio"/>	<input type="radio"/>
12																		12	1	0	<input type="radio"/>	<input type="radio"/>
13																		13	1	0	<input type="radio"/>	<input type="radio"/>
14																		14	1	0	<input type="radio"/>	<input type="radio"/>
15																		15	1	0	<input type="radio"/>	<input type="radio"/>
16																		16	1	0	<input type="radio"/>	<input type="radio"/>
17																		17	1	0	<input type="radio"/>	<input type="radio"/>
18																		18	1	0	<input type="radio"/>	<input type="radio"/>

19	A	B	C	D	E	F	G	H
20	A	B	C	D	E	F	G	H
21	A	B	C	D	E	F	G	H
22	A	B	C	D	E	F	G	H
23	A	B	C	D	E	F	G	H

24	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
25	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
26	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
27	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
28	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
29	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C
30	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C

Page 2 of 2

18745



Speaking



29607

OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK ABOVE THIS LINE

Page 1 of 1



Candidate Name

Candidate Number

Centre Name

Centre Number

Examination Title

Examination Details

Assessment Date

Supervisor: If the candidate is ABSENT or has WITHDRAWN shade here ☐

FCE for Schools Speaking Mark Sheet

Date of test:

Month: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12

Day: ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ 27 ☐ 28 ☐ 29 ☐ 30 ☐ 31

Marks Awarded:

Grammar and Vocabulary	<input type="radio"/> 0	<input type="radio"/> 1.0	<input type="radio"/> 1.5	<input type="radio"/> 2.0	<input type="radio"/> 2.5	<input type="radio"/> 3.0	<input type="radio"/> 3.5	<input type="radio"/> 4.0	<input type="radio"/> 4.5	<input type="radio"/> 5.0
Discourse Management	<input type="radio"/> 0	<input type="radio"/> 1.0	<input type="radio"/> 1.5	<input type="radio"/> 2.0	<input type="radio"/> 2.5	<input type="radio"/> 3.0	<input type="radio"/> 3.5	<input type="radio"/> 4.0	<input type="radio"/> 4.5	<input type="radio"/> 5.0
Pronunciation	<input type="radio"/> 0	<input type="radio"/> 1.0	<input type="radio"/> 1.5	<input type="radio"/> 2.0	<input type="radio"/> 2.5	<input type="radio"/> 3.0	<input type="radio"/> 3.5	<input type="radio"/> 4.0	<input type="radio"/> 4.5	<input type="radio"/> 5.0
Interactive Communication	<input type="radio"/> 0	<input type="radio"/> 1.0	<input type="radio"/> 1.5	<input type="radio"/> 2.0	<input type="radio"/> 2.5	<input type="radio"/> 3.0	<input type="radio"/> 3.5	<input type="radio"/> 4.0	<input type="radio"/> 4.5	<input type="radio"/> 5.0
Global Achievement	<input type="radio"/> 0	<input type="radio"/> 1.0	<input type="radio"/> 1.5	<input type="radio"/> 2.0	<input type="radio"/> 2.5	<input type="radio"/> 3.0	<input type="radio"/> 3.5	<input type="radio"/> 4.0	<input type="radio"/> 4.5	<input type="radio"/> 5.0

Test materials used: Part 2 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10 ☐ 11 ☐ 12 ☐ 13 ☐ 14 ☐ 15 ☐ 16 ☐ 17 ☐ 18 ☐ 19 ☐ 20

Part 3 ☐ 21 ☐ 22 ☐ 23 ☐ 24 ☐ 25 ☐ 26 ☐ 27 ☐ 28 ☐ 29 ☐ 30

Assessor's number

Test Format

Examiners:Candidates

2 : 2

☐

Number of 2nd Candidate

Interlocutor's number

2 : 3

☐

Number of 3rd Candidate

OFFICE USE ONLY - DO NOT WRITE OR MAKE ANY MARK BELOW THIS LINE

Page 1 of 1

29607



Acknowledgements

Our highly experienced team of Trainer writers, in collaboration with Cambridge English Language Assessment reviewers, have worked together to bring you *First for Schools Trainer 2*. We would like to thank Helen Chilton (writer), Nick Cherkas (writer), Anthony Cosgrove (writer), Jeremy Day (writer), Sue Elliott (writer), Stephen Green (writer), Jacky Newbrook (writer), Helen Tilioune (writer and reviewer) and Sarah Dymond (reviewer) for their work on the material.

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting and in the next update to the digital edition, as applicable.

Text Acknowledgements:

Telegraph Group Media Limited for the text on p. 151 adapted from 'High achiever: George Atkinson, record-breaking teenage mountaineer' by Chris Harvey, *The Telegraph*, 24.06.2011. Copyright © 2011 Telegraph Group Media Limited. Reproduced with permission.

Photo Acknowledgements:

All the photographs are sourced from Getty Images:
p. 10: aldomurillo/iStock/Getty Images Plus; p. 12: Viktorcvetkovic/E+; p. 13: Ayakovlev/iStock/Getty Images Plus; p. 14: Mike Harrington/Taxi; p. 15: Chris Ryan/OJO Images; p. 17: FatCamera/E+; p. 18: 33karen33/E+; p. 20: Thinkstock Images/Stockbyte; p. 21: Tim Macpherson/Cultura; p. 22: Clarissa Leahy/Cultura; p. 25: technotr/E+; p. 27: gbh00/iStock/Getty Images Plus; p. 29: wetcake/iStock/Getty Images Plus; p. 30: gjohnstonphoto/iStock/Getty Images Plus; p. 32: Eva-Katalin/E+; p. 33: Hill Street Studios/Blend Images; p. 44: GlobalP/iStock/Getty Images Plus; p. 65: belchonock/iStock/Getty Images Plus; p. 67: YakobchukOlena/iStock/Getty Images Plus; p. 68: Claire Cordier/Dorling Kindersley; p. 69: KidStock/Blend Images; p. 70: Corbis News; p. 72: LWA/Dann Tardif/Blend Images/Getty Images Plus; p. 73: leonardo255/

iStock/Getty Images Plus; p. 74: Ariel Skelley/DigitalVision; p. 77: Highwaystarz-Photography/iStock/Getty Images Plus; p. 79: pixel107/iStock/Getty Images Plus; p. 80: Eva-Katalin/E+; p. 82: Blownchris/DigitalVision Vectors; p. 86: sturti/E+; p. 110: Westend61; p. 115: Photoplotnikov/GlobalP/iStock/Getty Images Plus; p. 128: Lucidio Studio Inc/Photographer's Choice RF; p. 129: duckycards/E+; p. 131: Rainer Dittrich; p. 146: Robert Morrissey/EyeEm; p. 147: wsfurlan/iStock/Getty Images Plus; p. 149: Hype Photography/Stone; p. 151: isoft/E+; p. 163: georgeclerk/iStock/Getty Images Plus; p. 164: Tuayai/iStock Editorial/Getty Images Plus; p. 165: matka_Wariatka/iStock/Getty Images Plus; p. 167: Sergi Escibano/Moment; C1 A: antolikjan/iStock/Getty Images Plus; C1 B: IR_Stone/iStock Editorial/Getty Images Plus; C2 A: dolgachov/iStock/Getty Images Plus; C2 B: Eva-Katalin/E+; C3 A: omgimages/iStock/Getty Images Plus; C3 B: M_a_y_a/E+; C4 A, B: monkeybusinessimages/iStock/Getty Images Plus; C8 A: Hero Images; C8 B: Amos Chapple/Lonely Planet Images; C9 A: oneinchpunch/iStock/Getty Images Plus; C9 B: Stewart Cohen/Blend Images; C10 A: martin-dm/E+; C10 B: SerrNovik/iStock/Getty Images Plus; C12 A: Marc Romanelli/Blend Images; C12 B: Zero Creatives/Cultura; C13 A: PamelaJoeMcFarlane/E+; C13 B: PamelaJoeMcFarlane/E+; C15 A: DragonImages/iStock/Getty Images Plus; C15 B: Neustockimages/E+; C16 A: Eva-Katalin/E+; C17 B: izusek/E+; C18 A: Tony Garcia/Image Source; C18 B: aldomurillo/iStock/Getty Images Plus; C19 A, B: monkeybusinessimages/iStock/Getty Images Plus; C21 A: dolgachov/iStock/Getty Images Plus; C21 B: kali9/E+; C22 A: nullplus/iStock/Getty Images Plus; C22 B: Dave and Les Jacobs/Lloyd Dobbie/Blend Images.

Commissioned photography by Gareth Boden on p. 6, p. 60.
Commissioned photography by Trevor Clifford on p. 56, p. 57, p. 63.

Illustrations by:

Andrew Painter pp.4, 7–9.

Audio recordings by DN and AE Strauss Ltd. Engineer: Neil Rogers; Editor: James Miller; Producer: Dan Strauss. Recorded at Half Ton Studios, Cambridge

Review Copy - Cambridge University Press - Review Copy
Review Copy - Cambridge University Press - Review Copy
Review Copy - Cambridge University Press - Review Copy
Review Copy - Cambridge University Press - Review Copy
Review Copy - Cambridge University Press - Review Copy

Test 1 Training

Speaking Part 2

Why are the people outside at night?

A



B



Test 1 Training

Speaking Part 2

What are the people enjoying about their tasks?

A



B



Test 1 Exam practice

Speaking Part 2

What are the friends enjoying about their day out?

A



B



Test 1 Exam practice

Speaking Part 2

Why have the people chosen to do exercise in these ways?

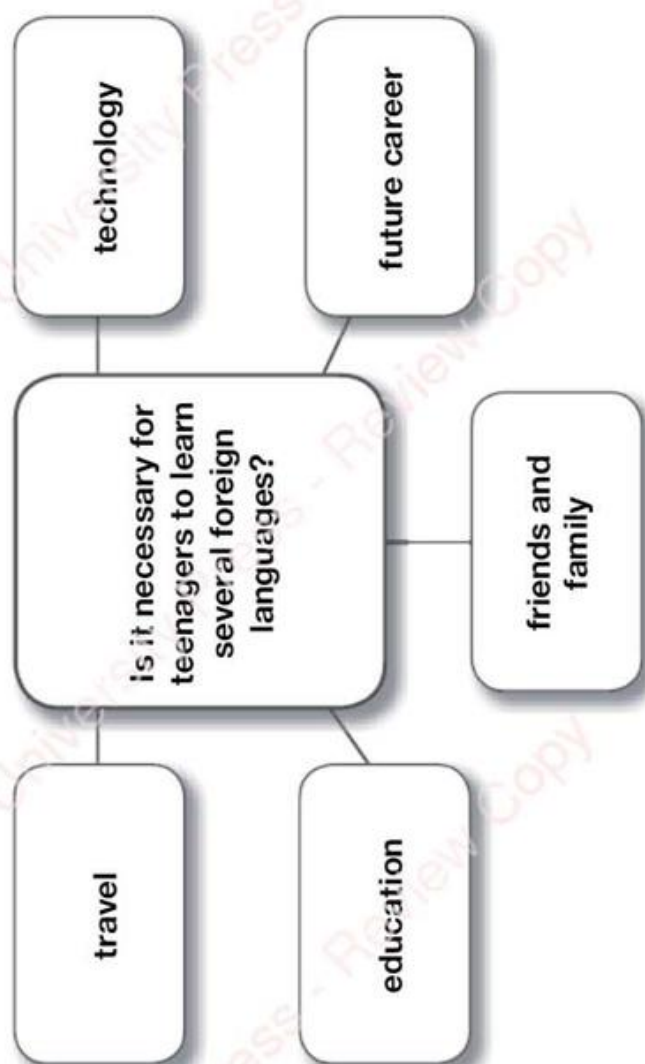
A



B

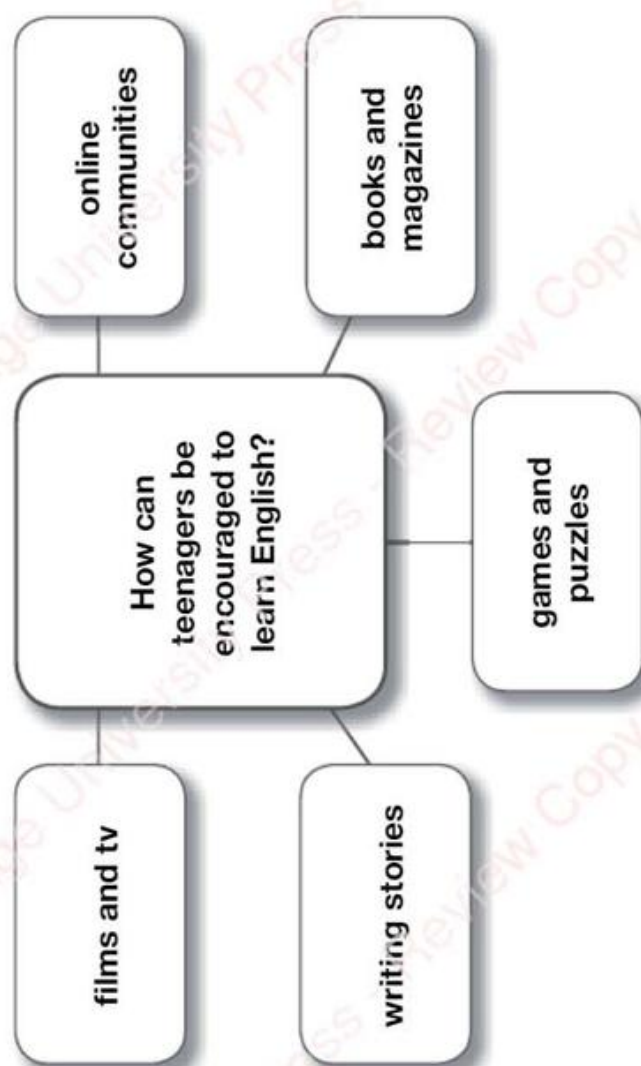


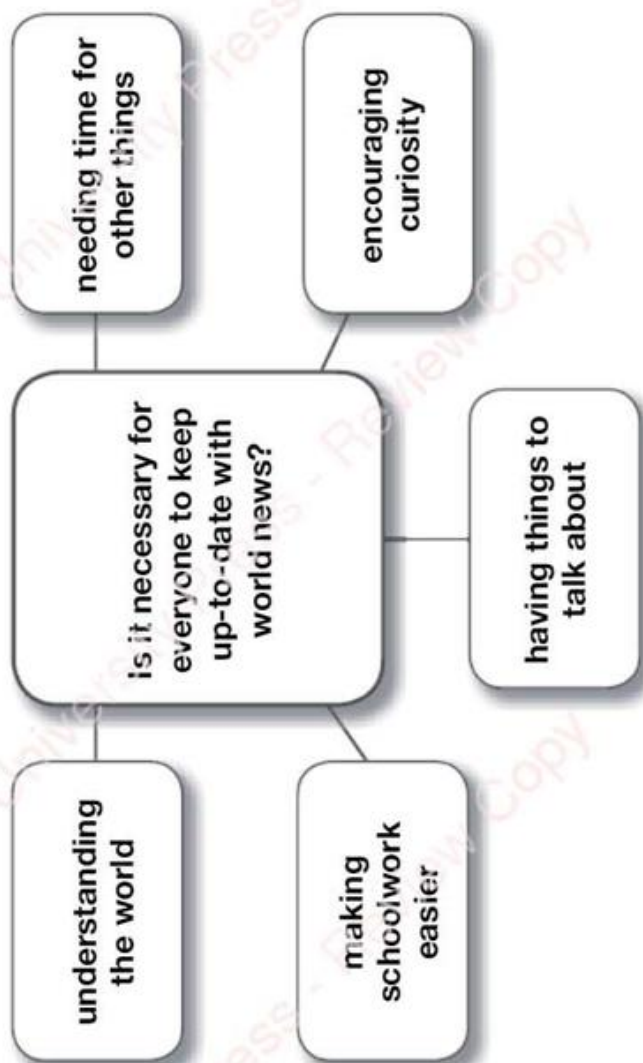
Test 1 Training Speaking Part 3



Test 1 Training

Speaking Part 3





Test 2 Training

Speaking Part 2

How are the people feeling about the snow?

A



B



Test 2 Exam practice

Speaking Part 2

Why are the people using mobile phones in these situations?

A



B



Test 2 Exam practice

Speaking Part 2

Why have the people chosen to read in these places?

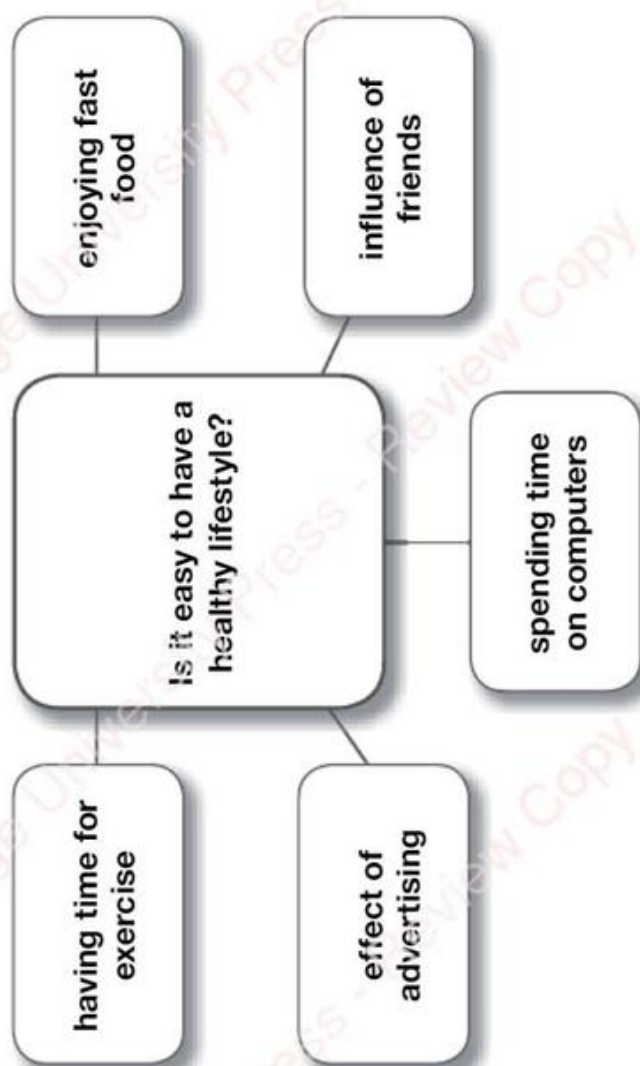
A



B



Test 2 Exam practice Speaking Part 3



Test 3

Speaking Part 2

What are the people enjoying about relaxing in these situations?

A



B



Test 3

Speaking Part 2

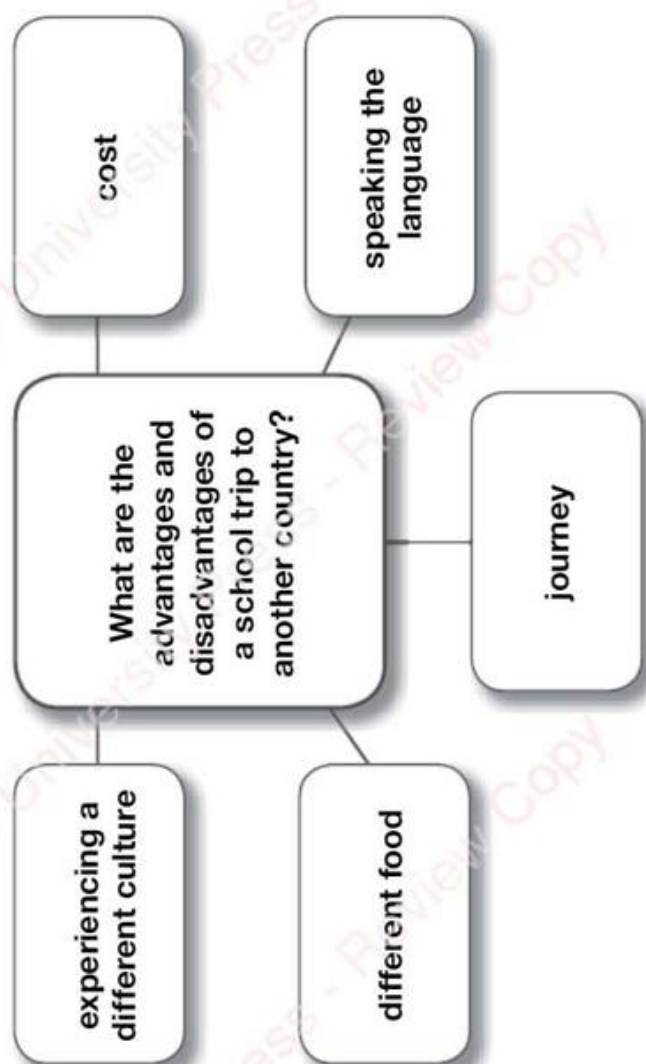
What are the people taking photographs in these situations?

A



B





Test 4

Speaking Part 2

Why have the people decided to study in these places?

A



B



Test 4

Speaking Part 2

Why have the people chosen to travel in these ways?

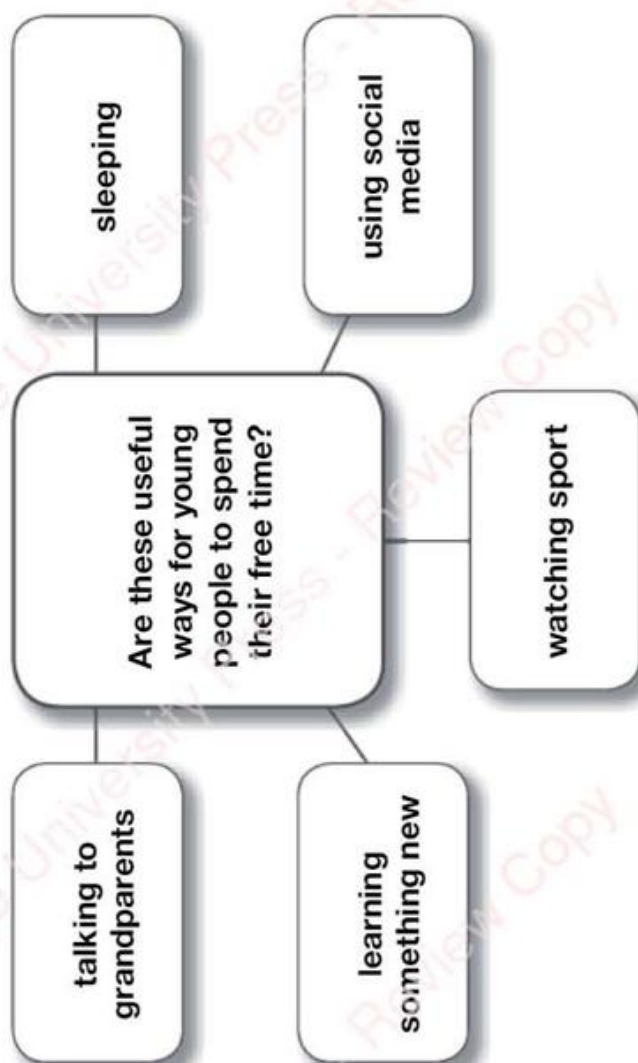
A



B



Test 4 Speaking Part 3



Test 5

Speaking Part 2

What are the people enjoying about playing these games?

A



B



Test 5

Speaking Part 2

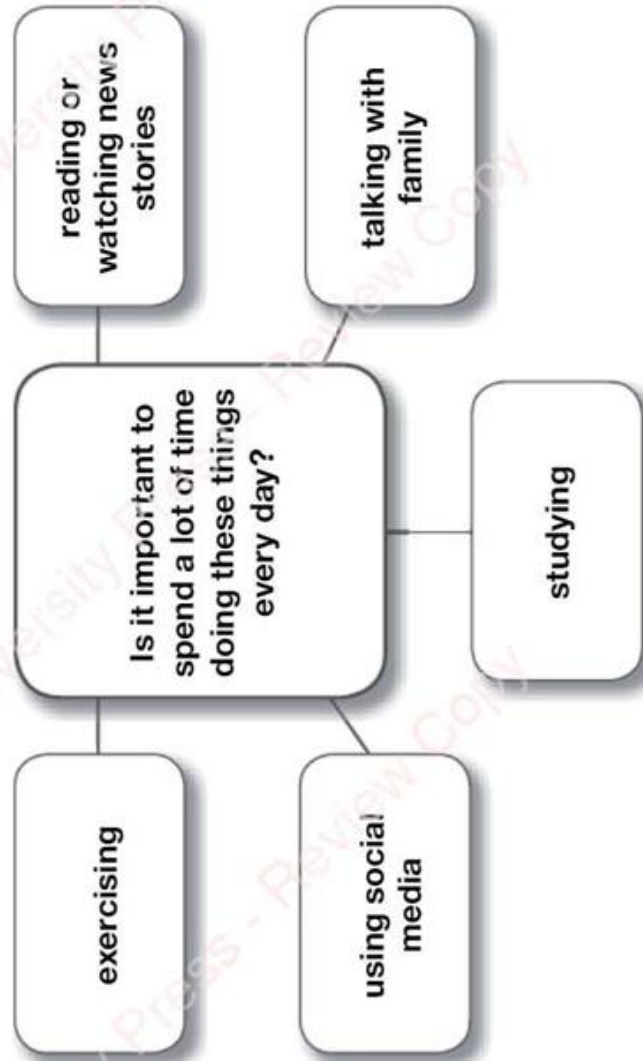
Why do the people need to concentrate in these situations?

A



B





Test 6

Speaking Part 2

Why are the people learning to do these things?

A



B



Speaking Part 2

Test 6 | C21

Test 6

Speaking Part 2

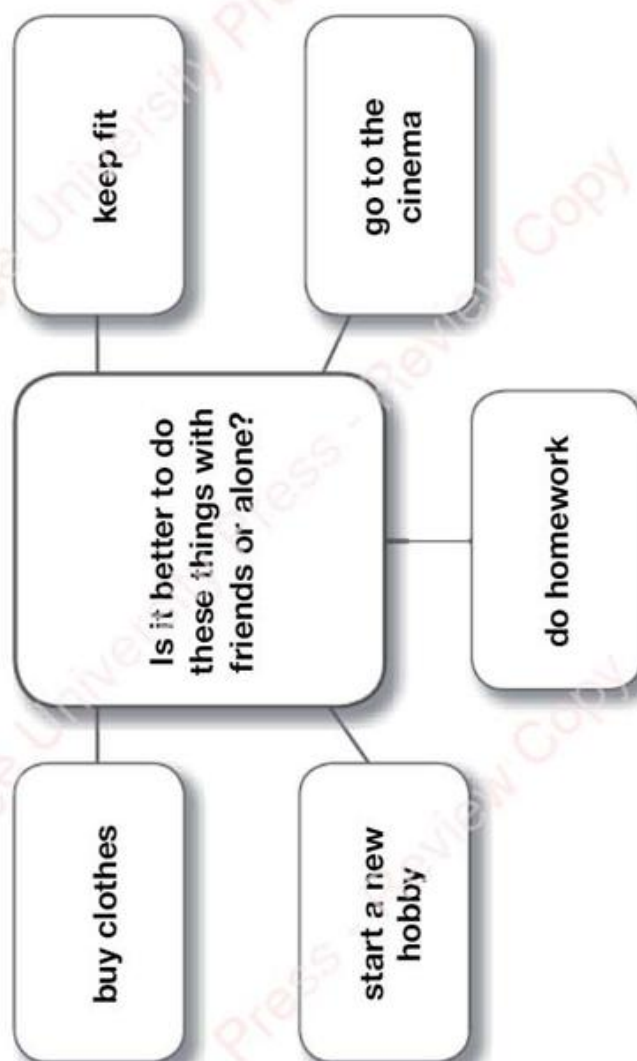
What are the people enjoying about doing these outdoor activities?

A



B







CAMBRIDGE
UNIVERSITY PRESS



CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge

Cambridge English



OFFICIAL EXAM PREPARATION MATERIALS

[CAMBRIDGE.ORG/EXAMS](https://www.cambridge.org/exams)

What do we do?

Together, Cambridge University Press and Cambridge English Language Assessment bring you official preparation materials for Cambridge English exams and IELTS.

What does official mean?

Our authors are experts in the exams they write for. In addition, all of our exam preparation is officially validated by the teams who produce the real exams.

Why else are our materials special?

Vocabulary is always 'on-level' as defined by the English Profile resource. Our materials are based on research from the Cambridge Learner Corpus to help students avoid common mistakes that exam candidates make.